

**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 in Chinese Language utilizing cultural references where appropriate.** (Relying to some degree on the limited vocabulary and structures learned.)

- a. Express needs and preferences (e.g., regarding activities, food, travel choices.)
- b. Express feelings and emotions.
- c. Request help and clarification.
- d. Give descriptions.
- e. Give and follow directions and instructions.
- f. Ask questions and provide responses based on familiar topics spontaneously with 80% accuracy.
- g. Ask questions and provide responses about plans and events (e.g., choose a place that is familiar, something that interest you, or make a plan and get input from your friends.)

**1.1.2 Demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in Chinese.**

- a. Initiate, participate in, and close an oral or written exchange (e.g., restaurant setting, shopping.)
- b. Use simple paraphrasing to convey and comprehend messages (e.g., asking for directions, following instructions for an assignment.)
- c. Participate in oral and written exchanges in present time.
- d. Participate in oral and written exchanges with some use of the near future and past.
- e. Use culturally authentic gestures and body language to convey and comprehend messages.
- f. Self-correct with prompting.
- g. Demonstrate Novice-Mid/High<sup>1</sup> proficiency in oral exchanges with respect to proper pronunciation, intonation and tones, and Novice-Mid proficiency in writing.

**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 well-practiced and familiar topics presented through a variety of media.**

- a. Identify main ideas and essential details when reading and listening. (e.g., be able to recognize how details support the main ideas.)
- b. Interpret culturally authentic materials and identify related information.
- c. Understand and follow oral and written instructions, not only classroom instructions but also instructions for assignments.
- d. Utilize pinyin to pronounce unknown characters, utilize radicals to recognize meaning or make an educated guess in reading to gain comprehension of the main ideas.
- e. Demonstrate Novice-Mid/High proficiency in listening and Novice-Mid proficiency reading comprehension.

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

- a. Differentiate among statements, questions, and exclamations.
- b. Interpret basic gestures, body language, and intonation that clarify a message.
- c. Interpret main ideas of a written passage or a story about familiar topics and recognize certain details that are closely related to each main idea.
- d. Transfer prior knowledge of text structures from L1 to infer meaning.

<sup>1</sup>Slash indicates the student will mostly perform at the lower level and will occasionally perform at the upper level.

**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.**

- a. Relate main ideas and essential details from level-appropriate print or non- print material.
- b. Give brief, organized oral presentations, using visual and technological support as appropriate.
- c. Write a note, a short report for various purposes, using visual and technological support as appropriate, according to instruction.
- d. Begin to use time adverbial to indicate past, present, and future action when necessary in oral presentation and in writing to express ideas meaningfully in complete sentences.
- e. Demonstrate Novice-Mid /High proficiency in oral and written presentations with respect to proper pronunciation, intonation and tones, and Novice-Mid proficiency in writing.

**1.3.2 Present rehearsed and unrehearsed material in Chinese, including culturally authentic skits, poems, short narratives, and songs.**

- a. Demonstrate Novice-Mid/High proficiency in pronunciation, intonation and tones when presenting material.
- b. Use gestures, facial and voice expression to reflect meaning.
- c. Continue to use Pinyin as input to practice typing on the computer and produce level appropriate written product.

**Standard 2: CULTURE - Gain Knowledge and Understand Other Cultures**

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

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

- a. Understand common customs, traditions and realities relating to daily life as well as celebrations.
- b. Demonstrate understanding of cultural events through authentic or simulated experiences (e.g., become familiar with popular sports and other activities for native Chinese speakers.)
- c. Understand the influence of the geography on cultural practices, perspectives and products, such as dwellings, transportation, language and art (e.g., locate a few major cities in China and discuss the living conditions and life style using simple language that has been mastered.)
- d. Identify the differences in parts of China on cultural products such as food and housing (e.g., describe a few special Chinese dishes that are authentic in China, but modified in other parts of the world. (Discuss the reasons behind it.)

**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 Use information acquired in the study of the Chinese language, culture and information acquired in other subject areas to reinforce one another.**

- a. Give examples of how Chinese and English language and culture influence each other in various subject areas (e.g., cognates: 沙发, 咖啡, 沙拉, 匹萨; ability of Chinese language to utilize existing characters to express new ideas and inventions such as computer-电脑.)
- b. Relate information acquired in other subjects discussed in the Chinese language class, such as the use of the metric system.

**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 Develop a better understanding of the English language through the study of the Chinese language.**

- a. Compare vocabulary usage and structural patterns of Chinese language with English.
- b. Use level-appropriate idiomatic expressions in the Chinese language.
- c. Identify major differences and similarities between Chinese and English language (e.g., the order of four directions, location of time adverbial and place adverbial in the sentence.)

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

**4.2.1 Demonstrate an understanding of the similarities and differences between Chinese culture(s) and the students' own culture.**

*Targeted areas for cultural comparisons will follow those addressed in Standard 2 – Culture.*

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

**5.1 Use the language both within and beyond the school.**

**5.1.1 Develop and apply Chinese language skills and cultural knowledge beyond the classroom setting for recreational and educational, and occupational purposes.**

- a. Illustrate how Chinese language and culture(s) are evident in and through the media, entertainment, and technology.
- b. Locate and use resources in Chinese language, such as individuals and organizations accessible through the community or the Internet to reinforce basic language and cultural knowledge.

**5.1.2 Identify current events and issues in Chinese culture.**

- a. Give brief information regarding major current events of the Chinese culture.
- b. Understand the impact of major current events on the Chinese culture.