



# World Languages

## WL93W International Baccalaureate Mandarin Chinese

### Standard Level II

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

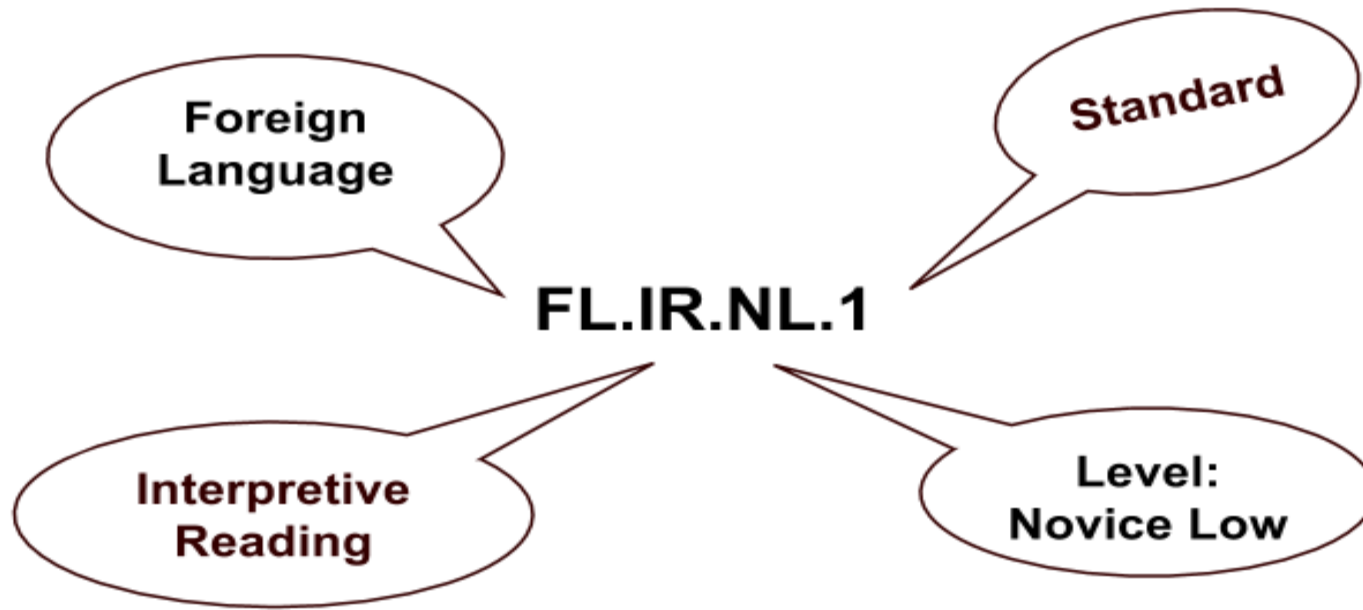
- **ADE** - Arizona's World and Native Language Standards 2015
- **American Council on the Teaching of Foreign Languages for Language Learners**- Performance Descriptors for Language Learners 2012 Edition-Second Printing 2015
- **NCSSFL-ACTFL**- Can-Do Statements Progress Indicators for Language Learners

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.

#### **International Baccalaureate Mandarin Chinese Standard Level 2**

An International Baccalaureate Mandarin Chinese Standard Level 2 language learner will demonstrate the overall features of an Intermediate Range most of the time or all of the time. In a proficiency context, an International Baccalaureate Mandarin Chinese Standard Level 2 language user who meets the criteria for the Intermediate 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 Intermediate Low.

# Coding



<b>Course #:</b> WL93W <b>Course Name:</b> IB Mandarin Chinese Standard Level II <b>Prerequisites:</b> WL92, teacher recommendation	<b>Grade Level:</b> High School <b>Level of Difficulty:</b> High <b># of Credits:</b> 1 WL Credit (2 Sem)
<b>Course Description:</b> This course continues preparing students for the standard level of International Baccalaureate Chinese Examination. Students will continue to advance their ability to communicate in Chinese in all four skill areas as they explore themes of change, groups, and leisure through the study of geography, history, art, music, and literature. <b>NOTE: This is a weighted course.</b>	

**ACTFL PERFORMANCE DESCRIPTORS FOR IB STANDARD LEVEL II LANGUAGE LEARNERS – INTERPRETIVE**

Domains	Novice Range	Intermediate Range
	Understands 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, with strong visual support.	Understands main ideas and some supporting details on familiar topics from a variety of 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.	Comprehends main ideas and identifies some supporting details. May show emerging evidence of the ability to make inferences by identifying key details from the text.
Contexts/ Content	Comprehends texts with highly predictable, familiar contexts (those related to personal background, prior knowledge, or experiences).	Comprehends information related to basic personal and social needs and relevant to one’s immediate environment such as self and everyday life, school, community, and particular interests.
Text/Type	Derives meaning when authentic texts (listening, reading, or viewing) are supported by visuals or when the topic is very familiar.	Comprehends simple stories, routine correspondence, short descriptive texts or other selections within familiar contexts. Generally comprehends connected sentences and much paragraph-like discourse.

	Comprehends texts ranging in length from lists, to phrases, to simple sentences, often with graphically organized information.	Comprehends information-rich texts with highly predictable order.
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.	Sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease short, non-complex texts on familiar topics; limited control of language to understand some more complex texts. May derive meaning by: <ul style="list-style-type: none"> <li>• Comparing target language structures with those of the native language</li> <li>• Recognizing parallels in structure between new and familiar language.</li> </ul>
Vocabulary	Comprehends some, but not all of the time, highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions.	Comprehends high frequency vocabulary related to everyday topics and high frequency idiomatic expressions.
Communication Strategies	May use some or all of the following strategies to comprehend texts: <ul style="list-style-type: none"> <li>• Skim and scan</li> <li>• Rely on visual support and background knowledge</li> <li>• Predict meaning based on context, prior knowledge, and/or experience</li> </ul> For alphabetic languages: <ul style="list-style-type: none"> <li>• Rely on recognition of cognates</li> <li>• May recognize word family roots, prefixes and suffixes</li> </ul>	May use some or all of the following strategies to comprehend texts: <ul style="list-style-type: none"> <li>• Skim and scan</li> <li>• Use visual support and background knowledge</li> <li>• Predict meaning based on context, prior knowledge, and/or experience</li> <li>• Use context clues</li> <li>• Recognize word family roots, prefixes and suffixes</li> </ul> For non-alphabetic languages: <ul style="list-style-type: none"> <li>• Recognize radicals</li> </ul>

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.	Generally relies heavily on knowledge of own culture with increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.
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## ACTFL PERFORMANCE DESCRIPTORS FOR IB STANDARD LEVEL II LANGUAGE LEARNERS – INTERPERSONAL

Domains	Novice Range	Intermediate 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.	Expresses and participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life.
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.	Can communicate by understanding and creating personal meaning. Can understand, ask and answer a variety of questions. Consistently able to initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction. May show emerging evidence of the ability to communicate about more than the “here and now.”
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.	Able to communicate in contexts relevant to oneself and others, and one’s immediate environment. May show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics.
Text/Type	Understands and produces highly practiced words and phrases and an occasional sentence. Able to ask formulaic or memorized questions.	Able to understand and produce discrete sentences, strings of sentences and some connected sentences. Able to ask questions to initiate and sustain conversation.

Language Control	<p>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.</p> <p>Can control memorized language sufficiently to be appropriate to the context and understood by those accustomed to dealing with language learners, however at times with difficulty.</p>	<p>Understands straightforward language that contains mostly familiar structures.</p> <p>Control of language is sufficient to be understood by those accustomed to dealing with language learners.</p>
Vocabulary	<p>Able to understand and produce a number of high frequency words, highly practiced expressions, and formulaic questions.</p>	<p>Communicates using high frequency and personalized vocabulary within familiar themes or topics.</p>
Communication Strategies	<p>May use some or all of the following strategies to maintain communication:</p> <ul style="list-style-type: none"> <li>● Imitate modeled words</li> <li>● Use facial expressions and gestures</li> <li>● Repeat words</li> <li>● Resort to first language</li> <li>● Ask for repetition</li> <li>● Indicate lack of understanding</li> </ul>	<p>Uses some of the following strategies to maintain communication, but not all of the time and inconsistently:</p> <ul style="list-style-type: none"> <li>● Ask questions</li> <li>● Ask for clarification</li> <li>● Self-correct or restate when not understood</li> <li>● Circumlocute</li> </ul>
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>	<p>Recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.</p>

## ACTFL PERFORMANCE DESCRIPTORS FOR IB STANDARD LEVEL II LANGUAGE LEARNERS – PRESENTATIONAL

Domains	Novice Range	Intermediate Range
	Communicates information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.	Communicates information and expresses own thoughts about familiar topics using sentences and series of sentences.
Functions	Presents simple, basic information on very familiar topics by producing words, lists, notes and formulaic language using highly practiced language.  May show emerging evidence of the ability to express own thoughts and preferences.	Expresses own thoughts and presents information and personal preferences on familiar topics by creating with language primarily in present time.  May show emerging evidence of the ability to tell or retell a story and provide additional description.
Contexts/Content	Creates messages in some personally relevant contexts on topics that relate to basic biographical information.  May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and immediate environment.	Creates messages in contexts relevant to oneself and others, and one’s immediate environment.  May show emerging evidence of the ability to create messages on general interest and work-related topics.
Text/Type	Understands and produces highly practiced words and phrases and an occasional sentence. Able to ask formulaic or memorized questions.	Produces sentences, series of sentences, and some connected sentences.
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.	Control of language is sufficient to be understood by audiences accustomed to the language produced by language learners.  With practice, polish, or editing, may show emerging evidence of Advanced-level language control.



	Can control memorized language sufficiently to be appropriate to the context and understood by those accustomed to dealing with language learners, however at times with difficulty.	
Vocabulary	Able to understand and produce a number of high frequency words, highly practiced expressions, and formulaic questions.	Produces vocabulary on a variety of everyday topics, topics of personal interest, and topics that have been studied.
Communication Strategies	<p>May use some or all of the following strategies to maintain communication:</p> <ul style="list-style-type: none"> <li>● Imitate modeled words</li> <li>● Use facial expressions and gestures</li> <li>● Repeat words</li> <li>● Resort to first language</li> <li>● Ask for repetition</li> <li>● Indicate lack of understanding</li> </ul>	<p>May use some or all of the following strategies to maintain communication and maintain audience interest:</p> <ul style="list-style-type: none"> <li>● Show an increasing awareness of errors and able to self-correct or edit</li> <li>● Use phrases, imagery, or content</li> <li>● Simplify</li> <li>● Use known language to compensate for missing vocabulary</li> <li>● Use graphic organizer</li> <li>● Use reference resources as appropriate</li> </ul>
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.	Uses some culturally appropriate vocabulary, expressions, and gestures. Reflects some knowledge of cultural differences related to written and spoken communication.

**Arizona World Language Strand**

**Interpersonal Communication (IC):**

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

<b>Performance Indicator</b>	<b>Performance Level</b>	<b>Standard</b>	<b>Performance Task (ACTFL) Students are able to...</b>	<b>MPS Resource/Theme IB core and options</b>
<b>Intermediate (I)</b> Can create with language, ask, and answer simple questions on familiar topics and handle a simple situation or transaction.	Intermediate Mid	<p>1. Participate in conversations on familiar topics by using a series of sentences and a few connecting words.</p> <p>2. Manage short social interactions in everyday situations by asking and answering a variety of questions.</p> <p>3. Communicate about events and experiences of daily activities and personal life.</p>	<p>start, maintain, and end a conversation on a variety of familiar topics.</p> <p>interview someone for a project or a publication.</p> <p>exchange information about subject of special interest to themselves.</p> <p>talk about artists, historical events, mathematics, technology, or science.</p> <p>use the language to handle tasks related to their personal needs.</p> <p>use the language to do a task that requires multiple steps.</p>	<p>Communication and media Global Issues Social Relationships Customs and Traditions Cultural diversity Health Leisure Science and Technology</p>

**Arizona World Language Strand**

**Interpretive Listening (IL):**

Understand, interpret, and analyze what is heard on a variety of topics.

<b>Performance Indicator</b>	<b>Performance Level</b>	<b>Standard</b>	<b>Performance Task (ACTFL) Students are able to...</b>	<b>MPS Resource IB core and options</b>
<b>Intermediate (I)</b> Can create with language, ask, and answer simple questions on familiar topics and handle a simple situation or transaction.	Intermediate Low	1. Understand the main idea in short, simple messages, presentations, and overheard conversations on familiar topics.	understand when someone describes physical descriptions from a photo or an art work.  follow along with simple math problems when they can see the figures.	Communication and media Global Issues Social Relationships Customs and Traditions Cultural diversity Health Leisure Science and Technology
	Intermediate Mid	1. Understand the main idea in messages, presentations, and overheard conversations on a variety of topics related to everyday life, personal interest, and studies.	sometimes understand a simple transaction between a customer and a sales clerk.  understand the basic purpose of a message, messages related to their basic needs, and questions and simple statements on everyday topics when they are part of the conversation.	

## 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 IB core and options
<b>Intermediate</b> Can create with language, ask, and answer simple questions on familiar topics and handle a simple situation or transaction.	Intermediate High	1. Understand the main idea of texts related to everyday life, personal interest, and studies.	usually understand short simple messages on familiar topics.  understand basic information in ads, announcements, news media, and other simple texts.  read simple written exchanges between other people.  sometimes follow short, written instructions when supported by visuals.  understand some simple information needed on a form.	Communication and media Global Issues Social Relationships Customs and Traditions Cultural diversity Health Leisure Science and Technology

			understand the main idea of and a few supporting facts about famous people and historical events.	
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## 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 IB core and options
<b>Intermediate (I)</b> Can create with language, ask, and answer simple questions on familiar topics and handle a simple situation or transaction.	Intermediate Mid	1. Make simple presentations on a wide variety of familiar topics using connected sentences.	present basic information about a familiar person, place, or thing using phrases and simple sentences.  give basic instructions on how to make or do something using phrases and simple sentences.  present basic information about things they have learned using phrases and simple sentence.  talk about people, activities, events, and experiences.  present information on plans, instructions, and directions.	Communication and media Global Issues Social Relationships Customs and Traditions Cultural diversity Health Leisure Science and Technology

## 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.

<b>Performance Indicator</b>	<b>Performance Level</b>	<b>Standard</b>	<b>Performance Task (ACTFL) Students should be able to...</b>	<b>MPS Resource IB core and options</b>
<b>Novice (N)</b> Can communicate using memorized materials in the form of words/characters, phrases or a simple sentence.	Novice High	1. Write short messages and notes using phrases and simple sentences on topics related to everyday life.	write short notes using phrases and simple sentences.  label familiar people, places, and objects in pictures and posters.  fill out a simple form with some basic personal information.	Communication and media Global Issues Social Relationships Customs and Traditions Cultural diversity Health Leisure Science and Technology

## 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 IB core and options
<b>Intermediate (I)</b> Can create with language, ask, and answer simple questions on familiar topics and handle a simple situation or transaction.	Intermediate	2. Use appropriate language and behaviors while participating in familiar culturally authentic activities and situations (e.g., presentations, virtual activities, community celebrations, theatrical productions, concerts, interviews).	compare and contrast some common products of other cultures and their own.  explore and reference current and past examples of authentic culture in L2.  compare and contrast some behaviors or practices of other cultures and their own in L2.  describe some basic cultural viewpoints.  make some generalizations about a culture in L1.	Communication and media Global Issues Social Relationships Customs and Traditions Cultural diversity Health Leisure Science and Technology



			<p>handle short interactions with peers and colleagues in familiar situations at school, work, or play in L2.          recognize and refer to elements of traditional and pop culture          sometimes in L2.</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 IB core and options
<b>Intermediate (I)</b> Can create with language, ask, and answer simple questions on familiar topics and handle a simple situation or transaction.	Intermediate	1. Access and interpret information in the target language on familiar topics and use it to reinforce and further knowledge in other content areas.	<p>use the language to meet their basic needs in familiar situations in L2.</p> <p>give a short presentation on a famous person, landmark, or cultural event in L2.</p> <p>share their reactions about a current event and explain why the event is in the news in L1 and sometimes in L2.</p>	<p>Communication and media</p> <p>Global Issues</p> <p>Social Relationships</p> <p>Customs and Traditions</p> <p>Cultural diversity</p> <p>Health</p> <p>Leisure</p> <p>Science and Technology</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 IB core and options)
<b>Intermediate (I)</b> Can create with language, ask, and answer simple questions on familiar topics and handle a simple situation or transaction.	Intermediate	2. Compare and contrast familiar topics (e.g., geography, history, and the arts) and discuss the impact on the target culture and one's own culture (as applicable).	compare historical information, cultural aspects, and celebrations from the target culture with their own.	Communication and media Global Issues Social Relationships Customs and Traditions Cultural diversity Health Leisure Science and Technology

## 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.

<b>Performance Indicator</b>	<b>Performance Level</b>	<b>Standard</b>	<b>Performance Task (ACTFL) Students are able to...</b>	<b>MPS Resource IB core and options</b>
<b>Intermediate (I)</b> Can create with language, ask, and answer simple questions on familiar topics and handle a simple situation or transaction.	Intermediate	1. Use expanded vocabulary and structures in the target language to access and interact with different media and community resources within the school setting (and beyond, as applicable).	use expanded vocabulary and structures in the target language to access and interact with different media and community resources within and beyond the school setting sometimes in L2.	Communication and media Global Issues Social Relationships Customs and Traditions Cultural diversity Health Leisure Science and Technology