



# CHINESE

## COURSE SYLLABUS

**GRADE LEVEL:** 4

**SCHOOL YEAR:** 2023-2024

**TEACHER:** Samantha Hsu

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### **COURSE DESCRIPTION:**

The main goal of this series of courses is to help students who have learned basic Chinese knowledge through relevant experience, also continue to build a solid foundation of Chinese and cultivate interest in learning Chinese. In order to build a solid foundation for reading, writing, listening, and speaking skills, students are going to learn new vocabularies, phrases, sentence pattern, basic idioms, short paragraphs, and diversifies Chinese cultures and customs aim to develop students' comprehension, acquisition abilities, as well as benefit students achieve better academic outcomes, develop critical thinking and cognitive skills, enhance self-confidence, and make Chinese speaking, listening, reading and writing skills more perfect.

### **COURSE OBJECTIVES:**

This course will help students develop and understanding of

1. Be able to speak concisely and highlight the main text content.
2. Be able to hear and distinguish the language problems that appear in the discourse.
3. Be able to through the dictionary to identify words and meanings to help enhance reading and understanding.

4. Be able to clearly understand strokes, radicals, and principles of structures of Chinese characters.
5. Be able to understand the basic styles of writing and practice writing with different descriptive methods.
6. Be able to correctly and fluently use phrases to create sentences, arrange paragraphs and organize articles.
7. Be able to read articles with different descriptive methods and expand reading scopes.

### **ASSESSMENT:**

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

1. Class participation and learning attitude
2. Homework average
3. Individual or group project
4. Lesson Quiz
5. Quarter exam

### **PRIMARY TEXTBOOK & OTHER RESOURCES:**

Textbook: 翰林 2下 / Han Lin Textbook

- Resources:
1. Vocabulary Book (甲本、乙本)
  2. Workbook (習作)
  3. Notebook (查字典→生字造詞)
  4. Website: <https://hle.com.tw>

### **ADDITITONAL 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 or 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

## 1st QUARTER – TENTATIVE COURSE CONTENT

<i>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</i>	
Week / Date	Topic / Projects / Assessments
<b>Week 1</b> <b>Aug 10<sup>th</sup> to 11<sup>th</sup></b> <b>2 Days of Class</b> <i>10- First Day / Orientation Day</i>	Course Orientation
<b>Week 2</b> <b>Aug 14<sup>th</sup> to 18<sup>th</sup></b> <i>15-Opening Mass</i>	Reading: Lesson 2 “第一次旅行” Grammar: Sentence pattern “要是…就…” Assessment: Vocabulary book
<b>Week 3</b> <b>Aug 21<sup>st</sup> to 25<sup>th</sup></b>	Reading: Lesson 2 “第一次旅行” Grammar: Sentence pattern “要是…就…” Assessment: Vocabulary book + Workbook + Notebook
<b>Week 4</b> <b>Aug 28<sup>th</sup> to Sep 1<sup>st</sup></b>	Reading: Lesson 2 “第一次旅行” Grammar: Sentence pattern “要是…就…” Assessment: Workbook + Notebook + Quiz
<b>Week 5</b> <b>Sep 4<sup>th</sup> to 8<sup>th</sup></b> <i>8 – Holy Mass &amp; VIP Induction</i>	Reading: Lesson 3 “不怕去探險” Grammar: Sentence pattern “像…一樣…” Assessment: Vocabulary book
<b>Week 6</b> <b>Sep 11<sup>th</sup> to 15<sup>th</sup></b> <i>12 - 14 – Pre-Exam Days</i>	Reading: Lesson 3 “不怕去探險” Grammar: Sentence pattern “像…一樣…” Assessment: Vocabulary book + Workbook + Notebook
<b>Week 7</b> <b>Sep 18<sup>th</sup> to 22<sup>nd</sup></b>	Reading: Lesson 3 “不怕去探險” Grammar: Sentence pattern “像…一樣…” Assessment: Workbook + Notebook + Quiz
<b>Week 8</b> <b>Sep 25<sup>th</sup> to 29<sup>th</sup></b> <b>No Classes</b> <i>29<sup>th</sup> Moon Festival</i> <i>25-28 – Teacher’s Conference</i>	Review
<b>Week 9</b> <b>Oct 2<sup>nd</sup> to 6<sup>th</sup></b> <b>3 Days of Class</b> <i>5-6 – Q1 Exams</i>	First Quarter (Lesson 2 + Lesson 3)

## 2<sup>nd</sup> QUARTER – TENTATIVE COURSE CONTENT

<i>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</i>	
Week / Date	Topic / Projects / Assessments
<b>Week 1 (10)</b> <b>Oct 11<sup>th</sup> to 14<sup>th</sup></b> <u>3 Days of Class</u> <i>10 – Double 10 Holiday</i>	Reading: Lesson 4 “一場雨” Grammar: Sentence pattern “…到底…” Assessment: Vocabulary book
<b>Week 2 (11)</b> <b>Oct 16<sup>th</sup> to 20<sup>th</sup></b>	Reading: Lesson 4 “一場雨” Grammar: Sentence pattern “…到底…” Assessment: Vocabulary book + Workbook + Notebook
<b>Week 3 (12)</b> <b>Oct 23<sup>rd</sup> to 27<sup>th</sup></b>	Reading: Lesson 4 “一場雨” Grammar: Sentence pattern “…到底…” Assessment: Workbook + Notebook + Quiz
<b>Week 4 (13)</b> <b>Oct 30<sup>th</sup> to Nov 3<sup>rd</sup></b> <i>1-All Saint's Day Mass</i>	Reading: Lesson 5 “笑容回來了” Grammar: Sentence pattern “…於是…” Assessment: Vocabulary book
<b>Week 5 (14)</b> <b>Nov 6<sup>th</sup> to 10<sup>th</sup></b>	Reading: Lesson 5 “笑容回來了” Grammar: Sentence pattern “…於是…” Assessment: Vocabulary book + Workbook + Notebook
<b>Week 6 (15)</b> <b>Nov 13<sup>th</sup> to 17<sup>th</sup></b>	Reading: Lesson 5 “笑容回來了” Grammar: Sentence pattern “…於是…” Assessment: Workbook + Notebook + Quiz
<b>Week 7 (16)</b> <b>Nov 20<sup>th</sup> to 24<sup>th</sup></b>	Reading: Lesson 6 “好好的說話” Grammar: Sentence pattern “先…再…” Assessment: Vocabulary book
<b>Week 8 (17)</b> <b>Nov 27<sup>th</sup> to Dec 1<sup>st</sup></b> <i>28 - 30 – Pre-Exam Days</i>	Reading: Lesson 6 “好好的說話” Grammar: Sentence pattern “先…再…” Assessment: Vocabulary book + Workbook + Notebook
<b>Week 9 (18)</b> <b>Dec 5<sup>th</sup> to 9<sup>th</sup></b> <i>8 - Foundation Day Mass &amp; Celebrations</i>	<b>Review</b>
<b>Week 10 (19)</b> <b>Dec 11<sup>th</sup> to 15<sup>th</sup></b> <u>3 Days of Class</u> <i>14 - 15 – Q2 Exams</i>	<b>Second Quarter (Lesson 4 + Lesson 5)</b>
<b>Dec 18<sup>th</sup> to Jan 2<sup>nd</sup></b>	<b>Christmas Break</b>

## 3rd QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)	
Week / Date	Topic / Projects / Assessments
<b>Week 1 (20)</b> <b>Jan 3<sup>rd</sup> to 5<sup>th</sup></b> <b>3 Days of Class</b> <i>3 ~ Q3 Begins</i>	Course Orientation
<b>Week 2 (21)</b> <b>Jan 8<sup>th</sup> to 12<sup>th</sup></b>	Reading: Lesson 7 “孵蛋的男孩” Grammar: Sentence pattern “…竟然…” Assessment: Vocabulary book
<b>Week 3 (22)</b> <b>Jan 15<sup>th</sup> to 19<sup>th</sup></b>	Reading: Lesson 7 “孵蛋的男孩” Grammar: Sentence pattern “…竟然…” Assessment: Vocabulary book + Workbook + Notebook
<b>Week 4 (23)</b> <b>Jan 22<sup>nd</sup> to 26<sup>th</sup></b>	Reading: Lesson 7 “孵蛋的男孩” Grammar: Sentence pattern “…竟然…” Assessment: Workbook + Notebook + Quiz
<b>Week 5 (24)</b> <b>Jan 29<sup>th</sup> to Feb 2<sup>nd</sup></b>	Chinese New Year Activity
<b>Week 6 (25)</b> <b>Feb 5<sup>th</sup> to 9<sup>th</sup></b> <b>3 Days of Class</b> <i>8 – 16 Chinese New Year Holiday</i>	Reading: Lesson 8 “點亮世界的人” Grammar: Sentence pattern “有的…有的……” Assessment: Vocabulary book
<b>Feb 8<sup>th</sup> to 16<sup>th</sup></b>	<b>Chinese New Year Holiday</b>
<b>Week 7 (26)</b> <b>Feb 19<sup>th</sup> to 23<sup>rd</sup></b> <i>19 - 22 – Mass + Pre-Exam Days</i>	Reading: Lesson 8 “點亮世界的人” Grammar: Sentence pattern “有的…有的…” Assessment: Vocabulary book + Workbook + Notebook
<b>Week 8 (27)</b> <b>Feb 26<sup>th</sup> to Mar 1<sup>st</sup></b> <b>4 Days of Class</b> <i>28 – 228 Memorial Day Holiday</i>	Reading: Lesson 8 “點亮世界的人” Grammar: Sentence pattern “有的…有的…” Assessment: Workbook + Notebook + Quiz
<b>Week 9 (28)</b> <b>March 4<sup>th</sup> to 8<sup>th</sup></b> <b>4 Days of Class</b> <i>8 – Q3 Exams</i>	Review Third Quarter Exam (Lesson 7 + Lesson 8)

## 4th QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)	
Week / Date	Topic / Projects / Assessments
<b>Week 1 (29)</b> <b>March 12<sup>th</sup> to 15<sup>th</sup></b> <u><b>4 Days of Class</b></u> <i>12 ~ Q4 Begins</i>	Reading: Lesson 9 “色彩變變變” Grammar: Sentence pattern “有時…有時…” Assessment: Vocabulary book
<b>Week 2 (30)</b> <b>March 18<sup>th</sup> to 22<sup>nd</sup></b>	Reading: Lesson 9 “色彩變變變” Grammar: Sentence pattern “有時…有時…” Assessment: Vocabulary book + Workbook + Notebook
<b>March 25<sup>th</sup> to Apr 5<sup>th</sup></b>	<b>Easter Break</b>
<b>Week 3 (31)</b> <b>March 8<sup>th</sup> to 12<sup>th</sup></b> <i>10 ~ Easter Mass</i>	Reading: Lesson 9 “色彩變變變” Grammar: Sentence pattern “有時…有時…” Assessment: Workbook + Notebook + Quiz
<b>Week 4 (32)</b> <b>Apr 15<sup>th</sup> to 19<sup>th</sup></b>	Reading: Lesson 11 “蜘蛛救蛋” Grammar: Sentence pattern “一…就…” Assessment: Vocabulary book
<b>Week 5 (33)</b> <b>Apr 22<sup>nd</sup> to 26<sup>th</sup></b>	Reading: Lesson 11 “蜘蛛救蛋” Grammar: Sentence pattern “一…就…” Assessment: Vocabulary book + Workbook + Notebook
<b>Week 6 (34)</b> <b>Apr 29<sup>th</sup> to May 3<sup>rd</sup></b> <i>1 - 2 – Pre-Exam Days</i>	Reading: Lesson 11 “蜘蛛救蛋” Grammar: Sentence pattern “一…就…” Assessment: Workbook + Notebook + Quiz
<b>Week 7 (35)</b> <b>May 6<sup>th</sup> to 10<sup>th</sup></b>	<b>Review</b>
<b>Week 8 (36)</b> <b>May 13<sup>th</sup> to 17<sup>th</sup></b> <u><b>2 Days of Class</b></u> <i>15 - 16 – Q4 Exams</i> <i>17 ~ Record Day</i>	<b>Fourth Quarter Exam (Lesson 9 + Lesson 11)</b>
<b>Week 9 (37)</b> <b>May 20<sup>th</sup> to 24<sup>th</sup></b>	Smart Reading Presentation
<b>Week 10 (38)</b> <b>May 27<sup>th</sup> to 31<sup>st</sup></b>	Smart Reading Presentation