

MPS Chinese Benchmarks: Grade 6- 8 in 6-12 Sequence

Interpersonal Communication: *Speak and write in another language*

The target language proficiency that student may reach by the end of the three year learning sequence within the following contexts: Novice Mid-High

Standard	Grade 6	Grade 7	Grade 8
1.1. Learners engage in spoken and written conversations on a variety of topics.	ML1.1.1.a: Accurately use basic greetings and farewells.	ML2.1.1.a: Accurately use multiple greetings and farewells.	ML3.1.1.a: Accurately use multiple greetings and farewells.
	ML1.1.1.b: State personal information about self, family, and familiar people.	ML2.1.1.b: State personal information about self, family, and familiar people.	ML3.1.1.b: Accurately and appropriately state personal information about self, family, and familiar people with basic details.
	ML1.1.1.c: Ask and respond to basic questions in familiar contexts with help.	ML2.1.1.c Ask and respond to basic questions in familiar contexts with help.	ML3.1.1.c: Ask and respond to basic questions in familiar contexts without help.
	ML1.1.1.d: Recognize and express a variety of likes, dislikes, and feelings in simple sentences.	ML2.1.1.d: Recognize and express a variety of likes, dislikes, and feelings in simple sentences.	ML3.1.1.d: Recognize and express a variety of likes, dislikes, and feelings in simple sentences with more details.
	ML1.1.1.e: Participate in brief exchanges with some guidance on familiar topics using previously-learned materials.	ML2.1.1.e: Participate in brief exchanges with some guidance on familiar topics using previously-learned materials.	ML3.1.1.e: Participate in brief exchanges with some guidance on familiar topics using previously-learned materials.
	ML1.1.1.f: Recognize speaking and listening strategies that facilitate communication.	ML2.1.1.f: Recognize speaking and listening strategies and begins to use them to facilitate communication.	ML3.1.1.f: Use speaking and listening strategies that facilitate communication.

	<p>Examples:</p> <p>Themes: My Local Community; My Global Community; Community Celebrations; Heroes; Stories and Traditions; Free Time Activities; Habitats; How Values are Reflected in Everyday Life</p> <p>Vocabulary Topics: Self and family, daily routines and school, health and sports, leisure, travel and weather, fashion and shopping, community and society, homes, nature and animals, environment, holidays and traditions.</p> <p>Functions: Greet and respond to greetings; introduce self and other people; exchange pleasantries; use common classroom expressions; ask for clarifications and directions; use different modes of address; state personal information; ask prices and make purchase; discuss plans; talk about common and familiar topics.</p>
--	---

Interpretive Communication: *Interpret information in another language*

The target language proficiency that student may reach by the end of the three year learning sequence within the following contexts: Novice Mid-High

Standard	Grade 6	Grade 7	Grade 8
1.2. Learners interpret spoken and written language on a variety of topics.	ML1.1.2.a: Understand and respond to simple requests, commands, and directions.	ML2.1.2.a: Understand and respond to simple requests, commands, and directions.	ML3.1.2.a: Understand and respond to simple requests, commands, and directions.
	ML1.1.2.b: Recognize familiar words and phrases written in pinyin and/or characters.	ML2.1.2.b: Recognize familiar words and phrases written in pinyin and/or characters.	ML3.1.2.b: Recognize familiar words and phrases written in pinyin and/or characters.
	ML1.1.2.c: Demonstrate comprehension of main ideas of spoken and written language in familiar contexts.	ML2.1.2.c: Demonstrate comprehension of main ideas and some details of spoken and written language in familiar contexts.	ML3.1.2.c: Demonstrate comprehension of main ideas and some details of spoken and written language in familiar contexts.
	ML1.1.2.d: Make relevant guesses about meaning in familiar written and spoken contexts using radicals, Pinyin, and/or familiar characters.	ML2.1.2.d: Make relevant guesses about meaning in familiar written and spoken contexts using radicals, Pinyin, and/or familiar characters.	ML3.1.2.d: Make relevant guesses about meaning in familiar written and spoken contexts using radicals, Pinyin, and/or familiar characters.

	<p>Examples:</p> <p>Themes: My Local Community; My Global Community; Community Celebrations; Heroes; Stories and Traditions; Free Time Activities; Habitats; How Values are Reflected in Everyday Life</p> <p>Vocabulary Topics: Self and family, daily routines and school, health and sports, leisure, travel and weather, fashion and shopping, community and society, homes, nature and animals, environment, holidays and traditions.</p> <p>Functions: Greet and respond to greetings; introduce self and other people; exchange pleasantries; use common classroom expressions; ask for clarifications and directions; use different modes of address; state personal information; ask prices and make purchase; discuss plans; talk about common and familiar topics.</p>
--	---

Presentational Communication: *Present information in another language*

The target language proficiency that student may reach by the end of the three year learning sequence within the following contexts: Novice Mid-High

Standard	Grade 6	Grade 7	Grade 8
1.3. Learners present to an audience of listeners and readers on a variety of topics.	ML1.1.3.a: Recite developmentally appropriate rhymes, poetry, and songs.	ML2.1.3.a: Recite developmentally appropriate rhymes, poetry, and songs.	ML3.1.3.a: Recite developmentally appropriate rhymes, poetry, and songs.
	ML1.1.3.b: Describe familiar objects and topics in simple sentences.	ML2.1.3.b: Describe familiar objects and give information on common topics in simple sentences.	ML3.1.3.b: Describe familiar objects and give information on common topics in simple sentences.
	ML1.1.3.c: Retell/narrate a story using key vocabulary and sentence structures and visuals.	ML2.1.3.c: Retell/narrate a story using key vocabulary and sentence structures and visuals.	ML3.1.3.c: Retell/narrate a story using key vocabulary and sentence structures and visuals.
	ML1.1.3.d: Present simple prepared materials on learned familiar topics with some accuracy of pronunciation and tone.	ML2.1.3.d: Present simple prepared materials on learned familiar topics with some accuracy of pronunciation and tone.	ML3.1.3.d: Present prepared materials on learned familiar topics with increasing accuracy of pronunciation and tone.
	ML1.1.3.e: Write familiar words and complete sentences using pinyin and/or learned characters.	ML2.1.3.e: Write familiar words and complete sentences using pinyin and/or learned characters.	ML3.1.3.e: Begins to write short paragraphs or stories using pinyin and learned characters.
	ML1.1.3.f: Type Chinese script using pinyin with guidance.	ML2.1.3.f: Type Chinese script using pinyin with guidance.	ML3.1.3.f: Type Chinese script using pinyin with guidance.

Examples:

Themes:

My Local Community; My Global Community; Community Celebrations; Heroes; Stories and Traditions; Free Time Activities; Habitats; How Values are Reflected in Everyday Life

Vocabulary Topics:

Self and family, daily routines and school, health and sports, leisure, travel and weather, fashion and shopping, community and society, homes, nature and animals, environment, holidays and traditions.

Functions:

Greet and respond to greetings; introduce self and other people; exchange pleasantries; use common classroom expressions; ask for clarification and directions; use different modes of address; state personal information; ask prices and make purchases; discuss plans; talk about common and familiar topics.

Cultures: *Develop awareness of other cultures*

Standard	Grade 6	Grade 7	Grade 8
<p>2.1. <i>Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.</i></p>	ML1.2.1.a: Recognize and report on some practices of the Chinese culture that are clearly different from their own.	ML2.2.1.a: Recognize and report on some practices of the Chinese culture that are clearly different from their own.	ML3.2.1.a: Recognize and report on some practices of the Chinese culture that are clearly different from their own.
	ML1.2.1.b: Describe products, symbols, and contributions from the Chinese culture.	ML2.2.1.b: Describe products, symbols, and contributions from the Chinese culture.	ML3.2.1.b: Describe products, symbols, and contributions from the Chinese culture.
	ML1.2.1.c: Imitate culturally appropriate practices.	ML2.2.1.c: Begins to use culturally appropriate practices.	ML3.2.1.c: Use culturally appropriate practices comfortably.
	ML1.2.1.d: Examine factors that influence practices, products, and perspectives.	ML2.2.1.d: Examine factors that influence practices, products, and perspectives.	ML3.2.1.d: Examine factors that influence practices, products, and perspectives.
	ML1.2.1.e: Analyze and discuss cultural values reflected in arts, crafts, daily practices, and other cultural products from the Chinese culture.	ML2.2.1.e: Analyze and discuss cultural values reflected in arts, crafts, daily practices, and other cultural products from the Chinese culture.	ML3.2.1.e: Analyze and discuss cultural values reflected in arts, crafts, daily practices, and other cultural products from the Chinese culture.
	<p>Examples: Modes of address; gestures and body languages; social practices; stereotypes and cultural biases; traditional objects and materials; popular media of the target culture; festival, e.g., New Year, Lion Dance, Dragon Dance; folktales; cultural arts, e.g., calligraphy, Chinese chess, paper cutting, martial arts; loan words; significant events; historical figures; inventions; religions; architectures; folk dances; traditional values and ideas, e.g., Feng-shui</p>		

Connections: *Make connections to other content areas*

Standard	Grade 6	Grade 7	Grade 8
3.1. Learners use the target language to expand their knowledge of and make connections among multiple content areas.	ML1.3.1.a: Use simple vocabulary and/or phrases to identify familiar objects and basic concepts from other content areas.	ML2.3.1.a: Use simple vocabulary and/or phrases to identify familiar objects and basic concepts from other content areas.	ML3.3.1.a: Use simple vocabulary and/or phrases to identify familiar objects and basic concepts from other content areas.
	ML1.3.1.b: Integrate content area concepts and skills through relevant activities.	ML2.3.1.b: Integrate content area concepts and skills through relevant activities.	ML3.3.1.b: Integrate content area concepts and skills through relevant activities.
	Examples: Historical events; geography; poems; survey and report; forms of government; local news; global issues; current events; fitness e.g., Kung-Fu.		

Connections: *Access and connect information through various media*

Standard	Grade 6	Grade 7	Grade 8
3.1. Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.	ML1.3.1.a: Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.	ML2.3.1.a: Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.	ML3.3.1.a: Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.
	ML1.3.1.b: Use digital media and culturally authentic resources to study target cultures.	ML2.3.1.b: Use digital media and culturally authentic resources to study target cultures.	ML3.3.1.b: Use digital media and culturally authentic resources to study target cultures.
	Examples: Websites for language learning; online tools e.g., Voki, Voice Thread; podcasts; using internet for research; virtual environments e.g., Skype; publication of student created materials using various media.		

Comparisons: *Investigate the nature of language and culture*

Standard	Grade 6	Grade 7	Grade 8
<p>4.1. <i>Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.</i></p>	ML1.4.1.a: Recognize and use words shared between English and the Chinese language.	ML2.4.1.a: Recognize and use words shared between English and the Chinese language.	ML3.4.1.a: Recognize and use words shared between English and the Chinese language.
	ML1.4.1.b: Recognize and apply differences in writing systems.	ML2.4.1.b: Recognize and apply differences in writing systems.	ML3.4.1.b: Recognize and apply differences in writing systems.
	ML1.4.1.c: Recognize similarities and differences in simple sentence patterns between English and Chinese.	ML2.4.1.c: Recognize similarities and differences in simple sentence patterns between English and Chinese.	ML3.4.1.c: Recognize similarities and differences in simple sentence patterns between English and Chinese.
	ML1.4.1.d: Recognize some common idiomatic and colloquial expressions.	ML2.4.1.d: Recognize some common idiomatic and colloquial expressions.	ML3.4.1.d: Recognize some common idiomatic and colloquial expressions.
	ML1.4.1.e: Compare and contrast social patterns and the systems of Chinese culture and the learner's own culture.	ML2.4.1.e: Compare and contrast social patterns and the systems of Chinese culture and the learner's own culture.	ML3.4.1.e: Compare and contrast social patterns and the systems of Chinese culture and the learner's own culture.
	ML1.4.1.f: Recognize, understand, and use age-appropriate differences between male vs. female language, formal vs. informal language, and spoken vs. written language.	ML2.4.1.f: Recognize, understand, and use age-appropriate differences between male vs. female language, formal vs. informal language, and spoken vs. written language.	ML3.4.1.f: Recognize, understand, and use age-appropriate differences between male vs. female language, formal vs. informal language, and spoken vs. written language.
	<p>Examples: Stores; phone etiquette; education system; homes; courtesies; dining; going out; cities; social practices; common beliefs and values; family gatherings; celebrations; characters.</p>		

Communities: *Become an active global citizen by experiencing languages and cultures in multiple settings*

Standard	Grade 6	Grade 7	Grade 8
<p>5.1. <i>Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.</i></p>	<p>ML1.5.1.a: Share experiences from the world language classroom within the school and/or community.</p>	<p>ML2.5.1.a: Share experiences from the world language classroom within the school and/or community.</p>	<p>ML3.5.1.a: Share experiences from the world language classroom within the school and/or community.</p>
	<p>ML1.5.1.b: Recognize the use of the target language in the learner's community.</p>	<p>ML2.5.1.b: Recognize the use of the target language in the learner's community.</p>	<p>ML3.5.1.b: Recognize the use of the target language in the learner's community.</p>
	<p>ML1.5.1.c: Investigate and share with others the influences of the target language and cultures on the community.</p>	<p>ML2.5.1.c: Investigate and share with others the influences of the target language and cultures on the community.</p>	<p>ML3.5.1.c: Investigate and share with others the influences of the target language and cultures on the community.</p>
	<p>ML1.5.1.d: Experience the cuisine, music, drama, literature, etc. from the target cultures</p>	<p>ML2.5.1.d: Experience the cuisine, music, drama, literature, etc. from the target cultures</p>	<p>ML3.5.1.d: Experience the cuisine, music, drama, literature, etc. from the target cultures</p>
	<p>Examples: Make presentations and/or perform at a community event; watch movies; read magazines; join a club; e-pal/pen pal; travel, language camps.</p>		



Chinese Benchmarks 9-12 in 6-12 sequence

Interpersonal Communication: *Speak and Write in another language*

The target language proficiency that student may reach by the end of the seven year learning sequence (6-12) within the following contexts: Intermediate Low-Mid

Standard	Grade 9-Level 2	Grade 10-Level 3	Grade 11-Level 4	Grade 12-Level 5
1.1. Learners engage in spoken and written conversations on a variety of topics.	HL2.1.1.a: Make requests and ask questions in a variety of social situations.	HL3.1.1.a: Make requests and ask questions in a variety of social situations.	HL4.1.1.a: Make requests and ask different types of questions in a variety of social situations.	HL5.1.1.a: Make requests and ask different types of questions in a culturally appropriate manner.
	HL2.1.1.b: Exchange information and ideas with some details on common familiar topics.	HL3.1.1.b: Exchange information and ideas with some details on common familiar topics.	HL4.1.1.b: Exchange detailed information and opinions in written form on a variety of topics.	HL5.1.1.b: Exchange detailed information and opinions in written form on a variety of topics and in a culturally appropriate manner.
	HL2.1.1.c: Recognize and use situation-appropriate non-verbal communication.	HL3.1.1.c: Recognize and use situation-appropriate non-verbal communication.	HL4.1.1.c: Recognize and use situation-appropriate non-verbal communication.	HL5.1.1.c: Recognize and use situation-appropriate non-verbal communication.
	HL2.1.1.d: Use speaking and listening strategies to facilitate communication.	HL3.1.1.d: Use speaking and listening strategies to facilitate communication.	HL4.1.1.d: Use speaking and listening strategies to facilitate communication.	HL5.1.1.d: Use speaking and listening strategies to facilitate communication.
	HL2.1.1.e: Participate in brief conversations with some guidance on familiar topics emphasizing previously-learned material.	HL3.1.1.e: Participate in brief conversations with some guidance on familiar topics emphasizing previously-learned material.	HL4.1.1.e: Initiate, sustain, and close conversations in limited yet varied situations.	HL5.1.1.e: Interact in culturally and socially authentic and/or simulated situations.

	<p>Examples:</p> <p>Themes: Our Global Community; Diversity Shapes Our Community; Chinese Banquet; Culture Traditions; Axioms and Expressions in Chinese Stories; Mystery Story; Create a Peaceful World; China Today; China’s Role in Global Affairs How Will History Shape the Future of the World?; The Creative Life – Art and Technology in the World; What’s Fair?</p> <p>Vocabulary Topics: Identity, daily life, nature, environment, vacations, regional cuisine, holidays, travel, traditions, modernization, customs, global issues, fine arts, music, historical events, literature, science, career, dreams.</p> <p>Functions: Participate in a guided discussion; ask and answer questions with some details; express feelings and attitudes; discuss problems and give advices; create with the languages about familiar topics; give reasons in a simple form; state opinions; summarize short stories and narratives; narrate a story and event on familiar topics.</p>
--	--

Interpretive Communication: *Interpret information in another language*

The target language proficiency that student may reach by the end of the seven year learning sequence (6-12) within the following contexts: Intermediate Low-Mid

Standard	Grade 9-Level 2	Grade 10-Level 3	Grade 11-Level 4	Grade 12-Level 5
1.2. Learners interpret spoken and written language on a variety of topics.	HL2.1.2.a: Respond accurately and appropriately to everyday requests, commands, and directions.	HL3.1.2.a: Respond accurately and appropriately to everyday requests, commands, and directions.	HL4.1.2.a: Respond accurately and appropriately to everyday requests, commands, and directions.	HL5.1.2.a: Respond accurately and appropriately to everyday requests, commands, and directions.
	HL2.1.2.b: Identify meanings of learned words, phrases, and expressions written in characters and pinyin.	HL3.1.2.b: Identify meanings of learned words, phrases, and expressions written in characters and pinyin.	HL4.1.2.b Identify meanings of learned words, phrases, and expressions written in characters and pinyin.	HL5.1.2.b: Identify meanings of learned words, phrases, and expressions written in characters and pinyin.
	HL2.1.2.c: Demonstrate comprehension of authentic written and spoken language through developmentally appropriate tasks.	HL3.1.2.c: Demonstrate comprehension of authentic written and spoken language through developmentally appropriate tasks.	HL4.1.2.c: Demonstrate comprehension of authentic written and spoken language through developmentally appropriate tasks.	HL5.1.2.c: Demonstrate comprehension of authentic written and spoken language through developmentally appropriate tasks.
	HL2.1.2.d Make educated guesses about meaning in unfamiliar written and spoken texts using characters, tone, and contextual clues.	HL3.1.2.d: Make educated guesses about meaning in unfamiliar written and spoken texts using characters, tone, and contextual clues.	HL4.1.2.d: Make educated guesses about meaning in unfamiliar written and spoken texts using characters, tone, and contextual clues.	HL5.1.2.d Make educated guesses about meaning in unfamiliar written and spoken texts using characters, tone, and contextual clues.

	<p>Examples:</p> <p>Themes: Our Global Community; Diversity Shapes Our Community; Chinese Banquet; Culture Traditions; Axioms and Expressions in Chinese Stories; Mystery Story; Create a Peaceful World; China Today; China’s Role in Global Affairs How Will History Shape the Future of the World?; The Creative Life – Art and Technology in the World; What’s Fair?</p> <p>Vocabulary Topics: Identity, daily life, nature, environment, vacations, regional cuisine, holidays, travel, traditions, modernization, customs, global issues, fine arts, music, historical events, literature, science, career, dreams.</p> <p>Functions: Participate in a guided discussion; ask and answer questions with some details; express feelings and attitudes; discuss problems and give advices; create with the languages about familiar topics; give reasons in a simple form; state opinions; summarize short stories and narratives; narrate a story and event on familiar topics</p>
--	---

Presentational Communication: *Present information in another language*

The target language proficiency that student may reach by the end of the seven year learning sequence (6-12) within the following contexts: Intermediate Low-Mid

Standard	Grade 9-Level 2	Grade 10-Level 3	Grade 11-Level 4	Grade 12-Level 5
1.3. Learners present to an audience of listeners and readers on a variety of topics.	HL2.1.3.a: Recite developmentally appropriate rhymes, proverbs, poems, and songs.	HL3.1.3.a: Recite developmentally appropriate rhymes, proverbs, poems, and songs.	HL4.1.3.a: Recite developmentally appropriate rhymes, proverbs, poems, and songs.	HL5. 1.3.a: Recite developmentally appropriate rhymes, proverbs, poems, and songs.
	HL2.1.3.b: Describe familiar objects and give information on common topics with more complicated sentence structures.	HL3.1.3.b: Describe familiar objects and give information on common and some unfamiliar topics with more complicated sentence structures.	HL4.1.3.b: Describe familiar objects and give information on common and some unfamiliar topics with more complicated sentence structures.	HL5.1.3.b: Describe familiar objects and give information on common and some unfamiliar topics with more complicated sentence structures.
	HL2.1.3.c: Retell a story or narrate an event using key vocabulary and sentence structures.	HL3.1.3.c: Retell a story or narrate an event using key vocabulary and sentence structures.	HL4.1.3.c: Retell a story or narrate an event using key vocabulary and sentence structures.	HL5.1.3.c: Retell a story or narrate an event using key vocabulary and sentence structures.
	HL2.1.3.d: Write words, complete sentences, and short paragraphs using pinyin and/or learned characters.	HL3.1.3.d Write words, complete sentences, and short paragraphs using pinyin and/or learned characters.	HL4.1.3.d Write words, complete sentences, and short paragraphs using pinyin and/or learned characters.	HL5.1.3.d: Write words, complete sentences, and short paragraphs using pinyin and/or learned characters.
	HL2.1.3.e: Type Chinese script using pinyin with some help.	HL3.1.3.e: Type Chinese script using pinyin with some help.	HL4.1.3.e: Type Chinese script using pinyin with less help.	HL5.1.3.e: Type Chinese script using pinyin more independently.
	HL2.1.3.f: Produce and present creative materials over common familiar topics in both written and spoken forms with increasing accuracy of pronunciation and tone.	HL3.1.3.f: Produce and present creative materials over common familiar topics in both written and spoken forms with increasing accuracy of pronunciation and tone.	HL4.1.3.f: Produce and present creative materials over some range of variety topics in both written and spoken forms with increasing accuracy of pronunciation and tone.	HL5.1.3.f: Produce and present creative materials over some range of variety topics in both written and spoken forms with increasing accuracy of pronunciation and tone.

	<p>Examples:</p> <p>Themes: Our Global Community; Diversity Shapes Our Community; Chinese Banquet; Culture Traditions; Axioms and Expressions in Chinese Stories; Mystery Story; Create a Peaceful World; China Today; China’s Role in Global Affairs How Will History Shape the Future of the World?; The Creative Life – Art and Technology in the World; What’s Fair?</p> <p>Vocabulary Topics: Identity, daily life, nature, environment, vacations, regional cuisine, holidays, travel, traditions, modernization, customs, global issues, fine arts, music, historical events, literature, science, career, dreams.</p> <p>Functions: Participate in a guided discussion; ask and answer questions with some details; express feelings and attitudes; discuss problems and give advices; create with the languages about familiar topics; give reasons in a simple form; state opinions; summarize short stories and narratives; narrate a story and event on familiar topics</p>
--	---

Cultures: *Develop awareness of other cultures*

Standard	Grade 9-Level 2	Grade 10-Level 3	Grade 11-Level 4	Grade 12-Level 5
<p>2.1. <i>Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.</i></p>	HL2.2.1.a: Recognize and report on some practices of the target culture that are clearly different from their own.	HL3.2.1.a: Recognize and reflect on some practices of the target culture and their own cultures.	HL4.2.1.a: Analyze and reflect on cultural practices of the target culture and their own cultures.	HL5.2.1.a: Analyze and reflect on cultural practices of the target culture and their own cultures.
	HL2.2.1.b: Describe and discuss products, symbols, and contributions from the target culture.	HL3.2.1.b: Describe and discuss products, symbols, and contributions from the target culture.	HL4.2.1.b: Analyze and discuss products, perspectives, and symbols of the target cultures.	HL5.2.1.b: Analyze and discuss products, perspectives, and symbols of the target cultures.
	HL2.2.1.c: Imitate culturally appropriate practices.	HL3.2.1.c Demonstrate culturally appropriate practices with some confidence.	HL4.2.1.c: Demonstrate culturally appropriate practices with increasing confidence.	HL5.2.1.c: Demonstrate culturally appropriate practices with ease.
	HL2.2.1.d: Examine factors that influence practices, products, and perspectives.	HL3.2.1.d: Discuss factors that influence practices, products, and perspectives.	HL4.2.1.d: Explain the interrelations among the practices, products, and perspectives of the target cultures.	HL5.2.1.d Explain the interrelations among the practices, products, and perspectives of the target cultures.
	HL2.2.1.e: Analyze and discuss cultural values reflected in arts, crafts, daily practices, and other cultural products from the target culture.	HL3.2.1.e: Analyze and discuss cultural values reflected in arts, crafts, daily practices, and other cultural products from the target culture.	HL4.2.1.e: Analyze and discuss the origin of significant events, contributions, products from the target culture.	HL5.2.1.e: Analyze and discuss the origin of significant events, contributions, products from the target culture.
				HL5.2.1.f: Make predictions about factors that influence practices, products, and perspectives.
	<p>Examples: Modes of address; gestures and body languages; social practices; stereotypes and cultural biases; traditional objects and materials; popular media of the target culture; festival, e.g., New Year, Lion Dance, Dragon Dance; folktales; cultural arts, e.g., calligraphy, Chinese chess, paper cutting, martial arts; loan words; significant events; historical figures; inventions; religions; architectures; folk dances; traditional values and ideas.</p>			

Connections: *Make connections to other content areas*

Standard	Grade 9-Level 2	Grade 10-Level 3	Grade 11-Level 4	Grade 12-Level 5
3.1. <i>Learners use the target language to expand their knowledge of and make connections among multiple content areas.</i>	HL2.3.1.a: Use simple vocabulary and/or phrases to identify familiar objects and basic concepts from other content areas.	HL3.3.1.a: Use simple vocabulary and/or phrases to identify familiar objects and basic concepts from other content areas.	HL4.3.1.a: Use learned vocabulary and phrases to explain concepts from other content areas.	HL5.3.1.a: Use learned vocabulary and phrases to explain concepts and expand understanding of it from other content areas.
	HL2.3.1.b: Integrate content area concepts and skills through relevant activities.	HL3.3.1.b: Integrate content area concepts and skills through relevant activities.	HL4.3.1.b: Design and share activities and materials that integrate the target language and cultures with other content area concepts and skills.	HL5.3.1.b: Design and share activities and materials that integrate the target language and cultures with other content area concepts and skills.
	Examples: Historical events; geography; poems; survey and report; forms of government; local news; global issues; current events; fitness e.g., Kung-Fu.			

Connections: *Access and connect information through various media*

Standard	Grade 9-Level 2	Grade 10-Level 3	Grade 11-Level 4	Grade 12-Level 5
3.2. <i>Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.</i>	HL2.3.2.a: Use various media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.	HL3.3.2.a: Use various media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.	HL4.3.2.a: Use various media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.	HL5.3.2.a: Use various media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.
	HL2.3.2.b: Use digital media and culturally authentic resources to study target cultures.	HL3.3.2.b: Use digital media and culturally authentic resources to study target cultures.	HL4.3.2.b: Use digital media and culturally authentic resources to study target cultures.	HL5.3.2.b: Use digital media and culturally authentic resources to study target cultures.
	Examples: Websites for language learning; online tools ex., Voki, Voice Threads; podcasts; using internet for research; virtual environments e.g., Skype; publication of student created materials using various media.			

Comparisons: *Investigate the nature of language and culture*

Standard	Grade 9-Level 2	Grade 10-Level 3	Grade 11-Level 4	Grade 12-Level 5
<p>4.1. <i>Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.</i></p>	HL2.4.1.a: Recognize and use words shared between English and the target language.	HL3.4.1.a: Recognize and use words shared between English and the target language.	HL4.4.1.a: Recognize and use words shared between English and the target language.	HL5.4.1.a Recognize and use words shared between English and the target language.
	HL2.4.1.b: Recognize and apply differences in writing systems.	HL3.4.1.b: Recognize and apply differences in writing systems.	HL4.4.1.b: Recognize and apply differences in writing systems.	HL5.4.1.b Recognize and apply differences in writing systems.
	HL2.4.1.c: Recognize simple sentence patterns.	HL3.4.1.c: Recognize sentence patterns that are different from English.	HL4.4.1.c: Recognize and use simple sentence patterns and that are different from English.	HL5.4.1.c: Recognize and use complex language structures.
	HL2.4.1.d: Compare and contrast social patterns and the systems of the target culture and learner' own culture.	HL3.4.1.d: Compare and contrast social patterns and the systems of the target culture with their own.	HL4.4.1.d: Compare and contrast social patterns and the systems of the target culture with their own.	HL5.4.1.d: Compare and contrast social patterns and the systems of the target culture with their own.
	HL2.4.1.e: Recognize some common idiomatic and colloquial expressions.	HL3.4.1.e: Recognize and show understanding of some common idiomatic and colloquial expressions.	HL4.4.1.e: Show understanding of and use some common idiomatic and colloquial expressions.	HL5.4.1.e: Show understanding of and use some common idiomatic and colloquial expressions.
	HL2.4.1.f: Recognize, understand, and use age-appropriate differences between male vs. female language, formal vs. informal language, and spoken vs. written language.	HL3.4.1.f: Recognize, understand, and use age-appropriate differences between male vs. female language, formal vs. informal language, and spoken vs. written language.	HL4.4.1.f: Recognize, understand, and use age-appropriate differences between male vs. female language, formal vs. informal language, and spoken vs. written language.	HL5.4.1.f: Recognize, understand, and use age-appropriate differences between male vs. female language, formal vs. informal language, and spoken vs. written language.
			HL4.4.1.g: Compare and contrast elements that shape cultural identity in the learner's heritage and in the target cultures.	HL5.4.1.g: Compare and contrast elements that shape cultural identity in the learner's heritage and in the target cultures.
	<p>Examples: Stores; phone etiquette; education system; homes; courtesies; dining; going out; cities; social practices; common beliefs and values; family gatherings; celebrations; characters.</p>			

Communities: *Become an active global citizen by experiencing languages and cultures in multiple settings*

Standard	Grade 9-Level 2	Grade 10-Level 3	Grade 11-Level 4	Grade 12-Level 5	
<p>5.1. <i>Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.</i></p>	<p>HL2.5.1.a: Share experiences from the world language classroom with others.</p>	<p>HL3.5.1.a: Share experiences from the world language classroom with others.</p>	<p>HL4.5.1.a: Share experiences from the world language classroom with others.</p>	<p>HL5.5.1.a: Share experiences from the world language classroom with others.</p>	
	<p>HL2.5.1.b: Investigate and share with other the influences of the target language and cultures on the community.</p>	<p>HL3.5.1.b: Investigate and share with other the influences of the target language and cultures on the community.</p>	<p>HL4.5.1.b: Explain how the target language and/or cultures have impacted other communities.</p>	<p>HL5.5.1.b: Explain how the target language and/or cultures have impacted other communities.</p>	
	<p>HL2. 5.1.c: Experience the cuisine, music, drama, literature, etc. from the target cultures</p>	<p>HL3.5.1.c: Experience the cuisine, music, drama, literature, etc. from the target cultures</p>	<p>HL4.5.1.c: Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.</p>	<p>HL5.5.1.c: Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.</p>	
					<p>HL5.5.1.d: Research and present about a local and/or global need that is identified as authentic by the cultures of the target language.</p>
	<p>Examples: Make presentations and/or perform at a community event; watch movies; read magazines; join a club; e-pal/pen pal; travel, language camps.</p>				