

Medfield Chinese Programs 6-8 2016-2017

The Medfield Mandarin program started with high school in 2008. In 2013, the Mandarin program included 2nd graders to 12th graders. The Mandarin curriculum is designed to follow the state standard " Massachusetts Foreign Language Curriculum Frame Work" and the national standard " ACTFL National Content Standard for Foreign Language Learning."

Grade	6	7	8
Proficiency Level	4th year in a 3-12 sequence	4th year in a 4-12 sequence	4th year in a 5-12 sequence
Expected Outcome	At the end of the 2016-2017 school year, 6 graders can do-	At the end of the 2016-2017 school year, 7 graders can do-	At the end of the 2016-2017 school year, 8 graders can do-
Standard 1 Interpersonal Communication: (Person-to-Person) Communication 语言沟通——交谈方式询问或提供讯息，交换意见，表达感情。	Novice Mid--Beginning I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized. 1.1 I can greet and leave people in a polite way. 1.2 I can introduce myself and others. 1.3 I can answer a few simple questions. 1.4 I can communicate basic information about myself and people I know.	Novice Mid:--Middle point I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized. Perform 1.1 -1.4 Novice Mid standards. 1.5 I can answer a variety of simple questions. 1.6 I can make some simple statements in a conversation. 1.7 I can ask some simple questions.	Novice Mid -- Novice High Begining Perform 1.5-1.7 Novice Mid standards. 1.8 I can communicate some basic information about my everyday life. 1.9 I can exchange some personal information

	<p>Unit 1--Learning Pinyin and Chinese Characters</p> <ol style="list-style-type: none"> 1. Tones 2. Chinese Characters 3. My Chinese Name <p>Unit 2--My nationality</p> <ol style="list-style-type: none"> 1. I am an American 2. What's his nationality? 3. We are Americans <p>Unit 3--Chinese Name</p> <ol style="list-style-type: none"> 1. What is your name? 2. What is your surname? 3. Who is...? 	<p>Review Unit 1, Unit 2, Unit 3 from last year.</p> <p>Unit 4--Students of Chinese</p> <ol style="list-style-type: none"> 1. Students 2. Teachers 3. Meeting people <p>Unit 5--My Family</p> <ol style="list-style-type: none"> 1. American Families 2. Chinese Families 3. Occupations <p>Unit 6--What Do I look like</p> <ol style="list-style-type: none"> 1. Age 2. Appearance 3. Comparing Heights and Ages <p>Unit 7--Pets and Animals</p> <ol style="list-style-type: none"> 1. I like my pets. 2. What animals can do? 3. Why do you like this animal? 	<p>Review Unit 4, Unit 5, Unit 6, Unit 7 from last year.</p> <p>Unit 8--My Birthday</p> <ol style="list-style-type: none"> 1. Date, Week, Month, Year 2. My Zodiac Sign 3. An Invitation <p>Unit 9--My Hobby</p> <ol style="list-style-type: none"> 1. Learning Chinese 2. My Hobbies 3. I Want to learn.... <p>Unit 10--Breakfast</p> <ol style="list-style-type: none"> 1. American Breakfast 2. Chinese Breakfast 3. Breakfast in Chinatown 4. Western-Style Food V.S Chinese-Style Food <p>Unit 11--Fruit</p> <ol style="list-style-type: none"> 1. My Favorite Fruit 2. Special Fruit 3. Story--Fox and Grapes
<p>Standard 2 Interpretive Communication: Listening Reading 理解诠释—表达对口语， 书面语等不同题材的了解。</p>	<p>Interpretive Listening —Novice Mid I can recognize some familiar words and phrases when I hear them spoken.</p> <p>2.1.1 I can understand a few courtesy phrases.</p>	<p>Perform 2.1.1 Novice Mid standards. 2.1.2 I can recognize and sometimes understand basic information in words and phrases that I have memorized. 2.1.3 I can recognize and sometimes understand words and phrases that I have learned for specific purposes.</p>	<p>Perform 2.1.4-2.1.5 Novice Mid standards. 2.1.6 I can sometimes understand the main topic of conversations that I overhear.</p>

	<p>Interpretive Reading --Novice Low I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read. 2.2.1 I can recognize a few letters or characters. 2.2.2 I can connect some words, phrases, or characters to their meanings.</p>	<p>Interpretive Reading --Novice low/Mid I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read. Perform 2.2.1 Novice low standards. 2.2.2 I can connect some words, phrases, or characters to their meanings. 2.2.3 I can recognize words, phrases, and characters with the help of visuals</p>	<p>Interpretive Reading --Novice Mid I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read. Perform 2.2.1 -2.2.2 Novice low standards. 2.2.3 I can recognize words, phrases, and characters when I associate them with things I already know.</p>	
<p>Standard 3 Presentational Communication: Spoken Production Written Production 表达演示—透过表达 将不同理念及内容表达给听者或读者。</p>	<p>Presentational Speaking --Novice Low I can present information about myself and some other very familiar topics using single words or memorized phrases. 3.1.1 I can recite words and phrases that I have learned. 3.1.2 I can state the names of familiar people, places, and objects in pictures and posters using words or memorized phrases. 3.1.3 I can introduce myself to a group. 3.1.4 I can recite short memorized phrases, parts of poems, and rhymes.</p>	<p>Presentational Speaking --Novice Mid I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.</p>	<p>Perform 3.1.1-3.1.4 Novice low standards. 3.1.5 I can present information about myself and others using words and phrases. 3.1.6 I can express my likes and dislikes using words, phrases, and memorized expressions. 3.1.7 I can present information about familiar items in my immediate environment.</p>	<p>Perform 3.1.5-3.1.7 Novice mid standards. 3.1.8 I can talk about my daily activities using words, phrases, and memorized expressions. 3.1.9 I can present simple information about something I learned using words, phrases, and memorized expressions.</p>
	<p>Presentational Writing--Novice Low I can copy some familiar words, characters, or phrases.</p>			<p>Presentational Writing --Novice mid I can write lists and memorized phrases on familiar topics. Perform 3.2.1-3.2.3 Novice low standards.</p>
	<p>3.2.1 I can copy some characters or letters and words that I see on the wall or board, in a book, or on the computer.</p>	<p>Perform 3.2.1 Novice low standard. 3.2.2 I can write words and phrases that I have learned. 3.2.3 I can label familiar people, places, and objects in pictures and posters.</p>		<p>3.2.4 I can fill out a simple form with some basic personal information. 3.2.5 I can write about myself using learned phrases and memorized expressions. 3.2.6 I can list my daily activities and write lists that help me in my day-to-day life.</p>

<p>Standard 4 Culture</p>	<p>Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. What to do when and where. 文化习俗—表达对华人社会习俗的了解与认识，并能应对得体。</p> <p>4.1 Use appropriate words, phrases, expressions, and gestures in interactions such as greetings, farewells, school routines, and other daily activities.</p> <p>4.2 Interact appropriately in group cultural activities such as games, storytelling, celebrations, and dramatizations.</p> <p>4.3 Identify distinctive cultural aspects of the target culture presented in stories, dramas, films, and photographs</p> <p>4.4 Identify distinctive cultural products from the target culture such as toys, clothes, foods, currencies, games, traditional crafts, and musical instruments.</p> <p>4.5 Identify distinctive contributions made by people in the target culture.</p> <p>4.6 Demonstrate knowledge of artistic expression in the target culture by identifying, learning, and performing songs, dances, or memorizing poems; by identifying and making examples of crafts or visual arts using traditional techniques such as brush painting, paper folding, or mosaics.</p> <p>4.7 Demonstrate knowledge of the target culture's geography by naming features such as rivers, mountains, cities, and climate on maps.</p> <p>Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Chinese-speaking words. 文化产物--表达对中华文化，艺术，历史，文学的知识与理解。</p>
<p>Standard 5 Linguistic Comparison</p>	<p>Students demonstrate understanding of the nature of language through comparisons of the Chinese language with their own. 语言比较--比较中文及其他母语，从而增加对语言本质的了解。</p> <p>5.1 Ask and answer questions regarding similar/different phonetic/writing systems used in the target language.</p> <p>5.2 Give examples of ways in which the target language differs from/ is similar to English*</p> <p>5.3 Give examples of borrowed and loan words*</p> <p>5.4 Identify linguistic characteristics of the target language and compare and contrast them with English linguistic characteristics*</p>
<p>Standard 6 Culture Comparison</p>	<p>Students demonstrate understanding of the concept of culture through comparisons of Chinese culture with their own. 文化比较—比较中华文化与其本国文化，进而增加对文化本质的了解。</p> <p>6.1 Ask and answer questions regarding different forms of communication in the target culture and their own such as signs, symbols, displays, and inscriptions.</p> <p>6.2 Describe patterns of behavior of the target culture, such as celebrations, and compare/contrast them with those of their own culture.</p> <p>6.3 Describe some cultural beliefs and perspectives relating to family, school, and play in both target culture and their own.</p> <p>6.4 Identify and discuss cultural characteristics of the target culture and compare and contrast them to cultural characteristics of their own culture.</p>
<p>Standard 7 Connections</p>	<p>Students reinforce and further their knowledge of other disciplines through the study of Chinese. 触类旁通—从中文的学习加强或拓展其他学科的知识领域。</p> <p>7.1 Obtain information and knowledge related to other disciplines from sources in the target language.</p> <p>Examples of this include:</p> <ul style="list-style-type: none"> ■ obtaining geographical information from printed maps and travel guides or Internet resources in the target language and using this information to achieve the learning standards from the Geography Strand of the History and Social Science Framework; ■ reading age-appropriate authentic fiction and nonfiction from the target culture and analyzing it using the learning standards from the Literature Strand of the English Language Arts Framework; ■ collecting data and graphing results in the target language in order to achieve the learning standards of the Patterns, Functions, and Relations Strand of the Mathematics Framework. <p>Students acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture. 独特见解—得到唯有学习中文才能获得的特殊观点，体会与认识。</p>

Standard 8
Communities

Students use the Chinese language both within and beyond the school setting.

学以致用—能在课堂以外（校内，校外）运用中文。

8.1 Apply knowledge of the target language and culture beyond the classroom setting.

Examples of this include:

■ conversing with speakers of the target language;

■ reading and writing e-mail or letters;

■ making and exchanging drawings or photographs, and discussing them orally or in letters and e-mail with students in another community in Massachusetts, the United States, or another country.*

Students use the Chinese language both within and beyond the school setting.

学无止境—将中华语言文化融于日常生活，充实自我并增加兴趣。