COURSE  Comprehensive Chinese
TEACHER  Webpage:  School phone: 617-635-8895
                      E-mail:

CLASSEtM

COURSE DESCRIPTION
The Comprehensive Chinese course is designed to prepare students to learn historical events, classic Chinese theories, contemporary issues among Chinese communities and appreciate Chinese cultures around the globe within the context of history, geography, economy, literature, modernization, civilization and globalization. Students will apply their 21st century skills and learn different digital media presentational skills and become responsible global citizens.

ESSENTIAL QUESTIONS
• How does Chinese history influence the way Chinese people view themselves and the world around them?
• How do China’s natural environment and human and cultural patterns impact the political structure of Chinese society?
• How does the division of geographical regions affect China’s ethnic diversity?
• What is the Confucian view on interpersonal relationships?
• How have the major Chinese philosophies influenced Chinese life for thousands of years?
• Will the concept of gentleman/woman 君子 from Chinese classic literature still exist and be alive in modern days?
• Could Chinese examination system be the solution for student’s accountability of learning in the United States?
• How does the Chinese concept of filial piety 孝順 compare with core family values in America?
• Could creativity be taught in a Chinese or American classroom?
• How has the educational system in China reflected Chinese values and beliefs?
• How would the silk roads impact the Chinese trade around the world?
• Will the one-child-per-family policy solve the population problem in China?
• What are the global challenges facing China today and how to they compare with the US? (political, environmental, educational, social, human rights, etc.)

21ST CENTURY LEARNING EXPECTATIONS
Students will know and be able to demonstrate mastery of content and skills by
• Grappling with essential questions that span disciplines
• Engaging in inquiry based, self-driven, authentic learning
• Utilizing higher order thinking skills that include the evaluation and synthesis of information and ideas
• Collaborating and communicating with others while also self-reflecting on personal growth
• Applying appropriate technology and media literacy skills
• Making connections to life and the larger world community

READING SYLLABUS
I. Textbook:
Yuan, H. (Ed.) (2010). This is China: The First 5,000 years. Berkshire Publishing Group

II. Supplementary Text:

GRADING  Your grades each term will be weighted and based on these criteria as determined by course-specific and school-wide rubrics:

Category 1 - Class Participation & Homework  30%
Category 2 - Tests and Presentations  30%
Category 3 - Projects  40%
Final Grade: 1st term 25% + 2nd term 25% + 3rd term 25% + 4th term 25% = 100%
CONDUCT

1. Students are expected to be punctual, seated and prepared to learn when the bell rings. Listening to the instructor, taking notes and active participation are required at all time.

2. Homework should be ready and hand in on time each day. For excused absence, students should hand in the homework on the first day of presence and up to five days maximum for make up work or project.

3. Students are encouraged to use their creativity, originality and artistic expression for independent research and all of the class projects.

Students and Parents:
Please read the above information for Comprehensive Chinese together, and indicate by your signatures on the (color) copy of this syllabus that you understand the purpose, format, and expectations of this course. Please return this (color) copy to me and keep the white copy for your own reference. Please feel free to see, call, or e-mail me with any questions or problems you might have.

Student:

- I have read and I understand the course description and class expectation for Comprehensive Chinese. I also understand that I will be held accountable for the return of my textbook(s) in June.
- Honesty in all its forms is a core value at Boston Latin School. Intellectual honesty means that students claim credit only for work that they themselves have produced. Since all scholarships build on the work of others, students must take careful steps in the writing to acknowledge and cite the source of any borrowed material or idea. To do otherwise is an act of plagiarism.
- I hereby pledge that all work submitted for this course will be my own, that I will respect the intellectual property of others, and that I will not plagiarize.

Student signature ____________________________________________________________
Date________________________________________
Student e-mail ______________________________________________________________

Parent:

I have reviewed the course description and classroom expectations for Comprehensive Chinese with my son or daughter.

Parent signature ____________________________________________________________
Date________________________________________
Parent e-mail ______________________________________________________________
Parent phone/s ________________________________________________