

# DUAL LANGUAGE IMMERSION PROFICIENCY BUILDERS CURRICULUM MAP – INTERMEDIATE 1



Week (5 Days)	Week 1	Week 2	Week 3
Unit	Review	Review	Review
Title	Novice 3 Units 1–3	Novice 3 Units 4–6	Novice 3 Units 7–10
Workbook Page number	[Coming soon]		
Key Characters	买, 块, 钱, 找, 百, 真, 数, 现, 请, 旁, 问, 公, 从, 园, 远, 只, 近, 行, 跑, 车, 慢, 飞, 更, 机, 最	用, 东, 多, 西, 谢, 少, 点, 边, 就, 所, 如, 那, 还, 地, 果, 方, 夏, 假, 热, 做, 阳, 过, 比, 得	送, 己, 住, 奶, 饭, 爷, 自, 房, 加, 于, 冷, 喝, 秋, 知, 等, 道, 早, 累, 午, 睡, 晚, 觉, 着, 床, 画, 把, 红, 又, 白, 色, 云, 心, 拿
Oral Language	Classroom procedures, community building, self identity/ self introductions. Spend time setting expectations for and practicing reading procedures for whole group, small group, and partners. Oral Language from Picture Walks (看图说话) of review books. You can look at Novice 3 Curriculum Map for all oral language goals.		
Grammar Patterns & Language Features	View Novice 3 Curriculum Map for Grammar Patterns learned in Novice 3 Units 1–3.	View Novice 3 Curriculum Map for Grammar Patterns learned in Novice 3 Units 4–6.	View Novice 3 Curriculum Map for Grammar Patterns learned in Novice 3 Units 7–10
Suggested Common Core Language Arts Standard			
The Performance Indicators and Standards provided above should serve as a guide to help teachers set goals for their students' continued Mandarin progress. Your students will have many opportunities throughout the Mandarin Matrix curriculum to demonstrate their abilities in each mode and at each sub-level thus gradually building their Mandarin proficiency. These Indicators and Standards should not be seen as a limitation of what to learn or teach but rather as an indication of what can be achieved using the Mandarin Matrix books and units.			
Suggested Common Core Language Arts Standards	<u>CCSS.ELA-LITERACY.RF.4.4.A</u> Read grade-level text with purpose and understanding.	<u>CCSS.ELA-LITERACY.RF.4.4.B</u> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<u>CCSS.ELA-LITERACY.RF.4.4.C</u> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Suggested ACTFL Can Do Statements			
The ACTFL Performance Indicators and Can-Do statements provided above should serve as a guide to help teachers set goals for their students' continued Mandarin progress. Your students will have many opportunities throughout the Mandarin Matrix curriculum to demonstrate what they "can do" consistently in each mode and at each sub-level thus gradually building their Mandarin proficiency. They should not be seen as a limitation of what to learn or teach but rather as an indication of what can be achieved using the Mandarin Matrix books and units.			
Intermediate ACTFL Can Do: Interpretive (Reading/Listening)	[Intermediate low] I can identify the topic and related information from simple sentences in short informational texts.	[Intermediate low] I can identify the topic and related information from simple sentences in short fictional texts.	[Intermediate low] I can identify the main idea in short conversations.
Intermediate ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	[Intermediate low] I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.	[Intermediate low] I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.	[Intermediate low] I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.
Intermediate ACTFL Can Do: Presentational (Speaking/Writing)	[Intermediate low] I can present personal information about my life, activities and events, using simple sentences.	[Intermediate low] I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.	[Intermediate low] I can present on familiar and everyday topics, using simple sentences.

# DUAL LANGUAGE IMMERSION PROFICIENCY BUILDERS CURRICULUM MAP – INTERMEDIATE 1



Week (5 Days)	Week 4	Week 5	Week 6
Unit	Unit 1 我最好的朋友 My Best Friend		
Title	Unit 1: 1 我最好的朋友—小鱼 My Best Friend, Little Fish	Unit 1: 2 给小鱼买衣服 Clothes-shopping for Little Fish	Unit 1:3 给小鱼做衣服 Making Clothes for Little Fish
Workbook Page number	[Coming soon]		
Key Characters	商, 裤, 裙, 鞋, 卖, 漂, 亮, 条, 半, 迎		
Oral Language	Students should be able to orally use all Grey Pinyin words in the story. Oral Discussion: Which Animal makes the best pet?	Students should be able to orally use all Grey Pinyin words in the story. Oral Discussion: Why is it so important to the girl for her fish to wear clothes?	Students should be able to orally use all Grey Pinyin words in the story. Oral Discussion: Why do you think the girl thinks the fish is a better friend than people? Do you think the it is okay for the girl to only have a friend for a fish?
Grammar Patterns & Language Features	Usage of the connecting phrases: 突然, 然后, 因为……	What makes a paragraph and the use of dialogue punctuation, such as open quotation marks	Usage of 一边……一边
<p><b>Suggested Common Core Language Arts Standard</b></p> <p>The Performance Indicators and Standards provided above should serve as a guide to help teachers set goals for their students' continued Mandarin progress. Your students will have many opportunities throughout the Mandarin Matrix curriculum to demonstrate their abilities in each mode and at each sub-level thus gradually building their Mandarin proficiency. These Indicators and Standards should not be seen as a limitation of what to learn or teach but rather as an indication of what can be achieved using the Mandarin Matrix books and units.</p>			
Suggested Common Core Language Arts Standards	<u><a href="#">CCSS.ELA-LITERACY.RL.4.6</a></u> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<u><a href="#">CCSS.ELA-LITERACY.RL.4.2</a></u> Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<u><a href="#">CCSS.ELA-LITERACY.RL.4.7</a></u> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
<p><b>Suggested ACTFL Can Do Statements</b></p> <p>The ACTFL Performance Indicators and Can-Do statements provided above should serve as a guide to help teachers set goals for their students' continued Mandarin progress. Your students will have many opportunities throughout the Mandarin Matrix curriculum to demonstrate what they "can do" consistently in each mode and at each sub-level thus gradually building their Mandarin proficiency. They should not be seen as a limitation of what to learn or teach but rather as an indication of what can be achieved using the Mandarin Matrix books and units.</p>			
Intermediate Mid ACTFL Can Do: Interpretive (Reading/Listening)	I can understand the main idea and key information in short straightforward fictional texts.		
Intermediate Mid ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.		
Intermediate Mid ACTFL Can Do: Presentational (Speaking/Writing)	I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.		

# DUAL LANGUAGE IMMERSION PROFICIENCY BUILDERS CURRICULUM MAP – INTERMEDIATE 1



Week (5 Days)	Week 7	Week 8	Week 9
Unit	Unit 2 猫女士 The Cat Lady		
Title	Unit 2:1 可怕的邻居 The Terrifying Neighbor	Unit 2:2 神秘行动 The Secret Mission	Unit 2:3 新朋友 New Friend
Workbook Page number	[Coming soon]		
Key Characters	猫, 眼, 睛, 胖, 鼻, 间, 物, 耳, 朵, 站		
Oral Language	Students should be able to orally use all Grey Pinyin words in the story. Oral Discussion: Do you have any neighbors you don't know or are really different from you? How do you feel about these neighbors? Why do you think the woman had so many cats?	Students should be able to orally use all Grey Pinyin words in the story. Oral Discussion: Have you ever taken something from a family member without asking? What Happened? What would have been other ways for the kids to get the drone from their neighbor?	Students should be able to orally use all Grey Pinyin words in the story. Oral Discussion: Have you ever been scared of someone until you get to know them and find they are really different than you thought? What are ways you can better get to know your neighbors?
Grammar Patterns & Language Features	Usage of 不停地……, 还有……	Usage of 还好……, 于是……, 同一时间/同时……	Usage of (副词)地(动词), (动词)得(对); different usage of 得, 地, and 的
Suggested Common Core Language Arts Standard			
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Suggested Common Core Language Arts Standards	<u>CCSS.ELA-LITERACY.RL.4.6</u> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<u>CCSS.ELA-LITERACY.RL.4.2</u> Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<u>CCSS.ELA-LITERACY.RL.4.7</u> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
Suggested ACTFL Can Do Statements			
The ACTFL Performance Indicators and Can-Do statements provided above should serve as a guide to help teachers set goals for their students' continued Mandarin progress. Your students will have many opportunities throughout the Mandarin Matrix curriculum to demonstrate what they "can do" consistently in each mode and at each sub-level thus gradually building their Mandarin proficiency. They should not be seen as a limitation of what to learn or teach but rather as an indication of what can be achieved using the Mandarin Matrix books and units.			
Intermediate Mid ACTFL Can Do: Interpretive (Reading/Listening)	I can understand the main idea and key information in short straightforward fictional texts.		
Intermediate Mid ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.		
Intermediate Mid ACTFL Can Do: Presentational (Speaking/Writing)	I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.		

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Week (5 Days)	Week 10	Week 11	Week 12
Unit	Unit 3 百日宴 100-Day Party		
Title	Unit 3: 1 买东西 Buying Food	Unit 3:2 饺子和红鸡蛋 Dumpling and Red Eggs	Unit 3:3 百日宴 100-Day Party
Workbook Page number	[Coming soon]		
Key Characters	米, 菜, 鸡, 蛋, 饺, 饿, 香, 蕉, 黄, 绿, 舒, 客		
Oral Language	Students should be able to orally use all Grey Pinyin words in the story. Oral Discussion: Has your mom ever asked you to buy something for her from the supermarket but you are not sure whether that products (e.g. bananas) are good enough to satisfy her?	Students should be able to orally use all Grey Pinyin words in the story. Oral Discussion: Do you know any other culture that celebrates baby's 100-day birthday?	Students should be able to orally use all Grey Pinyin words in the story. Oral Discussion: Do you have any younger siblings or friends that behaves similar to Xiaoxiao? What would you do to make them happy?
Grammar Patterns & Language Features	Understand the meaning and using of the aspect particle 着 when expressing an ongoing action (e.g. 数着; 看着)	Create sentences with 先……, 然后…… to show sequence	Identify and separate duplicated words in a sentence and understand their meaning (e.g. 想让笑笑/笑一笑; 唱美国/国歌)
Suggested Common Core Language Arts Standard			
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Suggested Common Core Language Arts Standards			
	<u>CCSS.ELA-LITERACY.RI.4.5</u> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<u>CCSS.ELA-LITERACY.RI.4.6</u> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<u>CCSS.ELA-LITERACY.RL.4.1</u> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Suggested ACTFL Can Do Statements			
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Intermediate Mid ACTFL Can Do: Interpretive (Reading/Listening)	I can understand the main idea and key information in short straightforward informational texts.		
Intermediate Mid ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.		
Intermediate Mid ACTFL Can Do: Presentational (Speaking/Writing)	I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.		

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Week (5 Days)	Week 13	Week 14	Week 15
Unit	Unit 4 滑雪 Skiing		
Title	Unit 4:1 多穿点衣服 Dressing for Skiing	Unit 4:2 我要做第一名 I Want to Be First	Unit 4:3 他们都感冒了 Everyone Gets Sick
Workbook Page number	[Coming soon]		
Key Characters	刮, 风, 北, 停, 件, 声, 音, 始, 感, 冒, 药, 病		
Oral Language	Students should be able to orally use all Grey Pinyin words in the story. Oral Discussion: Have you ever got a cold because of not wearing enough clothes?	Students should be able to orally use all Grey Pinyin words in the story. Oral Discussion: How do you react when your friend is teasing at you? Will you be angry? Or will you react in a fun way?	Students should be able to orally use all Grey Pinyin words in the story. Oral Discussion: How do you feel when you win a competition? And what if you lose and your friend won?
Grammar Patterns & Language Features	Understand the word 让 in “马可让妈妈把音乐开大声点” has the meaning of 要, 叫 and 请, and understand the usage of the word	Comparative word 更	Usage of 没有……只是……

## Suggested Common Core Language Arts Standard

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	<u>CCSS.ELA-LITERACY.RL.4.3</u>	<u>CCSS.ELA-LITERACY.RL.4.9</u>	<u>CCSS.ELA-LITERACY.RI.4.5</u>
Suggested Common Core Language Arts Standards	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

## Suggested ACTFL Can Do Statements

The ACTFL Performance Indicators and Can-Do statements provided above should serve as a guide to help teachers set goals for their students' continued Mandarin progress. Your students will have many opportunities throughout the Mandarin Matrix curriculum to demonstrate what they “can do” consistently in each mode and at each sub-level thus gradually building their Mandarin proficiency. They should not be seen as a limitation of what to learn or teach but rather as an indication of what can be achieved using the Mandarin Matrix books and units.

Intermediate Mid ACTFL Can Do: Interpretive (Reading/Listening)	I can understand the main idea and key information in short straightforward informational texts.
Intermediate Mid ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.
Intermediate Mid ACTFL Can Do: Presentational (Speaking/Writing)	I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.

# DUAL LANGUAGE IMMERSION PROFICIENCY BUILDERS CURRICULUM MAP – INTERMEDIATE 1



Week (5 Days)	Week 16	Week 17	Week 18
Unit	Unit 5 春节晚会 Chinese New Year Party		
Title	Unit 5:1 今年春节我们跳舞 Chinese New Year Dance	Unit 5:2 我要做什么? Making a Choice	Unit 5:3 晚会开始了 The Party Starts
Workbook Page number	[Coming soon]		
Key Characters	唱, 歌, 跳, 舞, 花, 左, 右, 步, 丢, 桌, 椅, 伞		
Oral Language	Students should be able to orally use all Grey Pinyin words in the story. Oral Discussion: Have you ever joined any Chinese cultural activity? Such as performing the lion dance?	Students should be able to orally use all Grey Pinyin words in the story. Oral Discussion: Have you ever encountered what Duoduo experienced of not know what you can do during an important group activity?	Students should be able to orally use all Grey Pinyin words in the story. Oral Discussion: Have you ever performed on stage? Share how you feel and what you have done.
Grammar Patterns & Language Features	Understand 只好 means “without any better option/to be forced to”	The usage of “动词” + 不 + “动词” structure when repeating a question someone asked (e.g. 老师问朵朵想不想舞狮)	The usage of duplicated verbs “动词” + 一 + “动词” structure when expressing an action with short time duration
<p><b>Suggested Common Core Language Arts Standard</b></p> <p>The Performance Indicators and Standards provided above should serve as a guide to help teachers set goals for their students’ continued Mandarin progress. Your students will have many opportunities throughout the Mandarin Matrix curriculum to demonstrate their abilities in each mode and at each sub-level thus gradually building their Mandarin proficiency. These Indicators and Standards should not be seen as a limitation of what to learn or teach but rather as an indication of what can be achieved using the Mandarin Matrix books and units.</p>			
Suggested Common Core Language Arts Standards	<u>CCSS.ELA-LITERACY.RI.4.5</u> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<u>CCSS.ELA-LITERACY.RL.4.7</u> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	<u>CCSS.ELA-LITERACY.RL.4.3</u> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
<p><b>Suggested ACTFL Can Do Statements</b></p> <p>The ACTFL Performance Indicators and Can-Do statements provided above should serve as a guide to help teachers set goals for their students’ continued Mandarin progress. Your students will have many opportunities throughout the Mandarin Matrix curriculum to demonstrate what they “can do” consistently in each mode and at each sub-level thus gradually building their Mandarin proficiency. They should not be seen as a limitation of what to learn or teach but rather as an indication of what can be achieved using the Mandarin Matrix books and units.</p>			
Intermediate Mid ACTFL Can Do: Interpretive (Reading/Listening)	I can identify the main idea and key information in short straightforward conversations.		
Intermediate Mid ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.		
Intermediate Mid ACTFL Can Do: Presentational (Speaking/Writing)	I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.		

# DUAL LANGUAGE IMMERSION PROFICIENCY BUILDERS CURRICULUM MAP – INTERMEDIATE 1



Week (5 Days)	Week 19	Week 20	Week 21
Unit	Unit 6 少年足球比赛 The Youth League Football Tournament		
Title	Unit 6:1 一起去练习 Get Ready for the Game	Unit 6:2 小班的脚受伤了! Ben's Foot!	Unit 6:3 少年足球比赛 The Big Game
Workbook Page number	[Coming soon]		
Key Characters	医, 院, 身, 体, 休, 息, 踢, 足, 疼, 脚, 系, 急		
Oral Language	Students should be able to orally use all Grey Pinyin words in the story. Oral Discussion: Do you play any sports? Share to your class what kind of sports you do.	Students should be able to orally use all Grey Pinyin words in the story. Oral Discussion: Have you ever got injured? How long did you take to fully recover?	Students should be able to orally use all Grey Pinyin words in the story. Oral Discussion Have you ever feel depressed and gave up on doing something you used to really like?
Grammar Patterns & Language Features	The usage of 脚 and 足	The usage of the verb 变	The usage of the adverb 太
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Suggested Common Core Language Arts Standards	<u>CCSS.ELA-LITERACY.RL.4.2</u> Determine a theme of a story, drama, or poem from details in the text; summarize the text	<u>CCSS.ELA-LITERACY.RL.4.3</u> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)	<u>CCSS.ELA-LITERACY.RL.4.7</u> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
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Intermediate Mid ACTFL Can Do: Interpretive (Reading/Listening)	I can understand the main idea and key information in short straightforward informational texts.		
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Week (5 Days)	Week 22	Week 23	Week 24
Unit	Unit 7 消防演习 Fire Drill		
Title	Unit 7:1 消防演习 Fire Drill	Unit 7:2 新同学 The New Classmate	Unit 7:3 房子冒烟了! Smoke!
Workbook Page number	[Coming soon]		
Key Characters	事, 情, 铅, 笔, 室, 瘦, 钟, 习, 汉, 语, 共, 同		
Oral Language	Students should be able to orally use all Grey Pinyin words in the story. Oral Discussion: Can you tell what you've learned in the previous Chinese lesson?	Students should be able to orally use all Grey Pinyin words in the story. Oral Discussion: Is there a new comer in your class? How to you get to know him/her?	Students should be able to orally use all Grey Pinyin words in the story. Oral Discussion: Have you ever encountered a fire? What should you do when you see there's a fire?
Grammar Patterns & Language Features	Different meanings of 共 (e.g. 一共 means altogether; 共同 means common)	The sentence pattern of ……也……	Language to use when talking about a fire drill
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Intermediate Mid ACTFL Can Do: Presentational (Speaking/Writing)	I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.		

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Week (5 Days)	Week 25	Week 26	Week 27
Unit	Unit 8 我爱打篮球   Love Basketball		
Title	Unit 8:1 传说中的高手 The Legendary Player	Unit 8:2 让人眼前一亮 Time to Shine	Unit 8:3 热爱篮球 We Love Basketball!
Workbook Page number	[Coming soon]		
Key Characters	赛, 练, 队, 员, 杯, 认, 识, 篮, 号, 运, 视, 零		
Oral Language	Students should be able to orally use all Grey Pinyin words in the story. Oral Discussion: Do you like sports? Share with your classmates what kind of sports do you play.	Students should be able to orally use all Grey Pinyin words in the story. Oral Discussion: Have you ever joined a basketball competition? What do you usually do before the match?	Students should be able to orally use all Grey Pinyin words in the story. Oral Discussion: Do you have any teacher or senior you respect a lot? Why do you respect him/her?
Grammar Patterns & Language Features	Recognize terms related to basketball (e.g. 身后运球, 三步上篮, 投篮 etc.)	Identify the narrative manner difference between first and third-person narrated stories	Meaning of 眼前一亮, and share with classmates what students have done to impress or surprise others
Suggested Common Core Language Arts Standard			
The Performance Indicators and Standards provided above should serve as a guide to help teachers set goals for their students' continued Mandarin progress. Your students will have many opportunities throughout the Mandarin Matrix curriculum to demonstrate their abilities in each mode and at each sub-level thus gradually building their Mandarin proficiency. These Indicators and Standards should not be seen as a limitation of what to learn or teach but rather as an indication of what can be achieved using the Mandarin Matrix books and units.			
	<u>CCSS.ELA-LITERACY.RL.4.6</u>	<u>CCSS.ELA-LITERACY.RL.4.9</u>	<u>CCSS.ELA-LITERACY.RI.4.5</u>
Suggested Common Core Language Arts Standards	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
Suggested ACTFL Can Do Statements			
The ACTFL Performance Indicators and Can-Do statements provided above should serve as a guide to help teachers set goals for their students' continued Mandarin progress. Your students will have many opportunities throughout the Mandarin Matrix curriculum to demonstrate what they "can do" consistently in each mode and at each sub-level thus gradually building their Mandarin proficiency. They should not be seen as a limitation of what to learn or teach but rather as an indication of what can be achieved using the Mandarin Matrix books and units.			
Intermediate Mid ACTFL Can Do: Interpretive (Reading/Listening)	I can identify the main idea and key information in short straightforward conversations.		
Intermediate Mid ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.		
Intermediate Mid ACTFL Can Do: Presentational (Speaking/Writing)	I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.		

# DUAL LANGUAGE IMMERSION PROFICIENCY BUILDERS CURRICULUM MAP – INTERMEDIATE 1



Week (5 Days)	Week 28	Week 29	Week 30
Unit	Unit 9 科学实验 Science Experiment		
Title	Unit 9:1 科学课 Science Class	Unit 9:2 动手做实验 Let's Try It Ourselves	Unit 9:3 我们的实验 Our Experiment
Workbook Page number	[Coming soon]		
Key Characters	意, 思, 本, 题, 礼, 电, 脑, 坏, 懂, 忙, 茶, 汽		
Oral Language	Students should be able to orally use all Grey Pinyin words in the story. Oral Discussion: Is there anything you should pay attention to when doing an experiment in the lab?	Students should be able to orally use all Grey Pinyin words in the story. Oral Discussion: Share with your classmates how you can find an experiment online.	Students should be able to orally use all Grey Pinyin words in the story. Oral Discussion: Share with your classmates your favorite science experiment.
Grammar Patterns & Language Features	Understand 有意思 and 有趣, 有意义 are synonyms	Words related to physics (e.g. 水, 汽, 压, 轻, 重 etc.)	Use 懂 to raise and answer questions (e.g. 你懂得怎么做这实验吗? 我不懂。)
Suggested Common Core Language Arts Standard			
The Performance Indicators and Standards provided above should serve as a guide to help teachers set goals for their students' continued Mandarin progress. Your students will have many opportunities throughout the Mandarin Matrix curriculum to demonstrate their abilities in each mode and at each sub-level thus gradually building their Mandarin proficiency. These Indicators and Standards should not be seen as a limitation of what to learn or teach but rather as an indication of what can be achieved using the Mandarin Matrix books and units.			
Suggested Common Core Language Arts Standards	<u>CCSS.ELA-LITERACY.RI.4.2</u> Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<u>CCSS.ELA-LITERACY.RL.4.3</u> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	<u>CCSS.ELA-LITERACY.RL.4.7</u> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
Suggested ACTFL Can Do Statements			
The ACTFL Performance Indicators and Can-Do statements provided above should serve as a guide to help teachers set goals for their students' continued Mandarin progress. Your students will have many opportunities throughout the Mandarin Matrix curriculum to demonstrate what they "can do" consistently in each mode and at each sub-level thus gradually building their Mandarin proficiency. They should not be seen as a limitation of what to learn or teach but rather as an indication of what can be achieved using the Mandarin Matrix books and units.			
Intermediate Mid ACTFL Can Do: Interpretive (Reading/Listening)	I can understand the main idea and key information in short straightforward informational texts.		
Intermediate Mid ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.		
Intermediate Mid ACTFL Can Do: Presentational (Speaking/Writing)	I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.		

# DUAL LANGUAGE IMMERSION PROFICIENCY BUILDERS CURRICULUM MAP – INTERMEDIATE 1



Week (5 Days)	Week 31	Week 32	Week 33
Unit	Unit 10 加拿大黑熊 Black Bears in Canada		
Title	Unit 10:1 黑熊 The Black Bears	Unit 10:2 出发去加拿大! Our Journey to Canada Begins!	Unit 10:3 看见黑熊了! We Saw the Bears!
Workbook Page number	[Coming soon]		
Key Characters	鱼, 熊, 游, 泳, 影, 气, 抓, 蓝, 糕, 萍, 汁, 瓜		
Oral Language	Students should be able to orally use all Grey Pinyin words in the story. Oral Discussion: Have you ever been to Canada? Do you know where is the country located?	Students should be able to orally use all Grey Pinyin words in the story. Oral Discussion: Can you describe your country's flag?	Students should be able to orally use all Grey Pinyin words in the story. Oral Discussion: Have you ever encountered a bear or animals that you are scared of? What should you do when you see them?
Grammar Patterns & Language Features	To describe animals' habits (e.g. 黑熊是游泳和爬树高手)	Sentence structure of 可以……, 也可以……	Identify the meaning and usage differences between 抓 and 刮
<p><b>Suggested Common Core Language Arts Standard</b></p> <p>The Performance Indicators and Standards provided above should serve as a guide to help teachers set goals for their students' continued Mandarin progress. Your students will have many opportunities throughout the Mandarin Matrix curriculum to demonstrate their abilities in each mode and at each sub-level thus gradually building their Mandarin proficiency. These Indicators and Standards should not be seen as a limitation of what to learn or teach but rather as an indication of what can be achieved using the Mandarin Matrix books and units.</p>			
Suggested Common Core Language Arts Standards	<u>CCSS.ELA-LITERACY.RL.4.3</u> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	<u>CCSS.ELA-LITERACY.RI.4.5</u> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<u>CCSS.ELA-LITERACY.RL.4.6</u> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
<p><b>Suggested ACTFL Can Do Statements</b></p> <p>The ACTFL Performance Indicators and Can-Do statements provided above should serve as a guide to help teachers set goals for their students' continued Mandarin progress. Your students will have many opportunities throughout the Mandarin Matrix curriculum to demonstrate what they "can do" consistently in each mode and at each sub-level thus gradually building their Mandarin proficiency. They should not be seen as a limitation of what to learn or teach but rather as an indication of what can be achieved using the Mandarin Matrix books and units.</p>			
Intermediate Mid ACTFL Can Do: Interpretive (Reading/Listening)	I can understand the main idea and key information in short straightforward informational texts.		
Intermediate Mid ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.		
Intermediate Mid ACTFL Can Do: Presentational (Speaking/Writing)	I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.		

# DUAL LANGUAGE IMMERSION PROFICIENCY BUILDERS OVERVIEW OF STANDARDS



## COMMON CORE-STATE STANDARDS INITIATIVES-ENGLISH LANGUAGE ARTS STANDARDS

Reading: Literature	CCSS.ELA-LITERACY.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	CCSS.ELA-LITERACY.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
	CCSS.ELA-LITERACY.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
	CCSS.ELA-LITERACY.RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
	CCSS.ELA-LITERACY.RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
	CCSS.ELA-LITERACY.RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
Reading: Informational Text	CCSS.ELA-LITERACY.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
	CCSS.ELA-LITERACY.RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
	CCSS.ELA-LITERACY.RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

# DUAL LANGUAGE IMMERSION PROFICIENCY BUILDERS OVERVIEW OF STANDARDS



## AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL) CAN-DO STATEMENTS

### INTERMEDIATE INTERPRETIVE PROFICIENCY BENCHMARK (READING/LISTENING)

I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

Intermediate Mid:  
Interpretive Performance  
Indicators

I can understand the main idea and key information in short straightforward informational texts.

I can understand the main idea and key information in short straightforward fictional texts.

I can identify the main idea and key information in short straightforward conversations.

### INTERMEDIATE: INTERPERSONAL PROFICIENCY BENCHMARK (LISTENING, SPEAKING, READING, WRITING)

I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

Intermediate Mid:  
Interpersonal Performance  
Indicators

I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.

I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.

I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.

### INTERMEDIATE: PRESENTATIONAL PROFICIENCY BENCHMARK (SPEAKING/WRITING)

I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

Intermediate Mid:  
Presentational Performance  
Indicators

I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.

I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.

I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.