



# **CHINESE**

## **COURSE SYLLABUS**

**GRADE LEVEL:** 8

**SCHOOL YEAR:** 2023-2024

**TEACHER:** Samantha Hsu

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### **COURSE DESCRIPTION:**

This course is designed for the students who have had basic prior experience to Chinese language and are interested in learning advanced Chinese language and Chinese culture. Throughout the course, students will develop their listening, speaking, reading, and writing skills. This course is committed to developing students' Chinese language proficiency and deepening their appreciation for Chinese culture, and enhances students' overall language proficiency while focusing on reading and writing to build a solid foundation in literacy skills. Students will continue to consolidate their language knowledge with more complex grammatical structures, phrases, and idioms; at the same time could understand the content of the article and speak or write the meaning of summary correctly and smoothly. In addition, students will achieve proficiency in speaking, listening, reading and writing, and will conduct vertical and horizontal integrated learning through the writing of articles, and acquire advanced language skills to understand Chinese culture, customs and other related life language vocabulary appreciation and learning result.

### **COURSE OBJECTIVES:**

This course will help students develop and understanding of

1. Be able to understand, manage the focus of the conversation and communicate thoroughly.
2. Be able to understand and record the content and details of the article and paraphrase the main content.
3. Be able to independently identify the meaning of words and consciously correct typos to improve reading speed and writing efficiency.
4. Be able to understand the deep meaning of sentences, the connection between paragraphs and articles, and expand the scope of reading.
5. Be able to use phrases correctly and fluently to form sentences, arrange paragraphs, and write genre-appropriate essays.

### **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. Quiz
5. Quarter Exam

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

Textbook: 翰林 6 上、6 下 / Han Lin Textbook

- Resources:
1. Vocabulary Book (甲本、乙本)
  2. Workbook (習作)
  3. Notebook (短文寫作、成語篇章)
  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 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

## 1st 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</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 “到布來梅當個樂師吧” Grammar: Sentence pattern “所有…都可以…” “只要…就…” “是…還是…” Assessment: Vocabulary book
<b>Week 3</b> <b>Aug 21<sup>st</sup> to 25<sup>th</sup></b>	Reading: Lesson 2 “到布來梅當個樂師吧” Grammar: Sentence pattern “所有…都可以…” “只要…就…” “是…還是…” 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 “到布來梅當個樂師吧” Grammar: Sentence pattern “所有…都可以…” “只要…就…” “是…還是…” 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 6 “動物世界的溫情” Grammar: Sentence pattern “或者…” “一…就…” 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 6 “動物世界的溫情” Grammar: Sentence pattern “或者…” “一…就…” Assessment: Vocabulary book + Workbook + Notebook
<b>Week 7</b> <b>Sep 18<sup>th</sup> to 22<sup>nd</sup></b>	Reading: Lesson 6 “動物世界的溫情” Grammar: Sentence pattern “或者…” “一…就…” 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 6)

## 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 9 “記得螢火蟲” Grammar: Sentence pattern “儘管…仍然…” “因為…於是…” “不只…更…” Assessment: Vocabulary book
<b>Week 2 (11)</b> <b>Oct 16<sup>th</sup> to 20<sup>th</sup></b>	Reading: Lesson 9 “記得螢火蟲” Grammar: Sentence pattern “儘管…仍然…” “因為…於是…” “不只…更…” Assessment: Vocabulary book + Workbook + Notebook
<b>Week 3 (12)</b> <b>Oct 23<sup>rd</sup> to 27<sup>th</sup></b>	Reading: Lesson 9 “記得螢火蟲” Grammar: Sentence pattern “儘管…仍然…” “因為…於是…” “不只…更…” 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 12 “跳耀的音符” Grammar: Sentence pattern “甚至…” “不論…都…” Assessment: Vocabulary book
<b>Week 5 (14)</b> <b>Nov 6<sup>th</sup> to 10<sup>th</sup></b>	Reading: Lesson 12 “跳耀的音符” Grammar: Sentence pattern “甚至…” “不論…都…” Assessment: Vocabulary book + Workbook + Notebook
<b>Week 6 (15)</b> <b>Nov 13<sup>th</sup> to 17<sup>th</sup></b>	Reading: Lesson 12 “跳耀的音符” Grammar: Sentence pattern “甚至…” “不論…都…” Assessment: Workbook + Notebook + Quiz
<b>Week 7 (16)</b> <b>Nov 20<sup>th</sup> to 24<sup>th</sup></b>	Reading: Lesson 8 “春天的雨” Grammar: Sentence pattern “因而…” 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 8 “春天的雨” Grammar: Sentence pattern “因而…” 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>	Review
<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>	Second Quarter (Lesson 9 + Lesson 12)
<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> <u><b>3 Days of Class</b></u> <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 2 “橘化為枳” Grammar: Sentence pattern “只是…卻…” “原本…卻…” Assessment: Vocabulary book
<b>Week 3 (22)</b> <b>Jan 15<sup>th</sup> to 19<sup>th</sup></b>	Reading: Lesson 2 “橘化為枳” Grammar: Sentence pattern “只是…卻…” “原本…卻…” Assessment: Vocabulary book + Workbook + Notebook
<b>Week 4 (23)</b> <b>Jan 22<sup>nd</sup> to 26<sup>th</sup></b>	Reading: Lesson 2 “橘化為枳” Grammar: Sentence pattern “只是…卻…” “原本…卻…” 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>Feb 8<sup>th</sup> to 16<sup>th</sup></b>	<b>Chinese New Year Holiday</b>
<b>Week 6 (25)</b> <b>Feb 5<sup>th</sup> to 9<sup>th</sup></b> <u><b>3 Days of Class</b></u> <i>8 – 16 Chinese New Year Holiday</i>	Reading: Lesson 3 “自嘲是最高明的幽默” Grammar: Sentence pattern “是…也是…” “不是…而是…” Assessment: Vocabulary book
<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 3 “自嘲是最高明的幽默” Grammar: Sentence pattern “是…也是…” “不是…而是…” Assessment: Vocabulary book + Workbook + Notebook
<b>Week 8 (27)</b> <b>Feb 26<sup>th</sup> to Mar 1<sup>st</sup></b> <u><b>4 Days of Class</b></u> <i>28 – 228 Memorial Day Holiday</i>	Reading: Lesson 3 “自嘲是最高明的幽默” Grammar: Sentence pattern “是…也是…” “不是…而是…” Assessment: Workbook + Notebook + Quiz
<b>Week 9 (28)</b> <b>March 4<sup>th</sup> to 8<sup>th</sup></b> <u><b>4 Days of Class</b></u> <i>8 – Q3 Exams</i>	Review Third Quarter Exam (Lesson 2 + Lesson 3)

## 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> 12 ~ Q4 Begins	Reading: Lesson 7 “享受過程” Grammar: Sentence pattern “如果…那麼…” “不僅…也…” Assessment: Vocabulary book
<b>Week 2 (30)</b> <b>March 18<sup>th</sup> to 22<sup>nd</sup></b>	Reading: Lesson 7 “享受過程” Grammar: Sentence pattern “如果…那麼…” “不僅…也…” 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> 10 ~ Easter Mass	Reading: Lesson 7 “享受過程” Grammar: Sentence pattern “如果…那麼…” “不僅…也…” Assessment: Workbook + Notebook + Quiz
<b>Week 4 (32)</b> <b>Apr 15<sup>th</sup> to 19<sup>th</sup></b>	Reading: Lesson 10 “撐開你的傘” Grammar: Sentence pattern “只要…會…” “不管…一定…” “雖然…卻…” Assessment: Vocabulary book
<b>Week 5 (33)</b> <b>Apr 22<sup>nd</sup> to 26<sup>th</sup></b>	Reading: Lesson 10 “撐開你的傘” Grammar: Sentence pattern “只要…會…” “不管…一定…” “雖然…卻…” Assessment: Vocabulary book + Workbook + Notebook
<b>Week 6 (34)</b> <b>Apr 29<sup>th</sup> to May 3<sup>rd</sup></b> 1 - 2 – Pre-Exam Days	Reading: Lesson 10 “撐開你的傘” Grammar: Sentence pattern “只要…會…” “不管…一定…” “雖然…卻…” 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> 15 - 16 – Q4 Exams 17 ~ Record Day	<b>Fourth Quarter Exam (Lesson 7 + Lesson 10)</b>
<b>Week 9 (37)</b> <b>May 20<sup>th</sup> to 24<sup>th</sup></b>	<b>Smart Reading Presentation</b>
<b>Week 10 (38)</b> <b>May 27<sup>th</sup> to 31<sup>st</sup></b>	<b>Smart Reading Presentation</b>