



Teacher: Piling Chiu

Email/Phone: pchiu@naperville203.org; 630-420-2314

Office: 102

Department Chair: [Lisa Dinon](mailto:LisaDinon@naperville203.org); Ldinon@naperville203.org

District Mission	To educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors.
Department Mission	To enable students to communicate effectively in the target language, to understand the cultures that support the language, to see connections between language study and other disciplines, and to appreciate what it means to be college-, career-, and world-ready.
Course Description	Chinese 3 is an intermediate-level Chinese language course designed for those students who are learning Mandarin as a second language. It introduces sophisticated topics and emphasizes the use of authentic materials. Cultural learning and development of insight into the nature of the language and culture are integrated into the curriculum. Students are expected to reach higher levels of proficiency in the target language.
Course Textbook & Resources	<ul style="list-style-type: none"> - Canvas: Daily Agenda, Course Materials - Chinese Link Level 2 Part 1 & Workbook - Course packets
Course Standards & Weights	<p>Throughout the course, students are expected to demonstrate their Chinese proficiency by accomplishing the following communicative tasks.</p> <p><u>Interpersonal Communicative Mode: Listening, Speaking, Reading, Writing</u></p> <ul style="list-style-type: none"> ✓ Interact in the target language (spoken and written) in a variety of personal, social and cultural contexts. ✓ Respond to target language (spoken and written) in a variety of personal, social and cultural contexts. ✓ Demonstrate understanding of culture(s) studied. <p><u>Interpretive Communicative Mode: Listening, Reading, Viewing</u></p> <ul style="list-style-type: none"> ✓ Interpret and/or comprehend spoken target language in a variety of contexts. ✓ Interpret and/or comprehend texts in the target language in a variety of contexts. <p><u>Presentational Communicative Mode: Speaking, Writing, Showing</u></p> <ul style="list-style-type: none"> ✓ Present information, concepts and ideas in the target language for a variety of purposes to different audiences. ✓ Present information applying critical thinking skills (synthesize, summarize, compare and contrast, etc.). <p><i>The standards are not weighted within Practice, Evidence, or Final Exam gradebook categories.</i></p>
Units of Study:	<p>1st Semester</p> <ul style="list-style-type: none"> ★ Describe the result of an action and an event ★ Talk about experiences ★ Ask and give directions ★ Provide opinions <p>2nd Semester</p> <ul style="list-style-type: none"> ★ Be a hospitable host/courteous guest ★ Make a report ★ Recall memories and past experiences ★ Talk about bank-related activities ★ Talk about possibility and feasibility ★ Plan an overseas trip
Grade Calculation Definitions	<p>Students will be provided with multiple and varied opportunities to demonstrate mastery of learning standards. Although varied in content, all courses will include examples of practice and evidence of learning:</p> <ol style="list-style-type: none"> 1. Evidence of Learning: Tasks or assessments where feedback is provided to the student and considered evidence of a student's level of proficiency on a given standard or skill. This may include, but is not limited to formative tasks that provide insights on areas for growth as well as summative tests, projects and/or performances. In this course, specific examples include: <ul style="list-style-type: none"> ● Listening & reading comprehension ● Email response, Q & A ● Self-Introduction, Story narration, essay writing, video 2. Practice: Tasks that are connected to course standards and learning targets that promote the development of skills and/or knowledge that will be assessed, but where feedback is not provided. This may include, but is not limited to daily readings, note taking, practice exercises and tasks essential to the learning process. In this course, specific examples include: <ul style="list-style-type: none"> ● Individual work: listening, recording, reading and writing activities ● Pair work: information gap, interview, ● Q & A, pair critique/teaching ● Group work: brainstorming, discussion, project/skit/presentation, puzzle, story-telling relay
Grading Disbursement	<p>Semester grades for all classes (prior to the final exam) will be calculated by a weighted average. As part of the calculation for the overall semester grade, final exams/projects will not exceed 15% of the semester grade.</p> <p>A = 100-90%, B = 89-80%, C = 79-70%, D = 69-60%, F = 59-0%</p> <p>Semester Grade:</p> <ul style="list-style-type: none"> ● Coursework = 85% (Evidence of Learning = 90%, Practice= 10%) ● Final Exam = 15% <i>Final Exam Format: multiple parts involving different communicative tasks as listed in the Course Standards above</i>
Grading Practices	<p>Grades communicate each student's progress toward mastery of goals/standards for the course.</p> <ul style="list-style-type: none"> ● Infinite Campus Symbols/Comments:



	<ul style="list-style-type: none">○ A score of “Missing” (M) will indicate an assessment has not been turned in and the comments section will include a specific date by which students can still submit. After that date, a zero (0) will be recorded.○ Any score may also have a comment indicating the due date, turned in, late, reassessment eligibility including the timeline and/or reassessment final scores.○ A zero indicates that no attempt was made by the student. If a legitimate attempt is made on an assessment and practice work has been completed in a consistent and timely manner (<i>completing 80% of practice listed in Infinite Campus.</i>), a score of 50% will be the lowest possible grade.● Late Work:<ul style="list-style-type: none">○ Evidence of Learning work submitted after the original due date cannot be penalized more than a total of 10% and can be submitted for credit up to 5 days after the original due date.○ Practice Work is not accepted for credit after the due date.3. Other:<ul style="list-style-type: none">○ No extra credit will be issued.
Academic Integrity Code	<p>District 203 students are challenged to address the academic process enthusiastically, diligently, and most importantly, honestly. It is the responsibility of our students, teachers, and administration to uphold the fundamental academic values of honesty, responsibility, fairness, respect, and trust. The integrity of our district’s academic programs is built upon these principles.</p> <p>Academic integrity violations include cheating; plagiarism, self-plagiarism or copy infringement; obtaining or providing an unfair advantage; falsification of documents; unauthorized access to records; and inappropriate collaboration, whether intentional or unintentional. The classroom teacher and administration will collaborate and exercise professional judgment in determining academic integrity violations.</p> <p>The use of translating devices and/or direct translation from a native speaker or tutor is strictly forbidden. You must do your own work. Remember: There is a significant difference between getting help and having something or someone else do your work for you. There are consequences both academic and non-academic for students who do not adhere to this policy. All District and school academic integrity policies apply to this course. Violations will be tracked and added during your time at NNHS.</p>
Reassessment Policy	<p>The purpose of reassessment is to allow students to demonstrate mastery of course standards in which they remain deficient. Higher reassessment grades will replace the original assessment score, but will not exceed 80%.</p> <ul style="list-style-type: none">● Practice work is not eligible for reassessment.● Evidence of Learning work with a score below 80% is eligible for reassessment if students have:<ul style="list-style-type: none">○ Demonstrated readiness through timely and consistent completion of practice work. <i>This means completing 80% of practice listed in Infinite Campus.</i>○ read the feedback from the teacher on how to prepare for the reassessment.● Timeline: Reassessments must be completed 5 school days after the student receives feedback (unless otherwise determined by the instructor).● Project-Based Assessments that include multiple opportunities for feedback and improvement in the assessment process will represent multiple attempts and be considered a reassessment
Student Communication	<ul style="list-style-type: none">● You are encouraged to speak directly with your teacher regarding questions.● Teachers make every effort to respond to emails within 24 hours during the workweek..
Additional Resources for Support	<ul style="list-style-type: none">● You can make an appointment with your teacher should you need additional instruction or support in learning material.● You can drop in to work with a peer tutor during lunch periods or before school in the Literacy Center.
Parents or Guardians Partnership	<p>Naperville North believes in a collective partnership with parents/guardians which provides students the best opportunities for success. Some ways parents/guardians can support their student’s learning are:</p> <ul style="list-style-type: none">● Actively check Infinite Campus for their student’s grades.<ul style="list-style-type: none">○ Infinite Campus is a tool to progress monitor student work until the final course grade is posted.○ Monthly progress grades are posted and represent the current grade of a student in the course at that moment in time.● Discuss missing assignments, reiterate due dates, help organize folders, materials, assignment notebooks, and review upcoming projects and assessments.● Teachers make every effort to respond to parent emails and phone calls within 24 hours during the work week.● The best way to communicate with teachers is through email; however, if you haven’t received a response within 48 hours, please resend the email or call their voicemail. Your email may have been filtered.