



<p><b>DP Chinese V – 11<sup>th</sup> grade (CH513)</b> <b>DP Chinese VI – 12<sup>th</sup> grade (CH613)</b></p>
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**Instructor:**

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**Course Description**

DP Chinese V and VI is an Ab Initio course that is the next step beyond the MYP Chinese program. This course introduces students to the language and culture of the Chinese-speaking world. Through various written and spoken mediums and interactions with their classmates, students will further develop their ability to read, write, speak and listen in the target language. In order for students to gain the ability to communicate in a range of important topics, during the course of this two-year program students will study units that are categorized under three broad themes: individual and society, leisure and work, and urban and rural environment.

**Internationalism**

The study of a world language adds to the international dimension of the Diploma Programme. While learning the target language, the student becomes aware of the similarities and differences between his or her own culture(s) and those of the target culture(s). With this awareness, a greater respect for other peoples and the way in which they lead their lives is fostered. Within the course framework, through the study of authentic texts, students investigate and reflect on cultural values and behaviours.

**Group 5 Aims**

The aims of this course are to:

1. develop students' intercultural understanding
2. enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
3. encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
4. develop students' awareness of the role of language in relation to other areas of knowledge
5. develop students' awareness of the relationship between the languages and cultures with which they are familiar
6. provide students with a basis for further study, work and leisure through the use of an additional language
7. provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

### **Objectives**

There are five assessment objectives for this course. Students will be assessed on their ability to:

1. demonstrate an awareness and understanding of the intercultural elements related to the prescribed topics
2. communicate clearly and effectively in a range of situations
3. understand and use accurately the basic structures of the language
4. understand and use an appropriate range of vocabulary
5. use a register and a format that are appropriate to the situation.

### **Chinese SL 2 Year Course Themes, Assessments and Outline**

#### **Five Themes**

Central to the Language B program are the Five Themes. These Themes provide the backbone of all assessments. The Five Themes are as follows.

Theme	Guiding principle	Optional recommended topics	Possible questions
<b>Identities</b>	Explore the nature of the self and what it is to be human.	<ul style="list-style-type: none"> <li>• Lifestyles</li> <li>• Health and wellbeing</li> <li>• Beliefs and values</li> <li>• Subcultures</li> <li>• Language and identity</li> </ul>	<p>What constitutes an identity?</p> <ul style="list-style-type: none"> <li>• How do we express our identity?</li> <li>• What ideas and images do we associate with a healthy lifestyle?</li> <li>• How do language and culture contribute to form our identity?</li> </ul>
<b>Experiences</b>	<p>How does travel broaden our horizons?</p> <ul style="list-style-type: none"> <li>• How does our past shape our present and our future?</li> <li>• How and why do different cultures mark important moments in life?</li> <li>• How would living in another culture affect our worldview?</li> </ul>	<p>Leisure activities</p> <ul style="list-style-type: none"> <li>• Holidays and travel</li> <li>• Life stories</li> <li>• Rites of passage</li> <li>• Customs and traditions</li> <li>• Migration</li> </ul>	<p>How does travel broaden our horizons?</p> <ul style="list-style-type: none"> <li>• How does our past shape our present and our future?</li> <li>• How and why do different cultures mark important moments in life?</li> <li>• How would living in another culture affect our worldview?</li> </ul>
<b>Human ingenuity</b>	Explore the ways in which human creativity and innovation affect our world.	<p>Entertainment</p> <ul style="list-style-type: none"> <li>• Artistic expressions</li> <li>• Communication and media</li> <li>• Technology</li> <li>• Scientific innovation</li> </ul>	<p>How do developments in science and technology influence our lives?</p> <ul style="list-style-type: none"> <li>• How do the arts help us understand the world?</li> <li>• What can we learn about a culture through its artistic expression?</li> <li>• How do the media change the way we relate to each other?</li> </ul>
<b>Social organization</b>	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.	<p>Social relationships</p> <ul style="list-style-type: none"> <li>• Community</li> <li>• Social engagement</li> <li>• Education</li> <li>• The working world</li> <li>• Law and order</li> </ul>	<p>What is the individual's role in the community?</p> <ul style="list-style-type: none"> <li>• What role do rules and regulations play in the formation of a society?</li> <li>• What role does language play in a society?</li> <li>• What opportunities and challenges does the 21st-century workplace bring?</li> </ul>

Sharing the planet	Explore the challenges and opportunities faced by individuals and communities in the modern world.	The environment • Human rights • Peace and conflict • Equality • Globalization • Ethics • Urban and rural environment	What environmental and social issues present challenges to the world, and how can these challenges be overcome? • What ethical issues arise from living in the modern world, and how do we resolve them? • What challenges and benefits does globalization bring? • What challenges and benefits result from changes in urban and rural environments?
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### Course Assessments

All unit assessments are modeled after the same Diploma Programme assessments that students will take at the end of their senior year. This is to make students as familiar as possible with what they will go through when they take the actual Diploma Programme assessments. Directly below are the three types of assessments. The course outline that follows tells which assessment(s) are used in each unit. For a description of what each assessment entails, please see the “IB Required Assessments” section later on in this syllabus.

- Paper 1: writing
- Paper 2: listening and reading
- Internal Assessment (IA): oral presentation and interview

(course outlines are on next side.)

### **Course Outline**

What follows is the outline for the Chinese Ab Initio course for years 1 and 2.

Year 1, 2021-22

Unit 1	relationships
Unit 2	Entertainment and Weather
Unit 3	Education and Employment
Unit 4	Global Issues
Unit 5	Physical Health
Unit 6	Technology
Unit 7	Physical Geography
Unit 8	Shopping

Year 2, 2022-23

Unit 1	holidays
Unit 2	Neighborhood and Daily Routines
Unit 3	Personal Details, Appearance and Character, and Sport
Unit 4	Town and Services
Unit 5	Food and Drink
Unit 6	Transport
Unit 7	Environmental Concerns
Unit 8	Media

### **Traditional Grading System**

#### Semester Grade Calculations

First Marking Period Grade: 45% of total

Second Marking Period Grade: 45% of total

Final Exam Grade: 10% of total

#### Marking Period Grade Calculations

District Assessment (unit assessments): 40%

Classwork and Homework: 20%

Teacher Created Assessments (quizzes): 30%

Practice and Participation: 10%

## Traditional Grading Scale

Performance: (Assessment of understanding and knowledge of concepts)

- District/Common Assessments: 40%
- Teacher Created Assessments: 30%
- Classwork/Homework 20%
- Participation/Engagement: 10%

### Grading Scale

100%+	A+	83-86%	B	70-72%	C-
93-99%	A	80-82%	B-	67-69%	D+
90-92%	A-	77-79%	C+	63-66%	D
87-89%	B+	73-76%	C	60-62	D-
				below 60%	E

## IB Required Assessments

Chinese VI students will be taking IB DP assessments at the end of the year. (Dates to be announced later.) What follows are the assessments they will take and their weighting towards successful completion the Mandarin portion of the DP Ab Initio Programme.

Assessment Component	Weighting
<b>External assessment (2 hours 45 minutes)</b>	<b>75%</b>
<b>Paper 1 (1 hour)</b>	<b>25%</b>
Productive skills—writing (30 marks)	
Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.	
<b>Paper 2 (1 hour 45 minutes)</b>	<b>50%</b>
Receptive skills—separate sections for listening and reading (65 marks)	
Listening comprehension (45 minutes) (25 marks)	25%
Reading comprehension (1 hour) (40 marks)	25%
Comprehension exercises on three audio passages and three written texts, drawn	

from all five themes.	
<p><b>Internal assessment</b></p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Individual oral assessment</b></p> <p>A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)</p>	25%

## Materials

All texts will be provided by the teacher. This class does not have a textbook. Instead it utilizes a number of sources, all of which are as authentic as possible. Since students will receive a number of important handouts, it is highly recommended that they purchase a nice binder to keep materials organized in.

Common technology resources that will be used in class:

- quizlet.com
- Google Classroom
- Google Docs

## Expectations of Students

### *General Classroom Rules*

The following basic classroom rules are taken from [the IB Learner Profile](#). These are what I consider essential for students to follow in order to be a positive force within the classroom.

- Caring – students are to be respectful of other students’ feelings and right to learn.
  - Do not use hurtful words or do other actions against others.
  - Do not distract others from learning.
- Open-minded – give things a chance, even if they don’t appeal to you at first.
  - First judgments are often incorrect.
- Principled – do honest work.
  - Cheating sometimes gets students through an assignment, but the damage it does to a person’s dignity is much more important.

### *Consequences of Misbehavior*

### Minor offenses

- First consequence: verbal warning
- Second consequence: participation grade deduction
- Third consequence: parental contact and/or behavior report

### Major offenses

- Behavior report and/or parental contact
- Examples of major offenses are extreme disrespect, cheating, plagiarism, fighting, etc.

### *Absence from Class*

It is the student's responsibility to find out about what you have missed in class. I ask students to please consult with either a classmate or your google classroom before coming to me with questions.

If a student is attending an activity that is cleared through the office, I ask students to inform me ahead of time.

If another teacher asks you to work on something during my class time, it is my decision whether or not to let you go. Give me a brief letter from the teacher telling me who the teacher is, explaining what date and time you will be gone, where you will be, and what the purpose is.

### *Attendance*

Attendance at school is an important part of the learning process. It helps students develop habits that prepare them to be reliable citizens, dependable employees, professionals, and business owners. Attendance at school, in accordance with this policy, is an important part of earning credit in any course.

Students may not exceed twelve (12) total absences (excused, unexcused, and fifteen-minute tardy) per class per semester. The twelve (12) day maximum absences to apply to each class and are not the total of all classes. Excused and unexcused absences are counted.

When a student accumulates 12 absences or more in a semester class the following will apply:

1. If a student passes the class AND earns a 70% or higher on the final exam he/she receives the grade and credit earned in the class.



2. If a student passes a class and earns less than 70% on the final exam, he/she will receive an E for the class and will not earn credit. The principal or designee reserves the right, under extenuating circumstances, to modify this guideline.