

World Languages

WL12 (WL10C/D) Mandarin Chinese

Level II

The Mesa Public Schools World Languages Standards Implementation documents utilize the following resources:

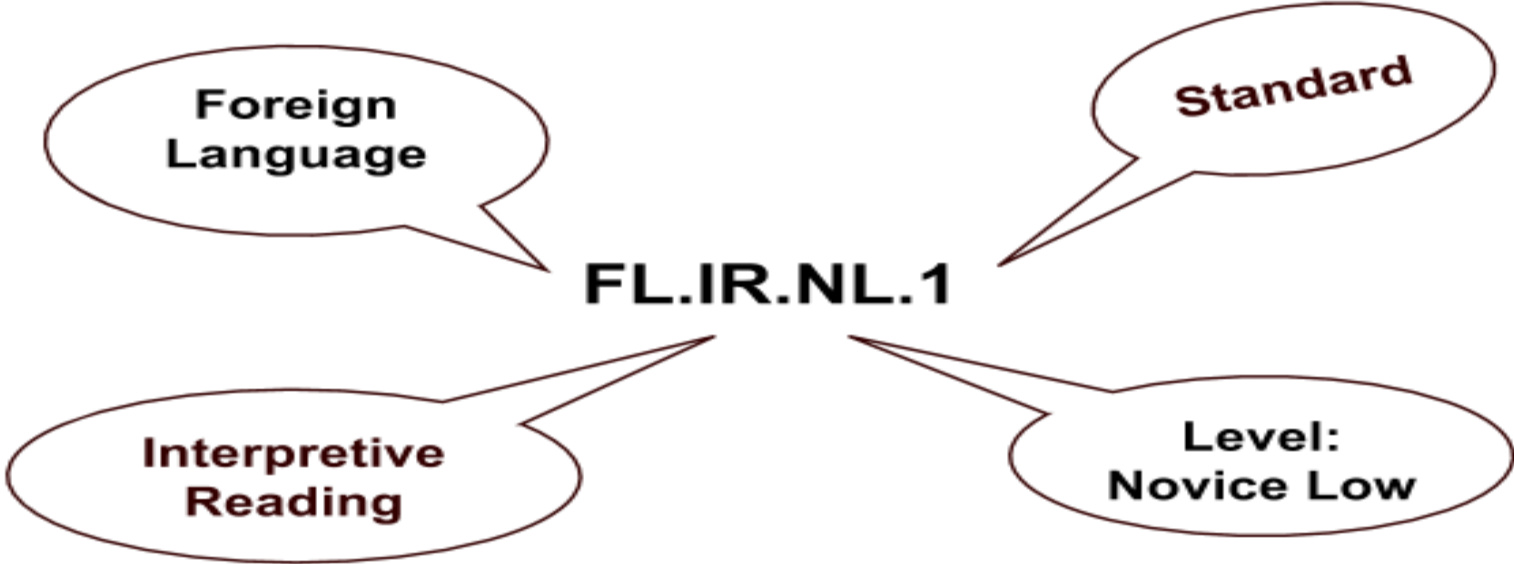
- **ADE** - Arizona's World and Native Language Standards 2015
- **American Council on the Teaching of Foreign Languages for Language Learners**- Performance Descriptors for Language Learners 2012 Edition-Second Printing 2015
- **NCSSFL-ACTFL**- Can-Do Statements Progress Indicators for Language Learners

These documents are to assist in preparing students with the ability to interact confidently by developing the language performance they will need for the 21st Century and a globalized economy. Arizona's World and Native Language Standards were designed to describe language performance using Performance Descriptors set by the American Council on The Teaching of Foreign Languages (ACTFL) for Language Learners . The ACTFL Performance Descriptors for Language Learners describe how language learners use language across three ranges of performance (novice, intermediate, and advanced), in three modes of communication (interpersonal, interpretive, and presentational), and according to certain language features.

Language Level II

A Mandarin Chinese Level II language learner will demonstrate the overall features of a Novice most of the time or all of the time. In a proficiency context, a Mandarin Chinese Level II language user who meets the criteria for the Novice High, but is not able to do so for some content areas or tasks all of the time in spontaneous, unrehearsed language use, will be rated Novice Mid.

Coding



Course #: WL12 (WL10C/D) Course Name: Mandarin Chinese II Prerequisites: Level I Proficient	Grade Level: High School (Jr. High) Level of Difficulty: Average - High # of Credits: 1 WL Credit (2 Sem)
Course Description: Application of language skills in reading, writing, and conversation. Level I skills are reviewed and maintained. Appropriate cultural components are studied.	

ACTFL PERFORMANCE DESCRIPTORS FOR LEVEL II LANGUAGE LEARNERS – INTERPRETIVE

Domains	Novice Range
	Understands, with strong visual support, words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts.
Functions	Comprehends meaning through recognition of key words and formulaic phrases that are highly contextualized. May show emerging evidence of the ability to make inferences based on background and prior knowledge.
Contexts/ Content	Comprehends texts with highly predictable, familiar contexts (those related to personal background, prior knowledge, or experiences).
Text/Type	Derives meaning when authentic texts (listening, reading, or viewing) are supported by visuals or when the topic is very familiar. Comprehends texts ranging in length from lists, to phrases, to simple sentences, often with graphically organized information.
Language Control	Primarily relies on vocabulary to derive meaning from texts. May derive meaning by recognizing structural patterns that have been used in familiar and some new contexts.
Vocabulary	Sometimes comprehends some highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions.

Communication Strategies	<p>May use some or all of the following strategies to comprehend texts:</p> <ul style="list-style-type: none"> ● Skim and scan ● Rely on visual support and background knowledge ● Predict meaning based on context, prior knowledge, and/or experience <p>For alphabetic languages:</p> <ul style="list-style-type: none"> ● Rely on recognition of cognates ● May recognize word family roots, prefixes, and suffixes
Cultural Awareness	<p>May use culturally-appropriate gestures and formulaic expressions in highly practiced application. May show awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication.</p>

ACTFL PERFORMANCE DESCRIPTORS FOR LEVEL II LANGUAGE LEARNERS – INTERPERSONAL

Domains	Novice Range
	Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.
Functions	Can ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying. May show emerging evidence of the ability to engage in simple conversation.
Contexts/Content	Able to function in some personally-relevant contexts on topics that relate to basic biographical information. May show emerging evidence of the ability to communicate in highly practiced contexts related to oneself and immediate environment.
Text/Type	Understands and produces highly practiced words and phrases and an occasional sentence. Able to ask formulaic or memorized questions.
Language Control	Can usually comprehend highly practiced and basic messages when supported by visual or contextual clues, redundancy or restatement, and when the message contains familiar structures. Can control memorized language sufficiently to be appropriate to the context and understood, at times with difficulty, by those accustomed to dealing with language learners.
Vocabulary	Able to understand and produce a number of high frequency words, highly practiced expressions, and formulaic questions.
Communication Strategies	May use some or all of the following strategies to maintain communication: <ul style="list-style-type: none"> ● Imitate modeled words ● Use facial expressions and gestures ● Repeat words ● Resort to first language

	<ul style="list-style-type: none"> ● Ask for repetition ● Indicate lack of understanding
Cultural Awareness	May use culturally appropriate gestures and formulaic expressions in highly practiced application. May show awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication.

ACTFL PERFORMANCE DESCRIPTORS FOR LEVEL II LANGUAGE LEARNERS – PRESENTATIONAL

Domains	Novice Range
	Communicates information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.
Functions	<p>Presents simple, basic information on very familiar topics by producing words, lists, notes, and formulaic language using highly practiced language.</p> <p>May show emerging evidence of the ability to express own thoughts and preferences.</p>
Contexts/Content	<p>Creates messages in some personally relevant contexts on topics that relate to basic biographical information.</p> <p>May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and immediate environment.</p>
Text/Type	Understands and produces highly practiced words and phrases and an occasional sentence. Able to ask formulaic or memorized questions.
Language Control	<p>Can usually comprehend highly practiced and basic messages when supported by visual or contextual clues, when there is redundancy or restatement, and when the message contains familiar structures.</p> <p>Can control memorized language sufficiently to be appropriate to the context and understood, at times with difficulty, by those accustomed to dealing with language learners.</p>
Vocabulary	Able to understand and produce a number of high frequency words, highly practiced expressions, and formulaic questions.
Communication Strategies	<p>May use some or all of the following strategies to maintain communication:</p> <ul style="list-style-type: none"> ● Imitate modeled words ● Use facial expressions and gestures

	<ul style="list-style-type: none"> ● Repeat words ● Resort to first language ● Ask for repetition ● Indicate lack of understanding
Cultural Awareness	May use culturally appropriate gestures and formulaic expressions in highly practiced application. May show awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication.

Arizona World Language Strand

Interpersonal Communication (IC):

Interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.

Performance Indicator	Performance Level	Standard	Performance Task (ACTFL) Students are able to...	MPS Resource/Theme
Novice (N) Can communicate using memorized materials in the form of words/characters, phrases, or a simple sentence.	Novice Mid	1. Communicate on very familiar topics using a variety of words and phrases that have been practiced and learned.	greet and leave people in a polite way. introduce themselves and others. answer a variety of simple questions. make some simple statements in a conversation. ask some simple questions. communicate basic information about themselves and people they know. communicate some basic information about their everyday life.	Chinese Link: Elementary Chinese Lesson 8-Lesson 14 Everyday Life Phone Conversations Time Writing Conventions Food Making Requests/Invitations Clothing

			interact with others in everyday situations.	
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Arizona World Language Strand

Interpretive Listening (IL):

Understand, interpret, and analyze what is heard (communicated in ASL) on a variety of topics.

Performance Indicator	Performance Level	Standard	Performance Task (ACTFL) Students are able to...	MPS Resource/ Theme
<p>Novice (N) Can communicate using memorized materials in the form of words/characters, phrases or a simple sentence.</p>	Novice Mid	1. Recognize some familiar words and phrases.	<p>occasionally understand isolated words that they have memorized, particularly when accompanied by gestures or pictures.</p> <p>recognize and sometimes understand basic information in words and phrases that they have memorized.</p> <p>sometimes understand simple questions or statements on familiar topics.</p> <p>understand simple information when presented with pictures and graphs.</p>	<p><u>Chinese Link: Elementary Chinese</u> Lesson 8-Lesson 14</p> <p>Everyday Life Phone Conversations Time Writing Conventions Food Making Requests/Invitations Clothing</p>

Arizona World Language Strand

Interpretive Reading (IR): Understand, interpret, and analyze what is read or viewed on a variety of topics.				
Performance Indicator	Performance Level	Standard	Performance Task (ACTFL) Students are able to...	MPS Resource/Theme
Novice (N) Can communicate using memorized materials in the form of words/characters, phrases or a simple sentence.	Novice High	1. Understand familiar words, phrases, sentences, and sometimes the main idea within short and simple texts related to everyday life.	<p>connect some words, phrases, or characters to their meanings.</p> <p>recognize words, phrases, and characters when associated with things they already know.</p> <p>recognize words, phrases, and characters with the help of visuals.</p> <p>sometimes understand short, simple descriptions with the help of pictures or graphs.</p>	<p><u>Chinese Link: Elementary Chinese</u> Lesson 8-Lesson 14</p> <p>Everyday Life Phone Conversations Time Writing Conventions Food Making Requests/Invitations Clothing</p>

Arizona World Language Strand

Presentational Speaking (PS):

Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners or viewers.

Performance Indicator	Performance Level	Standard	Performance Task (ACTFL) Students are able to...	MPS Resource/Theme
<p>Novice (N) Can communicate using memorized materials in the form of words/characters, phrases or simple sentences.</p>	Novice Mid	1. Present information about self and other familiar topics using a variety of words, phrases, and practiced expressions.	talk about their daily activities using words, phrases, and memorized expressions.	<p><u>Chinese Link: Elementary Chinese</u> Lesson 8-Lesson 14</p> <p>Everyday Life Phone Conversations Time Writing Conventions Food Making Requests/Invitations Clothing</p>

Arizona World Language Strand

Presentational Writing (PW):

Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of readers or viewers.

Performance Indicator	Performance Level	Standard	Performance Task (ACTFL) Students are able to...	MPS Resource/Theme
<p>Novice (N) Can communicate using memorized materials in the form of words/characters, phrases, or simple sentences.</p>	Novice Low	1. Copy some familiar words, characters, or phrases.	<p>copy some characters or letters and words that they see.</p> <p>write words and phrases that they have learned.</p>	<p><u>Chinese Link: Elementary Chinese</u> Lesson 8-Lesson 14</p> <p>Everyday Life Phone Conversations Time Writing Conventions Food Making Requests/Invitations Clothing</p>

Arizona World Language Strand

Cultures (CUL):

Use the target language to investigate, explain, and reflect on the relationship between the practices, products, and perspectives of cultures studied.

Performance Indicator	Performance Level	Standard	Performance Task (ACTFL) Students are able to...	MPS Resource /Theme
<p>Novice (N) Can communicate using memorized materials in the form of words/characters, phrases or a simple sentence.</p>	Novice	<p>2. Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances; recognize products of culture (e.g., food, shelter, clothing, transportation, toys).</p>	<p>compare and contrast some common products of other cultures and their own in L1.</p> <p>explore and reference current and past examples of authentic culture in L1.</p> <p>compare and contrast some behaviors or practices of other cultures and their own in L1.</p> <p>describe some basic cultural viewpoints in L1.</p>	<p><u>Chinese Link: Elementary Chinese</u> Lesson 8-Lesson 14</p> <p>Everyday Life Phone Conversations Time Writing Conventions Food Making Requests/Invitations Clothing</p>

			<p>make some generalizations about a culture in L1.</p> <p>handle short interactions with peers and colleagues in familiar situations at school, work, or play.</p>	
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Arizona World Language Strand

Connections (CON):

Build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop critical thinking and creative problem solving.

Performance Indicator	Performance Level	Standard	Performance Task (ACTFL) Students are able to...	MPS Resource /Theme
<p>Novice (N) Can communicate using memorized materials in the form of words/characters, phrases or a simple sentence.</p>	Novice	1. Identify and sometimes use familiar vocabulary and phrases in the target language supported by resources (e.g., maps, graphs, visuals, audio, digital media) to reinforce prior knowledge and make connections to new knowledge of familiar topics in other content areas (e.g., geography, history, arts, math, science).	<p>identify healthy nutritional categories, simple labels on a science related graph and weather symbols, artists, titles, and genres, and the categories on any graph.</p> <p>ask and understand the cost of an item and give times and dates of historical events.</p>	<p><u>Chinese Link: Elementary Chinese</u> Lesson 8-Lesson 14</p> <p>Everyday Life Phone Conversations Time Writing Conventions Food Making Requests/Invitations Clothing</p>

Arizona World Language Strand

Comparisons (COMP):

Use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the target language and cultures studied to one’s own.

Performance Indicator	Performance Level	Standard	Performance Task (ACTFL) Students are able to...	MPS Resource/Theme
<p>Novice (N) Can communicate using memorized materials in the form of words/characters, phrases or a simple sentence.</p>	Novice	2. Identify and compare products and practices (e.g., celebrations, dances, oral stories, food) typical of the target culture with his or her own culture (as applicable).	<p>compare some words and meanings of the target language with their own language in L1.</p> <p>compare some grammatical structures of the target language with their own language in L1.</p> <p>compare historical information, cultural aspects, and celebrations from the target culture with their own in L1.</p>	<p><u>Chinese Link: Elementary Chinese</u> Lesson 8-Lesson 14</p> <p>Everyday Life Phone Conversations Time Writing Conventions Food Making Requests/Invitations Clothing</p>

Arizona World Language Strand

Communities (COM):

Use the target language to participate in the community and in the globalized world for enjoyment, enrichment, and advancement.

Performance Indicator	Performance Level	Standard	Performance Task (ACTFL) Students are able to...	MPS Resource /Theme
<p>Novice (N) Can communicate using memorized materials in the form of words/characters, phrases or simple sentences.</p>	Novice	2. Participate in simple activities and cultural events within the school setting (and beyond, as applicable).	<p>use practiced vocabulary and structures in the target language to access and interact with different media and community resources within and beyond the school setting.</p> <p>describe where they work and what they do in L2.</p>	<p><u>Chinese Link: Elementary Chinese</u> Lesson 8-Lesson 14</p> <p>Everyday Life Phone Conversations Time Writing Conventions Food Making Requests/Invitations Clothing</p>