



World Languages

WL11 (WL10A/B) Mandarin Chinese

Level I

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

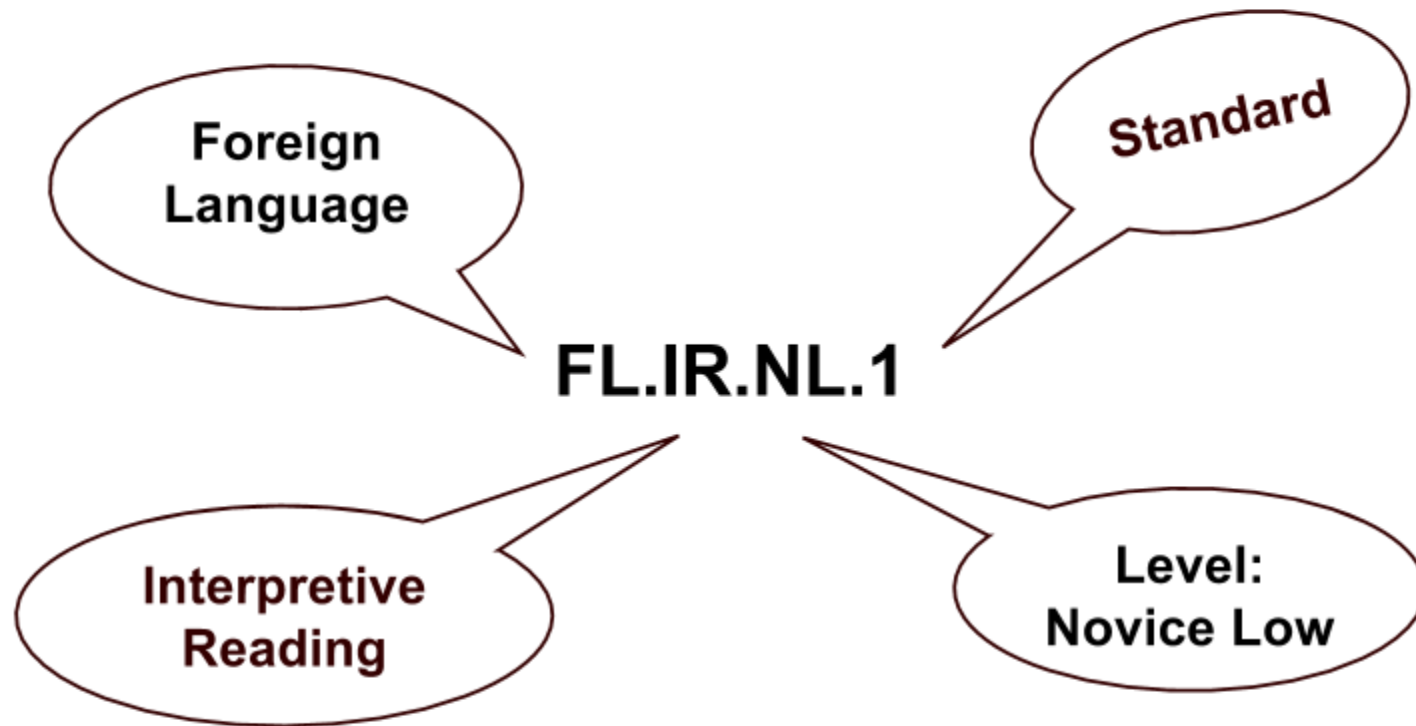
- **ADE** - Arizona's World and Native Language Standards 2015
- **American Council on the Teaching of Foreign Languages for Language Learners**- Performance Descriptors for Language Learners 2012 Edition-Second Printing 2015
- **NCSFL-ACTFL**- Can-Do Statements Progress Indicators for Language Learners

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 I

A Mandarin Chinese Level I language learner will demonstrate the overall features of a Novice range most of the time or all of the time. In a proficiency context, a Level I language user who meets the criteria for the Novice Mid, 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 Low.

Coding



Course #: WL11 (WL10A/B) Course Name: Mandarin Chinese I Prerequisites: None	Grade Level: High School (Jr. High) Level of Difficulty: Average - High # of Credits: 1 WL Credit (2 Sem)
Course Description: Introduces students to the basic vocabulary of the language and components of the culture of the countries in which the language is spoken. Prepares students to begin to read, write, speak, and understand the language.	

ACTFL PERFORMANCE DESCRIPTORS FOR LEVEL I 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	May use some or all of the following strategies to comprehend texts: <ul style="list-style-type: none"> ● Skim and scan ● Rely on visual support and background knowledge

	<ul style="list-style-type: none"> • 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	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 I 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 ● 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.
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ACTFL PERFORMANCE DESCRIPTORS FOR LEVEL I 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 ● 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.
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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 Low	1. Communicate on some very familiar topics using single words and phrases that have been practiced and learned.	greet peers. introduce themselves. answer a few simple questions.	<u>Chinese Link: Elementary Chinese</u> Foundation-Lesson 7 Introduction to Chinese Pinyin Foundation Chinese Writing System Greetings Nationalities School Friendship and Family Numbers and Address

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 Low	1. Recognize a few familiar words or phrases.	<p>occasionally identify the sound of a character or a word.</p> <p>occasionally understand isolated words that they have memorized, particularly when accompanied by gestures.</p>	<p><u>Chinese Link: Elementary Chinese</u> Foundation-Lesson 7</p> <p>Introduction to Chinese Pinyin Foundation Chinese Writing System Greetings Nationalities School Friendship and Family Numbers and Address</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 Low	1. Recognize a few letters or characters and learned words and phrases when I read.	recognize a few letters or characters. connect some words, phrases, or characters to their meanings.	Chinese Link: Elementary Chinese Foundation-Lesson 7
	Novice Mid	1. Recognize and understand some characters, words, and phrases when I read.	recognize words, phrases, and characters with the help of visuals.	Introduction to Chinese Pinyin Foundation Chinese Writing System Greetings Nationalities School Friendship and Family Numbers and Address

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
Novice (N) Can communicate using memorized materials in the form of words/characters, phrases, or a simple sentence.	Novice Low	1. Present information about self and other familiar topics using single words or practiced phrases.	recite words and phrases they have learned. state names of familiar people, places, and objects in pictures and posters using words or memorized phrases.	<u>Chinese Link: Elementary Chinese</u> Foundation-Lesson 7 Introduction to Chinese Pinyin Foundation Chinese Writing System Greetings Nationalities School Friendship and Family Numbers and Address

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
Novice (N) Can communicate using memorized materials in the form of words/characters, phrases, or a simple sentence.	Novice Low	1. Copy some familiar words, characters, or phrases.	copy some characters or letters and words that they see.	<u>Chinese Link: Elementary Chinese</u> Foundation-Lesson 7 Introduction to Chinese Pinyin Foundation Chinese Writing System Greetings Nationalities School Friendship and Family Numbers and Address

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>1. Recognize basic practices, products, and perspectives of cultures where the target language is spoken (e.g., greetings, holiday celebrations, body language, gestures, and traditions).</p> <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>make some generalizations about a culture in L1.</p>	<p><u>Chinese Link: Elementary Chinese</u> Foundation-Lesson 7</p> <p>Introduction to Chinese Pinyin Foundation Chinese Writing System Greetings Nationalities School Friendship and Family Numbers and Address</p>

			handle short interactions with peers and colleagues in familiar situations at school, work, or play. recognize and refer to elements of traditional and pop culture in L1.	
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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
Novice (N) Can communicate using memorized materials in the form of words/characters, phrases, or a simple sentence.	Novice	1. Identify and 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).	label familiar people, places, and objects in pictures and posters. list the specific countries and locate places on maps.	<u>Chinese Link: Elementary Chinese</u> Foundation-Lesson 7 Introduction to Chinese Pinyin Foundation Chinese Writing System Greetings Nationalities School Friendship and Family Numbers and Address

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
Novice (N) Can communicate using memorized materials in the form of words/characters, phrases, or a simple sentence.	Novice	1. Recognize and compare words, true and false cognates, sound patterns, and basic grammatical structures of the target language with his/her own language (as applicable). 2. Identify and compare products and practices (e.g., celebrations, dances, oral stories, food) typical of the target culture with his/her own culture (as applicable).	compare words and meanings of the target language with their own language in L1. compare grammatical structures of the target language with their own language in L1. compare historical information, cultural aspects, and celebrations from the target culture with their own in L1.	<u>Chinese Link: Elementary Chinese</u> Foundation-Lesson 7 Introduction to Chinese Pinyin Foundation Chinese Writing System Greetings Nationalities School Friendship and Family Numbers and Address

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
Novice (N) Can communicate using memorized materials in the form of words/characters, phrases, or a simple sentence.	Novice	1. Communicate using keywords and phrases in the target language within the school setting (and beyond, as applicable). 2. Participate in simple activities and cultural events within the school setting (and beyond, as applicable).	use practiced and memorized vocabulary and structures in the target language to access and interact with different media and community resources within and beyond the school setting. describe where they work and what they do. describe their basic needs, order a meal, and give their personal information beyond the school setting. understand very basic information from a real-estate ad, web-site description of clothing items to make an appropriate purchase.	<u>Chinese Link: Elementary Chinese</u> Foundation-Lesson 7 Introduction to Chinese Pinyin Foundation Chinese Writing System Greetings Nationalities School Friendship and Family Numbers and Address

