



Alignment Document
State of Michigan and Keystone National High School

Mandarin (Chinese)
2005-2007 Benchmark Blueprint

Strands	Standards	Benchmarks	Mandarin I Unit Name	Mandarin I Course Topic Description
Strand 1: Communicate in Languages Other Than English	1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	1.1.N.SL Interpersonal Speaking/Listening or Signed	Greetings	Section 1 Part A Hello
		1.1.N.SL.a Use the target language with culturally appropriate gestures in everyday social situations such as greeting, leave taking or introductions	Greetings	Section 1 Part B Good morning
		1.1.N.SL.b Ask and answer basic questions about the weather, health/physical conditions, self, family and friends	Family	Section 1 Part A Family
		1.1.N.SL.c Recognize and use appropriate register/ honorifics in a limited number of simple social situations such as	Greetings	Section 2 Part B Brothers and Sisters

		greetings, leave-takings and introductions		
		1.1.N.SL.d Request, offer, invite, and reply appropriately using memorized phrases	Greetings	Section 2 Part B Greetings
		1.1.N.SL.e Ask questions about physical appearance, character and personality traits of friends, family, classmates and answer using a list of traits	Greetings	Section 2, Part A Talking about yourself
		1.1.N.SL.f Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits	Greetings	Section 2, Part A Talking about yourself
		1.1.N.SL.g Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits	Places	Section 1 Part D In the city
		1.1.N.SL.h Exchange information in the target language on familiar topics such as	Places	Section 1 Part E What do you like

		personal interests, memorable experiences, school activities, and family life		
		1.1.N.SL.i Ask for and obtain information in everyday situations in the target language about time, place, price, size, relating to restaurants, stores, transportation, and services	Time	Section 1 Part A City
		1.1.N.SL.j Share likes and dislikes in the target language with a classmate	Activities	Section 1 Part A
		1.1.N.SL.k Share opinions and preferences in the target language with their classmates	Chinese Greetings Calendar	Discussion Board
		1.1.N.RW Interpersonal Reading/Writing	Greeting	Section 1 Part D
		1.1.N.RW.a Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet, take leave, or make introductions		This course use Discussion Board in every unit for communication between peers.
		1.1.N.RW.b Exchange	Weather	Section 1 Part A, Part C, Part

	information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends	Family	D Section 1 Part B
	1.1.N.RW.c Recognize and use appropriate register/honorifics in limited, simple social correspondence		Section
	1.1.N.RW.d Request, offer, invite, and reply appropriately in writing using memorized phrases	Food Activities	Section 1, Part E Section 2, Part A and B Activities: Section 2 Part C-D Section 3 Part A-C
	1.1.N.RW.e Ask questions in writing about physical appearance, character and personality traits of friends, family, classmates, and answer in writing using a list of traits	Weather	Section 2 Part B
	1.1.N.RW.f Ask questions in writing about feelings, emotions and health of friends, family, classmates, and answer in writing using a list of traits	Greetings	Section 2, Part A and E

		1.1.N.RW.g Ask questions in writing about the attributes of places and things in their immediate environment, and answer in writing using a list of traits	Places	Section 2 Part A, B, C, D
		1.1.N.RW.h Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life	Places Time	Section 1 Part E Section 2 Part A
		1.1.N.RW.i Inquire in writing, to obtain information in the target language about time, place, price, and size relating to restaurants, stores, transportation, and services	Time	Section 3 Part B
		1.1.N.RW.j Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters	Activities	Section 3 Part A, B
		1.1.N.RW.k Share opinions and preferences in the	Activities	Section 2, Part B

		target language with their classmates in writing using email messages, notes, letters		
1.2 Students understand and interpret written and spoken language on a variety of topics.	1.2.N.L Interpretive Language - Listening or Signed		Greetings	Section 3 Part B
	1.2.N.L.a Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests		School	Section 1 Part E
	1.2.N.L.b Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences		Food	Section 1 Part E
	1.2.N.L.c Understand main idea of a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production)			The course does not have this element
	1.2.N.L.d Understand		Family	Section 3 Part B

		main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)		
		1.2.N.R Interpreting Written Language-Reading	Family	Section 3 Part C
		1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests	School	Section 2 Part B
		1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/ internet, poetry or stories	Chinese	Cultural Salon
		1.2.N.R.c Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities,	Family Activities	Section 3 Part A Section 3 Part A

		and everyday occurrences (email, letters, messages, notes, and text messages)		
1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	1.3.N.S	1.3.N.S Presentational Language - Speaking or Signed	School	Section 1 Part E
	1.3.N.S.a	1.3.N.S.a Present songs, poems or stories in the target language	Greetings	Section 3 Part C Let's talk about languages
	1.3.N.S.b	1.3.N.S.b Present brief personal descriptions on familiar topics in target language such as self, friends, family, home, and school	Famille	Section 2 Part B
	1.3.N.S.c	1.3.N.S.c Record materials in the target language, such as a puppet show, fashion show, or weather report	Greetings	Section 3 Part C Let's talk about languages
	1.3.N.W	1.3.N.W Presentational Language-Writing	Family	Section 2 Part B
	1.3.N.W.a	1.3.N.W.a Illustrate and present materials in the target language such as an advertisement, poster, or menu	Food	Section 3 Part A

		1.3.N.W.b Prepare illustrated stories (big books, posters, dioramas, cartoons) about activities or events in student's personal life, and share these with an audience	School	Section 3 Part B
		1.3.N.W.c Write brief personal descriptions on familiar topics in the target language such as self, friends, family, home, and school	Family Activities	Family: Section1, Part B – E Section 2, Part B – C Activities: Section 1 Part D
Strand 2: Gain Knowledge and Understanding of Other Cultures	2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	2.1.N.H Understanding the impact of historic events and governmental systems within the target cultures	Chinese	Culture Salon
		2.1.N.H.a Identify and explain the impact of three major historic events and their impact on the culture of a community or country in which the language is spoken		This course use Discussion Board in every unit for communication between peers.
		2.1.N.H.b Name the governmental system(s) and key political figures in a country in which the		This course use Discussion Board in every unit for communication between peers.

	language is spoken		
	2.1.N.H.c Identify one important political issue in a country in which the language is spoken	Chinese	Discussion 3A
	2.1.N.H.d Identify and describe significant current events in a country in which the language is spoken		This course use Discussion Board in every unit for communication between peers.
	2.1.N.H.e Identify and explain how the language and culture expanded throughout the world	Chinese	Introduction
	2.1.N.F Understanding the role of family and community within the target culture(s)	Family	Introduction
	2.1.N.F.a Describe family structures and the role of friends within a community or culture in which the language is spoken	Family	Section 1 Part A
	2.1.N.F.b Describe daily routines within a community or culture in which the language is spoken (concept of time, typical activities appropriate to various periods during the	School	Section 1 Part E

		day)		
		2.1.N.F.c Describe how daily needs are met within a community or culture in which the language is spoken (housing, shopping, food preparation, transportation, health care, access to public services)	Food	Section 1 Part C, Part D
		2.1.N.F.d Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken	Activities	Section 1 Part A
		2.1.N.F.e Explain the practices and significance of an important:		
		2.1.N.F.e.1 civil or religious holiday or celebration within a community or culture in which the target language is spoken AND	Calendar	Cultural Salon
		2.1.N.F.e.2 regional holiday or celebration within a community or culture in which the target language is	Calendar	Cultural Salon

		spoken AND		
		2.1.N.F.e.3 personal or family holiday or celebration within a community or culture in which the target language is spoken	Calendar	Cultural Salon
		2.1.N.E Understanding education, employment, and the economy in the target cultures	School	Section Part
		2.1.N.E.a Identify levels of instruction, courses, and typical daily school schedules and activities in a community or culture in which the language is spoken	School	Section 1 Part E
		2.1.N.E.b Identify the economic system in a community or culture in which the language is spoken		
		2.1.N.E.c Identify ways in which people of all ages earn money and/or make a living in a community or culture in which the language is spoken	School	Section 3 Part A

	2.2 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	2.2.N.G Understanding the impact of geography and natural resources on the target cultures	Places	Section 1
		2.2.N.G.a Identify countries, their capital and major cities in which the language is spoken	Chinese	Introduction
		2.2.N.G.b Identify major geographic features (rivers, mountains, deserts, forests) of a country in which the language is spoken	Chinese	Introduction
		2.2.N.G.c Identify the neighboring countries and geographic features surrounding a country in which the language is spoken	Chinese	Introduction Section 1 Cultural Salon
		2.2.N.G.d Describe the climate and typical seasonal weather patterns in various parts of a country in which the language is spoken	Chinese	Introduction Section 1
		2.2.N.C Understanding the importance of cultural and creative heritage within the target	Greetings	Section 3 Part C Let's talk about languages

		cultures		
		2.2.N.C.a Identify current cultural icons (arts, music, literature, film, and the creators of these products as well as natural sites)		
		2.2.N.C.b Identify historic culture icons (arts, music, literature, film, and the creators of these products as well as natural sites)	Greetings	Section 3 Part C Let's talk about languages
		2.2.N.F Understanding the artifacts associated with family and community life within the target culture(s)	Family	Section Part
		2.2.N.F.a Describe the products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (housing, stores, foods, transportation, health care, public services)	Food	Section 1 Part A
		2.2.N.F.b Identify products that were native to a community, region, or	Food	Section 1 Part A

		country in which the language is spoken		
		2.2.N.F.c Describe the products needed for leisure activities commonly practiced within a community, region, or culture in which the language is spoken		
		2.2.N.F.d Describe and explain the significance of the products associated with an important:		
		2.2.N.F.d.1 civil or religious holiday or celebration within a community or culture in which the target language is spoken AND	Calendar	Cultural Salon
		2.2.N.F.d.2 regional holiday or celebration within a community or culture in which the target language is spoken AND	Calendar	Cultural Salon
		2.2.N.F.d.3 personal or family holiday or celebration within a community or culture in which the target language is spoken	Calendar	Cultural Salon
		2.2.N.E		

		Understanding the artifacts associated with education, employment, and the economy in the target cultures		
		2.2.N.E.a Identify facilities, supplies, and materials needed for schooling and activities in a community or culture in which the language is spoken	School Activities	Section 1 Part B Section 1 Part A
		2.2.N.E.b Identify the major natural resources, commercial products, services, and industries of a country in which the language is spoken		
		2.2.N.E.c Recognize the currency of a country in which the language is spoken		
Strand 3: Connect with other Disciplines and Acquire Information	3.1 Students reinforce and further their knowledge of other disciplines through the world language	3.1.N.a Reinforce previously learned content knowledge through the target language		
	3.2 Students acquire	3.2.N.a Use audio, visual, and/or print	Family	Section 3 Part B

	information and recognize the distinctive viewpoints that are only available through the target language and its cultures.	materials available only in the target language to recognize that a topic or situation may be viewed differently in one's own culture than in the target culture		
Strand 4: Develop Insight into the Nature of Language and Culture	4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	4.1.N.a Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words)	Family	Section 3 Part C
		4.1.N.b Identify basic differences and similarities in grammatical structures between one's own language and the target language	Family	Section 3 Part C
		4.1.N.c Identify basic differences and similarities in register/honorifics between one's own language and the target language	Family	Section 3 Part C
		4.1.N.d Identify basic differences and similarities in phonological features	Chinese	Section 2 Part A Section 3 Part A pinyin basics, B Initials, C Finals and D Tones

		(such as pronunciation, intonation, and tone) between one's own language and the target language		
	4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	4.2.N.a Identify basic target culture practices and compare them to one's own	Family	Section 2 Part A Section 3 Part A
		4.2.N.b Identify basic target culture products and compare them to one's own	Family	Section 3 Part A
Strand 5: Participate in Multilingual Communities at Home and Around the World	5.1 Students use the language both within and beyond the school setting.	5.1.N.a Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations		This course use Discussion Board in every unit for communication between peers.
		5.1.N.b Provide services to others in the school district through activities in the target language such as skits and/or musical presentations, or by reading to others in the target language		

	<p>5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<p>5.2.N.a Willingly use the target language within the classroom setting</p>	School Life	Section 1 Part A My day in school
		<p>5.2.N.b Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment</p>	Activities	Section 1 Part B Other activities
		<p>5.2.N.c Identify careers where skills in another language or cross-cultural understanding are needed</p>		