

# Perris Union High School District Course of Study

+COURSE INFORMATION		
<b>Course Title:</b> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-bottom: 5px;">Chinese 3</div> <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised	<b>Subject Area:</b> <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input checked="" type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other  Is this classified as a Career Technical Education course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>Grade Level</b> <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
<b>Required for Graduation:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>Credential Required to teach this course:</b> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>Single Subject, Foreign Language - Mandarin</i>  <i>To be completed by Human Resources only.</i> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 60%; text-align: center;"> </div> <div style="text-align: center; width: 30%;"> <div style="border: 1px solid black; padding: 5px; width: 80%;">1/3/18</div> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <span>Signature</span> <span>Date</span> </div>	
<b>Meets UC/CSU Requirements?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  <b>Was this course <i>previously approved by UC</i> for PUHSD?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	<b>Meets "Honors" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Meets "AP" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>Unit Value/Length of Course:</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
<b>Submitted by: Casandra Donnelson</b> <b>Site: CMI</b> <b>Date: 12/8/17</b>		
<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>
Director of Curriculum & Instruction		12/11/17
Asst. Superintendent of Educational Services		12.13.17
<b>Governing Board</b>		

<b>Prerequisite(s) (REQUIRED):</b>
Grade C or better in Chinese 2 along with a teacher recommendation
<b>Corequisite(s) (REQUIRED):</b>
None
<b>Brief Course Description (REQUIRED):</b>
<b>Chinese 3 is the third-year course designed for non-Chinese proficient students who have had two years study of Chinese language. The main objectives of the course are to build upon a previously acquired solid foundation and to develop communicative skills to face real world situations. To achieve this, students engage in functional and communicative activities, such as dialogues, role-playing, presentations in order to develop their skills in the four areas of language acquisition: speaking, listening comprehension, reading, and writing. Special attention is given to pronunciation, tones, and rhythm as well as to Chinese character writing. Chinese culture is incorporated throughout the course.</b>

## B. COURSE CONTENT

<b>Course Purpose (REQUIRED):</b> <i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i>
Chinese 3 is designed to help students develop a higher level of competency in the Chinese language. A more complex sentences structure study, deeper grammatical understanding and some literary concepts are covered as they pertain to Chinese language and culture.
<b>Course Goals:</b>
<ol style="list-style-type: none"> <li>1. Demonstrate proficiency in reading comprehension skills through Chinese literature, flyers, newspaper</li> <li>2. Demonstrate communicative proficiency in speaking and listening comprehension skills through authentic learning materials such as audio/video clips, news broadcast, music, movies, and TV programs</li> <li>2. Utilize correct grammatical structures in the Chinese language and increase the vocabulary through readings</li> <li>3. Write individual and group projects and skits, and essays in the Chinese language</li> <li>4. Make oral presentation based on a variety of subjects and express ideas orally with a degree of accuracy and fluency in the Chinese language</li> <li>5. Evaluate the relations between China and other parts of the world</li> <li>6. Express original and creative thoughts through written oral forms in the Chinese language</li> </ol>

7. Expand students' knowledge and appreciation of the geography and culture of the Chinese speaking countries
8. Appropriately integrate technology

**Course Outline (REQUIRED):**

*Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.*

**Integrated Chinese, Volume 3:**

**Course Outline:**

**Lesson 1 – School Begins**

**Objective:** Students will be able to practice with partners and learn to use Chinese to

- Explain how to write your Chinese name
- Say where you were born and grew up
- Discuss the pros and cons of living on and off campus
- Express politely a dissenting opinion
- Understand Cultural Literacy: School relations, homonyms, and military training
- Know the usage of the Dynamic Particle 了 (I)
- Know the usage of 是…的… Construction
- Know the usage of 除了…以外, 都…
- Know the usage of connecting sentences (I)
- Know the usage of 覺得 (to feel)
- Know the usage of 方便 (convenient)
- Know the usage of 安全 (safe)
- Know the usage of 省錢 (to save money; to economize)
- Know the usage of 自由 (free; unconstrained)
- Know the usage of 不見得 (not necessarily)
- Know the usage of 好處 (advantage; benefit)
- Know the usage of 適應 (to adapt; to become accustomed to)

**Critical thinking & writing:**

- Lesson 1 Assignment: Writing grammar exercises, open-ended exercises, interpretive, interpersonal, and presentational activities, speaking exercises, listening comprehension, writing practice, reading comprehension, translations, and Chinese characters writing.

**Lesson 2 – Dormitory**

**Objective:** Students will be able to practice with partners and learn to use Chinese to

- Name basic pieces of furniture in a house
- Describe your living quarters
- Comment on someone's living quarters
- Disagree tactfully
- Understand Cultural Literacy: Student housing, campus dining, and accommodations for international students
- Know the usage of existential sentences
- Know the usage of expressing relative degree or extent using 比較
- Know the usage of indicating an extreme extent using...得很
- Know the usage of Conjunctions

- Know the usage of 恐怕 (I'm afraid; I think perhaps)
- Know the usage of 差不多 (about; roughly)
- Know the usage of 吵 (noisy; to quarrel)
- Know the usage of 安静 (quiet)
- Know the usage of 一般 (generally speaking)
- Know the usage of 不怎麼樣 (not that great; just so-so)
- Know the usage of 地道 (authentic; genuine; pure)

Critical thinking & writing:

- Lesson 2 Assignment: Writing grammar exercises, open-ended exercises, interpretive, interpersonal, and presentational activities, speaking exercises, listening comprehension, writing practice, reading comprehension, translations, and Chinese characters writing.
- Students can work in pairs to work on a project for comparing the pros and cons of each other's dormitories and living conditions/situations.

**Lesson 3 – At the Restaurant**

Objective: Students will be able to practice with partners and learn to use Chinese to

- Name four principal regions Chinese cuisines
- Order food and drinks
- Talk about what flavors you like or dislike
- Make your dietary restrictions or preferences known
- Understand Cultural Literacy: Environmental influence on regional cooking, restaurants, dining conventions, cooking essentials, and chopsticks do's and don'ts
- Know the usage of Topic-Comment Sentence structure
- Know the usage of 一+Verb and 一…就 ...
- Know the usage of 又 Adj/Verb, 又 Adj/Verb (both...and...) revisited
- Know the usage of the re-affirmative 是
- Know the usage of 正好 (coincidentally)
- Know the usage of 有機 (organic)
- Know the usage of 麻煩 ([may I] trouble [you]; troublesome)
- Know the usage of 這(就)要看…(了) (that depends on…)
- Know the usage of 比如說 (for example)

Critical thinking & writing:

- Lesson 3 Assignment: Writing grammar exercises, open-ended exercises, interpretive, interpersonal, and presentational activities, speaking exercises, listening comprehension, writing practice, reading comprehension, translations, and Chinese characters writing.
- Students need to explore the cultural aspect of China and relate to the real live situations, such as dining. Students work in groups to create a skit for group projects. They need to use role play for presentation in order to demonstrate how to engage in a conversation in a Chinese food restaurant, how to order dishes and inquire the information about the food and express dietary preferences, and how to pay, and how to appreciate Chinese food culture.

**Lesson 4 – Shopping**

Objective: Students will be able to practice with partners and learn to use Chinese to

- Name basic clothing, bedding, and bath items
- Describe your shopping preferences and criteria
- Disagree with others tactfully
- Present your arguments with rhetorical questions
- Understand Cultural Literacy: Bargaining, new forms of payment, and *Dongxi*
- Know the usage of 無論…，都…
- Know the usage of conjunction 於是
- Know the usage of non-predicative adjectives
- Know the usage of Adj/Verb + 是 + Adj/Verb, 可是/但是 …
- Know the usage of …什麼的 (…etc)
- Know the usage of 大小, 長短, 寬窄… (size, length, width…)
- Know the usage of 打折 (to discount; to sell at a discount)
- Know the usage of (要) 不然 (otherwise)
- Know the usage of 只好 (can only, have to)
- Know the usage of 非…不可 (have to; must)
- Know the usage of 標準 (criterion; standard)
- Know the usage of 在乎 (to mind; to care)

Critical thinking & writing:

- Lesson 4 Assignment: Writing grammar exercises, open-ended exercises, interpretive, interpersonal, and presentational activities, speaking exercises, listening comprehension, writing practice, reading comprehension, translations, and Chinese characters writing.
- Students can work in pairs to work on a project for buying for clothes and daily necessities or grocery, and describe shopping preferences and know how to make payments.

**Lesson 5 – Course Selection**

Objective: Students will be able to practice with partners and learn to use Chinese to

- State your major area of study/academic department and some required general courses you have taken
- Talk about what you plan to do after graduating
- Explore what will enhance your future job opportunities
- Explain whether your family members have an influence on your choice of major and career path
- Share tips on how to save money for your education
- Understand Cultural Literacy: Value of education, graduate school, and declaring a major
- Know the usage of 對…來說
- Know the usage of Resultative Complements (III)
- Know the usage of 另外
- Know the usage of comparing 再 and 還 Compared
- Know the usage of 要麼…，要麼…
- Know the usage of 只是 or 就是 (It's just that)
- Know the usage of 受不了 (unable to bear)
- Know the usage of 肯定 (definitely)
- Know the usage of 跟 打交道 (to deal with…)
- Know the usage of 這樣 (in this way)

Critical thinking & writing:

- Lesson 5 Assignment: Writing grammar exercises, open-ended exercises, interpretive, interpersonal, and presentational activities, speaking exercises, listening comprehension, writing practice, reading comprehension, translations, and Chinese characters writing.

### **Lesson 6 – Boyfriend and Girlfriend**

**Objective:** Students will be able to practice with partners and learn to use Chinese to

- Say if you have an upbeat personality
- State if you share your interests or hobbies with others
- Inquire if everything is OK and find out what has happened
- Describe typical behaviors of a forgetful person
- Give a simple description of what you look for in a boyfriend/girlfriend
- Tell what makes you anxious or angry
- Understand Cultural Literacy: Chinese Valentine’s Day and the Qixi Festival and idealized traits, and courtship
- Know the usage of (在) … 上
- Know the usage of Verb 來/Verb去
- Know the usage of Adverbials and 地(de)
- Know the usage of 的, 得, and 地 compared (II)
- Know the usage of 原來 as Adverb and Adjective
- Know the usage of Set Phrases
- Know the usage of 到底 (what on earth; what in the world; in the end)
- Know the usage of 根本 (at all, simply)
- Know the usage of 一乾二淨 (completely, thoroughly, spotless)
- Know the usage of 實際上 (actually; in fact; in reality)
- Know the usage of 丟三拉四 (scatterbrained; forgetful)
- Know the usage of 一會兒…, 一會兒…, 一會兒又 … (one minute…, the next minute)

#### **Critical thinking & writing:**

- Lesson 6 Assignment: Writing grammar exercises, open-ended exercises, interpretive, interpersonal, and presentational activities, speaking exercises, listening comprehension, writing practice, reading comprehension, translations, and Chinese characters writing.

### **Lesson 7 – Computer and Internet**

**Objective:** Students will be able to practice with partners and learn to use Chinese to

- Find out if others are angry with you and apologize if so
- Reduce potential tension in a conversation by changing the subject
- Let people know about the trouble you had to go through because of thoughtlessness or carelessness
- Name your activities on the internet and discuss how you make use of the internet
- Discuss the pros and the cons of using the internet
- Understand Cultural Literacy: Baidu, Alibaba, and Tencent, internet lingo, and Chinese character throwbacks
- Know the usage of potential complements
- Know the usage of 好 as a resultative complement (III)
- Know the usage of connecting sentences (II)
- Know the usage of 過來 and 過去(to come over/ to go over)
- Know the usage of 從 …到 … (from to)
- Know the usage of 結果 (as a result)

- Know the usage of 害(得) (to cause trouble [so that]); to do harm [so that])
- Know the usage of 看起來 (It seems)
- Know the usage of 聽起來 (It sounds)

Critical thinking & writing:

- Lesson 7 Assignment: Writing grammar exercises, open-ended exercises, interpretive, interpersonal, and presentational activities, speaking exercises, listening comprehension, writing practice, reading comprehension, translations, and Chinese characters writing.
- Students can work individually on a project for arguing the pros and cons of the internet usage and discuss their most favorite websites or online activities and explain why.

**Lesson 8 – Part-time Jobs**

Objective: Students will be able to practice with partners and learn to use Chinese to

- Review your monthly income and spending patterns
- Talk about how you balance your personal budget
- Name some possible reasons to work part-time while in school
- Discuss the pros and cons of working part-time while in school
- Describe what you dislike or what bothers you
- Understand Cultural Literacy: Tuition and scholarships, working students, and Mencius and manual labor
- Know the usage of directional complements suggesting result
- Know the usage of 來connecting two verb phrases
- Know the usage of the dynamic particle 了 (V)
- Know the usage of rhetorical questions
- Know the usage of 壓力(pressure)
- Know the usage of 受到 (to receive)
- Know the usage of 減輕 (to lessen)
- Know the usage of 適合 (to suit) and 合適 (suitable)
- Know the usage of 影響 (to influence or affect; influence)
- Know the usage of 取得 (to obtain)
- Know the usage of 說到 (speaking of)
- Know the usage of 不是 X, 就是 Y (it it's not X, it's Y; either X or Y)
- Know the usage of 難怪 (no wonder)
- Know the usage of 多 (How...it is!)

Critical thinking & writing:

- Lesson 8 Assignment: Writing grammar exercises, open-ended exercises, interpretive, interpersonal, and presentational activities, speaking exercises, listening comprehension, writing practice, reading comprehension, translations, and Chinese characters writing.
- Students can work individually on a project for creating a personal budget in excel (typing Chinese) and resume in Chinese.

**Lesson 9 – Education**

Objective: Students will be able to practice with partners and learn to use Chinese to

- Comment if you had a stress-free childhood
- Name some typical classes offered in after-school programs

- Indicate agreement or disagreement
- Present your opinions
- Talk about parents' aspirations for their children
- Understand Cultural Literacy: Respect for teachers, parental aspirations, and cram school
- Know the usage of the **Adverb 才 before numbers**
- Know the usage of Adjectives as predicates
- **Know the usage of 不是 X, 而是 Y**
- **Know the usage of 一直 (all along; continuously)**
- Know the usage of comparing 幸福, 快樂, and 高興
- Know the usage of 厲害 (terrible, formidable)
- **Know the usage of 最好 (had better; it's best)**

Critical thinking & writing:

- Lesson 9 Assignment: Writing grammar exercises, open-ended exercises, interpretive, interpersonal, and presentational activities, speaking exercises, listening comprehension, writing practice, reading comprehension, translations, and Chinese characters writing.

**Lesson 10 – Chinese Geography**

Objective: Students will be able to practice with partners and learn to use Chinese to

- Locate major Chinese cities, provinces, and rivers on the map
- Give a brief introduction to the geographic features of China
- Compare some basic geographic aspects of China and the United States
- Describe features that may attract you to or deter you from visiting a tourist site
- Plan a trip to China
- Understand Cultural Literacy: Regional differences, Xu Xiake, and major rivers
- **Know the usage of 起來 indicating the beginning of a state**
- **Know the usage of conjunction 而**
- **Know the usage of 最 Adjective 不過了**
- Know the usage of the dynamic particle 過 indicating experience
- **Know the usage of 為了 (in order to) and 因為 (because)**
- **Know the usage of 理解 and 了解**
- **Know the usage of 一下子 (all of a sudden, in an instant)**
- **Know the usage of 大多 (mostly)**
- **Know the usage of 呢 (indicating a pause in speech)**

Critical thinking & writing:

- Lesson 10 Assignment: Writing grammar exercises, open-ended exercises, interpretive, interpersonal, and presentational activities, speaking exercises, listening comprehension, writing practice, reading comprehension, translations, and Chinese characters writing.
- Students can work individually on a project for planning a trip to China or Taiwan by making a trip itinerary where they want to go and see and explain the reason why.

**Writing Assignments (REQUIRED):**

*Give examples of the writing assignments and the use of critical analysis within the writing assignments.*



kǎng (measure word for vehicles)

輛	輛	輛	輛	輛															

yán (to grind)

研	研	研																	

jiū (to investigate)

究	究	究																	

nèi (inside; inner)

內	內																		

E. Let's get to know Ke Lin. Using the 除了...以外 structure, answer the questions based on the information given. (INTERPRETIVE AND PRESENTATIONAL)

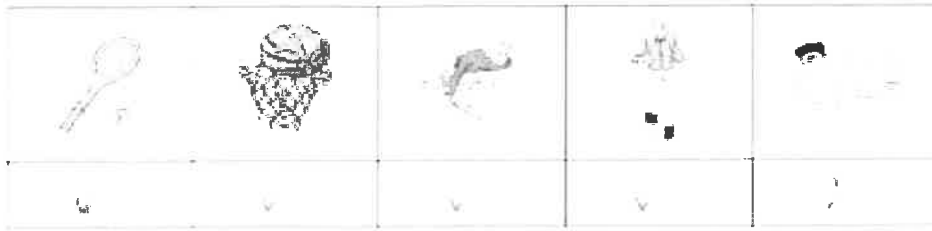
EXAMPLE:

星期一	星期二	星期三	星期四	星期五	星期六	星期日
>	>	✓	✓	✓	✓	✓

A: 柯林星期幾有空?  
柯林星期几有空?

→ B: 柯林除了星期一、星期二以外, 別的時間都有空 =  
柯林除了星期一、星期二以外, 別的时间都有空 =

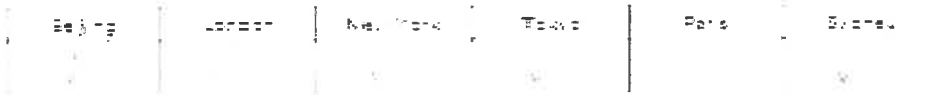
1.



A: 幫我睇睇汁果邊個嘢  
有飲過就汁果邊個嘢

B: \_\_\_\_\_ :

2.



A: 幫我睇睇咩嘢係咩嘢  
有飲過就汁果邊個嘢

B: \_\_\_\_\_ :

3.



A: 幫我睇睇咩嘢係咩嘢  
有飲過就汁果邊個嘢

B: \_\_\_\_\_ :

<b>Textbook #1</b>	
Title: Integrated Chinese, Volume 3, 4th Ed., Textbook (Paperback, Simplified & Traditional)	Edition: 4th
Author: Yuehua Liu and Tao-chung Yao Nyan-Ping Bi, Yaohua Shi, Liangyan Ge	ISBN: 9781622911561
Publisher: Cheng & Tsui Company, INC.	Publication Date: 2017
Usage: √ Primary Text	

<input type="checkbox"/> Read in entirety or near	
<b>Textbook #2</b>	
	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
<b>Supplemental Instructional Materials</b> <i>Please include online, and open source resources if any.</i>	
Integrated Chinese, Volume 3, 4th Ed., Workbook (Paperback, Simplified & Traditional) ISBN: 9781622911578	
Integrated Chinese, Volume 3, 4th Ed., Character Workbook (Paperback, Simplified & Traditional) ISBN: 9781622911585	
Integrated Chinese, Volume 3, 4th Ed., Teacher's Resources, eBook (Digital Only) ISBN: 9781622911554	
<b>Estimated costs for classroom materials and supplies (REQUIRED).</b> <i>Please describe in detail.</i> If more space is needed than what is provided, please attach backup as applicable.	
Cost for class set of textbooks: \$ 3689.1	Description of Additional Costs: Teacher's Resources eBook
Additional costs:\$ 99.99	
<b>Total cost per class set of instructional materials:</b>	<b>\$ 3789.09</b>

<b>Key Assignments (REQUIRED):</b>
Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete
1. Completion of class and homework assignment: Students need to practice Chinese character writing and practice typing in Google Docs and/or create a study set in Quizlet to review what they learn from the content.

Students need to complete assignments based on selected topic of the lessons by submitting written and oral responses, such as writing grammar exercises, speaking exercises, listening comprehension, writing practice, reading comprehension, translations, etc.

2. Written and oral tests/quizzes:

Students need to complete formative assessments to practice and review the content of each lesson.

Students need to answer the questions in written and oral responses for the summative assessments based on the topic of the tested lessons.

3. Group and individual projects and presentations:

Students need to complete projects based on the topic of the lessons in Chinese by using the words they learned and give an oral presentation.

Students need to explore the cultural aspect of China and relate to the real live situations, such as dining. Students work in groups to create a skit for group projects. They need to use role play for presentation in order to demonstrate how to engage in a conversation in a Chinese food restaurant, how to order dishes and inquire the information about the food and express dietary preferences, and how to pay, and how to appreciate Chinese food culture.

Students can work in pairs to work on a project for comparing the pros and cons of each other's dormitories and living conditions/situations; work on a project for buying for clothes and daily necessities and describe shopping preferences and know how to make payments.

Students can work individually on a project for arguing the pros and cons of the internet usage and discuss their most favorite websites or online activities and explain why; work on a project for planning a trip to China by making a trip itinerary where they want to go and see and explain the reason why.

4. Appreciate, analyze, compare, and contrast the works of several literary authors, and different cultures:

Students need to complete projects and essays for understanding and appreciating Chinese language and culture, and comparing different cultures based on selected topics, such as comparing Chinese food with western food, dietary customs, and table manner, comparing education system in China and U.S.A. and parent's expectation, etc.

**Instructional Methods and/or Strategies (REQUIRED):**

Please list specific instructional methods that will be use.

Vocabulary and Grammatical structures are presented and students will be given a variety of educational tools to make their learning experience rewarding and challenging. In this communicative approach class, they will be interacting with their classmates using online sources (Quizlet and Kahoot), powerpoint presentations and class instruction, group and pair activities that will enhance their interest and participation; and most importantly, empowering the students to succeed.

Outside of class, student read assigned text, listen to audio clips for comprehensions, and work on written assignments, projects, and record speaking exercise using Screencastify.

A. Intermediate reading skills:

1. Teacher input and demonstration.
2. Teacher directed reading.
3. Student oral reading.
4. Group reading.
5. Class and group work.

B. Intermediate writing skills:

1. Teacher input and demonstration.
2. Individual, paired and group work.
3. Graphic organizers.
4. Pre-Writing, draft, revision, editing activities.

C. Speaking/Listening skills:

1. Teacher modeling.
2. Teacher input and demonstration.
3. Individual, paired and group work.
4. Note-taking skills.

D. Cultural skills:

1. Teacher input and demonstration.
2. Reading and research.
3. Media presentations.

**Assessment Methods and/or Tools (REQUIRED):**

Please list different methods of assessments that will be used.

1. Oral Participation/Class work/Assignments.
2. Assignments/Class work.
3. Oral Participation and Presentations.
4. Tests/Projects.

5. Quizzes and Oral/Written Tests.

6. Paragraphs/Essay Assessments.

7. Group, Individual Projects and Presentations (including Artifacts, Written, and Oral Assessment).

Day(s)	Objective	Standard(s)	Chapter(s)	Reference
Semester 1 Weeks 1-3	<ul style="list-style-type: none"> <li>● Explain how to write your Chinese name</li> <li>● Say where you were born and grew up</li> <li>● Discuss the pros and cons of living on and off campus</li> <li>● Express politely a dissenting opinion</li> <li>● Cultural highlights: housing for undergraduate students in China and disambiguating homophones in Chinese</li> <li>● Know the usage of grammar and words and phrases</li> </ul>	Content: 3.0, 3.1 Communication: 3.0, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 Culture: 3.0, 3.1, 3.2, 3.3 Structures: 3.0, 3.1, 3.2 Settings: 3.0, 3.1	Lesson 1	Pages 1-34
Weeks 4-6	<ul style="list-style-type: none"> <li>● Name basic pieces of furniture in a house</li> <li>● Describe your living quarters</li> <li>● Comment on someone's living quarters</li> <li>● Disagree tactfully</li> <li>● Cultural highlights: Housing for graduate students in China and housing for international students in China</li> <li>● Know the usage of grammar and words and phrases</li> </ul>	Content: 3.0, 3.1 Communication: 3.0, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 Culture: 3.0, 3.1, 3.2, 3.3 Structures: 3.0, 3.1, 3.2 Settings: 3.0, 3.1	Lesson 2	Pages 35-69
Weeks 7-10	<ul style="list-style-type: none"> <li>● Name four principal regions Chinese cuisines</li> <li>● Order food and drinks</li> <li>● Talk about what flavors you like or dislike</li> <li>● Make your dietary restrictions or preferences known</li> <li>● Cultural Highlights: Settling a bill and tipping in Chinese restaurants, private banquet rooms in restaurants in China, basic Chinese cooking techniques, and major culinary styles in China</li> </ul>	Content: 3.0, 3.1 Communication: 3.0, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 Culture: 3.0, 3.1, 3.2, 3.3 Structures: 3.0, 3.1, 3.2 Settings: 3.0, 3.1	Lesson 3	Pages 71-104

	<ul style="list-style-type: none"> <li>● Know the usage of grammar and words and phrases</li> </ul>			
Weeks 11-14	<ul style="list-style-type: none"> <li>● Name basic clothing, bedding, and bath items</li> <li>● Describe your shopping preferences and criteria</li> <li>● Disagree with others tactfully</li> <li>● Present your arguments with rhetorical questions</li> <li>● Cultural Highlights: Knowing when to bargain, know about cash credit card, or personal check in China</li> <li>● Know the usage of grammar and words and phrases</li> </ul>	<p>Content: 3.0, 3.1  Communication: 3.0, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6  Culture: 3.0, 3.1, 3.2, 3.3  Structures: 3.0, 3.1, 3.2  Settings: 3.0, 3.1</p>	Lesson 4	Pages 105-136
Weeks 15-18	<ul style="list-style-type: none"> <li>● State your major area of study/academic department and some required general courses you have taken</li> <li>● Talk about what you plan to do after graduating</li> <li>● Explore what will enhance your future job opportunities</li> <li>● Explain whether your family members have an influence on your choice of major and career path</li> <li>● Share tips on how to save money for your education</li> <li>● Cultural Highlights: The compartmentalized educational system in China and graduate school or research institute</li> <li>● Know the usage of grammar and words and phrases</li> </ul>	<p>Content: 3.0, 3.1  Communication: 3.0, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6  Culture: 3.0, 3.1, 3.2, 3.3  Structures: 3.0, 3.1, 3.2  Settings: 3.0, 3.1</p>	Lesson 5	Pages 137-173
Semester 2 Weeks 1-3	<ul style="list-style-type: none"> <li>● Say if you have an upbeat personality</li> <li>● State if you share your interests or hobbies with others</li> <li>● Inquire if everything is OK and find out</li> </ul>	<p>Content: 3.0, 3.1  Communication: 3.0, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6  Culture: 3.0,</p>	Lesson 6	Pages 179-214

	<p>what has happened</p> <ul style="list-style-type: none"> <li>● Describe typical behaviors of a forgetful person</li> <li>● Give a simple description of what you look for in a boyfriend/girlfriend</li> <li>● Tell what makes you anxious or angry</li> <li>● Cultural Highlights: Dating and marriage in China and Chinese Valentine's Day</li> <li>● Know the usage of grammar and words and phrases</li> </ul>	<p>3.1, 3.2, 3.3 Structures: 3.0, 3.1, 3.2 Settings: 3.0, 3.1</p>		
Weeks 4-7	<ul style="list-style-type: none"> <li>● Find out if others are angry with you and apologize if so</li> <li>● Reduce potential tension in a conversation by changing the subject</li> <li>● Let people know about the trouble you had to go through because of thoughtlessness or carelessness</li> <li>● Name your activities on the internet and discuss how you make use of the internet</li> <li>● Discuss the pros and the cons of using the internet</li> <li>● Cultural Highlights: trendy new words in China and instant messaging in China</li> <li>● Know the usage of grammar and words and phrases</li> </ul>	<p>Content: 3.0, 3.1 Communication: 3.0, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 Culture: 3.0, 3.1, 3.2, 3.3 Structures: 3.0, 3.1, 3.2 Settings: 3.0, 3.1</p>	Lesson 7	Pages 215-253
Weeks 8-11	<ul style="list-style-type: none"> <li>● Review your monthly income and spending patterns</li> <li>● Talk about how you balance your personal budget</li> <li>● Name some possible reasons to work part-time while in school</li> <li>● Discuss the pros and cons of working part-time while in school</li> <li>● Describe what you dislike or what bothers you</li> <li>● Cultural Highlights: Educational expenses in China and part-time jobs for college students in China</li> </ul>	<p>Content: 3.0, 3.1 Communication: 3.0, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 Culture: 3.0, 3.1, 3.2, 3.3 Structures: 3.0, 3.1, 3.2 Settings: 3.0, 3.1</p>	Lesson 8	Pages 255-290



	<ul style="list-style-type: none"> <li>● Know the usage of grammar and words and phrases</li> </ul>			
Weeks 12-15	<ul style="list-style-type: none"> <li>● Comment if you had a stress-free childhood</li> <li>● Name some typical classes offered in after-school programs</li> <li>● Indicate agreement or disagreement</li> <li>● Present your opinions</li> <li>● Talk about parent’s aspirations for their children</li> <li>● Cultural Highlights: A Chinese model for friendship and mutual appreciation and dragon and phoenix as metaphors</li> <li>● Know the usage of grammar and words and phrases</li> </ul>	<p>Content: 3.0, 3.1  Communication: 3.0, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6  Culture: 3.0, 3.1, 3.2, 3.3  Structures: 3.0, 3.1, 3.2  Settings: 3.0, 3.1</p>	Lesson 9	Pages 291-323
Weeks 16-19	<ul style="list-style-type: none"> <li>● Locate major Chinese cities, provinces, and rivers on the map</li> <li>● Give a brief introduction to the geographic features of China</li> <li>● Compare some basic geographic aspects of China and the United States</li> <li>● Describe features that may attract you to or deter you from visiting a tourist site</li> <li>● Plan a trip to China</li> <li>● Culture Highlights: the city of Harbin, the Yellow River, the Yangtze River, Yunnan province, nationalities in China, administrative divisions in China</li> <li>● Know the usage of grammar and words and phrases</li> </ul>	<p>Content: 3.0, 3.1  Communication: 3.0, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6  Culture: 3.0, 3.1, 3.2, 3.3  Structures: 3.0, 3.1, 3.2  Settings: 3.0, 3.1</p>	Lesson 10	Pages 325-364


Indicate how much this honors course is different from the standard course.

<b>Context for course (optional)</b>
<b>History of Course Development (optional)</b>