

Chinese Benchmarks

Grades 6, 9, 12

Nine-year Language and Culture Program



2007

Benchmarks: Grades 6, 9 and 12 Chinese Language and Culture Nine-year Program

The benchmarks for Chinese established in this document are a synthesis of expected student knowledge and skills at the completion of grades 6, 9 and 12 in the Chinese Language and Culture Nine-year Program (Grade 4 to Grade 12).

Purpose of Benchmarks

The purpose of the benchmarks is to ensure a common understanding about what to realistically expect from students in relation to language knowledge and skills at different grades in their learning. Benchmarks inform stakeholders about what students will know and be able to do in Chinese at the completion of grades 6, 9 and 12, relative to the nine-year program. Stakeholders include parents, administrators, school trustees and others who are interested in student achievement in the Chinese Language and Culture Nine-year Program.

Foundation of Benchmarks

The Chinese Language and Culture Nine-year Program served as the foundation for the benchmarks, which are based on the learning outcomes for grades 6, 9 and 12.

How to Read this Document

Some users of this document will be interested only in reading about the expected learning at one particular grade, while others may want to see the progression of expected student knowledge and skills over a nine-year program. Therefore, the benchmarks have been presented in two different ways: separate lists of knowledge and skills for grades 6, 9 and 12; and a chart that shows all information side by side for grades 6, 9 and 12 at the same time. A glossary has also been included to provide definitions of terms in the document. The order of knowledge and skills listed per grade do not imply a gradual level of difficulty.

Communicating with Parents

How can I find out if my child reaches a benchmark?

Teachers gather information about what students know and can do in relation to the learning outcomes from the program of studies. This information is communicated to parents through report cards, conferences, student portfolios and conversations. Parents should talk to their child's teacher to find out how the child performs according to learning outcomes in Chinese. Parents may also make their own observations about how their child is able to function in Chinese in home and community settings.

How can I find out more information about the Chinese program?

Anybody who wishes to read detailed descriptions of the expected knowledge and skills at each grade level can access the particular program of studies through the Alberta Education Web site at <http://education.alberta.ca/teachers/com/interlang/chinese.aspx>.

Glossary

Benchmarks

Benchmarks describe what Alberta students should know and be able to do in Chinese at the completion of grades 6, 9 and 12.

Learning Outcome

A learning outcome can be general or specific. General outcomes are broad statements that describe what students will be able to do overall when they learn Chinese. Specific outcomes describe what students will achieve by the completion of a grade.

Program of Studies

A program of studies is a legal document that provides teachers with information about what students are expected to achieve in a particular subject area. The following four components are part of the Chinese Language and Culture Nine-year Program (Grade 4 to Grade 12).

- **Applications**

The specific outcomes in Applications deal with what students will be able to do in Chinese.

- **Language Competence**

The specific outcomes in Language Competence deal with developing knowledge and skills that allow students to use Chinese effectively and competently.

- **Global Citizenship**

The specific outcomes in Global Citizenship deal with developing students' knowledge, skills and attitudes necessary to become effective global citizens.

- **Strategies**

The specific outcomes in Strategies deal with helping students learn and communicate more effectively by teaching strategies that can be consciously used when learning or using Chinese.

Nine-year Program

The Nine-year Program (9Y) refers to an international language and culture program of studies that starts in Grade 4 and ends in Grade 12.

Chinese Language and Culture Nine-year Program Grade 6 Benchmarks

For a detailed description of specific outcomes for grades 4, 5 and 6, refer to the program of studies.

End of Grade 6

General Outcome: Students will use Chinese in a variety of situations and for a variety of purposes.

What are students able to do in Chinese?

Students will:

- express their likes, dislikes and feelings
- communicate about themselves, other people, places and a simple sequence of events
- invite someone to do something, and respond to invitations
- communicate with others, while working in a group, to accomplish tasks such as taking turns, agreeing and disagreeing, and encouraging one another
- gather and organize information in simple ways
- use Chinese for fun, to interpret simple humour and to be creative

General Outcome: Students will use Chinese effectively and competently.

How well are students able to use Chinese?

Students will:

- begin to use correct pronunciation, with guidance
- demonstrate understanding by using groups of words that relate to familiar topics
- correctly use grammatical elements, such as forming simple questions, using common verbs and descriptive words, with guidance
- understand simple sentences when they hear them and produce simple sentences, with guidance
- read and write short and simple texts, with guidance
- interact with others in simple situations, with guidance

General Outcome: Students will acquire the knowledge, skills and attitudes to be effective global citizens.

What other skills have students acquired?

Students will:

- recognize how cultures of Chinese are similar and different from their own
- explain their own cultural perspective and appreciate the importance of other viewpoints
- identify some personal and professional reasons for learning Chinese

General Outcome: Students will know and use strategies to maximize the effectiveness of learning and communication.

What other skills have students acquired?

Students will:

- explain and use strategies to learn Chinese, with guidance
- explain and use strategies to use Chinese, with guidance
- explain and use strategies to enhance general learning, with guidance

Chinese Language and Culture Nine-year Program Grade 9 Benchmarks

For a detailed description of specific outcomes for grades 7, 8 and 9, refer to the program of studies.

End of Grade 9

General Outcome: Students will use Chinese in a variety of situations and for a variety of purposes.

What are students able to do in Chinese?

Students will:

- express their feelings appropriately in formal and informal situations
- communicate about events that have taken place or will take place
- offer invitations, compliments and congratulations to others and be able to respond to them
- communicate with others, while working in a group, to accomplish tasks such as supporting each other's ideas, negotiating roles and restating one another's ideas
- gather information in different ways and use this information for a variety of purposes
- use Chinese for fun, to interpret and express humour, and to be creative

General Outcome: Students will use Chinese effectively and competently.

How well are students able to use Chinese?

Students will:

- pronounce words correctly in familiar situations
- demonstrate understanding by using groups of words that relate to topics
- use grammatical elements, such as using future tense, forming more complex questions, using irregular verbs and adverbs, with guidance
- understand short texts when they hear them, and produce different kinds of statements, with guidance
- read and write short texts, with and without guidance
- interact with others in simple situations, asking for guidance when needed

General Outcome: Students will acquire the knowledge, skills and attitudes to be effective global citizens.

What other skills have students acquired?

Students will:

- organize information about the cultures of Chinese
- recognize stereotyping and appreciate the value of other viewpoints
- identify personal reasons for learning Chinese and for learning about other cultures

General Outcome: Students will know and use strategies to maximize the effectiveness of learning and communication.

What other skills have students acquired?

Students will:

- select and use strategies to learn Chinese, with some independence
- select and use strategies to use Chinese, with some independence
- select and use strategies to enhance general learning, with some independence

Chinese Language and Culture Nine-year Program Grade 12 Benchmarks

For a detailed description of specific outcomes for grades 10, 11 and 12, refer to the program of studies.

End of Grade 12

General Outcome: Students will use Chinese in a variety of situations and for a variety of purposes.

What are students able to do in Chinese?

Students will:

- communicate about how feelings and emotions are expressed in a variety of media
- communicate information to different audiences
- communicate socially in formal and informal situations
- communicate with others, while working in a group, to accomplish tasks such as providing feedback to one another, acting within a leadership role and suggesting new ways of organizing group activities
- organize and synthesize information they obtain from a variety of sources for a variety of purposes
- use a more complex level of Chinese for fun, to interpret and express humour, and to be creative

General Outcome: Students will use Chinese effectively and competently.

How well are students able to use Chinese?

Students will:

- pronounce words in many different situations, given the opportunity to practise
- use words and phrases related to topics studied in class
- use more complex grammatical elements, such as using different verb tenses for a variety of purposes, making comparisons and using irregular verbs in a variety of tenses
- understand lengthy texts when they hear them and produce lengthy written texts, with guidance
- read and write lengthy texts, with guidance
- interact with others in familiar situations, with ease, and in formal situations

General Outcome: Students will acquire the knowledge, skills and attitudes to be effective global citizens.

What other skills have students acquired?

Students will:

- analyze information from different sources about the cultures of Chinese
- explore how what they have learned could be applied in the global marketplace
- explore how knowledge about Chinese and the culture of Chinese is helpful in the global marketplace

General Outcome: Students will know and use strategies to maximize the effectiveness of learning and communication.

What other skills have students acquired?

Students will:

- use the best strategies to enhance learning of Chinese, independently
- select and use the most appropriate strategies to effectively use Chinese, independently
- select and use the most appropriate strategies to enhance general learning, independently

Chinese Language and Culture Nine-year Program Grades 6, 9 and 12 Benchmarks

For a detailed description of specific outcomes, refer to the program of studies.

General Outcome:

Students will use Chinese in a variety of situations and for a variety of purposes.

Grade Level	End of Grade 6	End of Grade 9	End of Grade 12
<p>At the end of grades 6, 9 and 12 of Chinese, students will:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> express their likes, dislikes and feelings <input type="checkbox"/> communicate about themselves, other people, places and a simple sequence of events <input type="checkbox"/> invite someone to do something, and respond to invitations <input type="checkbox"/> communicate with others, while working in a group, to accomplish tasks such as taking turns, agreeing and disagreeing, and encouraging one another <input type="checkbox"/> gather and organize information in simple ways <input type="checkbox"/> use Chinese for fun, to interpret simple humour, and to be creative 	<ul style="list-style-type: none"> <input type="checkbox"/> express their feelings appropriately in formal and informal situations <input type="checkbox"/> communicate about events that have taken place or will take place <input type="checkbox"/> offer invitations, compliments and congratulations to others and be able to respond to them <input type="checkbox"/> communicate with others, while working in a group, to accomplish tasks such as supporting each other's ideas, negotiating roles and restating one another's ideas <input type="checkbox"/> gather information in different ways and use this information for a variety of purposes <input type="checkbox"/> use Chinese for fun, to interpret and express humour, and to be creative 	<ul style="list-style-type: none"> <input type="checkbox"/> communicate about how feelings and emotions are expressed in a variety of media <input type="checkbox"/> communicate information to different audiences <input type="checkbox"/> communicate socially in formal and informal situations <input type="checkbox"/> communicate with others, while working in a group, to accomplish tasks such as providing feedback to one another, acting within a leadership role and suggesting new ways of organizing group activities <input type="checkbox"/> organize and synthesize information they obtain from a variety of sources for a variety of purposes <input type="checkbox"/> use a more complex level of Chinese for fun, to interpret and express humour, and to be creative

For a detailed description of specific outcomes, refer to the program of studies.

General Outcome:

Students will use Chinese effectively and competently.

Grade Level	End of Grade 6	End of Grade 9	End of Grade 12
<p>At the end of grades 6, 9 and 12 of Chinese, students will:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> begin to use correct pronunciation, with guidance <input type="checkbox"/> demonstrate understanding by using groups of words that relate to familiar topics <input type="checkbox"/> correctly use grammatical elements, such as forming simple questions, using common verbs and descriptive words, with guidance <input type="checkbox"/> understand simple sentences when they hear them and produce simple sentences, with guidance <input type="checkbox"/> read and write short and simple phrases, with guidance <input type="checkbox"/> interact with others in simple situations, with guidance 	<ul style="list-style-type: none"> <input type="checkbox"/> pronounce words correctly in familiar situations <input type="checkbox"/> demonstrate understanding by using groups of words that relate to topics <input type="checkbox"/> use grammatical elements, such as using future tense, forming more complex questions, using irregular verbs and adverbs, with guidance <input type="checkbox"/> understand short texts when they hear them, and produce different kinds of statements, with guidance <input type="checkbox"/> read and write short texts, with and without guidance <input type="checkbox"/> interact with others in simple situations, asking for guidance when needed 	<ul style="list-style-type: none"> <input type="checkbox"/> pronounce words in many different situations, given the opportunity to practise <input type="checkbox"/> use words and phrases related to topics studied in class <input type="checkbox"/> use more complex grammatical elements, such as using different verb tenses for a variety of purposes, making comparisons and using irregular verbs in a variety of tenses <input type="checkbox"/> understand lengthy texts when they hear them and produce written lengthy texts, with guidance <input type="checkbox"/> read and write lengthy texts, with guidance <input type="checkbox"/> interact with others in familiar situations, with ease, and in formal situations

For a detailed description of specific outcomes, refer to the program of studies.

General Outcome:

Students will acquire the knowledge, skills and attitudes to be effective global citizens.

Grade Level	End of Grade 6	End of Grade 9	End of Grade 12
<p>At the end of grades 6, 9 and 12 of Chinese, students will:</p>	<ul style="list-style-type: none"> ❑ recognize how cultures of Chinese are similar and different from their own ❑ explain their own cultural perspective and appreciate the importance of other viewpoints ❑ identify some personal and professional reasons for learning Chinese 	<ul style="list-style-type: none"> ❑ organize information about the cultures of Chinese ❑ recognize stereotyping and appreciate the value of other viewpoints ❑ identify personal reasons for learning Chinese and for learning about other cultures 	<ul style="list-style-type: none"> ❑ analyze information from different sources about the cultures of Chinese ❑ explore how what they have learned could be applied in the global marketplace ❑ explore how knowledge about Chinese and the culture of Chinese is helpful in the global marketplace

For a detailed description of specific outcomes, refer to the program of studies.

General Outcome:

Students will know and use strategies to maximize the effectiveness of learning and communication.

Grade Level	End of Grade 6	End of Grade 9	End of Grade 12
<p>At the end of grades 6, 9 and 12 of Chinese, students will:</p>	<ul style="list-style-type: none"> <li data-bbox="488 436 821 531">❑ explain and use strategies to learn Chinese, with guidance <li data-bbox="488 604 821 667">❑ explain and use Chinese, with guidance <li data-bbox="488 846 821 972">❑ explain and use strategies to enhance general learning, with guidance 	<ul style="list-style-type: none"> <li data-bbox="847 436 1162 562">❑ select and use strategies to learn Chinese, with some independence <li data-bbox="847 604 1162 730">❑ select and use strategies to use Chinese, with some independence <li data-bbox="847 846 1162 972">❑ select and use strategies to enhance general learning, with some independence 	<ul style="list-style-type: none"> <li data-bbox="1183 436 1498 562">❑ use the best strategies to enhance learning of Chinese, independently <li data-bbox="1183 604 1498 793">❑ select and use the most appropriate strategies to effectively use Chinese, independently <li data-bbox="1183 846 1498 1003">❑ select and use the most appropriate strategies to enhance general learning, independently