

# MIDDLE SCHOOL MANDARIN CHINESE: 8<sup>TH</sup> GRADE – BRIDGING CULTURES

## ACADEMIC STANDARDS



**CATALINA FOOTHILLS SCHOOL DISTRICT**

Approved by Governing Board on June 9, 2020

# STANDARDS FOR MANDARIN CHINESE

## 8<sup>TH</sup> GRADE – BRIDGING CULTURES

### CITIZENSHIP: UNDERSTANDING CULTURE (Understanding Others)

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

- interact effectively and appropriately in familiar contexts (*required: in classroom during peer-to-peer interactions or student-to-teacher interactions, apply knowledge of cultural norms in contextualized scenarios [ex: tea ceremony protocols, use of colors/flowers, avoiding the use of red ink to write a person's name or messages to people, etc.]*) [NCSSFL-ACTFL Intercultural Communication Can-Do Indicators – Intermediate]
- compare cultural products (from their own and other cultures) and related cultural perspectives [NCSSFL-ACTFL Intercultural Communication Can-Do Indicators – Intermediate]
- compare cultural practices (from their own and other cultures) and related cultural perspectives [NCSSFL-ACTFL Intercultural Communication Can-Do Indicators – Intermediate]
- demonstrate respect for others' ways of thinking and acting
- use verbal and nonverbal language that conforms to the norms of Chinese culture (*required: 6<sup>th</sup> and 7<sup>th</sup> grade strategies plus the following → adjust actions based on context [including, but not limited to the following: although hugging and patting a same age peer's back or arms is appropriate, it is not appropriate for a younger person to do this to an older person; maintain appropriate distance between conversational partners]*)

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

WL.MS.CH.BC.2.1 Interact and negotiate meaning in spoken or written conversations to exchange information and express feelings, preferences, and opinions on a variety of topics (*required topics: Inside China [geography, climate, population of the western provinces]; Diversity Across China; Traditional Life and Arts; Pop Culture; Ancient China [Tang Dynasty]; Qixi and Chongyang Festivals*). 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. Broad sub-level indicators are as follows:

- Novice Mid: Use phrases and some memorized language
- Novice High: Use simple (sometimes repetitive) sentences most of the time with some phrases and memorized language
- Intermediate Low: Use strings of simple sentences with some added detail
- Intermediate Mid: Use loosely connected sentences; begin to use some circumlocution
- Intermediate High: Use varied connectors and transitions to connect sentences and ideas; use circumlocution effectively
- Advanced Low: Use paragraph-length description with some complex structures and less-frequent, specialized vocabulary
- Advanced Mid: Use clear, cohesive extended paragraphs with a significant number of complex structures and less-common, advanced vocabulary; use idiomatic language and culture-specific references
- Advanced High: Use clear, cohesive extended paragraphs with complex structures, advanced vocabulary, and culture-specific references across concrete and some abstract topics; use paraphrasing and elaboration to provide clarity

WL.MS.CH.BC.2.2 Ask and answer inquiry and information questions in order to better understand the topic (*required topics: Inside China (geography, climate, population of the western provinces); Diversity Across China; Traditional Life and Arts; Pop Culture; Ancient China [Tang Dynasty]; Qixi and Chongyang Festivals*).

WL.MS.CH.BC.2.3 Elaborate on own and others' ideas during conversations and discussions.

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

WL.MS.CH.BC.3.1 Understand, interpret, and analyze diverse texts (including authentic resources) on a variety of topics (*required topics: Inside China [geography, climate, population of the western provinces]; Diversity Across China; Traditional Life and Arts; Pop Culture; Ancient China [Tang Dynasty]; Qixi and Chongyang Festivals*). Note: In order to support progress toward proficiency, individual performance will be monitored and assessed based on each student's current performance level/goals and using the CFSD World Languages Interpretive Communication Rubric. Broad sub-level indicators are as follows:

- Novice Mid: Identify some basic information in texts, fictional texts, and conversations, especially when supported by visuals, gestures, or tone of voice
- Novice High: Identify the topic and some isolated facts from simple sentences in short informational texts, fictional texts, and conversations
- Intermediate Low: Identify the topic and related information from simple sentences in short informational texts, fictional texts, and conversations
- Intermediate Mid: Identify the main idea(s) and supporting details in short straightforward informational texts, fictional texts, and conversations
- Intermediate High: Identify the main idea(s) and distinguish between important information and interesting facts in paragraph-length texts and conversations expressed in one or more time frames
- Advanced Low: Identify the underlying message and some supporting details in complex print and non-print texts across time frames
- Advanced Mid: Demonstrate understanding of the underlying message and most supporting details in complex print and non-print texts across time frames
- Advanced High: Demonstrate understanding of the underlying message and some nuances from different viewpoints in most complex informational texts

WL.MS.CH.BC.3.2 Provide evidence of using listening, reading, and viewing strategies (*required: 6<sup>th</sup> and 7<sup>th</sup> grade strategies, plus the following → record gist [main idea] vs. specific information vs. details; summarize/paraphrase key information; skim and scan; make simple inferences*) to interpret meaning on a variety of topics (*required topics: Inside China [geography, climate, population of the western provinces]; Diversity Across China; Traditional Life and Arts; Pop Culture; Ancient China [Tang Dynasty]; Qixi and Chongyang Festivals*).

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

WL.MS.CH.BC.4.1 Present information and ideas on a range of topics to various audiences for a variety of purposes (*required topics: Inside China [geography, climate, population of the*

*western provinces*]; *Diversity Across China*; *Traditional Life and Arts*; *Pop Culture*; *Ancient China [Tang Dynasty]*; *Qixi and Chongyang Festivals*). Note: In order to support progress toward proficiency, individual performance will be monitored and assessed based on each student's current performance level/goals and using the CFSD World Languages Presentational Communication Rubric. Broad sub-level indicators are as follows:

- Novice Mid: Use phrases and some memorized language
- Novice High: Use simple (sometimes repetitive) sentences most of the time with some phrases and memorized language
- Intermediate Low: Use strings of simple sentences with some added detail
- Intermediate Mid: Use loosely connected sentences; begin to use some circumlocution
- Intermediate High: Use varied connectors and transitions to connect sentences and ideas; use circumlocution effectively
- Advanced Low: Use paragraph-length description with some complex structures and less-frequent, specialized vocabulary
- Advanced Mid: Use clear, cohesive extended paragraphs with a significant number of complex structures and less-common, advanced vocabulary; use idiomatic language and culture-specific references
- Advanced High: Use clear, cohesive extended paragraphs with complex structures, advanced vocabulary, and culture-specific references across concrete and some abstract topics; use paraphrasing and elaboration to provide clarity

WL.MS.CH.BC.4.2 Engage audience through the use of effective presentational speaking/writing strategies (*required: 6<sup>th</sup> and 7<sup>th</sup> grade strategies, plus the following → use visuals strategically to reinforce main points; speak with enthusiasm and varied intonation; pause periodically for effect; use culturally-appropriate gestures*).

WL.MS.CH.BC.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: INTERPRETATION, ANALYSIS, AND REASONING (Meaning-Making)**

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

- interpret information accurately to form inferences
- formulate conclusions from information, observation, and inferences
- identify connections between information and conclusions

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

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WL.MS.CH.BC.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 mid in interpretive listening. I understand the main idea and some details of what I read.*)
- describe areas of individual strength and weakness regarding ICC attitudes, knowledge, and skills in response to feedback:

- **Attitudes** [required: with teacher guidance, learners will select focus area(s) based on individual progress]: **respect** (values different ways of thinking and acting); **openness** (accepting of differences, empathy [i.e., holds an ethnorelative vs. ethnocentric world view, can imagine being in another’s shoes, is patient due to awareness of and sensitivity to the challenges others may face as they learn another language and/or interact in different cultural contexts]); **appropriate risk-taking** (motivation to communicate in unfamiliar contexts [i.e., willingness to move beyond one’s comfort zone, willingness to make mistakes and learn from them])
- **Knowledge** [required: with teacher guidance, learners will select focus area(s) based on individual progress]: **knowledge of self; general knowledge about culture; knowledge of own and other cultures; knowledge of others** (required topics: Inside China [geography, climate, population of the western provinces]; Diversity Across China; Traditional Life and Arts; Pop Culture; Ancient China [Tang Dynasty]; Qixi and Chongyang Festivals)
- **Skills** [required: with teacher guidance, learners will select focus area(s) based on individual progress]: **relationship building skills** (move beyond one’s own comfort zone in order to deepen and broaden understanding of others, help others to understand learner’s own perspectives); **problem-solving skills** (address communication breakdowns effectively)
  - 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)

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WL.MS.CH.BC.6.3 Set measurable, achievable goals for improvement in ICC that show growth over time (with teacher guidance).