

Dominican International School



CHINESE AS SECOND LANGUAGE SYLLABUS

GRADE LEVEL: 6
SY: 2023-2024

TEACHER: Ms. Lillian Chao
E-MAIL: lchao@dishs.tp.edu.tw

COURSE DESCRIPTION

The goal establishment of Chinese courses in Dominican International School is based on learning foreign language objectives of the *ACTFL (American Council on the Teaching of Foreign Languages)*. Students are inspired to appreciate and understand Chinese culture according to the characters of Chinese language. The purpose of teaching Chinese is to help students practice their Chinese ability flexibly. Meanwhile, students should have the knowledge of Chinese culture and custom, thus they will be able to communicate with others during proper occasions.

The standards are organized within five interconnected standards areas: *communication, cultures, connections, comparisons, and communities*. Each standard is containing two or three content standards that describe the knowledge and skills students are expected to acquire.

TEXT: Discovering Chinese Volume 2

REFERENCE: 1) Workbook

2) Writing Book

3) CD for listening

REFERENCE/LINKS:

Our school website: <http://www.dishs.tp.edu.tw/>

Publisher website: <http://www.betterchinese.com/>

COURSE CONTENT

For the Intermediate level, students learn to initiate, sustain and conclude conversations; comprehend spoken or written language; and present on a variety of familiar topics, all using familiar vocabulary and learned grammatical structures in the context of Culture, Connection, Comparisons and Communities.

COURSE GOALS

Communication

Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures

Gain Knowledge and Understanding of the Chinese Cultures

Standard 2.1: Students demonstrate an understanding of social patterns and practice of conventions, and interact appropriately in Chinese Culture Setting.

Standard 2.2: Students demonstrate an understanding of significant components of the Chinese culture, such as traditions, art, history, literature, music.

Connections

Connect with Other Discipline and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the study of Chinese.

Standard 3.2: Students understand and interpret written and spoken language on a variety of topics.

Comparisons

Develop Insight into Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the Chinese language and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparison of Chinese culture and their own.

Communities

Participate in Multilingual Communities at Home and Around the World

Standard 5.1: Students use the Chinese language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using Chinese for personal enjoyment and enrichment.

GRADIND CRITERIA

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

1. Recitations, reading, retelling, speech, discussion
2. Written work
3. Cooperative group work
4. Story, play, poem, essay, paragraph
5. Presentation
6. Projects
7. Homework check
8. Portfolio
9. Quiz
10. Exams

CLASS RULES

1. Be on time to class; be seated before the bell rings.
2. Wear your uniform neatly.
3. Be respectful of others (especially when speaking), and of school property.
4. Do your best and participate.
5. Ask permission before leaving the class.
6. Wait for the bell to ring before you leave class.

FIRST QUARTER TENTATIVE WEEKLY SCHEDULE

WEEK	COURSE CONTENT/TOPIC
Week 1 Aug 10 to 11 <u>2 Days of Class</u>	Introduction to course: Class Rules/Expectations Reading: Lesson 13 <i>“She Likes The Red backpack.”</i> Grammar: Responding to questions Vocabulary: Colors, School, Preferences Assessment: a. Lesson 13 Worksheet
Week 2 Aug 14 to 18	Reading: Lesson 13 <i>“She Likes The Red backpack.”</i> Grammar: Responding to questions Vocabulary: Colors, School, Preferences Assessment: a. Lesson 13 Worksheet
Week 3 <u>Aug 21 to 25</u>	Reading: Lesson 13 <i>“She Likes The Red backpack.”</i> Grammar: Responding to questions Vocabulary: Colors, School, Preferences

	Assessment: a. Lesson 13 Worksheet
Week 4 Aug 28 to Sep 1	Reading: Lesson 14 “ <i>What Is She Wearing Today ?</i> ” Grammar: Different time frames Vocabulary: Clothing Assessment: a. Lesson 14 Worksheet
Week 5 Sep 4 to 8	Reading: Lesson 14 “ <i>What Is She Wearing Today ?</i> ” Grammar: Different time frames Vocabulary: Clothing Assessment: a. Lesson 14 Worksheet
Week 6 Sep 11 to 15 <i>13 - 14 – Pre-Exam Days</i>	Reading: Lesson 15 “ <i>Her Eyes Are Very Big</i> ” Grammar: Use of adjectives in descriptions Vocabulary: Health and Body Assessment: a. Lesson 15 Worksheet
Week 7 Sep 18 to 22	Reading: Lesson 15 “ <i>Her Eyes Are Very Big</i> ” Grammar: Use of adjectives in descriptions Vocabulary: Health and Body Assessment: a. Lesson 15 Worksheet
Week 8 Sep 25 to 28 ^t <i>Teacher’s Conference</i>	NO CLASS
Week 9 Oct 2 to 6 <u>3 Days of Class</u> <i>5-6 – Q1 Exams</i>	FIRST QUARTER EXAM

SECOND QUARTER TENTATIVE WEEKLY SCHEDULE

WEEK	COURSE CONTENT/TOPIC
Week 1 (10) Oct 11 to 13 <u>3 Days of Class</u>	Reading: Lesson 16 “ <i>I Like Sport</i> ” Grammar: Describing sports / Verb question form Vocabulary: Sports and Movement Assessment: a. Lesson 16 Worksheet
Week 2 (11) Oct 16 to 20	Reading: Lesson 16 “ <i>I Like Sport</i> ” Grammar: Describing sports / Verb question form

	Vocabulary: Sports and Movement Assessment: a. Lesson 16 Worksheet
Week 3 (12) Oct 23 to 27	Reading: Lesson 16 <i>“I Like Sport”</i> Grammar: Describing sports / Verb question form Vocabulary: Sports and Movement Assessment: a. Lesson 16 Worksheet
Week 4 (13) Oct 30 to Nov 3	Reading: Lesson 17 <i>“What Pets Do You Have At Home?”</i> Grammar: To have or have not / Measure words Vocabulary: Animals Assessment: a. Lesson 17 Worksheet
Week 5 (14) Nov 6 to 10	Reading: Lesson 17 <i>“What Pets Do You Have At Home?”</i> Grammar: To have or have not / Measure words Vocabulary: Animals Assessment: a. Lesson 17 Worksheet
Week 6 (15) Nov 13 to 17	Reading: Lesson 18 <i>“We Go To School By School Bus”</i> Grammar: Asking direction / Estimating distance Vocabulary: : Transportation Assessment: a. Lesson 18 Worksheet
Week 7 (16) Nov 20 to 24	Reading: Lesson 18 <i>“We Go To School By School Bus”</i> Grammar: Asking direction / Estimating distance Vocabulary: : Transportation Assessment: a. Lesson 18 Worksheet
Week 8 (17) Nov 27 to Dec 1 <i>28 - 30 – Pre-Exam Days</i>	REVIEW
Week 9 (18) Dec 4 to 8 3 Days of Class <i>14 - 15 – Q2 Exams</i>	SECOND QUARTER EXAM
Dec 18 to Jan 1	CHRISTMAS BREAK

THIRD QUARTER TENTATIVE WEEKLY SCHEDULE

WEEK	COURSE CONTENT/TOPIC
Week 1 (20) Jan 3 to 5 2 Days of Class	Reading: Lesson 19 <i>“How Can I Get There?”</i> Grammar: Asking for directions / polite phrases Vocabulary: Directions

	Assessment: a. Lesson 19 Worksheet
Week 2 (21) Jan 8 to 12	Reading: Lesson 19 <i>“How Can I Get There?”</i> Grammar: Asking for directions / polite phrases Vocabulary: Directions Assessment: a. Lesson 19 Worksheet
Week 3 (22) Jan 15 to 19	Reading: Lesson 20 <i>“How Much?”</i> Grammar: Counting word / Expressing wants and desires Vocabulary: Shopping Assessment: a. Lesson 20 Worksheet
Week 4 (23) Jan 22 to 26	Reading: Lesson 20 <i>“How Much?”</i> Grammar: Counting word / Expressing wants and desires Vocabulary: Shopping Assessment: a. Lesson 20 Worksheet
Week 5 (24) Jan 22 to Feb 2	Reading: Lesson 20 <i>“How Much?”</i> Grammar: Counting word / Expressing wants and desires Vocabulary: Shopping Assessment: a. Lesson 20 Worksheet
Week 6 (25) Feb 5 to 7 <u>3 Days of Class</u>	CHINESE NEW YEAR ACTIVITY
Week 7 (26) Feb 19 to 23 <i>19-22 ~ Pre-Exam Days</i>	Reading: Lesson 21 <i>“I Can Speak Chinese”</i> Grammar: to be able to / Encompassing statements Vocabulary: Nationalities Assessment: a. Lesson 21 Worksheet
Week 8 (27) Feb 26 to Mar 1 <u>4 Days of Class</u>	Reading: Lesson 21 <i>“I Can Speak Chinese”</i> Grammar: to be able to / Encompassing statements Vocabulary: Nationalities Assessment: a. Lesson 21 Worksheet
Week 9 (28) Mar 4 to 7 <i>8 – Q3 Exams</i>	REVIEW & THIRD QUARTER EXAM

FOURTH QUARTER TENTATIVE WEEKLY SCHEDULE

WEEK	COURSE CONTENT/TOPIC
Week 1 (29) Mar 12 to 15 <u>4 Days of Class</u> <i>11 – Q3 Exams</i>	Reading: Lesson 22 <i>"The Weather Today Is Nice"</i> Grammar: Question exclamation / particle "le" Vocabulary: Animals/ Health and Body Parts Assessment: a. Lesson23 Worksheet
Week 2 (30) Mar 18 to 22	Reading: Lesson 22 <i>"The Weather Today Is Nice"</i> Grammar: Question exclamation / particle "le" Vocabulary: Animals/ Health and Body Parts Assessment: a. Lesson23 Worksheet
Mar 25 to Apr 5	EASTER BREAK
Week 3 (31) Apr 8 to 12	Reading: Lesson 23 <i>"Which Animal has A Long Nose?"</i> Grammar: Question terms / adjective Vocabulary: Animals/ Health and Body Parts Assessment: a. Lesson23 Worksheet
Week 4 (33) Apr 15 to 19	Reading: Lesson 23 <i>"Which Animal has A Long Nose?"</i> Grammar: Question terms / adjective Vocabulary: Animals/ Health and Body Parts Assessment: a. Lesson23 Worksheet
Week 5 (34) Apr 22 to 26	Reading: Lesson 24 <i>"Comparisons"</i> Grammar: Using "bi" to make comparisons Vocabulary: Ccomparisons Assessment: a. Lesson 24 Worksheet
Week 6 (35) Apr 30 to May 3 <i>1 - 2 – Pre-Exam Days</i>	Reading: Lesson 24 <i>"Comparisons"</i> Grammar: Using "bi" to make comparisons Vocabulary: Ccomparisons Assessment: a. Lesson 24 Worksheet
Week 7 (36) May 6 to 10	REVIEW & FOURTH QUARTER EXAM