

FOREIGN LANGUAGE PROGRAM

Four foreign languages are available to students, each one offering a sequence of study that can be followed through to senior year. All four languages satisfy distribution requirements for graduation from CCHS; all four may be used to satisfy entrance requirements for college.

THE FRENCH AND SPANISH PROGRAMS seek to develop proficiency in listening, speaking, reading, and writing. The early stages of the programs are primarily concerned with the vocabulary and oral-aural skills needed for communication in everyday situations. Reading and writing are of increasing importance as students progress into culture-related activities and the study of literature. The content of each program also promotes understanding and appreciation of the culture and contributions of French and Spanish speaking peoples. The ultimate goal of each program is to help students use their new language with proficiency and confidence. Travel programs are arranged to French and Spanish speaking countries when there is sufficient interest.

Both the **FRENCH AND SPANISH PROGRAMS** have levels paced to meet the needs of students: accelerated/honors for students who work at a faster pace and standard for students who work at an average pace. Honors credit accompanies certain courses at the Intermediate and advanced stages. (For a complete diagram of the French and Spanish course sequences, see the following page.) Students who begin these languages at the high school are usually assigned to a beginning course.

The **LATIN PROGRAM** concentrates on developing reading skills for the purposes of comprehension and analysis. Students progress from stories on ancient themes to the works of Roman authors. At all stages of the program, the goal is for students to demonstrate their understanding of the text through answering comprehension questions, or translating, or reading aloud expressively. Students also come to show their appreciation for an author's style, through discussing or writing about how particular choices of words or phrasing serve the author's purpose. The ultimate goal is to make students more sensitive readers, more aware of the possibilities and powers of language.

The **LATIN PROGRAM** consists of four courses: Foundations 1 and 2, Intermediate, and Advanced. The Foundations 1 course is intended for students who have sound study habits and good motivation, with average ability and above.

The **CHINESE PROGRAM** has four levels, Chinese 1 through Chinese 4. Students in the Chinese program work towards proficiency at listening, speaking, reading, and writing. For reading and writing, students use both pinyin (Chinese written in the Roman alphabet) and simplified Chinese characters. Students enhance their learning through use of tapes, audio/video cassettes, satellite programs, and computer software.

THE COURSES OFFERED IN THE FOREIGN LANGUAGE DEPARTMENT ARE:

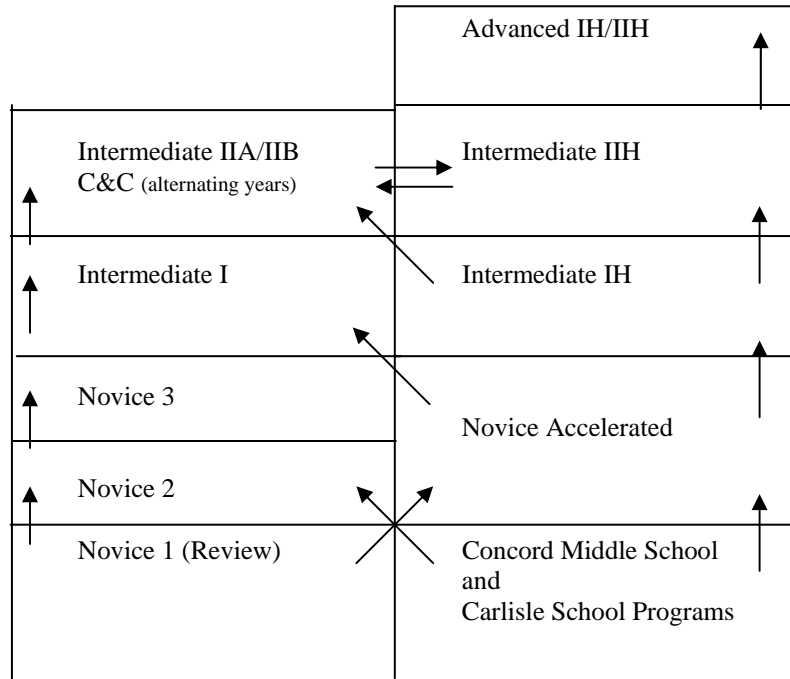
French Novice 1 (Review)	Spanish Novice 1 (Review)
French Novice 2	Spanish Novice 2
French Novice Accelerated	Spanish Novice Accelerated
French Novice 3	Spanish Novice 3
French Intermediate IH	Spanish Intermediate IH
French Intermediate I	Spanish Intermediate I
French Intermediate IIA/IIB (C&C)(alternating years)	Spanish Intermediate IIA/IIB (C&C) (alternating years)
French Intermediate IIIH	Spanish Intermediate II H
French Advanced IH/IIIH	Spanish Advanced IH/IIIH
Reading Latin: Foundations 1	Chinese 1
Reading Latin: Foundations 2	Chinese 2
Reading Latin: Intermediate	Chinese 3
Reading Latin: Advanced	Chinese 4

BOARD OF REGENTS

The Massachusetts Board of Regents has established a requirement of two academic units of a world language for all applicants who wish to enter the state’s four-year colleges and universities directly from high school. Completion of the Novice sequence of our French and Spanish language programs, or Chinese 2, or the Foundations level of our Latin program clearly meets this requirement. We strongly recommend that students seeking admission to these schools complete at least this level of the program. Students seeking admission at more competitive colleges and universities, especially those where “three years” of language study are required, are urged to complete at least the Intermediate IH or I level of French and Spanish, or the Intermediate level of Latin, or Chinese 3.

FRENCH AND SPANISH LANGUAGE PROGRAMS

The following chart indicates the usual progression of study. It is possible, however, to move from the standard college preparatory sequence on the left to the Accelerated/honors College preparatory sequences on the right and vice versa. Please consult with the foreign language department for details.



COURSE DESCRIPTIONS BEGIN ON THE NEXT PAGE

FRENCH LANGUAGE PROGRAM

FRENCH NOVICE 1 (REVIEW)

FULL YEAR – 5.00 CREDITS

COURSE #311

FRENCH NOVICE 2

FULL YEAR – 5.00 CREDITS

COURSE #321

For students in grades: 9, 10, 11, 12 (Usually taken in grades 9 or 10)

Prerequisites: All beginning students are placed in Novice 1 (Review)– Novice 2 requires a C in Novice 1 or teacher recommendation.

Description: At this level, students have the opportunity to develop their communicative skills in a cultural context. They acquire and expand their knowledge of the language by engaging in guided conversations in settings such as the café, the home, and the school, by reading authentic materials such as menus, schedules, and signs; and by writing notes, postcards, and short letters. In order to perform these functions, students learn the appropriate grammatical structures. Language skills and cultural knowledge are enhanced by the use of CD-ROMs, Internet, audio and videotapes, and slides. Varied methods such as group work, paired work, and direct instruction are used to help all students develop communicative proficiency.

Evaluation: Evaluation will be based on participation, homework, and performance on oral, aural and written tasks.

These courses have Student Learning Expectation 5 as their primary concern, and also support Expectation 7.

FRENCH NOVICE ACCELERATED

FULL YEAR – 5.00 CREDITS

COURSE #325

FRENCH NOVICE 3

FULL YEAR – 5.00 CREDITS

COURSE #331

For students in grades 9, 10, 11, 12 (Usually taken in grades 9 or 10)

Prerequisites: Novice Accelerated requires an A- in Novice 1 or teacher recommendation. Novice 3 requires a C in Novice 2 or teacher recommendation.

Description: At this level, students have the opportunity to develop and extend their communicative skills in a cultural context. They do so by engaging in spontaneous social conversations; by reading authentic materials, such as narratives, advertisements, tickets, and brochures; by writing letters and short, guided compositions. In order to perform these functions, students learn the appropriate grammatical structures. Language skills and cultural knowledge are enhanced by the use of CD ROMs, Internet, audio and videotapes, and slides. Varied methods, such as group work, paired work, and direct instruction are used to help all students develop communicative proficiency.

Evaluation: Evaluation will be based on participation, homework, and performance on oral, aural, and written tasks and projects.

These courses have Student Learning Expectation 5 as their primary concern, and also support Expectations 2 and 7.

Saludos

Bienvenido

Gracias

FRENCH INTERMEDIATE IH**FULL YEAR – 5.00 CREDITS****COURSE #335****FRENCH INTERMEDIATE I****FULL YEAR – 5.00 CREDITS****COURSE #341****Prerequisites: Intermediate IH requires a B- in Novice Accelerated or teacher recommendation.****Intermediate I requires a C in Novice 3 or teacher recommendation.**

Description: At this level, students have the opportunity to enhance their communicative skills in a cultural context. They do so by engaging in social conversations on cultural, personal, and social topics such as current affairs, art, school, family life and jobs; by reading short stories, essays, and articles, and by writing journals, letters and essays. In order to perform these functions, students learn the appropriate grammatical structures. Language skills and cultural knowledge are enhanced by the use of CD-ROMs, Internet, audio and videotapes, and slides. Varied methods such as group work, paired work, and direct instruction are used to help all students develop communicative proficiency.

Evaluation: Evaluation is based on participation, homework, and performance on oral, aural and written tasks, and projects.

These courses have Student Learning Expectation 5 as their primary concern, and support Expectations 1, 2 and 7.

FRENCH INTERMEDIATE IIA/IIB (ALTERNATING YEARS) FULL YEAR – 5.00 CREDITS**COURSE #347****Conversation and Culture****For students in grades: 11 & 12****Prerequisites: C in Intermediate I or Intermediate IH or IIIH, or teacher recommendation.**

Description: In this course, students have the opportunity to enhance their communicative skills while deepening their awareness of Francophone culture. Since the emphasis of the course is on speaking, students are expected to use French for all classroom interactions. In order to express their opinions, students learn the appropriate grammatical structures. Language skills and cultural knowledge are enhanced by the use of films, CD-ROMs, Internet, audio and videotapes, and slides. Varied methods such as group work, paired work, and direct instruction are used to help all students develop communicative proficiency.

Evaluation: Evaluation is based on participation, homework, and performance on oral, aural, and written tasks, including projects.

This course has Student Learning Expectation 5 as its primary concern, and also supports Expectations 1 and 7.

NOTE: Because the content varies from year to year, this course can be repeated for credit.

FRENCH INTERMEDIATE IIIH***FULL YEAR – 5.00 CREDITS****COURSE #345****For students in grades: 9, 10, 11, 12 (Usually taken in grades 11 or 12)****Prerequisites: Intermediate IIIH requires a B- in Intermediate II or Intermediate IH or teacher recommendation.**

Description: At this level, students have the opportunity to extend and refine their reading, writing, listening and writing skills in a cultural and historical context. They do so by engaging in social conversations, group discussions, and presentations based on course readings. Students read authentic and adapted texts and articles on topics such as cultural institutions, literature, and the arts. Readings upon which discussion is based may include poetry, French fairy tales, a 17th century Moliere play, a French opera, and a 20th century novella. Students write journals, essays, and analyses. In order to perform these functions, students review fundamental grammar structures and acquire more sophisticated ones. Language skills and cultural knowledge are enhanced by the use of feature length French films, Internet, audio and videotapes, and slides. Varied methods such as group work, paired work, and direct instruction are used to help all students develop communicative proficiency.

Evaluation: Evaluation is based on participation, homework, and performance on oral, aural and written tasks and projects.

***This course can be taken for non-honors credit upon arrangement with the department.**

This course has Student Learning Expectations 1, 2 and 5 as its primary concerns, and also supports Expectation 7.

FRENCH ADVANCED IH*	FULL YEAR – 5.00 CREDITS	COURSE #346
FRENCH ADVANCED IIIH*	FULL YEAR – 5.00 CREDITS	COURSE #348

For students in grades: 9, 10, 11, 12 (Usually taken in grades 11 or 12)
Prerequisites: Advanced IH requires a B- in Intermediate IIIH or teacher recommendation. Advanced IIIH requires a B- in Advanced IH or teacher recommendation.

Description: In the advanced level, students continue to refine and extend their knowledge and proficiency in all skill areas through an even wider variety of activities. They can function in almost any context including many complex situations that deal with concepts of broader cultural significance. These concepts include social issues in the target culture and abstract ideas concerning art, literature, politics, and society. Readings upon which discussion is based include the work of authors from the second half of the 20th century as well as current articles from magazines, journals, and newspapers. Language skills and cultural knowledge are enhanced by the use of CD-ROMs, Internet, audio and videotapes, and slides. Varied methods such as group work, paired work, and direct instruction are used to help all students develop communicative proficiency. Among the goals of this course is to prepare interested students for the French Language Advanced Placement Examination.

Evaluation: Evaluation is based on participation, homework, and performance on oral, aural and written tasks and projects.

***This course can be taken for non-honors credit upon arrangement with the department.**

These courses have Student Learning Expectations 1, 2 and 5 as their primary concerns, and support Expectation 7.

NOTE: In years when there is not sufficient enrollment to have an Advanced IIIH section, students may be assigned to the same section as Advanced IH students. Most of the readings and activities of the course alternate from year to year, so that there is little repetition of content. Advanced IIIH students are held to a higher standard of evaluation in essays and speaking work, and may be asked to do alternative or additional assignments.

SPANISH PROGRAM

SPANISH NOVICE 1 (REVIEW)	FULL YEAR – 5.00 CREDITS	COURSE #361
SPANISH NOVICE 2	FULL YEAR – 5.00 CREDITS	COURSE #371

For students in grades: 9, 10, 11, 12 (Usually taken in grades 9 or 10)
Prerequisites: All beginning students are placed in Novice 1 (Review). Novice 2 requires a C in Novice 1 or teacher recommendation.

Description: At this level, students have the opportunity to develop their communicative skills in a cultural context. They acquire and expand their knowledge of the language by engaging in guided conversations in settings such as the café, the home, and the school; by reading authentic materials such as menus, schedules, and signs; and by writing notes, postcards, and short letters. In order to perform these functions, students learn the appropriate grammatical structures. Language skills and cultural knowledge are enhanced by the use of CD-ROMs, Internet, audio and videotapes, and slides. Varied methods such as group work paired work, and direct instruction are used to help all students develop communicative proficiency.

Evaluation: Evaluation will be based on participation, homework, and performance on oral, aural and written tasks.

These courses have Student Learning Expectation 5 as their primary concern, and also support Expectation 7.

SPANISH NOVICE ACCELERATED
SPANISH NOVICE 3

FULL YEAR – 5.00 CREDITS
FULL YEAR – 5.00 CREDITS

COURSE #365
COURSE #381

For students in grades: 9, 10, 11, 12 (Usually taken in grades 9 or 10)

Prerequisites: Novice Accelerated requires an A- in Novice 1 or teacher recommendation. Novice 3 requires a C in Novice 2 or teacher recommendation.

Description: At this level, students have the opportunity to develop and extend their communicative skills in a cultural context. They do so by engaging in spontaneous social conversations; by reading authentic materials, such as narratives, advertisements, tickets, and brochures; by writing letters and short, guided compositions. In order to perform these functions, students learn the appropriate grammatical structures. Language skills and cultural knowledge are enhanced by the use of CD ROMs, Internet, audio and videotapes, and slides. Varied methods, such as group work, paired work, and direct instruction are used to help all students develop communicative proficiency.

Evaluation: Evaluation will be based on participation, homework, and performance on oral, aural, and written tasks and projects.

These courses have Student Learning Expectation 5 as their primary concern, and also support Expectations 2 and 7.

SPANISH INTERMEDIATE IH
SPANISH INTERMEDIATE I

FULL YEAR – 5.00 CREDITS
FULL YEAR – 5.00 CREDITS

COURSE #375
COURSE #386

For students in grades: 9, 10, 11,12 (Usually taken in grades 10 or 11)

Prerequisites: Intermediate IH requires a B- in Novice Accelerated or teacher recommendation. Intermediate I requires a C in Novice 3 or teacher recommendation.

Description: At this level, students have the opportunity to enhance their communicative skills in a cultural context. They do so by engaging in social conversations on cultural, personal, and social topics such as current affairs, art, literature, and music and in simple transactions such as on the phone, at the bank, post office, and in restaurants; by reading short stories, essays, and articles and by writing such things as journals, letters and essays. In order to perform these functions, students learn the appropriate grammatical structures. Language skills and cultural knowledge are enhanced by the use of CD-ROMs, Internet, audio and videotapes, and slides. Varied methods such as group work, paired work, and direct instruction are used to help all students develop communicative proficiency.

Evaluation: Evaluation is based on participation, homework, performance on oral, aural and written tasks, and projects.

These courses have Student Learning Expectation 5 as their primary concern, and support Expectations 1, 2 and 7.

SPANISH INTERMEDIATE IIA/IIB (ALTERNATING YEARS) FULL YEAR – 5.00 CREDITS
Conversation and Culture

COURSE #387

For students in grades: 11 & 12

Prerequisites: C in Intermediate IH or Intermediate I or Intermediate IIIH, or teacher recommendation.

Description: In this course, students have the opportunity to enhance their communicative skills while deepening their awareness of Hispanic culture. They do so by engaging in conversations of contemporary relevance on cultural, personal, and social topics. Students read from a wide variety of sources including articles from newspapers and magazines, poetry, short stories, advertisements, and political propaganda. Students write reports, letters, journals and essays. Since the emphasis of the course is on speaking, students are expected to use Spanish for all classroom interactions. In order to express their opinions, students learn the appropriate grammatical structures. Language skills and cultural knowledge are enhanced by the use of films, CD-ROMs, Internet, audio and videotapes, and slides. Varied methods such as group work, paired work, and direct instruction are used to help all students develop communicative proficiency.

Evaluation: Evaluation is based on participation, homework, and performance on oral, aural and written task.

This course has Student Learning Expectation 5 as its primary concern, and also supports Expectations 1 and 7.

NOTE: Because the content varies from year to year, this course can be repeated for credit.

SPANISH INTERMEDIATE IIIH***FULL YEAR – 5.00 CREDITS****COURSE #385****For students in grades: 9, 10, 11, 12 (Usually taken in grades 11 or 12)****Prerequisites: Intermediate IIIH requires a B- in Intermediate II or Intermediate IH or teacher recommendation.**

Description: At this level, students have the opportunity to extend and refine their communicative skills in a cultural context. They do so by engaging in social conversations, group discussions, and presentations based on course readings. Students read authentic and adapted texts and articles on topics such as cultural institutions, literature, and the arts. Readings upon which discussion is based include 20th century short stories, and printed media articles from Spain, Latin America, and the United States. In order to perform these functions, students review fundamental grammar structures and acquire more sophisticated ones. Language skills and cultural knowledge are enhanced by the use of films, CD-ROMs, Internet, audio and videotapes, and slides. Varied methods such as group work, paired work, and direct instruction are used to help all students develop communicative proficiency.

Evaluation: Evaluation is based on participation, homework, and performance on oral, aural, and written tasks and projects.

***This course can be taken for non-honors credit upon arrangement with the department.**

This course has Student Learning Expectations 1, 2 and 5 as its primary concerns, and also supports Expectation 7.

SPANISH ADVANCED IH***FULL YEAR – 5.00 CREDITS****COURSE #389****SPANISH ADVANCED IIIH*****FULL YEAR – 5.00 CREDITS****COURSE #390****For students in grades: 9, 10, 11, 12 (Usually taken in grades 11 or 12)****Prerequisites: Advanced IH requires a B- in Intermediate IIIH or Intermediate II or teacher recommendation. Advanced IIIH requires a B- in Advanced IH or teacher recommendation.**

Description: In the advanced level, students continue to refine and extend their knowledge and proficiency in all skill areas through an even wider variety of activities. They can function in almost any context including many complex situations that deal with concepts of broader cultural significance. These concepts include social issues in the target culture and abstract ideas concerning art, literature, politics, and society. Readings upon which discussion is based include journalistic pieces and literature primarily from the 20th century. Language skills and cultural knowledge are enhanced by the use of CD-ROMs, Internet, audio and videotapes, and slides. Varied methods such as group work, paired work, and direct instruction are used to help all students develop communicative proficiency. **Among the goals of this course is to prepare interested students for the Spanish Language Advanced Placement Examination.**

Evaluation: Evaluation is based on participation, homework, and performance on oral, aural and written tasks and projects.

***This course can be taken for non-honors credit upon arrangement with the department.**

These courses have Student Learning Expectations 1, 2 and 5 as their primary concerns, and support Expectation 7.

NOTE: In years when there is not sufficient enrollment to have an Advanced IIIH section, students who have signed up for IIIH should consult with the teacher of IH to see whether that course may be repeated for IIIH credit. If that is not feasible, the student may consult with Spanish teachers and the department chair about other options.

LATIN PROGRAM

READING LATIN: FOUNDATIONS 1**FULL YEAR – 5.00 CREDITS****COURSE #357****For students in grades 9, 10, 11, 12 (Usually taken in grades 9 or 10)****Prerequisites: Average to above average ability in English and/or foreign language.**

Description: In this course, students read stories on Roman and Greek themes in order to develop the vocabulary, grammatical knowledge, reading experience, and cultural awareness needed to prepare them for further study. They answer comprehension and analysis questions based on the stories, and are asked to read aloud expressively. They perform written exercises in sentence completion and translation, chiefly Latin to English.

Evaluation: Evaluation is based on homework, class participation, projects, quizzes, and tests.

This course has Student Learning Expectation 5 as its primary concern, and also supports Expectation 1.

NOTE: Students with demonstrated strengths in foreign language courses who wish to start the study of Latin in the Foundations 2 course should speak to a Latin teacher. These students will be given first-year materials to study over the summer.

READING LATIN: FOUNDATIONS 2**FULL YEAR – 5.00 CREDITS****COURSE #358****For students in grades: 10, 11, 12 (Usually taken in grades 10 or 11)****Prerequisites: C in Reading Latin: Foundations 1**

Description: This course continues the sequence of readings and cultural topics begun in the Foundations 1 course. Students increase their knowledge of Latin vocabulary and sentence structure, including the study of several complex sentence patterns. The goal of the course is to prepare students for reading works by Roman authors in Intermediate and Advanced Latin. Honors credit will be available to individual students, on a contract basis, at the discretion of the teacher.

Evaluation: Evaluation is based on class participation, homework, projects, quizzes, and tests.

This course has Student Learning Expectation 5 as its primary concern, and also supports Expectation 1.

READING LATIN: INTERMEDIATE**FULL YEAR – 5.00 CREDITS****COURSE #359****For students in grades: 11, 12****Prerequisites: C in Reading Latin: Foundations 2**

Description: After reviewing the grammar topics from the first two years, students continue their study of grammar by completing the sequence of readings and cultural topics begun in the Foundations courses. Later in the year, they may read selections from Ovid (myths and legends in verse), or from other authors. Along with reading for comprehension, students also start to develop skills at critical writing. Honors credit will be available to any student who performs certain extra assignments.

Evaluation: Evaluation is based on class participation, homework, critical writing, quizzes, and tests.

This course has Student Learning Expectations 1 and 5 as its primary concerns, and also supports Expectation 2.

READING LATIN: ADVANCED**FULL YEAR – 5.00 CREDITS****COURSE #360****For students in grades: 11 and 12****Prerequisites: C in Reading Latin: Intermediate**

Description: In the first semester, students review intermediate level grammar and add some advanced patterns while reading from either Petronius (life styles of the newly rich) or from fables by Phaedrus (animal stories containing human truths). These are followed by works of other authors, chosen depending on the readiness and interests of the class. These include: selections from Vergil's Aeneid, the epic poem which treats the mythological origin and the destiny of the Roman nation; Catullus, poetry about friends and rivals, hate and love; Caesar, military memoirs with himself as hero; Pliny, letters on government business and on personal themes; Ovid, myths and legends in verse. Honors credit will be available to any student who performs certain extra assignments.

NOTE: Because the readings in the course can vary from year to year, this course may be repeated for credit.

Evaluation: Evaluation is based on class participation, homework, critical and creative writing, quizzes, and tests.

This course has Student Learning Expectations 1, 2 and 5 as its primary concerns.

CHINESE PROGRAM

CHINESE 1**FULL YEAR – 5.00 CREDIT****COURSE #305****For students in grades: 9, 10, 11, and 12****Prerequisites: Average to above average foreign language skills, or department approval.**

Description: This course is an introduction to Mandarin Chinese, the official language of China. The emphasis will be on spoken Mandarin, with special attention paid to developing proficiency in handling everyday situations in the language. Essential structures of Chinese grammar are also introduced. At this level, drills and exercises in pronunciation are an important part of the course; also important is writing Chinese characters correctly.

Evaluation: Evaluation will be based on class participation, homework assignments, and mastery of course content as demonstrated in listening and speaking exercises, written homework, guided conversation, quizzes and tests.

This course has Student Learning Expectation 5 as its primary concern, and also supports Expectation 7.

CHINESE 2**FULL YEAR – 5.00 CREDITS****COURSE #306****For students in grades: 10, 11, and 12****Prerequisites: C in Chinese 1, or department approval.**

Description: This course expands on what was learned in Chinese 1, aiming to increase oral proficiency in conversation. More complex grammar patterns and broader vocabulary are introduced. Students devote themselves to extensive practice designed to help them develop greater fluency and variety of expression, both orally and in writing. The study of history and culture are enhanced by the use of the Internet, audio and videotapes, and guest speakers. Honors credit will be available to individual students on a contract basis, at the discretion of the teacher.

Evaluation: Evaluation will be based on class participation, homework assignments, and mastery of course content as demonstrated in listening and speaking exercises, written homework, guided conversation, quizzes and tests.

This course has Student Learning Expectation 5 as its primary concern, and also supports Expectation 7.

CHINESE 3

FULL YEAR – 5.00 CREDITS

COURSE #307

For students in grades: 11 & 12

Prerequisites: C in Chinese 2, or department approval

Description: At this level, students become able to speak and write Chinese using paragraph-length discourse in basic social and everyday situations. They continue to learn more complex sentence patterns and grammar. Idioms and proverbs are introduced. In addition to learning how to react appropriately in various social situations, students also examine the cultural contributions of diverse groups; discussion of current political and economic affairs concerning the United States and China; and connect to other disciplines. Honors credit will be available to individual students on a contract basis, at the discretion of the teacher.

Evaluation: Evaluation will be based on class participation, homework assignments, and mastery of course content as demonstrated in written homework, guided conversation, quizzes and test (both written and oral).

This course has Student Learning Expectation 5 as its primary concern, and also supports Expectations 2 and 7.

CHINESE 4

FULL YEAR – 5.00 CREDITS

COURSE #308

For students in grades: 11 & 12

Prerequisites: C in Chinese 3, or department approval

Description: This course continues the sequence of reading and of cultural, social, and economic topics begun in Chinese 3. Students will enhance their ability to initiate, sustain, and close a conversation in a variety of real-life situations. They will start to train their ability to read analytically and write effectively. They will also discuss issues and problems that are of concern to Chinese communities. Honors credit will be available to individual students on a contract basis, at the discretion of the teacher.

Evaluation: Evaluation will be based on class participation, homework, critical and creative writing, unguided conversation, quizzes, and tests.

This course has Student Learning Expectation 5 as its primary concern, and also supports Expectations 1, 2 and 7.

