

MPS Chinese Benchmarks: Grade K-2 in K-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 Low

Standard	Kindergarten	Grade 1	Grade 2
1.1. Learners engage in spoken and written conversations on a variety of topics.	K.1.1.a: Recognize and express basic greetings and farewells.	1.1.1.a: Recognize and express multiple greetings and farewells.	2.1.1.a: Accurately use multiple greetings and farewells.
	K.1.1.b: Recognize and respond to basic vocabulary within the context of the classroom curriculum.	1.1.1.b: Recognize and respond to basic vocabulary within the context of the classroom curriculum.	2.1.1.b Recognize and respond to basic vocabulary within the context of the classroom curriculum.
	K.1.1.c: Recognize and express basic likes, dislikes, and feelings through single-word responses.	1.1.1.c: Recognize and express likes, dislikes, and feelings in single-word responses.	2.1.1.c Recognize and express a variety of likes, dislikes, and feelings in multi-word responses.
	K.1.1.d: Recognize and use situation-appropriate non-verbal communication.	1.1.1.d: Recognize and use situation – appropriate non-verbal communication.	2.1.1.d: Recognize and use situation-appropriate non-verbal communication.
<p>Examples: Themes: Who We Are; People I Care About; Sharing in the Community; Sharing the Planet; Where We are in Place and Time; Animals in our World; How We Organize Ourselves; How We Express Ourselves;</p> <p>Vocabulary Topics: Colors and numbers, animals, transportation words, celebrations, family, body parts, calendar, food, weather, Moon Festival, Chinese New Year, Dragon Boat Festival</p> <p>Functions: Respond to visual cues; greet; respond with yes / no, one word or learned phrases; name and label familiar objects; express courtesies; express likes and dislikes.</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 Low

Standard	Kindergarten	Grade 1	Grade 2
1.2. Learners interpret spoken and written language on a variety of familiar curricular topics.	K.1.2.a Demonstrate comprehension of familiar words and phrases.	1.1.2.a: Demonstrate comprehension of familiar words and phrases.	2.1.2.a: Demonstrate comprehension of familiar words and phrases.
	K.1.2.b: Recognize sounds and characters of familiar words.	1.1.2.b: Recognize sounds and characters of familiar words.	2.1.2.b: Recognize sounds and characters of familiar words.
<p>Examples: Themes: Who We Are; People I Care About; Sharing in the Community; Sharing the Planet; Where We are in Place and Time; Animals in our World; How We Organize Ourselves; How We Express Ourselves;</p> <p>Vocabulary Topics: Colors and numbers, animals, transportation words, celebrations, family, body parts, calendar, food, weather, Moon Festival, Chinese New Year, Dragon Boat Festival</p> <p>Functions: Respond to visual cues; greet; respond with yes / no, one word or learned phrases; name and label familiar objects; express courtesies; express likes and dislikes.</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 Low

Standard	Kindergarten	Grade 1	Grade 2
1.3. Learners present to an audience of listeners and readers on a variety of topics.	K.1.3.a: Recite developmentally appropriate rhymes, poetry, and songs from Chinese culture.	1.1.3.a: Recite developmentally appropriate rhymes, poetry, and songs from Chinese culture.	2.1.3.a: Recite developmentally appropriate rhymes, poetry, and songs from Chinese culture.
	K.1.3.b: Present simple prepared material with teacher guidance.	1.1.3.b: Present simple prepared material with teacher guidance.	2.1.3.b: Present simple prepared material with teacher guidance.
	K. 1.3.c: Copy simple characters.	1.1.3.c: Copy simple characters.	2.1.3.c: Copy simple characters.
	K.1.3.d: Describe familiar objects in simple sentences with teacher guidance:	1.1.3.d: Describe familiar objects in simple sentences with teacher guidance:	2.1.3.d: Describe familiar objects in simple sentences with teacher guidance.
	<p>Examples: Themes: Who We Are; People I Care About; Sharing in the Community; Sharing the Planet; Where We are in Place and Time; Animals in our World; How We Organize Ourselves; How We Express Ourselves;</p> <p>Vocabulary Topics: Colors and numbers, animals, transportation words, celebrations, family, body parts, calendar, food, weather, Moon Festival, Chinese New Year, Dragon Boat Festival</p> <p>Functions: Respond to visual cues; greet; respond with yes / no, one word or learned phrases; name and label familiar objects; express courtesies; express likes and dislikes.</p>		

Cultures: *Develop awareness of other cultures*

Standard	Kindergarten	Grade 1	Grade 2
2.1. Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.	K.2.1.a: Recognize basic routine practices of Chinese cultures.	1. 2.1.a: Recognize basic routine practices of Chinese cultures.	2. 2.1.a: Recognize basic routine practices of Chinese cultures.
	K.2.1.b: Identify products and symbols of Chinese cultures.	1.2.1.b: Identify products and symbols of Chinese cultures.	2.2.1.b: Identify products and symbols of Chinese cultures.
<p>Examples: Greeting practices, folktales, songs and games, cultural objects, e.g., chopsticks, cultural activities and foods, e.g., New Year's celebration, Lion Dance, Dragon Boat Festival.</p>			

Connections: *Make connections to other content areas*

Standard	Kindergarten	Grade 1	Grade 2
3.1. Learners use the target language to expand their knowledge of and make connections among multiple content areas.	K.3.1.a: Use simple vocabulary and/or phrases to identify familiar objects and basic concepts from other content areas.	1.3.1.a: Use simple vocabulary and/or phrases to identify familiar objects and basic concepts from other content areas.	2.3.1.a: Use simple vocabulary and/or phrases to identify familiar objects and basic concepts from other content areas.
	K.3.1.b: Integrate content area concepts and skills through relevant activities.	1.3.1.b: Integrate content area concepts and skills through relevant activities.	2.3.1.b: Integrate content area concepts and skills through relevant activities.
	Examples: Counting, nature, life cycles, e.g., “Very Hungry Caterpillar” in Chinese,		

Connections: *Access and connect information through various media*

Standard	Kindergarten	Grade 1	Grade 2
3.2. Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources	K. 3.2.a: Use various media and culturally authentic resources to build vocabulary.	1.3.2.a: Use various media and culturally authentic resources to build vocabulary.	2.3.2.a: Use various media and culturally authentic resources to build vocabulary.
	Examples: Developmentally appropriate language websites, children’s video programs, children’s literature, photographs, posters		

Comparisons: *Investigate the nature of language and culture*

Standard	Kindergarten	Grade 1	Grade 2
4.1. Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.	K.4.1.a: Recognize words shared between English and Chinese.	1.4.1.a: Recognize words shared between English and Chinese.	2.4.1.a: Recognize words shared between English and Chinese.
	K.4.1.b Recognize basic differences in writing systems.	1.4.1.b: Recognize basic differences in writing systems.	2.4.1.b: Recognize basic differences in writing systems.
	K.4.1.c: Identify some daily living patterns of Chinese culture and compare them to those of the learner's culture.	1.4.1.c: Identify some daily living patterns of Chinese culture and compare them to those of the learner's culture.	2.4.1.c: Identify some daily living patterns of Chinese culture and compare them to those of the learner's culture.
	K. 4.1.d: Recognize celebrations and holidays of Chinese culture and compare them to those of the learner's culture.	1.4.1.d: Recognize celebrations and holidays of Chinese culture and compare them to those of the learner's culture.	2.4.1.d: Recognize celebrations and holidays of Chinese culture and compare them to those of the learner's culture.
	K.4.1.e: Recognize unique cultural products from Chinese culture.	1.4.1.e: Recognize unique cultural products from Chinese culture.	2.4.1.e: Recognize unique cultural products from Chinese culture.
<p>Examples: Common objects and symbols, e.g., flags, writing systems, celebrations, calendar, daily practices, social practices, eating, school day.</p>			

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

Standard	Kindergarten	Grade 1	Grade 2
5.1. Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.	K.5.1.a: Share experiences from the world language classroom within the school and/or community.	1.5.1.a: Share experiences from the world language classroom within the school and/or community.	2.5.1.a: Share experiences from the world language classroom within the school and/or community.
	K.5.1.b: Recognize the use of the target language in the learner’s community.	1.5.1.b: Recognize the use of the target language in the learner’s community.	2.5.1.b: Recognize the use of the target language in the learner’s community.
	K.5.1.c: Experience the cuisine, music, drama, literature, etc. from Chinese culture.	1.5.1.c: Experience the cuisine, music, drama, literature, etc. from Chinese culture.	2.5.1.c: Experience the cuisine, music, drama, literature, etc. from Chinese culture.
	<p>Examples: Share learning with family and friends; invite native speakers; field trips to local restaurants, museums, stores; present or perform at a community event; make signs to label school areas.</p>		

MPS Chinese Benchmarks: Grade 3-5 in K-12 Sequence

Interpersonal Communicate: *Write and speak 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*

Standard	Grade 3	Grade 4	Grade 5
1.1. Learners engage in spoken and written conversations on a variety of topics.	3.1.1.a: Participate in brief guided conversations emphasizing previously-learned material.	4.1.1.a: Participate in brief guided conversations emphasizing previously-learned material.	5.1.1.a: Participate in brief conversations emphasizing previously-learned material.
	3.1.1.b: Recognize and state information about animals and directions.	4.1.1.b: Recognize and state basic information about self, family.	5.1.1.b: Recognize and state basic information about self, family.
	3.1.1.c: Make basic requests.	4.1.1.c: Make requests and ask basic questions.	5.1.1.c: Make requests and ask different types of questions.
	3.1.1.d: Recognize and use situation-appropriate non-verbal communication.	4.1.1.d: Recognize and use situation-appropriate non-verbal communication.	5.1.1.d: Recognize and use situation-appropriate non-verbal communication.
	<p>Examples: Themes: Who We Are; How We Organize Ourselves; Where We are in Place and Time; How the World Works; Sharing the Planet; Going to a New Place; Performing Arts, How We Express Ourselves</p> <p>Vocabulary Topics: Directions, currency, animals, colors, directions, shapes, size, locations.</p> <p>Functions: Greet and respond to greetings; introduce self and other people; exchange pleasantries; use common classroom expressions; ask for clarification; use different modes of address; state personal information; exchange simple descriptions of people, animals, and surroundings; ask prices.</p>		

Interpretive Communication: *Interpret information in another language*

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

Standard	Grade 3	Grade 4	Grade 5
1.2. Learners interpret spoken and written language on a variety of topics.	3.1.2.a: Understand and respond to simple requests, commands, and directions.	4.1.2.a Understand and respond to simple requests, commands, and directions.	5.1.2.a Understand and respond to simple requests, commands, and directions.
	3.1.2.b: Recognize familiar words and basic characters.	4.1.2.b: Recognize familiar words and basic characters.	5.1.2.b: Recognize familiar words and basic characters.
	3.1.2.c: Demonstrate comprehension of authentic written and spoken language through developmentally appropriate tasks.	4.1.2.c: Demonstrate comprehension of authentic written and spoken language through developmentally appropriate tasks.	5.1.2.c: Demonstrate comprehension of authentic written and spoken language through developmentally appropriate tasks.
	<p>Examples:</p> <p>Themes: Who We Are; How We Organize Ourselves; Where We are in Place and Time; How the World Works; Sharing the Planet; Going to a New Place; Performing Arts, How We Express Ourselves</p> <p>Vocabulary Topics: Directions, currency, animals, colors, directions, shapes, size, locations.</p> <p>Functions: Greet and respond to greetings; introduce self and other people; exchange pleasantries; use common classroom expressions; ask for clarification; use different modes of address; state personal information; exchange simple descriptions of people, animals, and surroundings; ask prices.</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

Standard	Grade 3	Grade 4	Grade 5
1.3. Learners present to an audience of listeners and readers on a variety of topics.	3.1.3.a: Recite developmentally appropriate rhymes, poems, and songs.	4.1.3.a: Recite developmentally appropriate rhymes, poems, and songs.	5.1.3.a: Recite developmentally appropriate rhymes, poems, and songs.
	3.1.3.b: Present simple prepared material on common familiar topics.	4.1.3.b: Present prepared material on common familiar topics.	5.1.3.b: Present prepared material on common familiar topics.
	3.1.3.c: Write familiar words using characters and pinyin with guidance.	4.1.3.c: Write familiar words and sentences using characters and pinyin.	5.1.3.c: Write familiar words and sentences using characters and pinyin.
	<p>Examples:</p> <p>Themes: Who We Are; How We Organize Ourselves; Where We are in Place and Time; How the World Works; Sharing the Planet; Going to a New Place; Performing Arts, How We Express Ourselves</p> <p>Vocabulary Topics: Directions, currency, animals, colors, directions, shapes, size, locations.</p> <p>Functions: Greet and respond to greetings; introduce self and other people; exchange pleasantries; use common classroom expressions; ask for clarification; use different modes of address; state personal information; exchange simple descriptions of people, animals, and surroundings; ask prices.</p>		

Cultures: *Develop awareness of other cultures*

Standard	Grade 3	Grade 4	Grade 5
2.1. Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.	3.2.1.a: Understand basic geography of Chinese speaking countries.	4.2.1.a: Understand inventions originating from Chinese speaking countries.	5.2.1.a: Understand performing arts of Chinese speaking countries.
	3.2.1.b: Compare products and symbols of Chinese cultures.	4.2.1.b: Describe products and symbols of Chinese cultures.	5.2.1.b: Describe products and symbols of Chinese cultures.
	<p>Examples: Greetings, folktales, festivals, e.g., New Year, cultural arts, e.g., shadow puppet show, paper cutting, martial arts, Inventions.</p>		

Connections: *Make connections to other content areas*

Standard	Grade 3	Grade 4	Grade 5
3.1. Learners use the target language to expand their knowledge of and make connections among multiple content areas.	3.3.1.a: Describe objects and concepts from other content areas.	4.3.1.a: Describe objects and concepts from other content areas.	5.3.1.a: Describe objects and concepts from other content areas.
	3.3.1.b: Integrate content area concepts and skills through relevant activities.	4.3.1.b: Integrate content area concepts and skills through relevant activities.	5.3.1.b: Integrate content area concepts and skills through relevant activities.
	Examples: Map skills, geography, calculation of quantities using addition and subtraction.		

Connections: *Access and connect information through various media*

Standard	Grade 3	Grade 4	Grade 5
3.2. Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.	3.3.2.a: Use various media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.	4.3.2.a: Use various media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.	5.3.2.a: Use various media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.
	4.3.2.b: Use digital media and culturally authentic resources to study Chinese culture.	4.3.2.b: Use digital media and culturally authentic resources to study Chinese culture.	5.3.2.b: Use digital media and culturally authentic resources to study Chinese culture.
	Examples: Developmentally appropriate language websites, children’s video programs, children’s literature, photographs, posters.		

Comparisons: *Investigate the nature of language and culture*

Standard	Grade 3	Grade 4	Grade 5
4.1. Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.	3.4.1.a: Recognize words shared between English and Chinese language.	4.4.1.a: Recognize words shared between English and Chinese language.	5.4.1.a: Recognize words shared between English and Chinese language.
	3.4.1.b: Recognize basic differences in writing systems.	4.4.1.b: Recognize basic differences in writing systems.	5.4.1.b: Recognize basic differences in writing systems.
	3.4.1.c: Recognize and use simple language structures.	4.4.1.c: Recognize and use simple language structures.	5.4.1.c: Recognize and use simple language structures.
	3.4.1.d: Describe and examine the daily living patterns of and traditions of Chinese culture and compare them to the learner's own culture.	4.4.1.d: Describe and examine the daily living patterns of and traditions of Chinese culture and compare them to the learner's own culture.	5.4.1.d: Describe and examine the daily living patterns and traditions of Chinese culture and compare them to the learner's own culture.
	3.4.1.e: Recognize contributions from Chinese culture.	4.4.1.e: Recognize contributions from Chinese culture.	5.4.1.e: Recognize contributions from Chinese culture.
	Examples: New Year's celebration, cultural performances, e.g., Lion Dance, eating, school, arts, inventions.		

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

Standard	Grade 3	Grade 4	Grade 5
<p>5.1. Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.</p>	<p>3.5.1.a: Share experiences from the world language classroom within the school and/or community.</p>	<p>4.5.1.a: Share experiences from the world language classroom within the school and/or community.</p>	<p>5.5.1.a: Share experiences from the world language classroom within the school and/or community.</p>
	<p>3.5.1.b: Recognize the use of the target language in the learner's community.</p>	<p>4.5.1.b Recognize the use of the target language in the learner's community.</p>	<p>5.5.1.b: Recognize the use of the target language in the learner's community.</p>
	<p>3.5.1.c: Experience the cuisine, music, drama, literature, etc. from Chinese culture.</p>	<p>4.5.1.c: Experience the cuisine, music, drama, literature, etc. from Chinese culture.</p>	<p>5.5.1.c: Experience the cuisine, music, drama, literature, etc. from Chinese culture.</p>
	<p>Examples: Share learning with family and friends; invite native speakers; take field trips to local restaurants, museums, stores; present or perform at a community event; create signs to label school/classroom.</p>		



MPS Chinese Benchmarks: Grade 6-8 in K-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.	6.1.1.a: Exchange familiar information and opinions orally.	7.1.1.a: Exchange more detailed information and opinions orally.	8.1.2.a: Exchange more detailed information and opinions orally.
	6.1.1.b: Exchange familiar information and opinions in written form.	7.1.1.b: Exchange more detailed information and opinions in written form.	8.1.1.b: Exchange more detailed information and opinions in written form.
	6.1.1.c: Make requests and ask different types of questions in social situations.	7.1.1.c: Make requests and ask different types of questions in social situations.	8.1.1.c: Make requests and ask different types of questions in social situations.
	6.1.1.d: Recognize and use situation-appropriate non-verbal communication.	7.1.1.d: Recognize and use situation-appropriate non-verbal communication.	8.1.1.d: Recognize and use situation-appropriate non-verbal communication.
	6.1.1.e: Use speaking and listening strategies to facilitate communication.	7.1.1.e: Use speaking and listening strategies to facilitate communication.	8.1.1.e: Use speaking and listening strategies to facilitate communication.
<p>Examples: Themes: People Around Me; My Friends and I; My Local Community; My Global Community; Community Celebrations; Stories of the Culture; Traditions; Heroes; Free Time Activities; Places to Go; Habitats;</p> <p>Vocabulary Topics: Personalities, physical characteristics, modes of transportation, environment, schedules, daily routine, stores, fashion, shopping, health and sports, community, society, traditions and holidays.</p> <p>Functions: Ask and give information about basic learned topics; express preferences; talk about everyday activities; daily routines; make plans; use numbers to express quantities, cost, time, make purchases, and dates in simple situations; make requests; make/accept/refuse invitations; make social arrangements; make transactions; make purchases and order in restaurant.</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.	6.1.2.a: Respond to classroom requests, commands, and directions.	7.1.2.a: Respond to classroom requests, commands, and directions.	8.1.2.a: Respond accurately to classroom requests, commands, and directions.
	6.1.2.b: Recognize familiar words and phrases written in pinyin and/or characters.	7.1.2.b: Recognize familiar words and phrases written in pinyin and/or characters.	8.1.2.b: Recognize familiar words and phrases written in pinyin and/or characters.
	6.1.2.c: Demonstrate comprehension of authentic written and spoken language through developmentally appropriate tasks.	7.1.2.c: Demonstrate comprehension of authentic written and spoken language through developmentally appropriate tasks.	8.1.2.c: Demonstrate comprehension of authentic written and spoken language through developmentally appropriate tasks.
	6.1.2.d: Make educated guesses about meaning in familiar written and spoken contexts using contextual clues.	7.1.2.d: Make educated guesses about meaning in familiar written and spoken contexts using contextual clues.	8.1.2.d: Make educated guesses about meaning in familiar written and spoken contexts using contextual clues.
<p>Examples:</p> <p>Themes: People Around Me; My Friends and I; My Local Community; My Global Community; Community Celebrations; Stories of the Culture; Traditions; Heroes; Free Time Activities; Places to Go; Habitats;</p> <p>Vocabulary Topics: Personalities, physical characteristics, modes of transportation, environment, schedules, daily routine, stores, fashion, shopping, health and sports, community, society, traditions and holidays.</p> <p>Functions: Ask and give information about basic learned topics; express preferences; talk about everyday activities; daily routines; make plans; use numbers to express quantities, cost, time, make purchases, and dates in simple situations; make requests; make/accept/refuse invitations; make social arrangements; make transactions; make purchases and order in restaurant.</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.	6.1.3.a: Recite developmentally appropriate rhymes, poems, and songs.	7.1.3.a: Recite developmentally appropriate rhymes, poems, and songs.	7.1.3.a: Recite developmentally appropriate rhymes, poems, and songs.
	6.1.3.b: Present prepared material on learned topics with some accuracy of pronunciation and tones.	7.1.3.b: Present prepared material on learned topics with some accuracy of pronunciation and tones.	8.1.3.b: Present prepared material on learned topics with some accuracy of pronunciation and tones.
	6.1.3.c: Write words and complete sentences using pinyin and/or learned characters.	7.1.3.c: Write words, complete sentences, and simple paragraphs using pinyin and/or learned characters.	8.1.3.c: Write words, complete sentences, and simple paragraphs using pinyin and/or learned characters.
	6.1.3.d: Retell a story or narrate an event using key vocabulary and sentence structures.	7.1.3.d: Retell a story or narrate an event using key vocabulary and sentence structures.	8.1.3.d: Retell a story or narrate an event using key vocabulary and sentence structures.
	6.1.3.e: Type Chinese script using pinyin with guidance.	7.1.3.e: Type Chinese script using pinyin with guidance.	8.1.3.e: Type Chinese script using pinyin with guidance.
<p>Examples:</p> <p>Themes: People Around Me; My Friends and I; My Local Community; My Global Community; Community Celebrations; Stories of the Culture; Traditions; Heroes; Free Time Activities; Places to Go; Habitats;</p> <p>Vocabulary Topics: Personalities, physical characteristics, modes of transportation, environment, schedules, daily routine, stores, fashion, shopping, health and sports, community, society, traditions and holidays.</p> <p>Functions: Ask and give information about basic learned topics; express preferences; talk about everyday activities; daily routines; make plans; use numbers to express quantities, cost, time, make purchases, and dates in simple situations; make requests; make/accept/refuse invitations; make social arrangements; make transactions; make purchases and order in restaurant.</p>			

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>	6.2.1.a: Describe products, symbols, and contributions from Chinese culture.	7.2.1.a: Describe products, symbols, and contributions from Chinese culture.	8.2.1.a Describe products, symbols, and contributions from Chinese culture.
	6.2.1.b: Demonstrate culturally appropriate social practices.	7.2.1.b: Demonstrate culturally appropriate social practices.	8.2.1.b: Demonstrate culturally appropriate social practices.
	6.2.1.c: Examine factors that influence practices, products, and perspectives.	7.2.1.c: Examine factors that influence practices, products, and perspectives.	8.2.1.c: Examine 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, e.g., Feng-shui</p>		

Connections: *Make connections to other content areas*

Standard	Grade 6	Grade 7	Grade 8
3.1. <i>Learners use the target language to expand their knowledge of and make connections among multiple content areas.</i>	6.3.1.a: Investigate and report on objects and concepts from other content areas.	7.3.1.a: Investigate and report on objects and concepts from other content areas.	8.3.1.a: Investigate and report on objects and concepts from other content areas.
	6.3.1.b: Integrate content area concepts and skills through relevant activities.	7.3.1.b: Integrate content area concepts and skills through relevant activities.	8.3.1.b: Integrate content area concepts and skills through relevant activities.
	<p>Examples: Historical events, geography, calligraphy painting, Martial arts, forms of government, local news, global issues, current event</p>		

Connections: *Access and connect information through various media*

Standard	Grade 6	Grade 7	Grade 8
3.2. <i>Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.</i>	6.3.2.a: Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.	7.3.2.a: Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.	8.3.2.a: Use digital media and culturally authentic resources to build vocabulary.
	6.3.2.b: Use digital media and culturally authentic resources to study target cultures.	7.3.2.b: Use digital media and culturally authentic resources to study target cultures.	8.3.2.b: Use digital media and culturally authentic resources to study target cultures.
	<p>Examples: Websites for language learning; online tools e.g., voki, voice threads; podcasts; using internet for research; virtual environments e.g., Skype; publication of student created materials using various media</p>		

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>	6.4.1.a: Recognize and use words shared between English and the target language.	7.4.1.a: Recognize and use words shared between English and the target language.	8.4.1.a: Recognize and use words shared between English and the target language.
	6.4.1.b: Recognize and apply differences in writing systems.	7.4.1.b: Recognize and apply differences in writing systems.	8.4.1.b: Recognize and apply differences in writing systems.
	6.4.1.c: Gain the understanding of different sentence structures and ways of utterance through comparison.	7.4.1.c Gain the understanding of different sentence structures and ways of utterance through comparison.	8.4.1.c: Gain the understanding of different sentence structures and ways of utterance through comparison.
	6.4.1.d: Compare and contrast social patterns and the systems of Chinese culture and the learner's own culture.	7.4.1.d Compare and contrast social patterns and the systems of Chinese culture and the learner's own culture.	8.4.1.d: Compare and contrast social patterns and the systems of Chinese culture and the learner's own culture.
	6.4.1.e: Recognize and use some common idiomatic and colloquial expressions.	7.4.1.e: Recognize and use some common idiomatic and colloquial expressions.	8.4.1.e: Recognize and use some common idiomatic and colloquial expressions.
	6.4.1.f: Recognize, understand, and use age-appropriate differences between male vs. female language, formal vs. informal language, and spoken vs. written language.	7.4.1.f: Recognize, understand, and use age-appropriate differences between male vs. female language, formal vs. informal language, and spoken vs. written language.	8.4.1.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>6.5.1.a: Share experiences from the world language classroom within the school and/or community.</p>	<p>7.5.1.a: Share experiences from the world language classroom within the school and/or community.</p>	<p>8.5.1.a: Share experiences from the world language classroom within the school and/or community.</p>
	<p>6.5.1.b: Investigate and share with others the influences of the target language and cultures on the community.</p>	<p>7.5.1.b: Investigate and share with others the influences of the target language and cultures on the community.</p>	<p>8.5.1.b Investigate and share with others the influences of the target language and cultures on the community.</p>
	<p>6.5.1.c: Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.</p>	<p>7.5.1.c: Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.</p>	<p>8.5.1.c: Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.</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, visit local oriental market and cultural events.</p>		

MPS Chinese Benchmarks: Grade 9-12 in K-12 Sequence

Interpersonal Communication: *Write and speak in another language*

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

Standard	Grade 9	Grade 10	Grade 11	Grade 12
1.1. Learners engage in spoken and written conversations on a variety of topics.	9.1.1.a: Initiate, sustain, and close conversations in limited situations.	10.1.1.a: Initiate, sustain, and close conversations in limited yet varied situations.	11.1.1.a: Interact in culturally and socially authentic and/or simulated situations.	12.1.1.a: Interact in a wide range of culturally and socially authentic and/or simulated situations with increasing ease.
	9.1.1.b: Exchange detailed information and opinions orally on a variety of topics.	10.1.1.b: Exchange detailed information and opinions orally on a variety of topics.	11.1.1.b: Exchange detailed information and opinions orally on a variety of topics and in a culturally appropriate manner.	12.1.1.b: Exchange detailed information and opinions orally on a wide range of topics and in a culturally appropriate manner.
	9.1.1.c: Exchange detailed information and opinions in written form on a variety of topic.	10.1.1.c: Exchange detailed information and opinions in written form on a variety of topics.	11.1.1.c: Exchange detailed information and opinions in written form on a variety of topics and in a culturally appropriate manner.	12.1.1.c: Exchange detailed information and opinions in written form on a wide range of topics and in a culturally appropriate manner.
	9.1.1.d: Make requests and ask different types of questions in a variety of social situations.	10.1.1.d: Make requests and ask different types of questions in a variety of social situations.	11.1.1.d: Make requests and ask different types of questions in a culturally appropriate manner.	12.1.1.d: Make requests and ask different types of questions in a culturally appropriate manner.
	9.1.1.e: Recognize and use situation-appropriate non-verbal communication.	10.1.1.e: Recognize and use situation-appropriate non-verbal communication.	11.1.1.e: Recognize and use situation-appropriate non-verbal communication.	12.1.1.e: Recognize and use situation-appropriate non-verbal communication.
	9.1.1.f: Use speaking and listening strategies to facilitate communication.	10.1.1.f: Use speaking and listening strategies to facilitate communication.	11.1.1.f: Use speaking and listening strategies to facilitate communication.	12.1.1.f: Use speaking and listening strategies to facilitate communication.

	<p>Examples: Themes: How Will History Shape the Future of the World?; The Creative Life – Art and Technology in the World; What’s Fair?; How Can We Create A Peaceful World; Why Do We Dream?</p> <p>Vocabulary Topics: World, arts, history, literature, science, politics, professions, global issues, current events, career, dreams,</p> <p>Functions: Discuss topics from other disciplines; participate in spontaneous discussion; ask and answer questions with some details; express emotions and feelings; discuss problems and give advice; give and seek personal views; state and support opinion; summarize short stories and narratives; talk about unfamiliar topics; complain; handle difficulties and unexpected events; give reasons; use idiomatic expressions; give detailed account of experience; narrate a story.</p>
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Interpretive Communication: *Interpret information in another language*

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

Standard	Grade 9	Grade 10	Grade 11	Grade 12
1.2. Learners interpret spoken and written language on a variety of topics.	9.1.2.a: Respond to everyday requests, commands, and directions.	10.1.2.a: Respond to everyday requests, commands, and directions.	11.1.2.a.: Respond accurately and appropriately to everyday requests, commands, and directions.	12.1.2.a.: Respond accurately and appropriately to everyday requests, commands, and directions.
	9.1.2.b: Recognize familiar words and phrases written in pinyin and/or characters.	10.1.2.b: Recognize familiar words and phrases written in pinyin and/or characters.	11.1.2.b: Recognize familiar words and phrases written in pinyin and/or characters.	12.1.2.b: Recognize familiar words and phrases written in pinyin and/or characters.
	9.1.2.c: Demonstrate comprehension of authentic written and spoken language through developmentally appropriate tasks.	10.1.2.c: Demonstrate comprehension of authentic written and spoken language through developmentally appropriate tasks.	11.1.2.c: Demonstrate comprehension of authentic written and spoken language through developmentally appropriate tasks.	12.1.2.c: Demonstrate comprehension of authentic written and spoken language through developmentally appropriate tasks.
	9.1.2.d: Make educated guesses about meaning in both familiar and unfamiliar written and spoken contexts using contextual clues.	10.1.2.d: Make educated guesses about meaning in both familiar and unfamiliar written and spoken contexts using contextual clues.	11.1.2.d: Make educated guesses about meaning in both familiar and unfamiliar written and spoken contexts using contextual clues.	12.1.2.d: Make educated guesses about meaning in both familiar and unfamiliar written and spoken contexts using contextual clues.
	<p>Examples: Themes: How Will History Shape the Future of the World?; The Creative Life – Art and Technology in the World; What’s Fair?; How Can We Create A Peaceful World; Why Do We Dream?</p> <p>Vocabulary Topics: World, arts, history, literature, science, politics, professions, global issues, current events, career, dreams,</p> <p>Functions: Identify main ideas of authentic spoken materials; use background knowledge and clues; skim authentic written materials; draw inferences; make predictions and conclusions; read narratives, authentic materials, and personal communications.</p>			

Presentational Communication: *Present information in another language*

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

Standard	Grade 9	Grade 10	Grade 11	Grade 12
1.3. Learners present to an audience of listeners and readers on a variety of topics.	9.1.3.a: Recite developmentally appropriate rhymes, proverbs, poems, and songs.	10.1.3.a: Recite developmentally appropriate rhymes, proverbs, poems, and songs.	11.1.3.a: Recite developmentally appropriate rhymes, proverbs, poems, and songs.	12.1.3.a: Recite developmentally appropriate rhymes, proverbs, poems, and songs.
	9.1.3.b: Present prepared material over a variety of topics.	10.1.3.b: Present prepared material over a variety of topics.	11.1.3.b: Present prepared material over a variety of topics.	12.1.3.b: Present prepared material over a variety of topics.
	9.1.3.c: Write words, sentences, and simple paragraphs using familiar characters.	10.1.3.c: Write words, sentences, and paragraphs using familiar characters.	11.1.3.c: Write words, sentences, and more complex paragraphs using characters.	12.1.3.c: Compose cohesive written information using appropriate formats, more extensive vocabulary and structures, and characters.
	9.1.3.d: Type Chinese script using pinyin independently.	10.1.3.d: Type Chinese script using pinyin independently.	11.1.3.d: Type Chinese script using pinyin independently.	12.1.3.d: Type Chinese script using pinyin independently.
	<p>Examples: Themes: How Will History Shape the Future of the World?; The Creative Life – Art and Technology in the World; What’s Fair?; How Can We Create A Peaceful World; Why Do We Dream?</p> <p>Vocabulary Topics: World, arts, history, literature, science, politics, professions, global issues, current events, career, dreams,</p> <p>Functions: Give short speeches and presentations; summarize; give detailed accounts of experiences; narrate; use idiomatic phrases; write compositions, essays, stories; write about unfamiliar topics; write and present skits and role-plays;</p>			

Cultures: *Develop awareness of other cultures*

Standard	Grade 9	Grade 10	Grade 11	Grade 12
2.1. <i>Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.</i>	9.2.1.a: Investigate and report on cultural practices of the target cultures.	10.2.1.a: Investigate and report on cultural practices of the target cultures.	11.2.1.a: Analyze and reflect on cultural practices of the target cultures.	12.2.1.a: Analyze and reflect on cultural practices of the target cultures.
	9.2.1.b: Discuss products, perspectives, and practices of the target cultures through guided discussion.	10.2.1.b: Analyze and discuss products, perspectives, and practices of the target cultures through guided discussion.	11.2.1.b: Independently analyze and discuss products, perspectives, and practices of the target cultures.	12.2.1.b: Independently analyze and discuss products, perspectives, and practices of the target cultures.
	9.2.1.c: Describe factors that influence practices, products, and perspectives, and how they are related.	10.2.1.c: Discuss factors that influence practices, products, and perspectives, and how they are related.	11.2.1.c: Discuss factors that influence practices, products, and perspectives, and how they are related.	12.2.1.c: Make predictions about factors that influence practices, products, and perspectives, and how they are related. .
	9.2.1.d: Explain contributions from Chinese culture.	10.2.1.d: Explain contributions from other cultures.	11.2.1.d: Analyze the origin and impact of contributions from other cultures.	12.2.1.d: Analyze the origin and impact of contributions from other cultures.
	<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	Grade 10	Grade 11	Grade 12
<p>3.1. <i>Learners use the target language to expand their knowledge of and make connections among multiple content areas.</i></p>	9.3.1.a: Make connections with other content areas through resources intended for native speakers.	10.3.1.a: Expand understanding of other content areas through resources intended for native speakers.	11.3.1.a: Expand understanding of other content areas through resources intended for native speakers.	12.3.1.a: Expand understanding of other content areas through resources intended for native speakers.
	9.3.1.b: Design and share activities and materials that integrate the target language and cultures with other content area concepts and skills.	10.3.1.b: Design and share activities and materials that integrate the target language and cultures with other content area concepts and skills.	11.3.1.b: Design and share activities and materials that integrate the target language and cultures with other content area concepts and skills.	12.3.1.b: Design and share activities and materials that integrate the target language and cultures with concepts and skills of multiple content areas.
	<p>Examples: Historical events; geography; poems; survey and report; forms of government; local news; global issues; current events; environment.</p>			

Connections: *Access and connect information through various media*

Standard	Grade 9	Grade 10	Grade 11	Grade 12
<p>3.2. <i>Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.</i></p>	9.3.2.a: Use digital media and culturally authentic resources to build vocabulary and improve receptive and productive language skills.	10.3.2.a: Use digital media and culturally authentic resources to build vocabulary and improve receptive and productive language skills.	11.3.2.a: Use digital media and culturally authentic resources to build vocabulary and improve receptive and productive language skills.	12.3.2.a: Use digital media and culturally authentic resources to build vocabulary and improve receptive and productive language skills.
	9.3.2.b: Use digital media and culturally authentic resources to study target cultures.	10.3.2.b: Use digital media and culturally authentic resources to study target cultures.	11.3.2.b: Use digital media and culturally authentic resources to study target cultures.	12.3.2.b: Use digital media and culturally authentic resources to study target cultures.
	9.3.2.c: Identify and evaluate resources intended for native speakers.	10.3.2.c: Identify and evaluate resources intended for native speakers.	11.3.2.c: Identify and evaluate resources intended for native speakers.	12.3.2.c: Identify and evaluate resources intended for native speakers.
	<p>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.</p>			

Comparisons: *Investigate the nature of language and culture*

Standard	Grade 9	Grade 10	Grade 11	Grade 12
<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>	9.4.1.a: Recognize and apply differences in writing systems.	10.4.1.a: Recognize and apply differences in writing systems.	11.4.1.a: Recognize and apply differences in writing systems.	12.4.1.a: Recognize and apply differences in writing systems.
	9.4.1.b: Recognize and use complex language structures.	10.4.1.b: Recognize and use complex language structures.	11.4.1.b: Recognize and use complex language structures.	12.4.1.b: Recognize and use complex language structures.
	9.4.1.c: Analyze social patterns and the systems of Chinese culture and compare and contrast to the learner's own culture.	10.4.1.c: Analyze social patterns and the systems of Chinese culture and compare and contrast to the learner's own culture.	11.4.1.c: Analyze social patterns and the systems of Chinese culture and compare and contrast to the learner's own culture.	12.4.1.c: Analyze social patterns and the systems of Chinese culture and compare and contrast to the learner's own culture.
	9.4.1.d: Recognize and use idiomatic, colloquial, and proverbial expressions in the target language.	10.4.1.d: Compare and use idiomatic, colloquial, and proverbial expressions in the target language.	11.4.1.d: Compare and use idiomatic, colloquial, and proverbial expressions in the target language.	12.4.1.d: Research and compare the origins of idiomatic, colloquial, and proverbial expressions in the target language.
	9.4.1.e: Recognize, understand, and use age-appropriate differences between male vs. female language, formal vs. informal language, and spoken vs. written language.	10.4.1.e: Recognize, understand, and use age-appropriate differences between male vs. female language, formal vs. informal language, and spoken vs. written language.	11.4.1.e: Recognize, understand, and use age-appropriate differences between male vs. female language, formal vs. informal language, and spoken vs. written language.	12.4.1.e: Recognize, understand, and use age-appropriate differences between male vs. female language, formal vs. informal language, and spoken vs. written language.
			11.4.1.f: Compare and contrast elements that shape cultural identity in the learner's heritage and in the target cultures.	12.4.1.f: Compare and contrast elements that shape cultural identity in the learner's heritage and in the target cultures.
	<p>Examples: Institutions, government systems, significant events, historical figures, religious practices, social practices, common beliefs and values, traditions and customs.</p>			

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

Standard	Grade 9	Grade 10	Grade 11	Grade 12
<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>9.5.1.a: Share experiences from the world language classroom with others.</p>	<p>10.5.1.a: Share experiences from the world language classroom with others.</p>	<p>11.5.1.a: Share experiences from the world language classroom with others.</p>	<p>12.5.1.a: Share experiences from the world language classroom with others.</p>
	<p>9.5.1.b: Investigate and share with other the influences of the target language and cultures on the community.</p>	<p>10.5.1.b: Investigate and share with others the influences of the target language and cultures on the community.</p>	<p>11.5.1.b: Explain how the target language and/or cultures have impacted other communities.</p>	<p>12.5.1.b: Explain how the target language and/or cultures have impacted other communities.</p>
	<p>9.5.1.c: Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.</p>	<p>10.5.1.c: Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.</p>	<p>11.5.1.c: Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.</p>	<p>12.5.1.c: Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.</p>
	<p>9.5.1.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>10.5.1.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 abroad, attend language camps, visit local oriental market and local cultural activities.</p>			