

MIDDLE SCHOOL MANDARIN CHINESE: 7TH GRADE – INVESTIGATING CULTURE

ACADEMIC STANDARDS



CATALINA FOOTHILLS SCHOOL DISTRICT

Approved by Governing Board on May 28, 2019

STANDARDS FOR MANDARIN CHINESE

7TH GRADE – INVESTIGATING CULTURE

CITIZENSHIP: UNDERSTANDING CULTURE (Understanding Others)

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

- identify and describe others' cultural identity(ies) along with related values and beliefs
- compare their cultural identity(ies), values, and beliefs with others' identities, values, and beliefs
- 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]
- interact effectively and appropriately in some familiar contexts (*required: in school/classroom during peer-to-peer interactions or student-to-teacher interactions, exchanging holiday greetings, avoiding the use of red ink to write a person's name or messages to people*) [NCSSFL-ACTFL Intercultural Communication Can-Do Indicators – Intermediate]
- use verbal and nonverbal language that conforms to the norms of Chinese culture (*for example: use appropriate tone of voice, forms of address, facial expression, eye contact, gestures [required: adjust actions based on context (i.e., 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; although in the U.S. it is appropriate to offer or accept an object with one hand in most or all contexts, in China one must offer and/or accept the object with two hands in formal contexts), maintain appropriate distance between conversational partners, use posture that aligns with norms for sitting/standing in a classroom context*)

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

WL.MS.CH.InC.2.1 Engage in conversations and discussions on a variety of topics by contributing ideas, elaborating, and providing examples (*required topics: Historical Eras & Events in China; Hospitality; Festivals; The Art & Evolution of Calligraphy; Ancient China [Qin Dynasty]; Duanwu Festival*). Note: In order to support progress toward proficiency, individual performance will be monitored and assessed based on each student's current performance level/goals as outlined in the CFSD World Languages Interpersonal Communication Rubric Continuum.

WL.MS.CH. InC.2.2 Ask and answer questions in order to better understand the topic (*required topics: Historical Eras & Events in China; Hospitality; Festivals; The Art & Evolution of Calligraphy; Ancient China [Qin Dynasty]; Duanwu Festival*).

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

WL.MS.CH.InC.3.1 Identify the topic and related information from simple sentences in short informational texts and conversations (*required topics: Historical Eras & Events in China; Hospitality; Festivals; The Art & Evolution of Calligraphy; Ancient China [Qin Dynasty]; Duanwu Festival*) [CFSD World Languages Rubric Continuum: Intermediate Mid].

WL.MS.CH.InC.3.2 Identify the main idea(s) and some supporting details in short, straightforward texts and conversations (*required topics: Historical Eras & Events in China; Hospitality; Festivals; The Art & Evolution of Calligraphy; Ancient China [Qin Dynasty]; Duanwu Festival*) [CFSD World Languages Rubric Continuum: Intermediate High].

WL.MS.CH.InC.3.3 Provide evidence of using listening, reading, and viewing strategies (*required: answer comprehension questions; create a drawing of what was heard/read; use visual/contextual clues (body language, voice volume, intonation); annotate the text; use text features [visuals, charts, graphs, section headings, etc.]; activate and use background knowledge; record gist [main idea] vs. specific information [key words]; predict/guess*) to interpret meaning on a variety of topics.

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

WL.MS.CH.InC.4.1 Present information, findings, personal opinion, and supporting evidence on a variety of topics such that listeners/readers of diverse audiences can follow the line of reasoning (*required topics: Historical Eras & Events in China; Hospitality; Festivals; The Art & Evolution of Calligraphy; Ancient China [Qin Dynasty]; Duanwu Festival*); Note: In order to support progress toward proficiency, individual performance will be monitored and assessed based on each student's current performance level/goals as outlined in the CFSD World Languages Presentational Communication Rubric Continuum.

WL.MS.CH.InC.4.2 Engage audience through the use of effective presentational speaking/writing strategies (*required: structure presentation logically, use appropriate level of formality, limit the amount of text used on digital slides, maintain eye contact*).

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

CRITICAL THINKING: INQUIRY – INTERPRETATION, ANALYSIS, AND REASONING (Meaning-Making)

WL.MS.CH.InC.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

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

- WL.MS.CH.InC.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 and I can recognize time frames.*)
 - describe areas of individual strength and weakness regarding ICC attitudes, knowledge, and skills in response to feedback:
 - **Attitudes** [*required: students will select focus area(s) based on individual progress*]: **respect** (*respect for differences*), **openness** (*belief that difference provides an opportunity to learn*;

awareness of limitations of own understanding; flexibility and adaptability regarding new ideas, different settings, and different ways of thinking), **curiosity** (interest in seeking out cultural clues in order to interpret meaning)

- **Knowledge** [required: students will select focus area(s) based on individual progress]: **knowledge of self, general knowledge about culture, knowledge of own and other cultures** (required topics: (required topics: Historical Eras & Events in China; Hospitality; Festivals; The Art & Evolution of Calligraphy; Ancient China [Qin Dynasty]; Duanwu Festival)
- **Skills** [required: students will select focus area(s) based on individual progress]: **relationship building skills** (understand the world from others' perspectives, understand various factors that may influence behavior and affect interactions), **problem-solving skills** (take action before, during, and after interacting with others to ensure successful future interactions)
- 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)