

and speak Chinese daily as their main form of verbal communication, as well as to write regularly.

Successful completion of Chinese Mandarin 7-8 is defined as Intermediate-mid level in listening and speaking, and Intermediate-mid level in reading and writing within the ACTFL descriptors.

Section 2: Welcome Statement & Course Connections

Personal Welcome

Welcome Letter from Ms. Wang 王老师

Dear Parents and Guardians, 大家好！

Welcome to join our Franklin High School, and welcome to join the Chinese Class Family this year! I hope this letter finds you and your loved ones emotionally and physically healthy !

This is Ms. Wang, and I'm teaching Chinese 1-2, 3-4, 5-6,7-8 and AP Chinese classes. This will be my seventh year teaching at Franklin High School and tenth year teaching Chinese, and I'm so excited to walk through this amazing journey with your students!

Our plan is to have a tailored and multicultural curriculum for students at each level, and my goal of the year is definitely not to stress my students out, but to provide more emotional and academic support to everyone!

In addition to being a teacher, I am also a member of this beloved community, so if there is anything I can do to support your students, please don't hesitate to reach out. I would like to offer my help for anyone who has questions or would like to reach out. You can reach me by email at mwang@pps.net.

The last school year has indeed been trying times for all of us, as our day-to-day lives have been turned upside down. But I hope this communication will help us to start making better connections, and I am so looking forward to seeing your amazing students (again)!

Sincerely,

Ms. Wang / 王老师
She/Her Pronouns
AP Chinese and Chinese Mandarin 1-8 Teacher
Franklin High School
5405 SE Woodward St. Portland, OR 97206
503-916-5140 x 84114



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| <p><i>Course Highlights</i> (topics, themes, areas of study)</p> | <p>The themes include Daily topics and Chinese tradition and customs. Units will be broken down into communication themes: Units will be broken down into communication themes:</p> <ul style="list-style-type: none"> ● Chinese language and geography ● Food and Fashion ● School and Family ● Travel and Transportation ● Festivals and Customs etc. |
| <p><i>Course Connections to PPS ReImagined Vision</i></p> | <ul style="list-style-type: none"> ● Enable students to practice speaking, listening, reading, writing and typing in Chinese based on the ACTFL proficiency guidelines. ● Provide students with the appropriate language skills and cultural knowledge to “survive” in the target culture (China/Taiwan) and successfully interact with native speakers. ● Stimulate critical thinking and deeper appreciation for Chinese language and culture. ● Engage students to become life-long learners. ● Prepare students to be responsible global citizens. |

Section 3: Student Learning

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| <p><i>Prioritized Standards</i></p> | <p>The following standards will be explored in the course:</p> <p>Successful completion of Chinese Mandarin 7-8 is defined as Intermediate-mid level in listening and speaking, and Intermediate-mid level in reading and writing within the ACTFL descriptors.</p> <p>The course provides students with opportunities to demonstrate their proficiency at the Intermediate-mid to Intermediate-high range based on the ACTFL proficiency guideline.</p> <div data-bbox="1346 824 1766 1159" style="text-align: right;"> <p>The diagram is an inverted pyramid divided into 11 horizontal sections. From top to bottom, the sections are: Superior (yellow), Advanced High (orange), Advanced Mid (light orange), Advanced Low (lighter orange), Intermediate High (purple), Intermediate Mid (light purple), Intermediate Low (lighter purple), Novice High (blue), Novice Mid (light blue), and Novice-Low (lightest blue). To the right of the pyramid, arrows point from specific levels to course levels and exams: Superior points to AP Chinese Mandarin; Advanced High, Mid, and Low point to Chinese Mandarin 7/8; Intermediate High, Mid, and Low point to Chinese Mandarin 5/6; Novice High and Mid point to Chinese Mandarin 3/4; and Novice-Low points to Chinese Mandarin 1/2.</p> </div> |
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| <p><u>PPS Graduate Portrait Connections</u></p> | <p>I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait:</p> <p>A graduate of Portland Public Schools will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inclusive and Collaborative Problem Solvers <input type="checkbox"/> Inquisitive Critical Thinkers with Deep Knowledge <input type="checkbox"/> Transformative Racial Equity Leaders <input type="checkbox"/> Resilient and Adaptable Lifelong Learners <input type="checkbox"/> Powerful and Effective Communicators <input type="checkbox"/> Positive, Confident, and Connected Sense of Self <input type="checkbox"/> Influential and Informed Global Stewards <input type="checkbox"/> Reflective, Empathetic, and Empowering Graduates <input type="checkbox"/> Optimistic, Future-Oriented Graduates |
| <p><i>Differentiation/ accessibility strategies and supports:</i></p> | <p>I will provide the following supports specifically for students in the following programs:</p> <p>Many of the differentiation strategies that will be used within the classroom may include: visual aids, flexible groupings, teaching to different learning styles, weekly tutorial, carefully scaffolded lessons, modeled instruction, peer helpers and student-led learning to reach the needs of all learners.</p> <p>Students with 504 plans, in the ELD program and special education IEPs will be given full and necessary accommodations based on particular needs. In terms of curriculum, typically shortened assignments will be assigned, deadlines may be extended and assessments may be modified.</p> <p>The modifications for TAG students will be determined not only by classification but by performance. Accommodations will include tiered lesson plans to offer more challenging readings and assignments, teacher facilitation of independent learning opportunities, homogeneous and heterogeneous group work to meet all student needs.</p> |
| <p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Career Related Learning Experience (CRLE) #1 <input type="checkbox"/> Career Related Learning Experience (CRLE) #2 <p style="text-align: center;"><i>-The experience(s) will be: To learn and explore the other world language and its culture.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete a resume <input type="checkbox"/> Complete the My Plan Essay |



Section 4: Cultivating Culturally Sustaining Communities

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| Tier 1 SEL Strategies | |
| Shared Agreements | <p>I will facilitate the creation of our Shared Agreements that respects and celebrates each student’s race, ability, language, and gender identity in the following way(s):</p> <ul style="list-style-type: none"> ○ When will they be created? At the beginning of the school year. ○ What process/protocols will you use to co-create them in a collaborative way that engages all students (race, ability, language, gender)? The whole class gets involved to create and go through class slogans, class values, class expectations and class policies. ○ Where will they be posted? On Canvas. ○ What is your plan for receiving & getting ongoing feedback on how they are working and who the agreements are working for? Surveys and Reply Slips from parents. <p>*Our Chinese Class Slogan: Stay Open Stay Curious Stay Humble</p> |
| | <p>I will display our Agreements in the following locations: On Canvas under Important Class Information Modules.</p> |
| | <p>My plan for ongoing feedback through year on their effectiveness is:</p> <ul style="list-style-type: none"> ● Making class surveys ● Having one-on-one sessions ● Sharing my PPS email address ● Open to talk and offer additional help during classes and tutorials etc. |
| Student’s Perspective & Needs | <p>I will cultivate culturally sustaining relationships with students by: Getting every student involved and learning every student through their lens.</p> |



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| | <p>Families can communicate what they know of their student's needs with me in the following ways: Sending emails in either English or Chinese at mwang@pps.net.</p> |
| <p><i>Empowering Students</i></p> | <p>I will celebrate student successes in the following ways:</p> <ul style="list-style-type: none"> ● Personalize lessons and make them relevant ● Get students to be recognized as individuals ● Cultivate good learning and living habits ● Develop students' unique potential and interests ● Help students find their passion ● Encourage debate and expression of ideas and opinions, as well as practice how to advocate for themselves Involve Students in practicing "Real-world" scenarios etc. |
| | <p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <ul style="list-style-type: none"> ● Making class surveys ● Having one-on-one sessions ● Sharing my PPS email address ● Open to talk and offer additional help during classes and tutorials etc. |
| | <p>When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways: Send emails to reach out and check in with the student.</p> <ul style="list-style-type: none"> ● Send a hand-written invitation to a student to have a conversation and provide additional help during Tutorial A dyas. ● Encourage the student to go over class materials or missing class content on Canvas ● Make a copy of class notes for the student ● Reach out to their family to discuss a better plan etc. |
| <p><i>Showcasing Student Assets</i></p> | <p>I will provided opportunities for students to choose to share and showcase their work by:</p> <ul style="list-style-type: none"> ● Placing their work in the Chinese class showcase ● Posting on the Gallery Wall ● Present or share out their work or achievement during class time etc. |
| <p>Section 5: Classroom Specific Procedures</p> | |



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| <i>Safety issues and requirements (if applicable):</i> | Students should understand and follow all PPS emergency protocols. |
| <i>Coming & Going from class</i> | <p>I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class:</p> <p>Attendance Policy:</p> <ul style="list-style-type: none"> • Before coming to Chinese class, students should silence their cellphones. • If the student is less than 20 minutes late, it will be marked Late. • If the student is more than 20 minutes late, it will be marked absent. <p>Restroom Policy:</p> <ul style="list-style-type: none"> • Ask permission in Chinese • Fill in your info on the pass • Get Ms. Wang's signature • When return, give the pass to Ms. Wang • Only ONE student at a time |
| <i>Submitting Work</i> | <p>I will collect work from students in the following way:</p> <ul style="list-style-type: none"> • Paper Copy: Place in the homework box • Online Assignment: Submit through Canvas <p>If a student misses a deadline, I will partner with the student in the following ways so they have the ability to demonstrate their abilities:</p> <ul style="list-style-type: none"> • Remind the student in person or through email • Invite the student come to my classroom during A-day tutorials |
| <i>Returning Your Work</i> | <p>My plan to return student work is the following:</p> <p><i>Timeline:</i> Missing work: It will be accepted within ONE month from the original due date.</p> <p><i>What to look for on your returned work:</i> Late work: It will be taken off 10% of the total original points. (Or please send an email to Ms. Wang to explain what caused the late submission. If it is reasonable, then it will not process late points.)</p> <p><i>Revision Opportunities:</i> Everyone has a second chance. Retakes/redos are permitted if the student scores lower than a 80% and retakes it within ONE month of receiving one's grade. Please come to M-116 during tutorial A</p> |



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| | days. |
| <i>Formatting Work (if applicable)</i> | Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: <ul style="list-style-type: none"> ● Paper Copy: Place in the homework box ● Online Assignment: Submit through Canvas |
| <i>Attendance</i> | If a student is absent, I can help them get caught up by: <ul style="list-style-type: none"> ● All class materials will be posted on Canvas ● Students are encouraged to check in through emails or stop by during tutorials. |

Section 6: Course Resources & Materials

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| <i>Materials Provided</i> | I will provided the following materials to students: Google slides, class notes and class practice can be accessed through Canvas. |
| <i>Materials Needed</i> | Please have the following materials for this course: <ol style="list-style-type: none"> 1. A 100% positive learning heart. 2. 2 available pens or pencils. 3. A notebook ONLY for Chinese class -will be practiced with Chinese handwriting on it. 4. A folder ONLY for Chinese class 5. Chromebook 6. Download Pleco APP on the cellphone (if possible) <p><i>Franklin can help with any materials you may need as well. Please reach out to me privately and I will help you get what you need.</i></p> |
| <i>Course Resources</i> | Here is a link to resources that are helpful to students during this course: Canvas: https://lms.pps.net/ |
| <i>Empowering Families</i> | The following are resources available for families to assist and support students through the course: Canvas: https://lms.pps.net/ |

Section 7: Assessment of Progress and Achievement



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| <i>Formative Assessments</i> | <p>As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways:</p> <p>Grades should be based on the student’s demonstration of understanding of the standards, and including:</p> <ul style="list-style-type: none"> ● Homeworks ● Classworks ● Notes ● Projects |
| <i>Summative Assessments</i> | <p>As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their <u>learned</u> abilities:</p> <p>This class uses mostly <u>performance-based assessments</u> for summative.</p> <p>Grades should be based on the student’s demonstration of understanding of the standards, and including:</p> <ul style="list-style-type: none"> ● Project ● Quizzes and Tests ● Finals |
| <i>Student Role in Assessment</i> | <p>Students and I will partner to determine how they can demonstrate their abilities in the following ways:</p> <ul style="list-style-type: none"> ● Open office hours ● Check-ins and reminders ● Have a one-one-one conversation ● Plan for possibilities ● Offer choices ● Provide a variety of types of learning materials etc. |
| <p>Section 8: Grades Progress Report Cards & Final Report Cards</p> | |
| <i>Accessing Grades</i> | <p>Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester:</p> <p>Grade Checking: Synergy StudentVue/ParentVue Gradebook</p> |
| | <p>I will update student grades at the following frequency:</p> <p>Every time the assignment/test is completed.</p> |



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| <p><i>Progress Reports</i></p> | <p>I will communicate the following marks on a progress report: <i>D or above is the passing grade, while F is the failing grade. But if the student gets a D or F, this means the student didn't meet the grade-level content standards. The teacher will work with the student to figure out a grade make-up plan.</i></p> |
| <p><i>Final Report Card Grades</i></p> | <p>The following system is used to determine a student's grade at the end of the semester:</p> <p>Each semester is made up of two grading quarters. Each quarter will take 50 percent, and will include major and daily grades.</p> <ul style="list-style-type: none"> · Participation: 20% · Assignment: 20% · Project: 20% · Test/Quiz: 20% · Final: 20% <p>Grading Scale</p> <ul style="list-style-type: none"> · 90.0%- 100% A · 80.0%- 89.9% B · 70.0%- 79.9% C · 60.0%- 69.9% D · Below 59.9%- F <p><i>D or above is the passing grade, while F is the failing grade. But if the student gets a D or F, this means the student didn't meet the grade-level content standards. And it is highly suggested to repeat the class next school year.</i></p> <p>I use this system for the following reasons/each of these grade marks mean the following: It is based on the PPS Grading System.</p> |
| <p>Other Needed info (if applicable)</p> | |
| | <p>This syllabus may be modified to meet the needs of a specific class or student upon teacher discretion.</p> |

