DUAL LANGUAGE IMMERSION PROFICIENCY BUILDERS
CURRICULUM MAP – FOUNDATION

汉 **MANDARIN MATRIX** — mandarin that clicks

Week (5 Days)	Week 1	Week 2	Week 3
Unit	Ready To Read	Ready To Read	Ready To Read
Title	Oral Language: Theme-based Readers Orange Series #2, 3, 6, 10, 26	Oral Language: Theme-based Readers Orange Series #1, 4, 7, 12, 24, 29	Oral Language: Theme-based Readers Orange Series #20, 9, 15, 21, 23, 28
Supplementary Books	—	—	—
Workbook Page number		—	—
Key Characters	—	—	—
Oral Language	自我介绍, 教室里常用语言, 名词, 数字, 月历	颜色, 家庭成员, 形容位置的字词（如：上、下、大、小）	食物, 衣服, 行程, 月历有关的字词
Grammar Patterns & Language Features	Ask questions with 吗；Ask questions in "……不……？" sentence structure	Usage of 是, 很, 的	Ask Who, What, When, Where questions (e.g. 谁、什么、什么时候、哪里)

| Suggested Common Core Language Arts Standards | 1. CCSS.ELA-LITERACY. RI.K.5
2. CCSS.ELA-LITERACY. RF.K.1.A

1. Identify the front cover, back cover, and title page of a book
2. Follow words from left to right, top to bottom, and page by page. | 1. CCSS.ELA-LITERACY.RL.K.10
2. *CCSS.ELA-LITERACY.RF.K.1.B

1. Actively engage in group reading activities with purpose and understanding
2. *Recognize that spoken words are represented in written language by specific pictographs and pictographs placed together. | CCSS.ELA-LITERACY.RL.K.4

Ask and answer questions about unknown words in a text. |

Novice Low ACTFL Can Do: Interpretive (Reading/Listening)	I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.		
Novice Low ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)		I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.	
Novice Low ACTFL Can Do: Presentational (Speaking/Writing)			I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.

DUAL LANGUAGE IMMERSION PROFICIENCY BUILDERS
CURRICULUM MAP – FOUNDATION

MANDARIN MATRIX — *mandarin that clicks*

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	跷跷板 See Saw	十只小猴子 10 Little Monkeys	数字比赛 Number Race	爸爸的椅子 Dad's Chair	动物塔 Animal Tower	生日派对 Birthday Party
Supplementary Books	Theme-based Readers Orange #39	Theme-based Readers Orange #22	YCT 1 01	—	Theme-based Readers Orange #25	Theme-based Readers Orange #26
Workbook Page number		F Unit 1			F Unit 2	
Key Characters		一, 二, 三, 四, 五, 六, 七, 八, 九, 十			上, 下, 大, 小	
Oral Language	大, 小, 哪里, 一样, 过来/回来, 玩	跳, 摔, 叫, 问, 说	比赛, 跑步, 开始	上面, 下面, 大, 小, 太, 最, 都, 喜欢, 椅子	这是, 牛, 羊, 鸟, 虫, 在	生日, 派对, 蛋糕, 宝宝, 吃, 几岁, 礼物
Grammar Patterns & Language Features	Ask question and give commands with ……哪里? and ……过来!	Usage of measure word 个 and 只	Usage of expression"!" and "?"	Usage of adverbs: 太, 最, 都	Usage of 这是…… and 在……下/上面	Usage of ……比……大/小

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** | CCSS.ELA-LITERACY.RL.K.2

With prompting and support, retell familiar stories, including key details. | CCSS.ELA-LITERACY.RL.K.1

With prompting and support, ask and answer questions about key details in a text. | CCSS.ELA-LITERACY.RL.K.2

With prompting and support, retell familiar stories, including key details. | CCSS.ELA-LITERACY.RL.K.3

With prompting and support, identify characters, settings, and major events in a story. | CCSS.ELA-LITERACY.RL.K.1

With prompting and support, ask and answer questions about key details in a text. | CCSS.ELA-LITERACY.RL.K.9

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. |

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 Low ACTFL Can Do: Interpretive (Reading/Listening)	I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.			I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.		
Novice Low ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)		I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.			I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.	
Novice Low ACTFL Can Do: Presentational (Speaking/Writing)			I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.			I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.

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	游乐园 Amusement Park	剪头发 Haircut	坐下 Sit Down	小消防员 Little Firefighters	蚂蚁卫兵 Ant Guard	猴子去郊游 Monkeys on an Outing
Supplementary Books	YCT 1 08	YCT 1 14	Theme-based Readers Green #36	—	—	YCT 3 15
Workbook Page number			F Unit 3			F Unit 4
Key Characters			不, 坐, 在, 里			山, 水, 火, 人
Oral Language	不要, 害怕, 为什么？, 哥哥, 姐姐, 妹妹, 小, 好玩	做好！这样, 这里, 哪里？ 好看, 剪, 蜜蜂	不, 坐, 在, 里, 看, 听, 狗, 有没有	消防车, 屋子, 火山, 烧烤, 水喉	蚂蚁, 草莓, 狗, 萤火虫, 叶子	玩耍, 尾巴, 着火
Grammar Patterns & Language Features	Meaning and usage of simple questions	Meaning and usage of imperative commands (e.g. 坐好！不要动！)	Give command: 坐下！	Usage of 这里有……吗?	Usage of superlative 最	Express specific location using 在……里

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	CCSS.ELA-LITERACY.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	CCSS.ELA-LITERACY.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	CCSS.ELA-LITERACY.RL.K.10 Actively engage in group reading activities with purpose and understanding.	CCSS.ELA-LITERACY.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	CCSS.ELA-LITERACY.RF.K.4 Read emergent reader texts with purpose and understanding.	CCSS.ELA-LITERACY.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

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 Low ACTFL Can Do: Interpretive (Reading/Listening)	I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.			I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.		
Novice Low ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)		I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.			I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.	
Novice Low ACTFL Can Do: Presentational (Speaking/Writing)			I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.			I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.

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	这是谁的鞋? Whose Shoe is This?	谁有东西要分享? Show and Tell	小马拍照 Little Horse Takes a Photo	种花 Planting Flowers	下雨 It's Raining	洗手间 Washroom
Supplementary Books	Theme-based Readers Orange #23	Theme-based Readers Brown #28	Theme-based Readers Blue #17	Theme-based Readers Blue #28	Theme-based Readers Green #07	Theme-based Readers Orange #32
Workbook Page number		F Unit 5			F Unit 6	
Key Characters		马, 牛, 羊, 鸟, 虫			男, 女, 雨, 土	
Oral Language	绿色, 袜子, 脚, 动物	教室, 宠物, 盒子, 飞	拍照, 白色, 一样颜色	盆子, 生长, 草, 剪刀	雨水, 伞, 湿, 爸爸	公园, 晴天, 洗手间
Grammar Patterns & Language Features	Ask and answer yes-no questions using the question particle 吗	Ask and answer each other about looking for a lost item (e.g. 我的小虫在哪里? 你的小虫在这里!）	Ask and answer affirmative-negative questions (e.g. 小牛在不在? 在!）	Usage of the verb 需要 (e.g. 花需要……)	Use adverb 太 to express something that is excessive (e.g. 太多虫!）	Describe different stages of rainfall (e.g. 下雨了, 下大雨, 不下雨了)

Suggested Common Core Language Arts Standard

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	CCSS.ELA-LITERACY.RF.K.1	CCSS.ELA-LITERACY.RL.K.9	CCSS.ELA-LITERACY.RL.K.5	CCSS.ELA-LITERACY.RI.K.2	CCSS.ELA-LITERACY.RI.K.5	CCSS.ELA-LITERACY.RL.K.9
Suggested Common Core Language Arts Standards	Demonstrate understanding of the organization and basic features of print.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Recognize common types of texts (e.g., storybooks, poems).	With prompting and support, identify the main topic and retell key details of a text.	Identify the front cover, back cover, and title page of a book.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

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 Low ACTFL Can Do: Interpretive (Reading/Listening)	I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.			I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.		
Novice Low ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)		I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.			I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.	
Novice Low ACTFL Can Do: Presentational (Speaking/Writing)			I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.			I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.

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	谁的生日蛋糕? Whose Birthday Cake	是我的生日吗? Is it my Birthday?	万圣节 Halloween	不想上学 Don't Want to Go to School	在家里玩 Staying at Home	小山羊在哪里? Where is the Mountain Goat?
Supplementary Books	Theme-based Readers Blue #33	Theme-based Readers Green #29	Theme-based Readers Green #40	Theme-based Readers Blue #22	Theme-based Readers Blue #10	Theme-based Readers Blue #13
Workbook Page number		F Unit 7			F Unit 8	
Key Characters		月, 天, 日, 生			今, 是, 明, 昨	
Oral Language	厨房, 兄弟, 日历	数, 手指, 日期	衣服, 室外, 室内, 游戏	早上, 房间, 同学	睡觉, 床, 留, 家里	飞机, 找, 玩具
Grammar Patterns & Language Features	State dates of students' own birthdays (e.g. 十月五日)	Count in Chinese	Keep scores in a game using numbers in Chinese	State what's the day of today, tomorrow and yesterday (e.g. 今天是星期一, 明天是星期二, 昨天是星期天。	Ask affirmative negative questions using 要不要 (e.g. 要不要出去玩?)	Recognize when specific location is stated (e.g. 小山羊在水里)

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.
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Suggested Common Core Language Arts Standards	CCSS.ELA-LITERACY.RL.K.3	*CCSS.ELA-LITERACY.RF.K.1.C	CCSS.ELA-LITERACY.RL.K.3	*CCSS.ELA-LITERACY.RF.K.1.B	CCSS.ELA-LITERACY.RL.K.7	CCSS.ELA-LITERACY.RL.K.2
	With prompting and support, identify characters, settings, and major events in a story.	*Understand that words in Chinese are not separated by spaces in print, as opposed to English.	With prompting and support, identify characters, settings, and major events in a story.	*Recognize that spoken words are represented in written language by specific pictographs and pictographs placed together.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	With prompting and support, retell familiar stories, including key details.

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.
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	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27
Novice Low ACTFL Can Do: Interpretive (Reading/Listening)	I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.			I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.		
Novice Low ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)		I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.			I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.	
Novice Low ACTFL Can Do: Presentational (Speaking/Writing)			I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.			I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.

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	回家的路上 On the Way Home	稻草人 Scarecrow	调皮的小仓 Naughty Hamster	快快长大 Growing Quickly	母亲节 Mother's Day	大男生 Big Boy
Supplementary Books	Theme-based Readers Orange #22	—	Theme-based Readers Purple #12	Theme-based Readers Orange #34	Theme-based Readers Brown#17	Theme-based Readers Orange #28
Workbook Page number		F Unit 9			F Unit 10	
Key Characters		走, 去, 来, 田			星, 期, 几, 年, 快	
Oral Language	农场, 拿, 带, 动物	闭上, 眼睛, 跑, 躲	笼子, 仓鼠, 门, 打开	比赛, 高, 尺子, 一年	沙发, 手机, 蜜蜂	骑, 自行车, 买, 钱
Grammar Patterns & Language Features	Usage of 这么 when increasing the extent of an adjective (e.g. 看, 我有这么多！)	Recognize the pattern of "Verb+来+Verb+去" to express repetition of an action (e.g. 走来走去)	Ask and answer about one's existence in a location with 在 or 不在 and 在不在?	Usage of 一点 plus different adjectives to express "a little more" of the chosen adjective (e.g. 大一点, 快一点)	Express "Happy Mother's Day" with 母亲节快乐	State how many days and weeks a year consist of

Suggested Common Core Language Arts Standard

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Suggested Common Core Language Arts Standards	CCSS.ELA-LITERACY.RF.K.4	CCSS.ELA-LITERACY.RL.K.10	CCSS.ELA-LITERACY.RL.K.2	*CCSS.ELA-LITERACY.RF.K.1.B	CCSS.ELA-LITERACY.RF.K.1.A	CCSS.ELA-LITERACY.RF.K.4
	Read emergent reader texts with purpose and understanding.	Actively engage in group reading activities with purpose and understanding.	With prompting and support, retell familiar stories, including key details.	*Recognize that spoken words are represented in written language by specific pictographs and pictographs placed together.	Follow words from left to right, top to bottom, and page by page.	Read emergent reader texts with purpose and understanding.

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.
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	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33
Novice Low ACTFL Can Do: Interpretive (Reading/Listening)	I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.			I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.		
Novice Low ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)		I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.			I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.	
Novice Low ACTFL Can Do: Presentational (Speaking/Writing)			I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.			I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.

OVERVIEW OF STANDARDS

COMMON CORE LANGUAGE ARTS STANDARDS

READING: FOUNDATION SKILLS

CCSS.ELA-LITERACY.RF.K.1	Demonstrate understanding of the organization and basic features of print.
CCSS.ELA-LITERACY.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
*CCSS.ELA-LITERACY.RF.K.1.B	*[Modified to fit the learning of Chinese] Recognize that spoken words are represented in written language by specific pictographs and pictographs placed together.
*CCSS.ELA-LITERACY.RF.K.1.C	*[Modified to fit the learning of Chinese] Understand that words in Chinese are not separated by spaces in print, as opposed to English.
CCSS.ELA-LITERACY.RF.K.4	Read emergent reader texts with purpose and understanding.

READING: LITERATURE

CCSS.ELA-LITERACY.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
CCSS.ELA-LITERACY.RL.K.2	With prompting and support, retell familiar stories, including key details.
CCSS.ELA-LITERACY.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
CCSS.ELA-LITERACY.RL.K.4	Ask and answer questions about unknown words in a text.
CCSS.ELA-LITERACY.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
CCSS.ELA-LITERACY.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
CCSS.ELA-LITERACY.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
CCSS.ELA-LITERACY.RL.K.10	Actively engage in group reading activities with purpose and understanding.

READING: INFORMATIONAL TEXT

CCSS.ELA-LITERACY.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
CCSS.ELA-LITERACY.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
CCSS.ELA-LITERACY.RI.K.5	Identify the front cover, back cover, and title page of a book.

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 Low: Interpretive Performance Indicators	I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.
	I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.
	I can understand memorized or familiar words when they are supported by gestures or visuals 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 Low: Interpersonal Performance Indicators	I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.
	I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.
	I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.

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 Low: Presentational Performance Indicators	I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.
	I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.
	I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.