

高级汉语课

Chinese V Course Expectations - [Click Here](#) for Slides/Loom Video

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Class Webpage:	classroom.google.com
Class Meetings:	B Block
王老师 Free Blocks:	C, F, and G Blocks

What am I going to learn how to do in this class?

The proficiency goals for the year are ACTFL Intermediate-High to Advanced-Low. [Click here](#) for the year long Learning Outcomes and Indicators. This class is designed to continue to build students' Chinese ability, including reading, writing, listening, and speaking. In order to develop research and presentation skills, there will be the chance to "deep dive" into interest-based cultural topics throughout the year.

How will I use the Inquiry Cycle in this class?

In this class, students will read, listen and research to **Explore**; discuss and write to **Connect**; speak, write and present to **Create**, listen and revise to **Commit**; and review and contemplate to **Reflect**.

What do I need to bring to class each day?

Students are expected to come to class each day with their [workbook](#) (if you do not still have this from last year, email 王老师 instead of purchasing directly), notebook, character practice book, and a pencil. If needed, students are also expected to come to class with their glasses.

What are 王老师's expectations?

A growth mindset

- A student's belief that their Chinese skills can improve, through hard work, good study habits, taking risks, and through input and interactions with classmates and teachers.
- Step out of their comfort zone and try new things, play with the language and see what they can create.
- This will not always be successful, and 王老师 **expects and encourages students to try new ways of using Chinese and make mistakes along the way.**

Be positive towards your own learning and your classmates' learning.

- Every time we use negative language to describe ourselves, we strengthen that connection in our minds. Every time we use negative language to describe others, we create an unsafe environment for taking risks and growing. The Chinese classroom should be a place where the teacher and students are comfortable taking risks, making mistakes, and learning from those mistakes.
- **How you talk about yourself and your classmates is one of the most important things to me in this class.**

How will I be assessed and given feedback in this class?

Students will be assessed formally and informally through the year, and 王老师 will give students feedback in the moment in person, in writing, and via video/audio recordings. Students can check their grade through individual gradebooks, for an example [click here](#). Students' grade will be based on the strands for the World Language department, as well as engagement and reflection practices:

Reading	20%
Writing	25%
Listening	20%
Speaking	25%
Engagement & Reflection	10%

Name	Strand	Frequency	Purpose	Revisable?	Rubric
Engagement	Engagement & Reflection	Weekly	To be an active participant in the class	No, unless absent	Link / 10 pts per week
1-2 products from in-class activities, turned in by the end of the week.					
Homework Assignments	Reading / Writing / Listening / Speaking	1-2 every class period	To learn new vocabulary, grammar or skills, and practice that new knowledge	No, but see note below on late work	Link / typically 10 pts
Assignments that a student isn't able to complete during class time will be due by midnight the night before the next class. Students should take a "bird's eye view" picture and submit it to Google Classroom, or attach the doc. If a student has not completed the assignment, they will be given a 0 until the assignment is completed. If an assignment is completed by the next gradebook update (usually Sunday the week after) there will be no late penalty; after that an assignment can only reach "Complete" (see rubrics).					
Vocabulary Quizzes	Listening / Writing	2 per unit	To demonstrate listening comprehension and ability to hand-write characters	Yes, until the end of the unit - highest score will stay	Link / 10 pts
Vocabulary quizzes will be transcription-based - students will listen to a recording and transcribe what they hear by hand. The key vocabulary from each lesson will be seated in a new context (for example, if the unit has the phrase "I write characters quickly," the quiz phrase might be "I run quickly"). Old vocabulary will be recycled as possible quiz words, so it is important to review "old" vocabulary!					
Assessments	Reading / Writing / Listening / Speaking	1-2 per unit	To demonstrate students' understanding of a unit's learning outcomes and indicators	Yes, once for up to half points back (example: original score: 80/100, can re-do for up to a 90/100). Note: cannot re-do classmate responses	Link / typically 25 pts - note: this is a general rubric, and will change based on the specific assignment.
These will be hand-written, typed, or spoken assignments. For handwriting assessments, students are expected to write in their character practice book and take a picture (bird's eye view, please!) to turn in on Google Classroom. They will also turn in by hand for written feedback. If close to running out of space in the practice book, contact 王老师 for another one.					

Projects & Presentations	Speaking / Writing	1 per unit, final assessments	To give students the chance to dive deeper into an area of Chinese they are interested in that is related to what we are learning about.	No	Link / typically 50 pts - note: this is a general rubric, and will change based on the specific assignment
In addition to unit-specific projects and presentations, students will also complete the Chinese Culture Project in place of a final assessment. This project is meant to be an opportunity to explore an aspect of traditional Chinese culture (first semester) and modern Chinese culture (second semester) that a student is interested in, and consists of a visual, presentation, and written portion. More information will be given closer to the date.					
Reflections	Engagement & Reflection	End of each unit, and around quarter breaks	To contemplate how well you think you met the learning outcomes, where you excelled, and what you need to work on in the future.	No	Link / 10 pts per reflection
This will be a Google Form with learning outcomes/indicators for the unit.					

Not Meeting, Partially Meeting, Meeting, and Exceeding Expectations

For each assignment, students will be graded on a 4-point scale:

- | | |
|-------------------------|--|
| 1: Not Met/Not Complete | 2: Partially Met/Partially Complete |
| 3: Met/Complete | 4: Exceeded/Completed with Distinction |

The difference between **meeting expectations** and **exceeding expectations** has to do with:

- **Quantity:** Did the student complete each prompt, or complete more than what the prompt required?
- **Quality:** Did the student show intention in their work or make recurring mistakes?
- **Personal Challenge:** Did the student try using new words, phrases, or grammar in their assignment?

See the linked rubrics in the categories above to see the specific differences between the 4-point scale based on assignment type.

What are 加油词?

加油词 jiāyóu cí are challenge vocabulary that give you the opportunity to learn more of a variety of vocabulary related to our unit. These vocabulary items are not required, but are used in your writing and speaking assessment rubrics to demonstrate a higher level of mastery. There will be a quizlet for each lesson for you to practice your 加油词. During assessment assignments, you can use the 加油词 to move up on the rubric scale. In addition to the words that 王老师 gives you, you can also look up vocabulary that are relevant to your life, which will also count towards moving up the rubric scale.

What if I need accommodations? [Click here!](#)

What are the main tools we will be using in this class? [Click here!](#)

What is the Upper School Language Plagiarism Policy? [Click here!](#)