

Standard 1: COMMUNICATION - Communicate in Chinese

1.1 Interpersonal Communication – Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

1.1.1 Exchange spoken and written information and ideas in Chinese showing some originality and spontaneity, utilizing cultural references where appropriate.

- a. Express needs and desires with appropriate details.
- b. Share feelings and emotions with appropriate details.
- c. Exchange opinions and preferences.
- d. Give descriptions on a range of familiar topics.
- e. Give and follow detailed directions and instructions with a limited level of complexity.
- f. Ask simple questions and provide responses on various topics and events from a variety of sources with a limited level of spontaneity.

1.1.2 Initial, sustain and close oral and written exchanges in Chinese applying familiar vocabulary and structures to new situations.

- a. Initiate and participate in extended oral and simple written exchanges.
- b. Exchange information on familiar topics through various media.
- c. Use paraphrasing, some circumlocution and body language to convey and comprehend messages.
- d. Self-correct with limited prompting.
- e. Demonstrate Novice-Mid/High proficiency in oral exchanges with respect to proper pronunciation, intonation and mechanical accuracy and Novice-Mid proficiency in written exchanges with respect to mechanical accuracy.

1.2 Interpretive Communication - Understand and interpret spoken and written Chinese on a variety of familiar topics, including authentic materials.

1.2.1 Understand spoken and written Chinese on newly acquired and familiar topics presented through a variety of media.

- a. Identify main idea and supporting details from a variety of sources.
- b. Understand culturally authentic materials and information.
- c. Understand age-appropriate current events and issues presented through print and electronic media.
- d. Follow instructions and directions given in Chinese.
- e. Recognize structural patterns in oral narratives as well as written messages and derive meanings from these structures through familiar contexts.
- f. Demonstrate Novice-Mid/High proficiency in listening and Novice-Mid proficiency in reading.

1.2.2 Interpret verbal and non-verbal cues to understand spoken and written messages in Chinese.

- a. Differentiate among increasingly complex statements, questions and exclamations.
- b. Interpret basic gestures, body language and intonation that clarify a message.
- c. Be aware of the grammatical constructions characteristic of Chinese language in comprehension of oral communication and as well as in writing.
- d. Use phonological and graphic knowledge to work out, predict, and check the meanings of unfamiliar words and thereby to derive better understanding of the phrases.
- e. Transfer prior knowledge of basic text structures from L1 to infer meaning.

1.3 Presentational Communication – Convey information, concepts and ideas to listeners or readers for a variety of purposes.

1.3.1 Present information orally and in writing using familiar and newly acquired vocabulary, phrases and patterns in increasingly complex sentences and strings of sentences.

- a. Communicate about main ideas and supporting details from a variety of authentic language sources.
- b. Produce brief oral and written presentations using visual and technological support as appropriate (e.g., imitating to use the structures of learned stories or narratives in their writing of personalized experience.)
- c. Demonstrate Novice- High proficiency in oral presentations with respect to pronunciation, intonation and mechanical accuracy and Novice- Mid/High proficiency in written presentations with respect to mechanical accuracy.

1.3.2 Present rehearsed, unrehearsed as well as spontaneous materials, including culturally authentic stories, poems and/or skits in Chinese.

- a. Present culturally authentic poetry, skits or stories.
- b. Present *original* poetry, skits or stories in Chinese, supported by visuals and/or technology, as appropriate.
- c. Apply gestures, facial and voice expression in a natural way to reflect and enhance meaning.

Standard 2: CULTURE - Gain Knowledge and Understand Other Cultures

2.1 Demonstrate an understanding of the relationship between the practices and perspectives of Chinese culture.

2.1.1 Understand and discuss practices, products and perspectives of the cultures where Chinese is spoken and how they are interrelated.

- a. Discuss common customs, traditions and realities relating to daily life as well as celebrations.
- b. Demonstrate understanding of cultural events related to personal life.
- c. Investigate the influence of geography in the development of cultural practices in Chinese (e.g., course for different styles of Chinese food and/or different costumes representing Chinese minority groups.)

Standard 3: CONNECTIONS - Connect with Other Disciplines and Acquire Information

3.1 Reinforce and further their knowledge of other disciplines through the study of Chinese.

3.1.1 Reinforce and broaden knowledge of connections between Chinese and other subject areas including language arts, science, history, social science, mathematics, physical education, health and/or the arts.

- a. Relate topics studied in other subject areas to those studied in Chinese class wherever appropriate.

Standard 4: COMPARISONS - Develop Insight into the Nature of Language and Culture

4.1 Demonstrate understanding of the nature of language through comparisons of Chinese language and their own.

4.1.1 Strengthen knowledge of the English language through the study and analysis of increasingly complex elements of Chinese.

- a. Demonstrate understanding that language and meaning do not transfer directly from one language to another.
- b. Demonstrate understanding that vocabulary and syntax usage in English differ from those in Chinese.

4.2 Demonstrate understanding of the concept of culture through comparisons of Chinese cultures and their own.

4.2.1 Investigate similarities and differences that exist between Chinese culture(s) and the student's own culture.

- a. Recognize some significant similarities and differences in community life between the two cultural systems.
- b. Recognize some significant similarities and differences in how certain holidays are celebrated in the two cultural systems.

Standard 5: COMMUNITIES - Participate in Multilingual Communities beyond the Classroom

5.1 Use Chinese both within and beyond the school.

5.1.1 Improve Chinese language skills and expand cultural understanding by accessing information beyond the classroom setting.

- a. Extend Chinese language skills and cultural knowledge through the use of media, entertainment and technology, in age-appropriate ways.
- b. Recognize and use limited resources in Chinese, such as individuals and organizations accessible through the community or Internet, to reinforce basic language and cultural knowledge.

World Languages Grades 3-5 Curriculum: Chinese Level 3

Upon successful completion of this level, students will demonstrate the following language proficiency in three communication modes before progressing to the next level:

| Level of Language Proficiency | Descriptors | Sample evidence of student learning |
|---|--|---|
| <p>Interpersonal communication mode: (listening and speaking spontaneously, reading and writing.)</p> <p>Novice-Mid/High proficiency in oral exchanges with respect to proper pronunciation, intonation and mechanical accuracy.</p> <p>Novice-Mid proficiency in written exchanges with respect to mechanical accuracy.</p> | <p>Listening/Speaking Novice-Mid (secure) Be able to interact with people with help using memorized words and phrases and can answer simple questions on very familiar topics.</p> <p>Novice-High (approaching) Be able to exchange information about familiar tasks, topics and activities and can handle short social interactions using phrases and sentences, may need help to keep the conversation going.</p> <p>Reading and writing Novice-Mid Be able to understand familiar words and short, simple phrases or sentences, and answer questions on familiar topics in phrases or short and simple sentences in written Chinese characters or in Pinyin sometimes.</p> | <p>Listening/Speaking Give simple descriptions in sequence according to given visual cues and express desires in complete and meaningful sentences.</p> <p>Make a request assuming there is a need or ask for clarification if the instruction is not clear.</p> <p>Interact with native Chinese speakers, to request or exchange information with limited details such as asking for direction, or giving direction with some detail.</p> <p>Reading/Writing Read short stories of familiar topics and extend the story with personal ideas or change the ending of the story.</p> |
| <p>Interpretive communication mode: (listening and reading.)</p> <p>Novice-Mid/High proficiency in listening.</p> <p>Novice-Mid proficiency in reading comprehension.</p> | <p>Listening Comprehension Novice-Mid (secure) Be able to understand some everyday words, phrases and questions about himself/herself and about his or her personal experiences and surroundings when people speak slowly and clearly.</p> <p>Novice-High (approaching) Be able to understand ideas on familiar topics expressed through phrases, short sentences, and frequently used expressions. Be able to understand the main point in short messages and announcements.</p> <p>Reading Comprehension Novice-Mid Be able to understand familiar words and short, simple phrases or sentences.</p> | <p>Listening Listen to a story of familiar topics, choose correct answers in English to demonstrate comprehension of the main idea and important details of the story.</p> <p>Reading Read and comprehend short stories in Chinese character with some pinyin or without pinyin related to daily life experience, answer related questions in English.</p> |
| <p>Presentational communication mode: (speaking and writing.)</p> <p>Novice- High proficiency in oral rehearsed presentations with respect to pronunciation, intonation and mechanical accuracy.</p> <p>Novice- Mid/High proficiency in rehearsed written presentations with respect to mechanical accuracy.</p> | <p>Speaking Novice-High Be able to use a series of phrases and sentences to provide basic information about familiar topics.</p> <p>Writing Novice-Mid (secure) Be able to provide some basic information on familiar topics in lists and simple characters.</p> <p>Novice-High (approaching) Be able to write simple descriptions and short message and request or provide information on familiar topics.</p> | <p>Speaking Present information of familiar topics. Give personal opinion or preference and stating simple reasons to support the preference.</p> <p>Writing Write a short narration in strings of complete and meaningful sentences mostly in Chinese characters with occasional pinyin of unlearned words on familiar topics or personal interest.</p> |