Course: Chinese 3 (Course Number)  
Teacher: INSERT First & Last Name  
Room: INSERT  
School phone: 617-635-8895 x.INSERT  
E-mail: INSERT  

Classroom: Room number INSERT  

Course Description:  
Chinese 3 is a continuation of and further immersion in the skills introduced in Chinese 1 and 2. In alignment with the Massachusetts World Language Frameworks and the city of Boston World Language Curriculum Framework, the Chinese 3 course is designed to allow students to complete all Stage 3 activities in the six areas of the city curriculum: reading, writing, speaking, listening, culture and connecting. Students are expected to perform with confidence in tasks of increasing difficulty so that they can meet the power standards listed below for Level 3 and develop answers to the Essential Questions below based on the national standards for learning a foreign language (culture, connections, comparisons, communities and communication). Teachers are expected to conduct the class 90% of the time in the target language, using English when necessary for clarification.

Essential Questions:  
1. How will I express myself in the target language?  
2. When do mistakes interfere with communication? Does practice make perfect?  
3. What do I do when my ideas are more sophisticated than my ability to communicate them?  
4. What is a culture? What is the connection between a people’s perspectives, practices, products and their language?  
5. What is the connection between the study of a world language and other content areas?  
6. What are the strategies that individuals use to learn a world language? How do these strategies help them learn in other content areas?  
7. Why is it important to access primary information in the target language?  
8. What impact do geography, culture and language have on who we are?  
9. How do history, literature and the arts influence and reflect a society and its culture?  
10. How does studying another culture make one understand and appreciate his/her own?  
11. How will my knowledge of English grammar (and Latin) possibly help me learn the target language?  
12. What difference does the study of a World Language make in an individual’s life?  
13. What does it take to become a global citizen?  
14. How does the study of another language and culture make the world smaller?  
15. Where does this language live in my community?  

Power Standards for Level 3: Students will be able to do the following in the target language:  
- Demonstrate mastery of Level 1 and Level 2 Power Standards  
- Express wishes, doubts, needs, fears and emotions  
- Express themselves in oral and written form with more complex descriptions, narrations and summaries  
- Share personal reactions to authentic texts  
- Describe and narrate in the present, past and future  
- Read authentic materials in the target language  
- Comprehend authentic audio and video resources  
- Give oral presentations in the target language  
- Compare cultural topics in the countries of the target language with the US
21st Century Learning Expectations
Students will know and be able to demonstrate mastery of content and skills by way of the following:

- **Reading** - Students will utilize higher order thinking skills as they read authentic material from a variety of perspectives, cultures, and disciplines.
- **Writing** - Students will write competently and creatively, having mastered language conventions including rhetorical, stylistic, and grammatical structures.
- **Speaking and Presenting** - Students will communicate clearly and effectively in prepared and extemporaneous speech.
- **Researching** - Students will generate questions and use informed research and technological methodologies to evaluate information and synthesize new and innovative ideas.
- **Problem Solving** - Students will develop and apply problem solving skills across disciplines and settings.

**Reading Syllabus**

**Common Assessments**
In addition to frequent formative assessments, the following will be administered to all students enrolled in this course:
Common Presentational Speaking Assessment at the end of term 2 and end of term 4
Departmental Final Exam in June

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

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<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Category 1</td>
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<td>Category 2</td>
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<td>Category 3</td>
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<td>Category 4</td>
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Final Grade: 1st term __%, 2nd term __%, 3rd term __%, 4th term __%

**Conduct** (DESCRIBE/LIST expectations)

**Supplies** (INSERT list of necessary supplies, if any)

**Office Hours** (If applicable)
Students and Parents:
Please read the above information for (course) together, and indicate by your signatures on the reverse of the (color) copy of this syllabus that you understand the purpose, format, and expectations of this course. Please return the (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 classroom expectations for (course name). I also understand that I will be held accountable for the return of my textbook(s) in June.

Student Name (please print clearly) __________________________________________________
Student signature ___________________________________________________________________
Date __________________________
Student e-mail ________________________________________________________________

Parent:
I have reviewed the course description and classroom expectations for (course) with my son or daughter.

Parent name (please print clearly) _________________________________________________
Parent signature __________________________________________________________________
Date __________________________
Parent e-mail ________________________________________________________________
Parent phone/s ________________________________________________________________