



NOTRE DAME



Introduction to Mandarin MYP Level I Grade 6 (one semester)

Ms. Wang

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I. Course Description:

Introduction to Mandarin Chinese introduces students to Chinese culture and history and establishes a fundamental comprehension of the structure of Mandarin Chinese. An overview of basic radicals, strokes and the character writing skills will be introduced to the novice learners through reviewing traditional pictographic characters. Basic communication skills including fundamental pronunciation symbols, intonation, basic greeting expressions and basic language patterns will be emphasized. This course enables the language beginners to obtain language insight and have a general understanding about Chinese culture through activities such as reciting children rhymes and songs, celebrating traditional festivals, doing hands-on projects and watching videos. The topics will include greetings, numbers, colors, classroom expressions, date and time, family, occupation, body parts and animals.

II. Aims and Objectives:

AIMS – The aims of teaching and study of modern foreign languages are to:

- enable the student to use language(s) effectively as a means of practical communication, providing a sound base of communication skills necessary for future study, work and leisure.
- enable the student to understand the nature of language and the process of total language learning, which comprises the integration of linguistic, cultural and social components.
- enable the student to develop an appreciation of a variety of literary and non-literary texts
- offer insight into the cultural characteristics of the communities where the language(s) is (are) spoken.
- encourage an awareness and understanding of the perspectives of people from other cultures.
- promote involvement with different communities, where relevant.
- provide access to varied sources of information.
- foster curiosity, a lifelong interest and enjoyment in language learning.

OBJECTIVES – At the end of the course, students should be able to:

- communicate information, ideas and opinions.
- demonstrate comprehension of specific factual information and attitudes, expressed in spoken and written contexts.
- identify main ideas and supporting details and draw conclusions from spoken and written texts.
- understand and appropriately use structures and vocabulary.
- request and provide information in both spoken and written contexts.
- engage actively in oral production using comprehensible pronunciation and intonation.
- take part in formal and informal communications.

III. Areas of Interaction:

Approaches to Learning – The course begins with a focus on Approaches to Learning skills as students learn organizational skills in compiling their assignments, handouts and worksheets in their folders. Through class activities, students learn communication and collaborative skills. Students are encouraged to express their opinions and listen to others. Students will be provided training in thinking processes, management skills, how to face various situations and apply knowledge for solving problems and how to work in a team.

Human Ingenuity – Through various class activities, students will have the chance to explore different culture. Students will also have chance to present their research on the topics related to the text through a variety of media.

Community and Service and *Health and Social Education* – Students will learn some basic occupations in Chinese when they introduce their family members and how each occupation has its purpose in the community. Students will also learn body parts during introduction of animals and learn how to protect animals and how to maintain a good environment for endangered animals.

IV. Texts & Resources:

Go Chinese 100 Textbook and Workbook

Integrated Chinese, 3rd edition. Level 1, Part 1 (for reference)

Ni Hao Textbook and Workbook (for reference)

V. Methodology:

Instructional Methods include lecture, discussion, direct instruction, group work, and corporative learning, project-based learning, internet research, videos, audiotapes and CD Rom. Key assignments will include Chinese character writing, textbook reviews, conversation. Home projects include collecting related information about Chinese holidays, culture, and customs.

VI. Methods of Assessment:

Formative and Summative assessment methods include unit exams, quizzes, a final exam, homework assignments, projects, class participation and book reviews. Students will be assessed on each of the following:

- A. Speaking and Listening: Message and Interaction
- B. Speaking – Language
- C. Writing – Message and Organization
- D. Writing – Language
- E. Reading Comprehension

VII. Grading Policy, including the use of MYP criteria:

All major assignments will be graded on the standard letter-grade scale:

100 – 90 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

Below 60 = F



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Mandarin Chinese 1/2

MYP Level II

Grade 7

Ms. Liu

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I. Course Description:

After the one semester Chinese course taken in 6th grade, middle school students have to select a second language which they will continue studying through high school. This full year Chinese course is designed to introduce the basic language skills of listening, speaking, reading and writing with special emphasis placed on the aural-oral skills. This is also the year that basic grammatical structures are taught. The Mandarin Chinese course is designed to review and build upon previously learned concepts in grammar, vocabulary, communicative phrases. Various genres of literature from the Chinese-speaking world are used to reinforce old concepts and introduce new ones. The four skill areas (reading, writing, speaking, and listening) continue to play a major role in each assignment. Students will often give oral presentations. In conjunction with the textbooks, students will also increase their knowledge and appreciation of Chinese culture, history, and civilization.

The fundamental concepts of the MYP include holistic learning, intercultural awareness and communication. These concepts are developed throughout the various MYP units taught in this Spanish course.

The learner profile is referenced in each MYP unit. Students are encouraged to develop these characteristics as they participate in the units and assessments. Oftentimes students will reflect upon these characteristics at the end of a unit to see how they have expanded one or more of these characteristics.

II. Aims and Objectives:

AIMS – The aims of teaching and study of modern foreign languages are to:

- enable the student to use language(s) effectively as a means of practical communication, providing a sound base of communication skills necessary for future study, work and leisure.
- enable the student to understand the nature of language and the process of total language learning, which comprises the integration of linguistic, cultural and social components.
- enable the student to develop an appreciation of a variety of literary and non-literary texts
- offer insight into the cultural characteristics of the communities where the language(s) is (are) spoken.
- encourage an awareness and understanding of the perspectives of people from other cultures.
- promote involvement with different communities, where relevant.
- provide access to varied sources of information.
- foster curiosity, a lifelong interest and enjoyment in language learning.

OBJECTIVES – At the end of the course, students should be able to:

- communicate information, ideas and opinions.
- demonstrate comprehension of specific factual information and attitudes, expressed in spoken and written contexts.

- identify main ideas and supporting details and draw conclusions from spoken and written texts.
- understand and appropriately use structures and vocabulary.
- request and provide information in both spoken and written contexts.
- engage actively in oral production using comprehensible pronunciation and intonation.
- take part in formal and informal communications.

III. MYP Areas of Interaction:

Approaches to Learning. The course begins with a focus on Approaches to Learning skills as students learn organizational skills in compiling their assignments, handouts and worksheets in their folders. Through class activities, students learn communication and collaborative skills. Students are encouraged to express their opinions and listen to others. Students will be provided training in thinking processes, management skills, how to face various situations and apply knowledge for solving problems and how to work in a team.

Human Ingenuity. Through various class activities, students will have the chance to explore cultures. Students will also have chance to present their research on the topics related to the text through a variety of media.

Community and Service and Health and Social Education. Students will learn occupations in Chinese and how each occupation has its purpose in the community. Students also will learn body parts and how to maintain healthy habits.

IV. Texts & Resources:

Learn Chinese with Me: Book I & Workbook 1, People's Education Press Publishing.

Find Out about China – China Sprout

Destination Detectives China

We're from China

V. Methodology:

Instructional Methods include lecture, discussion, direct instruction, group work, and corporative learning, project-based learning, internet research, videos, audiotapes and CD Rom. Key assignments will include Chinese character writing, textbook reviews, conversation. Home projects include collecting related information about Chinese holidays, culture, and customs.

VI. Methods of Assessment:

Assessment methods include unit exams, quizzes, final exams, homework assignments, projects, class participation and book reviews

Students will be assessed on each of the following:

- Speaking and Listening: Message and Interaction
- Speaking – Language
- Writing – Message and Organization
- Writing – Language
- Reading Comprehension

VII. Grading Policy, including the use of MYP criteria:

In each six-week phase, the student earns a grade based on his/her performance on daily assignments, quizzes, tests, projects, dialogues, essays, classroom participation, and semester exams. Each of these tasks are graded based on points and these points are averaged together to get a percentage. All major assignments will be graded on the standard letter-grade scale. The percentages and letter grades are as follows:

100 – 90 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

Below 60 = F

75% Quizzes, tests, homework, projects, participation, attendance

25% Final Exam



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Mandarin Chinese 3/4

MYP Level III

Grade 8

Ms. Liu & Ms. Wang

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I. Course Description:

In MYP Level III, the students will continue the language they studied in Level II. The second full year Chinese course is designed to review and build upon previously learned concepts in grammar, vocabulary, communicative phrases. Various genres of literature from the Chinese-speaking world are used to reinforce old concepts and introduce new ones. The four skill areas (reading, writing, speaking, and listening) continue to play a major role in each assignment. Students will also be required to give oral presentations. In conjunction with the textbooks, students will increase their knowledge and appreciation of Chinese culture, history, and civilization.

The fundamental concepts of the MYP include holistic learning, intercultural awareness and communication. These concepts are developed throughout the various MYP units taught in this Spanish course.

The learner profile is referenced in each MYP unit. Students are encouraged to develop these characteristics as they participate in the units and assessments. Oftentimes students will reflect upon these characteristics at the end of a unit to see how they have expanded one or more of these characteristics.

II. Aims and Objectives:

AIMS – The aims of teaching and study of modern foreign languages are to:

- enable the student to use language(s) effectively as a means of practical communication, providing a sound base of communication skills necessary for future study, work and leisure.
- enable the student to understand the nature of language and the process of total language learning, which comprises the integration of linguistic, cultural and social components.
- enable the student to develop an appreciation of a variety of literary and non-literary texts
- offer insight into the cultural characteristics of the communities where the language(s) is (are) spoken.
- encourage an awareness and understanding of the perspectives of people from other cultures.
- promote involvement with different communities, where relevant.
- provide access to varied sources of information.
- foster curiosity, a lifelong interest and enjoyment in language learning.

OBJECTIVES – At the end of the course, students should be able to:

- communicate information, ideas and opinions.
- demonstrate comprehension of specific factual information and attitudes, expressed in spoken and written contexts.

- identify main ideas and supporting details and draw conclusions from spoken and written texts.
- understand and appropriately use structures and vocabulary.
- request and provide information in both spoken and written contexts.
- engage actively in oral production using comprehensible pronunciation and intonation.
- take part in formal and informal communications.

III. Areas of Interaction:

Approaches to Learning. The course begins with a focus on Approaches to Learning as students learn organizational skills in compiling their assignments, handouts and worksheets in their folders. Through class activities, students learn communication and collaborative skills. Students are encouraged to express their opinions and listen to others. Students will be provided training in thinking process, management, how to face various situations and application of knowledge for obviating and solving problems. and group work.

Human Ingenuity. Through class activities, students will have the chance to explore various cultures. Students will also have chance to present their research on the topics related to the text through media.

Community and Service and Health and Social Education. Students will learn different occupation in Chinese and each occupation has its function in the community. Students will also learn body parts and how to maintain a healthy habit for the body parts.

IV. Texts & Resources:

Learn Chinese with Me: Book I & Workbook 1, People's Education Press Publishing.

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V. Methodology:

Instructional Methods include lecture, discussion, direct instruction, group work, and corporative learning, project-based learning, internet research, videos, audiotapes and CD Rom. Key assignments will include Chinese character writing, textbook reviews, and conversation. Home projects include collecting related information about Chinese holidays, culture, and customs.

VI. Methods of Assessment:

Assessment methods include unit exams, quizzes, final exams, homework assignments, projects, class participation and book reviews

Students will be assessed on each of the following:

- Speaking and Listening: Message and Interaction
- Speaking – Language
- Writing – Message and Organization
- Writing – Language
- Reading Comprehension

VII. Grading Policy, including the use of MYP criteria:

In each six-week phase, the student earns a grade based on his/her performance on daily assignments, quizzes, tests, projects, dialogues, essays, classroom participation, and semester exams. Each of these tasks are graded based on points and these points are averaged together to get a percentage. All major assignments will be graded on the standard letter-grade scale. The percentages and letter grades are as follows:

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