

MIDDLE SCHOOL MANDARIN CHINESE: 6TH GRADE – EXPLORING CULTURE

ACADEMIC STANDARDS



CATALINA FOOTHILLS SCHOOL DISTRICT

Approved by Governing Board on May 8, 2018

STANDARDS FOR MANDARIN CHINESE

6TH GRADE – EXPLORING CULTURE

CITIZENSHIP: UNDERSTANDING CULTURE (Self-Awareness)

WL.MS.CH.ExC.1.1 Demonstrate his/her Intercultural Communicative Competence (ICC) by using the target language and knowledge of culture to:

- Identify and describe his/her cultural identity(ies) along with related values and beliefs;
- Describe how culture influences how people think and behave (*for example: links a group's shared cultural beliefs and values to specific behaviors or patterns of thinking*);
- Identify cultural products (from his/her own and other cultures) and related cultural perspectives [NCSSFL-ACTFL Intercultural Communication Can-Do Indicators – Novice];
- Identify cultural practices (from his/her own and other cultures) and related cultural perspectives [NCSSFL-ACTFL Intercultural Communication Can-Do Indicators – Novice];
- Interact effectively and appropriately in some familiar everyday contexts (*required: in school/classroom during peer-to-peer interactions or student-to-teacher interactions*) [NCSSFL-ACTFL Intercultural Communication Can-Do Indicators – Novice];
- Use verbal and nonverbal language that conforms to the norms of Chinese culture (*for example: appropriate tone of voice, forms of address, facial expression, eye contact, gestures [required: pointing with whole hand instead of one finger; beckoning someone with downward facing palm instead of using index finger and upward facing palm]*).

COMMUNICATION: INTERPERSONAL (Two-Way Communication: Speaking/Listening, Writing/Reading)

WL.MS.CH.ExC.2.1 Engage in conversations and discussions on a variety of topics by contributing ideas, elaborating, and providing examples (*required topics: Introduction to China [geography, regions, climate]; Families & Communities [manners, etiquette - greetings, introductions, traditions, customs]; Modern Life [travel, housing, transportation]; Social Interactions [titles, family structure, accepting compliments, dining traditions]; Ancient China [Tang and Qing Dynasties]; Duanwu Festival*) Note: In order to support progress toward proficiency, individual performance will be monitored and assessed based on each student's current performance level/goals as outlined in the CFSD World Languages Interpersonal Communication Rubric Continuum.

WL.MS.CH.ExC.2.2 Ask and answer questions in order to better understand the topic (*required topics: Introduction to China [geography, regions, climate]; Families & Communities [manners, etiquette - greetings, introductions, traditions, customs]; Modern Life [travel, housing, transportation]; Social Interactions [titles, family structure, accepting compliments, dining traditions]; Ancient China [Tang and Qing Dynasties]; Duanwu Festival*).

COMMUNICATION: INTERPRETIVE (One-Way Communication: Listening, Reading)

WL.MS.CH.ExC.3.1 Identify the topic and related information from simple sentences in short informational texts and conversations (*required topics: Introduction to China [geography, regions, climate]; Families & Communities [manners, etiquette - greetings, introductions, traditions, customs]; Modern Life [travel, housing, transportation]; Social Interactions [titles, family structure, accepting compliments, dining traditions]; Ancient China [Tang and Qing Dynasties]; Duanwu Festival*) [CFSD World Languages Rubric Continuum: Intermediate Low].

WL.MS.CH.ExC.3.2 Identify the main idea(s) and some supporting details in short, straightforward texts and conversations (*required topics: Introduction to China [geography, regions, climate]; Families & Communities [manners, etiquette - greetings, introductions, traditions, customs]; Modern Life [travel, housing, transportation]; Social Interactions [titles, family structure, accepting compliments, dining traditions]; Ancient China [Tang and Qing Dynasties]; Duanwu Festival*) [CFSD World Languages Rubric Continuum: Intermediate Mid].

WL.MS.CH.ExC.3.3 Provide evidence of using listening and reading strategies (*for example: visual/contextual clues, text features, cognates, intonation, scanning and skimming, background knowledge, predicting*) to interpret meaning on a variety of topics.

COMMUNICATION: PRESENTATIONAL (One-Way Communication: Speaking, Writing)

WL.MS.CH.ExC.4.1 Present information, findings, personal opinion, and supporting evidence on a variety of topics such that listeners/readers of diverse audiences can follow the line of reasoning (*required topics: Introduction to China [geography, regions, climate]; Families & Communities [manners, etiquette - greetings, introductions, traditions, customs]; Modern Life [travel, housing, transportation]; Social Interactions [titles, family structure, accepting compliments, dining traditions]; Ancient China [Tang and Qing Dynasties]; Duanwu Festival*); Note: In order to support progress toward proficiency, individual performance will be monitored and assessed based on each student's current performance level/goals as outlined in the CFSD World Languages Presentational Communication Rubric Continuum.

WL.MS.CH.ExC.4.2 Engage audience through the use of effective presentational speaking/writing strategies (*for example: open and close presentations with key words and phrases, structure presentation logically, use appropriate level of formality, limit the amount of text used on digital slides, use images that capture audience's interest, use visuals to reinforce main points, speak with enthusiasm and varied intonation, emphasize key words, pause periodically, maintain good posture, avoid distracting nervous habits, use gestures effectively, maintain eye contact, thank audience for their attention*).

WL.MS.CH.ExC.4.3 Use a variety of digital tools to clearly communicate a message in audio, visual, and/or print formats.

CRITICAL THINKING: INQUIRY – INFORMATION AND DISCOVERY (Questioning)

WL.MS.CH.ExC.5.1 Apply critical thinking behaviors and strategies when investigating and analyzing culture-specific topics:

- Describe aspects of the cultural investigation;
- Formulate questions related to the specific cultural topic under investigation;
- Generate additional questions and/or refine questions in response to new information;
- Interpret meaning from the information gathered.

INTERCULTURAL COMMUNICATIVE COMPETENCE: SELF-REGULATION AND REFLECTION

WL.MS.CH.ExC.6.1 Apply strategies and behaviors for self-regulation and reflection strategies that support Intercultural Communicative Competence (ICC):

- Describe individual performance with regard to CFSD World Languages Rubric Continuums (*required: for interpersonal speaking, interpretive listening/reading/viewing, or presentational writing/speaking*) using

- general descriptors (for example: *I perform at intermediate low in interpersonal speaking. I use sentences and strings of sentences with connectors.*);
- Describe areas of individual strength and weakness regarding ICC attitudes, knowledge, and skills in response to feedback:
 - *Attitudes [required: students will select focus area(s) based on individual progress]: **respect** (respect for others, positive presupposition), **openness** (readiness to withhold judgment, open to being proven wrong), **curiosity** (interest in collecting and examining evidence of cultural differences and similarities);*
 - *Knowledge [required: students will select focus area(s) based on individual progress]: **knowledge of self, general knowledge about culture, knowledge of own and other cultures** (required topics: Introduction to China [geography, regions, climate]; Families & Communities [manners, etiquette - greetings, introductions, traditions, customs]; Modern Life [travel, housing, transportation]; Social Interactions [titles, family structure, accepting compliments, dining traditions]; Ancient China [Tang and Qing Dynasties]; Duanwu Festival);*
 - *Skills [required: students will select focus area(s) based on individual progress]: **relationship building skills** (listen and observe with patience and perseverance for intended meaning), **problem-solving skills** (recognize and respond to stereotypes and ethnocentric attitudes that may interfere with intercultural communication);*
 - Provide evidence of strategies used to improve interpersonal communication skills (for example: *keep a portfolio/reflection log, can-do self-assessment during the instructional unit; required: during and at the end of each instructional unit*);
 - Set measurable, achievable goals for improvement in ICC that show growth over time (with teacher guidance).