

# MIDDLE SCHOOL MANDARIN CHINESE: 6<sup>TH</sup> GRADE – EXPLORING CULTURE

## ACADEMIC STANDARDS



**CATALINA FOOTHILLS SCHOOL DISTRICT**

Approved by Governing Board on May 8, 2018

# STANDARDS FOR MANDARIN CHINESE

## 6<sup>TH</sup> GRADE – EXPLORING CULTURE

### CITIZENSHIP: UNDERSTANDING CULTURE (Self-Awareness)

WL.MS.CH.ExC.1.1 Demonstrate their Intercultural Communicative Competence (ICC) by using the target language and knowledge of culture.

- identify and describe their 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 their own and other cultures) and related cultural perspectives [NCSSFL-ACTFL Intercultural Communication Can-Do Indicators – Novice]
- identify cultural practices (from their 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; Modern Life; Social Interactions; Ancient China [Qing Dynasty]; Mid-Autumn 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; Modern Life; Social Interactions; Ancient China [Qing Dynasty]; Mid-Autumn Festival*).

WL.MS.CH.ExC.2.3 Express agreement and disagreement with others' opinions during conversations and discussions.

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

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; Modern Life; Social Interactions; Ancient China [Qing Dynasty]; Mid-Autumn 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; Modern Life; Social Interactions; Ancient China [Qing Dynasty]; Mid-Autumn Festival [CFSD World Languages Rubric Continuum: Intermediate Mid]*).

WL.MS.CH.ExC.3.3 Provide evidence of using listening, reading, and viewing strategies (*required: answer comprehension questions; create a drawing of what was heard/read; annotate the text; use text features [visuals, charts, graphs, section headings, etc.]; record specific information [key words]*) to interpret meaning on a variety of topics.

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

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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; Modern Life; Social Interactions; Ancient China [Qing Dynasty]; Mid-Autumn 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 (*required: open and close presentations with key words and phrases, use images that capture audience's interest, emphasize key words, maintain good posture, avoid distracting nervous habits, thank audience for their attention*).

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

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### CRITICAL THINKING: INQUIRY – INFORMATION AND DISCOVERY (Questioning)

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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

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### INTERCULTURAL COMMUNICATIVE COMPETENCE (ICC): SELF-REGULATION AND REFLECTION

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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; Modern Life; Social Interactions; Ancient China [Qing Dynasty]; Mid-Autumn 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)