

Course Syllabus



Franklin High School

2020-2021

DIRECTIONS: For each course, complete the syllabus and share with your evaluating/supervising administrator **as a pdf** ("File-download-PDF document") by 9/21/20. Syllabi will be posted on the FHS website under your name for the public to view.

Course Overview

NOTE: For core classes, all elements of this section (except for name and contact information) are the same.

Course Title: Chinese Mandarin 5-6

Instructor Name: Mo Wang **Contact Info:** mwang@pps.net

Grade Level(s): 9-12

Credit Type: World Language **# of credits per semester:** 2

Prerequisites (if applicable):

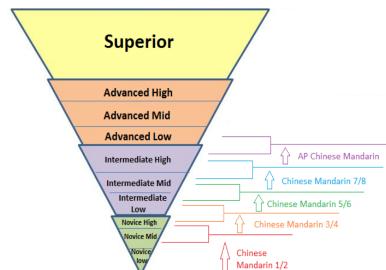
Chinese Mandarin 3-4 or teacher approval

General Course Description:

欢迎大家 Huanying Dajia (Welcome!)! Chinese Mandarin 5/6 is the third level of a five-year sequential course. This course is designed for the high school level students who have previously studied Mandarin for two or more consecutive years. Students will continue to develop their language skills in listening, speaking, reading and writing, as well as increase awareness of Chinese culture. Students start to minimize the use of Pinyin when writing sentences or short essays. Throughout the year, students will be able to understand the main idea of what they have read or heard. They will also be able to communicate, exchange information and present basic ideas written and verbally on familiar topics by using correct phrases and simple sentences.

Prioritized National/State Standards:

The Chinese Mandarin 5/6 course provides students with opportunities to demonstrate their proficiency at the Intermediate-Low to Intermediate-Mid range based on the ACTFL proficiency guideline.



Course Details

Learning Expectations



<p>Materials/Texts: All Materials/Texts will be found in Canvas under Weekly Modules.</p>
<p>Course Content and Schedule: The themes include Daily topics and Chinese tradition/customs. Units will be broken down into communication themes: School & Class, Home & Furniture, Family and PEt, Chinese Geography and Travelling, Daily Life and Community and Chinese traditional festivals and customs.</p>
<p>Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other): 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. 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. 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>Safety issues and requirements (if applicable): Students should understand and follow all PPS emergency protocol. For virtual classes: *Before accessing our class meeting, you will need to log into your PPS google account.</p>
<p>Classroom norms and expectations:</p> <ol style="list-style-type: none"> 1. Respect yourself, the teacher and others <ul style="list-style-type: none"> ● Show respect for the teacher, yourself and others at all times. Be a kind person. 2. Be prepared for class each day. Follow directions when given <ul style="list-style-type: none"> ● More crucial for remote learning! 3. Take responsibility for your actions. <ul style="list-style-type: none"> ● Pay attention, participate and ask questions.

- Don't be afraid of making mistakes.
- 4. Put forth your best effort at all times**
- Attend all classes **on time** and be prepared to **actively participate** in class and group discussions.
 - Try to **practice Chinese** as much as possible.
 - Always do your **own best work** and submit your classwork and homework on time. Assignments are expected to be completed by the due date. Otherwise, it will be taken points off. Please communicate with me if you have exceptional circumstances.
 - Put **learning ahead** of getting good grades.
 - Put **quality** ahead of just getting it done.

5. Do not cheat, plagiarize, or copy work. If cheating or copying on any assignment, you will get **ZERO** for that assignment and will not allow you to redo it for credit.

These rules and expectations of this class are intended to keep the class environment safe, orderly, and productive, so that we can maximize learning time together.

Evidence of Course Completion

Assessment of Progress and Achievement:

Grades should be based on the student's demonstration of understanding of the standards, and including:

- Homeworks
- Classworks
- Notes
- Projects
- Quizzes and Tests
- Final

Progress Reports/Report Cards (what a grade means):

Grading System

Each semester is made up of two grading quarters. Each quarter will take 50 percent, and will include major and daily grades. For each of the major grades, the students will be given a scoring rubric ahead of time.

- Participation: 20%
- Assignment: 20%
- Project: 20%

- Test/Quiz: 20%
- Final: 20%

Grading Scale

- 97.0%- 100% A+
- 90.0%- 100% A
- 80.0%- 89.9% B
- 70.0%- 79.9% C
- 60.0%- 69.9% D
- Below 59.9%- F

Career Related Learning Experience (CRLEs) and Essential Skills:

The course will cover all four skills:

- Listening
- Speaking
- Reading
- Writing

Communication with Parent/Guardian

What methods are used to communicate curriculum, successes, concerns, etc.?

The teacher is available to reach out through emails.

Personal Statement and other needed info

Hope you have a wonderful school year!