

DUAL LANGUAGE IMMERSION PROFICIENCY BUILDERS

CURRICULUM MAP – NOVICE 2



Week (5 Days)	Week 1	Week 2	Week 3
Unit	Review	Review	Review
Title	Novice 1 Units 1-3	Novice 1 Units 4-6	Novice 1 Units 7-10
Supplementary Books	—	—	—
Workbook Page number	G1 Unit 1-3	G1 Unit 4-6	G1 Unit 7-10
Key Characters	我, 你, 好, 们, 可, 以, 朋, 友, 的, 哪, 这, 吗, 要, 面, 他, 她, 玩, 跟	喜, 欢, 吃, 很, 什, 么, 课, 看, 书, 老, 师, 为, 有, 没, 外, 因, 雪, 说	给, 妈, 爸, 后, 前, 对, 学, 校, 家, 到, 回, 放, 怎, 谁, 会, 也, 帮, 能, 每, 岁, 时, 候, 快, 乐, 高, 兴
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 1 Curriculum Map for all oral language goals.		
Grammar Patterns & Language Features	View Novice 1 Curriculum Map for grammar patterns learned in Novice 1 Units 1-3	View Novice 1 Curriculum Map for grammar patterns learned in Novice 1 Units 4-6	View Novice 1 Curriculum Map for grammar patterns learned in Novice 1 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.			
	<u>CCSS.ELA-LITERACY.RL.2.7</u>	<u>CCSS.ELA-LITERACY.RL.2.1</u>	<u>CCSS.ELA-LITERACY.RF.2.4</u>
Suggested Common Core Language Arts Standards	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Read with sufficient accuracy and fluency to support comprehension.
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.			
Novice High ACTFL Can Do: Interpretive (Reading/Listening)	[Novice mid] I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.	[Novice mid] I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in fictional texts.	[Novice mid] I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in conversations.
Novice High ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	[Novice mid] I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.	[Novice mid] I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, and questions.	[Novice mid] I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.
Novice High ACTFL Can Do: Presentational (Speaking/Writing)	[Novice mid] I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.	[Novice mid] I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences	[Novice mid] I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.

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CURRICULUM MAP – NOVICE 2



Week (5 Days)	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Unit	Unit 1: 1	Unit 1: 2	Unit 1: 3	Unit 2: 1	Unit 2: 2	Unit 2: 3
Title	我要跟姐姐一样 Same as Sister	毛毛虫 Caterpillar	运动会 Sports Day	看电影 Watching Movies	足球游戏 Soccer Game	枕头城堡 Pillow Fort
Supplementary Books	Theme-based Readers Orange #12	Theme-based Readers Brown #28	Theme-based Readers Purple #11	Theme-based Readers Green #25	Theme-based Readers Purple #31	—
Workbook Page number	G1 Unit 11			G1 Unit 12		
Key Characters	姐, 妹, 长, 爱, 想, 样, 都			哥, 和, 弟, 出, 太, 进, 两		
Oral Language	衣服, 帽子, 头发, 长, 短, 镜子	放大镜, 毛毛虫, 灌木, 找, 变化, 蝴蝶	运动, 比赛, 袋子, 摔倒, 条, 长大	爆米花, 恐怖, 恐怖片, 电影, 电视, 龙, 怪物, 沙发, 和	面, 电动游戏, 足球, 家务, 分心, 球进了	下雨天, 下大雨, 吹泡泡, 无聊, 房子, 枕头, 堡, 足球
Grammar Patterns & Language Features	The usage of 跟……一样	The usage of 以前……后来	The usage of 因为……所以	Uses of 和; When to use 两 vs 二	Difference between 出 and 去: 进来, 出来, 出去, 进去	里面, 外面, 看来

Suggested Common Core Language Arts Standard

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	CCSS.ELA-LITERACY.RL.2.3	CCSS.ELA-LITERACY.RL.2.1	CCSS.ELA-LITERACY.RF.2.4.B	CCSS.ELA-LITERACY.RL.2.7	CCSS.ELA-LITERACY.RL.2.6	CCSS.ELA-LITERACY.RL.2.5
Suggested Common Core Language Arts Standards	Describe how characters in a story respond to major events and challenges.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Suggested ACTFL Can Do Statements

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Novice High ACTFL Can Do: Interpretive (Reading/Listening)	I can identify the topic and some isolated facts from simple sentences in informational texts.			I can understand familiar questions and statements from simple sentences in conversations.		
Novice High ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)		I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.			I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.	
Novice High ACTFL Can Do: Presentational (Speaking/Writing)			I can present personal information about my life and activities, using simple sentences most of the time.			I can present on familiar and everyday topics, using simple sentences most of the time.

DUAL LANGUAGE IMMERSION PROFICIENCY BUILDERS

CURRICULUM MAP – NOVICE 2



Week (5 Days)	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Unit	Unit 3:1	Unit 3:2	Unit 3:3	Unit 4:1	Unit 4:2	Unit 4:3
Title	去中国玩 Going to China	欢送会 Farewell Party	写信 Writing Letters	筷子 Chopsticks	洗衣服 Washing Clothes	做卡片 Making Cards
Supplementary Books	Theme-based Readers Green #34	Theme-based Readers Brown #40	—	Theme-based Readers Blue #23	Theme-based Readers Green #03	Theme-based Readers Purple #04
Workbook Page number	G1 Unit 13			G1 Unit 14		
Key Characters	再, 起, 见, 美, 国, 写, 中, 叫			用, 东, 多, 西, 谢, 少, 点, 边		
Oral Language	明信片, 邮票, 手机, 山, 猴子	飞机, 朋友, 惊喜, 中国	电脑, 写信, 教室, 课本, 食物	朋友家, 晚饭, 教, 筷子	下雨, 泥, 洗衣机, 洗衣粉, 泡泡	上课, 纸, 笔, 剪刀, 爱
Grammar Patterns & Language Features	Usage and meaning of 一起	Express missing someone by the character 想	Usage of 的时候 when expressing an event happened during a particular time	Location complement 边, 这边 and 一边	Language used when measuring quantity (e.g. 多少)	Meaning and usage of the sentence structure 一边……一边……

Suggested Common Core Language Arts Standard

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	<u>CCSS.ELA-LITERACY.RI.2.7</u>	<u>CCSS.ELA-LITERACY.RI.2.2</u>	<u>CCSS.ELA-LITERACY.RF.2.4</u>	<u>CCSS.ELA-LITERACY.RL.2.2</u>	<u>CCSS.ELA-LITERACY.RF.2.4.C</u>	<u>CCSS.ELA-LITERACY.RI.2.5</u>
Suggested Common Core Language Arts Standards	Explain how specific images contribute to and clarify a text.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	Read with sufficient accuracy and fluency to support comprehension.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Suggested ACTFL Can Do Statements

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Novice High ACTFL Can Do: Interpretive (Reading/Listening)

I can understand familiar questions and statements from simple sentences in conversations.

I can identify the topic and some isolated facts from simple sentences in informational texts.

Novice High ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)

I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.

I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.

Novice High ACTFL Can Do: Presentational (Speaking/Writing)

I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.

I can present on familiar and everyday topics, using simple sentences most of the time.

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CURRICULUM MAP – NOVICE 2



Week (5 Days)	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21
Unit	Unit 5:1	Unit 5:2	Unit 5:3	Unit 6:1	Unit 6:2	Unit 6:3
Title	家庭旅行 Family Trip	寻宝 Treasure Hunt	两个妈妈 Two Moms	快乐的假期 Happy Vacation	我爱夏天 I love Summer	玩沙子 Playing with Sand
Supplementary Books	Theme-based Readers Brown #31	Theme-based Readers Red #40	—	Theme-based Readers Brown #31	—	Theme-based Readers Purple #36
Workbook Page number	G1 Unit 15			G2 Unit 1		
Key Characters	就, 所, 如, 那, 还, 地, 果, 方			夏, 假, 热, 做, 阳, 过, 比, 得		
Oral Language	旅行, 狗, 食物, 车, 太多	糖果, 寻宝, 公园, 校长	外出, 哭, 玩具, 图书, 谁	假期, 看球赛, 郊外, 游泳, 快乐	早饭, 纸船, 河边, 野餐, 钓鱼	海, 沙滩, 沙堡, 海浪
Grammar Patterns & Language Features	Meaning and usage of the structure 如果……就……	Meaning and usage of 可能 when expressing “possibly”	Practice using 一下	Recognize basic comparisons using 比	The meaning and difference between 得 and 的 (e.g. degree complement 玩得很高兴 and expression of possession 你的纸船)	Express “right away” with 马上 (e.g. 我马上就做好了)

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	<u>CCSS.ELA-LITERACY.RI.2.6</u>	<u>CCSS.ELA-LITERACY.RF.2.4.A</u>	<u>CCSS.ELA-LITERACY.RL.2.3</u>	<u>CCSS.ELA-LITERACY.RL.2.6</u>	<u>CCSS.ELA-LITERACY.RI.2.2</u>	<u>CCSS.ELA-LITERACY.RL.2.1</u>
Suggested Common Core Language Arts Standards	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Read grade-level text with purpose and understanding.	Describe how characters in a story respond to major events and challenges.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

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CURRICULUM MAP – NOVICE 2



Week (5 Days)	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27
Unit	Unit 7:1	Unit 7:2	Unit 7:3	Unit 8:1	Unit 8:2	Unit 8:3
Title	我是小猪 I am Little Pig	做房子 Building Houses	在爷爷奶奶家 At Grandparents House	帮爸爸 Helping Dad	你想喝什么? What do you want to drink?	过中秋 Mid-Autumn Festival
Supplementary Books	—	—	Theme-based Readers Brown #32	Theme-based Readers Green #14	Theme-based Readers Blue #08	Theme-based Readers Green #18
Workbook Page number	G2 Unit 2			G2 Unit 3		
Key Characters	送, 己, 住, 奶, 饭, 爷, 自, 房			加, 于, 冷, 喝, 秋, 知, 等, 道		
Oral Language	学校, 表演, 可爱, 故事	探望, 玩具, 城堡	小鸟, 笼子, 后院, 吃饭	落叶, 黄色, 垃圾, 松鼠	万圣节, 南瓜, 橙色, 饮料	中秋, 灯笼, 月饼, 猜
Grammar Patterns & Language Features	Identify the meaning and usage of the adverb 都 to express “all” (e.g. 我们都做得很好! 大家都给我们鼓掌。)	The meaning and usage of the personal pronoun 我自己 when expressing “myself” (e.g. 你自己, yourself)	Different meanings and usage of the verb 送 (e.g. to drop off 他们送我到爷爷奶奶家, to give a gift 奶奶送了我一个小礼物)	Meaning and use of 不……也不…… when expressing “neither...nor...” (e.g. 不冷也不热)	Usage of 所以 when expressing “therefore”	Figurative language used in riddles (e.g. 山上还有一个山)

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Suggested Common Core Language Arts Standards	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Explain how specific images contribute to and clarify a text.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

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Novice High ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.			I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.		
Novice High ACTFL Can Do: Presentational (Speaking/Writing)	I can present personal information about my life and activities, using simple sentences most of the time.			I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.		

DUAL LANGUAGE IMMERSION PROFICIENCY BUILDERS

CURRICULUM MAP – NOVICE 2



Week (5 Days)	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33
Unit	Unit 9:1	Unit 9:2	Unit 9:3	Unit 10:1	Unit 10:2	Unit 10:3
Title	不想睡觉 Don't Want to Sleep	看日出 Seeing the Sunrise	很累的一天 A Tiring Day	画画课 Painting Class	粉笔画 Sidewalk Chalk Drawing	小帮手 Little Helper
Supplementary Books	—	Theme-based Readers Purple #22	Theme-based Readers Green #06	Theme-based Readers Orange #19	Theme-based Readers Green #27	—
Workbook Page number	G2 Unit 4			G2 Unit 5		
Key Characters	早, 累, 午, 睡, 晚, 觉, 着, 床			画, 把, 红, 又, 白, 色, 云, 心, 拿		
Oral Language	晚上, 睡觉, 书本, 手电筒	爬山, 方向, 太阳, 下山	累, 活动, 跆拳道, 做蛋糕	花朵, 白云, 青草	颜色, 地上, 下雨, 变	冰箱, 乖, 冰淇淋
Grammar Patterns & Language Features	Usage of 还是 when expressing something will “still” happen or is “still” happening, despite the situation (e.g. 我还是不想睡)	Different pronunciation, meaning and usage of 着 (e.g. As an aspect particle 看着 looked at; as a resultative complement 睡着了 fell asleep)	Meaning and usage of 很 when expressing “very”	Usage of the sentence structure 又……又…… to express “both…and…” (e.g. 你们画的又快又好。)	Usage of 把 in a sentence that is making a request	The sentence structure 如果……就…… to express “if…then…”

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Suggested Common Core Language Arts Standards	Explain how specific images contribute to and clarify a text.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Describe how characters in a story respond to major events and challenges.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Suggested ACTFL Can Do Statements

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Novice High ACTFL Can Do: Presentational (Speaking/Writing)			I can present personal information about my life and activities, using simple sentences most of the time.			I can present on familiar and everyday topics, using simple sentences most of the time.

DUAL LANGUAGE IMMERSION PROFICIENCY BUILDERS

OVERVIEW OF STANDARDS



COMMON CORE LANGUAGE ARTS STANDARDS

READING: FOUNDATION SKILLS

- | | |
|----------------------------|--|
| CCSS.ELA-LITERACY.RF.2.4 | Read with sufficient accuracy and fluency to support comprehension. |
| CCSS.ELA-LITERACY.RF.2.4.A | Read grade-level text with purpose and understanding. |
| CCSS.ELA-LITERACY.RF.2.4.B | Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| CCSS.ELA-LITERACY.RF.2.4.C | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

READING: LITERATURE

- | | |
|--------------------------|---|
| CCSS.ELA-LITERACY.RL.2.1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| CCSS.ELA-LITERACY.RL.2.2 | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| CCSS.ELA-LITERACY.RL.2.3 | Describe how characters in a story respond to major events and challenges. |
| CCSS.ELA-LITERACY.RL.2.4 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
| CCSS.ELA-LITERACY.RL.2.5 | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
| CCSS.ELA-LITERACY.RL.2.6 | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |
| CCSS.ELA-LITERACY.RL.2.7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |

READING: INFORMATIONAL TEXT

- | | |
|--------------------------|--|
| CCSS.ELA-LITERACY.RI.2.2 | Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. |
| CCSS.ELA-LITERACY.RI.2.5 | Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |
| CCSS.ELA-LITERACY.RI.2.6 | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |
| CCSS.ELA-LITERACY.RI.2.7 | Explain how specific images contribute to and clarify a text. |

DUAL LANGUAGE IMMERSION PROFICIENCY BUILDERS

OVERVIEW OF STANDARDS



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

NOVICE: INTERPRETIVE PROFICIENCY BENCHMARK (READING/LISTENING)

I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

Novice High: I can identify the topic and some isolated facts from simple sentences in informational texts.

Interpretive Performance Indicators I can identify the topic and some isolated elements from simple sentences in short fictional texts.

I can understand familiar questions and statements from simple sentences in conversations.

NOVICE: INTERPERSONAL PROFICIENCY BENCHMARK (LISTENING, SPEAKING, READING, WRITING)

I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.

Novice High: I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.

Interpersonal Performance Indicators I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.

I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.

NOVICE: PRESENTATIONAL PROFICIENCY BENCHMARK (SPEAKING/WRITING)

I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

Novice High: I can present personal information about my life and activities, using simple sentences most of the time.

Presentational Performance Indicators I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.

I can present on familiar and everyday topics, using simple sentences most of the time.