

Mandarin Chinese 2 Pre-AP Summer Assignment

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- This is a REQUIRED assignment.
- This assignment is a DOUBLE HOMEWORK grade based on completion due on the first Chinese class.
- You will be QUIZZED on the 2nd day of Chinese class.
- You may pick one of two options below. Option 2 requires teacher pre-approval.

Option 1:

Do online Better Chinese homework from Discovering Chinese lessons 5, 12, 15, 16, 17.

1. Log onto your Better Chinese account at www.betterchinese.com.
2. Access your assignment through the orange and yellow color "message board."
3. For proper credit, click the assignment link within the "message board" to access your assignment.
4. Upon completion of the assignment, click "Return to my Online Learning" tab on the top left corner to return to message board. To check whether proper credit has been awarded, go to the gray box "My Personal Info" on top left corner of "My Online Learning" page. Click on "Go to My Records" to check your grade.
5. Click the next assignment within the orange and yellow "message board" or simply "log out."

* You should have already received your account log-in info. Otherwise, email Lee Laoshi at leey@cisdmail.com for assistance.

Option 2: Teacher pre-approval is required for this option. You may choose to write an essay in Chinese characters, with the chance to be selected for entry into National CLASS Student Chinese contest. You need to be able to somewhat read and understand the topic sentence to be eligible to choose this assignment option. Email teacher the pinyin and English translation of the topic for eligibility approval.

1. Essay topic:

學習漢語為我打開了中國文化之窗–學習漢語，了解文化。

2. Essay length :
 - a. Beginner: 100-300 words
 - b. Intermediate: 300-500 words
 - c. Advanced: 500-1000 words
3. The essay must be drafted and written by individual student author. No online translator is allowed for creating any part of the text.
4. If you would like to be considered for contest entry, no parental or teacher assistance/editing is allowed.

For contest entry details, see the following pages:

Announcement
全美中小学中文教师协会
举办第七届学生作文比赛
Seventh National CLASS Essay Contest

The topics of this year's essay contest reflect the ACTFL 2010 theme: **Languages: Gateway to Global Communities** (语言：通往全球社区的门户). Please encourage your students to write about personal multilingual and multicultural experiences and incidents in narrative form (记叙文). This can be a good assignment for summer.

Essay Topics For 9th to 12th grades: 学习汉语为我打开了中国文化之窗—学习汉语，了解文化
For K to 8th grades: 学习汉语为我打开了交流之窗—学习汉语，相互交流

Deadline

- **All entries must be postmarked no later than October 1st, 2010.**
- Please write **on the back** of each entry the student's name, category (e.g. B K-4, i.e. Beginner's K-4 category), school name, and the teacher's full name.
- Please send your students entries (**one hard copy, no electronic file**) along with **CLASS Essay Contest Entry and Pledge Form** (It can be downloaded from www.classk12.org) to Li Li, Potomac Elementary School, 10311 River Road, Potomac, MD 20854.
- If you have any questions, please contact The CLASS Essay Contest Committee Chair, Li Li at classessaycontest2010@gmail.com.

Eligibility of Contest Entry

- All entries must be student's original independent work.

Definition of "Original Independent Work"

- Essay must be drafted and written by individual student author.
- No online translator is allowed for creating any part of the text.
- No parental or teacher assistance/editing is allowed.
- Proper citation is required if other's words are quoted or employed.

Caution

- CLASS Student Essay Judging Committee reserves the right to reject any entry that is under the suspicion of plagiarism or tempered with more sophisticated authorship.
- If two judges raise the suspicion based on their professional knowledge, a third authoritative figure such as CLASS president or a board member will be consulted to make the final decision.
- Teachers and administrators should model and reinforce ethical behaviors.

For detailed information on rules, entry and pledge forms, please refer to Seventh National CLASS Essay Contest at CLASS website www.classk12.org.

National CLASS Student Essay Contest Rules

Rules

1. Each entry must be **an original independent work** of a current student of Chinese language at K-12 schools whose teacher is currently a CLASS member in good standing.
2. The category and division of participating students must be clearly marked on the entry form. Two Categories of Chinese Programs: **Regular/Non-Intensive Chinese Programs and Immersion/Intensive Chinese Programs**. Categories of Writing Entries: **Beginner (B), Intermediate (I), Advanced (A), and Native Speaker (N)**; Divisions: **K-4, 5-8 and 9-12**.
3. Submissions are restricted to **two entries** per category, per teacher. For example, if a teacher teaches one beginning and one upper level class, (s)he can submit up to 4 entries.
4. Teachers must submit completed CLASS Essay Contest Entry and Pledge Form with student entries in addition to putting the requested information **on the back** of each essay.
5. Essays may be **hand-written or word-processed; either traditional or simplified characters** are accepted. For the K-4 division, essays written in pinyin mixed with characters will be accepted. However, entries from students in grades 9th to 12th must **use word processing** and send in a **hard copy**.
6. Each entry must have identification typed or printed legibly **on the back of the essay** only. No identification marks are allowed on the face of the essay.
7. Essay length by category:
a. Beginner: 100-300 words
b. Intermediate: 300-500 words
c. Advanced: 500-1000 words
Native speakers may follow the lengths of these categories depending upon their levels of proficiency.
8. All entries upon submission become the property of CLASS. The winner's essay entries might be posted on the CLASS website but only with the school name and grade level information.

Prizes

Essay contest winners will be announced at the CLASS membership meeting at ACTFL Annual Convention in November every year. There will be **Golden Apple, Silver Apple** and **Honorable Mention** awards. All participants in the contest will receive a CLASS certificate of participation.

Division of Chinese Programs

In order to encourage more student participation in the contest and to provide opportunities for fair competition and evaluation, the committee, based on the current situation, divides nationwide Chinese programs into two categories: **Regular/Non-Intensive Chinese Programs** and **Immersion/Intensive Chinese Programs**. The essay entry categories and rubric will remain the same but the entries from different programs will be judged separately.

Definitions of Entry Categories

B = Beginner These are students who perform at novice-low to novice-mid levels according to ACTFL Performance Guidelines (<http://www.actfl.org>).

I = Intermediate These are students who perform at novice-high to intermediate-mid levels according to ACTFL Performance Guidelines

A = Advanced These are students who perform at or above intermediate high levels according to ACTFL Performance Guidelines.

N = Native Speaker These are students who are heritage speakers, specifically students who originated from a Chinese speaking area of the world or who use Chinese as their primary language at home. These native speakers must currently study Chinese in the K-12 schools not in any Chinese schools. Regardless of their oral and written abilities are entirely fluent or not, students with significant exposure outside of the classroom must submit their work to this category.

Scoring Rubrics

I. Comprehensibility

4. Writing effectively conveys message and requires no interpretation.
3. Writing clearly conveys message and requires minimal interpretation.
2. Writing requires interpretation on the part of the reader.
1. Writing is barely comprehensible.

II. Ideas and Content

4. They are clear, accurate and focused with supporting details.
3. There are believable details to support the main ideas.
2. Presents basic development but not enough details.
1. Lacks central topic.

III. Word Choice and Discourse

4. Demonstrates creative use of words and cohesive devices.
3. Demonstrates adequate use of words and some use of cohesive devices.
2. Shows repetitive words and no cohesive devices.
1. Shows erroneous or poor choice of words and incomplete sentences.

IV. Syntax and Accuracy

4. Demonstrate excellent command of language use.
3. Demonstrate good control of language structure.
2. Show developing use of language structure.
1. Show merging use of language structure most of the time.

V. Presentation and Characters (in case of hand writing)

4. Demonstrates effective use of characters with fewer or no errors through hand writing.
3. Demonstrates effective use of characters in completing thoughts through hand writing.
2. Shows frequent errors in characters in presenting thoughts through hand writing.
1. Shows much inaccuracy in writing characters in presenting thoughts through hand writing.

VI. Presentation and Character (in case of word processing)

4. Demonstrates effective use of characters with fewer or no errors through word processing.
3. Demonstrates effective use of characters in completing thoughts through word processing.
2. Shows frequent errors in characters in presenting thoughts through word processing.
1. Shows much inaccuracy in characters in presenting thoughts through word processing.