



Chinese as a Second Language

COURSE SYLLABUS

GRADE LEVEL: 5

SCHOOL YEAR: 2023-2024

TEACHER: Samantha Hsu

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COURSE DESCRIPTION:

In this beginner-intermediate Chinese as a second language course class is focus on having students master acquisition of the build up their vocabulary and repertoire of sentence patterns. Students are going to learn and practice basic-middle skills of listening, speaking, reading and writing also learn from Chinese cultural lessons ranging from Chinese idioms to the origins of various Chinese characters to typing Chinese on computers. The lessons build vocabulary and sentences upon each other in a spiral-up approach that helps students review and lays a strong language foundation. Most importantly, the lessons are student-centric to help prepare the learners for real-life communication. Teacher will use a variety of supporting materials to provide students with an authentic and practical way to learn, while helping students to further study the language to lay a solid foundation.

COURSE OBJECTIVES:

This course will help students develop and understanding of

1. Be able to master basic rules of sentence pattern.
2. Be able to understand the concept of the Chinese character structures.
3. Be able to speak-listen polite greeting sentences and basic daily conversations.

4. Be able to write and read certain basic-middle chapter content correctly.
5. Be able to understand knowledge of basic Chinese culture.

ASSESSMENT:

The quarterly grade will be awarded for all student work based on the following criteria

1. Class Participation and learning attitude
2. Class works / Homework Average / Individual or group project
3. Lesson Quiz
4. Quarter Exam

PRIMARY TEXTBOOK & OTHER RESOURCES:

Textbook: Discovering Chinese
奇妙中文 正楷體 第一冊
Discovering Chinese Traditional Volume I

Resources: 1. Lesson Handout (Power Point)
2. Vocabulary Sheet
3. Worksheet
4. Website: <http://www.betterchinese.com>

ADDITIONAL INFORMATION:

Please see Google Classroom for more information.

Copying (plagiarism) is a serious offense and a form of theft. In certain cases, it is also a criminal offense. It is defined as taking words, phrasing, sentence structure, or any other element of the expression of another person's ideas, and using them as if they were your own. Plagiarism is a violation of another person's rights, whether the material stolen is great or small – it is not a matter of degree or intent. Plagiarism has serious consequences.

Academic Dishonesty means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS.

Academic dishonesty includes but is not limited to, the following:

1. Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work; and
2. Representing another's intellectual work such as photographs, paintings, drawings, sculpture, or research or the like as one's own, including failure to attribute content to an AI.
3. Employing a tutor, making use of Artificial Intelligence without acknowledgement, getting a parent to write a paper or do an assignment, paying for an essay to be written by someone else and presented as the student's own work.
4. Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

Any act of academic dishonesty will result in an automatic zero on the entire assignment.

CHINESE AS A SECOND LANGUAGE

1st QUARTER – TENTATIVE COURSE CONTENT

| (NB: Depending on time and interest, the teacher may delete and/or add other selections.) | |
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| Week / Date | Topic / Projects / Assessments |
| Week 1 Aug 10th to 11th <u>2 Days of Class</u> <i>10- First Day / Orientation Day</i> | Course Orientation Chinese greeting sentences / Classroom terms |
| Week 2 Aug 14th to 18th <i>15-Opening Mass</i> | Reading: Lesson 1 “ <i>Hello</i> ” Grammar: How to greet people/ Leave-taking/ Asking questions / Singular and plural nouns Vocabulary: Greeting Assessment: Vocabulary Sheet |
| Week 3 Aug 21st to 25th | Reading: Lesson 1 “ <i>Hello</i> ” Grammar: How to greet people/ Leave-taking/ Asking questions / Singular and plural nouns Vocabulary: Greeting Assessment: Worksheet |
| Week 4 Aug 28th to Sep 1st | Reading: Lesson 2 “ <i>Your Name</i> ” Grammar: Noting that verbs/ Gender-specific pronouns Vocabulary: Names Assessment: Vocabulary Sheet |
| Week 5 Sep 4th to 8th <i>8 – Holy Mass & VIP Induction</i> | Reading: Lesson 2 “ <i>Your Name</i> ” Grammar: Noting that verbs/ Gender-specific pronouns Vocabulary: Names Assessment: Worksheet |
| Week 6 Sep 11th to 15th <i>12 - 14 – Pre-Exam Days</i> | Reading: Lesson 3 “ <i>How Old Are You</i> ” Grammar: Different ways of asking age/ Counting in Chinese Vocabulary: Chinese Numbers Assessment: Vocabulary Sheet |
| Week 7 Sep 18th to 22nd | Reading: Lesson 3 “ <i>How Old Are You</i> ” Grammar: Different ways of asking age/ Counting in Chinese Vocabulary: Chinese Numbers Assessment: Worksheet |
| Week 8 Sep 25th to 29th <u>No Classes</u> | Review |

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| 29 th Moon Festival 25-28 – Teacher's Conference | |
| Week 9 Oct 2nd to 6th <u>3 Days of Class</u> 5-6 – Q1 Exams | First Quarter Exam (Lesson 1, 2, 3) |

2nd QUARTER – TENTATIVE COURSE CONTENT

| <i>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</i> | |
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| Week / Date | Topic / Projects / Assessments |
| Week 1 (10) Oct 11th to 14th 3 Days of Class <i>10 – Double 10 Holiday</i> | Reading: Lesson 4 “ <i>What Is Your Nationality</i> ” Grammar: Inquiring about something/ the verbs “to be” verb negation Vocabulary: Nationalities Assessment: Vocabulary Sheet |
| Week 2 (11) Oct 16th to 20th | Reading: Lesson 4 “ <i>What Is Your Nationality</i> ” Grammar: Inquiring about something/ the verbs “to be” verb negation Vocabulary: Nationalities Assessment: Worksheet |
| Week 3 (12) Oct 23rd to 27th | Reading: Lesson 5 “ <i>I Go To Duhua Elementary School</i> ” Grammar: Usage of “to attend” or “to go” vs “up” use of “which” Vocabulary: School Assessment: Vocabulary Sheet |
| Week 4 (13) Oct 30th to Nov 3rd <i>1-All Saint’s Day Mass</i> | Reading: Lesson 5 “ <i>I Go To Duhua Elementary School</i> ” Grammar: Usage of “to attend” or “to go” vs “up” use of “which” Vocabulary: School Assessment: Worksheet |
| Week 5 (14) Nov 6th to 10th | Reading: Lesson 6 “ <i>I Love My Family</i> ” Grammar: Who is this?/ questions form/ measure and counting word Vocabulary: Family members Assessment: Vocabulary Sheet |
| Week 6 (15) Nov 13th to 17th | Reading: Lesson 6 “ <i>I Love My Family</i> ” Grammar: Who is this?/ questions form/ measure and counting word Vocabulary: Family members Assessment: Worksheet |
| Week 7 (16) Nov 20th to 24th | Reading: Lesson 7 “ <i>Where Do You Live</i> ” Grammar: Locative preposition/ Chinese address formats Vocabulary: Directions Assessment: Vocabulary Sheet |

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| Week 8 (17) Nov 27th to Dec 1st <i>28 - 30 – Pre-Exam Days</i> | Reading: Lesson 7 “ <i>Where Do You Live</i> ” Grammar: Locative preposition/ Chinese address formats Vocabulary: Directions Assessment: Worksheet |
| Week 9 (18) Dec 5th to 9th <i>8 - Foundation Day Mass & Celebrations</i> | Review |
| Week 10 (19) Dec 11th to 15th <u>3 Days of Class</u> <i>14 - 15 – Q2 Exams</i> | Second Quarter Exam (Lesson 4, 5, 6, 7) |
| Dec 18th to Jan 2nd | Christmas Break |

3rd QUARTER – TENTATIVE COURSE CONTENT

| (NB: Depending on time and interest, the teacher may delete and/or add other selections.) | |
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| Week / Date | Topic / Projects / Assessments |
| Week 1 (20) Jan 3rd to 5th <u>3 Days of Class</u> <i>3 ~ Q3 Begins</i> | Course Orientation Reading: Lesson 8 “ <i>What Date Is It Today</i> ” Grammar: Counting word “date”/ use of “wish” Numbering of months in Chinese Vocabulary: Date and Time Assessment: Vocabulary Sheet |
| Week 2 (21) Jan 8th to 12th | Reading: Lesson 8 “ <i>What Date Is It Today</i> ” Grammar: Counting word “date”/ use of “wish” Numbering of months in Chinese Vocabulary: Date and Time Assessment: Worksheet |
| Week 3 (22) Jan 15th to 19th | Reading: Lesson 9 “ <i>What Day Is It Today</i> ” Grammar: About days of week Vocabulary: Days of the week Assessment: Vocabulary Sheet |
| Week 4 (23) Jan 22nd to 26th | Reading: Lesson 9 “ <i>What Day Is It Today</i> ” Grammar: About days of week Vocabulary: Days of the week Assessment: Worksheet |
| Week 5 (24) Jan 29th to Feb 2nd | Chinese New Year Activity / Crafts |
| Week 6 (25) Feb 5th to 9th <u>3 Days of Class</u> <i>8 – 16 Chinese New Year Holiday</i> | Reading: Lesson 10 “ <i>What Is In The Backpack</i> ” Grammar: Further uses of “this”/ use of “that” ask “what’s inside” Vocabulary: School Assessment: Vocabulary Sheet |
| Feb 8th to 16th | Chinese New Year Holiday |
| Week 7 (26) Feb 19th to 23rd <i>19 - 22 – Mass + Pre-Exam Days</i> | Reading: Lesson 10 “ <i>What Is In The Backpack</i> ” Grammar: Further uses of “this”/ use of “that” ask “what’s inside” Vocabulary: School Assessment: Worksheet |
| Week 8 (27) Feb 26th to Mar 1st <u>4 Days of Class</u> | Review |

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| <i>28 – 228 Memorial Day Holiday</i> | |
| Week 9 (28) March 4th to 8th <u>4 Days of Class</u> <i>8 – Q3 Exams</i> | Third Quarter Exam (Lesson 8, 9, 10) |

4th QUARTER – TENTATIVE COURSE CONTENT

| (NB: Depending on time and interest, the teacher may delete and/or add other selections.) | |
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| Week / Date | Topic / Projects / Assessments |
| Week 1 (29) March 12th to 15th 4 Days of Class <i>12 ~ Q4 Begins</i> | Reading: Lesson 11 “ <i>I Like Fruits</i> ” Grammar: Expressing likes and dislikes/ verb “like” usage and placement of adverb “the most” Vocabulary: Food; Preferences Assessment: Vocabulary Sheet |
| Week 2 (30) March 18th to 22nd | Reading: Lesson 11 “ <i>I Like Fruits</i> ” Grammar: Expressing likes and dislikes/ verb “like” usage and placement of adverb “the most” Vocabulary: Food; Preferences Assessment: Worksheet |
| March 25th to Apr 5th | Easter Break |
| Week 3 (31) March 8th to 12th <i>10 ~ Easter Mass</i> | Reading: Lesson 11 “ <i>I Like Fruits</i> ” Grammar: Expressing likes and dislikes/ verb “like” usage and placement of adverb “the most” Vocabulary: Food; Preferences Assessment: Worksheet |
| Week 4 (32) Apr 15th to 19th | Reading: Lesson 12 “ <i>What Do You Want to Eat</i> ” Grammar: Adjective “le”/ question form Vocabulary: Food Assessment: Vocabulary Sheet |
| Week 5 (33) Apr 22nd to 26th | Reading: Lesson 12 “ <i>What Do You Want to Eat</i> ” Grammar: Adjective “le”/ question form Vocabulary: Food Assessment: Worksheet |
| Week 6 (34) Apr 29th to May 3rd <i>1 - 2 ~ Pre-Exam Days</i> | Reading: Lesson 12 “ <i>What Do You Want to Eat</i> ” Grammar: Adjective “le”/ question form Vocabulary: Food Assessment: Worksheet |
| Week 7 (35) May 6th to 10th | Review |
| Week 8 (36) May 13th to 17th 2 Days of Class <i>15 - 16 ~ Q4 Exams</i> <i>17 ~ Record Day</i> | Fourth Quarter Exam (Lesson 11, 12) |

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| Week 9 (37) May 20th to 24th | Show & Tell Presentation |
| Week 10 (38) May 27th to 31st | Smart Reading Presentation |