



[Mandarin Ab 1, grade:11] - International Baccalaureate Diploma Program

Instructor Information

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Course Description

Mandarin Ab 1 (grade:11) is an intermediate course in Mandarin Chinese. It aims to build upon the language competence and to deepen students' understanding of vocabulary, grammar, and cultural nuances during the Diploma Program (DP). Emphasis will be placed on developing listening, reading, speaking, and writing skills. Topics covered include **housing in China, four new modern inventions of China, Chinese traditional festivals and Chinese TV shows and movies**. Through guided activities, students will analyze unique aspects of Chinese culture and compare them to their own, fostering critical thinking skills.

Materials

- Textbook:
Chufa (Book 1) (ISBN 978-7-5138-1879-7), Venus Liu
Chufa (Book 2) (ISBN 978-7-5138-2228-2), Venus Liu
- Supplementary Readings: n/a

Assessment

Unit 1: 中国的住房 (Housing in China)

- Formative Assessment: to conduct a conversation about the housing in China and in US (Criterion: IA)
- Formative Assessment: to understand the information in a renting advertisement (Criterion: paper 2 reading)
- Summative Assessment: to write a "roommate wanted" advertisement (Criterion: paper 1 writing)

Unit 2: 中国新四大发明 (Four new modern inventions of China)



- Formative Assessment: to describe a picture and share personal interpretation based on the picture, and answer follow-up questions (Criterion: IA)
- Summative Assessment: to read an article about the four new modern inventions of China (Criterion: paper 2 reading)
- Summative Assessment: to listen to a monologue about the four new modern inventions of China (Criterion: paper 2 listening)

Unit 3: 中国传统节日 (Chinese traditional festivals)

- Summative Assessment: to describe a picture, share personal interpretation based on the picture and answer follow-up questions (Criterion: IA)
- Formative Assessment: to read an article about a traditional Chinese festival celebration (criterion: paper 2 reading)

Unit 4: 中国的影视剧 (Chinese TV shows and movies)

- Formative Assessment: To read an article about the TV shows in Hongkong. (criterion: paper 2 reading)
- Summative Assessment: to write a movie review (criterion: paper 1 writing)

- **Internal Assessment:**
Individual Oral Assessment 25%

- **External Assessment:**
Paper 1: writing 25%
Paper 2: listening 25%
Paper 2: reading 25%

Class Schedule

Unit 1: 中国的住房 (Housing in China)

By the end of the unit, students will be able to describe housing in China and make comparisons to housing in the US.

- Week 1-2: Introduction of the unit and vocabulary practice
 - Reading: (Chufa1 L7, 8)
 - Activities: Quizlet, Gimkit, character structure, word exercise on exercise book
 - Assessment: vocab Quiz
- Week 3-4: vocabulary and grammar practice.
 - Reading: (Chufa1 L7, 8)



- Activities: grammar exercise on exercise book, grammar summary on Google site
- Assessment: grammar quiz
- Week 5-6: speaking practice.
 - Reading: (Chufa1 L7, 8)
 - Activities: speaking practice
 - Assessment: to conduct a conversation about the housing in China and in US
- Week 7-8: speaking and writing practice
 - Reading: (Chufa1 L7, 8)
 - Activities: speaking and writing
 - Assessment: to understand the information in a renting advertisement; to write a "roommate wanted" advertisement

Unit 2: 中国新四大发明(Four new modern inventions of China)

By the end of the unit, students will be able to describe how technology impacts people's life in China.

- Week 1-2: Introduction of the unit and vocabulary practice
 - Reading: (Chufa1, L9)
 - Activities: Quizlet, Gimkit, character structure, word exercise on exercise book
 - Assessment: vocab Quiz
- Week 3-4: vocabulary and grammar practice.
 - Reading: (Chufa1, L9)
 - Activities: grammar exercise on exercise book, grammar summary on Google site
 - Assessment: grammar quiz
- Week 5-6: speaking and listening practice.
 - Reading: (Chufa1, L9)
 - Activities: speaking and listening
 - Assessment: to describe a picture and share personal interpretation based on the picture, and answer follow-up questions; to listen to a monologue about the four new modern inventions of China
- Week 7-8: reading practice
 - Reading: (Chufa1, L9)
 - Activities: writing
 - Assessment: to read about the four new modern inventions of China



Unit 3: 中国传统节日 (Traditional Chinese festivals)

By the end of the unit, students will be able to have a basic understanding of the timing, cuisine, and customary activities associated with the main traditional Chinese festivals.

- Week 1-2: Introduction of the unit and vocabulary practice
 - Reading: (Chufa1, L10)
 - Activities: Quizlet, Gimkit, character structure, word exercise on exercise book
 - Assessment: vocab Quiz
- Week 3-4: vocabulary and grammar practice.
 - Reading: (Chufa1, L10)
 - Activities: grammar exercise on exercise book, grammar summary on Google site
 - Assessment: grammar quiz
- Week 5-6: listening and speaking practice.
 - Reading: (Chufa1, L10)
 - Activities: listening and speaking
 - Assessment: IA (to describe a picture, share personal interpretation based on the picture and answer follow-up questions)
- Week 7-8: reading practice
 - Reading: (Chufa1, L10)
 - Activities: reading
 - Assessment: to read an article about a traditional Chinese festival celebration

Unit 4: 中国的影视剧 (Chinese TV shows and movies)

By the end of the unit, students will be able to express their comprehension and viewpoints regarding various Chinese TV shows and films.

- Week 1-2: Introduction of the unit and vocabulary practice
 - Reading: (Chufa2, L15)
 - Activities: Quizlet, Gimkit, character structure, word exercise on exercise book
 - Assessment: vocab Quiz
- Week 3-4: vocabulary and grammar practice.
 - Reading: (Chufa2, L15)



- Activities: grammar exercise on exercise book, grammar summary on Google site
- Assessment: grammar quiz
- Week 5-6: reading practice.
 - Reading: (Chufa2, L15)
 - Activities: reading
 - Assessment: to read an article about the TV shows and films in Hongkong
- Week 7-8: writing practice
 - Reading: (Chufa2, L15)
 - Activities: writing
 - Assessment: to write a movie review

Internal Assessment

- Individual Oral Assessment

External Assessment

- Final Exam*: [Finals schedule](#) can be viewed here for reference.

* The spring semester final will be a cumulative final assessing content that spans the year. It will be in the style of IB assessments. A study guide will be provided no less than 2 weeks prior to the final.

- Format and topics: Please check the “Assessment” above for reference

Policies

- [Attendance Policy](#) (schoolwide)
- [Late Work Policy](#) (Language B Department only)
- [Academic Integrity Policy](#) (schoolwide)
- [AI guidance](#) (school wide)
- [Grade Appeal Policy](#) (schoolwide)
- Communication: Communication is preferred through school email or in person through appointment.
- Assessments Extension: You can only have 1 time extension with no reason. If you need more extension with no documentary reason, you need sing this song in front of the class:



https://www.youtube.com/watch?v=tCKGoND0pS0&list=RDtCKGoND0pS0&start_radio=1

Resources and Support

- [IB Resources](#)
- Tutoring: Tutoring with the teacher is available upon request
- Online Platforms: [Quizlet \(vocabulary practice\)](#)

Grading Scale

All DP grades are awarded on a 1-7 scale. When considering marking a student's work, it is imperative that teachers take the IB recommendations on how to assess a student fully into consideration.

- An emphasis on criterion-related (as opposed to norm-referenced) assessment.
- Valuing the most accurate demonstration of student performance, rather than just averaging attainment grades over a reporting period
- Examining student understanding at the end of the course, based on the whole course and not just aspects of it
- IB grade boundaries published after each examination session. This helps the teacher to measure a student's ability numerically and compare that result to historical results.

Please see the descriptions below to understand what it means for a student to earn a specific IB number grade.

[DP Grade boundaries](#) for each subject (in progress)

IB Grade	Grade Boundary	Grade Translation	GPA Points	Grade Descriptor
7	Each Diploma Program class has different grade boundaries.. These are updated into each individual Managebac class in alignment with the DP guidance by group and subject. Please check your student's grade in Managebac and you can use this table to convert to A-F and the 4.0 GPA scale.	A+ A	4.0	Consistently produces innovative work demonstrating insight into the task beyond what was addressed in class. The work exemplifies a high degree of accuracy without the assistance of the teacher. Consistently demonstrates novel and creative ideas to transfer knowledge and skills to complex classroom topics as well as real-world situations.
6		A	4.0	Sometimes produces innovative work demonstrating insight into the task beyond what was addressed in class. The work is satisfactory to the task representative of a thorough understanding of the knowledge and skill necessary to carry out similar work that might be unfamiliar.
5		A- B+	3.75 3.5	Produces generally high quality work representative of attempts to apply critical thinking. Demonstrates a sound knowledge and understanding of the subject using



				subject-specific terminology. When introduced to unfamiliar concepts, knowledge and skills are attempted to be used in application, but requires some assistance.
4		B B-	3.25 3.0	Produces good quality work representative of a basic understanding of concepts addressed within the context of class. Demonstrates an adequate usage of subject specific terminology limited to items discussed within the class setting. Application to real-world settings requires significant assistance.
3		C+ C C-	2.75 2.25 2.0	Produces work of acceptable quality. Inability to use subject specific terminology reveals gaps in understanding or misunderstandings. There are some attempts at creative and critical thinking with support, but ultimately unable to make conceptual leaps in the real-world.
2		D	1.0	Produces work of limited quality. Infrequent demonstration of understanding with very little to no use of subject specific terminology. Even with support provided, there is little effort to think critically.
1		F	0.0	Insufficient evidence to assess student work.

Note

This syllabus is subject to change at the instructor's discretion. Any changes will be communicated to students in a timely manner.