



Mandarin Chinese Language Curriculum Guide

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Philosophy Statement

God has given us the gift of language to communicate with Himself, ourselves, and others. Learning a language other than English is essential for all students. Morrison's Mandarin program is a foreign language program that equips all students to communicate more effectively in a global context to better impact their world as Christians. This is done through a unit-driven curricular program that teaches all students the four basic tenets (listening, speaking, reading, and writing) of communication as well as Mandarin culture and Christian concepts.

Teachers use a variety of instructional strategies, materials, and enriching activities that factor-in, but are not limited to, age and developmental appropriateness, multiple intelligences and individual learning styles, prior knowledge and experience with the language. Teachers also integrate technology, students' learning needs, current research, and Biblical worldview into the curriculum.

Vision for Our Foreign Language Learners

Spiritual Discerner

1. Students will integrate biblical principles and values into reading, writing, listening, and speaking.
2. Students will integrate Biblical principles and values into different cultures.

Moral and Ethical Citizen

1. Students will respect persons of other ages, races, cultures, faiths, and values.
2. Students will demonstrate ethical decisions from a Biblical perspective.
3. Students will demonstrate self-control in attitude and behavior when writing and speaking on a topic.

Critical and Creative Thinker

1. Students will be able to analyze, interpret, evaluate, and synthesize concepts within various language contexts.
2. Students will create original work in the target language (e.g. writing pieces, speeches and other student presentations etc.).

Life Long Learner

1. Students will maintain intellectual curiosity of foreign languages and the cultures through application, inquiry, discussion, and research
2. Students will utilize technology appropriately to enhance their language learning.
3. Students will utilize their unique skills and abilities to develop learning independently.

Effective Communicator

1. Students will read and write skillfully and purposefully in foreign language.
2. Students will demonstrate competence in speaking and listening in a foreign language.
3. Students will contribute to groups collaboratively using appropriate interpersonal skills.

Wise and Responsible Steward

1. Students will recognize the value of learning a foreign language.
2. Students will appreciate the different aspects of culture (e.g. performing and visual arts, cuisine, etc.).

Hallmarks

Biblical Worldview Integration

A Christian worldview evaluates knowledge in light of Scriptural truth. The aim of integrating a Biblical worldview into Mandarin Chinese is for students “to develop a truly Biblical mind, so that [they] can see God more clearly, and thereby come to ... view the world from His perspective” (Furgason). We integrate so that our students can be witnesses for Christ in such a way that others will find their positions intellectually and/or logically coherent. Questions and discussions in class guide students through a pathway lined with integrated truths. The best integration is our teachers’ faith permeating everything they do (Sellers). Students will be given opportunities to exhibit their Biblical worldview.

BIBLICAL INTEGRATION IN MATHEMATICS: WHY AND HOW? James Sellers, Assistant Professor of Mathematics, Cedarville College

Authentic Christian Education: Identifying, Asking, and Answering Life’s Questions. Dr Darrell Furgason. Retrieved on 4/30/07 from <http://www.worldviewstudies.com>

Blended Instructional Approach

Students learn in a variety of ways, and effective learning depends on a variety of strategies at appropriate times. The goal is not just to know facts and concepts but also to be able to reason and apply knowledge intelligently. High-yield instructional strategies that research has shown to make a difference to student learning. Technology is utilized to enhance instruction.

“Classroom Instruction That Works- Research Based Strategies For Increasing Student Achievement” Marzano, Pickering, and Pollock (2001).

Academic Excellence

Recognizing God’s character of excellence, we endeavor to pursue excellence in the instruction, study, and application of the Mandarin Chinese language. Mandarin Chinese instruction at Morrison takes place in an academic setting; therefore, we seek to maintain high expectations for learning while being sensitive to the leading of the Holy Spirit. Utilizing research-based strategies, Mandarin teachers strive to put the Chinese language into a context for language learning that will cultivate the student’s confidence and proficiency in the language.

(Blamires, 1997; Marzano, 2001; Zemelman, Daniels, & Hyde, 1998)

Cultural Sensitivity

Cultural sensitivity recognizes those we serve. At Morrison Academy, this means that we acknowledge the background of our students. The vast majority of our students are Asian, Third Culture Kids, and/or highly mobile. The materials, strategies, and assessment practices we use address the unique features of our student population (Edlin, 1994).

Being culturally sensitive also means we recognize and introduce our students to the different people groups of the world. Since Morrison recognizes that God has created men and women in His image (Genesis 1:28), He loves them (John 3:16), and He desires that all people from all cultures will believe in Him (Revelation 7:9) our curriculum will include topics/issues that help students to know about Chinese culture groups and what makes them different. Respect and understanding of different cultures is also taught throughout the Morrison experience with an emphasis on the great need that exists to let people know of God's incredible love for them (Matthew 9:37 and Matthew 28:19-20).

Engaged Instructional Time Requirements

(Procedure 295)

K-12 Strands

1 Speaking

2 Listening

3 Reading

4 Writing

The 5 C's (refer to Appendix F) are integrated into these strands making for a more fluid and natural instruction.

Course Framework and Scaffolding for Mandarin:

Discovery Track															
Grades K – 2			Grades 3 - 5			Middle School (6 – 8)				High School (9 – 12)					
Kindergarten ^	Discovery 1	Discovery 2	Discovery A	Discovery B	Discovery C	Mandarin 1a	Mandarin 1b	Mandarin 2a	Mandarin 2b	Mandarin 1	Mandarin 2	Mandarin 3	Mandarin 4	Mandarin 5	A P M a n d a r i n

Kindergarten n^	Heritage 1*	Heritage 2*	Heritage 3	Heritage 4	Heritage 5	Heritage 6	Heritage 7	Heritage 8	Advanced Mandarin 1	Advanced Mandarin 2	Advanced Mandarin 3	Advanced Mandarin 4
Elementary and Middle School									High School			
Heritage Track												

*Note: Heritage 1 and Heritage 2 may be repeated once to establish a solid foundation for students entering Heritage track.

^Campus may divide kindergarten course into Heritage and Discover but use the same benchmarks.

Course Assignment:

Mandarin teachers collaboratively assess and determine placement of students and applicable courses needed
For each grade in Elementary, the highest Heritage class they can take is the same as their grade number (ie: the highest Mandarin class a 5th grader can take is Heritage 5).

Principal may authorize additional K-8 Heritage courses, based on the following principles:

- More than two students not able to keep up in grade level Heritage track
- Total staffing in the K-8 Mandarin program does not exceed 2.8 FTE.
- All courses use an established Heritage or Discovery course set of benchmarks.
- Multiple courses may be taught within one class.
- A class consisting of 2 or 3 levels shall not exceed 20 or 12 students respectively, in accordance to Policy 5205.

Placement

New Students

Placement in the foreign language Mandarin Chinese program is a two-step process (to determine the appropriate track and course for the student).

STEP 1: *Track Direction*

Students entering Mandarin have two track options: Discovery and Heritage. Guided by Appendix B – Heritage and Discover Definitions, the school works with the parents to determine the most appropriate track for their child.

STEP 2: *Course Placement*

To be placed in a course, all new students must first complete an age appropriate (primary, intermediate, middle, or high school) Morrison approved placement assessment. Using all data, the school places the student in the most appropriate course level.

Primary (K-2) – Mandarin placement assessments based on benchmarks for primary grades are given.

Intermediate (grades 3-5) – Mandarin placement assessments based on benchmarks for intermediate grades are given.

Middle (grades 6-8) - Mandarin placement assessments based on benchmarks for middle school are given.

High School (grades 9-12) - Mandarin placement assessments based on benchmarks for high school are given. **Placement assessments are given to all students entering High School Mandarin Chinese program.**

Continuing in Program

Once a student is placed in a course, that student follows the scope and sequence found in the curriculum guide.

Principal permission is needed for any student taking the same course in consecutive years.

Resources for Instruction

Discovery Courses

Elementary (K-5)

Primary Resources: *Better Chinese and Cengage Learning Asia*

	Students Ed.	Teacher Ed.	Teacher Ed. Online
K	Better Chinese: My First Chinese Words 9789629781415	Chinese Treasure Chest: Traditional Characters Volume 1 9789814281362 Cengage Learning Asia: Chinese Treasure Chest: Simplified Characters Volume 2 9789814281577	Better Chinese: Online My First Chinese Words (1-12) 9781606034163
Discovery 1	Better Chinese: My First Chinese Words 9789629781415		Better Chinese: Online My First Chinese Words (13-24) 9781606034170 Better Chinese: Online My First Chinese Words (25-36) 978-606034187
Discovery 2	Go Chinese 100 Textbook (Traditional Characters) 9789814226882 Go Chinese 100 Workbook (Traditional Characters) 9789814226929	Go Chinese 100 CD Standalone 9781111956561	Better Chinese: Online My First Chinese Reader Volume 1 9781606034194
Discovery A	Students Ed. Cengage Learning Asia: Go Chinese 100 Textbook (Traditional Characters) 9789814226882 Cengage Learning Asia: Go Chinese 100 Workbook (Traditional Characters) 9789814226929	Teacher Ed. Cengage Learning Asia: Go Chinese 100 CD Standalone 9781111956561	Teacher Ed. Online Better Chinese: Online My First Chinese Reader Volume 2 9781606034200
Discovery B	Cengage Learning Asia: Go Chinese 200 Textbook (Traditional Characters) 9789814226936 Cengage Learning Asia: Go	Cengage Learning Asia: Go Chinese 200 CD Standalone 9781111956578	Better Chinese: Online My First Chinese Reader Volume 3 9781606034217

Chinese 200 Workbook
(Traditional Characters)
9789814226943

Discovery C Cengage Learning Asia: Go Chinese 200 Textbook (Traditional Characters) 9789814226936 Cengage Learning Asia: Go Chinese 200 CD Standalone 9781111956578 Better Chinese: Online My First Chinese Reader Volume 4 9781606034224

Cengage Learning Asia:
Go Chinese 200 Workbook
(Traditional Characters)
9789814226943

Middle School (6-8)

Primary Resources: *Go Chinese (Cengage Learning Asia) and Better Chinese*

	Students Ed.	Teacher Ed.	Teacher Ed. Online
Mandarin 1a	Go Chinese 200 Textbook (Traditional Characters) 9789814226936	Go Chinese 200 CD Standalone 9781111956578	Better Chinese: Online Discovery Chinese Volume 1 9781606034231

Go Chinese 200
Workbook (Traditional Characters)
9789814226943

Mandarin 1b	Cengage Learning Asia: Go Chinese 300 Textbook (Traditional Characters) 9789814281478	Cengage Learning Asia: Go Chinese 300 CD Standalone 9781111956592	Better Chinese: Online Discovery Chinese Volume 2 9781606034248
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Cengage Learning Asia: Go Chinese 300
Workbook (Traditional Characters)
9789814281485

Mandarin 2a	Cengage Learning Asia: Go Chinese 300 Textbook (Traditional Characters) 9789814281478	Cengage Learning Asia: Go Chinese 300 CD Standalone 9781111956592	Better Chinese: Online Discovery Chinese Volume 3 978160603425-5
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Cengage Learning Asia: Go Chinese 300
Workbook (Traditional Characters)
9789814281485

	Students Ed.	Teacher Ed.	Teacher Ed. Online
Mandarin 2b	Cengage Learning Asia: Go Chinese 400 Textbook (Traditional Characters) 9789814281492	Cengage Learning Asia: Go Chinese 400 CD Standalone 9781111956608	Better Chinese: Online Discovery Chinese Volume 4 9781606034262
	Cengage Learning Asia: Go Chinese 400 Workbook (Traditional Characters) 9789814281508		

High School (9-12)

Primary Resources

	Students Ed.	Teacher Ed.
Mandarin 1	Taichung Language Center: Chinese Made Easier volume 1 (No ISBN) MeiZhou Chinese Level 8 (Traditional Characters) Textbook: 9780979326653 Workbook: 9780979326653 DVD	
Mandarin 2	Taichung Language Center: Chinese Made Easier volume 2 (No ISBN) MeiZhou Chinese Level 8 (Traditional Characters) Textbook: 9780979326653 Workbook: 9780979326653 DVD	
Mandarin 3	Taichung Language Center: Chinese Made Easier volume 3 (No ISBN) MeiZhou Chinese Level 9 (Traditional Characters) Textbook: 0979326677 Workbook: 0979326677 DVD	
Mandarin 4	Taichung Language Center: Chinese Made Easier volume 4 (No ISBN) MeiZhou Chinese Level 10 (Traditional Characters) Textbook: 9780985931537 Workbook: 9780985931537 DVD	
Mandarin 5	<i>(AP Mandarin will replace Mandarin 5 in 2015 school year. The resources will be replaced with College Board approved materials)</i>	Teacher Ed. Cheng & Tsui Company: Taiwan Today 9780887275647 Cheng & Tsui Company: Tales and Traditions Volume 2 (9780887276460) and Volume 3 (9780887276828) Chinese Customs and Traditions (9570904755) The Sky is Bright with Stars and Other Essays Volume

Discovery Courses

Supplementary Resources

Cheng & Tsui Company:

Tales and Traditions Volume 1-4

Volume 1 (9780887275340), Volume 3 (9780887276828),

Volume 2 (9780887276460), Volume 4 (9780887276811)

The Sky is Bright with Stars and Other Essays Volume 1 (9780887278181)

Readings in Chinese Culture Series

Volume 2 (9780887275357), Volume 4 (9780887278815),

Volume 3 (9780887276378)

Cheng & Tsui Company:

The Way of Chinese Characters 9780887277603

Find Meizhou Huayu on: <http://www.mzchinese.net/Services/Services-English.html>

Meizhou Huayu Level K (textbook, homework, and DVD)

Meizhou Huayu Level 1 (textbook, flashcards, homework, and DVD)

0-9793063-0-2

Meizhou Huayu Level 2 (textbook, flashcards, homework, and DVD)

0-9793063-3-7

Meizhou Huayu Level 3 (textbook, flashcards, homework, and DVD)

0-9793063-1-0

Meizhou Huayu Level 4 (textbook, flashcards, and homework)

0-9793063-7-X

Meizhou Huayu Level 4 DVD

Meizhou Huayu Level 5 (textbook, flashcards, and homework)

0-9793063-4-5

Meizhou Huayu Level 5 DVD

Meizhou Huayu Level 6 (textbook, flashcards, homework, and DVD)

0-9793266-0-5

Meizhou Huayu Level 7 (textbook, flashcards, homework, and DVD)

0-9793266-3-X

Meizhou Huayu Level 8 (textbook, flashcards, homework, and DVD)

9780979326653

Meizhou Huayu Level 9 (textbook, flashcards, homework, and DVD)

0979326677

Meizhou Huayu Level 10 (textbook, flashcards, homework, and DVD)

Heritage Courses

Elementary (K-5)

Primary Resources: *Nan Yi*

	Students Ed.	Teacher Ed.
K	MeiZhou Chinese 美洲華語 Level K (Textbook+Homework+DVD) http://www.mzchinese.net/Services/Services-English.html	Level K Flash Cards (ㄉㄉㄌㄌ only) for teachers
Heritage 1	Nan Yi Bo Po Mo Fo Books Shou Ce (pre level 1 book) Textbook and Workbooks (南一 首冊) Nan Yi Book 1: Textbook and Workbooks (南一 一上)	Nan Yi Book 1: Teacher's guide (南一 一上)
Heritage 2	Nan Yi Book 2: Textbook and Workbooks (南一 一下)	Nan Yi Book 2: Teacher's guide (南一 一下)
Heritage 3	Nan Yi Book 3: Textbook and Workbooks (南一 二上)	Nan Yi Book 3: Teacher's guide (南一 二上)
Heritage 4	Nan Yi Book 4:Textbook and Workbooks (南一 二下)	Nan Yi Book 4:Teacher's guide (南一 二下)
Heritage 5	Nan Yi Book 5: Textbook and Workbooks (南一 三上)	Nan Yi Book 5: Teacher's guide (南一 三上)

MMiddle School (6th - 8th)

	Students Ed.	Teacher Ed.
Heritage 6	Nan Yi Book 6: Textbook and Workbooks (南一 三下)	Nan Yi Book 6: Teacher's guide (南一 三下)
Heritage 7	Nan Yi Book 7: Textbook and Workbooks (南一 四上)	Nan Yi Book 7: Teacher's guide (南一 四上)
Heritage 8	Nan Yi Book 8: Textbook and Workbooks (南一 四下)	Nan Yi Book 8: Teacher's guide (南一 四下)

High School (9th – 12th)

	Students Ed.	Teacher Ed.
Advanced Mandarin 1	Nan Yi Book 9: Textbook and Workbooks (南一 五上)	Nan Yi Book 9: Teacher's guide (南一 五上)
Advanced Mandarin 2	Nan Yi Book 10: Textbook and Workbooks (南一 五下)	Nan Yi Book 10: Teacher's guide (南一 五下)
Advanced Mandarin 3	Nan Yi Book 11: Textbook and Workbooks (南一 六上)	Nan Yi Book 11: Teacher's guide (南一 六上)
Advanced Mandarin 4	Nan Yi Book 12: Textbook and Workbooks (南一 六下)	Nan Yi Book 12: Teacher's guide (南一 六下)

Overview by Grade/Course

Discovery Courses

Kindergarten

This course exposes students to the Mandarin Chinese language using singing, rhymes, stories, and hands on activities. Students are introduced to basic phonetic symbols for pronunciation purposes.

Grade 1 - 2

Students focus more on the 4 areas of language acquisition (i.e. speaking, listening, reading, and simple writing. (See Appendix E for curriculum goals)

Grade 3 - 5

Students progress further on the 4 areas of language acquisition (i.e. speaking, listening, reading, and writing). Technology use emerges as an influence in language acquisition at these level of courses. (See Appendix E for curriculum goals)

Grade 6 - 8

Students continue to progress in the 4 areas of language acquisition (i.e.

speaking, listening, reading, and writing). Technology use has a stronger influence at this level. (See Appendix E for curriculum goals)

Mandarin 1

This course introduces the Mandarin Chinese language. Students will learn to use phonetic symbols to express themselves in written form. Students will be trained in the writing and reading of 60 Chinese characters and 20 radicals in this course. Besides characters, students will learn roughly 1000 vocabulary words and 50 sentence patterns and be introduced to topics on Chinese culture.

Mandarin 2

This course emphasizes speaking and listening comprehension. Students should be fluent in basic daily conversation upon entering this course. Students will be trained in the writing and reading of 120 Chinese characters in this course. Besides characters, students will learn roughly 700 vocabulary words and 30 some sentence patterns and be introduced to topics on Chinese culture.

Mandarin 3

This course focuses on increased fluency in speaking, listening comprehension, reading, and writing of the Chinese language using traditional Chinese Characters, phonetic symbols and/or pinyin. Students will be trained in the writing and reading of 100 Chinese characters in this course. Besides characters, students will learn roughly 640 vocabulary words and 30 some sentence patterns and be introduced to topics on Chinese culture.

Mandarin 4

This course focuses on preparing students to take the AP Chinese Exam. By the end of the year, students will enter into an advanced-mid level of understanding Chinese in speaking, writing, listening and reading in using traditional Chinese Characters, phonetic symbols and/or pinyin. Students will be also introduced to pinyin system during this course. There are 50 more Chinese characters introduced in this course. There will be many discussion topics through articles and Chinese movie(s) as well as project(s) centered on Chinese culture.

Mandarin 5 / AP Mandarin

This course focuses on teaching the AP level Chinese course which is equivalent of a second-year (and/or the fourth semester) college Chinese course. This course is designed to provide students with varied opportunities to further develop their proficiencies across the three communicative modes: interpersonal (speaking, listening, reading and writing skills), interpretive (listening and reading skills), and presentational (speaking and writing skills) as outlined in our High School Discovery proficiency goals. There are eight thematic units designed for this course following AP Chinese Sample syllabus provided by the College Board and each unit will be taught using applicable textbook resource. Discussion topics through articles and Chinese movie(s) as well as project(s) centered on Chinese culture are also integrated in the course.

Heritage Courses

Kindergarten

This course enriches students' Mandarin Chinese language learning experiences using singing, rhymes, stories, and hands on activities. Students are introduced to basic phonetic symbols for pronunciation purposes.

Grade 1 - 2

These courses take a stronger focus on reading and writing. Zhuyin Fuhao is taught as a learning tool for reading and writing as well as pronunciation. Students are taught how to write characters using correct strokes. Curriculum goals are found in Appendix D.

Grade 3 - 5

This level sees further advancement in student communication both spoken and written as they begin writing compositions and engaged in student presentations. A greater variety of written sentence structures are expected including using good word choice and creative style. Curriculum goals are found in Appendix D.

Grade 6 - 8

The middle school level sees research and essay writing in the Heritage classes. Idioms are introduced including their historical background, implied meaning and usage. Students are taught how to determine the basic structure of different types of writing such as narratives, persuasive writing, and poetry. Curriculum goals are found in Appendix D.

Advanced Mandarin 1

This course focuses on reading, writing characters and Chinese composition. By the end of the year, students will be able to recognize 1000-1500 words, and possibly more. Students who are taking this course are from Chinese speaking community. Students will be trained at a higher level in reading and writing based on Taiwan Elementary Chinese Textbook Vol. 9, from Nanyi Publication. There are four units, and approximately 12 lessons included in this course. Other supplementary materials which will enhance students' ability in understanding Chinese idioms and writing techniques are also implemented in this course.

Advanced Mandarin 2

This course focuses on reading and writing characters. By the end of the year, students will be able to recognize 1500-2000 words, and possibly more. Students who are taking this course are from Chinese speaking community. Students will be trained in an advanced level reading and writing based on Taiwan Elementary Chinese Textbook Vol. 10, from Nanyi Publication. There are four units, and approximately 12 lessons included in this course.

Advanced Mandarin 3

This course focuses on reading and writing characters. By the end of the year, students will be able to recognize 2000-2300 words, and possibly more. Students who are taking this course are from Chinese speaking community. Students will be trained in an advanced level reading and writing based on Taiwan Elementary Chinese Textbook Vol. 11, from Nanyi Publication. There are four units, and approximately 12 lessons included in this course.

Advanced Mandarin 4

This course focuses on reading and writing characters. By the end of the year, students will be able to recognize 2300-2500 words, and possibly more. Students who are taking this course are from Chinese speaking community. Students will be trained in an advanced level reading and writing based on Taiwan Elementary Chinese Textbook Vol. 12, from Nanyi

Publication. There are four units, and approximately 12 lessons included in this course.

Kindergarten Mandarin Benchmarks

Campus may divide course into Heritage and Discover but use the same benchmarks

1 Speaking

- a. I can use simple words or phrases to greet my friends and teachers. (Discovery)
- b. I can use simple words to answer questions that are related to me (such as age, name, school, etc.) (Discovery)
- c. I can name some of my favorite things. (food, drink, color, etc.) (Discovery)
- d. I can recite simple rhymes, songs, and poetry from memory. (Discovery and Heritage)
- e. I can use words or phrases to make basic requests. (ie: bathroom, take a drink, need a pencil, etc.) (Discovery)
- f. I can say basic numbers. (Discovery)
- g. I can say Zhuyin Fuhao symbols. (Heritage).
- h. I can participate in basic conversation in the context of the classroom environment and curriculum. (Heritage)

2 Listening

- a. I can identify pictures or groups of objects according to oral descriptions. (Discovery)
- b. I can respond to simple questions, statement, and commands in familiar topic areas. (Discovery)
- c. I can ask questions and answer questions related to the story during teacher read-aloud.(Heritage)
- i. I can understand and appropriately follow instructions. (Discovery and Heritage)

3 Reading

- a. I can recognize and pronounce most Zhuyin Fuhao correctly. (Heritage)
- b. I can combine some Zhuyin Fuhao to read out loud. (Heritage)
- c. I can learn and remember the meaning of some very simple characters by looking at their shape and parts. (Heritage)

4 Writing

- a. I can write Zhuyin Fuhao. (Heritage)
- b. I can write very simple characters.(Heritage)

Heritage Mandarin

Chinese

Benchmarks

Heritage 1 Benchmarks

1 Speaking

- a. I can read aloud, with the help of Zhuyin Fuhao, with correct pronunciation and tones, pausing appropriately with punctuation.
我能用正確的發音及聲調朗讀附有注音的讀物，且根據標點符號停頓。
- b. I can participate in basic conversation, with good word choice and complete sentences, in the context of the classroom environment and curriculum.
在課堂內，我能用適當的語詞及完整的句子參與課程相關的對話。
- c. I can accurately retell a story or an event to others using complete sentences and proper chronology.
我能用完整的句子及適當的時間順序，正確地覆述故事或事件。

2 Listening

- a. During teacher read-alouds I can ask appropriate questions and correctly answer questions.
當老師朗讀文章時，我能正確的發問以及回答問題。
- b. I can understand and appropriately follow instructions.
我能理解並正確的遵循老師的指令。

3 Reading

- a. I can learn and remember the meaning of new characters by looking at their shape and parts.
我能熟習生字詞語的形音義。
- b. I can use Zhuyin Fuhao to learn characters and to read simple texts.
我能用注音符號輔助認識文字並閱讀短文。
- c. I can recognize and pronounce all Zhuyin Fuhao correctly.
我能認讀注音符號。
- d. I can combine Zhuyin Fuhao to read out loud.
我能拼讀注音符號。

4 Writing

- a. I can identify and correctly use basic punctuation, especially the period and comma.
我能分辨並正確使用基本標點符號，特別是句號及逗號。
- b. I can correctly use basic forms of stylistic language such as personification and double words.
我能正確使用基本修辭，如擬人法和疊字詞。
- c. I can write simple sentences in Zhuyin and simple characters.
我能使用注音和國字寫簡單句子。
- d. I can correctly write all Zhuyin letters and all parts of selected characters with proper stroke order and good penmanship.
我能用正確筆順及工整字跡書寫全部注音符號和簡單國字。

Heritage 2 Benchmarks

1 Speaking

- a. I can read aloud, with the help of Zhuyin Fuhao, with correct pronunciation and tones, pausing appropriately with punctuation.
我能用正確的發音及聲調朗讀附有注音的讀物，且根據標點符號停頓。
- b. I can participate in basic conversation, with good word choice and complete sentences, in the context of the classroom environment and curriculum.
在課堂內，我能用適當的語詞及完整的句子參與課程相關的對話。
- c. I can accurately retell a story or describe an event to others using complete sentences, good word choice, and proper chronology.
我能用完整的句子及適當的時間順序，正確地覆述故事或事件。

2 Listening

- a. I can follow along with an oral story or presentation and correctly answer basic comprehension questions.
當聆聽故事或報告時，我能正確的理解並回答問題。
- b. I can understand and appropriately follow instructions.
我能理解並正確的遵循老師的指令。

3 Reading

- a. I can learn and remember the meaning of new characters by looking at their shape, parts, and radicals.
我能熟習生字語詞的形音義以及部首。
- b. I can use Zhuyin Fuhao to learn characters and to read simple texts.
我能用注音符號輔助認識文字並閱讀短文。
- c. I can demonstrate comprehension of a written text by correctly answering written or oral questions on that content.
我能自己閱讀短文，並正確回答老師的問題。

4 Writing

- a. I can identify and correctly use basic punctuation such as periods, question marks, commas, and exclamation marks.
我能分辨並正確使用基本標點符號，如句號、問號、逗號及驚嘆號。
- b. I can identify and correctly use stylistic language such as double words, personification, and measure words.
我能分辨並正確使用修辭，如疊字詞、擬人法及量詞。
- c. I can imitate basic sentence structure, can write my own basic sentences, and can use basic language to describe something (a photograph, for example).
我能仿寫基本句型、造句和簡單描寫事物，如描述相片。
- d. I can correctly write all Zhuyin letters and all parts of selected characters with proper stroke order and good penmanship.
我能用正確筆順及工整字跡書寫全部注音符號和簡單國字。
- e. I can communicate with my family and friends through written words.
我能使用書寫文字和家人及朋友溝通。

Heritage 3 Benchmarks

1 Speaking

- a. I can read aloud, with the help of Zhuyin Fuhao, with correct pronunciation and tones, pausing appropriately with punctuation.
我能用正確的發音及聲調朗讀附有注音的讀物，且根據標點符號停頓。
- b. I can participate in basic conversation, with good word choice and complete sentences, in the context of the classroom environment and curriculum.
在課堂內，我能用適當的語詞及完整的句子參與課程相關的對話。
- c. I can accurately retell a story or describe an event to others using complete sentences, good word choice, and proper chronology.
我能用完整的句子及適當的時間順序，正確地覆述故事或事件。

2 Listening

- a. I can follow along with an oral story or presentation and correctly answer basic comprehension questions.
當聆聽故事或報告時，我能正確的理解並回答問題。

3 Reading

- a. I can use character shape, parts, radicals or reference materials to learn and remember the meaning of new characters.
我能熟習生字語詞的形音義以及部首。
- b. I can demonstrate comprehension of a written text by correctly answering written or oral questions on that content.
我能自己閱讀短文，並正確回答老師的問題。
- c. I can read and understand Chinese idioms relevant to the content.
我能了解與課文相關的成語。

4 Writing

- a. I can identify and correctly use basic punctuation such as periods, question marks, commas, and exclamation marks.
我能分辨並正確使用基本標點符號，如句號、問號、逗號和驚嘆號。
- b. I can identify and correctly use stylistic language such as double-words, personification, and measure words.
我能分辨並正確使用修辭，如疊字詞、擬人法和量詞。
- c. I can write with compound sentences.
我能寫複合句。
- d. I can correctly write all parts of selected characters with proper stroke order and good penmanship.
我能寫筆順正確、字跡工整的國字。
- e. I can combine sentences to write a coherent paragraph.
我能組合句子，寫成前後語意相關的段落。
- f. I can write a letter or journal with good ideas, organization, and conventions.
我能寫意思清楚、結構完整以及語法和標點符號正確的信或日記。

Heritage 4 Benchmarks

1 Speaking

- a. I can read aloud, with the help of Zhuyin, with clarity, correct pronunciation and tones, pausing appropriately with punctuation.
我能用正確的發音及聲調朗讀附有注音的讀物，且根據標點符號停頓。
- b. I can participate in basic conversation, with good word choice and complete sentences, in the context of the classroom environment and curriculum.
在課堂內，我能用適當的語詞及完整的句子參與課程相關的對話。
- c. I can give a simple presentation to others, such as show-and-tell, reading, or telling a story to the class, with good volume, intonation, pronunciation, fluency, and complete sentences.
我能使用適當的音量、正確的語調、發音及完整的句子上台流暢地報告，如分享、說故事和朗讀。

2 Listening

- a. I can follow along with an oral story or presentation and correctly answer basic comprehension questions.
當聆聽故事或報告時，我能正確的理解並回答問題。

3 Reading

- a. I can use the shape, parts, radicals or reference materials to learn and remember the meaning of new characters.
我能熟習生字語詞的形音義以及部首。
- b. I can demonstrate comprehension of a text by correctly answering comprehension questions about its content.
我能了解閱讀內容並正確回答問題。
- c. I can read and understand Chinese idioms relevant to the content.
我能了解與課文相關的成語。

4 Writing

- a. I can identify and correctly use basic punctuation such as periods, question marks, commas, exclamation marks, double quotation marks, enumeration marks, and ellipses.
我能分辨並正確使用基本標點符號，如句號、問號、逗號、驚嘆號、雙引號、頓號及刪節號。
- b. I can identify and correctly use stylistic language such as double words, personification, and measure words.
我能分辨並正確使用修辭，如疊字詞、擬人法和量詞。
- c. I can write with strong sentence structure, including compound sentences.
我能寫包括複合句在內結構完整的句子。
- d. I can use the rules of stroke order and knowledge of the parts of characters to learn and write new characters.
我能根據筆順規則和對部件的了解學習和書寫生字。
- e. I can compose a short, well-organized paragraph that is clear in meaning.
我能寫結構完整、意思清楚的段落。

- f. I can write a letter or journal with good ideas, organization, and conventions.
我能寫意思清楚、結構完整以及語法和標點符號正確的信或日記。
- g. I can use a checklist to self-check and to edit a peer's writing.
我能使用檢查表自我訂正或是校對同學的作文。

Heritage 5 Benchmarks

1 Speaking

- a. I can read out loud, with the help of Zhuyin Fuhao, with fluency, appropriate expression, and accurate intonation and pronunciation.
我能藉由注音符號的輔助，用正確的語調和發音，流暢並帶有情感的朗讀文章。
- b. I can give a simple report on a topic or can tell a narrative to others with good volume, intonation, pronunciation, fluency, and complete sentences.

我能使用適當的音量、正確的語調、發音及完整的句子，流暢的報告或描述一個主題。

2 Listening

- a. I can follow along with an oral fiction story, a news story, or a presentation and correctly answer comprehension questions.
我能理解口述故事、新聞報導或口頭報告，並能正確的回答問題。

3 Reading

- a. I can learn, remember, and connect the meaning of new characters by looking at their shape, parts, and radicals and by using reference materials.
我能熟習生字語詞的形音義以及部首。
- b. I can demonstrate comprehension of a text by correctly answering comprehension questions about its content.
我能了解閱讀內容並正確回答問題。
- c. I can understand the historical background, implied meaning, and usage of idioms relevant to class content and can correctly use them in context.
我能了解與課文相關成語的故事、含意及用法。

4 Writing

- a. I can identify and correctly use basic punctuation such as periods, question marks, commas, exclamation marks, double quotation marks, enumeration marks, and ellipses.
我能分辨並正確使用基本標點符號，如句號、問號、逗號、驚嘆號、雙引號、頓號和刪節號。
- b. I can identify and correctly use stylistic language such as double-words, personification, and measure words.
我能分辨並正確使用修辭，如疊字詞、擬人法和量詞。
- c. I can write with a variety of sentence structures, using good word choice and creative style.
我能使用適當的語詞和創作風格寫出有不同句型的句子。
- d. I can correctly write new characters with proper stroke order and good penmanship.
我能正確書寫筆順正確、字跡工整的生字。
- e. I can compose a short, well-organized paragraph that is clear in meaning.

我能寫結構完整、意思清楚但篇幅不長的段落。

- f. I can write a letter or journal with good ideas, organization, and conventions.
我能寫意思清楚、結構完整以及語法和標點符號正確的信或日記。
- g. I can write a story with clear narrative development and creative language.
我能用記敘方式和有創意的語言寫故事。
- h. I can use the writing process to develop and edit my own work and to provide feedback on the writing of my peers.
我能在寫作過程中發展及修改自己的作文，並且提供同學意見。

Heritage 6 Benchmarks

1 Speaking

- a. I can read out loud, with the help of Zhuyin Fuhao, with fluency, appropriate expression, and accurate intonation and pronunciation.
我能藉由注音符號的輔助，用正確的語調和發音，流暢並帶有情感的朗讀文章。
- b. I can give a simple report on a topic or can tell a narrative to others with good volume, intonation, pronunciation, fluency, and complete sentences.
我能使用適當的音量、正確的語調、發音及完整的句子，流暢的報告或描述一個主題。

2 Listening

- a. I can demonstrate correct understanding of various oral media including news, weather, and documentary.
我能正確理解多媒體資源的內容，如新聞報導、氣象報告及紀錄影片。
- b. I can take clear and accurate notes on a presentation.
我能在聆聽報告時，正確並清楚的記筆記。

3 Reading

- a. I can learn, remember, and connect the meaning of new characters by looking at their shape, parts, and radicals and by using reference materials.
我能熟習生字語詞的形音義以及部首。
- b. I can demonstrate comprehension of a text by correctly answering comprehension questions about its content.
我能了解閱讀內容並正確回答問題。
- c. I can understand the historical background, implied meaning, and usage of idioms relevant to class content and can correctly use them in context.
我能了解與課文相關成語的故事、含意及用法。
- d. I can determine the basic structure of different types of writing such as narratives, persuasive writing, and poetry.
我能分辨不同的文體，如記敘文、論說文和韻文。

4 Writing

- a. I can identify and correctly use punctuation related to units in the text.
我能分辨並正確使用與課文單元相關的標點符號。
- b. I can identify and correctly use stylistic language such as double-words, personification, and measure words.
我能分辨並正確使用修辭，如疊字詞、擬人法和量詞。
- c. I can write with a variety of sentence structures, using good word choice and creative style.
我能使用適當的語詞和創作風格寫出有不同句型的句子。
- d. I can combine multiple, well-organized paragraphs to present a clear and organized story.
我能組合段落，寫成一個意思清楚、結構完整的故事。

- e. I can write a letter or journal with good ideas, organization, and conventions.
我能寫意思清楚、結構完整以及語法和標點符號正確的信或日記。
- f. I can use the writing process to develop and edit my own work and to provide feedback on the writing of my peers.
我能在寫作過程中發展及修改自己的作文，並且提供同學意見。

Heritage 7 Benchmarks

1 Speaking

- a. I can read literary works aloud with fluency, appropriate expression, and accurate intonation and pronunciation.
我能使用正確的語調和發音，流暢並帶有感情的朗讀文章。
- b. I can, through the use of media, give a simple report on a topic or can tell a narrative to others with good volume, intonation, pronunciation, fluency, and complete sentences.
我能藉由多媒體，使用適當的音量、正確的語調、發音及完整的句子，流暢的報告或描述一個主題。

2 Listening

- a. I can demonstrate correct understanding of different media presented in such forms as news media, literary works, and documentary.
我能正確理解多媒體資源的內容，如新聞報導、文學作品及紀錄影片。
- b. I can take clear and accurate notes on a presentation.
我能在聆聽報告時，正確並清楚的記筆記。

3 Reading

- a. I can learn, remember, and connect the meaning of new characters by looking at their shape, parts, and radicals and by using reference materials.
我能熟習生字語詞的形音義以及部首。
- b. I can demonstrate comprehension of a text by correctly answering comprehension questions about its content.
我能了解閱讀內容並正確回答問題。
- c. I understand the historical background, implied meaning, and usage of idioms relevant to class content and can correctly use them in context.
我能了解與課文相關成語的故事、含意及用法。
- d. I can determine the basic structure of different types of writing such as narratives, persuasive writing, and poetry.
我能分辨不同的文體，如記敘文、論說文和韻文。
- e. I can demonstrate understanding of a given topic through my own research.
我能經由資料的蒐集展現對特定題目的了解。

4 Writing

- a. I can identify and correctly use punctuation related to units in the text.
我能分辨並正確使用與課文單元相關的標點符號。
- b. I can correctly use stylistic language such as double-words, personification, and measure words.
我能正確使用修辭，如疊字詞、擬人法和量詞。
- c. I can write long and complex sentences with good style, vivid word choice, and appropriate use of figurative language such as four-word phrases.
我能寫出句型多元、用字活潑和有適當修辭，如四字語詞，的句子。

- d. I can effectively combine multiple paragraphs to form a clear and organized essay.
我能組合不同段落，寫成文意清楚、結構完整的文章。
- e. I can compose a well-written summary with clear ideas and organization.
我能寫意思清楚、結構完整的大意。
- f. I can compose a well-written reflection with clear ideas and organization.
我能寫意思清楚、結構完整的感想。
- g. I can use appropriate language in my correspondence depending on audience and purpose.
我能根據對象和目的正確書寫應用文。
- h. I can use the writing process to develop and edit my own work and to provide feedback on the writing of my peers.
我能在寫作過程中發展以及修改自己的作文，並且提供同學意見。

Heritage 8 Benchmarks

1 Speaking

- a. I can read literary works aloud with fluency, appropriate expression, and accurate intonation and pronunciation.
我能使用正確的語調和發音，流暢並帶有感情的朗讀文章。
- b. I can, through the use of media, give a simple report on a topic or can tell a narrative to others, for several minutes, with good volume, intonation, pronunciation, fluency, and complete sentences.
我能藉由多媒體，使用適當的音量、正確的語調、發音及完整的句子，流暢的進行數分鐘的報告或敘述故事。

2 Listening

- a. I can demonstrate correct understanding of different media presented in such forms as news media, literary works, and documentary.
我能正確理解多媒體資源的內容，如新聞報導、文學作品及紀錄影片。
- b. I can take clear and accurate notes on a presentation.
我能在聆聽報告時，正確並清楚的記筆記。

3 Reading

- a. I can learn, remember, and connect the meaning of new characters by looking at their shape, parts, and radicals and by using reference materials.
我能熟習生字語詞的形音義以及部首。
- b. I can demonstrate comprehension of a text by correctly answering comprehension questions about its content.
我能了解閱讀內容並正確回答問題。
- c. I understand the historical background, implied meaning, and usage of idioms relevant to class content and can correctly use them in context.
我能了解與課文相關成語的故事、含意及用法。
- d. I can determine the basic structure of different types of writing such as narratives, persuasive writing, and poetry.
我能分辨不同的文體，如記敘文、論說文和韻文。
- e. I can understand and acquire new information on a given topic through my own research.
我能經由研究了解特定題目並獲得新知。

4 Writing

- a. I can identify and correctly use punctuation related to units in the text.
我能分辨並正確使用與課文單元相關的標點符號。
- b. I can identify and correctly use stylistic language such as double-words, personification, and measure words.
我能分辨並正確使用修辭，如疊字詞、擬人法和量詞。
- c. I can write long and complex sentences with good style, vivid word choice, and appropriate use of figurative language such as four-word phrases.
我能寫出句型多元、用字活潑和有適當修辭，如四字語詞，的句子。

- d. I can effectively combine multiple paragraphs to form a clear and organized essay.
我能組合不同段落，寫成文意清楚、結構完整的文章。
- e. I can compose a well-written reflection with clear ideas and organization.
我能寫意思清楚、結構完整的感想。
- f. I can compose a well-written summary with clear ideas and organization.
我能寫意思清楚、結構完整的大意。
- g. I can use appropriate language in my correspondence depending on audience and purpose.
我能根據對象和目的正確書寫應用文。
- h. I can use the writing process to develop and edit my own work and to provide feedback on the writing of my peers.
我能在寫作過程中發展以及修改自己的作文，並且提供同學意見。

Advanced Mandarin 1 Benchmarks

1 Speaking

- a. 能利用電子科技，統整訊息的內容，作詳細報告。
- b. 說話用詞正確，語意清晰，並保持適當的速度與音量。
- c. 能針對問題，提出自己的意見或看法並轉述問題的內涵，對不理解的問題，提出疑問。
- d. 能具體概略的講述一件事情、說出一段話或一篇短文的要點。

2 Listening:

- a. 能從聆聽中，正確記取聆聽內容的細節與要點。
- b. 能在聆聽過程中，概略歸納他人發表之內容。
- c. 能概略聽出他人優美的表達技巧。
- d. 能隨時在聆聽不同媒材時，從中獲取有用的資訊。

3 Reading:

- a. 能閱讀古今中外及台灣文學作品、概略了解文章的主旨並能分辨語體文。
- b. 能概略讀懂文學作品中不同情境的句意及修辭的技巧。
- c. 能認識常用中國文字1000-1500字。
- d. 能概略應用組織結構的知識（如：順序、因果、對比關係）閱讀。

4 Writing:

- a. 能掌握記敘文特性，練習寫作。
- b. 能理解、掌握修辭的特性，並練習應用在實際寫作。
- c. 能掌握語詞的相關知識，寫出語意完整的句子，並能應用各種句型，安排段落，組織成篇。
- d. 能了解標點符號的功能，並在寫作時恰當的使用。

Advanced Mandarin 2 Benchmarks

1 Speaking:

- a. 能利用電子科技，統整訊息的內容，有條理有系統的作詳細報告。
- b. 說話用詞正確，語意清晰，內容具體，主題明確，並保持適當的速度與音量。
- c. 能針對問題，提出自己的意見或看法並轉述問題的內容，對不理解的問題，提出疑問。
- d. 能具體詳細的講述一件事情、說出一段話或一篇短文的要點。

2 Listening:

- a. 能從聆聽中，正確記取聆聽內容的細節與要點並感受說話者的情緒。(修辭技巧，如：感嘆、譬喻、誇飾...等)
- b. 能在聆聽過程中，概略歸納他人發表之內容。
- c. 能概略聽出他人優美的表達技巧。
- d. 能具備聆聽不同媒材的能力。

3 Reading:

- a. 能閱讀古今中外及台灣文學作品、清楚了解文章的主旨並能分辨語體文。
- b. 能概略讀懂文學作品中不同情境的句意及修辭的技巧。
- c. 能認識常用中國文字1500-2000字。
- d. 能應用組織結構的知識（如：順序、因果、對比關係）閱讀。

4 Writing:

- a. 能掌握記敘文、新詩和說明文特性，練習寫作。
- b. 能理解、掌握修辭的特性，並練習應用在實際寫作。
- c. 能掌握語詞的相關知識，寫出語意完整的句子，並能應用各種句型，安排段落，組織成篇。
- d. 能了解標點符號的功能，並在寫作時恰當的使用。

Advanced Mandarin 3 Benchmarks

1 Speaking

- a. 能利用電子科技、統整訊息的內容，作詳細報告。
- b. 說話用詞正確，語意清晰，內容具體，主題明確，並保持適當的速度與音量。
- c. 能針對問題，提出雙方的意見或看法，並轉述問題的內容，對不理解的問題，提出疑問。
- d. 能針對特定主題，口述見聞，並當眾做簡要演說。

2 Listening

- a. 能正確記取聆聽內容的細節與要點。
- b. 能具備聆聽不同媒材的能力，並從中獲取有用的資訊。
- c. 能在聆聽過程中，系統歸納他人發表之內容。
- d. 能具體聽出他人優美的表達技巧。

3 Reading

- a. 能閱讀古今中外及台灣文學作品、具體了解文章的主旨並能分辨語體文。
- b. 能具體讀懂文學作品中不同情境的句意及修辭的技巧。
- c. 能認識常用中國文字2000-2300字。
- d. 能應用組織結構的知識（如：順序、因果、對比關係）閱讀。

4 Writing

- a. 能掌握記敘文和抒情文的特性，練習寫作。
- b. 能理解、掌握修辭的特性，並練習應用在實際寫作。
- c. 練習從審題、立意、選材，並能應用各種句型，安排段落，組織成篇。
- d. 能了解標點符號的功能，並在寫作時恰當的使用。

Advanced Mandarin 4 Benchmarks

1 Speaking

- a. 在閱讀文章或觀察事物後，能以完整語句說明其內容。
- b. 說話用詞正確，語意清晰，內容具體，主題明確，並保持適當的速度與音量。
- c. 能針對問題，提出雙方的意見或看法，轉述問題的內容，並對不理解的問題，提出詢問。
- d. 能針對特定主題，口述見聞，並當眾做簡要演說。

2 Listening

- a. 能從聆聽中，正確記取聆聽內容的細節與要點並思考如何解決問題。
- b. 能具備聆聽不同媒材的能力，並從中獲取有用的資訊。
- c. 能在聆聽過程中，完整歸納他人發表之內容。
- d. 能具體聽出他人優美的表達技巧。

3 Reading

- a. 熟習活用生字語詞的形音義，並能分辨語體文及文言文中詞語的差別。
- b. 能具體讀懂文學作品中不同情境的句意及修辭的技巧。
- c. 能認識常用中國文字2300-2500字。
- d. 能具體應用組織結構的知識（如：順序、因果、對比關係）閱讀。

4 Writing

- a. 能掌握抒情文、說明文和應用文的特性，練習寫作。
- b. 能理解、掌握修辭的特性，並結合電腦科技練習應用在實際寫作。
- c. 練習從審題、立意、選材，並能應用各種句型，安排段落，組織成篇。
- d. 能從內容、詞句、標點方面，修改自己或他人的作品。

5

Discovery

Mandarin Chinese

Benchmarks

Discovery 1

1 Speaking

- a. I can use simple words or phrases to greet my friends and teachers.
- b. I can use simple words to answer questions that are related to me (such as age, name, etc.)
- c. I can name a number of familiar things that I like.
- d. I can describe familiar objects using simple words. (i.e. Size, color, etc.)
- e. I can recite simple rhymes, songs, poetry from memory.
- f. I can make very basic request of my needs. (i.e. Bathroom, take a drink of water, etc.)
- g. h. I can understand and use numbers in simple situations. (i.e. Age, counting, birthday, etc.)

2 Listening

- a. I can identify pictures or groups of objects according to oral description.
- b. I can follow simple step directions with the help of visual aid.
- c. I can respond to simple questions, statement and commands in familiar topic areas.

3 Reading

NA

4 Writing

- a. I can write my name.

Discovery 2

1 Speaking

- a. I can use simple words or phrases to greet my friends and teachers.
- b. I can use simple words to answer questions that are related to me. (i.e. Such as age, name, etc.)
- c. I can name a number of familiar things that I like and dislike
- d. I can describe familiar objects using simple words (i.e. Size, color, etc.).
- e. I can recite simple rhymes, songs, poetry from memory.
- f. I can make very basic request of my needs. (i.e. Bathroom, take a drink of water, etc.)
- g. I can ask some simple questions to help me know my friends more. (i.e. Family, age, likes/dislikes, etc.)
- h. I can understand and use numbers in simple situations. (i.e. Age, counting, birthday, etc.)

2 Listening

- a. I can identify pictures or groups of objects according to oral description
- b. I can follow simple step directions with the help of visual aid
- c. I can respond to simple questions, statement and commands in familiar topic areas.
- d. I can follow directions in order to move from one place to another (ex. right, left, etc.).

3 Reading

- a. I can match pictures or groups of objects that I am familiar with the related basic written words.
- b. I can read some new words with the help of Pinyin
- c. With the help of Pin yin, I can read some easy children books with repetition words or phrases.
- d. I can recognize some words or phrases, related to familiar topic areas, in everyday situations.

4 Writing

- a. I can copy and write some basic words, related to familiar topic areas, with basic stroke order.
- b. I can correctly write a few words, related to me, from memory.

Discovery A

1 Speaking

- a. I can use simple memorized phrases to answer questions that are related to me.
- b. I can name a number of familiar things or activities that I like and dislike.
- c. I can use words or simple phrases to describe things in familiar topics.
- d. I can recite simple rhymes, songs, poetry from memory.
- e. I can use complete sentences to make basic request of my needs in the classroom.
- f. I can make very short conversation using simple words or phrases in everyday situations (i.e. At 7-11, shops, etc.).
- g. I can ask some simple questions to help me know my friends better. (i.e. Family, age, likes/dislikes, etc.)

2 Listening

- a. I can identify pictures or groups of objects according to oral description.
- b. I can correctly answer comprehension questions about the main idea of short conversations or monologues on familiar topics.
- c. I can respond to simple questions, statement and commands in familiar topic areas
- d. I can respond to a few new sentences with strong contextual support.
- e. I can follow directions in the classroom setting with strong contextual support.

3 Reading

- a. I can identify pictures or groups of objects that I am familiar with the related basic written words.
- b. I can read some new words with the help of Pinyin
- c. With the help of Pinyin, I can read some easy children books with repetition words or phrases.
- d. I can recognize some familiar words or phrases related to familiar topic areas in everyday situations.
- e. I can use the shape and parts of characters to learn and memorize characters.

4 Writing

- a. I can copy and write basic words, related to familiar topic areas, with basic stroke order.
- b. I can correctly write a few words related to me from memory.

Discovery B

1 Speaking

- a. I can use memorized phrases or sentences to answer questions that are related to me.
- b. I can name a number of familiar things or activities that I like and dislike.
- c. I can use simple learned sentence patterns to describe things in familiar topics.
- d. I can make basic request of my needs in the classroom using complete sentences.
- e. I can make very short conversation using simple words or phrases in everyday situations. (i.e. At 7-11, shops, etc.)
- f. I can ask simple questions to help me know my friends more. (i.e. Family, age, likes/dislikes, etc.)
- g. I can exchange short comments with friends about things I am familiar with. (i.e. Weather, food, etc.)

2 Listening

- a. I can correctly answer comprehension questions about the main idea of short conversations or monologues on familiar topics.
- b. I can respond to simple questions, statement and commands in familiar topic areas.
- c. I can respond to new sentences with contextual support.
- d. I can follow directions in the classroom setting with contextual support.
- e. I can share the general idea after viewing age-appropriate videos related to familiar topic areas.
- f. I can use simple words or phrases to converse with others in everyday situations (at 7-11, shops, etc.).

3 Reading

- a. I can identify pictures or groups of objects that I am familiar with the written words.
- b. I can read new words with the help of Pinyin
- c. I can read some short sentences with the help of Pinyin.
- d. I can use words or phrases I have learned to read some very easy children books with assistance (i.e. Visual aids, Pinyin, or dictionary).
- e. I can recognize some familiar words or phrases that help me to obtain useful information in everyday situations (i.e. Menu, stationaries, etc.).
- f. I can use the shape and parts of characters to learn and memorize characters.

4 Writing

- a. I can write some basic words, related to familiar topic areas, from memory with correct stroke order.
- b. I can use words I have learned to write short sentences about myself.
- c. I can use words I have learned to help with my day-to-day life. (i.e. Fill out simple form, lists, notes, etc.)

Discovery C

1 Speaking

- a. I can use simple transition words to share my likes and dislikes, when related to familiar things or activities.
- b. I can use simple follow up questions to make short conversation related to familiar topic areas
- c. I can ask simple questions to help me obtain information I need in everyday situations for practical purpose. (i.e. Directions, stores, etc.)
- d. I can use learned phrases and sentences to talk about myself and exchange information about myself, my family and familiar things. (i.e. Personality, looks, places, etc.)
- e. I can give simple directions to help others to get to places or to make/do something.
- f. I can share a familiar experience or events (vacations, weekends, etc.) using some short sentences.

2 Listening

- a. I can correctly answer comprehension questions about the main idea of short conversations or monologues on familiar topics.
- b. I can respond to simple questions, statement and commands in familiar topic areas.
- c. I can respond to new sentences with contextual support.
- d. I can follow directions in the classroom setting with contextual support.
- e. I can share some facts after viewing age-appropriate videos related to familiar topics.
- f. I can use simple words or phrases to converse with others in everyday situations. (At 7-11, shops, etc.)

3 Reading

- a. I can read short sentences with the help of Pinyin.
- b. I can read some very easy children books with some assistance (i.e. Visual aids, Pinyin, or dictionary).
- c. I can recognize familiar words or phrases that help me to obtain useful information in everyday situations (i.e. Public signs, brochure, etc.)
- d. I can identify the main idea of a paragraph about familiar topics with the help of visual aids.
- e. I can use the shape and parts of characters to learn and memorize characters.
- f. I can follow simple short written directions in daily life situation with visual support. (i.e. Recipe, toy assembling, etc.)
- g. I can respond appropriately to a short text or email on familiar topics.

4 Writing

- a. I can write some words, related to familiar topic areas, from memory with the correct stroke order.
- b. I can write simple sentences to describe things about myself and others in familiar topic areas.
- c. I can write short messages or notes to help with my day-to-day life. (i.e. Text, email, etc.)
- d. I can use a couple transition words to help with my sentence writing.
- e. I can use learned sentence patterns to write about a familiar experience or event. (i.e. Vacations, weekends, etc.)

Mandarin 1a

1 Speaking

- a. I can use words and sentences learned to talk about myself and others, when related to familiar topic areas.
- b. I can use simple transition words to share my likes and dislike of familiar things or activities.
- c. I can use simple follow up questions to make short conversation, when related to familiar topic areas.
- d. I can ask questions to help me obtain information I need in everyday situations for practical purpose (i.e. Directions, stores, etc.).
- e. I can use short sentences to exchange information about myself, my family and familiar things. (i.e. Personality, looks, places, etc.)
- f. I can give simple directions to help others to get to places or to make/do something.
- g. I can use some short sentences to share a familiar experience or events. (i.e. Vacations, weekends, etc.)

2 Listening

- a. I can answer comprehension questions about the main idea of short conversations or monologues on familiar topics.
- b. I can respond to simple questions, statement and commands in familiar topic areas.
- c. I can respond to new sentences with contextual support.
- d. I can follow directions in the classroom setting with contextual support.
- e. I can share the general idea after viewing age-appropriate videos on familiar topics.
- f. I can use simple words or phrases to converse with others in everyday situations. (i.e. At 7-11, shops, etc.)

3 Reading

- a. I can read short sentences with the help of Pinyin.
- b. I can recognize familiar words or phrases that help me to obtain useful information in everyday situations. (i.e. Menu, public signs, brochure, etc.)
- c. I can answer comprehension questions from a paragraph about familiar topics with the help of visual aids.
- d. I can use the shape and parts of characters to learn and memorize characters.
- e. I can follow simple written directions in daily life situation with visual support. (i.e. Recipe, collecting points at 7-11, etc.)
- f. I can respond appropriately to a short text or email on familiar topics.
- g. I can fill out parts of a form that use familiar words or phrases. (i.e. School form, etc.)

4 Writing

- a. I can write some words in the familiar topic areas from memory with correct stroke order.
- b. I can write simple sentences to describe things about myself and others in familiar topic areas.
- c. I can write short message or notes help with my day-to-day life (text, email, etc.)
- d. I can use a couple transition words to help with my sentence writing.
- e. I can use learned sentence patterns to write about a familiar experience or event. (i.e. Vacations, weekends, etc.)
- f. I can write down or type out some Pinyin letters correctly when I hear Chinese words or see the characters.

Mandarin 1b

1 Speaking

- a. I can use a series of sentences and transition words to describe something about myself, my family and familiar things with some details. (i.e. Personality, looks, places, etc.)
- b. I can use simple follow up questions that express interest to know more during a conversation related to familiar topic areas.
- c. I can meet my basic needs in everyday situations. (i.e. Ask for help in the community; arrange a ride with friends, etc.)
- d. I can give a series of instructions. (i.e. Recipe, games, etc.)
- e. I can express my reaction and emotions to others (happiness, sadness, etc.) in familiar situations. (i.e. Events, sporting, etc.)
- f. I can express my needs, wants and plans using series of sentences with some details. (i.e. Weekends, school, summer, etc.)

2 Listening

- a. I can correctly answer comprehension questions about the main idea and some details related to familiar topics expressed in presentations or simple short stories.
- b. I can respond to questions and statement in familiar topic areas by expressing my reaction and emotions.
- c. I can complete a task by following oral directions and instructions related to a familiar topic (i.e. Cooking, homework, location, etc.)
- d. I can converse with local people in my community (i.e. Restaurant, tea shop, etc.)
- e. I can state main points from a media presentation of a short report on familiar topics. (i.e. Holidays, weather, movie preview, etc.)

3 Reading

- a. I can read sentences with the help of Pinyin.
- b. I can recognize familiar words or phrases that help me to obtain useful information in everyday situations (i.e. Sale deals at 7-11, movie schedule, etc.)
- c. I can correctly answer comprehension questions from a paragraph about familiar topics with visual aids.
- d. I can use the shape and parts of characters to learn new characters.
- e. I can follow simple written directions in daily life situation with visual support (i.e. Purchase tickets at 7-11, online, etc.)
- f. I can respond appropriately to a short text or email on familiar topics.
- g. I can fill out parts of a form that use familiar words or phrases. (i.e. Clinic, etc.)

4 Writing

- a. I can write some words, related to familiar topic areas, from memory with correct stroke order.
- b. I can write simple sentences to form a simple paragraph describing things about myself and others in familiar topic areas.
- c. I can write short message or notes help with my day-to-day life. (i.e. Text, email, etc.)
- d. I can use a couple of transition words to help with my sentence writing.
- e. I can use learned sentences patterns to write a short paragraph about a familiar experience or event (i.e. Vacations, weekends, etc.)
- f. I can write down or type out most Pinyin letters correctly when I hear Chinese words or see the characters.

Mandarin 2a

1 Speaking

- a. I can use details in connected sentences and some appropriate transition words to make a presentation on personal experiences and interests in familiar topic areas.
- b. I can use details in connected sentences and some appropriate transition words to express my opinion on familiar topics.
- c. I can initiate a conversation talking about the familiar topic areas and use follow up questions to maintain the conversation.
- d. I can meet my basic needs in everyday situations. (i.e. Make an appointment by phone, ordering take-out food, etc.)
- e. I can express my reaction, needs, wants and plans using connected sentences with personal feelings and many details (i.e. Events, summer vacations, etc.)

2 Listening

- a. I can correctly answer comprehension questions about the content of the main idea and details in presentations on familiar topics.
- b. I can ask follow up questions or express my reactions and emotions in response to questions and statements on familiar topics.
- c. I can complete a task by following the directions and instructions in a familiar setting.
- d. I can carry a conversation or have a short discussion with a main idea and details with the local people in my community. (i.e. Restaurant, tea shop, etc.)
- e. I can answer comprehension questions about the content of simple short stories on familiar topics.
- f. I can state a few points from a media presentation of a short report or interview on familiar topics. (i.e. Interview with stars, weather, sports, etc.)

3 Reading

- a. I can find and use information for everyday life in familiar situations to help make decisions. (i.e. Menu, upcoming events, public notification, etc.)
- b. I can answer comprehension questions about the main idea and some details of a paragraph about familiar topics.
- c. I can use the shape and parts of characters to learn new characters.
- d. I can follow written directions in daily life situation (i.e. Purchase tickets for transportations, etc.)
- e. I can respond appropriately to a short text or email on familiar topics.
- f. I can fill out parts of a form that has familiar words or phrases. (i.e. Clinic, etc.)
- g. I can use Pinyin letters to pronounce Chinese words that I do not know accurately.

4 Writing

- a. I can write words, related to familiar topic areas, from memory with correct stroke order.
- b. I can use a series of sentences to compare things and express my opinions on familiar topics with some details (i.e. Likes and dislikes personalities, etc.)
- c. I can obtain and clarify information by writing questions in an email or a letter related to familiar topics. (i.e. Personal information, recommendations of places, etc.)
- d. I can use a series of sentences and some appropriate transition words to write about something I know or about a familiar experience or event with some details.
- e. I can write down or type out correct Pinyin letters when I hear Chinese words or see the characters.

Mandarin 2b

1 Speaking

- a. I can use connected sentences, appropriate transition words, an introduction and a conclusion to make a presentation on personal experiences and interests in familiar topic areas with personal feelings and many details.
- b. I can use connected sentences and appropriate transition words to express my opinion on familiar topics with clarity and many details.
- c. I can initiate a conversation talking about the familiar topic areas, use follow up questions to maintain the conversation and end the conversation in an appropriate way.
- d. I can discuss and solve problems in uncomplicated situations. (i.e. Reschedule an appointment or date; return goods, find the correct directions, etc.)
- e. I can express my degree of emotions and respond to the emotions of others by using appropriate words or phrases. (i.e. Frustration, confusion, joy, etc.).

2 Listening

- a. I can correctly answer comprehension questions about the content of the main idea and details expressed in presentation or short speeches on familiar topics.
- b. I can ask follow up questions or express my reactions and emotions of questions or statements in familiar topic areas.
- c. I can maintain a conversation or discussion on familiar topics with people in my local community. (i.e. Restaurant, tea shop, etc.)
- d. I can correctly answer comprehension questions about the content of simple short stories on familiar topics.
- e. I can state main points of the main idea and some details of a short report or interview on familiar topics and personal interests presented via media (i.e. Movie preview, interview with stars, sports, etc.)

3 Reading

- a. I can find and use information for everyday life in familiar situations to help make decisions (i.e. Movie review, description of a dish, etc.)
- b. I can correctly answer comprehension questions about the main idea and many details of a paragraph about familiar topics.
- c. I can use the shapes and parts of characters to learn and remember new characters.
- d. I can follow written directions in daily life situations. (i.e. Find information needed for research, etc.)
- e. I can use a note or email to reply appropriately to a note or email on a familiar topic.
- f. I can use Pinyin letters to pronounce Chinese words that I do not know accurately.

4 Writing

- a. I can write words in the familiar topic areas from memory with correct stroke order.
- b. I can use a series of sentences to compare things and express my opinions by giving supporting reasons on familiar topics with many details.
- c. I can write questions in an email or a letter on familiar topic areas to obtain and clarify information. (i.e. Personal information, recommendations of places, etc.)
- d. I can write a personal narrative on familiar topics with an introduction and conclusion, with description, with specific details, with appropriate transition words and with personal feelings.
- e. I can write down or type out correct Pinyin letters when I hear Chinese words or see the characters.

High School

Mandarin 1

1 Speaking

- a. I can exchange opinions, preferences, feelings, and emotions in simple and familiar contexts.
- b. I demonstrate the ability to use some colloquial expressions appropriately on predictable topics related to greeting, personal information, daily activities and some immediate needs (e.g., ordering food, making simple purchases, etc.)
- c. I can present short well-rehearsed material using connected statements by combining and recombining known elements to express my own thoughts and following a model, can describe familiar topics.
- d. I can apply learned grammatical structures and vocabulary words to new situations for effective communication.
- e. I can imitate the use of simple culturally appropriate vocabulary and idiomatic expressions modeled by the teacher e.g., 年年有餘, 恭喜發財.
- f. I can comprehend and apply some biblical words and phrases (refer to the word bank: 耶穌 Jesus; 上帝 God; 神 God; 耶穌愛你 Jesus loves you)
- g. I demonstrate the ability to worship and communicate with God through the song “耶穌愛你 Jesus loves you” in Mandarin.

2 Listening

- a. I can comprehend and interpret spoken language presented in different media, contexts and simple conversations, and respond appropriately.
- b. I demonstrate the ability to follow simple directions, instructions and commands in Mandarin inside and/or outside the classroom.
- c. I can summarize the information and ideas in simple conversations and essay-length messages in familiar and occasionally unfamiliar contexts.

3 Reading

- a. I can use and apply “Zhu Yin Fu Hao” in Mandarin reading.
- b. I can recognize the more common radicals occurring in Mandarin characters.
- c. I can use and apply “Pinyin” in Mandarin reading.
- d. I can recognize the more common functional Mandarin characters (e.g. street signs, some major cities in Taiwan, etc.).
- e. I can comprehend the main idea of simple, illustrated stories written in Mandarin.
- f. I can read short texts using characters already learned.
- g. I can demonstrate basic understanding in the origin, customs and practices of Moon Festival and Chinese New Year.

4 Writing

- a. I can write “Zhu Yin Fu Hao” for daily needs, messages etc.
- b. I can write the name of the street that I live on in Taiwan.
- c. I can use and apply “Zhu Yin Fu Hao” in writing.
- d. I can use and apply “Pinyin” in writing.

Mandarin 2

1 Speaking

- a. I can interact and express my opinions to others using culturally appropriate vocabulary in everyday situations.
- b. I demonstrate the ability to use multiple colloquial expressions appropriately on predictable topics related to shopping, personal leisure activity, and an in depth self-introduction.
- c. I can present well-rehearsed material from novice mid to high level using connected statements by combining and recombining known elements to express own thoughts and following a model, can describe familiar topics (e.g. skits).
- d. I can describe and apply learned grammatical structures and simple phrases in everyday situations for effective communication.
- e. I can demonstrate basic knowledge on three main Chinese festivals: Chinese New Year, Mid-Autumn festival, and Dragon Boat festival.
- f. I can comprehend and apply some biblical words and phrases (refer to the word bank: 主 Lord; 喜樂 Joy; 慈愛 Love; 恩典 Grace; 天父 Father)
- g. I am aware of how to worship and communicate with God through the song “認識祢真好 It's so good to know You” in Mandarin.

2 Listening

- a. I can comprehend and respond appropriately to questions presented in contexts on familiar topics to keep a conversation going.
- b. I can summarize the information and ideas in contextualized conversations and essay-length messages in familiar and unfamiliar contexts.
- c. I can apply simple biblical terminology I have learned to my listening.

3 Reading

- a. I can use and apply “Zhu Yin Fu Hao” and/or “Pinyin” in Mandarin reading.
- b. I can recognize the more common radicals occurring in Mandarin characters.
- c. I demonstrate basic knowledge of Chinese characters taught in class (e.g. Chinese radicals, simple components of Chinese characters, etc.)
- d. I can comprehend the main idea and supporting details of selected authentic texts on familiar topics in everyday situations.
- e. I can read longer texts using characters already learned.

4 Writing

- a. I can write “Zhu Yin Fu Hao” and/or “Pinyin” and learned Chinese Characters for daily needs, messages, notes, etc.
- b. I can produce short simple communications, compositions and/or descriptions using strings of connected sentences, for simulated purposes.
- c. I can use available resources to support the construction of new content.

Mandarin 3

1 Listening

- a. I can express myself using some culturally appropriate vocabulary, idiomatic expressions and cultural knowledge.
- b. I can engage in most informal and a limited number of formal conversations in familiar contexts using colloquial expressions appropriately to manage the conversations.
- c. I can apply a range of familiar grammatical structures to increase the complexity of my speech.
- d. I can describe in some detail the three main Chinese festivals using Mandarin: Mid-Autumn festival, Chinese New Year, and Dragon Boat festival.
- e. I can express myself using some of the biblical terminology I have learned.

2 Listening

- a. I demonstrate an understanding of some aspects of Chinese history and geography and/or can describe some major tourist attractions and historical sites in China or in Taiwan
- b. I can respond critically to the viewpoints of others or to open ended questions on familiar topics.
- c. I can respond appropriately to contextualized information on familiar topics.

3 Reading

- a. I can infer the meaning of unfamiliar words from learned vocabulary when reading familiar articles and texts for information.
- b. I can read a variety of complex texts to build vocabulary comprehension and an understanding of language structure across the curriculum.
- c. I demonstrate further (refer to Mandarin 3 word bank) knowledge of Chinese characters taught in class (e.g. Chinese radicals, simple components of Chinese characters, etc.)
- d. I can apply the knowledge I gain from reading authentic texts in everyday situations.
- e. I can apply some of the biblical terminology I have learned to my reading.

4 Writing

- a. I can write a description in some detail and/or a short report on familiar events or personal experiences using connected phrases and sentences.
- b. I can write personal communications on familiar topics in some detail using connected sentences.
- c. I can express myself in writing using some culturally appropriate vocabulary, idiomatic expressions and cultural knowledge.
- d. I demonstrate an understanding of the Chinese writing system (e.g. the difference between the traditional and simplified Chinese characters,

the writing, stroke order and Pinyin system).

Mandarin 4

1 Speaking

- a. I can express myself using numerous culturally appropriate vocabulary words, idiomatic expressions along with cultural knowledge.
- b. I can engage in most informal and formal conversations in familiar contexts using colloquial expressions appropriately to manage the conversations.
- c. I can express myself in paragraphs using connected sentences with supporting details.
- d. I can describe the origin, customs and practices of Moon Festival, Chinese New Year, and Dragon Boat Festival using connected sentences with some details.
- e. I can express myself using the biblical terminology I have learned.

2 Listening

- a. I demonstrate an understanding of various aspects of Chinese history and geography and/or can describe some major tourist attractions and historical sites in China.
- b. I can comprehend the main idea and details relevant to a specific concept from selected authentic audio and multimedia sources.
- c. I can recognize differences and similarities in the perspectives of Chinese culture and my own such as major types of Chinese cuisine.

3 Reading

- a. I demonstrate control of an extensive vocabulary, a number of idiomatic and culturally authentic expressions, and more specialized precise terms when dealing with specific topics.
- b. I can understand the main idea and most details when reading familiar articles and texts for information.
- c. I demonstrate further (refer to Mandarin 4 word bank) knowledge of Chinese characters taught in class (e.g. Chinese radicals, simple components of Chinese characters, etc.)
- d. I can apply the knowledge I gain from reading authentic texts in everyday situations.
- e. I can apply the biblical terminology I have learned to my reading.

4 Writing

- a. I can write a description or explanation of familiar topics and some new topics using connected, detailed paragraphs.
- b. I can express myself in writing using numerous culturally appropriate vocabulary words, idiomatic expressions along with cultural knowledge.
- c. I can type sentences, paragraphs, and/or a story in Mandarin
- d. I can apply the knowledge I gain from writing in real life situations.

Mandarin 5 / AP Mandarin Chinese

AP Mandarin Chinese course is being developed for the 2015-2016 school year.

1. Students exchange, support and discuss their opinions and individual perspectives with peers and/or Mandarin speakers on a variety of topics dealing with contemporary and historical issues.
2. Students frequently engage in interactive activities characteristic of naturally occurring conversations among Mandarin speakers, respond to questions in a culturally appropriate way, and express personal views and/or exchange opinions on familiar topics.
3. Students demonstrate an increasing understanding of the cultural nuances of meaning in written and spoken Mandarin as expressed by native speakers and writers in formal and informal settings.
4. Students actively listen to and read a wide range of contextualized texts and text styles and develop aural proficiencies through exposure to media such as TV commercials, films, radio programs, public announcements, advertisements, signs, posters, newspapers, short stories, and various online resources.
5. Students research and provide information about events in their surrounding environment (such as family, school, community, and country) which demonstrates cultural appropriateness through spoken and/or written discourse.
6. Students clearly express themselves orally and in writing on a variety of topics by employing advanced vocabulary, and structures that are coherent and organized as is appropriate to the purpose of their presentation and the audience or readers. In addition to developing handwriting skills, students are comfortable with writing Chinese on a computer.
7. Students demonstrate an understanding of the relationship between the perspectives, products and practices of the cultures in the Mandarin-speaking world. Students are able to compare and contrast the underlying beliefs and values of Chinese culture with biblical beliefs and values, and discuss various elements within the worldview of Chinese culture.
8. Students show evidence of becoming life-long learners by using the Mandarin language both within and beyond the school setting.

The above benchmarks are taken in their entirety, or adapted in part, from the *AP Chinese Language and Culture Teacher's Guide*, and ACTFL's *Standards for Foreign Language Learning: Preparing for the 21st Century*.

(I want to use MLA citing-tell Gabi this.)

Appendix A - Biblical Principles for Foreign Language Learning

God

- A. Creativity, language, and story all parallel God's nature.
- B. God is able to communicate through all languages and cultures.

Creation

- A. God displays his variety in creation in different languages and cultures.
- B. Creation is designed to be appreciated in all contexts.

Mankind

- A. God gave man the ability to communicate with others.
- B. The study of literature shows the nature of man.

Moral Order

- A. Discussions on news, stories, and events helps students discern moral order.
- B. Integrated service projects promote the understanding and appreciation of God's moral order.

Purpose

- A. It is God's purpose for man to use language and understanding of each other's culture for harmony in community.
- B. Individuals give God glory by effectively using language skills to fulfill His purpose.
- C. It is God's plan that we worship and communicate with Him through languages.

Appendix B - Heritage and Discover Definitions

Heritage Course	Discovery Course
<ul style="list-style-type: none"> • Students who were fully <i>immersed</i> in a Mandarin language environment for a significant amount of time just before attending Morrison <ul style="list-style-type: none"> ○ Mandarin primary language at home - OR - ○ Formal educational in a Mandarin local senior kindergarten or elementary school (if enrolling in grade one) ○ Exception may be made by the principal 	<ul style="list-style-type: none"> • Students who come from a non-heritage Mandarin <ul style="list-style-type: none"> ○ Primary language other than Mandarin spoken at home. ○ Prior former education took place in English or students mother tongue ○ Exception may be made by the principal

Appendix C – Mandarin Chinese Curriculum Goals

Discovery Curriculum Goals

	Reading	Writing	Speaking
E x i t i n g H i g h S c h o o : M a n d a r i n 5 (W i l l b e A P M a n d a r i n i n 2 0 1 5 - 2 0 1 6) E x i	Reading Level: Advanced - Mid	Writing Level: Advanced - Low	Speaking Level: Advanced - High
	<p>AP Mandarin students can understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things and narrations about past, present, and future events. They are also able to understand the main idea, facts and many supporting details. Their comprehension derives not only from situational and subject-matter knowledge but also from knowledge of the language itself. Students at this level may derive meaning from texts that are structurally and/or conceptually more complex.</p>	<p>AP Mandarin students can meet basic and/or academic writing needs. They demonstrate the ability to narrate and describe in major time frames with some control of aspect. They are able to compose simple summaries on familiar topics as well as combine and link sentences into texts of paragraph length and structure. They are also able to incorporate a limited number of cohesive devices, and may resort to some redundancy and awkward repetition. They rely on patterns of oral discourse and the writing style of their first language. Their writing is understood by natives not accustomed to the writing of non-natives, although some additional effort may be required in the reading of the text.</p>	<p>AP Mandarin students can perform Advanced-level tasks with linguistic ease, confidence and competence. They are consistently able to elaborate in detail and narrate fully and accurately in all time frames. They may provide a structured argument to support their opinions, and they can construct hypotheses, but patterns of error appear. They can discuss topics abstractly, especially those relating to their particular interests and special fields of expertise; in general, they are more comfortable discussing a variety of topics concretely.</p>
	Reading Level: Intermediate - Mid	Writing Level: Intermediate - Mid	Speaking Level: Intermediate - High

Students are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge. Although some misunderstandings may occur, students may get meaning from short connected texts featuring description and narration, dealing with familiar topics.

Students are able to meet a number of practical writing needs. They can write short, simple communication, compositions, and request information about their personal preferences, daily routines, common events, and other personal topics. The writing style closely resembles spoken communication. Students will be able to write a detailed paragraph that includes basic sentence structure, transition words, personal feelings, descriptions, an introduction, and a conclusion.

Students are able to converse with ease and confidence when dealing with the routine tasks and social situations that they are familiar with. They are able to handle uncomplicated tasks and social situations requiring an exchange of basic information related to the school, recreation, particular interests, and other areas of competence.

Heritage Curriculum Goals

	Reading	Writing	Speaking
E x i t i n g H i g h S c h o o l : A d v a n c e d M a n d a r i n 4	<p>Reading Level: Superior</p> <p>Advanced Mandarin students can understand texts from many genres dealing with a wide range of subjects, both familiar and unfamiliar. They are able to draw inferences from textual and extra linguistic clues and understand texts that use precise, often specialized vocabulary and complex grammatical structures. Moreover, they are able to understand lengthy texts of a professional, academic, or literary nature and are generally aware of the aesthetic properties of language and of its literary styles.</p>	<p>Writing Level: Advanced-High</p> <p>Advanced Mandarin students can write about a variety of topics with significant precision and detail with good control of a range of grammatical structures and a fairly wide general vocabulary. Moreover, they can write summaries and reports of a factual nature and are able to write extensively about topics relating to particular interests and special areas of competence. They can narrate and describe in the major time frames, with solid control of aspects and are able to demonstrate the ability to handle some of the writing tasks associated with the Superior level.</p>	<p>Speaking Level: Advanced-High</p> <p>Advanced Mandarin students can participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home and leisure activities, etc. They are able to narrate and describe relevant and supporting facts in connected, paragraph-length discourse in major time frames of past, present and future by providing a full account with good control of aspect. Nonetheless, they can handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar.</p>
	<p>Reading Level: Advanced-Mid</p> <p>Heritage 8 students can read non-complex texts that deal with generally familiar situations and language. They are able to comprehend main ideas and supporting facts and to predict what will happen in a text. Additionally, because students at this level have good familiarity with Chinese language conventions, they are able</p>	<p>Writing Level: Advanced-Low</p> <p>Writers in Heritage 8 are able to meet basic work and academic writing needs. For example, they are able to narrate, to compose simple summaries on familiar topics, and to combine and link sentences into paragraphs and potentially essays. At this level writing conventions generally reflect those of spoken language, and some repetition or</p>	<p>Speaking Level: Advanced</p> <p>Heritage 8 speakers are able to speak comfortably and clearly on a great variety of topics such as school, and other topics of personal interest. They can fluently narrate a story the length of a paragraph or longer. Heritage 8 speakers can deal with the unexpected in spoken language by responding to an unpredicted question or saying things in a</p>

<p><i>H e r i t a g e 8</i></p>	<p>to comprehend through familiarity with both the content and the language itself. Readers at this level are just beginning to deal with texts that are more structurally and conceptually complex or abstract.</p>	<p>redundancy will occur in more formal writing.</p>	<p>different way for clarity. These students have an extensive vocabulary, though it is often general and somewhat imprecise, and often struggle with clarity in formal speaking and with avoiding the mixing of Chinese and English in more informal conversation.</p>
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Appendix D – EMS Curriculum Goals for Each Heritage Course

Reading	Writing	Speaking
<p>Reading Level: Advanced Mid</p> <p>Students are able to understand short, non-complex texts that convey basic information and deal with basic personally and social topics. These texts reflect the standard linguistic conventions of the written form of the language in such a way that readers can predict what they are going to read. Readers understand the main ideas, fact, and many supporting details. Comprehension comes not only from situational and subject-matter knowledge but also from knowledge of the language itself. Students at this level may derive some meaning from texts that are structurally and/or conceptually more complex.</p>	<p>Writing Level: Advanced Low</p> <p>Students at this level are able to meet all basic work and/or academic writing needs. Writers are able to compose simple summaries on familiar topics and combine and link sentences into texts of paragraph length and structure. Students demonstrate the ability to incorporate a limited number of connecting phrases, and may resort to some redundancy and awkward repetition. They reply on patterns of oral discourse. They demonstrate minimal control of common structures and vocabulary associated with the Advanced level.</p>	<p>Speaking Level: Advanced</p> <p>Students at this level are able to handle with ease and confidence a large range of communicative tasks. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to school, leisure activities at home. They can also speak about current, public, and personal interest or individual relevance. Students demonstrate the ability to narrate and describe events by providing a full account, with good control of aspects. Students can handle successfully with relative ease the challenges presented by a complication or unexpected turn of events that occur within the context of a routine situational communicative task with which they are otherwise familiar. Communicative strategies such as circumlocution and rephrasing are often employed for this purpose. Their vocabulary is fairly extensive although primarily general in nature, except in the case of a particular area of specialization or interest. Students contribute to conversations on a variety of familiar topics, dealt with concrete details with much accuracy, clarity and precision. They convey their intended message without misrepresentation or confusion.</p>

Reading Level: Advanced Low

Students at this level are able to understand conventional narrative and descriptive texts with a clear underlying structure and containing high-frequency vocabulary and structures. Students understand the main ideas, and some supporting details of authentic narrative and descriptive texts. They are able to compensate for limitations in their word bank and structure knowledge by using contextual clues. Readers are able to derive meaning from situational and subject-matter knowledge. Students are able to comprehend long, complex texts and recognize some literacy and technical styles.

Writing Level: Intermediate High

Students at this level are able to meet all practical writing needs such as simple messages and letters, requests for information, and notes. Students can write compositions and summaries related to work and/or school experiences. Students can narrate and describe in different time frames everyday events and situations in paragraph length. Students' use of vocabulary, grammar and style essentially corresponds to those of their spoken language

Speaking Level: Advanced

Students at this level are able to handle a variety of communication tasks. They can participate in most informal and some formal conversation on topics related to their work, school, recreation and home. They can also speak on some topics related to current events and matters of public and community interest. Students demonstrate the ability to narrate and describe in at least paragraph-length manner with some control of aspect. Students combine and link sentences in connected-paragraph length. They can handle appropriate essential challenges presented by a complication or an unexpected turn of events. Speakers are able to use communicative strategies such as rephrasing and easy word choice. They contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion.

Reading Level: Advanced Low

Students at this level are able to understand conventional narrative and descriptive texts with a clear underlying structure and containing high-frequency vocabulary and structures. Students understand the main ideas, and some supporting details of authentic narrative and descriptive texts. They are able to compensate for limitations in their word bank and structure knowledge by using contextual clues. Readers are able to derive meaning from situational and subject-matter knowledge. Students are able to comprehend long, complex texts and recognize some literacy and technical styles.

Writing Level: Intermediate High

Students at this level are able to meet all practical writing needs such as simple messages and letters, requests for information, and notes. Students can write compositions and summaries related to work and/or school experiences. Students can narrate and describe in different time frames everyday events and situations in paragraph length. Students' use of vocabulary, grammar and style essentially corresponds to those of their spoken language

Speaking Level: Advanced

Students at this level are able to handle a variety of communicative tasks. They can participate in most informal and some formal conversation on topics related to their work, school, recreation and home. They can also speak on some topics related to current events and matters of public or community interest. Students demonstrate the ability to narrate and describe in at least paragraph-length manner with some control of aspect. Students can combine and link sentences in connected-paragraph length. They can handle appropriately essential challenges presented by a complication or an unexpected turn of events. Speakers are able to use communicative strategies such as rephrasing and easy word choice. They contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion.

Reading Level: Intermediate High

Students at this level are able to understand fully and with ease short, non-complex texts that convey basic information and personally knowledge. Students are able to understand conventional narrative and descriptive texts containing high-frequency vocabulary and structures. They are able to derive meaning of vocabulary and text from contextual content.

Writing Level: Intermediate Mid

Students at this level are able to meet a number of practical writing needs such as shorts, simple communications, compositions and requests for information. Students can write compositions and summaries related to work and/or school experiences. Students can narrate and describe in different time frames everyday events and situations in paragraph length. Students' use of vocabulary, grammar and style essentially corresponds to those

Speaking Level: Intermediate

Students are able to handle successfully most uncomplicated communicative tasks and social situations. They can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics. Errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is some evidence of connected speech

of their spoken language

particularly for simple narrative and/or description. Students generally be understood, but repetition may still be required. The interference from another language may be evident and a pattern of gaps in communication may occur.

Reading Level: Intermediate High

Reader at this level is able to understand fully and with ease short, non-complex texts that convey basic information and personally knowledge. Readers are able to understand conventional narrative and descriptive texts containing high-frequency vocabulary and structures. Readers are able to derive meaning of vocabulary and test from contextual clues.

Writing Level: Intermediate Mid

Students at this level are able to meet a number of practical writing needs such as shorts, simple communications, compositions and requests for information. Students can write compositions and summaries related to work and/or school experiences. Students can narrate and describe in different time frames everyday events and situations in paragraph length. Students' use of vocabulary, grammar and style essentially corresponds to those of their spoken language

Speaking Level: Intermediate

Students are able to handle successfully most uncomplicated communicative tasks and so situations. They can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics. Errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is some evidence of connected speech particularly for simple narrative and/or description. Students' speech generally be understood, but repetition may still be required. The interference from another language may be evident and a pattern of gaps in communication may occur.

Reading Level: Intermediate Mid

Readers at this level are able to understand short, non-complex texts that convey basic information and deal with personal and social topics to which the student brings personal interest or knowledge, although some misunderstandings may occur.

Students at this level may get some meaning from short connected texts featuring description and narration, dealing with familiar topics. They are able to understand texts that convey basic info such as that found in announcements, notices, bulletin boards, etc.

Writing Level: Intermediate Low

Students at this level are able to meet some practical writing needs. They can write short, simple communications and compositions about personal preferences, daily routines, common events, and other personal topics. Writing at this level uses simple sentences, often with repetitive structure. Topics are tied to very predictable content and personal information, and vocab is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, and characters writing.

Speaking Level: Intermediate

Students are able to handle successfully most uncomplicated communicative tasks and social situations. They can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics. Errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is some evidence of connected speech, particularly for simple narration and/or description. Students are generally understood, but repetition may still be required. The interference from another language may be evident and a pattern of gaps in communication may occur.

Reading Level: Intermediate Mid

Students at this level are able to understand short, non-complex texts that convey basic information and deal with personal and social topics to which the student brings personal interest or knowledge, although some misunderstandings may occur. Students at this level may get some meaning from short connected texts featuring description and narration, dealing with familiar topics. They are able to understand texts that convey basic info such as that found in announcements, notices, bulletin boards, etc.

Writing Level: Novice High

Students at this level are able to meet basic practical writing needs. They are able to express themselves, relying mainly on practical material. Their writing is focused on common elements of daily life. They are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing may only partially communicate the intentions of the writer. Gaps in comprehension for readers of their writing may occur.

Speaking Level: Intermediate

Students at this level are able to handle a variety of communication tasks in common social situations. These include personal information related to self, family, home activities, interests, and personal preferences, as well as physical and social needs, such as food shopping, travel, and lodging. Students can create within their language, combining and recombining known elements of conversational input to produce complex and creative responses. Students can ask a variety of questions to obtain new information. In spite of limited vocab, they can be generally understood.

Reading Level: Intermediate Low

Students at this level are able to understand some information from the simplest connected texts dealing with very basic content with references to personal and social needs, although there may be frequent misunderstandings.

Students at this level will be challenged to derive meaning from most texts of any length.

Writing Level: Novice Low/Mid

Students at this level are able to reproduce from memory a modest number of words or phrases in context. They can provide limited info such as names, numbers, nationality, etc. With familiar topics, there is high level of accuracy, with less familiar topics, there is less accuracy. Errors in Zhuyin/Pinyin or characters are frequent. Errors in character stroke order are also frequent and require practice throughout the year. There is little evidence of truly functional writing skills. At the beginning of the year, students at this level are in Novice Low, as they are still learning many new characters.

Speaking Level: Intermediate

Students at this level are able to handle a limited number of communication tasks in straightforward social situations. Conversation is limited to predictable social topics related to personal info, daily activities such as ordering food, etc. Here they are primarily reactive in their responses and struggle to answer many direct questions or requests for information. Students explain their meaning by combining what they know and what they hear from native speakers into short statements and sentences. They often hesitate and pause in their responses and they have frequently inaccurate self-corrections. Students are generally understood.

Appendix E – EMS Curriculum Goals for Discovery Courses

	Reading	Writing	Speaking
M a n d a r i n 2 b	<p style="text-align: center;"><i>Intermediate Mid-Low</i></p> <p>Students will be able to read and understand short, non-complex texts that convey basic information. They will also read passages on social topics that students are interested in or have prior knowledge of.</p>	<p style="text-align: center;"><i>Intermediate Mid</i></p> <p>Students are able to meet a number of practical writing needs. They can write short, simple communication, compositions, and request information about their personal preferences, daily routines, common events, and other personal topics. The writing style closely resembles spoken communication. Students will be able to write a detailed paragraph that includes basic sentence structure, transition words, personal feelings, descriptions, an introduction, and a conclusion.</p>	<p style="text-align: center;"><i>Intermediate High</i></p> <p>Students are able to converse with ease and confidence when dealing with the routine tasks and social situations that they are familiar with. They are able to handle uncomplicated tasks and social situations requiring an exchange of basic information related to their school, recreation, particular interests, and other areas of competence.</p>

Intermediate Low

Students are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs. Students at this level will be challenged to derive meaning from connected texts of any length.

Writing Level: Intermediate Low

Students are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are short and simple conversational-style sentences with basic word order. Students at this level are confident in writing topics that are highly predictable, such as personal information or interests, using recombination's of learned vocabulary and repetitive structure. Their writing is adequate to express elementary needs.

Speaking Level: Intermediate

Students are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations such as predictable and concrete exchanges of personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs (food, shopping, travel and lodging). Students are also capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices and services. In spite of the limitations in their vocabulary and knowledge of grammar, students at this level are able to communicate using strings of sentences by combining and recombining known elements and conversational in

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Novice High 2

Students can understand, fully and with relative ease, key words and learned phrases from the text with great comprehensive clues (such as visual cues, familiar topics, etc.). Students can understand the language and messages such as those found on train schedules, road maps, and street signs by reading the vocabulary they have learned. Most students are able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or visual support.

Novice High 1

Students can understand, fully and with relative ease, key words and learned phrases from the text with great comprehensive clues (such as visual cues, familiar topics, etc.). Students can understand the language and messages such as those found on train schedules, road maps, and street signs by reading the vocabulary they have learned. Most students are able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or visual support.

Writing Level: Novice High

Students are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. They are able to express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Students are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics. They can write a basic paragraph with an introduction and conclusion.

Novice High 1

Students are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. They are able to express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Students are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics.

Speaking Level: Intermediate Low

Students are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to simple, concrete exchanges and predictable topics that are related to basic personal information. Students in this level are also able to ask appropriate questions but it is still a challenge to request for information without frequent pauses and inaccuracies. Students can express personal meaning by combining and recombining what they know repeatedly hear in familiar conversations.

Novice High

Students are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Students are able to express personal meaning by relying heavily on learned phrases and sentence patterns. Students are able to ask a few formulaic questions and respond to simple, direct questions. They request information with short sentences and phrases.

Novice High 1

Students can understand, fully and with relative ease, key words and learned phrases from the text with great comprehensive clues (such as visual cues, familiar topics, etc.). Students can understand the language and messages such as those found on train schedules, road maps, and street signs by reading the vocabulary they have learned. Most students are able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or visual support.

Writing Level: Novice High

Students are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. They are able to express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Students are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics. Sustaining sentence-level writing all the time may still be a challenge.

Speaking Level: Novice High

Students are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. The conversation is restricted to a few of the predictable topics such as basic personal information, basic objects, and a limited number of activities and preferences. Students are able to express personal meaning by relying heavily on learned phrases. Students at this level are able to ask a few form questions and respond to simple direct questions. They can request for information with short phrases and sentences.

Novice Mid

Students are starting to recognize more and more characters. Students are able to put some learned characters and phrases together to help them read some short unfamiliar phrases even if they do not fully understand the meaning. However, students benefit from rereading the text with some assistance.

Writing Level: Novice Mid

Students can reproduce from memory a modest number of words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Students at this level exhibit a high degree of accuracy when writing on well-practiced, familiar topics using a set pattern of words. It is still a challenge to show functional writing to use in the real world situation.

Speaking Level: Novice Mid

Students communicate minimally using a number of isolated words and memorized phrases limited to the context that has been learned. When responding to direct questions, they may say only two or three words at a time or give a learned answer. They are starting to use learned vocabulary to form their own sentences. They may pause frequently to try to string simple sentences together.

D i s c o v e r y A	<p style="text-align: center;">Novice Low</p> <p>Students are able to recognize limited characters. They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context such as story with pictures or a story they have heard before in a different language.</p>	<p style="text-align: center;">Writing Level: Novice Low</p> <p>Students are able to copy or transcribe familiar words or phrases, and copy and produce basic strokes. Students can reproduce from memory a very limited number of isolated words, familiar phrases, and basic sentences.</p>	<p style="text-align: center;">Speaking Level: Novice Low</p> <p>Students communicate minimally using a number of isolated words, memorized phrases, and learned sentence patterns limited to the context that has been learned. When responding to direct questions, they may say only two or three words at a time or give a learned answer. They pause frequently to remember learned vocabulary.</p>
D i s c o v e r y 2	<p style="text-align: center;">Novice Low</p> <p>Students are able to recognize limited characters. They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context such as story with pictures or a story they have heard before in a different language.</p>	<p style="text-align: center;">Writing Level: Novice Low</p> <p>Students are able to copy or transcribe familiar words or phrases, and copy and produce basic strokes. Students can reproduce from memory a very limited number of isolated words or familiar phrases.</p>	<p style="text-align: center;">Speaking Level: Novice Low</p> <p>Students may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are not ready to participate in a true conversational exchange. However, they can respond and ask learned answers and questions. They may be able to introduce themselves and friends with simple sentences.</p>
D i s c o v e r y 1	<p style="text-align: center;">Beginning</p> <p>Students are exposed to lots of songs, rhymes, and story books, but students are not required to recognize characters.</p>	<p style="text-align: center;">Writing Level: Beginning</p> <p>Students are encouraged to learn some really basic character writing, such as Chinese numbers, but it is not required.</p>	<p style="text-align: center;">Speaking Level: Novice Low</p> <p>Students may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are not ready to participate in a true conversational exchange.</p>

Appendix F - The 5 C's with Benchmarks for Foreign Language

Communication

1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Mandarin.

1.2 Students understand and interpret written and spoken language on a variety of topics in Mandarin.

1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in Mandarin.

Cultures

2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the Mandarin-speaking world.

2.2 Students demonstrate an understanding of the relationship between the product and the perspectives of the Mandarin-speaking world.

Connections

3.1 Students reinforce and further their knowledge of other disciplines through the study of Mandarin.

3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the Mandarin language and its cultures.

3.3 Students become familiar with Mandarin Bible vocabulary through singing Christian songs, reading Bible stories and the Bible, and interacting creatively using Christian concepts.

Comparisons

4.1 Students demonstrate understanding of the nature of language through the comparisons of the Mandarin language and their own.

4.2 Students demonstrate understanding of the concept of culture through comparisons of the Mandarin culture studied and their own.

Communities

5.1 Students use Mandarin both within and beyond the school setting.

5.2 Students show evidence of becoming life-long learners by using Mandarin for personal enjoyment and enrichment.