



Hangzhou International School
杭州国际学校

World Languages Standards

EY-12

Providing Opportunities at HIS

The HIS Mission is to provide international learners with opportunities to pursue academic and personal excellence within a caring community.

Our General Learning Targets (GLTs) embody what we want all students to know and be able to do. Every student will demonstrate: Effective Communication, Higher Level Thinking, A Solid Foundation of Knowledge, Positive Behaviors and Approaches to Learning, International Mindedness and Community Appreciation

World Languages Overview

The World Language curricular area addresses the development, function and analysis of language. The expectations of the World Language curricular area are taught in all language courses, including mainstream English, ESOL and Mandarin. HIS recognizes seven levels of development, three novice levels, two intermediate levels, and two experienced levels. Exposure to Mandarin Language and Chinese culture is required, and students are encouraged to develop at least working knowledge of Mandarin. It is expected that students become proficient listeners, speakers, readers and writers of English. Quality of written work is assessed using the Six Traits of Effective Writing.

Engaging learning opportunities focus on students becoming proficient in English and developing working knowledge of at least one additional language.

Opportunities also focus on the analysis of language and strategies and techniques for using and appreciating a full range of literary and non-literary works. Mainstream English courses are structured based on expected grade-level proficiencies. Other language courses are structured based on stages of development.

In demonstrating application of learning students show high proficiency in at least one language and have, or are working towards, academic command of English. Students can synthesize and report on the thoughts presented by others and glean information and inspiration from written, visual and aural works presented within their proximal learning zone. Quality of written work is assessed using the Six Traits of Effective Writing.

Languages

English

English Language Arts (ELA)

The aims of the English Language Arts curriculum are to help students become highly proficient in their use of English for academic purposes, in their ability to conduct literary analysis of studied works, in their ability to produce oral and written commentary of studied works or on studied topics, and in their ability to produce reports and presentations based on findings from informational research.

English for Speakers of Other Languages

(ESOL)

It is routine for speakers of other languages to enter HIS schools. The aim, regardless of grade-level placement, is to provide learning opportunities that support and challenge learners regardless of ability or prior experience. Students with a significant gap between their English language acquisition and that of their peer group might take ESOL courses and or receive a modified Language Arts program while developing their English language skills. All students for whom English is not their native language are on monitored status upon admissions.

The aim of all English Language courses is to help students develop highly functional English literacy for academic purposes. It is expected that all students eventually become proficient listeners, speakers, readers and writers of English.

Structure

English Language Arts is offered in continuum starting in the Early Years. In the early grades, Early Years and Early Years 2, English Language Arts is taught as part of the teacher provided integrated learning experiences. Students in grades Pre-kindergarten through grade five receive scheduled English Language Arts instruction daily. English Language Arts is a required course in the upper school. Courses are designed for grade-level cohorts. Teachers differentiate and arrange student groups within the class according to ability level.

Placement

New students are placed in an age determined English course. Assessments and anecdotal evidence are collected during the first two weeks of class and ESOL adjustments are made as necessary.

Chinese

Beginning in Pre-kindergarten, students are grouped by ability level for Chinese language. At HIS, we offer two tracks of study, the Chinese Language Arts Track and the Mandarin for Speakers of Other Languages Track.

Chinese Language Arts (CLA) Track

The aims of the Chinese Language Arts (CLA) track are to help students become highly proficient in literary analysis of studied works, the ability to produce oral and written commentary of studied works or on studied topics, and the ability to produce reports and presentations based on findings from informational research.

The CLA track is for native or near native students who live or have lived in a Chinese intensive environment, thus these students enter HIS with near grade-level abilities in speaking. Students find that the programs at HIS are not sufficient to maintain grade-level academic Chinese consistent with that provided in bilingual schools or schools for which Chinese is the language of instruction. Parents hoping to maintain their child's academic Chinese at near native school levels are encouraged to support the study of science, social studies and mathematics within a Chinese language context in addition to the HIS program.

The Mandarin Language Arts track has two levels. Level A students have reading and writing capabilities consistent with their age and the sophistication of their oral language development. Level B students have a noticeable gap between their reading and or writing capabilities and their age and or level of oral language development. Both groups have strong Chinese cultural and linguistic background. As the differences between Levels A and B are primarily in reading and writing, it is possible that the same teacher teach these courses simultaneously provided that the level of textual support is differentiated to account for entry-level differences.

Mandarin for Speakers of Other Languages (MSOL) Track

The aims of Mandarin for Speakers of Other Languages (MSOL) track are to help students develop a cultural connection to our host country, China, to develop functional ability to exchange information in Chinese contexts, and to acquire the foundational linguistic knowledge necessary to progress beyond social language use.

The MSOL track is comprised of six levels. Level 1 assumes no prior exposure to Chinese language or culture. Level 6 assumes the student has met all of the criteria for levels 1-5 and is ready to shift focus from learning a language to learning in a language.

Structure

Mandarin is offered in continuum starting in the Early Years. In the early grades, Early Years and Early Years 2, Mandarin is taught as part of the classroom routines through interaction with and activities provided by the Mandarin teaching assistant. Students in grades Pre-kindergarten through grade five receive scheduled instruction daily. Mandarin is an elective course in the upper school and meets according to the schedule of a full-time course. All students, regardless of course enrollment are expected to



gain a fundamental appreciation for Chinese culture and language through participate in Chinese cultural events, activities, and in some cases through Chinese culture classes.

Beginning in Pre-kindergarten, students are grouped by ability level. At HIS, we offer two tracks of study, the Heritage and Native Speakers Track and the Mandarin for Speakers of Other Languages (MSOL) Track.

Placement

New students are interviewed upon arrival and tentatively placed. Assessments and anecdotal evidence are collected during the first two weeks of class and adjustments are made as necessary. Students with native or near native abilities are placed in the Heritage and Native Speakers Track. For students being placed in the Mandarin for Speakers of Other Languages (MSOL) track listening and speaking are heavily emphasized when determining placement in Novice 1 and Novice 2. Placement in Novice 3 level is based on a combination of listening/speaking and reading/writing. Reading and writing are increasingly more emphasized when determining placement in Intermediate and Advanced levels.

Returning students are placed in the appropriate level based on a combination of class performance, teacher recommendation, and achievement on summative assessments in the fourth quarter of the previous year.

French, Spanish, and other World Languages

HIS offers instruction in selected languages, other than English and Mandarin, within the school day beginning in grade 6. The aims of these courses are to help students develop functional ability to exchange information the target language contexts, to connect with the culture and customs of the peoples associated with the target language, and to acquire the foundational linguistic knowledge necessary to progress beyond social language use.

Structure and Placement

Students are grouped by ability. New students are interviewed upon course selection and tentatively placed. Assessments and anecdotal evidence are collected during the first two weeks of class and adjustments are made as necessary. Returning students are placed in the appropriate level based on a combination of class performance, teacher recommendation, and achievement on summative assessments in the fourth quarter of the previous year.

World Languages Teaching

As a teacher, it is important to know what is expected. This section aims to strip away as much of the eduspeak as possible, and to put the expectations into direct terms.

What do your students need to know and be able to do?

Your students need to know how to listen well.

To listen well, they need to know some fundamentals.

- The sounds and structures of the spoken language
- That listening well can be learned
- That the listener has a responsibility in effective communication

To listen well, they need listening strategies and skills.

- Listening for the main idea
- Predicting
- Drawing inferences
- Summarizing
- Listening for specific details
- Recognizing cognates
- Recognizing word-order patterns
- Monitoring for comprehension
- Listening to appreciate style, cadence, or register
- Align listening strategy to purpose for listening

To listen well, they need to hear a wide range of worthwhile texts.

- Text that they can listen to with comprehension ease
- Text that is rich with detail
- Text that must be heard more than once to fully grasp
- Texts that make a lasting impression

Traditional Chinese Character



For your students to learn because of you, they need you to teach listening, not just expect it. Your students need you to nurture their listening growth.

- Make the teaching of listening a priority
- Focus on the process of listening
- Effectively teach listening strategies and align to purpose strategies
- Speak intentionally and effectively
- Effectively choose listening texts and activities
- Seek out timely help if this is not an area of strength for you
- Engage in ongoing professional development that inspires you and further hones your ability to teach listening

Your students need to know how to speak well.

To speak well, they need to know some fundamentals.

- The speaker has a responsibility in effective communication
- How to use the right words in the right order with the correct pronunciation
- When clarity of the message is essential and when precise understanding is not required
- How to adjust speaking to take into account who is speaking to whom, in what circumstances, about what, and for what reason
- How to ask for clarification and use comprehension checks
- How to use a speech production process, similar to a writing process with an oral final product instead of a written one, to produce polished works

To speak well, they need opportunities to practice.

- Practice speaking in a sheltered or highly supported settings
- Practice speaking in rehearsed settings
- Practice recognizing predictable scripts or text patterns
- Make flexible use of their vocabularies
- Use language to talk about language
- Revise and repeat
- Practice within increasingly more complex audiences and for increasingly more sophisticated purposes
- Play with language and attempt a wide range of styles

- Practice within authentic academic and nonacademic contexts

"It usually takes me more than three weeks to prepare a good impromptu speech."
Mark Twain

For your students to learn because of you, they need you to be skilled in teaching speaking and in providing a safe speaking environment. Your students need you to nurture their speaking growth. • Make teaching speaking a priority

- Effectively use structured guided speaking
- Effectively use a wide range of speaking texts and activities
- Effectively use an appropriate range of contexts
- Seek out timely help if this is not an area of strength for you
- Engage in ongoing professional development that inspires you and further hones your ability to teach speaking

Your students need to know how to read well.

The underpinnings of reading begin in Early Years school. Formal teaching of reading in English Language Arts begins in Kindergarten. Formal teaching of reading Pinyin in Chinese Language Arts begins in Grade 2. Reading in language acquisition courses

To read well, they need to know some fundamentals.

- Phonemic awareness
- Reading is learned and not everyone learns at the same rate
- Reading requires both fluency and comprehension

To read well, they need reading strategies.

- Using phonics to decode
- Developing an effective sight word base (and radical base in Chinese)
- Use of visual and structure cues
- Guessing from context
- Skimming and scanning
- Rereading
- Predicting
- Previewing
- Pacing
- Aligning strategy with purpose and text

To read well, they need exposure to worthwhile reading material.

- Texts that they can read with ease at their own confident reading level (HIS uses Fountas and Pinnell Reading Benchmark Assessment to denote reading levels.)
- Texts that they can understand with effort using their known reading strategies
- Texts that are beyond their ability to read, but within their ability to comprehend, read to them by an excellent reader
- Texts that are interesting and make reading worth the effort
- Texts that inform, that entertain, that serve practical purposes and that inspire

For your students to learn because of you, they need you to be skilled at teaching reading. Your students need you to nurture their reading growth.

- Make the teaching of reading a priority
- Effectively use structured guided reading
- Effectively differentiate reading texts and assignments
- Make the most of every reading experience
- Seek out timely help if this is not an area of strength for you
- Engage in ongoing professional development that inspires you and further hones your ability to teach reading



Direct translation: If I do not read, I am bored.

Implied translation: If I do not read, I am choosing to be as ignorant as a donkey

Your students need to know how to write well.

For English Language Arts, prewriting instruction begins in kindergarten. Formal writing instruction begins in grade 1. For Chinese Language Arts, formal character writing begins in grade 1, and Pinyin writing begins in grade 2.

To write well, they need to know some fundamentals.

- How to use the right words in the right order with the correct punctuation and spelling (Pinyin spelling includes accent marks; Chinese character includes correct stroke order)
- How to adjust writing to take into account who is the intended audience, in what circumstances, and for what reason
- What are the functions and structures of different text types (genres)
- How to use a writing process to produce polished works

To write well, they need strategies or questioning for all stages of the writing process.

- Finding a topic/getting ideas
 - Freewriting
 - Brainstorming
 - Subject content webbing
 - Browsing through books, magazines, current events, class content
 - Questioning, discussing with others
- Selecting a text form (genre)
 - Aligning form to audience and purpose
- Selecting a final publication medium
 - Paper, poster, slides, webposting

- Prewrite/Organizing Ideas
 - Freewriting
 - Mental map (literally), with a few jotted notes
 - Mind map on paper, or other visualization
 - Rough list of points to cover
 - Storyboard
 - Outline
 - Drafting
 - Getting started, writing something
 - Cycle back through ideas and prewrite to align emerging product with concept/idea
 - Elaborating, organizing, gathering more information, rethinking, rewriting
- Revising
- Drafting with a focus on communication
 - Do ideas make sense?
 - Is the purpose and audience evident?
 - Is the paper well organized?
 - Does the paper have all of the necessary parts?
- Proofreading
- Revising with a focus on correctness and quality
 - Conventions
 - Structure and organization
 - Variety of sentence length
 - Word choice
 - References and citations
- Publishing

- Attending to details at the end
- Visually appealing
- Cover if necessary
- Accessible through chosen medium by intended audience
- Self-assess against a writing rubric (HIS uses 6-Traits for systemwide writing assessments)

For your students to learn because of you, they need you to be skilled at teaching writing. Your students need you to nurture their writing.

- Make the teaching of writing a priority
- Effectively use writing workshops and guided writing
- Provide useful, timely feedback
- Provide a safe environment in which to practice, reflect and revise
- Effectively differentiate writing tasks and assignments
- Make the most of every writing experience
- Seek out timely help if this is not an area of strength for you
- Engage in ongoing professional development that inspires you and further hones your ability to teach writing

It's none of their business that you have to learn to write. Let them think you were born that way.

Ernest Hemingway

Your students need to know a wide variety of text types (genres).

To be well versed, they need to know the fundamentals, e.g. ...

- The purpose of various text types, including the following, and their related structures.
- Socialize
- Recount
- Persuade
- Instruct
- Inquire
- Explain
- Describe
- Entertain, including poetry

For your students to learn because of you, they need you to be well versed at a range of text types. Your students need you to nurture their growth through.

- Providing exposure that illustrates the critical elements of each text types
- Allowing time to explore, discuss and experience well written texts of each type
- Using authentic texts to illustrate the text purposes and audiences
- Effectively broadening and deepening their critical appreciation of text types
- Seeking out timely help if this is not an area of strength for you

- Engaging in ongoing professional development that inspires you and further hones your depth and understanding of text types and their applications

Text Selection

Texts provide the means for communication. They can be written, spoken, visual, body/non-verbal, and multimodal; they can be conveyed through dynamic forms and static forms; they can be live and or recorded; and they can be accessed at the discretion of the sender, the receiver or an agreement between the two. In simple terms, text is the medium through which a sender sends and a receiver receives a message.

Students join HIS schools with a diverse range of language abilities relative to their chronological age. In both language acquisition courses and in language arts courses, all students need to experience a wide and varied range of texts that stretch their language abilities across all domains, listening, speaking, and reading. They also need to experience the satisfaction and pleasure of text that provide rich context while being easily and fluently accessible.

Such factors as students' motivation, prior knowledge, and experiences come into play in text selection. Students deeply interested in a given topic, for example, may engage with texts on that subject across a range of complexity. Particular tasks may also require students to read harder texts than they would normally be required to. Conversely, teachers who have had success using particular texts that are easier than those required for a given grade-level or stage of development should feel free to continue to use them so long as the general movement during a given school year is toward students accessing texts of higher levels of complexity.

Connecting Expectations to the HIS Mission

Our mission is to provide all of our students with opportunities to pursue academic and personal excellence in nurturing, international community environments.

It is essential that learning opportunities are well maintained, up-to-date and capable of serving a diverse student population.

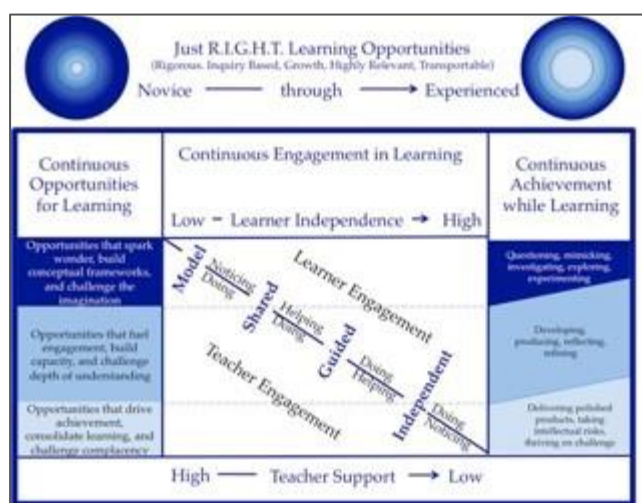
Just R.I.G.H.T. and Gradual Release of Responsibility

Just R.I.G.H.T. learning opportunities must be offered in rich and varied context, taught using a gradual release of responsibility model, and target each student's learning zones. (See The Journey We Call School, available on Curriculum Corner, for more explanation.)

Students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around meaningful content. They must learn to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of appropriate evidence. They must receive explicit instruction and support that helps them to develop their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

Students must have ample opportunities to grapple with works of exceptional craft and thought, with range that extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal documents, classic literature, and the timeless works of Shakespeare and others of world-renowned influence. They must receive purposeful guided exposure to wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, and support that helps them gain a reservoir of literary and cultural knowledge, references, and images, the ability to evaluate intricate arguments, and the capacity to surmount the challenges posed by complex texts.

Students must have ample and worthy opportunities to take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, citing material accurately, reporting findings from their research, and analyzing sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under tight deadlines as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To acquire these skills students must receive purposeful and meaningful writing assignments of increasing length and complexity, as well as ongoing, specific and targeted feedback.



Nurturing Highly Transportable Attributes

Our mission calls for nurturing environments. A reasonable question is “What do we intend to nurture?” The obvious answer is, “This is a school; we nurture student learning.” However, that simplistic answer is not very useful in guiding the teaching and learning process. To better clarify what is meant, the written curriculum includes six pairs of attributes that all teachers in all courses are expected to nurture.

Highly Transportable Attributes

(Note the Chinese idioms exemplify the essence of meaning, not a direct translation of the words.)

Curiosity & Inquiry

求知若渴。。。上下求索

It is expected that learning opportunities nurture curiosity and inquiry, helping students retain the anticipation of wonder and the joy of discovery that is a natural part of learning, though not always a part of schooling, and helping students build their capacity to independently pursue understandings and answers.

In World Languages, students develop curiosity and inquiry through playing with sound, composition and meaning, and through exploring language associated with challenging literary and non-literary texts for both academic and personal endeavors.

Ingenuity & Productivity

独具匠心。。。断而敢行

It is expected that learning opportunities nurture ingenuity and productivity, helping students see the value in their original creations, and helping students build their capacity to develop an idea from conception through production of a quality product.

In World Languages, students develop ingenuity and productivity through mastering skills and processes of language, for producing practical communications, for crafting solutions, for creating works of art and for pursuing academic learning.

Resourcefulness & Flexibility

博采众长。。。随机应变

It is expected that learning opportunities nurture resourcefulness and flexibility, helping students realize options, and helping students build their capacity to fully use their talents, knowledge, and skills not only in areas of strengths, but also when facing challenges.

In World Languages, students develop resourcefulness and flexibility through exploring strategic and varied use of the full expanse of language, e.g. written, spoken, body/non-verbal, multimedia, visual, etc. and through fully using and adapting their range of ability both academically and beyond the school context.

Imagination & Expression

奇思妙想。。。极情尽致

It is expected that learning opportunities nurture imagination and expression, helping students make connections to, and “see,” that which is not part of their own experience, and helping students build their capacity to express that which they think and imagination so that others might also connect and see.

In World Languages, students develop imagination and expression through using language as a means for stimulating the imagination, for vicariously inhabiting worlds beyond their own, and for expressing and discovering their own ideas, feelings, and understandings.

Thoughtfulness & Consideration

虑无不周。。。深思熟虑

It is expected that learning opportunities nurture thoughtfulness and consideration, helping students to explore the full extent of analytical, strategic, critical, creative, and systematic thought, and helping students build their capacity to consider an idea, issue, problem, situation, from multiple points of view, including perspectives that are not one’s own.

In World Languages, students develop thoughtfulness and consideration through exploring and analyzing the structures and uses of language to better understand content and contexts that are unfamiliar, complex, ambiguous or challenging.

Connectivity & Influence

一脉相通。。。息息相关

It is expected that learning opportunities nurture connectivity and influence, helping students to recognize the interconnected and interdependent relationships that exists all around us, and helping students build their capacity to recognize influences on their lives and the lives of others, as well as building their capacity to responsibly expand their own circles of influence.

In World Languages, students develop connectivity and influence through exploring and stretching their understanding of the power of language as a tool for making connections, for exercising influence, as well as for reflecting and shaping culture and perspective.

Aligning World Language Standards to GLTs

The HIS standards for World Languages are based primarily on standards and continua development in the United States, New Zealand, Singapore (Chinese), and Australia. The chosen standards articulate competencies essential to meeting the Expected Schoolwide Learning Results (GLTs).

Standards are numbered as a means of coding. Numbers do not represent a priority ranking.

A Solid Foundation of Knowledge (SFK)

It is expected students demonstrate a A Solid Foundation of Knowledge, i.e. mastery of basic skills in all academic areas in order to integrate and apply skills in real-life situations. It is expected students will develop this A Solid Foundation of Knowledge through learning the essential concepts and skills associated with each curricular area and through building capacity to recognize concepts and skill in unfamiliar contexts.

Demonstrating appropriate conceptual knowledge in these areas indicates that the student is developing his or her A Solid Foundation of Knowledge through the study of world languages.

World Language SFK Standards

WL1 The student is able to purposefully listen for information and understanding from a variety of sources in a variety of situations.

- a. The student comprehends target language from authentic and other common sources (i.e. TV radio, video, live presentations, live dialog, class discussion).
- b. The student determines when to listen to establish a general impression and when to listen to ascertain specific details or critical information.

WL2 The student is able to speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

- a. (LA) The student presents information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- b. The student demonstrates command target language including conventions/grammar and usage in his or her spoken texts.

WL3 The student is able to read a variety of texts with fluency and comprehension.

- a. The student determines central ideas or themes of a text and analyzes their development; summarize the key supporting details and ideas.
- b. (LA) The student reads closely to determine what the text says explicitly and to make logical inferences from it; cites specific textual evidence when writing or speaking to support conclusions drawn from the text.

WL4 The student is able to write in clear, concise, organized language that varies in content and form for different audiences and purposes.

- a. The student demonstrates command of the conventions of the target language grammar and usage in his or her written texts.
- b. (LA) The student writes to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured sequences.

Positive Behaviors and Approaches to Learning(PBATL)

It is expected students demonstrate Positive Learning Attitudes and Behaviors, i.e. affective and behavioral processes and skill that develop personal responsibility within a learning environment leading to positive learning outcomes. It is expected students will develop these Positive Behaviors and Approaches to Learning through building capacity to use the knowledge and skills of each curricular area with reliability, confidence and versatility, and through building capacity to recognize quality in his or her own work and the in work of others.

Demonstrating appropriate skills in the following areas indicates the student is developing capacities that will support Positive Learning Attitudes and Behaviors.

World Language PBATL Standards

WL5 (LA) The student prepares for and participates effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- a. The student expresses ideas, asks and answers questions, and initiates and engages in conversations on familiar topics.

WL6 (LA) The student reads and writes routinely over extended periods and shorter periods for a range of tasks, purposes, and audiences to produce written works demonstrating appropriate sophistication and quality.

WL7 The student gathers relevant information from multiple sources, (LA) assesses the credibility and accuracy of each source, and integrates the information while avoiding plagiarism.

- a. The student acquires and uses a range of content area specific words and phrases, and to independently gather vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- b. The student conducts short as well as (LA) more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Effective Communication (EC)

Effective Communication refers to the ability to exchange and present information through a common use of symbols, signs and behaviors. It is expected that the student will develop Effective Communication through learning the symbols, signs and communication behaviors associated with each strand, and through building capacity to strategically synthesize and employ communication skills in meaningful context beyond the confines of a single strand or single curricular area.

Demonstrating application of knowledge and skills in the following ways indicates that the student is developing his or her Effective Communication abilities.

World Language EC Standards

WL8 The student integrates and evaluates content presented in diverse formats and media, including visually and quantitatively, and in oral or written mediums.

WL9 (LA) The student delineates and evaluates the speaker, writer, or presenter's point of view, arguments, claims, reasoning, and uses of evidence and rhetoric, including the validity of the reasoning, the relevance and sufficiency of the evidence.

- a. The student interprets words and phrases in context, (LA) including determining technical, connotative, and figurative meanings, and analyzes how specific word choices shape meaning or tone.
- b. (LA) The student writes arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Higher Level Thinking (HLT)

Higher Level Thinking refers to the ability to expand learning beyond simple knowledge and recall. It is expected that the student will develop Higher Level Thinking through learning the thought processes and perspectives associated with each strand, and through building the capacity to use these processes and perspectives further his or her own learning within the curricular area and across curricular areas.

Demonstrating application of knowledge and skills in the following ways indicates that the student is developing his or her Higher Level Thinking abilities.

World Language HLT Standards

WL10 The student analyzes the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

WL11 (LA) The student analyzes how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

WL12 (LA) The student analyzes how and why individuals, events, or ideas develop and interact over the course of a text, speech, or presentation

International Mindedness and Community Appreciation(IMCA)

International Mindedness and Community Appreciation refers to the affective and behavioral processes and skills that develop an individual's recognition of his or her role and responsibility within the family, the HIS school community, regional communities and the global community. It is expected that the student will develop International Mindedness and Community Appreciation through connecting the concepts, skills, and processes of each discipline to practical and theoretical real-world context, and through building capacity to transcend curricular boundaries, using a transdisciplinary approach to make sense of, interact with, and contribute to his or her ever increasing circles of influence.

Demonstrating application of knowledge and skills in the following ways indicates the student is developing capacities that will support Global and Community Appreciation.

World Language IMCA Standards

WL13 The student recognizes and compares factors such as point of view, cultural practice and or purpose as well as (LA) assesses how these factors shape the content and style of a text.

WL14 The student recognizes desirable human characteristics and processes of character building, and assesses the impact that these characteristics might have on one's own character and character building capacity.

Language Arts Scope and Sequence

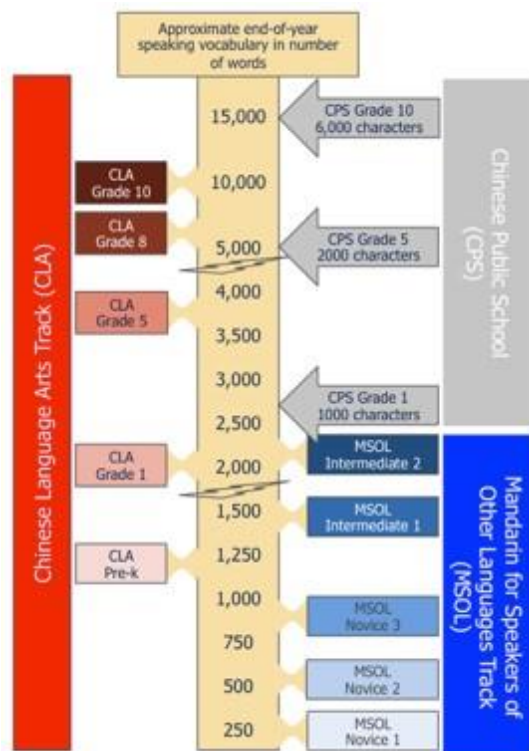
English

The Language Arts guide assumes English language development consistent with chronological age indiscriminate of students' background exposure and use of English. The guide is impersonal and written without full context. Teachers must carefully differentiate texts, spoken, written, and presented, to provide every student with appropriate learning opportunities.

Chinese

The Language Arts guide assumes Mandarin listening and speaking abilities at or near grade-level social language development, and further assumes the student lives or has lived in a Chinese intensive environment. The Chinese Language Arts track has two levels. Level A students have reading and writing capabilities consistent with their age and the sophistication of their oral language development. Level B students have a noticeable gap between their reading and or writing capabilities and their age and or level of oral language development. As the differences between Levels A and B are primarily in reading and writing, it is possible that the same teacher teach these courses simultaneously provided that the level of textual support is differentiated to account for entry-level differences.

The Chinese Language Arts program at HIS is not sufficient to maintain grade-level academic Chinese consistent with that provided in bilingual schools or schools for which Chinese is the language of instruction. Parents hoping to maintain their child's academic Chinese at near native school levels are encouraged to support the study of science, social studies and mathematics within a Chinese language context in addition to the HIS program. The following diagram provides a relative comparison of HIS Chinese Language Arts, HIS Mandarin for Speakers of Other Languages and Chinese Public School.

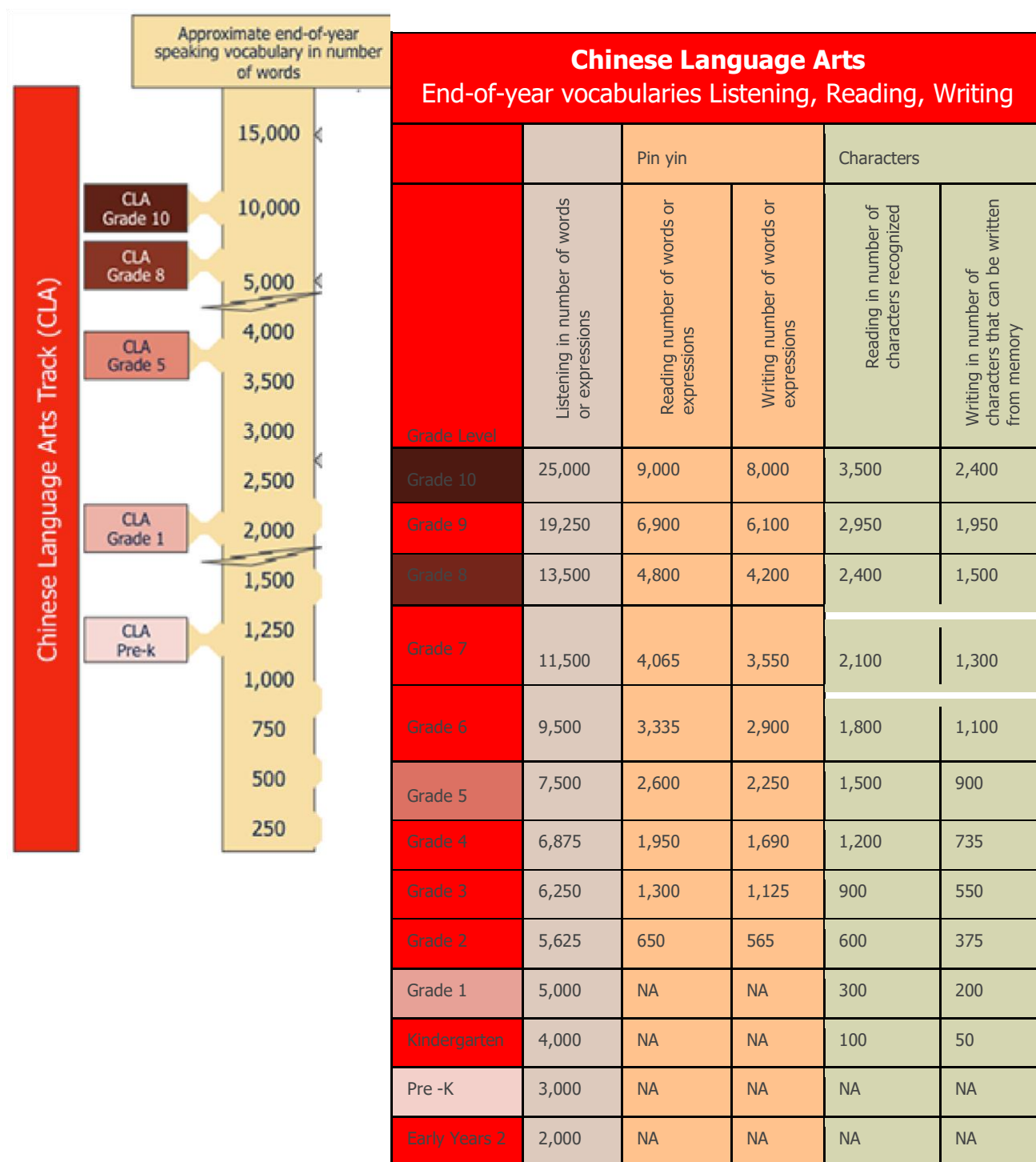


Research for "typical" vocabularies yielded widely varying results. These values should be considered estimates for relative comparison and general guidelines for curriculum decisions. Words that sound the same yet have different meaning such as 四 and 寺 (sì, four and temple respectively) would count as two different words in all vocabulary counts. Expressions such as 马马虎虎 (mǎ mǎ hū hū, literal translation horse, horse, tiger, tiger; but together means so-so) would have a count of three, horse, tiger and soso. Listening knowledge of words requires that the listener can ascertain their meaning when the words are presented in context.

Both cognitive development and volume of prior knowledge impact a student's development rate.

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The following guide assumes the student lives in a Chinese rich environment in which Chinese language is a primary form of communication. Specific numbers are provided as for ease of relative comparison. A range of +/- 20% is typical.



Language Arts Stages of Development

HIS recognizes six stages of development in the schooling experience (1) Language Arts Novice 1 spanning Early Years school through Pre-kindergarten, (2) Language Arts Novice 2 spanning kindergarten through grade two, (3) Language Arts Novice 3 spanning grades three through five, (4) Language Arts Intermediate 1 spanning grades six through eight, (5) Language Arts Intermediate 2 spanning grades nine and ten, and (6) Language Arts Experienced spanning grades eleven and twelve. These groupings serve as general indicators of cognitive development (See The Journey We Call School for more details.)

Novice 1

Early Years – Pre-kindergarten

Novice 1 (Early Years – Pre-kindergarten)

At HIS Early Years marks the beginning of the Novice 1 stage of development. Starting this stage, the student has little to no formal training in listening for specific information. During Early Years school through Pre-kindergarten students are developing the ability to use language for a range of purposes, such as describing, requesting, commenting, greeting, reasoning, problem solving, seeking new information, and predicting. Proximity to the source highly impacts listening attention. Visuals and body language provide much needed support for comprehending and internalizing what is being heard.

By the end of Pre-kindergarten students are expected to maintain a conversation for several turns. In this stage of development students are learning to use accepted language and style associated with English and Chinese communication. It is important to note that accepted language or behaviors are not consistent across all language cultures and as students begin to negotiate a culturally diverse environment they are likely to develop a multi-cultural approach to communication.

Vocabulary development includes learning words that are commonly used in the student's environment or community, categories of names, such as food or animals, and relational words, such as prepositions indicating location (e.g. in front of) and comparatives or superlatives (e.g. bigger, biggest). Students initially tend to convey their thoughts by using simple, short phrases that communicate only one main idea and then progress to combining multiple phrases or concepts to communicate more sophisticated and interrelated ideas. Grammatical and word use errors are common but generally logical (e.g. *yī gè mù*, 一个木 instead of *yī kē mù*, 一棵木 or He hit me.). Through good modeling and repeated exposure to correct grammar these errors usually become fewer and fewer.

Students in this stage begin to use print to communicate, to understand the way print is organized in books and to recognize some radicals, characters and words in print, as well as some letters, words and tone markings used in Pinyin writing. They develop sophisticated knowledge about print conventions (i.e. how print is organized and how this organization changes to fit various purposes and genres). Understanding of print conventions supports student learning of reading and writing both Pinyin and characters. At around age four, children begin to develop phonemic awareness along a developmental progression from sensitivity to large units of sound, such as phrases and words, to small units of sound, such as syllables and phonemes. Phonological awareness is an important area of early and later reading instruction. It plays a direct role in several components of Pinyin reading, such as understanding the alphabetic principle, use of correct tone, decoding printed words, and spelling as well as recognizing the phonological connection indicated in some characters—and an indirect but important role in reading comprehension through its direct role in facilitating decoding.

Students demonstrate phonemic awareness in three ways— detection (matching similar sounds), synthesis (combining smaller segments into syllables and words), and analysis (segmenting words or syllables into smaller units). Children usually develop detection skills first, then synthesis skills, followed by analysis skills. But children do not have to master one skill before they begin to acquire the next. In the foundations for phonological awareness, there is a progression from the ability to detect and blend words to the ability to segment at the onset-rime level.

During Novice 1 narrative thinking goes through a progression of development that ultimately lead to students making sense of stories and the world around them. At the earliest stage, students construct narrative scripts, or primitive accounts of story plots that focus on familiar events and routine activities. In the next stage, students construct narrative schemas, which include knowledge about the main elements of stories (such as characters and settings) and about the sequence of events (such as time, order, and causal progression). Then students come to understand and relate to characters' internal responses such as their mental processes and experiences. Ultimately, children recognize both the external and internal features of narrative. Interest in books and a positive regard for reading are important developmental accomplishments. Participation in such literacy activities as handling books and listening to stories leads to continuing engagement with text and to motivation and persistence in challenging reading tasks. Students who are read to more frequently and from an earlier age tend to have greater interest in literacy, exhibit superior literacy skills, choose reading more frequently, initiate reading sessions on their own, and show greater engagement during reading sessions. Adult-child storybook reading promotes children's interest in reading and leads to increased exposure and engagement with text.

Young children become involved with written text by being read to, examining books, and observing others writing. Students at the Novice 1 level begin to experiment with writing. Initially, children demonstrate a global form of writing. They tend to use drawings as writing or use idiosyncratic scribbles (i.e., markings that have only personal meaning). Later, children use letter-like/character-like forms that resemble some of the characteristics of real writing (e.g., longer phrases are represented by longer strings of letterlike/character-like symbols).

Children in the next phase start using actual letters and or characters to write, but with little or no connection to the actual spelling or character strokes of what they want to write (i.e., non- phonetic strings of letters or a random collection of strokes). This phase is followed by attempts at phonetic spelling, also called "invented spelling." In this phase, children use letters to match letter sounds to parts of words they hear, but from a phonological rather than an orthographic perspective.

By the end of Pre-kindergarten, students may recognize that writing the word they are thinking of requires more than one or two symbols and that the same symbols may be in different words/characters or in different places in the same word/character, but they have not yet mastered the alphabetic or radical principles. Even so, invented spelling is an effective vehicle through

which many children begin to understand the alphabetic and radical principles. It also helps children realize that writing carries meaning, that other people should be able to read what they write, and that people write for different purposes. Children who have the physical experience of writing in this way begin to develop ways of handling writing implements, but they need support from adults in learning to do so. (See the HIS Curriculum Corner: The Journey We Call School for general explanation of Stages of Development.)

Early Years Expectations

Content

Teachers approach language development as an integrated and transdisciplinary part of the Early Years program. Content includes song, story, and opportunities to play with sounds and language, in both English and Mandarin. Focus is on language associated with needs, wants and basic routines. Teacher developed units and lessons provide students with age-appropriate stimulus for developing language skills in context.

Daily Learning Opportunities

Daily Learning Opportunities

Daily every student should have the following intentional and supported learning opportunities.

- The opportunity to listen to a fluent reader (in both English and Chinese)
- The opportunity to explore a text that he or she chooses
- The opportunity to scribble or inventive write
- The opportunity to develop phonological awareness through sound activities

Nurturing Highly Transportable Attributes

Early Years – Pre-kindergarten teachers provide learning opportunities that nurture the following highly transportable attributes. Note the learning opportunities span a three-year time period and should progress in sophistication as is developmentally appropriate.

Nurturing Highly Transportable Attributes

Attributes	Language Arts Learning Opportunities Must Target the Following
Curiosity & inquiry	Exploring sounds, print forms as well as increasing interest in letters, characters and words
Ingenuity & productivity	Exploring developmental reading and writing
Resourcefulness & flexibility	Increasing interest, excitement, and playfulness with sounds, letters, radicals and words leading towards building capacity to recognize and identify letters, familiar words and characters (e.g. one's own name) and numbers (0-10) in any context
Imagination & expression	Enjoying songs, poems, rhymes, jingles, books, and dramatic play as well as increasing ability to use words to express both what is real and what is imagined
Thoughtfulness & Consideration	Increasing capacity to reflect on language as an object
Connectivity & Influence	Increasing capacity to recognize and to use language as a means for sharing experience

What all Early Years Students Should Know and be Able to Do

Structure of Learning Expectations: All continua lead to GLTs

Grade-level Language Arts benchmarks help stakeholders gauge progress towards the competencies expressed by the World Language Standards. The World Language Standards and corresponding grade-level benchmarks provide a continuum from which to gauge progress towards the enduring outcomes expressed in our HIS Expected Schoolwide Learning Results (GLTs). These benchmarks facilitate alignment across the HIS system, and are not intended to be an exhaustive list of all that a Early Years student could, should or might learn.

Early Years Language Arts Benchmarks



A Solid Foundation of Knowledge

To demonstrate development towards a A Solid Foundation of Knowledge, it is expected the student demonstrates following.

Listening and Speaking

- Exhibit a sense of interest in communicating
- Clearly communicates needs and wants to familiar adults in familiar circumstances

Literacy and Language

- Exhibit an interest in books and stories
- Exhibit an interest in writing through scribbling and other pre-writing techniques
- Demonstrates awareness that books contain stories and pictures

Positive Behaviors and Approaches to Learning

Demonstrating appropriate skills in the following areas indicates the student is developing capacities that support Positive Learning Attitudes and Behaviors.

- Attempt to use words to make needs and wants known

Effective Communication

Demonstrating application of knowledge and skills in the following ways indicates that the student is developing his or her Effective Communication abilities.

- Respond when spoken to by familiar adults and peers

Higher Level Thinking

Demonstrating application of knowledge and skills in the following ways indicates that the student is developing his or her Higher Level Thinking abilities.

- At this age, all language use and development is higher-level thinking.

International Mindedness and Community Appreciation

Demonstrating application of knowledge and skills in the following ways indicates the student is developing capacities that support Global and Community Appreciation.

- Uses familiar greetings and departing phrases such as good morning and goodbye



Systemwide Proficiency Indicators

Early Years indicators on Systemwide Assessments

Early Years indicators not yet established.

Early Years Transdisciplinary Benchmarks

The curricular area expectations provide vertical alignment of learning expectations. The transdisciplinary expectations provide horizontal cohesion across the curricular areas. Teachers must support and nurture development towards these outcomes in addition to the subject specific expectations.

It is expected all Early Years and Early Years 2 students are provided access to grade-appropriate Learning Opportunities that develop the following. (Note prior to Dec. 2014 Language Arts was not articulated separately. Transdisciplinary expectations have not yet been changed to reflect this separation.)

-

Highly Transportable Attributes

-

- **Curiosity and inquiry** through exploring his or her environments
- **Ingenuity and productivity** through creating tangible products through art or structured play
- **Resourcefulness and flexibility** through using problem-solving skills to achieve desired outcomes during structured play
- **Imagination and expression** through actively engaging in pretend play
- **Thoughtfulness and consideration** through reflecting upon personal experiences
- **Connectivity and influence** through navigating interactions with peers and the learning environment

It is expected that students who fully engage in the learning opportunities can demonstrate a gradeappropriate **A Solid Foundation of Knowledge** in the following areas. **Academic behaviors, skills and processes** related to

- the concepts of listening, speaking, and print awareness
- the concepts of counting, quantity, location shapes, and measurement
- exploring, investigating, and observing physical properties of materials, living things, and earth
- awareness of living in the city of Shanghai in the country of China
- concepts of rhythm, melody and instruments
- developing fine and gross motor skills

Interpersonal behaviors, skills and processes related to

- concept of shared learning environment
- concept of self-control
- concept of perseverance

Intrapersonal behaviors, skills and processes related to

- concepts of self and needs/wants
- concept of conflict resolution
- concept of sharing
- concept of turns, as in taking turns

-

At this level it is important that a student know his or her strengths as a reader and as a writer, and to use these strengths to make the most of his or her communications. If vocabulary is a limitation, instead of spending extensive time trying to expand vocabulary it might be of greater benefit to practice flexibility to maximize use of the student's known vocabulary. If the grammar of complex sentence structures is a problem, perhaps time invested in how to create fluency through simpler structures would be time well spent. Of course increasing capacity in new areas or areas of weaknesses should receive attention, however it is advised that building from strengths provide the primary focus.

Positive Behaviors and Approaches to Learning by being able

- to focus on an activity for at least 5 minutes
- to approach routine tasks with independence
- to use tools with proper grip and control
- to exhibit self-control
- to show perseverance through difficult tasks
- to use conflict resolution with peers
- to share materials and take turns

Effective Communication by being able

- to seek additional information by asking questions
- to use descriptive language with increasing range of vocabulary
- to represent feelings and ideas in a variety of ways
- to clearly express emotions, needs, and wants
- to indicate listening to and observing of teachers and peers

Higher Level Thinking by being able

- to make choices in defined situations that reflect thoughtful consideration.
- to sequence, classify, and compare objects or sets of objects
- to make predictions and inferences while listening to stories
- to make decisions given specific choices
- to use materials in unique ways
- to create imaginary scenarios during pretend play

International Mindedness and Community Appreciation by being able

- to recognize and express physical boundaries such as 'personal space' boundaries or safe play zones
- to use play negotiation skills in familiar environments
- to show care and respect for people and materials in the classroom
- to take responsibility for actions including making amends when one's actions have a negative impact on other

Resources Used Systemwide

Early Years - 12 Resources

All teachers will use the following as developmentally appropriate. Other products, methods and tools with the same philosophical bases may also be used during the teaching and learning process. Systemwide assessments and assessment reporting must be aligned to the noted tools and explained to parents in terms of the noted tools.

English Spelling Assessment Tool: Words Their Way continuum for English phonics and spelling development; use begins in kindergarten or as developmentally appropriate

English Reading Assessment Tool: Kindergarten – Grade 8 use Fountas and Pinnell Reading Benchmarks; Grades 1 – 10 ESOL use WIDA Benchmarks

English Reading Teaching Approach: Teaching approach must be highly supportive, feedback intensive, and based on gradual release of responsibility models such as guided reading and reader's workshop.

English Writing Scale: 6-Traits 6-point Beginning Writer's Rubric for grades K – 3 and 6-Traits 6-point Writer's Rubric for grades 3 – 12 and WIDA for ESOL.

English Writing Teaching Approach: Teaching approach must be highly supportive, feedback intensive, and based on gradual release of responsibility models such as interactive writing, writer's workshop and guided writing approaches.

Handwriting: The same style must be taught within the same division. If an agreement cannot be reached then for alphabetic writing D'Nealian is the default choice. The goal is legible, well presented handwritten works to the degree that is appropriate for the age and coordination development of the student. Handwriting is taught kindergarten through grade five (and as needed in upper school). Teachers provide instructive feedback to guide development; however teachers do not grade handwriting along a continuum. If evaluation is necessary, it is either acceptably presentable or it is not. Script (cursive) writing begins in grade three.

English Vocabulary and sight words: The Dolch word list is used for English sight-reading words. Vocabulary development should be part of an integrated approach to reading and writing, as well as through other studies such as math, science and social studies. Vocabulary must be taught in context as opposed to taught as words in isolation. **Modern Language Association (MLA):** MLA format is used for citing works.

Teacher Resource Recommendations

Other Recommended Resources

This section is underdevelopment.

Campus-specific curriculum maps are located on Atlas Rubicon, www.scischina.rubiconatlas.org.

Early Years 2 Expectations

Content

Teachers approach language development as an integrated and transdisciplinary part of the Early Years 2 program. Content includes expanding vocabulary through context, story, and opportunities to play with sounds and language, in both English and Mandarin. Focus is on language and behaviors associated with interacting with others, rhyme and other activities that develop distinguishing of sound, and developing interest in books and stories. Teacher developed units and lessons provide students with age-appropriate stimulus for developing language skills in context.

• Daily Learning Opportunities

Daily Learning Opportunities

Daily every student should have the following intentional and supported learning opportunities.

- The opportunity to listen to a fluent reader (in both English and Chinese)
- The opportunity to explore a text that he or she chooses
- The opportunity to scribble or inventive write
- The opportunity to develop phonological awareness through sound activities

Nurturing Highly Transportable Attributes

Early Years – Pre-kindergarten teachers provide learning opportunities that nurture the following highly transportable attributes. Note the learning opportunities span a three-year time period and should progress in sophistication as is developmentally appropriate.

Nurturing Highly Transportable Attributes

Attributes	Language Arts Learning Opportunities Targeting the Following
Curiosity & inquiry	Exploring sounds, print forms as well as increasing interest in letters, characters and words
Ingenuity & productivity	Exploring developmental reading and writing
Resourcefulness & flexibility	Increasing interest, excitement, and playfulness with sounds, letters, radicals and words leading towards building capacity to recognize and identify letters, familiar words and characters (e.g. one's own name) and numbers (0-10) in any context
Imagination & expression	Enjoying songs, poems, rhymes, jingles, books, and dramatic play as well as increasing ability to use words to express both what is real and what is imagined
Thoughtfulness & Consideration	Increasing capacity to reflect on language as an object
Connectivity & Influence	Increasing capacity to recognize and to use language as a means for sharing experience

What all Early Years 2 Students Should Know and be Able to Do

Structure of Learning Expectations: All continua lead to GLTs

Grade-level Language Arts benchmarks help stakeholders gauge progress towards the competencies expressed by the World Language Standards. The World Language Standards and corresponding grade-level benchmarks provide a continuum from which to gauge progress towards the enduring outcomes expressed in our HIS Expected Schoolwide Learning Results (GLTs). These benchmarks facilitate alignment across the HIS system, and are not intended to be an exhaustive list of all that a Early Years 2 student could, should or might learn.

Early Years 2 Language Arts Benchmarks

A Solid Foundation of Knowledge

To demonstrate continued development towards a A Solid Foundation of Knowledge, it is expected the student demonstrates development of the following knowledge and skills.

Listening and Speaking

- Demonstrates comprehension by reacting to information in a predictable manner

Literacy and Language

- Open a book and turns the pages in a single direction, although not necessarily one page at a time or always from front to back
- Recognizes print as something that can be read, e.g. points to letters or a sign and says, "that says my name," although usually inaccurately
- The student can follow along with the pictures in a story being told/read.
- Know details from familiar stories, e.g. pretends to be one of the characters; retells story to peers or stuffed animals, not necessarily including all events or in the correct order

- Experiments with grasp and body position using a variety of drawing and writing tools.
- Write using markings that are different from pictures, such as to represent own name

To demonstrate continued development of skills that support ESLR standards, it is expected that students are able to demonstrate the following.

Positive Behaviors and Approaches to Learning

Demonstrating appropriate skills in the following areas indicates the student is developing capacities that support Positive Learning Attitudes and Behaviors.

- Use volume and intonation appropriate for a situation when speaking, e.g. speaks quietly to the teacher while the other children are napping

ESLR Standard: Effective Communication

Demonstrating application of knowledge and skills in the following ways indicates that the student is developing his or her Effective Communication abilities.

- Use short complete sentences to comment, ask questions, and request (e.g., "Where's my doll?" "What's that?" and "I want a cookie")
- Understand and use verbs indicating present, progressive, and regular past tense. (Although not always correctly.) e.g. The child responds, "The block tower," when another child asks, "What fell down?" or responds appropriately to questions, such as, "Who walked to school today?" "Who is drinking juice?" or "Who drives the bus?" during discussion at lunch.

ESLR Standard: Higher Level Thinking

Demonstrating application of knowledge and skills in the following ways indicates that the student is developing his or her Higher Level Thinking abilities.

- Make choices based on verbal information

ESLR Standard: International Mindedness and Community Appreciation

Demonstrating application of knowledge and skills in the following ways indicates the student is developing capacities that support Global and Community Appreciation.

- Use polite forms of communication as appropriate (e.g. says thank you, please)



Early Years 2 proficiency indicators on Systemwide Assessments

Early Years 2 indicators are not yet established.

Early Years 2 Transdisciplinary Benchmarks

The curricular area expectations provide vertical alignment of learning expectations. The transdisciplinary expectations provide horizontal cohesion across the curricular areas. Teachers must support and nurture development towards these outcomes in addition to the subject specific expectations.

It is expected all Early Years and Early Years 2 students are provided access to grade-appropriate Learning Opportunities that develop the following. (Note prior to Dec. 2014 Language Arts was not articulated separately. Transdisciplinary expectations have not yet been changed to reflect this separation.)

Highly Transportable Attributes

- **Curiosity and inquiry** through exploring his or her environments
- **Ingenuity and productivity** through creating tangible products through art or structured play
- **Resourcefulness and flexibility** through using problem-solving skills to achieve desired outcomes during structured play
- **Imagination and expression** through actively engaging in pretend play
- **Thoughtfulness and consideration** through reflecting upon personal experiences
- **Connectivity and influence** through navigating interactions with peers and the learning environment

It is expected that students who fully engage in the learning opportunities can demonstrate a grade-appropriate

A Solid Foundation of Knowledge in the following areas.

Academic behaviors, skills and processes related to

- the concepts of listening, speaking, and print awareness
- the concepts of counting, quantity, location shapes, and measurement
- exploring, investigating, and observing physical properties of materials, living things, and earth
- awareness of living in the city of Shanghai in the country of China
- concepts of rhythm, melody and instruments
- developing fine and gross motor skills

Interpersonal behaviors, skills and processes related to

- concept of shared learning environment
- concept of self-control
- concept of perseverance

Intrapersonal behaviors, skills and processes related to

- concepts of self and needs/wants
- concept of conflict resolution
- concept of sharing
- concept of turns, as in taking turns

It is expected that students use their knowledge to demonstrate grade-appropriate ...

Positive Behaviors and Approaches to Learning by being able

- to focus on an activity for at least 5 minutes
- to approach routine tasks with independence
- to use tools with proper grip and control
- to exhibit self-control
- to show perseverance through difficult tasks
- to use conflict resolution with peers
- to share materials and take turns

Effective Communication by being able

- to ask questions to clarify understanding
- to use descriptive language with increasing range of vocabulary
- to represent feelings and ideas in a variety of ways
- to clearly express emotions, needs, and wants
- to indicate listening to and observing of teachers and peers

Higher Level Thinking by being able

- to make choices in defined situations that reflect thoughtful consideration.
- to sequence, classify, and compare objects or sets of objects
- to make predictions and inferences while listening to stories
- to make decisions given specific choices
- to use materials in unique ways
- to create imaginary scenarios during pretend play

International Mindedness and Community Appreciation by being able

- to recognize and express physical boundaries such as 'personal space' boundaries or safe play zones
- to use play negotiation skills in familiar environments
- to show care and respect for people and materials in the classroom
- to take responsibility for actions including making amends when one's actions have a negative impact on other

Resources Used Systemwide

Early Years - 12 Resources

All teachers will use the following as developmentally appropriate. Other products, methods and tools with the same philosophical bases may also be used during the teaching and learning process. Systemwide assessments and assessment reporting must be aligned to the noted tools and explained to parents in terms of the noted tools.

English Spelling Assessment Tool: Words Their Way continuum for English phonics and spelling development; use begins in kindergarten or as developmentally appropriate

English Reading Assessment Tool: Kindergarten – Grade 8 use Fountas and Pinnell Reading Benchmarks; Grades 1 – 10 ESOL use WIDA Benchmarks

English Reading Teaching Approach: Teaching approach must be highly supportive, feedback intensive, and based on gradual release of responsibility models such as guided reading and reader's workshop.

English Writing Scale: 6-Traits 6-point Beginning Writer's Rubric for grades K – 3 and 6-Traits 6-point Writer's Rubric for grades 3 – 12 and WIDA for ESOL.

English Writing Teaching Approach: Teaching approach must be highly supportive, feedback intensive, and based on gradual release of responsibility models such as interactive writing, writer's workshop and guided writing approaches.

Handwriting: The same style must be taught within the same division. If an agreement cannot be reached then for alphabetic writing D'Nealian is the default choice. The goal is legible, well presented handwritten works to the degree that is appropriate for the age and coordination development of the student. Handwriting is taught kindergarten through grade five (and as needed in upper school). Teachers provide instructive feedback to guide development; however teachers do not grade handwriting along a continuum. If evaluation is necessary, it is either acceptably presentable or it is not. Script (cursive) writing begins in grade three.

English Vocabulary and sight words: The Dolch word list is used for English sight-reading words. Vocabulary development should be part of an integrated approach to reading and writing, as well as through other studies such as math, science and social studies. Vocabulary must be taught in context as opposed to taught as words in isolation.

Modern Language Association (MLA): MLA format is used for citing works.

Teacher Resource Recommendations

Other Recommended Resources

This section is underdevelopment.

Campus-specific curriculum maps are located on Atlas Rubicon, www.scischina.rubiconatlas.org.

Pre-kindergarten Expectations

Content

Teachers approach language development as an integrated and transdisciplinary part of the Pre-kindergarten program. Content includes expanding vocabulary through oral narrative, reciting the alphabet, and transitionary activities towards phonics and reading such as recognition of a few sight words or characters, or some letter-sound associations. In Mandarin content also transitions towards identifying tone. Teacher developed units and lessons provide students with age-appropriate stimulus for developing language skills in context.

Daily Learning Opportunities

Daily Learning Opportunities

Daily every student should have the following intentional and supported learning opportunities.

- The opportunity to listen to a fluent reader (in both English and Chinese)
- The opportunity to explore a text that he or she chooses
- The opportunity to scribble or inventive write
- The opportunity to develop phonological awareness through sound activities

Nurturing Highly Transportable Attributes

Early Years – Pre-kindergarten teachers provide learning opportunities that nurture the following highly transportable attributes. Note the learning opportunities span a three-year time period and should progress in sophistication as is developmentally appropriate.

Nurturing Highly Transportable Attributes

Attributes	Language Arts Learning Opportunities Targeting the Following
Curiosity & inquiry	Exploring sounds, print forms as well as increasing interest in letters, characters and words
Ingenuity & productivity	Exploring developmental reading and writing
Resourcefulness & flexibility	Increasing interest, excitement, and playfulness with sounds, letters, radicals and words leading towards building capacity to recognize and identify letters, familiar words and characters (e.g. one's own name) and numbers (0-10) in any context

Imagination & expression	Enjoying songs, poems, rhymes, jingles, books, and dramatic play as well as increasing ability to use words to express both what is real and what is imagined
Thoughtfulness & Consideration	Increasing capacity to reflect on language as an object
Connectivity & Influence	Increasing capacity to recognize and to use language as a means for sharing experience

What all Pre-kindergarten Students Should Know and be Able to Do

Structure of Learning Expectations: All continua lead to GLTs

Grade-level Language Arts benchmarks help stakeholders gauge progress towards the competencies expressed by the World Language Standards. The World Language Standards and corresponding grade-level benchmarks provide a continuum from which to gauge progress towards the enduring outcomes expressed in our HIS Expected Schoolwide Learning Results (GLTs). These benchmarks facilitate alignment across the HIS system, and are not intended to be an exhaustive list of all that a Pre-kindergarten student could, should or might learn.

Pre-kindergarten Language Arts Benchmarks

A Solid Foundation of Knowledge

To demonstrate continued development towards a A Solid Foundation of Knowledge, it is expected the student demonstrates development of the following knowledge and skills. **Listening and Speaking**

- Use words as a tool (e.g. expresses wants and needs with words instead of other forms of communication such as hitting or grabbing; gathers information though asking questions, makes suggestions; tells or recounts stories and events)
 - Use language to construct extended narratives that are real or fictional (e.g. tells a brief story that unfolds over time, "I went to the park with my mommy, and we played in the sandbox. Then we had a picnic. After that, we went to the store.")
 - Uses language to convey information (e.g. My uncle has a dog, not like the one in the book. His dog is brown.)
- Respond with appropriate action to a statement or a request that includes multiple clauses, such as "find the girl who is sad" or "pick up the chair that fell over."
- Produce a two-part sentence through coordination, using and as well as but (e.g., "I'm pushing the wagon, and he is pulling it!" and "It's naptime, but I'm not tired")
- Uses phrases that include one or more descriptors (e.g., "the big red shirt is Bobby's," "I want to play with the little blue square block").
- Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.

Literacy

- Demonstrate understanding of the organization and basic features of print (e.g. Orient a book correctly for reading, i.e. right-side up with the front cover facing the reader; read own stories (e.g. uses pictures and/or markings to write a story, and then "reads" it to the teacher)
- Understand that print is something that is read and has specific meaning, e.g. might ask, "What does this say?" when looking at a book.
- The student recounts examples of differences and similarities in writing; e.g. letters versus characters, different fonts used in books, etc.
- Match more than half of uppercase letters, and lowercase letters names to their printed form
- Identify letters in a word with occasional accuracy
- Recognize own name printed in familiar context, e.g. nametag, name on cubby, or on a helper chart
- Convey conceptual understanding that letters are associated with sounds
 - mimics letter sounds and independently recognizes some sounds
 - Read Table as Tiger, because there is a picture of a tiger and the sound association with T is known
- Adjust grasp and body position for increased control in drawing and writing.
- Write letters or letter-like shapes to represent words or ideas
- Write first name nearly correctly

To demonstrate continued development of skills that support ESLR standards, it is expected that students are able to demonstrate the following.

Positive Behaviors and Approaches to Learning

Demonstrating appropriate skills in the following areas indicates the student is developing capacities that support Positive Learning Attitudes and Behaviors.

- With prompting and support, use information from informational text, including describing, relating, categorizing, and comparing or contrasting, e.g. talks about the differences and similarities of insects after being read a book about insects

Effective Communication

Demonstrating application of knowledge and skills in the following ways indicates that the student is developing his or her Effective Communication abilities.

- Respond on topics across several turns in a conversation with familiar peers or adults
- Describe people, objects, events, situations or settings using words supported by illustrations or props



Higher Level Thinking

Demonstrating application of knowledge and skills in the following ways indicates that the student is developing his or her Higher Level Thinking abilities.

- Know details in a familiar story, including characters, events, and general order of events

International Mindedness and Community Appreciation

Demonstrating application of knowledge and skills in the following ways indicates the student is developing capacities that support Global and Community Appreciation.

- Recount examples of differences and similarities in language customs; e.g. greetings, expressing emotion, expressing respect.

Systemwide Proficiency Indicators

Pre-kindergarten indicators on Systemwide Assessments

Pre-kindergarten indicators not yet established.

Pre-kindergarten Transdisciplinary Benchmarks

The curricular area expectations provide vertical alignment of learning expectations. The transdisciplinary expectations provide horizontal cohesion across the curricular areas. Teachers must support and nurture development towards these outcomes in addition to the subject specific expectations.

It is expected all kindergarten students are provided access to grade-appropriate

Learning Opportunities that develop the following.

Highly Transportable Attributes

- **Curiosity and inquiry** through exploring sources of curiosity through purposeful inquiry
- **Ingenuity and productivity** through producing works that convey meaning through a synthesis of sketches, pictures, words, sounds and/or objects
- **Resourcefulness and flexibility** through improving fine and gross motor skills and for using the tools and for using the tools and resources of his or her learning environment
- **Imagination and expression** through exploring self-expression through the arts
- **Thoughtfulness and consideration** through developing spatial awareness in relation to his or herself
- **Connectivity and influence** through learning and playing with others

It is expected that students who fully engage in the learning opportunities can demonstrate a grade-appropriate progress towards ESL Transdisciplinary standards.

A Solid Foundation of Knowledge in the following areas.

- **Academic behaviors, skills and processes related** to pursuing curiosity through intentional inquiry
- **Interpersonal behaviors, skills and processes** related to spatial awareness and body control as well as to rights of others awareness
- **Intrapersonal behaviors, skills and processes** related to imagination and self-expression, to wait time, and to safety

Positive Behaviors and Approaches to Learning by being able to participate in activities safely and cooperatively, to produce works of creative expression and to wait for his or her turn

Effective Communication by being able to use sensory language to describe and to express his or her thoughts or needs through words or actions used in the appropriate time and manner

Higher Level Thinking by being able to maintain awareness of others and their personal space while engaged in individual or group activity

International Mindedness and Community Appreciation by being able to make connections between ideas such as sequencing events, recognizing cause and effect or recognizing a pattern

Resources Used Systemwide

Early Years - 12 Resources

All teachers will use the following as developmentally appropriate. Other products, methods and tools with the same philosophical bases may also be used during the teaching and learning process. Systemwide assessments and assessment reporting must be aligned to the noted tools and explained to parents in terms of the noted tools.

English Spelling Assessment Tool: Words Their Way continuum for English phonics and spelling development; use begins in kindergarten or as developmentally appropriate

English Reading Assessment Tool: Kindergarten – Grade 8 use Fountas and Pinnell Reading Benchmarks; Grades 1 – 10 ESOL use WIDA Benchmarks

English Reading Teaching Approach: Teaching approach must be highly supportive, feedback intensive, and based on gradual release of responsibility models such as guided reading and reader's workshop.

English Writing Scale: 6-Traits 6-point Beginning Writer's Rubric for grades K – 3 and 6-Traits 6-point Writer's Rubric for grades 3 – 12 and WIDA for ESOL.

English Writing Teaching Approach: Teaching approach must be highly supportive, feedback intensive, and based on gradual release of responsibility models such as interactive writing, writer's workshop and guided writing approaches.

Handwriting: The same style must be taught within the same division. If an agreement cannot be reached then for alphabetic writing D'Nealian is the default choice. The goal is legible, well presented handwritten works to the degree that is appropriate for the age and coordination development of the student. Handwriting is taught kindergarten through grade five (and as needed in upper school). Teachers provide instructive feedback to guide development; however teachers do not grade handwriting along a continuum. If evaluation is necessary, it is either acceptably presentable or it is not. Script (cursive) writing begins in grade three.

English Vocabulary and sight words: The Dolch word list is used for English sight-reading words. Vocabulary development should be part of an integrated approach to reading and writing, as well as through other studies such as math, science and social studies. Vocabulary must be taught in context as opposed to taught as words in isolation.

Modern Language Association (MLA): MLA format is used for citing works.

Teacher Resource Recommendations

Other Recommended Resources

This section is underdevelopment.

Campus-specific curriculum maps are located on Atlas Rubicon, www.scischina.rubiconatlas.org.

Language Arts Novice 2 Kindergarten – Grade Two

Novice 2 (Kindergarten – Grade Two)

At HIS kindergarten school marks the beginning of the Novice 2 stage of development for the Language Arts program. Starting this stage, listening vocabulary includes a wide range of speech patterns and parts of speech. The student can recognize cues to listening and can intentionally listen for information. Time proximity can have a high impact on what is remembered from an aural event.

Students at this stage tend to associate with the immediate present and struggle to remember orally presented information. Visuals and context provide much needed support for comprehending and turning what is heard into thoughts or memory. The presence of competing external noise can highly impact the student's ability to actively listen. Students become cognizant about the high degree of variability of language and its uses, and show an understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them, including awareness that an object or symbol may have different sounds or words associated with it in different languages. Students also continue to develop listening and speaking etiquette, such as taking turns to speak and recognizing that everyone has the right to speak and to be heard.

Students develop the capacity to listen and respond in increasingly larger groups and increasingly longer periods of time. Students use language to describe personal experiences, to address their needs, and to express their feelings and opinions. Throughout this stage of development students are able to listen and respond in small or large groups for increasingly longer periods of time. Students can follow two-step directions and obtain information from accessible spoken text, e.g. ask questions and respond to inquiries directed to the class. Students use the grammatical rules of English but might over generalize at this stage.

Early in this stage students show an understanding that language can be represented visually through codes and symbols. Throughout this stage of development students extend their vocabulary of printed codes and symbols and are able to recognize them in new contexts. Students understand that the sounds of spoken language can be represented visually, and build greater capacity in the use of reading strategies, including the use of phonics and spelling patterns (e.g. generating the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, diphthongs, and special vowel spellings).

Throughout this stage of development students increase their sight-word vocabulary, instantly recognizing an increasing bank of high frequency and high-interest words, characters or symbols. By the end of grade two, students have a secure knowledge that there are basic conventions of English and Chinese, for example end punctuation, spacing, and word tense. Students understand that reading is a vehicle for learning, and that the words that we see and hear help us to create ideas and understanding.



Students select and reread favorite texts for enjoyment, and understand that print is permanent, for example, when listening to familiar stories, notices when the reader leaves out or changes parts. The student participates in shared reading, posing and responding to questions and joining in the refrains. The student also participates in guided reading situations, observing and applying reading behaviors and interacting effectively with the teacher or other students in the group. Students listen attentively and respond actively to read aloud situations; they make predictions and anticipate possible outcomes. By the end of this stage students are able to independently read and comprehend a range of literary and non-literary texts, including simple narrative, fables, folktales, factual recount, opinion, and explanations. Students can talk about how characters and events are represented in literary texts and about how people and ideas are represented in informational texts. By the end of Novice 2 students are able to provide reasons why people write, and are able to state the purpose and audience of their own writing. Students know that writing and reading use the same codes and symbols, and experiment with familiar forms of writing and demonstrate a one-to-one correspondence between written and spoken words, e.g. can point to the individual corresponding words when reading back own writing. Students can draw upon semantic, graphophonic and syntactic knowledge when writing (e.g. topic knowledge, sound-symbol relationships). By the end of this stage students have working knowledge of the writing process and are able to independently create both single drafts, and works creating using the

writing/creating process, including formal invitations, requests, factual recount, information reports, instructions, procedures, explanations, and opinion. Also by the end of this stage students are able to decide how their own text will be presented. (See the HIS Curriculum Corner: The Journey We Call School for general explanation of Stages of Development.)

Kindergarten Language Arts

Kindergarten Expectations

Content

Teachers approach literacy development during stand-alone lessons as well as transdisciplinary learning opportunities. English content includes letter recognition and writing, sight word recognition, and beginning phonics. Teacher developed units and lessons provide students with age-appropriate stimulus for developing language skills in context including the exploration of fiction and non-fiction genres.

Most, but not all, children will independently read and will independently write phrases and sentences by the end of Kindergarten. Most can "read" books with simple patterns, such as *Are You My Mother?* by P.D. Eastman, or simple texts like *Five Little Monkeys* by Elieen Christelow. Teachers encourage developmental spelling and experimentation with writing conventions such as capital letters and full stops. Evaluation, i.e. grading, of exact spelling (English and Chinese Pinyin) as well of Chinese writing critical of exact stroke order begins in grade two.

Daily and Weekly Learning Opportunities

Daily and Weekly Learning Opportunities

Daily every student should have the following intentional and supported learning opportunities.

- To read something at his or her reading level
- To listen to a fluent reader
- To read something that he or she chose
- To write for an extended period
- To investigate/examine qualities of good writing
- To investigate/examine conventions (e.g. vocabulary, spelling, grammar, etc.)
- To engage in dialog with peers about reading, writing, words, literature

Students should have the following intentional and supported opportunities at least 3 times per week.

- To read to a knowledgeable adult and to get reading instruction that guides further development
- To build comprehension strategies
- To build fluency
- To share writing with a knowledgeable adult and to get writing instruction that guides further development (guided writing)
- To get speaking/listening guidance that guides further development (guided speaking/listening) To read, write, listen, and speak for assigned purpose

Nurturing Highly Transportable Attributes

Kindergarten – Grade Two teachers provide learning opportunities that nurture the following highly transportable attributes. Note the learning opportunities span a three-year time period and should progress in sophistication as is developmentally appropriate.

Nurturing Highly Transportable Attributes

Attribute	Language Arts Learning Opportunities Targeting the Following
Curiosity & inquiry	Increasing capacity to ask useful questions
Ingenuity & productivity	Increasing ability to read and to write with a basic understanding of the writing process and the traits of quality writing
Resourcefulness & flexibility	Building an increasing bank of listening, speaking, reading and writing strategies
Imagination & expression	Increasing capacity to connect vicariously to unfamiliar context as well as increasing knowledge of text varieties, language structures and vocabulary
Thoughtfulness & Consideration	Increasing capacity to describe and analyze text of different forms
Connectivity & Influence	Increasing capacity to understand and relate to stories with unfamiliar context, e.g. folktales, fables, stories set in different times or different places

What all Kindergarten Students Should Know and be Able to Do

Structure of Learning Expectations: All continua lead to GLTs

Grade-level Language Arts benchmarks help stakeholders gauge progress towards the competencies expressed by the World Language Standards. The World Language Standards and corresponding grade-level benchmarks provide a continuum from which to gauge progress towards the enduring outcomes expressed in our HIS Expected Schoolwide Learning Results (GLTs). These benchmarks facilitate alignment across the HIS system, and are not intended to be an exhaustive list of all that a kindergarten student could, should or might learn.

Kindergarten Language Arts Benchmarks

By the end of each grade, all students are expected to show reading and writing growth consistent with individual literacy goals. Benchmarks are cumulative. This means that the following benchmarks are in addition to all benchmarks from previous grades.

A Solid Foundation of Knowledge

To demonstrate continued development towards a A Solid Foundation of Knowledge, it is expected the student demonstrates conceptual understanding of the following.

Listening and Speaking

- Quietly listens
- Use frequently occurring nouns and verbs.
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

Literacy

- Demonstrate understanding of the organization and basic features of print
 - Understand that words are separated by spaces in print (Chinese characters “fill a square” and have no spaces between words.)
 - Recognize that spoken words are represented in written language by specific sequences of letters.
- Recognize and name all upper and lowercase letters of the alphabet as well as the end punctuation of period and question mark.
- Recognize about 50 of the sight words on the Dolch Pre-primer and Primer lists as well as recognize own name
- Know and apply grade-level phonemic awareness and word analysis skills in decoding words
 - e.g. count, pronounce, blend, and segment syllables in spoken words; blend and segment onsets and rimes of single-syllable spoken words; isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in threephoneme (consonant-vowel-consonant, or CVC) words; recognize and produce rhyming words; add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- Use reading skills such as connecting prior knowledge to text, making predictions about text, using visual clues, etc.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequent sound for each consonant
- Demonstrate understanding of spelling in that written words are formed by specific configurations of letters
 - Generate developmental spelling using letters (emphasis on representing initial and ending consonant sounds)
 - Associate the short sounds with common spellings (graphemes) for the five major vowels
- Retell a story about an event or experience
 - e.g. describe familiar people, places, things, and events and, with prompting and support, provide additional detail
- Write all letters both upper- and lowercase correctly
- Produce and expand complete sentences in shared writing activities
- Use a combination of drawing and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)

To demonstrate continued development of skills that support ESLR standards, it is expected that students are able to demonstrate the following.

Positive Behaviors and Approaches to Learning

Demonstrating appropriate skills in the following areas indicates the student is developing capacities that will support Positive Learning Attitudes and Behaviors.

- Respond to prompt for more detail, writing name, or other suggested modifications to own work, e.g. responds to question, “What might help others know this is your work?” by adding his or her name to the artwork.

Effective Communication

Demonstrating application of knowledge and skills in the following ways indicates that the student is developing his or her Effective Communication abilities.

- Participate in collaborative conversations with diverse partners, peers and adults in small and large groups.

Higher Level Thinking

Demonstrating application of knowledge and skills in the following ways indicates that the student is developing his or her Higher Level Thinking abilities.

- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

International Mindedness and Community Appreciation

Demonstrating application of knowledge and skills in the following ways indicates the student is developing capacities that will support Global and Community Appreciation.

- Match and or identify different types of print according to their form or function
 - e.g. a restaurant menu; a subway map, map of the city or other types of map; names on cubbies; advertisement; instructions on a computer game; labels; letters and text messages; information books; storybook

Systemwide Proficiency Indicators

Kindergarten proficiency indicators on Systemwide Assessments

Systemwide Listening and Speaking Assessments

- Biannual oral assessment beginning in Pre-kindergarten (Coming 2015)

Systemwide Reading Assessments

- Level C or above on Fountas and Pinnell Reading Benchmarks
- NWEA-MAP Reading RIT 150 (Note, the NWEA-MAP assessment begins in grade two. The indicator is provided for teacher reference when using NWEA-MAP continuum information.)

Systemwide Writing Assessments

- Exemplar indicators coming fall 2014 for biannual writing prompts, and biannual writing process submission, evaluated using 6-Traits 6-point Beginning Writer's Rubric (6-Traits Standard 6-point Writer's Rubric may be used with advanced writers)

Kindergarten Transdisciplinary Benchmarks

The curricular area expectations provide vertical alignment of learning expectations. The transdisciplinary expectations provide horizontal cohesion across the curricular areas. Teachers must support and nurture development towards these outcomes in addition to the subject specific expectations.

It is expected all kindergarten students are provided access to grade-appropriate

Learning Opportunities that develop the following.

- **Curiosity and inquiry** collecting, describing and recording information
- **Ingenuity and productivity** recognizing expectations
- **Resourcefulness and flexibility** recognizing aspects of ownership and shared resources
- **Imagination and expression** recognizing forms of communication and expression
- **Thoughtfulness and consideration** making choices between clearly defined options
- **Connectivity and influence** recognizing and using socially accepted methods of problem solving and conflict resolution

It is expected that students who fully engage in the learning opportunities can demonstrate a grade-appropriate progress towards ESLR Transdisciplinary standards.

A Solid Foundation of Knowledge in the following areas.

- **Academic behaviors, skills and processes** related to the recognizing, reacting to, and expressing own expectations
- **Interpersonal behaviors, skills and processes** related to sharing
- **Intrapersonal behaviors, skills and processes** related to recognizing self as a decision maker

Positive Behaviors and Approaches to Learning by being able to participate in the shared learning environment with comprehension of and compliance with expectations regarding such conventions as rules, routines, schedules and procedures

Effective Communication by being able to identify means of communication and describe situations when the identified communication might be used (e.g. policeman uses a whistle to communicate with drivers, advertisers use signs to communicate with potential buyers, people use telephones to communicate with each other)

Higher Level Thinking by being able to make choices in defined situations that reflect thoughtful consideration.

International Mindedness and Community Appreciation by being able to compare and contrast objects and events (emphasis on situations in which the student is familiar with at least one of the objects or events.)

Resources Used Systemwide

Early Years - 12 Resources

All teachers will use the following as developmentally appropriate. Other products, methods and tools with the same philosophical bases may also be used during the teaching and learning process. Systemwide assessments and assessment reporting must be aligned to the noted tools and explained to parents in terms of the noted tools.

English Spelling Assessment Tool: Words Their Way continuum for English phonics and spelling development; use begins in kindergarten or as developmentally appropriate

English Reading Assessment Tool: Kindergarten – Grade 8 use Fountas and Pinnell Reading Benchmarks; Grades 1 – 10 ESOL use WIDA Benchmarks

English Reading Teaching Approach: Teaching approach must be highly supportive, feedback intensive, and based on gradual release of responsibility models such as guided reading and reader's workshop.

English Writing Scale: 6-Traits 6-point Beginning Writer's Rubric for grades K – 3 and 6-Traits 6-point Writer's Rubric for grades 3 – 12 and WIDA for ESOL.

English Writing Teaching Approach: Teaching approach must be highly supportive, feedback intensive, and based on gradual release of responsibility models such as interactive writing, writer's workshop and guided writing approaches.

Handwriting: The same style must be taught within the same division. If an agreement cannot be reached then for alphabetic writing D'Nealian is the default choice. The goal is legible, well presented handwritten works to the degree that is appropriate for the age and coordination development of the student. Handwriting is taught kindergarten through grade five (and as needed in upper school). Teachers provide instructive feedback to guide development; however teachers do not grade handwriting along a continuum. If evaluation is necessary, it is either acceptably presentable or it is not. Script (cursive) writing begins in grade three.

English Vocabulary and sight words: The Dolch word list is used for English sight-reading words. Vocabulary development should be part of an integrated approach to reading and writing, as well as through other studies such as math, science and social studies. Vocabulary must be taught in context as opposed to taught as words in isolation.

Modern Language Association (MLA): MLA format is used for citing works.

Teacher Resource Recommendations

Other Recommended Resources

This section is underdevelopment.

Campus-specific curriculum maps are located on Atlas Rubicon, www.scischina.rubiconatlas.org.

Grade One Expectations

Content

Teachers approach literacy development during stand-alone lessons as well as transdisciplinary learning opportunities. Content includes phonics and decoding (English), radical recognition (Chinese) increasing sight word base, developmental spelling (English), developmental character construction (Chinese), and reading comprehension strategies, such as using context cues. Reading and writing genres must include recount, information report, response/analysis, and narrative. Teacher developed units and lessons provide students with age-appropriate stimulus for developing language skills in context.

Daily and Weekly Learning Opportunities

Daily and Weekly Learning Opportunities

Daily every student should have the following intentional and supported learning opportunities.

- To read something at his or her reading level
- To listen to a fluent reader
- To read something that he or she chose
- To write for an extended period
- To investigate/examine qualities of good writing
- To investigate/examine conventions (e.g. vocabulary, spelling, grammar, etc.)
- To engage in dialog with peers about reading, writing, words, literature

Students should have the following intentional and supported opportunities at least 3 times per week.

- To read to a knowledgeable adult and to get reading instruction that guides further development
- To build comprehension strategies
- To build fluency
- To share writing with a knowledgeable adult and to get writing instruction that guides further development (guided writing)
- To get speaking/listening guidance that guides further development (guided speaking/listening) To read, write, listen, and speak for assigned purpose

Nurturing Highly Transportable Attributes

Kindergarten – Grade Two teachers provide learning opportunities that nurture the following highly transportable attributes. Note the learning opportunities span a three-year time period and should progress in sophistication as is developmentally appropriate.

Nurturing Highly Transportable Attributes

Attribute	Language Arts Learning Opportunities Targeting the Following
Curiosity & inquiry	Increasing capacity to ask useful questions
Ingenuity & productivity	Increasing ability to read and to write with a basic understanding of the writing process and the traits of quality writing
Resourcefulness & flexibility	Building an increasing bank of listening, speaking, reading and writing strategies
Imagination & expression	Increasing capacity to connect vicariously to unfamiliar context as well as increasing knowledge of text varieties, language structures and vocabulary
Thoughtfulness & Consideration	Increasing capacity to describe and analyze text of different forms
Connectivity & Influence	Increasing capacity to understand and relate to stories with unfamiliar context, e.g. folktales, fables, stories set in different times or different places

Structure of Learning Expectations: All continua lead to GLTs

Grade-level Language Arts benchmarks help stakeholders gauge progress towards the competencies expressed by the World Language Standards. The World Language Standards and corresponding grade-level benchmarks provide a continuum from which to gauge progress towards the enduring outcomes expressed in our HIS Expected Schoolwide Learning Results (GLTs). These benchmarks facilitate alignment across the HIS system, and are not intended to be an exhaustive list of all that a grade one student could, should or might learn.

Grade One Language Arts Benchmarks

ESLR Standard: A Solid Foundation of Knowledge

To demonstrate continued development towards a A Solid Foundation of Knowledge, it is expected the student demonstrates conceptual understanding of the following.

Listening and Speaking

- Demonstrate understanding of interview ○ Asks prepared questions for the purpose of data collection ○ Answers questions for the purpose of data collection
- Actively listens for information and in respect of others
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes) • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- Distinguish long from short vowel sounds in spoken single-syllable words.
- Identify the main topic and retell key details of a text.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
-

Literacy

- Know the spelling-sound correspondences for common consonant digraphs.
- Decode regularly spelled one-syllable words
- Know final -e and common vowel team conventions for representing long vowel sounds
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary
- Read with sufficient accuracy and fluency to support comprehension
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings
- Ask and answer questions about key details in a text
- **Identify who is telling the story in various points in a text.**
- Demonstrate understanding of sentence ○ Recognize distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)
- Demonstrate understanding of published work ○ list ways in which a draft can be improved ○ understands that writing involves revising and editing
- Writing includes simple structures and basic parts of speech ○ common, proper, and possessive nouns ○ singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). ○ personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). ○ verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
 - frequently occurring adjectives. ○ frequently occurring conjunctions (e.g., and, but, or, so, because).
 - determiners (e.g., articles, demonstratives).
- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

To demonstrate continued development of skills that support ESLR standards, it is expected that students are able to demonstrate the following.

Positive Behaviors and Approaches to Learning

Demonstrating appropriate skills in the following areas indicates the student is developing capacities that will support Positive Learning Attitudes and Behaviors.

- Ask prepared and follow-up questions in interviews and other planned discussions

Effective Communication

Demonstrating application of knowledge and skills in the following ways indicates that the student is developing his or her Effective Communication abilities.

- Build on others' talk in conversations by responding to the comments of others through multiple exchanges
- Provide descriptions that include relevant details, expressing ideas and feelings clearly

Higher Level Thinking

Demonstrating application of knowledge and skills in the following ways indicates that the student is developing his or her Higher Level Thinking abilities.

- Describe the difference between fiction and non-fiction and give examples of each type

International Mindedness and Community Appreciation

Demonstrating application of knowledge and skills in the following ways indicates the student is developing capacities that will support Global and Community Appreciation.

- Describe occasions when an author might use a some non-fiction information in a work of fiction

Grade One proficiency indicators on Systemwide Assessments

Systemwide Listening and Speaking Assessments

- Biannual oral assessment beginning in Pre-kindergarten (Coming 2015)

Systemwide Reading Assessments

- Fountas and Pinnell Reading Benchmarks Levels C to I or above
- NWEA-MAP Reading RIT 195 (Note, the NWEA-MAP assessment begins in grade two. The indicator is provided for teacher reference when using NWEA-MAP continuum information.)

Systemwide Writing Assessments •

Use begins in kindergarten

- Exemplar indicators coming fall 2014 for biannual writing prompts, and biannual writing process submission, evaluated using 6-Traits 6-point Beginning Writer's Rubric (6-Traits Standard 6-point Writer's Rubric may be used with advanced writers)

Grade One Transdisciplinary Benchmarks

The curricular area expectations provide vertical alignment of learning expectations. The transdisciplinary expectations provide horizontal cohesion across the curricular areas. Teachers must support and nurture development towards these outcomes in addition to the subject specific expectations.

It is expected all grade one students are provided access to grade-appropriate

Learning Opportunities that develop the following.

- **Curiosity and inquiry** asking authentic questions
- **Ingenuity and productivity** reflecting on and improving work or behaviors
- **Resourcefulness and flexibility** using and caring for classroom resources
- **Imagination and expression** identifying the sender, receiver and medium of a given exchange
- **Thoughtfulness and consideration** identifying distinguishing characteristics
- **Connectivity and influence** making connections

It is expected that students who fully engage in the learning opportunities can demonstrate a grade-appropriate progress towards ESLR Transdisciplinary standards.

A Solid Foundation of Knowledge in the following areas.

- **Academic behaviors, skills and processes** related to memory and remembering
- **Interpersonal behaviors, skills and processes** related to responsibility
- **Intrapersonal behaviors, skills and processes** related to perseverance

Positive Behaviors and Approaches to Learning by being able to independently follow school-related routines and to recognize the quality of perseverance in others



Effective Communication by being able to analyze different types of communication to include identifying the sender, receiver and medium of exchange

Higher Level Thinking by being able to include major characteristics, main ideas or prominent features in descriptions

International Mindedness and Community Appreciation by being able to describe own attributes or experiences related to communication, connection and/or responsibilities

Resources Used Systemwide

Early Years - 12 Resources

All teachers will use the following as developmentally appropriate. Other products, methods and tools with the same philosophical bases may also be used during the teaching and learning process. Systemwide assessments and assessment reporting must be aligned to the noted tools and explained to parents in terms of the noted tools.

English Spelling Assessment Tool: Words Their Way continuum for English phonics and spelling development; use begins in kindergarten or as developmentally appropriate

English Reading Assessment Tool: Kindergarten – Grade 8 use Fountas and Pinnell Reading Benchmarks; Grades 1 – 10 ESOL use WIDA Benchmarks

English Reading Teaching Approach: Teaching approach must be highly supportive, feedback intensive, and based on gradual release of responsibility models such as guided reading and reader's workshop.

English Writing Scale: 6-Traits 6-point Beginning Writer's Rubric for grades K – 3 and 6-Traits 6-point Writer's Rubric for grades 3 – 12 and WIDA for ESOL.

English Writing Teaching Approach: Teaching approach must be highly supportive, feedback intensive, and based on gradual release of responsibility models such as interactive writing, writer's workshop and guided writing approaches.

Handwriting: The same style must be taught within the same division. If an agreement cannot be reached then for alphabetic writing D'Nealian is the default choice. The goal is legible, well presented handwritten works to the degree that is appropriate for the age and coordination development of the student. Handwriting is taught kindergarten through grade five (and as needed in upper school). Teachers provide instructive feedback to guide development; however teachers do not grade handwriting along a continuum. If evaluation is necessary, it is either acceptably presentable or it is not. Script (cursive) writing begins in grade three.

English Vocabulary and sight words: The Dolch word list is used for English sight-reading words. Vocabulary development should be part of an integrated approach to reading and writing, as well as through other studies such as math, science and social studies. Vocabulary must be taught in context as opposed to taught as words in isolation.

Modern Language Association (MLA): MLA format is used for citing works.

Teacher Resource Recommendations

Other Recommended Resources

This section is underdevelopment.

Campus-specific curriculum maps are located on Atlas Rubicon, www.scischina.rubiconatlas.org.

Grade Two Language Arts

Grade Two Expectations

Content

Teachers approach literacy development during stand-alone lessons as well as transdisciplinary learning opportunities. Content continues to include phonics and decoding (English), radical recognition (Chinese) increasing sight word base, developmental spelling (English), developmental character construction (Chinese), and reading comprehension strategies, such as previewing. Reading and writing genres must include recount, procedure, information report, and response/analysis. Teacher developed units and lessons provide students with age-appropriate stimulus for developing language skills in context.

Daily and Weekly Learning Opportunities

Daily and Weekly Learning Opportunities

Daily every student should have the following intentional and supported opportunities.

- To read something at his or her reading level
- To listen to a fluent reader
- To read something that he or she chose
- To write for an extended period
- To investigate/examine qualities of good writing
- To investigate/examine conventions (e.g. vocabulary, spelling, grammar, etc.)
- To engage in dialog with peers about reading, writing, words, literature

Students should have the following intentional and supported opportunities at least 3 times per week.

- To read to a knowledgeable adult and to get reading instruction that guides further development
- To build comprehension strategies
- To build fluency
- To share writing with a knowledgeable adult and to get writing instruction that guides further development (guided writing)
- To get speaking/listening guidance that guides further development (guided speaking/listening) To read, write, listen, and speak for assigned purpose

Nurturing Highly Transportable Attributes

Kindergarten – Grade Two teachers provide learning opportunities that nurture the following highly transportable attributes. Note the learning opportunities span a three-year time period and should progress in sophistication as is developmentally appropriate.

Nurturing Highly Transportable Attributes

Attribute	Language Arts Learning Opportunities Targeting the Following
Curiosity & inquiry	Increasing capacity to ask useful questions
Ingenuity & productivity	Increasing ability to read and to write with a basic understanding of the writing process and the traits of quality writing
Resourcefulness & flexibility	Building an increasing bank of listening, speaking, reading and writing strategies
Imagination & expression	Increasing capacity to connect vicariously to unfamiliar context as well as increasing knowledge of text varieties, language structures and vocabulary
Thoughtfulness & Consideration	Increasing capacity to describe and analyze text of different forms
Connectivity & Influence	Increasing capacity to understand and relate to stories with unfamiliar context, e.g. folktales, fables, stories set in different times or different places

Structure of Learning Expectations: All continua lead to GLTs

Grade-level Language Arts benchmarks help stakeholders gauge progress towards the competencies expressed by the World Language Standards. The World Language Standards and corresponding grade-level benchmarks provide a continuum from which to gauge progress towards the enduring outcomes expressed in our HIS Expected Schoolwide Learning Results (GLTs). These benchmarks facilitate alignment across the HIS system, and are not intended to be an exhaustive list of all that a two student could, should or might learn.

Grade Two Language Arts Benchmarks

By the end of each grade, all students are expected to show reading and writing growth consistent with individual literacy goals. Benchmarks are cumulative. This means that the following benchmarks are in addition to all benchmarks from previous grades.

A Solid Foundation of Knowledge

To demonstrate continued development towards a A Solid Foundation of Knowledge, it is expected the student demonstrates conceptual understanding of the following. **Listening and Speaking**

- Demonstrates understanding of dramatization
- Demonstrates understanding of context (e.g. the setting, circumstance or relevant background necessary to share with others for the main idea of a story or information to make sense)
- Speak audibly in coherent sentences.
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details
- Build on others' talk in conversations by linking their comments to the remarks of others
- Ask for clarification and further explanation as needed about the topics and texts under discussion

Literacy

- Recognize all of the sight words on the Dolch list through second grade
- Decode words with common prefixes and suffixes
- Recognize and read grade-appropriate irregularly spelled words
- Demonstrates understanding of paragraph
- Identify the number of paragraphs and main idea of each paragraph in of a multi-paragraph text
- Demonstrates understanding of context
- Identify characters, setting and plot
- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
- Demonstrates understanding of writing as an iterative process.
 - Make improvements based on recommendations
 - Engage in a basic three part process, prewrite, write, edit
- Correct conventions include capitalization within the sentence and basic use of commas
- e.g. capitalization of proper nouns such as the names of holidays, product names, and geographical names
- Writing includes irregulars, modifiers, and expanded sentences
- Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish)
- Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told)
- Use adjectives and adverbs, and choose between them depending on what is to be modified
- Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy)
- Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure

To demonstrate continued development of skills that support ESLR standards, it is expected that students are able to demonstrate the following.

Positive Behaviors and Approaches to Learning

Demonstrating appropriate skills in the following areas indicates the student is developing capacities that will support Positive Learning Attitudes and Behaviors.

- Write in a variety of simple genres to satisfy personal, academic, and social needs

Effective Communication

Demonstrating application of knowledge and skills in the following ways indicates that the student is developing his or her Effective Communication abilities.

- Explain how specific images contribute to and clarify a text (e.g. diagram showing the life cycle, graph of survey results, illustration of a setting, etc.)
- Include images that support written and oral communication

Higher Level Thinking

- Demonstrating application of knowledge and skills in the following ways indicates that the student is developing his or her Higher Level Thinking abilities.
- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures

International Mindedness and Community Appreciation

Demonstrating application of knowledge and skills in the following ways indicates the student is developing capacities that will support Global and Community Appreciation.

- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral

Systemwide Proficiency Indicators

Grade Two Proficiency Indicators

Systemwide Listening and Speaking Assessments

- Biannual oral assessment (Coming 2015)

Systemwide Reading Assessments

- Fountas and Pinnell Reading Benchmarks Levels I to M or above

- Approximate NWEA-MAP Reading RIT at least 180
- Systemwide Writing Assessments**
- Exemplar indicators coming fall 2014 for biannual writing prompts, and biannual writing process submission, evaluated using 6-Traits 6-point Beginning Writer's Rubric (6-Traits Standard 6-point Writer's Rubric may be used with advanced writers)

Grade Two Transdisciplinary Benchmarks

The curricular area expectations provide vertical alignment of learning expectations. The transdisciplinary expectations provide horizontal cohesion across the curricular areas. Teachers must support and nurture development towards these outcomes in addition to the subject specific expectations.

It is expected all grade one students are provided access to grade-appropriate Learning Opportunities that develop the following.

- **Curiosity and inquiry** conducting research and experiments
- **Ingenuity and productivity** establishing a vision of quality and the characteristics of quality
- **Resourcefulness and flexibility** using resources to gather information and data
- **Imagination and expression** recognizing different forms of expression and their relationship to imagination
- **Thoughtfulness and consideration** processing data and information
- **Connectivity and influence** identifying the overall "big picture" and attaching details to it

It is expected that students who fully engage in the learning opportunities can demonstrate a grade-appropriate progress towards ESLR Transdisciplinary standards.

A Solid Foundation of Knowledge in the following areas.

- Academic behaviors, skills and processes related to identification and delivery of quality
- Interpersonal behaviors, skills and processes related to cooperation • Intrapersonal behaviors, skills and processes related to motivation



Positive Behaviors and Approaches to Learning by being able to list attributes of quality in a given context and to recognize the quality of motivation in others



Effective Communication by being able to identify forms of expression

Higher Level Thinking by being able to recognize cooperation and to discuss reasons why a person might cooperate even though they do not agree

International Mindedness and Community Appreciation by being able to discuss how imagination can be used to see the 'big picture' or to fill in details

Early Years - 12 Resources

All teachers will use the following as developmentally appropriate. Other products, methods and tools with the same philosophical bases may also be used during the teaching and learning process. Systemwide assessments and assessment reporting must be aligned to the noted tools and explained to parents in terms of the noted tools.

English Spelling Assessment Tool: Words Their Way continuum for English phonics and spelling development; use begins in kindergarten or as developmentally appropriate

English Reading Assessment Tool: Kindergarten – Grade 8 use Fountas and Pinnell Reading Benchmarks; Grades 1 – 10 ESOL use WIDA Benchmarks

English Reading Teaching Approach: Teaching approach must be highly supportive, feedback intensive, and based on gradual release of responsibility models such as guided reading and reader's workshop.

English Writing Scale: 6-Traits 6-point Beginning Writer's Rubric for grades K – 3 and 6-Traits 6-point Writer's Rubric for grades 3 – 12 and WIDA for ESOL.

English Writing Teaching Approach: Teaching approach must be highly supportive, feedback intensive, and based on gradual release of responsibility models such as interactive writing, writer's workshop and guided writing approaches.

Handwriting: The same style must be taught within the same division. If an agreement cannot be reached then for alphabetic writing D'Nealian is the default choice. The goal is legible, well presented handwritten works to the degree that is appropriate for the age and coordination development of the student. Handwriting is taught kindergarten through grade five (and as needed in upper school). Teachers provide instructive feedback to guide development; however teachers do not grade handwriting along a continuum. If evaluation is necessary, it is either acceptably presentable or it is not. Script (cursive) writing begins in grade three.

English Vocabulary and sight words: The Dolch word list is used for English sight-reading words. Vocabulary development should be part of an integrated approach to reading and writing, as well as through other studies such as math, science and social studies. Vocabulary must be taught in context as opposed to taught as words in isolation.

Modern Language Association (MLA): MLA format is used for citing works.

Teacher Resource Recommendations

Other Recommended Resources

This section is underdevelopment.

Campus-specific curriculum maps are located on Atlas Rubicon, www.scischina.rubiconatlas.org.

Novice 3 Grade Three – Grade 5

Novice 3 (Grade Three - Grade Five)



At HIS grade three marks the beginning of the Novice 3 stage of development for the Language Arts program. Starting this stage, students can listen for information with little difficulty in familiar contexts. The student can distinguish main ideas and key elements from aural events

containing extraneous information or background noise. Throughout this stage students develop the capacity to minimize the impact of time proximity on memory, by intentionally using the tools of language to remember information. By the end of this stage of development students show an understanding of the wide range of purposes of spoken language, e.g. it instructs, informs, entertains, reassures; and shows an understanding that each listener's perception of what they hear is unique. Students are able to compile rules about the use of different aspects of language. They recognize that spoken language varies according to the purpose and audience. Students also know that people interpret messages according to their unique experiences and ways of understanding and that spoken communication is different from written communication—it has its own set of rules. Throughout this stage of development,

students listen to a variety of oral presentations including stories, poems, rhymes, and reports and respond with increasing confidence and detail. Students are able to identify main events and relevant details in oral texts. By the end of this stage of development students are able to retell familiar stories in sequence, express thoughts, ideas, and opinions and discuss them, respecting contributions from others. Students are able to participate in a variety of dramatic activities for example, role-play and dramatization of familiar stories and poems, as well as use language to explain, inquire and compare. Throughout this stage of development students recognize patterns of spoken English and use increasingly accurate grammar. By the end of this stage, students understand that its purpose and the audience influence language use; and students are developing the capacity to use specific language to suit different purposes. By the end of this stage of development students can participate in collaborative learning experiences, acknowledging that people see things differently and are entitled to respectfully express their point of view. Students demonstrate beginning ability to paraphrase and summarize, to organize thoughts and feelings before speaking, and to verbalize their thinking and reasoning. Students show an understanding that text is used to convey meaning in different ways and for different purposes. Throughout the Novice 3 stage of development students build awareness of context. Students recognize that the structure and organization of text conveys

meaning and that different types of texts serve different purposes. Students know that prior knowledge enables the understanding of what is read, and use strategies based on what they know to read for understanding. Throughout this stage of development students increase their bank of reading strategies, including using questioning, self-monitoring and self-correcting, for example context, rereading, reading on, and crosschecking one cue source against another. Student in this stage of development read texts at appropriate levels, independently, confidently and with good understanding. Students make predictions about a story based on their own prior experiences and revise or confirm predictions as the story progresses. By the end of this stage students are able to discuss personality and behavior of storybook characters, commenting on reasons why they might react in particular ways, discuss their own experiences and relate them to fiction and non-fiction texts, and wonder about texts, asking questions to try to understand what the author is saying to the reader.



Students in the Novice 3 stage of development understand that writing can produce a variety of responses from readers and that writing can be structured in different ways to express different purposes. Students recognize that different types of text include identifiable structures and features. Students experiment with words drawn from a variety of sources, e.g. literature, media, oral language of peers. Throughout this stage of development, students attempt a wider range of familiar text types, either teacher-directed or self-directed. Students build capacity to find information in texts and record it through drawing or writing. Throughout this stage, students develop and use writing strategies to support independent writing, such as draw upon semantic, graphophonic and syntactic knowledge when writing, e.g. text organization, word order, and chunking or sounding out to spell unknown words. Students are able to write simple sentences with correct punctuation. By the end of this stage of development, students are able to independently engage in the writing process, e.g. have a means of planning writing, such as talking or drawing, develop ideas across sentences and short paragraphs, and begin to proofread and edit own writing before being directed and demonstrate beginning ability to create a published text that reflects the intended purpose. (See the HIS Curriculum Corner: The Journey We Call School for general explanation of Stages of Development.)

Grade Three Expectations

Content

Teachers approach literacy development during stand-alone lessons as well as transdisciplinary learning opportunities. Content continues to include reading comprehension strategies, such as using suffixes to assist in decoding words, making predictions, etc. Reading and writing genres must include explanation, information report, response/analysis, and narrative. Course content includes the development of at least one public/class speaking presentation. Also, the course content must include in depth study of at least three literary works. English suggestions: works by Dahl such as Charlie and the Chocolate Factory or the BFG; E.B. White's Charlotte's Webb; Smith's Chocolate Fever. Chinese suggestions: 《稻草人》by 叶圣陶; 《大个子老鼠小个子猫》by 周锐. Teacher developed units and lessons provide students with age-appropriate stimulus for developing language skills in context.

Daily and Weekly Learning Opportunities

Daily and Weekly Learning Opportunities

Daily every student should have the following intentional and supported opportunities.

- To read something at his or her reading level
- To listen to a fluent reader
- To read something that he or she chose
- To write for an extended period
- To investigate/examine qualities of good writing
- To investigate/examine conventions (e.g. vocabulary, spelling, grammar, etc.)
- To engage in dialog with peers about reading, writing, words, literature

Students should have the following intentional and supported opportunities at least 3 times per week.

- To read to a knowledgeable adult and to get reading instruction that guides further development
- To build comprehension strategies
- To build fluency
- To share writing with a knowledgeable adult and to get writing instruction that guides further development (guided writing)

Nurturing Highly Transportable Attributes

Grades three – five teachers provide learning opportunities that nurture the following highly transportable attributes. Note the learning opportunities span a three-year time period and should progress in sophistication as is developmentally appropriate.

Nurturing Highly Transportable Attributes

Attribute

Curiosity & inquiry

Language Arts Learning Opportunities Targeting the Following

Increasing capacity to explore literary and non-literary texts beyond their independent reading, listening, or viewing levels, including exploring the use of supportive details

Ingenuity & productivity	Increasing capacity to create highly effective sentences, and increasing capacity to adapt language and style to align with target audience and or specific purpose
Resourcefulness & flexibility	Increasing capacity to recognize genre and theme, to recognize grouping structures (e.g. such as paragraphs, talking points on slides) in the works of others and increasing capacity to cope with variability in language usage
Imagination & expression	Increasing capacity to recognize and create changing tone and to express themselves with connectedness of thought
Thoughtfulness & Consideration	Increasing capacity to recognize and analyze the use of style, voice and structures
Connectivity & Influence	Increasing capacity to recognize language intended to influence and to increasing capacity to use language for making connections and or influencing others

What all Grade Three Students Should Know and be Able to Do

Structure of Learning Expectations: All continua lead to GLTs

Grade-level Language Arts benchmarks help stakeholders gauge progress towards the competencies expressed by the World Language Standards. The World Language Standards and corresponding grade-level benchmarks provide a continuum from which to gauge progress towards the enduring outcomes expressed in our HIS Expected Schoolwide Learning Results (GLTs). These benchmarks facilitate alignment across the HIS system, and are not intended to be an exhaustive list of all that a grade three student could, should or might learn.

Grade Three Language Arts Benchmarks

By the end of each grade, all students are expected to show reading and writing growth consistent with individual literacy goals. Benchmarks are cumulative. This means that the following benchmarks are in addition to all benchmarks from previous grades.

A Solid Foundation of Knowledge

To demonstrate continued development towards a A Solid Foundation of Knowledge, it is expected the student demonstrates conceptual understanding of the following.

Listening and Speaking

- Demonstrates understanding of paraphrase
 - Listens to others with care so as to fully grasp what is being said
 - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
 - Captures the essence of main idea when restating the ideas of others
- Demonstrates understanding of literal and non-literal language
 - Use non-literal forms of speech in context

Interpret the meaning of a given example of non-literal language in context

Literacy

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Make inferences
- Expands word analysis skills, e.g.
 - Decode words with common Latin suffixes
 - Identify and know the meaning of the most common prefixes and derivational suffixes
 - Decode multisyllable words
- Recognize all of the sight words on the Dolch list through third grade.
- Know the primary parts of speech, their functions and their relationships.
 - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
 - Maintain subject and verb agreement; pronoun and antecedent agreement
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- Use temporal words and phrases to signal event order
- Demonstrates understanding of writing style
 - Recognize aspects of style and voice in the works of others and in ones own work
 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose

To demonstrate continued development of skills that support ESLR standards, it is expected that students are able to demonstrate the following.

Positive Behaviors and Approaches to Learning

Demonstrating appropriate skills in the following areas indicates the student is developing capacities that will support Positive Learning Attitudes and Behaviors.

- Determine the main idea of a text presented in diverse media and formats, including visually, quantitatively, and orally; recount the key details and explain how they support the main idea
- Reports on a topic or text, tell a story, or recount an experience with appropriate elaboration and detail, speaking clearly at an understandable pace
- Describe the logical connection between particular sentences and paragraphs in a text

Effective Communication

Demonstrating application of knowledge and skills in the following ways indicates that the student is developing his or her Effective Communication abilities.

- Come to discussions prepared, having read or studied required materials, explicitly draw upon that preparation and other information known about the topic to explore ideas under discussion

Higher Level Thinking

Demonstrating application of knowledge and skills in the following ways indicates that the student is developing his or her Higher Level Thinking abilities.

- Determine the meaning of words and phrases as they are used in text, distinguishing literal from nonliteral language

ESLR Standard: International Mindedness and Community Appreciation

Demonstrating application of knowledge and skills in the following ways indicates the student is developing capacities that will support Global and Community Appreciation.

- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text
- Speculate on reasoning behind a particular use of voice or style in the works of others
- Distinguish their own point of view from that of the author of a text

Systemwide Proficiency Indicators

Grade Three Proficiency Indicators

Systemwide Listening and Speaking Assessments

- Biannual oral assessment (Coming 2015)

Systemwide Reading Assessments

- Fountas and Pinnell Reading Benchmarks Level M to P or above
- Approximate NWEA-MAP Reading RIT at least 190

Systemwide Writing Assessments

- Approximate NWEA-MAP RIT Language Usage above 190
- Exemplar indicators coming fall 2014 for biannual writing prompts, and biannual writing process submission, evaluated using 6-Traits 6-point Beginning Writer's Rubric (6-Traits Standard 6-point Writer's Rubric may be used with advanced writers)

Grade Three Transdisciplinary Benchmarks

The curricular area expectations provide vertical alignment of learning expectations. The transdisciplinary expectations provide horizontal cohesion across the curricular areas. Teachers must support and nurture development towards these expectations in addition to the subject specific expectations.

It is expected all grade one students are provided access to grade-appropriate

Learning Opportunities that develop the following.

- **Curiosity and inquiry** leading to collecting data/information as part of an investigation designed and planned by someone else
- **Ingenuity and productivity** leading to identifying traits in one's own work or the work of others that exhibit quality and/or creativity
- **Resourcefulness and flexibility** leading to matching tools and resources with the purpose that they serve
- **Imagination and expression** leading to recognizing and analyzing how distance of time or place affects expression or imagination
- **Thoughtfulness and consideration** leading to developing fluency of thought
- **Connectivity and influence** leading to recognizing patterns and using them as a basis for making predictions and for problem solving

It is expected that students who fully engage in the learning opportunities can demonstrate a grade-appropriate progress towards ESLR Transdisciplinary standards.

A Solid Foundation of Knowledge in the following areas.

- **Academic behaviors, skills and processes** related to medium/media
- **Interpersonal behaviors, skills and processes** related to task management
- **Intrapersonal behaviors, skills and processes** related to goal setting

Positive Behaviors and Approaches to Learning by being able to choose from a list of options and implement choice and to recognize and discuss the goal setting process implemented by others

Effective Communication by being able to describe patterns

Higher Level Thinking by being able to use such techniques as word association to fluently produce ideas or thoughts

International Mindedness and Community Appreciation by being able to recognize features of communication that help or hinder communication across distances or across time



Resources Used Systemwide

Early Years - 12 Resources

All teachers will use the following as developmentally appropriate. Other products, methods and tools with the same philosophical bases may also be used during the teaching and learning process. Systemwide assessments and assessment reporting must be aligned to the noted tools and explained to parents in terms of the noted tools.

English Spelling Assessment Tool: Words Their Way continuum for English phonics and spelling development; use begins in kindergarten or as developmentally appropriate

English Reading Assessment Tool: Kindergarten – Grade 8 use Fountas and Pinnell Reading Benchmarks; Grades 1 – 10 ESOL use WIDA Benchmarks

English Reading Teaching Approach: Teaching approach must be highly supportive, feedback intensive, and based on gradual release of responsibility models such as guided reading and reader's workshop.

English Writing Scale: 6-Traits 6-point Beginning Writer's Rubric for grades K – 3 and 6-Traits 6-point Writer's Rubric for grades 3 – 12 and WIDA for ESOL.

English Writing Teaching Approach: Teaching approach must be highly supportive, feedback intensive, and based on gradual release of responsibility models such as interactive writing, writer's workshop and guided writing approaches.

Handwriting: The same style must be taught within the same division. If an agreement cannot be reached then for alphabetic writing D'Nealian is the default choice. The goal is legible, well presented handwritten works to the degree that is appropriate for the age and coordination development of the student. Handwriting is taught kindergarten through grade five (and as needed in upper school). Teachers provide instructive feedback to guide development; however teachers do not grade handwriting along a continuum. If evaluation is necessary, it is either acceptably presentable or it is not. Script (cursive) writing begins in grade three.

English Vocabulary and sight words: The Dolch word list is used for English sight-reading words. Vocabulary development should be part of an integrated approach to reading and writing, as well as through other studies such as math, science and social studies. Vocabulary must be taught in context as opposed to taught as words in isolation.

Modern Language Association (MLA): MLA format is used for citing works.

Teacher Resource Recommendations

Other Recommended Resources

This section is underdevelopment.

Grade Four Expectations

Content

Teachers approach literacy development during stand-alone lessons as well as transdisciplinary learning opportunities. Content must include a focus on creating highly effective sentences, use of supportive details, and describing theme and genre. Reading and writing genres must include explanation, exposition/persuasion and narrative. Course content must include the development of at least one public/class speaking presentation. Course content must include in depth study of at least three literary works. English suggestions: Bank's Indian in the Cupboard; Davies' Lemonade Wars, Merrill's Toothpaste Millionaire; George's Tuesdays at the Castle. Chinese suggestions: 《男生贾里全传》by 秦文君; 足球大侠》by 张之路. Teacher developed units and lessons provide students with age-appropriate stimulus for developing language skills in context.

Daily and Weekly Learning Opportunities

Daily and Weekly Learning Opportunities

Daily every student should have the following intentional and supported opportunities.

- To read something at his or her reading level
- To listen to a fluent reader
- To read something that he or she chose
- To write for an extended period
- To investigate/examine qualities of good writing
- To investigate/examine conventions (e.g. vocabulary, spelling, grammar, etc.)
- To engage in dialog with peers about reading, writing, words, literature

Students should have the following intentional and supported opportunities at least 3 times per week.

- To read to a knowledgeable adult and to get reading instruction that guides further development
- To build comprehension strategies
- To build fluency
- To share writing with a knowledgeable adult and to get writing instruction that guides further development (guided writing)

Nurturing Highly Transportable Attributes

Grades three – five teachers provide learning opportunities that nurture the following highly transportable attributes. Note the learning opportunities span a three-year time period and should progress in sophistication as is developmentally appropriate.

Nurturing Highly Transportable Attributes

Attribute	Language Arts Learning Opportunities Targeting the Following
Curiosity & inquiry	Increasing capacity to explore literary and non-literary texts beyond their independent reading, listening, or viewing levels, including exploring the use of supportive details
Ingenuity & productivity	Increasing capacity to create highly effective sentences, and increasing capacity to adapt language and style to align with target audience and or specific purpose
Resourcefulness & flexibility	Increasing capacity to recognize genre and theme, to recognize grouping structures (e.g. such as paragraphs, talking points on slides) in the works of others and increasing capacity to cope with variability in language usage
Imagination & expression	Increasing capacity to recognize and create changing tone and to express themselves with connectedness of thought
Thoughtfulness & Consideration	Increasing capacity to recognize and analyze the use of style, voice and structures
Connectivity & Influence	Increasing capacity to recognize language intended to influence and to increasing capacity to use language for making connections and or influencing others

What all Grade Four Students Should Know and be Able to Do

Structure of Learning Expectations: All continua lead to GLTs

Grade-level Language Arts benchmarks help stakeholders gauge progress towards the competencies expressed by the World Language Standards. The World Language Standards and corresponding grade-level benchmarks provide a continuum from which to gauge progress towards the enduring outcomes expressed in our HIS Expected Schoolwide

Learning Results (GLTs). These benchmarks facilitate alignment across the HIS system, and are not intended to be an exhaustive list of all that a grade four student could, should or might learn.

Grade Four Language Arts Benchmarks

By the end of each grade, all students are expected to show reading and writing growth consistent with individual literacy goals. Benchmarks are cumulative. This means that the following benchmarks are in addition to all benchmarks from previous grades.

ESLR Standard: A Solid Foundation of Knowledge

To demonstrate continued development towards a A Solid Foundation of Knowledge, it is expected the student demonstrates conceptual understanding of the following.

Listening and Speaking

- Demonstrates understanding of discussion, including the associated roles and responsibilities
 - Listen and respond appropriately in a discussion
 - Follow agreed-upon rules for discussions and carry out assigned roles
 - Demonstrates understanding of tone (tone as in general feel or mood of the text, not tone as in Mandarin pronunciation)

Literacy

- Demonstrates understanding of genre/theme
 - Classify by genre/theme
- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context
- Demonstrates understanding of supporting detail
 - Describe the logical connection between particular sentences and paragraphs in a texts such as comparisons, cause/effect descriptions, sequence descriptions, etc.
 - Determine the main idea of a text and explain how it is supported by key details
- Determine a theme of a story, drama, or poem from details in the text
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
 - Include such features as prepositional phrases, modal auxiliaries (e.g. can, may, must) or relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why) to convey various condition.
 - Provide a conclusion that follows from the narrated experiences or events.

To demonstrate continued development of skills that support ESLR standards, it is expected that students are able to demonstrate the following.

Positive Behaviors and Approaches to Learning

Demonstrating appropriate skills in the following areas indicates the student is developing capacities that will support Positive Learning Attitudes and Behaviors.

- Recognize aspects of style and voice in the works of others and in ones own work
 - Explain major differences between poems, drama, and prose, and refer to the structural elements when writing or speaking about a text
 - 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

Effective Communication

Demonstrating application of knowledge and skills in the following ways indicates that the student is developing his or her Effective Communication abilities.

- Attempt to adapt voice or style to the audience or purpose
 - Use precise language and domain-specific vocabulary to inform about or explain the topic
 - Provide a conclusion that follows from the narrated experiences or events

Higher Level Thinking

Demonstrating application of knowledge and skills in the following ways indicates that the student is developing his or her Higher Level Thinking abilities.

- Explain own ideas and understandings in light of the ideas of others

International Mindedness and Community Appreciation

Demonstrating application of knowledge and skills in the following ways indicates the student is developing capacities that will support Global and Community Appreciation.

- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text
- Speculate on reasoning behind a particular use of voice or style
- Compare and contrast different versions of the same story or treatment of similar themes and topics in stories, myths, and traditional literature from different cultures

Systemwide Proficiency Indicators

Grade Four Proficiency Indicators

Systemwide Listening and Speaking Assessments

- Biannual oral assessment beginning in Pre-kindergarten (Coming 2015)

Systemwide Reading Assessments

- Fountas and Pinnell Reading Benchmarks Levels Q – S or above
- NWEA-MAP Reading RIT at least 195

Systemwide Writing Assessments

- NWEA-MAP Language Usage RIT at least 200
- Exemplar indicators coming fall 2014 for biannual writing prompts, and biannual writing process submission, evaluated using 6-Traits 6-point Beginning Writer's Rubric (6-Traits Standard 6-point Writer's Rubric may be used with advanced writers)

Grade Four Transdisciplinary Expectations

The curricular area expectations provide vertical alignment of learning expectations. The transdisciplinary expectations provide horizontal cohesion across the curricular areas. Teachers must support and nurture development towards these outcomes in addition to the subject specific expectations.

It is expected all grade one students are provided access to grade-appropriate

Learning Opportunities that develop the following.

- **Curiosity and inquiry** planning an investigation which has been designed by someone else
- **Ingenuity and productivity** using tools to guide quality production
- **Resourcefulness and flexibility** exploring alternate tool and resources and/or new uses for familiar tools and resources
- **Imagination and expression** recognizing and analyzing how commonalities affects expression or imagination
- **Thoughtfulness and consideration** interpreting data and information
- **Connectivity and influence** recognizing and analyzing elements that unite or divide

It is expected that students who fully engage in the learning opportunities can demonstrate a grade-appropriate progress towards ESLR Transdisciplinary standards.

A Solid Foundation of Knowledge in the following areas.

- **Academic behaviors, skills and processes related to production**
- **Interpersonal behaviors, skills and processes related to collaboration**
- **Intrapersonal behaviors, skills and processes related to self-assessment**

Positive Behaviors and Approaches to Learning by being able to create a list of options and to determine a ranking of desirability based on either given or self-determined criteria; and to work in a team of 2-3 students to complete a task or produce a product that requires a joint intellectual effort

Effective Communication by being able to list the steps in a given production process

Higher Level Thinking by being able to speculate on creative ways to use resources or tools for purposes other than those intended and evaluating the practicality of such uses

International Mindedness and Community Appreciation by being able to identify and discuss factors that can help or can hinder collaboration



Early Years - 12 Resources

All teachers will use the following as developmentally appropriate. Other products, methods and tools with the same philosophical bases may also be used during the teaching and learning process. Systemwide assessments and assessment reporting must be aligned to the noted tools and explained to parents in terms of the noted tools.

English Spelling Assessment Tool: Words Their Way continuum for English phonics and spelling development; use begins in kindergarten or as developmentally appropriate

English Reading Assessment Tool: Kindergarten – Grade 8 use Fountas and Pinnell Reading Benchmarks; Grades 1 – 10 ESOL use WIDA Benchmarks

English Reading Teaching Approach: Teaching approach must be highly supportive, feedback intensive, and based on gradual release of responsibility models such as guided reading and reader's workshop.

English Writing Scale: 6-Traits 6-point Beginning Writer's Rubric for grades K – 3 and 6-Traits 6-point Writer's Rubric for grades 3 – 12 and WIDA for ESOL.

English Writing Teaching Approach: Teaching approach must be highly supportive, feedback intensive, and based on gradual release of responsibility models such as interactive writing, writer's workshop and guided writing approaches.

Handwriting: The same style must be taught within the same division. If an agreement cannot be reached then for alphabetic writing D'Nealian is the default choice. The goal is legible, well presented handwritten works to the degree that is appropriate for the age and coordination development of the student. Handwriting is taught kindergarten through grade five (and as needed in upper school). Teachers provide instructive feedback to guide development; however teachers do not grade handwriting along a continuum. If evaluation is necessary, it is either acceptably presentable or it is not. Script (cursive) writing begins in grade three.

English Vocabulary and sight words: The Dolch word list is used for English sight-reading words. Vocabulary development should be part of an integrated approach to reading and writing, as well as through other studies such as math, science and social studies. Vocabulary must be taught in context as opposed to taught as words in isolation.

Modern Language Association (MLA): MLA format is used for citing works.

Teacher Resource Recommendations

Other Recommended Resources

This section is underdevelopment.

Campus-specific curriculum maps are located on Atlas Rubicon, www.scischina.rubiconatlas.org.

Grade Five Expectations

Content

Teachers approach literacy development during stand-alone lessons as well as transdisciplinary learning opportunities. Content includes a focus on analyzing text structures, choosing information and resources from a range of resources, as well as editing work with a focus on structure and meaning. Reading and writing genres must include scientific method, discussion and exposition/persuasion. Course content must include the development of at least one public speaking presentation. Course content must include in depth study of at least three literary works. English suggestions: Sachar's Holes, Babbit's Tuck Everlasting, Paulsen's Hatchet, Taylor's Roll of Thunder, Hear My Cry; O'Dell's Island of the Blue Dolphins. Chinese suggestions:

《蓝鲸的眼睛》by 赵冰波; 《女生日记》by 杨红缨。Teacher developed units and lessons provide students with ageappropriate stimulus for developing language skills in context.

Daily and Weekly Learning Opportunities

Daily and Weekly Learning Opportunities

Daily every student should have the following intentional and supported opportunities.

- To read something at his or her reading level
- To listen to a fluent reader
- To read something that he or she chose
- To write for an extended period
- To investigate/examine qualities of good writing
- To investigate/examine conventions (e.g. vocabulary, spelling, grammar, etc.)

- To engage in dialog with peers about reading, writing, words, literature

Students should have the following intentional and supported opportunities at least 3 times per week.

- To read to a knowledgeable adult and to get reading instruction that guides further development
- To build comprehension strategies
- To build fluency
- To share writing with a knowledgeable adult and to get writing instruction that guides further development (guided writing)

Nurturing Highly Transportable Attributes

Grades three – five teachers provide learning opportunities that nurture the following highly transportable attributes. Note the learning opportunities span a three-year time period and should progress in sophistication as is developmentally appropriate.

Nurturing Highly Transportable Attributes

Attribute	Language Arts Learning Opportunities Targeting the Following
Curiosity & inquiry	Increasing capacity to explore literary and non-literary texts beyond their independent reading, listening, or viewing levels, including exploring the use of supportive details
Ingenuity & productivity	Increasing capacity to create highly effective sentences, and increasing capacity to adapt language and style to align with target audience and or specific purpose
Resourcefulness & flexibility	Increasing capacity to recognize genre and theme, to recognize grouping structures (e.g. such as paragraphs, talking points on slides) in the works of others and increasing capacity to cope with variability in language usage
Imagination & expression	Increasing capacity to recognize and create changing tone and to express themselves with connectedness of thought
Thoughtfulness & Consideration	Increasing capacity to recognize and analyze the use of style, voice and structures
Connectivity & Influence	Increasing capacity to recognize language intended to influence and to increasing capacity to use language for making connections and or influencing others

What all Grade Five Students Should Know and be Able to Do

Structure of Learning Expectations: All continua lead to GLTs

Grade-level Language Arts benchmarks help stakeholders gauge progress towards the competencies expressed by the World Language Standards. The World Language Standards and corresponding grade-level benchmarks provide a continuum from which to gauge progress towards the enduring outcomes expressed in our HIS Expected Schoolwide Learning Results (GLTs). These benchmarks facilitate alignment across the HIS system, and are not intended to be an exhaustive list of all that a grade five student could, should or might learn.

Grade Five Language Arts Benchmarks

By the end of each grade, all students are expected to show reading and writing growth consistent with individual literacy goals. Benchmarks are cumulative. This means that the following benchmarks are in addition to all benchmarks from previous grades.

ESLR Standard: A Solid Foundation of Knowledge

To demonstrate continued development towards a A Solid Foundation of Knowledge, it is expected the student demonstrates conceptual understanding of the following.

Listening and Speaking

- Demonstrate understanding of elaboration ○ Use elaboration to demonstrate listening, to participate in a discussion or to clarify his or her own ideas or the ideas of others
- Demonstrate awareness of enunciation and pacing
- Present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace

Literacy

Demonstrates understanding of information structures

- Recognize that different genres use different structure
- Recognize that different disciplines, such as science and social studies, use different structures ○ e.g. organization of general versus specific details, science tends to have technical language first followed by more general language whereas social science is often written with general language first followed by more technical explanations
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text
- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- Demonstrates understanding of transition ○ Recognize the language used to connect one paragraph to the next ○ Recognize and use organization identifiers such as headings to indicate transition
- Demonstrate command of the conventions of standard punctuation, spelling/characters, and capitalization/stroke order

To demonstrate continued development of skills that support ESLR standards, it is expected that students are able to demonstrate the following.

Positive Behaviors and Approaches to Learning

Demonstrating appropriate skills in the following areas indicates the student is developing capacities that will support Positive Learning Attitudes and Behaviors.

- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others

Effective Communication

Demonstrating application of knowledge and skills in the following ways indicates that the student is developing his or her Effective Communication abilities.

- Recognize and use transitions in speech and in writing
- Align own language usage and style to a given audience and or a given purpose

Higher Level Thinking

Demonstrating application of knowledge and skills in the following ways indicates that the student is developing his or her Higher Level Thinking abilities.

- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem, solution) of events, ideas, concepts, or information in two or more texts

International Mindedness and Community Appreciation

Demonstrating application of knowledge and skills in the following ways indicates the student is developing capacities that will support Global and Community Appreciation.

- Discuss the impact of speech patterns on writing patterns

Systemwide Proficiency Indicators

Grade Five Proficiency Indicators

Systemwide Listening and Speaking Assessments

- Biannual oral assessment beginning in Pre-kindergarten (Coming 2015)

Systemwide Reading Assessments

- Fountas and Pinnell Reading Benchmarks Levels S - V or above
- NWEA-MAP Reading RIT at least 200

Systemwide Writing Assessments

- NWEA-MAP Language Usage RIT at least 205
- Exemplar indicators coming fall 2014 for biannual writing prompts, and biannual writing process submission, evaluated using 6-Traits 6-point Beginning Writer's Rubric (6-Traits Standard 6-point Writer's Rubric may be used with advanced writers)

Grade Five Transdisciplinary Benchmarks

The curricular area expectations provide vertical alignment of learning expectations. The transdisciplinary expectations provide horizontal cohesion across the curricular areas. Teachers must support and nurture development towards these outcomes in addition to the subject specific expectations.

It is expected all grade one students are provided access to grade-appropriate

Learning Opportunities that develop the following.

- **Curiosity and inquiry** using research or experimentation as part of the creative process
- **Ingenuity and productivity** using tools to guide quality production
- **Resourcefulness and flexibility** exploring alternate tool and resources and/or new uses for familiar tools and resources
- **Imagination and expression** recognizing and analyzing how commonalities affects expression or imagination
- **Thoughtfulness and consideration** recognizing and analyzing informed and justified decisions
- **Connectivity and influence** recognizing and analyzing threads, trends and patterns

It is expected that students who fully engage in the learning opportunities can demonstrate a gradeappropriate progress towards ESLR Transdisciplinary standards.



A Solid Foundation of Knowledge in the following areas.

- **Academic behaviors, skills and processes** related to information filters
- **Interpersonal behaviors, skills and processes** related to conflict resolution

- **Intrapersonal behaviors, skills and processes** related to feedback loop
- Positive Behaviors and Approaches to Learning** by being able to describe how information filters in the brain effect learning **Effective Communication** by being able to describe threads as in conversation threads, common threads of thought, a reoccurring theme, etc.

Higher Level Thinking by being able to make adjustments based on feedback

International Mindedness and Community Appreciation by being able to describe forms of conflict and conflict resolution methods and to list criteria for assessing success of conflict resolution strategies

Resources Used Systemwide

Early Years - 12 Resources

All teachers will use the following as developmentally appropriate. Other products, methods and tools with the same philosophical bases may also be used during the teaching and learning process. Systemwide assessments and assessment reporting must be aligned to the noted tools and explained to parents in terms of the noted tools.

English Spelling Assessment Tool: Words Their Way continuum for English phonics and spelling development; use begins in kindergarten or as developmentally appropriate

English Reading Assessment Tool: Kindergarten – Grade 8 use Fountas and Pinnell Reading Benchmarks; Grades 1 – 10 ESOL use WIDA Benchmarks

English Reading Teaching Approach: Teaching approach must be highly supportive, feedback intensive, and based on gradual release of responsibility models such as guided reading and reader's workshop.

English Writing Scale: 6-Traits 6-point Beginning Writer's Rubric for grades K – 3 and 6-Traits 6-point Writer's Rubric for grades 3 – 12 and WIDA for ESOL.

English Writing Teaching Approach: Teaching approach must be highly supportive, feedback intensive, and based on gradual release of responsibility models such as interactive writing, writer's workshop and guided writing approaches.

Handwriting: The same style must be taught within the same division. If an agreement cannot be reached then for alphabetic writing D'Nealian is the default choice. The goal is legible, well presented handwritten works to the degree that is appropriate for the age and coordination development of the student. Handwriting is taught kindergarten through grade five (and as needed in upper school). Teachers provide instructive feedback to guide development; however teachers do not grade handwriting along a continuum. If evaluation is necessary, it is either acceptably presentable or it is not. Script (cursive) writing begins in grade three.

English Vocabulary and sight words: The Dolch word list is used for English sight-reading words. Vocabulary development should be part of an integrated approach to reading and writing, as well as through other studies such as math, science and social studies. Vocabulary must be taught in context as opposed to taught as words in isolation.

Modern Language Association (MLA): MLA format is used for citing works.

Teacher Resource Recommendations

Other Recommended Resources

This section is underdevelopment.

Campus-specific curriculum maps are located on Atlas Rubicon, www.scischina.rubiconatlas.org.

Intermediate 1 (Grade Six – Grade Eight)

Intermediate 1 (Grade Six – Grade Eight)

At HIS grade six marks the beginning of the Intermediate 1 stage of development for the Language Arts program. Starting this stage, students can listen for information in unfamiliar contexts. Students are aware of the multi-dimensional aspects of language, and the impact elements such as body language, intonation, and semantics have on interpretation. Throughout this stage of development students become increasingly aware of their own thoughts, and they becoming increasingly able to set aside their own thoughts to intently listen to the thoughts of others. Students understand the conventions associated with speaking and listening and the value of adhering to those conventions. Demonstrating increasing awareness that language is a vehicle for becoming knowledgeable, for negotiating understanding, and for negotiating the social dimension, students take time to reflect on what is heard and said to make informed judgments and form new opinions, to think about the audience to communicate more effectively and appropriately, and to appreciate the grammatical structures of language to better understand and recognize the ways in which a language community communicates with each other. By the end of this stage, students are able to argue persuasively and defend or justify a point of view, use to formulate and communicate possibilities and theories, use register, tone, voice, level, and intonation to enhance meaning, and use speech responsibly to inform, entertain and influence others. Students are able to infer meaning, to draw conclusion and make judgments about oral presentations, to appreciate that language is not always used literally as well as to use the figurative language of their own culture as well as the figurative language learned through exposure to other cultures. Students participate in teachersupported collaborative learning, considering multiple perspectives and working with peers to co-construct new understanding.

Students in the Intermediate 1 stage of development show an understanding that reading provides a sense of accomplishment; not only in the process, but also in the access it provides them to further knowledge about, and understanding of, the world. Throughout this stage of development students become increasingly able to recognize and understand the strategies authors use to engage the reader. Students appreciate authors' use of language and interpret meaning beyond the literal, understanding that authors use words and literary devices to evoke mental images. Students can identify genre, such as fantasy, biography, science fiction, mystery, historical novel, information report, and can explain elements and or literary forms that are associated with different genres. Students develop an appreciation for structural and stylistic differences between fiction and non-fiction, showing understanding of this distinction when structuring their own writing. Students also become increasingly able to use reading as a means for opening the mind to multiple perspectives to greater understanding of how people think, feel and act, and to an increasingly sophisticated range of information and ideas. Synthesizing ideas and information from texts helps lead students to new ideas and understandings. By the end of this stage of development, students are able to make inferences and be able to justify them, to identify and describe elements of a story (e.g. plot, setting, character, theme) and explain how they contribute to its effectiveness, and to distinguish between fact and opinion and citations from reading to support or explain either one. Students can analyze the writing of others and identify common or recurring themes or issues.

Students at the Intermediate 1 stage of development are able to craft a wide range of texts, increasingly demonstrating control over all elements. Students explain why a particular text form may be more appropriate to achieve a purpose for an intended audience, and adjusts the language and ideas included in own texts to suit purpose and audience, including ways of representing characters and events to create specific effects in literary texts and ways to represent people and ideas to create specific effects in informational texts. Students develop the capacity to uses devices when attempting to influence the reader, e.g. flattery, humor and to select vocabulary to create precise meaning. By the end of this stage, students are able to develop a paragraph by writing a topic sentence and including supporting information, to write a variety of simple, compound and complex sentences using correct punctuation, and to select appropriate strategies to spell unknown words. Students are also able to flexibly and independently use the writing process, including ways for planning writing, e.g. graphic organizers, storyboards, basic outlines, self-initiated feedback loops to maintain consistency between concept and form during the drafting process, and strategies for revising, editing, and selecting appropriate publication formats to enhance audience understanding and impact.

Inquiry is an integral part of the Language Arts program. During the Intermediate 1 stage of development, students locate, organize and synthesize information from a variety of sources including the library, the Internet, people in the school, family, the immediate community or the global community.

Responsible and knowledgeable use of the Internet is expected.

(See the HIS Curriculum Corner: The Journey We

Call School for general explanation of Stages of Development.)

Grade Six Language Arts

Grade Six Expectations

Content

Teachers approach literacy development primarily through discipline specific learning opportunities. Meaningful transdisciplinary opportunities are encouraged. Content includes the following: a focus on language used to influence; skill in discriminating between critical and non-critical elements of written and spoken works; the elements of a well-written essay; development of public speaking skills that results in at least two public presentations opportunities; in depth study of at least three literary works. English literature suggestions: Norton and Feiffer's *The Phantom Tollbooth*, Coerr and Himler's *Sadako and the Thousand Paper Cranes*, Lowry's *The Giver*, Spinelli's *Maniac Magee*. Teacher developed units and lessons provide students with age-appropriate stimulus for developing language skills in context.

Weekly Learning Opportunities

Weekly Learning Opportunities

Students should have the following intentional and supported opportunities at least 2 times per week.

- To read something at his or her reading level (best if this is daily)
- To listen to a fluent reader

- To read something that he or she chose
- To write for an extended period
- To investigate/examine qualities of good writing
- To investigate/examine conventions (e.g. vocabulary, spelling, grammar, etc.)
- To engage in dialog with peers about reading, writing, words, literature
- To read to a knowledgeable adult and to get reading instruction that guides further development
- To build reading and listening comprehension strategies
- To build writing and speaking fluency

Nurturing Highly Transportable Attributes

Grades six - eight teachers provide learning opportunities that nurture the following highly transportable attributes. Note the learning opportunities span a three-year time period and should progress in sophistication as is developmentally appropriate.

Nurturing Highly Transportable Attributes

Attribute	Language Arts Learning Opportunities Targeting the Following
Curiosity & inquiry	Increasing capacity to glean insights and information from and participation in research projects, debates and panel discussions
Ingenuity & productivity	Increasing capacity to create highly effective paragraphs, and to increasing capacity to use rubrics such as the Six Traits writing rubric as a guide to improving one's own works, as a means to enhanced understanding of other's works, and as a resource to aid in quality control of one's own work
Resourcefulness & understanding of other's works	Increasing capacity to transfer listening, speaking, reading, and writing knowledge and skills to all flexibility curricular areas
Imagination & expression	Increasing capacity to use language to negotiate challenging situations, to appreciate and convey nuances and connotations, and to express one's self using varied modalities
Thoughtfulness & Consideration	Capacity to recognize, analyze, and use essay as a form of self-expression, to assess the nature or intent of a given work, and to analyze the language used to convey and respond to controversial issues
Connectivity & Influence	Increasing capacity to maintain the interest of an audience or reader, to analyze the use of language to sway opinion or influence perception, and to discuss the skillful use of language by those whose craft is language dependent (e.g. literary artists, historians, the press)

Structure of Learning Expectations: All continua lead to GLTs

Grade-level Language Arts benchmarks help stakeholders gauge progress towards the competencies expressed by the World Language Standards. The World Language Standards and corresponding grade-level benchmarks provide a continuum from which to gauge progress towards the enduring outcomes expressed in our HIS Expected Schoolwide Learning Results (GLTs). These benchmarks facilitate alignment across the HIS system, and are not intended to be an exhaustive list of all that a grade six student could, should or might learn.

Grade Six Language Arts Benchmarks

By the end of each grade, all students are expected to show reading and writing growth consistent with individual literacy goals. Benchmarks are cumulative. This means that the following benchmarks are in addition to all benchmarks from previous grades.

A Solid Foundation of Knowledge

To demonstrate continued development towards a A Solid Foundation of Knowledge, it is expected the student demonstrates conceptual understanding of the following.

Listening and Speaking

- Demonstrate understanding of emotive and persuasive rhetoric
 - Distinguish emotive from persuasive rhetoric
- Demonstrate understanding of audience focus
 - targets speaking to a specific audience
 - plans speaking with intent of influencing audience focus on specific elements
- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation

Literacy

- Demonstrate understanding of critical response
- Draws evidence from literary or informational texts to support analysis, reflection, and research.
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)
- Demonstrate understanding of an essay

To demonstrate continued development of skills that support ESLR standards, it is expected that students are able to demonstrate the following.

Positive Behaviors and Approaches to Learning

Demonstrating appropriate skills in the following areas indicates the student is developing capacities that will support Positive Learning Attitudes and Behaviors.

- Maintain active focus during listening and reading
- In collaborative works, set specific goals and deadlines, and define individual roles as needed
- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration

Effective Communication

Demonstrating application of knowledge and skills in the following ways indicates that the student is developing his or her Effective Communication abilities.

- Distinguish emotive from persuasive rhetoric

Higher Level Thinking

Demonstrating application of knowledge and skills in the following ways indicates that the student is developing his or her Higher Level Thinking abilities.

- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing; e.g. summarize the reasoning and support presented in an essay

International Mindedness and Community Appreciation

Demonstrating application of knowledge and skills in the following ways indicates the student is developing capacities that will support Global and Community Appreciation.

- Explain how an author develops the point of view of the narrator or speaker in a text
- Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts)
- Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text • Consider an audience's interests and perspectives on interpretation of a text

Systemwide Proficiency Indicators

Grade Six Proficiency Indicators

Systemwide Listening and Speaking Assessments

- Biannual oral assessment beginning in Pre-kindergarten (Coming 2015)

Systemwide Reading Assessments

- Fountas and Pinnell Reading Benchmarks Levels V to Y or above
- NWEA-MAP Reading RIT at least 205

Systemwide Writing Assessments

- NWEA-MAP Language Usage RIT at least 199
- Exemplar indicators coming fall 2014 for biannual writing prompts, and biannual writing process submission, evaluated using 6-Traits 6-point Beginning Writer's Rubric (6-Traits Standard 6-point Writer's Rubric may be used with advanced writers)

Grade Six Transdisciplinary Benchmarks

The curricular area expectations provide vertical alignment of learning expectations. The transdisciplinary expectations provide horizontal cohesion across the curricular areas. Teachers must support and nurture development towards these outcomes in addition to the subject specific expectations.

It is expected all grade one students are provided access to grade-appropriate

Learning Opportunities that develop the following.

- **Curiosity and inquiry** noticing and being critical of flaws in an argument
- **Ingenuity and productivity** maintaining quality from conception through delivery
- **Resourcefulness and flexibility** analyzing and evaluating support structures and the necessity of these structures • **Imagination and expression** recognizing different applications of imagination
- **Thoughtfulness and consideration** recognizing and analyzing perspective/perception
- **Connectivity and influence** making connections between the concrete and abstractions

It is expected that students who fully engage in the learning opportunities can demonstrate a grade-appropriate progress towards ESLR Transdisciplinary standards.

A Solid Foundation of Knowledge in the following areas.

- **Academic behaviors, skills and processes** related concept-form alignment
- **Interpersonal behaviors, skills and processes** related to accountability
- **Intrapersonal behaviors, skills and processes** related to support network

Positive Behaviors and Approaches to Learning by being able to identify points during the production process to assess quality and concept-form alignment

Effective Communication by being able to recognize uses of and for models and to create models

Higher Level Thinking by being able to analyze accountability from multiple perspectives

International Mindedness and Community Appreciation by being able to identify support structures and to describe the structure and function



Resources Used Systemwide

Early Years - 12 Resources

All teachers will use the following as developmentally appropriate. Other products, methods and tools with the same philosophical bases may also be used during the teaching and learning process. Systemwide assessments and assessment reporting must be aligned to the noted tools and explained to parents in terms of the noted tools.

English Spelling Assessment Tool: Words Their Way continuum for English phonics and spelling development; use begins in kindergarten or as developmentally appropriate

English Reading Assessment Tool: Kindergarten – Grade 8 use Fountas and Pinnell Reading Benchmarks; Grades 1 – 10 ESOL use WIDA Benchmarks

English Reading Teaching Approach: Teaching approach must be highly supportive, feedback intensive, and based on gradual release of responsibility models such as guided reading and reader's workshop.

English Writing Scale: 6-Traits 6-point Beginning Writer's Rubric for grades K – 3 and 6-Traits 6-point Writer's Rubric for grades 3 – 12 and WIDA for ESOL.

English Writing Teaching Approach: Teaching approach must be highly supportive, feedback intensive, and based on gradual release of responsibility models such as interactive writing, writer's workshop and guided writing approaches.

Handwriting: The same style must be taught within the same division. If an agreement cannot be reached then for alphabetic writing D'Nealian is the default choice. The goal is legible, well presented handwritten works to the degree that is appropriate for the age and coordination development of the student. Handwriting is taught kindergarten through grade five (and as needed in upper school). Teachers provide instructive feedback to guide development; however teachers do not grade handwriting along a continuum. If evaluation is necessary, it is either acceptably presentable or it is not. Script (cursive) writing begins in grade three.

English Vocabulary and sight words: The Dolch word list is used for English sight-reading words. Vocabulary development should be part of an integrated approach to reading and writing, as well as through other studies such as math, science and social studies. Vocabulary must be taught in context as opposed to taught as words in isolation.

Modern Language Association (MLA): MLA format is used for citing works.

Other Recommended Resources

This section is underdevelopment.

Campus-specific curriculum maps are located on Atlas Rubicon, www.scischina.rubiconatlas.org.

Grade Seven Language Arts

Grade Seven Expectation

Content

Teachers approach literacy development primarily through discipline specific learning opportunities. Meaningful transdisciplinary opportunities are encouraged. Content must include the following: a focus on writing highly effective paragraphs; connecting with culture through technology, media, and authentic sources and assessing how language is applied to artistic traditions and styles; assessing the nature or intent of a given work; development of public speaking skills that results in at least two public presentations opportunities; in depth study of at least three literary works. English literature suggestions: Hinton's *The Outsiders*; Boyne's *The Boy in the Striped Pajamas*, Anne Frank's *Diary of a Young Girl*; Mortenson and Relin's *Three Cups of Tea* (Young Reader's Edition). Teacher developed units and lessons provide students with ageappropriate stimulus for developing language skills in context.

Weekly Learning Opportunities

Weekly Learning Opportunities

Students should have the following intentional and supported opportunities at least 2 times per week.

- To read something at his or her reading level (best if this is daily)
- To listen to a fluent reader
- To read something that he or she chose
- To write for an extended period
- To investigate/examine qualities of good writing
- To investigate/examine conventions (e.g. vocabulary, spelling, grammar, etc.)
- To engage in dialog with peers about reading, writing, words, literature
- To read to a knowledgeable adult and to get reading instruction that guides further development
- To build reading and listening comprehension strategies
- To build writing and speaking fluency

Nurturing Highly Transportable Attributes

Grades six - eight teachers provide learning opportunities that nurture the following highly transportable attributes. Note the learning opportunities span a three-year time period and should progress in sophistication as is developmentally appropriate.

Nurturing Highly Transportable Attributes

Attribute	Language Arts Learning Opportunities Targeting the Following
Curiosity & inquiry	Increasing capacity to glean insights and information from and participation in research projects, debates and panel discussions
Ingenuity & productivity	Increasing capacity to create highly effective paragraphs, and to increasing capacity to use rubrics such as the Six Traits writing rubric as a guide to improving one's own works, as a means to enhanced understanding of other's works, and as a resource to aid in quality control of one's own work
Resourcefulness & flexibility	Increasing capacity to transfer listening, speaking, reading, and writing knowledge and skills to all curricular areas
Imagination & expression	Increasing capacity to use language to negotiate challenging situations, to appreciate and convey nuances and connotations, and to express one's self using varied modalities
Thoughtfulness & Consideration	Capacity to recognize, analyze, and use essay as a form of self-expression, to assess the nature or intent of a given work, and to analyze the language used to convey and respond to controversial issues
Connectivity & Influence	Increasing capacity to maintain the interest of an audience or reader, to analyze the use of language to sway opinion or influence perception, and to discuss the skillful use of language by those whose craft is language dependent (e.g. literary artists, historians, the press.)

Structure of Learning Expectations: All continua lead to GLTs

Grade-level Language Arts benchmarks help stakeholders gauge progress towards the competencies expressed by the World Language Standards. The World Language Standards and corresponding grade-level benchmarks provide a continuum from which to gauge progress towards the enduring outcomes expressed in our HIS Expected Schoolwide Learning Results (GLTs). These benchmarks facilitate alignment across the HIS system, and are not intended to be an exhaustive list of all that a grade seven student could, should or might learn.

Grade Seven Language Arts Benchmarks

By the end of each grade, all students are expected to show reading and writing growth consistent with individual literacy goals. Benchmarks are cumulative. This means that the following benchmarks are in addition to all benchmarks from previous grades.

A Solid Foundation of Knowledge

To demonstrate continued development towards a A Solid Foundation of Knowledge, it is expected the student demonstrates conceptual understanding of the following.

Listening and Speaking

- Demonstrate understanding of non-verbal cues
- Demonstrate understanding of voice modulation and inflection
- Respond to cues for and to use voice modulation and/or inflection to achieve a particular affect
- Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Literacy

- Demonstrate understanding of structural analysis
 - Given a familiar work, can identify the genre type or compare to a familiar genre type
 - Can identify basic structures in unfamiliar writing such as topic sentences, transition sentences, phrases, correct use of language
 - Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- Describe how a text presents information (e.g., sequentially, comparatively, causally)
- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- Provide an accurate summary of the text distinct from prior knowledge or opinions
- Demonstrate understanding of poetic license
- Identify the use of poetic license and comment on the effects
- (Note to teachers: This is an opportunity to teach grammar and usage in context.)
- Develop sentence fluency through phrases and clauses within a sentence, while recognizing and correcting misplaced and dangling modifiers.
- Explain the function of phrases and clauses in general and their function in specific sentences.
- Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old, green shirt).
- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

To demonstrate continued development of skills that support ESLR standards, it is expected that students are able to demonstrate the following.

ESLR Standard: Positive Behaviors and Approaches to Learning

Demonstrating appropriate skills in the following areas indicates the student is developing capacities that will support Positive Learning Attitudes and Behaviors.

- Take notes, ask relevant questions, make meaningful comments, and provide constructive feedback to ideas presented orally, visually or in writing

ESLR Standard: Effective Communication

Demonstrating application of knowledge and skills in the following ways indicates that the student is developing his or her Effective Communication abilities.

- Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

ESLR Standard: Higher Level Thinking

Demonstrating application of knowledge and skills in the following ways indicates that the student is developing his or her Higher Level Thinking abilities.

- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing; e.g. summarize the reasoning and support presented in an essay

ESLR Standard: International Mindedness and Community Appreciation

Demonstrating application of knowledge and skills in the following ways indicates the student is developing capacities that will support Global and Community Appreciation.

- Explain how an author develops the point of view of the narrator or speaker in a text
- Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts)
- Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text • Consider an audience's interests and perspectives on interpretation of a text

Systemwide Proficiency Indicators

Grade Seven Proficiency Indicators

Systemwide Listening and Speaking Assessments

- Biannual oral assessment (Coming 2015)

Systemwide Reading Assessments

- Fountas and Pinnell Reading Benchmarks Levels Y to Z
- NWEA-MAP Reading RIT at least 210
- WIDA-Level 5

Systemwide Writing Assessments

- NWEA-MAP RIT Language Usage above 209
- Exemplar indicators coming fall 2014 for biannual writing prompts, and biannual writing process submission, evaluated using 6-Traits 6-point Beginning Writer's Rubric (6-Traits Standard 6-point Writer's Rubric may be used with advanced writers)

Grade Seven Transdisciplinary Expectations

The curricular area expectations provide vertical alignment of learning expectations. The transdisciplinary expectations provide horizontal cohesion across the curricular areas. Teachers must support and nurture development towards these outcomes in addition to the subject specific expectations.

It is expected all grade one students are provided access to grade-appropriate **Learning Opportunities** that develop the following.

- **Curiosity and inquiry** exploring various purposes for research
- **Ingenuity and productivity** creating and following production timelines
- **Resourcefulness and flexibility** assessing and maximizing effectiveness
- **Imagination and expression** recognizing and analyzing how medium of expression affects communication and/or imagination
- **Thoughtfulness and consideration** recognizing, analyzing and minimizing limitations
- **Connectivity and influence** recognizing and analyzing the impact of action and inaction

It is expected that students who fully engage in the learning opportunities can demonstrate a grade-appropriate progress towards ESLR Transdisciplinary standards.

A Solid Foundation of Knowledge in the following areas.

- **Academic behaviors, skills and processes** related to the use of a variety of media
- **Interpersonal behaviors, skills and processes** related to time management
- **Intrapersonal behaviors, skills and processes** related to capacity and limitations

Positive Behaviors and Approaches to Learning by being able to keep to a timeline or schedule

Effective Communication by being able to recognize factors that limit communication

Higher Level Thinking by being able to choose effective media tools

International Mindedness and Community Appreciation by being able to discuss the impact of action and inaction



Early Years - 12 Resources

All teachers will use the following as developmentally appropriate. Other products, methods and tools with the same philosophical bases may also be used during the teaching and learning process. Systemwide assessments and assessment reporting must be aligned to the noted tools and explained to parents in terms of the noted tools.

English Spelling Assessment Tool: Words Their Way continuum for English phonics and spelling development; use begins in kindergarten or as developmentally appropriate

English Reading Assessment Tool: Kindergarten – Grade 8 use Fountas and Pinnell Reading Benchmarks; Grades 1 – 10 ESOL use WIDA Benchmarks

English Reading Teaching Approach: Teaching approach must be highly supportive, feedback intensive, and based on gradual release of responsibility models such as guided reading and reader's workshop.

English Writing Scale: 6-Traits 6-point Beginning Writer's Rubric for grades K – 3 and 6-Traits 6-point Writer's Rubric for grades 3 – 12 and WIDA for ESOL.

English Writing Teaching Approach: Teaching approach must be highly supportive, feedback intensive, and based on gradual release of responsibility models such as interactive writing, writer's workshop and guided writing approaches.

Handwriting: The same style must be taught within the same division. If an agreement cannot be reached then for alphabetic writing D'Nealian is the default choice. The goal is legible, well presented handwritten works to the degree that is appropriate for the age and coordination development of the student. Handwriting is taught kindergarten through grade five (and as needed in upper school). Teachers provide instructive feedback to guide development; however teachers do not grade handwriting along a continuum. If evaluation is necessary, it is either acceptably presentable or it is not. Script (cursive) writing begins in grade three.

English Vocabulary and sight words: The Dolch word list is used for English sight-reading words. Vocabulary development should be part of an integrated approach to reading and writing, as well as through other studies such as math, science and social studies. Vocabulary must be taught in context as opposed to taught as words in isolation.

Modern Language Association (MLA): MLA format is used for citing works.

Teacher Resource Recommendations

Other Recommended Resources

This section is underdevelopment.

Campus-specific curriculum maps are located on Atlas Rubicon, www.scischina.rubiconatlas.org.

Grade Eight Expectation

Content

Teachers approach literacy development primarily through discipline specific learning opportunities. Meaningful transdisciplinary opportunities are encouraged. Content includes the following: consideration of indirect language, e.g. nuances, connotations, nonverbal cues; a focus on the use of verbs to effect voice; at least two critical comparisons of language used for debate on a controversial issue, e.g. Globalization, the use of nuclear energy, taxation, effects of video games; development of public speaking skills that results in at least two public presentations opportunities; in depth study of at least three literary works. English literature suggestions: Hersey's Hiroshima; Jiang's The Red Scarf Girl; Buck's The Good Earth; Na's A Step from Heaven. Teacher developed units and lessons provide students with age-appropriate stimulus for developing language skills in context.

Weekly Learning Opportunities

Weekly Learning Opportunities

Students should have the following intentional and supported opportunities at least 2 times per week.

- To read something at his or her reading level (best if this is daily)
- To listen to a fluent reader
- To read something that he or she chose
- To write for an extended period

- To investigate/examine qualities of good writing
- To investigate/examine conventions (e.g. vocabulary, spelling, grammar, etc.)
- To engage in dialog with peers about reading, writing, words, literature
- To read to a knowledgeable adult and to get reading instruction that guides further development
- To build reading and listening comprehension strategies
- To build writing and speaking fluency

Nurturing Highly Transportable Attributes

Grades six - eight teachers provide learning opportunities that nurture the following highly transportable attributes. Note the learning opportunities span a three-year time period and should progress in sophistication as is developmentally appropriate.

Nurturing Highly Transportable Attributes

Attribute	Language Arts Learning Opportunities Targeting the Following
Curiosity & inquiry	Increasing capacity to glean insights and information from and participation in research projects, debates and panel discussions
Ingenuity & productivity	Increasing capacity to create highly effective paragraphs, and to increasing capacity to use rubrics such as the Six Traits writing rubric as a guide to improving one's own works, as a means to enhanced understanding of other's works, and as a resource to aid in quality control of one's own work
Resourcefulness & flexibility	Increasing capacity to transfer listening, speaking, reading, and writing knowledge and skills to all curricular areas
Imagination & expression	Increasing capacity to use language to negotiate challenging situations, to appreciate and convey nuances and connotations, and to express one's self using varied modalities
Thoughtfulness & Consideration	Capacity to recognize, analyze, and use essay as a form of self-expression, to assess the nature or intent of a given work, and to analyze the language used to convey and respond to controversial issues
Connectivity & Influence	Increasing capacity to maintain the interest of an audience or reader, to analyze the use of language to sway opinion or influence perception, and to discuss the skillful use of language by those whose craft is language dependent (e.g. literary artists, historians, the press.)

Structure of Learning Expectations: All continua lead to GLTs

Grade-level Language Arts benchmarks help stakeholders gauge progress towards the competencies expressed by the World Language Standards. The World Language Standards and corresponding grade-level benchmarks provide a continuum from which to gauge progress towards the enduring outcomes expressed in our HIS Expected Schoolwide Learning Results (GLTs). These benchmarks facilitate alignment across the HIS system, and are not intended to be an exhaustive list of all that a grade eight student could, should or might learn.

Grade Eight Language Arts Benchmarks

By the end of each grade, all students are expected to show reading and writing growth consistent with individual literacy goals. Benchmarks are cumulative. This means that the following benchmarks are in addition to all benchmarks from previous grades.

A Solid Foundation of Knowledge

To demonstrate continued development towards a A Solid Foundation of Knowledge, it is expected the student demonstrates conceptual understanding of the following.

Listening and Speaking

- Demonstrate understanding of semantics
 - Recognize that details of semantics are sometimes important and at other time unimportant
- Demonstrate understanding of debate and panel discussion
 - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas
 - Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented
- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

Literacy

- Demonstrate understanding of connotation and nuance
 - Recognize when words or phrases are used to give a subtle nuance that evokes a desired effect
 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
 - Interpret figures of speech (e.g. verbal irony, puns) in context
 - Use the relationship between particular words to better understand each of the words
 - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute)

- Demonstrate understanding of shifts in verb, voice, and mood
 - List factors that affect a writer's ability to evoke the desired mood
 - Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact)
- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text
- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text
- Knows a wide range of verb forms
 - Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences
 - Form and use verbs in the active and passive voice
 - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples
 - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text

To demonstrate continued development of skills that support ESLR standards, it is expected that students are able to demonstrate the following.

Positive Behaviors and Approaches to Learning

Demonstrating appropriate skills in the following areas indicates the student is developing capacities that will support Positive Learning Attitudes and Behaviors.

- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion
- Take notes, ask relevant questions, make meaningful comments, and provide constructive feedback to ideas presented orally, visually or in writing
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

Effective Communication

Demonstrating application of knowledge and skills in the following ways indicates that the student is developing his or her Effective Communication abilities.

- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest
- initiate and participate effectively in a range of collaborative discussions expressing their own ideas clearly and persuasively
-

Higher Level Thinking

Demonstrating application of knowledge and skills in the following ways indicates that the student is developing his or her Higher Level Thinking abilities.

- Analyze how a speaker's word choice and nonverbal cues reveal purpose, attitude, and perspective

International Mindedness and Community Appreciation

Demonstrating application of knowledge and skills in the following ways indicates the student is developing capacities that will support Global and Community Appreciation.

- The student interprets and discusses factors that have subtle influence on the use of language or that require the use of subtle or carefully chosen language

Systemwide Proficiency Indicators

Grade Eight Proficiency Indicators

Systemwide Listening and Speaking Assessments

- Biannual oral assessment beginning in Pre-kindergarten (Coming 2015)

Systemwide Reading Assessments

- Fountas and Pinnell Reading Assessment Level Z or above
- NWEA-MAP Reading RIT at least 215

Systemwide Writing Assessments

- NWEA-MAP RIT Language Usage above 209
- Exemplar indicators coming fall 2014 for biannual writing prompts, and biannual writing process submission, evaluated using 6-Traits 6-point Beginning Writer's Rubric (6-Traits Standard 6-point Writer's Rubric may be used with advanced writers)

Grade Eight Transdisciplinary Benchmarks

The curricular area expectations provide vertical alignment of learning expectations. The transdisciplinary expectations provide horizontal cohesion across the curricular areas. Teachers must support and nurture development towards these outcomes in addition to the subject specific expectations.

It is expected all grade one students are provided access to grade-appropriate **Learning Opportunities** that develop the following.

- **Curiosity and inquiry** creating and refining research questions
- **Ingenuity and productivity** determining necessary degree of precision, accuracy, reliability or other measures of integrity
- **Resourcefulness and flexibility** exploring and analyzing versatility
- **Imagination and expression** recognizing and analyzing how relationships affect conditions for imagination or expression
- **Thoughtfulness and consideration** analyzing arguments and reasoning
- **Connectivity and influence** recognizing the source(s) of influence

It is expected that students who fully engage in the learning opportunities can demonstrate a grade-appropriate progress towards ESLR Transdisciplinary standards.

A Solid Foundation of Knowledge in the following areas.

- **Academic behaviors, skills and processes** related to the ability to use respond to a variety assessment type
- **Interpersonal behaviors, skills and processes** related to the concept of dynamics
- **Intrapersonal behaviors, skills and processes** related to evaluation

Positive Behaviors and Approaches to Learning by being able to match an assessment type with the type and level of knowledge it is designed to assess

Effective Communication by being able to assess an argument or line of reasoning

Higher Level Thinking by being able to analyze the dynamics of a situation

International Mindedness and Community Appreciation by being able to discuss influences

Resources Used Systemwide

Early Years - 12 Resources

All teachers will use the following as developmentally appropriate. Other products, methods and tools with the same philosophical bases may also be used during the teaching and learning process. Systemwide assessments and assessment reporting must be aligned to the noted tools and explained to parents in terms of the noted tools.

English Spelling Assessment Tool: Words Their Way continuum for English phonics and spelling development; use begins in kindergarten or as developmentally appropriate

English Reading Assessment Tool: Kindergarten – Grade 8 use Fountas and Pinnell Reading Benchmarks; Grades 1 – 10 ESOL use WIDA Benchmarks

English Reading Teaching Approach: Teaching approach must be highly supportive, feedback intensive, and based on gradual release of responsibility models such as guided reading and reader's workshop.

English Writing Scale: 6-Traits 6-point Beginning Writer's Rubric for grades K – 3 and 6-Traits 6-point Writer's Rubric for grades 3 – 12 and WIDA for ESOL.

English Writing Teaching Approach: Teaching approach must be highly supportive, feedback intensive, and based on gradual release of responsibility models such as interactive writing, writer's workshop and guided writing approaches.

Handwriting: The same style must be taught within the same division. If an agreement cannot be reached then for alphabetic writing D'Nealian is the default choice. The goal is legible, well presented handwritten works to the degree that is appropriate for the age and coordination development of the student. Handwriting is taught kindergarten through grade five (and as needed in upper school). Teachers provide instructive feedback to guide development; however teachers do not grade handwriting along a continuum. If evaluation is necessary, it is either acceptably presentable or it is not. Script (cursive) writing begins in grade three.

English Vocabulary and sight words: The Dolch word list is used for English sight-reading words. Vocabulary development should be part of an integrated approach to reading and writing, as well as through other studies such as math, science and social studies. Vocabulary must be taught in context as opposed to taught as words in isolation.

Modern Language Association (MLA): MLA format is used for citing works.

Teacher Resource Recommendations

Other Recommended Resources

This section is underdevelopment.

Campus-specific curriculum maps are located on Atlas Rubicon, www.scischina.rubiconatlas.org.

Grade Nine and Grade Ten

Intermediate 2 (Grade Nine and Grade Ten)

At HIS grade nine marks the beginning of the Intermediate 2 stage of development for the Language Arts program. Starting this stage, students are comfortable with the language in all domains, listening, speaking, reading, and writing. Although comfortable, students in this stage are still learning to read and learning to write with greater sophistication. During this stage students become increasingly able to understand and empathize with the ideas and feelings of others; however, it is not uncommon for them to believe that their own ideas are the most true. Through exploring literary and nonliterary works students can gain a broader range of perspectives to consider. Students at this stage of development are able to read, respond to, and think critically about texts. Helping students make connections between the works of others and their own opinions can facilitate making the material relevant. Helping students assess and evaluate works based on criteria such as those for quality writing or effective arguments can facilitate learning to appreciate and consider the thoughts and ideas of others beyond the limitations of one's own opinions.

Students at this stage of development are increasingly able to discern subtext, connotation, and the more subtle undertones of language and to use this ability to recognize the skillful use of language to entertain, persuade, influence, and inform. It is typical for adolescent students to consider their place in the world, trying to figure out who they are and how do they fit in. Although the primary focus of high school course work is academic in nature, literary and non-literary works can also provide students opportunities for personal reflection and potential role-models characteristics to consider. Given the cultural diversity of our student population, it is important that teachers do not assume a singular cultural perspective. The linguistic diversity of our student population is also a consideration. Although some "learners who are learning in their mother tongue may have an intuitive unconscious sense of how the language works and have a full range of choices and linguistic genres available to them" (IBO, 2008) not all learners will have this intuition. Teachers are reminded to be aware of this diversity when choosing materials, making assignments, and deciding what to explicitly teach. (See IBO reference and other recommended readings for additional insights related to teaching a linguistically diverse population.)

At this level, students develop the ability to select texts based on reading purpose and to control their rate of reading depending on the nature of the text and the purpose of the reading (for example, reading slowly and carefully to comprehend a complex text, or reading quickly, e.g. scanning for information, to cover a lot of material in a short time). It is expected that students show increasing ability to make sense of text that is structured in unfamiliar ways or that uses unfamiliar terms. As students hone their writing craft, they are better able to focus on the subtleties of specific genre and become increasingly able to select and incorporate these subtleties in their own works. A wide range of writing development is expected and may include such forms as essays, reports, narratives, blogs, feature articles, character profiles, responses to literature, and short answers or explanations. By the end of Intermediate 2 stage of development students should be skilled in recognizing the traits of quality in writing, speaking, and presenting in a range of genres and be able to produce quality academic writing, speech, and presentations for the purposes of informing, persuading, and expressing the ideas of self and others.

(See the HIS Curriculum Corner: The Journey We
Call School for general explanation of Stages of
Development.)

Grade Nine Language Arts

Grade Nine Expectations

Content

Teachers approach literacy development primarily through discipline specific learning opportunities. Meaningful transdisciplinary opportunities are encouraged. Content includes the following:

At least three critical comparison studies of language intended to influence; suggestions: contemporary news from different news agencies, famous speeches on the same topic, mission and vision statements or ad campaigns from different companies; Development of public speaking skills that results in at least two public presentations opportunities; In depth study of at least three literary works. English literature suggestions: Steinbeck's *Of Mice and Men*; Dickens' *Great Expectations*; Keyes' *Flowers for Algernon*; Lee's *To Kill a Mockingbird*; Shakespeare's *Romeo and Juliet*. Teacher developed units and lessons provide students with age-appropriate stimulus for developing language skills in context.

Weekly Learning Opportunities

Weekly Learning Opportunities

Students should have the following intentional and supported opportunities at least 2 times per week.

- To read something at his or her reading level (best if this is daily)
- To listen to a fluent reader
- To read something that he or she chose
- To write for an extended period
- To investigate/examine qualities of good writing
- To investigate/examine conventions (e.g. vocabulary, spelling, grammar, etc.)
- To engage in dialog with peers about reading, writing, words, literature
- To read to a knowledgeable adult and to get reading instruction that guides further development
- To build comprehension strategies
- To build fluency
- To share writing with a knowledgeable adult and to get writing instruction that guides further development (guided writing)
- To get speaking/listening guidance that guides further development (guided speaking/listening)
- To read, write, listen, speak for assigned purpose

Nurturing Highly Transportable Attributes

Grades nine and ten teachers provide learning opportunities that nurture the following highly transportable attributes. Note the learning opportunities span a two-year time period and should progress in sophistication as is developmentally appropriate.

Nurturing Highly Transportable Attributes

Attribute	Language Arts Learning Opportunities Targeting the Following
Curiosity & inquiry	Increasing capacity to recognize and analyze a substantive topic or text including exploring how controversial issues are approached in literary and non-literary works
Ingenuity & productivity	Increasing capacity to create polished single-medium and multimedia works that integrate different points of view and or varied cultural perspectives
Resourcefulness & flexibility	Increasing capacity to approach abstract ideas, including synthesizing the views of others when available information is ambiguous or prior knowledge is limited
Imagination & expression	Increasing capacity to use rhetorical devices, word choice, and appropriate voice and expression in a variety of formal contexts
Thoughtfulness & Consideration	Increasing capacity to analyze literature and evaluate a work based on literary elements
Connectivity & Influence	Increasing capacity to discuss literary, global, and universal themes in all timeframes, focusing on the power of language

What all Grade Nine Students Should Know and be Able to Do

Structure of Learning Expectations: All continua lead to GLTs

Grade-level Language Arts benchmarks help stakeholders gauge progress towards the competencies expressed by the World Language Standards. The World Language Standards and corresponding grade-level benchmarks provide a continuum from which to gauge progress towards the enduring outcomes expressed in our HIS Expected Schoolwide Learning Results (GLTs). These benchmarks facilitate alignment across the HIS system, and are not intended to be an exhaustive list of all that a grade nine student could, should or might learn.

Grade Nine Language Arts Benchmarks

By the end of each grade, all students are expected to show reading and writing growth consistent with individual literacy goals. Benchmarks are cumulative. This means that the following benchmarks are in addition to all benchmarks from previous grades.

A Solid Foundation of Knowledge

To demonstrate continued development towards a A Solid Foundation of Knowledge, it is expected the student demonstrates conceptual understanding of the following.

Listening and Speaking

- Demonstrate understanding of delivery
 - Practice not only content but also for delivery, e.g. eye contact, pacing, pauses and volume changes, ability, voice projection
- Demonstrate understanding of rhetorical devices
 - Recognize and use rhetorical devices, e.g. irony, metaphor, alliteration, simile, etc.
 - Improve word choice through using rhetorical devices
- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal language when indicated or appropriate
- Explicitly draw on preparation for discussion by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas

Literacy

- Demonstrate understanding of substantive topics or text
 - Recount features that make a text or topic substantive
- Interpret and support claims of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- Demonstrate understanding nominalization
 - Changes sentence structure to accommodate changes in parts of speech; e.g. Erosion caused the landslide. The mountainside was eroding. The poor often come from poor neighborhoods.
 - Teacher note: Study of nominalization must occur in full sentence context. It is not sufficient to match verb and adjective forms with the appropriate noun form
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy)
- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text
- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events
 - To demonstrate continued development of skills that support ESLR standards, it is expected that students are able to demonstrate the following

Positive Behaviors and Approaches to Learning

Demonstrating appropriate skills in the following areas indicates the student is developing capacities that will support Positive Learning Attitudes and Behaviors.

- Explicitly draw on preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas
- Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account

Effective Communication

Demonstrating application of knowledge and skills in the following ways indicates that the student is developing his or her Effective Communication abilities.

- Initiate and participate effectively in a range of collaborative discussions expressing own ideas clearly and persuasively.
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Higher Level Thinking

Demonstrating application of knowledge and skills in the following ways indicates that the student is developing his or her Higher Level Thinking abilities.

- Summarize, make judgments, and evaluate the content and delivery of oral presentations
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

International Mindedness and Community Appreciation

Demonstrating application of knowledge and skills in the following ways indicates the student is developing capacities that will support Global and Community Appreciation.

- Analyze and describe factors that impact the importance of a given work and therefore might influence its content, structure, medium and/or style

Systemwide Proficiency Indicators

Grade Nine Proficiency Indicators

Systemwide Listening and Speaking Assessments

- Biannual oral assessment (Coming 2015)

Systemwide Reading Assessments

- Approximate NWEA-MAP Reading RIT at least 215
- WIDA-Level 6

Systemwide Writing Assessments

- Approximate NWEA-MAP RIT Language Usage above 209
- Exemplar indicators coming fall 2014 for biannual writing prompts, and biannual writing process submission, evaluated using 6-Traits 6-point Beginning Writer's Rubric (6-Traits Standard 6-point Writer's Rubric may be used with advanced writers)

Grade Nine Transdisciplinary Benchmarks

The curricular area expectations provide vertical alignment of learning expectations. The transdisciplinary expectations provide horizontal cohesion across the curricular areas. Teachers must support and nurture development towards these outcomes in addition to the subject specific expectations.

It is expected all grade one students are provided access to grade-appropriate **Learning Opportunities** that develop the following.

- **Curiosity and inquiry** creating and refining a hypothesis, thesis or position statement
- **Ingenuity and productivity** designing rubrics or other quality assessment tools
- **Resourcefulness and flexibility** exploring and analyzing alternatives
- **Imagination and expression** recognizing the collective affect of multiple complexities on expression or imagination
- **Thoughtfulness and consideration** assessing implications and consequences
- **Connectivity and influence** recognizing and analyzing interactions

It is expected that students who fully engage in the learning opportunities can demonstrate a gradeappropriate progress towards ESLR Transdisciplinary standards.

A Solid Foundation of Knowledge in the following areas.

- **Academic behaviors, skills and processes** related to the ability to establish criteria
- **Interpersonal behaviors, skills and processes** related to the concept of trust
- **Intrapersonal behaviors, skills and processes** related to the able to self-assess with reliability and accuracy

Positive Behaviors and Approaches to Learning

by being able to create rubrics or other self-assessment tools and to self-assess throughout the goal-setting process



Effective Communication by being able to recognize and to adjust for audience, purpose and venue

Higher Level Thinking by being able to analyze and to discuss implications and consequences

International Mindedness and Community Appreciation by being able to comment on the relationship between trust and interactions

Resources Used Systemwide

Early Years - 12 Resources

All teachers will use the following as developmentally appropriate. Other products, methods and tools with the same philosophical bases may also be used during the teaching and learning process. Systemwide assessments and assessment reporting must be aligned to the noted tools and explained to parents in terms of the noted tools.

English Spelling Assessment Tool: Words Their Way continuum for English phonics and spelling development; use begins in kindergarten or as developmentally appropriate

English Reading Assessment Tool: Kindergarten – Grade 8 use Fountas and Pinnell Reading Benchmarks; Grades 1 – 10 ESOL use WIDA Benchmarks

English Reading Teaching Approach: Teaching approach must be highly supportive, feedback intensive, and based on gradual release of responsibility models such as guided reading and reader's workshop.

English Writing Scale: 6-Traits 6-point Beginning Writer's Rubric for grades K – 3 and 6-Traits 6-point Writer's Rubric for grades 3 – 12 and WIDA for ESOL.

English Writing Teaching Approach: Teaching approach must be highly supportive, feedback intensive, and based on gradual release of responsibility models such as interactive writing, writer's workshop and guided writing approaches.

Handwriting: The same style must be taught within the same division. If an agreement cannot be reached then for alphabetic writing D'Nealian is the default choice. The goal is legible, well presented handwritten works to the degree that is appropriate for the age and coordination development of the student. Handwriting is taught kindergarten through grade five (and as needed in upper school). Teachers provide instructive feedback to guide development; however teachers do not grade handwriting along a continuum. If evaluation is necessary, it is either acceptably presentable or it is not. Script (cursive) writing begins in grade three.

English Vocabulary and sight words: The Dolch word list is used for English sight-reading words. Vocabulary development should be part of an integrated approach to reading and writing, as well as through other studies such as math, science and social studies. Vocabulary must be taught in context as opposed to taught as words in isolation.

Modern Language Association (MLA): MLA format is used for citing works.

Teacher Resources

This section is underdevelopment.

Grade Ten Language Arts

Grade Ten Expectations

Content

Teachers approach literacy development primarily through discipline specific learning opportunities. Meaningful transdisciplinary opportunities are encouraged. Content includes the following.

- Consolidation of writing for academic purposes, such that the student knows his or her writing limitations and has strategies and techniques to write academically despite limitations whilst continuing to develop.
- At least three critical comparison studies of language intended to synthesize or address multiple perspectives; Suggestions: Peace treaties, speeches, research summary articles
- Development of public speaking skills that results in at least two public presentations opportunities
- In depth study of at least three literary works. English literature suggestions: Orwell's Animal Farm, Bradbury's Fahrenheit 451, Collings' The Hunger Games, Rose's 12 Angry Men, Shakespeare's The Tempest or Julius Caesar, Tan's Joy Luck Club, Golding's Lord of the Flies. Teacher developed units and lessons provide students with age-appropriate stimulus for developing language skills in context.

Weekly Learning Opportunities

Weekly Learning Opportunities

Students should have the following intentional and supported opportunities at least 2 times per week.

- To read something at his or her reading level (best if this is daily)
- To listen to a fluent reader
- To read something that he or she chose
- To write for an extended period
- To investigate/examine qualities of good writing
- To investigate/examine conventions (e.g. vocabulary, spelling, grammar, etc.)
- To engage in dialog with peers about reading, writing, words, literature
- To read to a knowledgeable adult and to get reading instruction that guides further development
- To build comprehension strategies
- To build fluency
- To share writing with a knowledgeable adult and to get writing instruction that guides further development (guided writing)
- To get speaking/listening guidance that guides further development (guided speaking/listening) • To read, write, listen, speak for assigned purpose

Nurturing Highly Transportable Attributes

Grades nine and ten teachers provide learning opportunities that nurture the following highly transportable attributes. Note the learning opportunities span a two-year time period and should progress in sophistication as is developmentally appropriate.

Nurturing Highly Transportable Attributes

Attribute	Language Arts Learning Opportunities Targeting the Following
Curiosity & inquiry	Increasing capacity to recognize and analyze a substantive topic or text including exploring how controversial issues are approached in literary and non-literary works
Ingenuity & productivity	Increasing capacity to create polished single-medium and multimedia works that integrate different points of view and or varied cultural perspectives
Resourcefulness & flexibility	Increasing capacity to approach abstract ideas, including synthesizing the views of others when available information is ambiguous or prior knowledge is limited
Imagination & expression	Increasing capacity to use rhetorical devices, word choice, and appropriate voice and expression in a variety of formal contexts
Thoughtfulness & Consideration	Increasing capacity to analyze literature and evaluate a work based on literary elements
Connectivity & Influence	Increasing capacity to discuss literary, global, and universal themes in all timeframes, focusing on the power of language

What all Grade Ten Students Should Know and be Able to Do

Structure of Learning Expectations: All continua lead to GLTs

Grade-level Language Arts benchmarks help stakeholders gauge progress towards the competencies expressed by the World Language Standards. The World Language Standards and corresponding grade-level benchmarks provide a continuum from which to gauge progress towards the enduring outcomes expressed in our HIS Expected Schoolwide Learning Results (GLTs). These benchmarks facilitate alignment across the HIS system, and are not intended to be an exhaustive list of all that a grade ten student could, should or might learn.

Grade Ten Language Arts Benchmarks

By the end of each grade, all students are expected to show reading and writing growth consistent with individual literacy goals. Benchmarks are cumulative. This means that the following benchmarks are in addition to all benchmarks from previous grades.

A Solid Foundation of Knowledge

To demonstrate continued development towards a A Solid Foundation of Knowledge, it is expected the student demonstrates conceptual understanding of the following.

Listening and Speaking

- Demonstrate understanding of cadence and speech patterns
- Recognize, compare, contrast cadence and speech patterns
- Demonstrate understanding of impromptu
 - Recognizes that successful impromptu is based on preparation
 - Recognize connections between preparation and seemingly impromptu delivery
- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal language when indicated or appropriate.

Literacy

- Demonstrate understanding of deep literary analysis
 - Recognize how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme
 - Recognize how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
 - Recognize the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
 - Identify in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- Demonstrate understanding of parallel structures
 - Improve writing through awareness of and attention to correct use of parallel structures (Note to teachers: this provides a reason to study grammar in context.)
- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text
- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
- Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events

Positive Behaviors and Approaches to Learning

Demonstrating appropriate skills in the following areas indicates the student is developing capacities that will support Positive Learning Attitudes and Behaviors.

- Explicitly draw on preparation for discussion by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas

Effective Communication

Demonstrating application of knowledge and skills in the following ways indicates that the student is developing his or her Effective Communication abilities.

- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest
- Adjust a speech or presentation based on audience response

Higher Level Thinking

Demonstrating application of knowledge and skills in the following ways indicates that the student is developing his or her Higher Level Thinking abilities.

- Analyze ways in which the style and structure of a speech supports or confuses its meaning or purpose
- Provide in depth analysis or critique of a given literary work

International Mindedness and Community Appreciation

Demonstrating application of knowledge and skills in the following ways indicates the student is developing capacities that will support Global and Community Appreciation.

- Describe the impact of cultural perspective on the language used in a given work

Systemwide Proficiency Indicators

Grade Ten Proficiency Indicators

Systemwide Listening and Speaking Assessments

- Biannual oral assessment beginning in Pre-kindergarten (Coming 2015)

Systemwide Reading Assessments

- PSAT Critical Reading 48 and above

Systemwide Writing Assessments

- Exemplar indicators coming fall 2014 for biannual writing prompts, and biannual writing process submission, evaluated using 6-Traits 6-point Beginning Writer's Rubric (6-Traits Standard 6-point Writer's Rubric may be used with advanced writers)

Grade Ten Transdisciplinary Benchmarks

The curricular area expectations provide vertical alignment of learning expectations. The transdisciplinary expectations provide horizontal cohesion across the curricular areas. Teachers must support and nurture development towards these outcomes in addition to the subject specific expectations.

It is expected all grade one students are provided access to grade-appropriate **Learning Opportunities** that develop the following.

- **Curiosity and inquiry** designing, planning and implementing an investigation
- **Ingenuity and productivity** creating products with a high-degree of integrity, concept-form alignment and quality
- **Resourcefulness and flexibility** making the many resource related choices associated with a complex undertaking
- **Imagination and expression** being imaginative and expressive in conditions with a high degree of complexity
- **Thoughtfulness and consideration** analyzing and assessing originality
- **Connectivity and influence** recognizing and analyzing how one area of thought can impact another

It is expected that students who fully engage in the learning opportunities can demonstrate a grade-appropriate progress towards ESLR Transdisciplinary standards.

A Solid Foundation of Knowledge in the following areas.

- **Academic behaviors, skills and processes** by demonstrating conceptual understanding of degrees of knowing
- **Interpersonal behaviors, skills and processes** by demonstrating conceptual understanding of leadership
- **Intrapersonal behaviors, skills and processes** by being able to self-reliance and independence

Positive Behaviors and Approaches to Learning by being able to recognize leadership qualities in his or herself and in others **Effective Communication** by being able to discuss the effects of breadth and depth of knowledge on imagination and on expression

Higher Level Thinking by being able to analyze the flow/path and development of an idea or concept

International Mindedness and Community Appreciation by being able to analyze situations and discuss independence, interdependence and dependence in the context of the situation

Resources Used Systemwide

Early Years - 12 Resources

All teachers will use the following as developmentally appropriate. Other products, methods and tools with the same philosophical bases may also be used during the teaching and learning process. Systemwide assessments and assessment reporting must be aligned to the noted tools and explained to parents in terms of the noted tools.

English Spelling Assessment Tool: Words Their Way continuum for English phonics and spelling development; use begins in kindergarten or as developmentally appropriate

English Reading Assessment Tool: Kindergarten – Grade 8 use Fountas and Pinnell Reading Benchmarks; Grades 1 – 10 ESOL use WIDA Benchmarks

English Reading Teaching Approach: Teaching approach must be highly supportive, feedback intensive, and based on gradual release of responsibility models such as guided reading and reader's workshop.

English Writing Scale: 6-Traits 6-point Beginning Writer's Rubric for grades K – 3 and 6-Traits 6-point Writer's Rubric for grades 3 – 12 and WIDA for ESOL.

English Writing Teaching Approach: Teaching approach must be highly supportive, feedback intensive, and based on gradual release of responsibility models such as interactive writing, writer's workshop and guided writing approaches.

Handwriting: The same style must be taught within the same division. If an agreement cannot be reached then for alphabetic writing D'Nealian is the default choice. The goal is legible, well presented handwritten works to the degree that is appropriate for the age and coordination development of the student. Handwriting is taught kindergarten through grade five (and as needed in upper school). Teachers provide instructive feedback to guide development; however teachers do not grade handwriting along a continuum. If evaluation is necessary, it is either acceptably presentable or it is not. Script (cursive) writing begins in grade three.

English Vocabulary and sight words: The Dolch word list is used for English sight-reading words. Vocabulary development should be part of an integrated approach to reading and writing, as well as through other studies such as math, science and social studies. Vocabulary must be taught in context as opposed to taught as words in isolation.

Modern Language Association (MLA): MLA format is used for citing works.

Teacher Resource Recommendations

Other Recommended Resources

This section is underdevelopment.

Campus-specific curriculum maps are located on Atlas Rubicon, www.scischina.rubiconatlas.org.

Experienced Grade Eleven and Grade Twelve

Experienced (Grade Eleven and Grade Twelve)

At HIS grade eleven marks the beginning of the Experienced stage of development for the Language Arts program. Starting this stage, students generally have a strong foundation of academic language in at least one language across all domains, listening, speaking, reading, and writing. The options to fully explore language and literature at a high level extend beyond Chinese and English. Through the school-supported self-taught option IB-Standard Level Language and Literature courses can be offered in a wide range of languages. These courses focus on the subtleties and intricacies of language and use of language. Courses are designed to help students develop and hone their abilities to deeply analyze literary and non-literary works, to make meaningful connections to and between works, to draw upon the perspectives of different peoples, cultures, and styles in order to write and present with insights and understandings that not only help students to recognize the strength and power of language but also to expand their insights and stretch their capacities to appreciate and to use language.

At this level content becomes a major focus of the course, however, skill development remains in the forefront of the learning experience. As students mature they continue to need formative practice and feedback provided in a safe environment in order to experiment with ideas, arguments, techniques, and structures in light of new insights and developing maturity of thought. Major assessments focus on four areas, (1) knowledge and understanding of text, e.g. demonstrating understanding of language, structures, styles and techniques as well as of constructs of meaning; (2) application and analysis, e.g. demonstrating ability to choose appropriate texts, to use relevant terminology, to analyze the effects of language, structure technique and style on the reader, and to substantiate and justify ideas with relevant examples; (3) synthesis and evaluation, e.g. to compare and contrast formal elements, content and context of different texts, and to discuss and evaluate conflicting viewpoints with and about a text; (4) selection and use of appropriate presentation and language skills, e.g. ability to express ideas clearly both orally and in writing, to use a range of styles, registers, and situations to express self and represent the ideas of others, and to discuss and analyze texts in a focused and logical manner.

At this level it is important that a student know his or her strengths as a reader and as a writer, and to use these strengths to make the most of his or her communications. If vocabulary is a limitation, instead of spending extensive time trying to expand vocabulary it might be of greater benefit to practice flexibility to maximize use of the student's known vocabulary. If the grammar of complex sentence structures is a problem, perhaps time invested in how to create fluency through simpler structures would be time well spent. Of course increasing capacity in new areas or areas of weaknesses should receive attention, however it is advised that building from strengths provide the primary focus.



Grades 11 and 12 Language Arts

Grades 11 and 12 Expectations

Content

Content for Language Arts in grades 11 and 12 is derived from the IB Diploma syllabi for Group 1 courses. This includes Literature as well as Language and Literature courses at both the Standard and Higher Level. Teachers approach literacy development primarily through discipline specific learning opportunities. Meaningful transdisciplinary opportunities are encouraged.

Content includes the critical study of at least four literary works. The following criteria must be met amongst the four texts.

- At least one work must be of the student's own choosing
- At least two works must be studied with a focus on how context and or circumstances shape both the production of the work and what the reader brings to understanding and interpretation of the work
- At least one work must have been originally written in another language and studied in translation
- At least two works must be studied with a focus on literary elements e.g. structure, characterization, theme, imagery, persona, irony, etc.

Although not all students are required to sit IB exams, all courses for grades 11 and 12 are based on IBO course syllabi (with latitude for modification for students not sitting the IB exams); therefore, teachers are encouraged to select texts from the PLT and PLA lists provided by the IBO. Teachers should cross-reference HIS inventory when making text selections in order to maximize use of available resources. English Language Arts literary suggestions: Achebe's *Things Fall Apart*, Shaw's *Pygmalion*, Shakespeare's *Hamlet*, Solzhenitsyn's *One Day in the Life of Ivan Denisovich*. In depth study of the use of language suggestions: Mass media and public mindsets, Language and the exercise of power, Impact of globalization on language.

Weekly Learning Opportunities

Weekly Learning Opportunities

Students should have the following intentional and supported opportunities at least 1 time per week (twice if possible).

- To read something at his or her reading level (best if this is daily)
- To listen to a fluent reader
- To read and respond to something that he or she chose
- To write for an extended period
- To investigate/examine qualities of good writing
- To investigate/examine conventions (e.g. vocabulary, spelling, grammar, etc.) in context and reflect upon these conventions as used in own works
- To engage in dialog with peers and knowledgeable adults about literary features, use of language, and or ways in constructing meaning through language
- To build analysis strategies
- To build fluency
- To share writing with a knowledgeable adult and to get writing instruction that guides further development (guided writing)
- To get speaking/listening guidance that guides further development (guided speaking/listening)

Nurturing Highly Transportable Attributes

Grades eleven and twelve teachers provide learning opportunities that nurture the following highly transportable attributes. Note the learning opportunities span a two-year time period and should progress in sophistication as is developmentally appropriate.

Nurturing Highly Transportable Attributes

Attribute	Language Arts Learning Opportunities Targeting the Following
Curiosity & inquiry	Increasing capacity explore the constructed meaning generated by language
Ingenuity & productivity	Increasing capacity to exude language competence and confidence
Resourcefulness & flexibility	Increasing capacity to utilize the strengths of one's own style and for adapting that style to a variety of contexts and audiences
Imagination & expression	Increasing capacity to express one's self concisely without losing the essence or elegance of the thought
Thoughtfulness & Consideration	Increasing capacity to conduct textual analysis
Connectivity & Influence	Increasing capacity to approach and study literature as a source of insight into cultures, languages, humanity and one's own perceptions in these areas

What all Grades Eleven and Twelve Students Should Know and be Able to Do

Structure of Learning Expectations: All continua lead to GLTs

Grade-level Language Arts benchmarks help stakeholders gauge progress towards the competencies expressed by the World Language Standards. The World Language Standards and corresponding grade-level benchmarks provide a continuum from which to gauge progress towards the enduring outcomes expressed in our HIS Expected Schoolwide Learning Results (GLTs). These benchmarks facilitate alignment across the HIS system, and are not intended to be an exhaustive list of all that a grade eleven or a grade twelve student could, should or might learn.

Grades Eleven and Twelve Language Arts Benchmarks

By the end of each grade, all students are expected to show reading and writing growth consistent with individual literacy goals. Benchmarks are cumulative. This means that the following benchmarks are in addition to all benchmarks from previous grades.

World Language Standards: It is expected that by the end of grade twelve the student meets most, if not all of the benchmarks, set forth in the Early Years – grade twelve Language Arts Benchmark Continuum. Meeting these benchmarks with the sophistication of an emerging adult who is well educated indicates that the student has met the standards regarding a A Solid Foundation of Knowledge in the area of Language Arts.

A Solid Foundation of Knowledge

To demonstrate continued development towards a A Solid Foundation of Knowledge, it is expected the student demonstrates conceptual understanding of the following. **Language and Literature**

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
- Integrate and evaluate multiple sources of information present in diverse formats and media
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
- Analyze the impact of the author's choices regarding how to develop and relate elements of a story, drama, or presentation (e.g. where a story is set, how the action is ordered, how the characters or ideas are introduced and developed, etc.)

Meeting the SFK Standards for Language Arts

WL1 The student is able to purposefully listen for information and understanding from a variety of sources in a variety of situations.

WL2 The student is able to speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

WL3 The student is able to read a variety of texts with fluency and comprehension.

WL4 The student is able to write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Collectively the N-12 benchmark continuum indicates that the student not a A Solid Foundation of Knowledge in the area of Language Arts, but also the ability to use this knowledge within and outside of academic contexts. The following are benchmarks for grades 11 and 12 as well as the ESLR standards for Language arts that are expected to be met with the sophistication of an emerging adult who is well positioned to continue learning and application of learning beyond high school.

Positive Behaviors and Approaches to Learning

Demonstrating appropriate skills in the following areas indicates the student is developing capacities that will support Positive Learning Attitudes and Behaviors.

- Use his or her language strategies and techniques effectively with a high degree of quality
 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
 - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic
 - Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events
 - If necessary to ensure quality and clarity, use formulaic general templates to structure works, e.g. a five-paragraph essay template, a compare and contrast template, or a literary analysis template

Meeting the PBATL Standards for Language Arts

WL5 (LA) The student prepares for and participates effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- a. The student expresses ideas, asks and answers questions, and initiates and engages in conversations on familiar topics.

- WL6 The student acquires and uses a range of content area specific words and phrases, and to independently gather vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- WL7 (LA) The student writes routinely over extended periods and shorter periods for a range of tasks, purposes, and audiences to produce written works demonstrating appropriate sophistication and quality.
- WL8 The student gathers relevant information from multiple sources, (LA) assesses the credibility and accuracy of each source, and integrates the information while avoiding plagiarism.

Effective Communication

Demonstrating application of knowledge and skills in the following ways indicates that the student is developing his or her Effective Communication abilities.

- Exude language competence and communicate with confidence
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks

Meeting the EC Standards for Language Arts

- WL9 The student integrates and evaluates content presented in diverse formats and media, including visually and quantitatively, and in oral or written mediums.
- WL10 (LA) The student delineates and evaluates the speaker, writer, or presenter's point of view, arguments, claims, reasoning, and uses of evidence and rhetoric, including the validity of the reasoning, the relevance and sufficiency of the evidence.
- a. The student interprets words and phrases in context, (LA) including determining technical, connotative, and figurative meanings, and analyzes how specific word choices shape meaning or tone.
 - b. (LA) The student writes arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Higher Level Thinking

Demonstrating application of knowledge and skills in the following ways indicates that the student is developing his or her Higher Level Thinking abilities.

- Develop meaning from literary and non-literary works through analysis and synthesis
- Draw evidence from literary or informational texts to support analysis, reflection, and research
- Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact
-

Meeting the HLT Standards for Language Arts

- WL11 The student conducts short as well as (LA) more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- WL12 The student analyzes the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- WL13 (LA) The student analyzes how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- WL14 (LA) The student analyzes how and why individuals, events, or ideas develop and interact over the course of a text, speech, or presentation

International Mindedness and Community Appreciation

Demonstrating application of knowledge and skills in the following ways indicates the student is developing capacities that will support Global and Community Appreciation.

- Analyze the effects of cultural context, historical context, and or situational context on the development of a given literary or non-literary work
- Analyze the effects of cultural context, historical context, and or situational context on a reader's interpretation of a given literary or non-literary work
-

Meeting the IMCA Standards for Language Arts

- WL15 The student recognizes and compares factors such as point of view, cultural practice and or purpose as well as (LA) assesses how these factors shape the content and style of a text.
- WL16 The student recognizes desirable human characteristics and processes of character building, and assesses the impact that these characteristics might have on one's own character and character building capacity.

Systemwide Proficiency Indicators

Grades Eleven and Twelve Proficiency Indicators

Systemwide Listening and Speaking Assessments

- Biannual oral assessment (Coming 2015)

Systemwide Reading Assessments

- Not yet determined

Systemwide Writing Assessments

- Exemplar indicators coming fall 2014 for biannual writing prompts, and biannual writing process submission, evaluated using 6-Traits 6-point Beginning Writer's Rubric (6-Traits Standard 6-point Writer's Rubric may be used with advanced writers)

Grades Eleven and Twelve Transdisciplinary Benchmarks

The curricular area expectations provide vertical alignment of learning expectations. The transdisciplinary expectations provide horizontal cohesion across the curricular areas. Teachers must support and nurture development towards these outcomes in addition to the subject specific expectations.

It is expected all grades eleven and twelve students are provided access to grade-appropriate **Learning Opportunities** that develop the following.

- **Curiosity and inquiry:** recognizing opportunities that might exist in prescribe contexts for pursuing personal interests and curiosities
- **Ingenuity and productivity:** recognizing innovation and quality and producing both
- **Resourcefulness and flexibility:** being adaptive and versatile with time, talents and resources
- **Imagination and expression:** engaging both imagination and expression with an open yet discerning mind
- **Thoughtfulness and consideration:** providing, analyzing and evaluating evidence
- **Connectivity and influence:** approaching tasks, studies, investigations, ideas etc. from multiple perspectives and with consideration for both substance and context

It is expected that students who fully engage in the learning opportunities can demonstrate a grade-appropriate progress towards ESLR Transdisciplinary standards.

A Solid Foundation of Knowledge in the following areas.

- **Academic skills** and processes related to the concept of academic study
- **Interpersonal skills** and processes related to the concept of social responsibility
- **Intrapersonal skills** and processes related to the concept of self-interest

Positive Behaviors and Approaches to Learning by being able to produce quality work with limited individual scaffolding provided by others

Effective Communication by being able to express ideas of self and others effectively and efficiently without plagiarism or unintentional distortion

Higher Level Thinking by being able to synthesize new information with prior knowledge and critically analyze prior knowledge in light of new information

International Mindedness and Community Appreciation by being able to comment on the nature of connections and or influences in a given situation or context

Resources Used Systemwide

Early Years - 12 Resources

All teachers will use the following as developmentally appropriate. Other products, methods and tools with the same philosophical bases may also be used during the teaching and learning process. Systemwide assessments and assessment reporting must be aligned to the noted tools and explained to parents in terms of the noted tools.

English Spelling Assessment Tool: Words Their Way continuum for English phonics and spelling development; use begins in kindergarten or as developmentally appropriate

English Reading Assessment Tool: Kindergarten – Grade 8 use Fountas and Pinnell Reading Benchmarks; Grades 1 – 10 ESOL use WIDA Benchmarks

English Reading Teaching Approach: Teaching approach must be highly supportive, feedback intensive, and based on gradual release of responsibility models such as guided reading and reader's workshop.

English Writing Scale: 6-Traits 6-point Beginning Writer's Rubric for grades K – 3 and 6-Traits 6-point Writer's Rubric for grades 3 – 12 and WIDA for ESOL.

English Writing Teaching Approach: Teaching approach must be highly supportive, feedback intensive, and based on gradual release of responsibility models such as interactive writing, writer's workshop and guided writing approaches.

Handwriting: The same style must be taught within the same division. If an agreement cannot be reached then for alphabetic writing D'Nealian is the default choice. The goal is legible, well presented handwritten works to the degree that is appropriate for the age and coordination development of the student. Handwriting is taught kindergarten through grade five (and as needed in upper school). Teachers provide instructive feedback to guide development; however teachers do not grade handwriting along a continuum. If evaluation is necessary, it is either acceptably presentable or it is not. Script (cursive) writing begins in grade three.

English Vocabulary and sight words: The Dolch word list is used for English sight-reading words. Vocabulary development should be part of an integrated approach to reading and writing, as well as through other studies such as math, science and social studies. Vocabulary must be taught in context as opposed to taught as words in isolation.

Modern Language Association (MLA): MLA format is used for citing works.

Teacher Resource Recommendations

Other Recommended Resources

This section is underdevelopment.

Mandarin for Speakers of Other Languages (MSOL) Scope and Sequence

Aims

The aims of Mandarin for Speakers of Other Languages (MSOL) track are to help students develop a cultural connection to our host country, China, to develop functional ability to exchange information in Chinese contexts, and to acquire the foundational linguistic knowledge necessary to progress beyond social language use.

Levels

The MSOL track is comprised of six levels. Novice 1 assumes no prior exposure to Chinese language or culture. By the end of the second year, oral language development is still generally less developed than a beginning Early Years 2 student. Intermediate 2, the fifth level, assumes the student has met all of the criteria of previous levels and is ready to shift focus from learning a language to learning in a language. Advanced, the sixth level marks the beginning of Chinese Language Arts for MSOL students.

Development of Fundamentals



Novice

Familiarity, vocabulary, phonics



Intermediate

Technical development, conversant

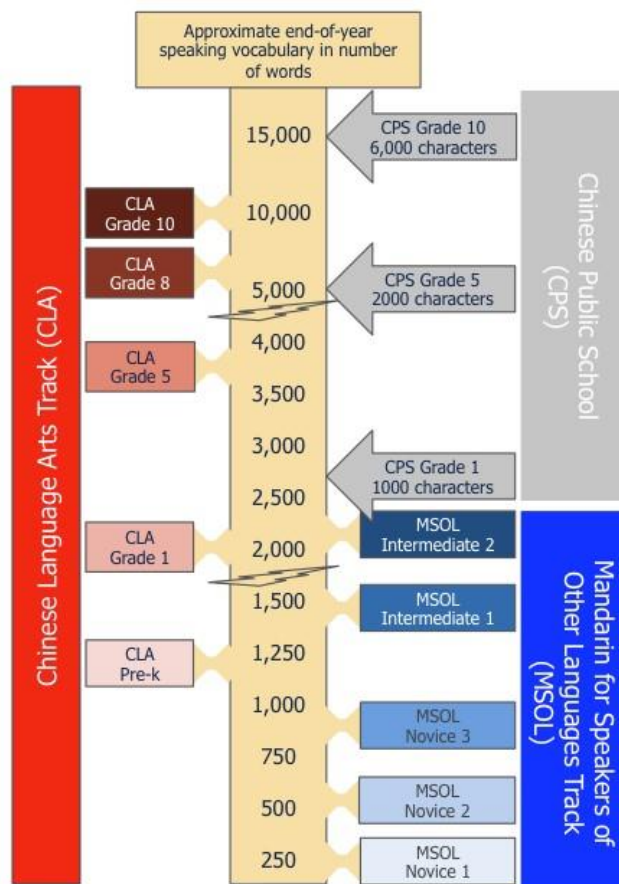


Advanced

Learning content, literature, honing writing

Levels

Level Comparisons



Research for "typical" vocabularies yielded widely varying results. These values should be considered estimates for relative comparison and general guidelines for curriculum decisions. Words that sound the same yet have different meaning such as 四 and 寺 (sì, four and temple respectively) would count as two different words in all vocabulary counts. Expressions such as 马马虎虎 (mǎ mǎ hǔ hǔ, literal translation horse, horse, tiger, tiger; but together means so-so) would have a count of three, horse, tiger and so-so.

Listening knowledge of words requires that the listener can ascertain their meaning when the words are presented in context.

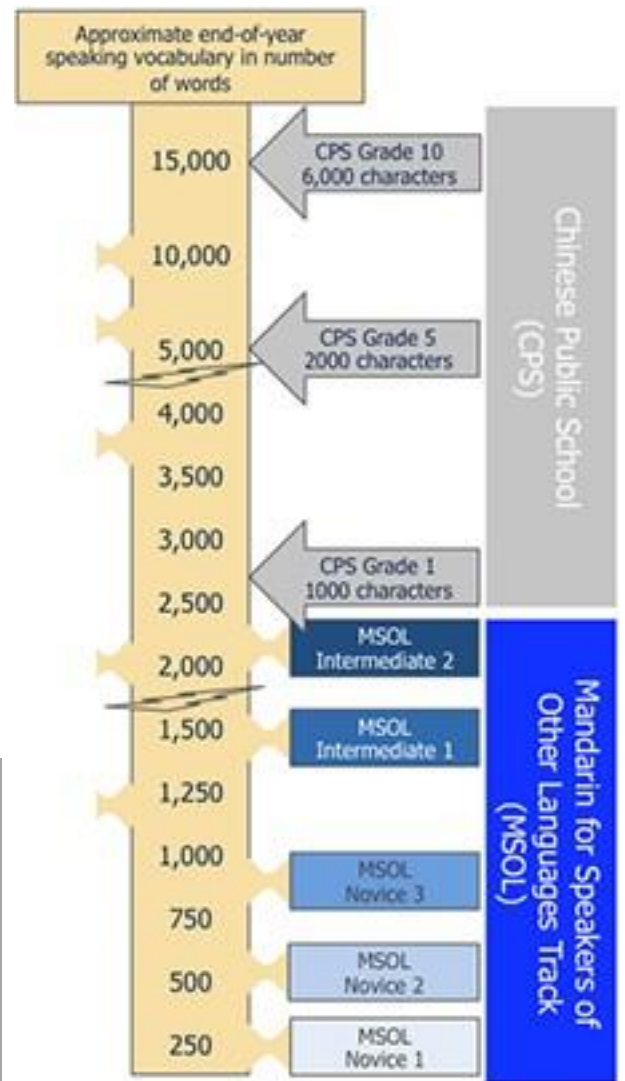
Both cognitive development and volume of prior knowledge impact a student's development rate.

After MSOL Intermediate 2, students enter MSOL Advanced. The Advanced course follows a modified Language Arts curriculum. Students study Chinese literature, culture and language as an art form. Students are expected to increase their reading by at least 500 characters per year and their writing (from memory) by approximately 300 characters per year.

MSOL Listening and Speaking

MSOL Listening vocabulary in number of words and expressions					
Grade	Intermediate 2	Intermediate 1	Novice 3	Novice 2	Novice 1
10	3400	2225	1600	1000	500
9	3350	2200	1590	1000	500
8	3300	2175	1580	1000	500
7	3250	2150	1570	1000	500
6	3200	2125	1560	1000	500
5	3150	2100	1550	1000	500
4	3100	2075	1540	1000	500
3	3050	2050	1530	1000	500
2	3000	2025	1520	1000	500
1		2000	1510	1000	500
KG			1500	1000	500
PK				1000	500
N -PS					500

MSOL Speaking vocabulary in number of words and expressions					
Grade	Intermediate 2	Intermediate 1	Novice 3	Novice 2	Novice 1
10	2380	1558	960	550	250
9	2345	1540	954	550	250
8	2310	1523	948	550	250
7	2275	1505	942	550	250
6	2240	1488	936	550	250
5	2205	1470	930	550	250
4	2170	1453	924	550	250
3	2135	1435	918	550	250
2	2100	1418	912	550	250
1		1400	906	550	250
KG			900	550	250
PK				550	250
N -PS					250



MSOL Reading and Writing

MSOL Pin yin Reading in number of words and expressions					
Grade	Intermediate 2	Intermediate 1	Novice 3	Novice 2	Novice 1
10	2142	1402	864	495	225
9	1993	1309	811	468	213
8	1848	1218	758	440	200
7	1706	1129	707	413	188
6	1568	1042	655	385	175
5	1433	956	605	358	163
4	1302	872	554	330	150
3	1174	789	505	303	138
2	1050	709	456	275	125
1					
KG					
PK					
N -PS					

MSOL Pin yin Writing in number of words and expressions					
Grade	Intermediate 2	Intermediate 1	Novice 3	Novice 2	Novice 1
10	1928	1262	778	446	203
9	1694	1113	689	397	181
8	1478	975	607	352	160
7	1280	847	530	309	141
6	1098	729	459	270	123
5	932	621	393	232	106
4	781	523	333	198	90
3	646	434	278	166	76
2	525	355	228	138	63
1					
KG					
PK					
N -PS					

MSOL Reading in number of characters					
Grade	Intermediate 2	Intermediate 1	Novice 3	Novice 2	Novice 1
10	1666	1091	672	385	175
9	1407	924	572	330	150
8	1155	762	474	275	125
7	910	602	377	220	100
6	784	521	328	193	88
5	662	441	279	165	75
4	543	363	231	138	63
3	427	287	184	110	50
2	315	213	137	83	38
1		140	91	55	25
KG			45	28	13
PK					
N -PS					

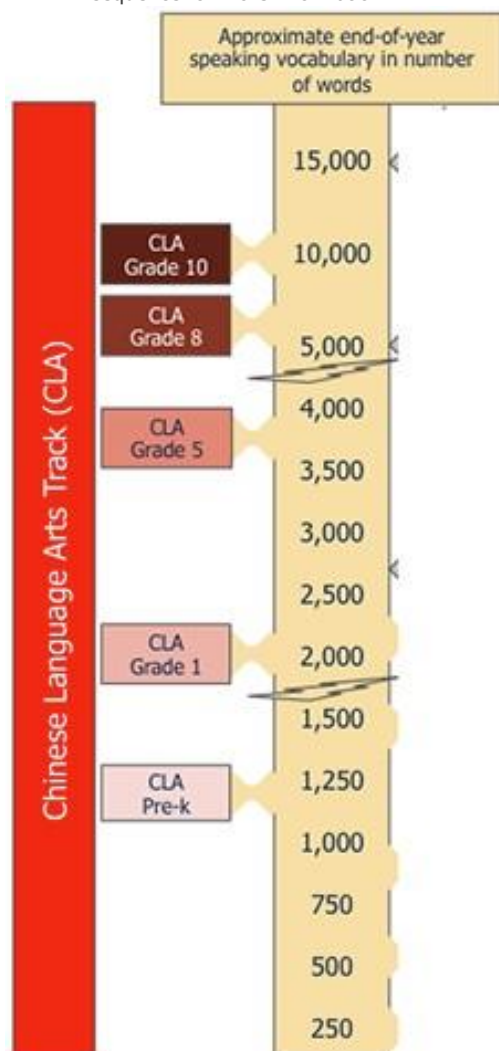
MSOL Writing in number of characters					
Grade	Intermediate 2	Intermediate 1	Novice 3	Novice 2	Novice 1
10	833	545	336	193	88
9	633	416	258	149	68
8	462	305	190	110	50
7	319	211	132	77	35
6	235	156	98	58	26
5	165	110	70	41	19
4	109	73	46	28	13
3	64	43	28	17	8
2	32	21	14	8	4
1					
KG					
PK					
N -PS					

Character reading implies seeing the character in context and interpreting its meaning, for example seeing 出 on a sign and demonstrating that the sign means exit, or seeing the sentence 我要一片 and interpreting the 一 to mean one, i.e. I want one slice, but in this next sentence, 我们一起走。recognizing the 一 to be part of the word 一起, meaning together (We go together.)

After MSOL Intermediate 2, students enter MSOL Advanced. The Advanced course follows a modified Language Arts curriculum. Students study Chinese literature, culture and language as an art form. Students are expected to increase their reading by at least 500 characters per year and their writing (from memory) by approximately 300 characters per year.

Chinese Language Arts

Chinese Language Arts listening, reading and writing provided here for reference. See Language Arts scope and sequence for more information.



Chinese Language Arts					
End-of-year vocabularies Listening, Reading, Writing					
		Pin yin		Characters	
	Listening in number of words or expressions	Reading number of words or expressions	Writing number of words or expressions	Reading in number of characters recognized	Writing in number of characters that can be written from memory
Grade Level					
Grade 10	25,000	9,000	8,000	3,500	2,400
Grade 9	19,250	6,900	6,100	2,950	1,950
Grade 8	13,500	4,800	4,200	2,400	1,500
Grade 7	11,500	4,065	3,550	2,100	1,300
Grade 6	9,500	3,335	2,900	1,800	1,100
Grade 5	7,500	2,600	2,250	1,500	900
Grade 4	6,875	1,950	1,690	1,200	735
Grade 3	6,250	1,300	1,125	900	550
Grade 2	5,625	650	565	600	375
Grade 1	5,000	NA	NA	300	200
Kindergarten	4,000	NA	NA	100	50
Pre-K	3,000	NA	NA	NA	NA
Early Years 2	2,000	NA	NA	NA	NA

MSOL Content

MSOL Content Themes

Novice through intermediate content is organized around the following topics.

Numbers, Myself, Shopping, School life, Chinese culture, Community, Nature and Travel.

Content begins with basic understanding of syllable sounds and highly versatile speaking vocabulary. Language usage becomes increasingly more sophisticated as students progress from one level to the next. Beginning in Intermediate 2, the fourth level, the courses focus begins to shift toward understanding increasingly more complex Chinese text (spoken and written) on familiar concrete and abstract topics, including technical discussions. At this level, students can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party and can produce clear, detailed text on a range of topics.

Content topics are consistent across the grade-levels and follow a consistent progression of sophistication of topic development; however, text selection and contexts are differentiated to be relevant to the grade-level of the students. For example, the Novice 2 subtopic for culture is Expressing Emotion. In first grade, the context situation might be on the playground; in seventh grade, the context situation might be in a shopping mall; and in tenth grade, the context situation might be a formal dinner with Chinese dignitaries.

In the Advanced level, the content focus is on building familiarity with and understanding of Chinese literature, China as a place, and cultures associated with the people of China. Teachers design the units using Chinese literature and contemporary themes.

Content Table					
Topics	MSOL Novice 1 Entering the language through familiarization and imitation	MSOL Novice 2 Beginning to communicate	MSOL Novice 3 Developing independence	MSOL Intermediate 1 Expanding vocabulary and use scope and flexibility	MSOL Intermediate 2 Bridging from language acquisition to MSOL Language Arts
Language and Literacy	Listening/speaking 80% of emphasis Listening and speaking in sheltered settings Pre-K and above phonological awareness intentionally targeted Grade 2 and above Pinyin phonics intentionally targeted	Listening/speaking 70% of emphasis Listening and speaking in sheltered settings Pre-K and above phonological awareness intentionally targeted Grade 2 and above Pinyin phonics intentionally targeted	Listening/speaking 60% of emphasis Listening and speaking in non-sheltered settings Grade 4 and above a basis in Pinyin phonics expected Grade 2 and above radical identification and stroke order taught	Reading/writing 60% of emphasis Listening and speaking: presentation skills targeted Reading/writing for basic communication, e.g. notes, letters, Email message Grade 4 and above a basis in Pinyin phonics expected Grade 2 and above radical identification and stroke order taught	Reading/writing 80% of emphasis Listening and speaking: problem solving, dealing with the unexpected targeted Reading/writing for formal communication targeted, e.g. writing a report or an opinion essay

Content Table (continued)					
Topics	MSOL Novice 1 Entering	MSOL Novice 2 Beginning	MSOL Novice 3 Developing	MSOL Intermediate 1 Expanding	MSOL Intermediate 2 Bridging

Number	<ul style="list-style-type: none"> Numbers, counting Personal pronouns and have/do not have, e.g. I have three. He does not have two. 他没有两个。 Time, e.g. What time is now? It is 8:00. 现在几点钟? 八点。 Calendars, e.g. What day is tomorrow? 明天星期几? It is Friday. 星期五。 What is the date today? 今天几号? It is January 3, 2014. 2014 年一月三号 	<ul style="list-style-type: none"> Ordinal numbers, first, second, third, etc. 第一, 第二, 第三 Creating and reading schedules, 行程 Weights and measurement words, length, 几米? 米, 厘米 weight/mass, 多重? 斤, 公斤 temperature, 多少度? 20 度。 distance, 多远? 公里 (metric and traditional Chinese, such as jin, 斤) 	<ul style="list-style-type: none"> Numbers in culture, e.g. Why is 8 considered lucky and 4 considered unlucky? General quantities, e.g. some, 一打, Large and small numbers, thousands, million, 千, 万, 百万 simple fractions and decimal, $\frac{1}{2}$ 一半, 0.01, 零点零一 	No longer a topic at this level	No longer a topic at this level
Myself	<ul style="list-style-type: none"> Identifying self and others, e.g. This is my mother. This is my friend. His name is Sam. 这是我朋友。他叫山姆。 Phone number, address, e.g. My phone number is xxxx-xxxx. 我的电话是 xxxx-xxxx。 I live at(note complex address might need to be simplified) 我住在.... Wants and needs, e.g. I would like this. 我想要这个。 I want that. 我要那个。 My friend wants this. 	<ul style="list-style-type: none"> Verbs and nouns associated with routine personal health and hygiene, e.g. brush teeth, 牙刷, bathe, 洗澡, drink water 喝水 Exchanging information about self and others, e.g. Where are you from? 哪个国家? age, 年龄 Where do you go to school? 你在哪个学校? My friend is American. 我朋友是美国人。 	<ul style="list-style-type: none"> Sharing an experience, e.g. telling what one did on vacation, retelling a story from a book The vocabulary of transition, e.g. We (did something) then we went to _____. 我们先.....然后我们..... 	<ul style="list-style-type: none"> Personality and character, e.g. courage, 勇敢, shy, 害羞, outgoing, 开朗, confident, 自信, silly, 滑稽, honest, 诚实, cool-headed, 冷静 etc. Chinese fables, e.g. The Story of the Farmer, 农夫的故事, Three Wishes, 渔夫和金鱼 	<ul style="list-style-type: none"> Role models, 榜样, e.g. Lei Feng, 雷锋 Legends, 传奇, e.g. Nian Hua, 年画

Content Table (continued)					
Topics	MSOL Novice 1 Entering the language through familiarization and imitation	MSOL Novice 2 Beginning to communicate	MSOL Novice 3 Developing independence	MSOL Intermediate 1 Expanding vocabulary and use scope and flexibility	MSOL Intermediate 2 Bridging from language acquisition to MSOL Language Arts

School Life	<ul style="list-style-type: none"> Routine instructions e.g. Listen and repeat. 听和说。Look at the 看一下.... Familiar locations, e.g. Where is the cafeteria. 餐厅在哪儿？ It is there. 在那儿。 May I go to the toilet? 我可以去洗手间。 Here is the classroom. 这是教室。 Familiar objects, e.g. This is my backpack. This is his desk. (Note, measure words are taught with objects, e.g. I have three books. 我要三本书。) People at school, e.g. This is my teacher. 这是我老师。 Go to the nurse. 去护士那儿。 	<ul style="list-style-type: none"> Using and Doing Nouns associated with the tools of school such as stationery items, writing utensils, books, dictionaries, etc. 词典, 铅笔, 直尺, 课本 Verbs associated with class activity, dancing, singing, studying, reading, listening, writing, 跳舞, 唱歌, 学习, 听, 说, 读, 写 	<ul style="list-style-type: none"> Sports and activities, e.g. language associated with sportsmanship, 体育精神 getting involved in activities, e.g. Can I play? 我可以参加吗？ describing interests and hobbies, 爱好 e.g. I am interested in cars. I build model cars as a hobby. 模型车是我的爱好。 	<ul style="list-style-type: none"> A day in the life... Describing the chronological events using narrative with supporting details, 观点支持 Subjects and courses of study, e.g. science, biology, physical education, mathematics, etc. 科学, 生物, 体育, 数学 	No longer a topic at this level
Culture	<p>In Novice 1 culture is taught throughout the other units and not as a separate unit.</p> <ul style="list-style-type: none"> Basic greetings and polite manners, e.g. hello, 你好, good-bye, 再见, sorry to bother you, 麻烦你, may I ask, 请问... 	<ul style="list-style-type: none"> Emotional expression <ul style="list-style-type: none"> basic expressions e.g. happy, 高兴 sad, 悲伤, angry, 生气, excited, 兴奋 gratitude, 感激 annoyance, 烦恼 What emotional display might look like and sounds like in a typical Chinese setting, e.g. loud talking does not necessarily mean anger 	<ul style="list-style-type: none"> Festivals and celebrations <ul style="list-style-type: none"> Winter (Winter Solstice, 冬至), Spring (Spring Festival 清明), Summer (Dragon Boat Festival 端午), Fall (MidAutumn Festival, 中秋) 	<ul style="list-style-type: none"> Diversity within China, 风土人情 <ul style="list-style-type: none"> e.g. cities, rural area, different foods, customs, clothing 	Fantasy, imaginary worlds, mythology, 神话传说

Content Table (continued)					
Topics	MSOL Novice 1 Entering the language through familiarization and imitation	MSOL Novice 2 Beginning to communicate	MSOL Novice 3 Developing independence	MSOL Intermediate 1 Expanding vocabulary and use scope and flexibility	MSOL Intermediate 2 Bridging from language acquisition to MSOL Language Arts

Shopping	<ul style="list-style-type: none"> Restaurants, ordering, food and drink <ul style="list-style-type: none"> e.g. I want this ... (pointing at the item on the menu); I like _____. 我喜欢....; I do not like _____. 我不喜欢.... Paying the bill, e.g. 买单? Money, How much? e.g. 多少钱? 	<ul style="list-style-type: none"> Buying <ul style="list-style-type: none"> Asking the price, 多少钱? Counting money Belongings <ul style="list-style-type: none"> Mine, yours, his 我的, 你的, 他的 	<ul style="list-style-type: none"> Clothing <ul style="list-style-type: none"> Nouns associated with clothes, 服饰 e.g. pants, 裤子, shirt, 衬衫, dress, 衣服, buttons, 扣子, zipper, 拉链 Adjectives associated with superlatives, bigger, 大一点, longer, 长一点, shorter, 短一点 Comparing, 这个比那个大一点。 	<ul style="list-style-type: none"> Bargaining and negotiation, 讨价商量 <ul style="list-style-type: none"> friendly banter, 友善 different types of markets, e.g. fabric market, 商场 wet market, 市场, supermarket, 超市 	Advertising, 广告
Community	<ul style="list-style-type: none"> Asking for help ... Can you help me? 你能帮我吗? I'm lost. 我迷路啦。 doctor, 医生, hospital 医院 Basic body parts, e.g. 眼睛, 胳膊, 身体; and hurt/uncomfortable, 受伤 / 不舒服 	<ul style="list-style-type: none"> Communicating with people who assist or serve, e.g. waiter, 服务员, ayi, 阿姨, driver, 司机, police, 警察, guard, 保安 e.g. polite ways to address others, 女士, 先生 asking help, 先生能帮我吗? showing gratitude, e.g. customs related to hugging, personal space, etc. 	<ul style="list-style-type: none"> Information, asking for and providing, e.g. Where is the exit? 请问出口在哪儿? Describing what is around the neighborhood, e.g. parks, 公园, shops, 便利店, landmarks, 地标, metro station, 地铁站 etc. 	<ul style="list-style-type: none"> A sense of belonging <ul style="list-style-type: none"> Friends, 朋友, working together, 一起工作, conflict resolution, 解决冲突 etc. 	<ul style="list-style-type: none"> The world of work, 工作 e.g. labor, 劳动 industry, 工业

Content Table (continued)

Topics	MSOL Novice 1 Entering the language through familiarization and imitation	MSOL Novice 2 Beginning to communicate	MSOL Novice 3 Developing independence	MSOL Intermediate 1 Expanding vocabulary and use scope and flexibility	MSOL Intermediate 2 Bridging from language acquisition to MSOL Language Arts
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Nature	<ul style="list-style-type: none"> Familiar plants, animals, e.g. dog, 狗, pig, 猪, tree, 树 flower, 花 Descriptors e.g. red flower, 红花 big dog, 大狗 Simple opposites tall/short, 高 / 矮, long/short, 长 / 短, hot/cold, 热 / 冷, black/white/ 黑 / 白, big/small, 大 / 小, fast/slow 快 / 慢 	<ul style="list-style-type: none"> Motion 活动 e.g. fish swimming 鱼游泳, dog running, 狗跑, cat climbing, 猫爬, trees swaying, 树摇 	<ul style="list-style-type: none"> Seasons and weather <ul style="list-style-type: none"> Making small talk about the weather, 聊一会儿天气 Seasonal activities and happenings, skiing, 滑雪 swimming, 游泳, camping, 野营, flowers blooming, 赏花 	<ul style="list-style-type: none"> Describing natural environments, e.g. the dry deserts, 干旱沙漠, the rugged mountains, 崎岖山脉, the white beach, 白沙滩, the tranquil bamboo forest, 宁静竹林 Sensory language: 感官语言, Creating rich descriptions 创造丰富词汇描述 	<ul style="list-style-type: none"> Extremes <ul style="list-style-type: none"> Terrain, e.g. deserts, mountains, the artic Weather, e.g. typhoon, 台风, earthquake, 地震, tsunami, 海啸, drought, 干旱, blizzard, 暴雪, etc. <p>Perhaps, creating a story about being caught in a blizzard while high in the mountains; or a report on the devastation caused by a tsunami.</p>
Travel	<ul style="list-style-type: none"> Basic asking for and giving directions, e.g. here, 去这儿, there, 去那儿, stop, 停下。 	<ul style="list-style-type: none"> Relative location, e.g. left, 左, right, 右, inside, 里面, outside, 外面, near, 近, far, 远, etc. Language associated with different modes of transport, e.g. call a taxi, 叫车, ride the bus, 乘公交, get in the car, 乘车, take an airplane, 乘飞机。 	<ul style="list-style-type: none"> Maps and directions, westnorth 西北 versus northwest (不是北西), Planning a trip, 计划旅行 <ul style="list-style-type: none"> deciding a route, places to visit, 决定去哪儿? buying tickets, 买票, practice navigating in a train station and/or an airport 练习机场或者火车站导向 	<ul style="list-style-type: none"> Dealing with complications and problem solving, 解决问题 e.g. missed the bus, 错过公交车, plane is late, 飞机延误, lost passport/ticket, 丢失护照 / 票 etc. 	<ul style="list-style-type: none"> China, people and places <ul style="list-style-type: none"> Research and create a brochure and oral presentation, 研究制定小册子和讲座

Novice 1 Mandarin for Speakers of Other Languages

MSOL Novice 1 Expectations

Content

The aim of this course is basic language familiarity. Listening and speaking are emphasized. From the first day of class, teachers use Mandarin to communicate with students, using language specifically chosen to accommodate the student's limited vocabulary. Beginning in Pre-kindergarten phonological awareness is intentionally targeted. Students are exposed to characters and beginning in second grade, Pinyin phonics is introduced.

MSOL Novice 1 spans Early Years through grade ten, thus content and context are differentiated for cognitive maturity. It is assumed that the student already knows or is currently learning the concepts and skills in their primary language. For example, the Novice 1 MSOL course is designed to teach the language of time, not the skill of reading an analog clock. Thus, time for a Early Years student might include such listening vocabulary as now, later and soon, where as time for a fifth grade student might include question and answer such as "What time is it now?"

Content Topics

Number	Myself	School Life	Culture (Not a separate unit)
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<ul style="list-style-type: none"> Numbers, counting Personal pronouns and have/do not have, e.g. I have three. He does not have two. 他没有两个。 Time, e.g. What time is now? It is 8:00. 现在几点钟? 八点。 Calendars, e.g. What day is tomorrow? 明天星期几? It is Friday. 星期五。 What is the date today? 今天几号? It is January 3, 2014. 2014 年一月三号 	<ul style="list-style-type: none"> Identifying self and others, e.g. This is my mother. This is my friend. His name is Sam. 这是我朋友。他叫山姆。 Phone number, address, e.g. My phone number is xxxx-xxxx. 我的电话是 xxxx-xxxx. I live at(note complex address might need to be simplified) 我住在.... Wants and needs, e.g. I would like this. 我想要这个。 I want that. 我要那个。 My friend wants this. 	<ul style="list-style-type: none"> Routine instructions e.g. Listen and repeat. 听和说。 Look at the 看一下.... Familiar locations, e.g. Where is the cafeteria. 餐厅在哪儿? It is there. 在那儿。 May I go to the toilet? 我可以去洗手间。 Here is the classroom. 这是教室。 Familiar objects, e.g. This is my backpack. This is his desk. (Note, measure words are taught with objects, e.g. I have three books. 我要三本书。) People at school, e.g. This is my teacher. 这是我老师。 Go to the nurse. 去护士那儿。 	<p>In Novice 1 culture is taught throughout the other units and not as a separate unit.</p> <ul style="list-style-type: none"> Basic greetings and polite manners, e.g. hello, 你好, good-bye, 再见, sorry to bother you, 麻烦你, may I ask, 请问...
Shopping	Community	Nature	Travel
<ul style="list-style-type: none"> Restaurants, ordering, e.g. I want this ... (pointing at the item on the menu); I like _____. I do not like _____; eat and drink, • Paying the bill, e.g. 买单? • Money, How much? e.g. 多少钱? 	<ul style="list-style-type: none"> Asking for help ... Can you help me? 你能帮我吗? I'm lost. 我迷路啦。 doctor, 医生, hospital 医院 Basic body parts, e.g. 眼睛, 胳膊, 身体; and hurt/uncomfortable, 受伤 / 不舒服 	<ul style="list-style-type: none"> Familiar plants, animals, e.g. dog, 狗, pig, 猪, tree, 树 flower, 花 Descriptors e.g. red flower, 红花 big dog, 大狗 Simple opposites tall/short, 高 / 矮, long/short, 长 / 短, hot/cold, 热 / 冷, black/white/ 黑 / 白, big/small, 大 / 小, fast/slow 快 / 慢 	<ul style="list-style-type: none"> Basic asking for and giving directions, e.g. here, 去这儿, there, 去那儿, stop, 停下。

Each Class Period Learning Opportunities

Daily (or each session) Learning Opportunities

Every student should have the following intentional and supported learning opportunities every class period.

- Listening and speaking exercises targeting phonological development
- The opportunity to listen to a fluent reader, read basic content with highly supported with visuals (strongly recommend using big books or projections of books so students see what is being read)
- The opportunity to speak in an exchange context (e.g. listen and repeat, question and answer, dialog)

Nurturing Highly Transportable Attributes

MSOL Novice 1 teachers provide learning opportunities that nurture the following highly transportable attributes.

Nurturing Highly Transportable Attributes

Attributes	MSOL Novice 1 Learning Opportunities Must Target the Following
Curiosity & inquiry	Exploring sounds, asking questions
Ingenuity & productivity	Exploring communication using a very limited vocabulary
Resourcefulness & flexibility	Increasing ability to maximize use of known vocabulary
Imagination & expression	Expressing the most basic of wants and needs
Thoughtfulness & Consideration	Increasing ability to distinguish the sounds (phonology) of Mandarin and ability to use context cues to support understanding
Connectivity & Influence	Ways to practice limited vocabulary in practical settings

What all MSOL Novice 1 Students Should Know and be Able to Do

Structure of Learning Expectations: All continua lead to GLTs

The World Language Standards and corresponding MSOL benchmarks provide a continuum from which to gauge progress towards the enduring outcomes expressed in our HIS Expected Schoolwide Learning Results (GLTs).

These benchmarks facilitate alignment across the HIS system, and are not intended to be an exhaustive list of all that a MSOL student could, should or might learn.

MSOL benchmarks are a subset of the Language Arts Benchmarks. MSOL Teachers must refer to Language Arts benchmarks to guide differentiation for the given grade-level. Much of the language development that occurs in MSOL Novice 1 would be learned in the ages 0 – 2 for a native speaker. As such, some of the benchmarks are assumed without articulation in the Language Arts benchmarks.

MSOL Novice 1 Benchmarks

A Solid Foundation of Knowledge

To demonstrate development towards a A Solid Foundation of Knowledge, it is expected the student demonstrates following.

Listening and Speaking

- Recognize and use isolated vocabulary words and memorized phrases
 - respond to some simple commands and requests based on vocabulary studied and/or familiar routines
 - recognize isolated vocabulary words using visual and contextual clues
- Use memorized words in familiar everyday (primarily social) context
 - express quantities using a few numbers
 - ask simple memorized questions
 - exchange greetings and courtesies
 - identify some common objects, actions or people using memorized words

Literacy and Language

- Can follow along with the pictures in a story being told/read.
 - Recognizes studied vocabulary in familiar stories, dialogs, and settings
- Evaluation (graded expectations) of pinyin reading and writing begins in grade 2; character recognition begins in kindergarten with a few simple characters such as 一, 口, and 人; and character writing begins in grade 3 for Novice 1 and Novice 2 students.
- Attempts to use match phonics to write and decode words written in Pinyin
 - Recognizes some single characters
 - Recognizes some radicals in complex characters (recognition only, comprehension not expected)

Positive Behaviors and Approaches to Learning

Demonstrating appropriate skills in the following areas indicates the student is developing capacities that support Positive Learning Attitudes and Behaviors.

- Attempt to communicate with familiar adults and classmates in familiar settings

Effective Communication

Demonstrating application of knowledge and skills in the following ways indicates that the student is developing his or her Effective Communication abilities.

- Engages in discourse, directed by a supportive Mandarin speaking
- Understanding words, simple phrases, or chunks of language and use single words or memorized chunks of language
- Interact in a simple way provided the other person talks slowly and clearly and is able to sometimes help.
- Respond when spoken to by familiar adults and peers
- Express quantities using a few numbers
- Introduce self and others and can ask questions about personal details such as where he/she lives, people he/she knows and things he/she has

Higher Level Thinking

Demonstrating application of knowledge and skills in the following ways indicates that the student is developing his or her Higher Level Thinking abilities.

- At this stage of development, all language use and development is higher-level thinking.
- Make choices based on verbal information

International Mindedness and Community Appreciation

Demonstrating application of knowledge and skills in the following ways indicates the student is developing capacities that support Global and Community Appreciation.

- Minimally respond to very simple memorized greetings, leaving and basic courtesy expressions
- Participate through imitation of patterns of behavior in age-appropriate cultural activities such as games, songs, birthday celebrations, story telling and dramatizations
- Recognize a few tangible products of Chinese culture, such as the lion and dragon dance at Chinese New Year, calligraphy, Chinese Characters (without necessarily understanding their meaning)

Novice 2

Mandarin for Speakers of Other Languages

MSOL Novice 2 Expectations

Content

The aim of this course is building on rudimentary familiarity to a limited ability to communicate in highly supported settings. Approximately 70% of the course focuses on developing listening and speaking. The language used is specifically chosen to build upon the student's limited vocabulary. Students will be exposed to characters and beginning in second grade Pinyin phonics is introduced. Phonological awareness (sounds) is a major emphasis throughout the course.

MSOL Novice 2 spans Pre-kindergarten through grade ten, thus content and context are differentiated for cognitive maturity. It is assumed that the student already knows or is currently learning the concepts and skills in their primary language. For example, the Novice 2 MSOL course is designed to teach the language of relative location, not the concept of left and right. Thus, relative location for a Pre-kindergarten student might be such listening vocabulary as in, on and under, where as location for a seventh grade student might include questions such as "Who is to your left?" **Topics**

Number	Myself	School Life	Culture
<ul style="list-style-type: none"> Ordinal numbers, first, second, third, etc. 第一, 第二, 第三 Creating and reading schedules, 行程 Weights and measurement words, length, 几米? 米, 厘米 weight/mass, 多重? 斤, 公斤 temperature, 多少度? 20 度。 distance, 多远? 公里 (metric and traditional Chinese, such as jin, 斤) 	<ul style="list-style-type: none"> Verbs and nouns associated with routine personal health and hygiene, e.g. brush teeth, 牙刷, bathe, 洗澡, drink water 喝水 Exchanging information about self and others, e.g. Where are you from? 哪个国家? age, 年龄 Where do you go to school? 你在哪个学校? My friend is American. 我朋友是美国人。 	<ul style="list-style-type: none"> Using and Doing Nouns associated with the tools of school such as stationery items, writing utensils, books, dictionaries, etc. 词典, 铅笔, 直尺, 课本 <ul style="list-style-type: none"> Verbs associated with class activity, dancing, singing, studying, reading, listening, writing, 跳舞, 唱歌, 学习, 听, 说, 读, 写 	<ul style="list-style-type: none"> Emotional expression <ul style="list-style-type: none"> basic expressions e.g. happy, 高兴 sad, 悲伤, angry, 生气, excited, 兴奋 gratitude, 感激 annoyance, 烦恼 What emotional display might look like and sounds like in a typical Chinese setting, e.g. loud talking does not necessarily mean anger
Shopping	Community	Nature	Travel
<ul style="list-style-type: none"> Buying <ul style="list-style-type: none"> Asking the price, 多少钱? Counting money Belongings <ul style="list-style-type: none"> Mine, yours, his 我的, 你的, 他的 	<ul style="list-style-type: none"> Communicating with people who assist or serve, e.g. waiter, 服务员, ayi, 阿姨, driver, 司机, police, 警察, guard, 保安 e.g. polite ways to address others, 女士, 先生 asking help, 先生能帮我吗? showing gratitude, e.g. customs related to hugging, personal space, etc. 	<ul style="list-style-type: none"> Motion 活动 e.g. fish swimming 鱼游泳, dog running, 狗跑, cat climbing, 猫爬, trees swaying, 树摇 	<ul style="list-style-type: none"> Relative location, e.g. left, 左, right, 右, inside, 里面, outside, 外面, near, 近, far, 远, etc. Language associated with different modes of transport, e.g. call a taxi, 叫车, ride the bus, 乘公交, get in the car, 乘车, take an airplane, 乘飞机。

Daily and Weekly Learning Opportunities

Daily (or each session) Learning Opportunities

Every student should have the following intentional and supported learning opportunities every class period.

- Listening and speaking exercises targeting phonological development
- The opportunity to listen to a fluent reader, basic content and highly supported with visuals
- The opportunity to speak in an exchange context (e.g. listen and repeat, question and answer, dialog)

Weekly Learning Opportunities

- The opportunity to engage in non-scripted, or partially scripted, role play or other "authentic" opportunities to think in Mandarin

Nurturing Highly Transportable Attributes

MSOL Novice 2 teachers provide learning opportunities that nurture the following highly transportable attributes.

Nurturing Highly Transportable Attributes

Attributes	MSOL Novice 2 Opportunities Must Target the Following
Curiosity & inquiry	Exploring phonology of Mandarin
Ingenuity & productivity	Expanding vocabulary base in context
Resourcefulness & flexibility	Experimenting with deviation from scripted and memorized structures
Imagination & expression	Increasing capacity to use verbs and descriptive words
Thoughtfulness & Consideration	Increasing capacity to reflect on language as an object
Connectivity & Influence	Increasing capacity to recognize and to use visual cues

What all MSOL Novice 2 Students Should Know and be Able to Do

Structure of Learning Expectations: All continua lead to GLTs

The World Language Standards and corresponding MSOL benchmarks provide a continuum from which to gauge progress towards the enduring outcomes expressed in our HIS Expected Schoolwide Learning Results (GLTs). These benchmarks facilitate alignment across the HIS system, and are not intended to be an exhaustive list of all that a MSOL student could, should or might learn.

MSOL benchmarks are a subset of the Language Arts Benchmarks. MSOL Teachers must refer to Language Arts benchmarks to guide differentiation for the given grade-levels.

MSOL Novice 2 Benchmarks

A Solid Foundation of Knowledge

To demonstrate development towards a A Solid Foundation of Knowledge, it is expected the student demonstrates following. **Listening and Speaking**

- Exchange information about self and others
- Ask well rehearsed questions on familiar topics
- Adapt previously learned repetitive phrasal and sentence patterns to new content
- Use compound grammatical constructions, e.g. and, but, or

Literacy and Language

Evaluation (graded expectations) of pinyin reading and writing begins in grade 2; character recognition begins in kindergarten with a few simple characters such as 一, 口, and 人; and character writing begins in grade 3 for Novice 1 and Novice 2 students.

Kindergarten and above

- Recognize with meaning some single characters
- Recognizes some radicals in complex characters (recognition only, comprehension not expected)

Positive Behaviors and Approaches to Learning

Demonstrating appropriate skills in the following areas indicates the student is developing capacities that support Positive Learning Attitudes and Behaviors.

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Effective Communication

Demonstrating application of knowledge and skills in the following ways indicates that the student is developing his or her Effective Communication abilities.

- Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters(e.g. very basic communication at school and home and for routinely used shops, transport, etc.) ○ Engage in discourse that includes multiple related simple sentences or phrases, typically using formulaic responses ○ Engage in discourse on a familiar topic that includes an idea with details

Higher Level Thinking

Demonstrating application of knowledge and skills in the following ways indicates that the student is developing his or her Higher Level Thinking abilities.

- Adapt previously learned repetitive phrasal and sentence patterns to new content

International Mindedness and Community Appreciation

Demonstrating application of knowledge and skills in the following ways indicates the student is developing capacities that support Global and Community Appreciation.

- Routinely uses polite forms of communication appropriately for Chinese (e.g. (请问 您可以帮我吗? Instead of 请 你 帮我。))

Novice 3

Mandarin for Speakers of Other Languages

MSOL Novice 3 Expectations

Content

Teachers approach language development in highly sheltered settings. Approximately 60% of the course focuses on developing listening and speaking. The language used is specifically chosen to build upon the student's expanding vocabulary. Teachers use Mandarin almost exclusively to communicate with students. An occasional English word might be used to convey a difficult concept. During Novice 3 the focus begins the transition to an emphasis on reading and writing. Grade MSOL Novice 3 spans Pre-kindergarten through grade ten, thus content and context are differentiated for cognitive maturity. It is assumed that the student already knows or is currently learning the concepts and skills in their primary language. As an example, context differentiation for the travel unit might include the study of a family trip to the Great Wall in grade 2 and a Trek in Tibet with friends for grade 10.

Topics

Number	Myself	School Life	Culture
<ul style="list-style-type: none"> Numbers in culture, e.g. Why is 8 considered lucky and 4 considered unlucky? General quantities, e.g. some, 一打, Large and small numbers, thousands, million, 千, 万, 百万 simple fractions and decimal, ½ 一半, 0.01, 零点零一 	<ul style="list-style-type: none"> Sharing an experience, e.g. telling what one did on vacation, retelling a story from a book The vocabulary of transition, e.g. We (did something) then we went to _____. 我们先.....然后我们..... 	<ul style="list-style-type: none"> Sports and activities, e.g. language associated with sportsmanship, 体育精神 getting involved in activities, e.g. Can I play? 我可以参加吗? describing interests and hobbies, 爱好 e.g. I am interested in cars. I build model cars as a hobby. 模型车是我的爱好。 	<ul style="list-style-type: none"> Festivals and celebrations <ul style="list-style-type: none"> Winter (Winter Solstice, 冬至), Spring (Spring Festival 清明), Summer (Dragon Boat Festival 端午), Fall (Mid-Autumn Festival, 中秋)
Shopping	Community	Nature	Travel
<ul style="list-style-type: none"> Clothing <ul style="list-style-type: none"> Nouns associated with clothes, 服饰 e.g. pants, 裤子, shirt, 衬衫, dress, 衣服, buttons, 扣子, zipper, 拉链 Adjectives associated with superlatives, bigger, 大一点, longer, 长一点, shorter, 短一点 Comparing, 这个比那个大一点。 	<ul style="list-style-type: none"> Information, asking for and providing, e.g. Where is the exit? 请问出口在哪儿? Describing what is around the neighborhood, e.g. parks, 公园, shops, 便利店, landmarks, 地标, metro station, 地铁站 etc. 	<ul style="list-style-type: none"> Seasons and weather <ul style="list-style-type: none"> Making small talk about the weather, 聊一会儿天气 Seasonal activities and happenings, skiing, 滑雪 swimming, 游泳, camping, 野营, flowers blooming, 赏花 	<ul style="list-style-type: none"> Maps and directions, westnorth 西北 versus northwest (不是北西), Planning a trip, 计划旅行 <ul style="list-style-type: none"> deciding a route, places to visit, 决定去哪儿? buying tickets, 买票, practice navigating in a train station and/or an airport 练习机场或者火车站导向

Daily and Weekly Learning Opportunities

Daily (or each session) Learning Opportunities

Daily every student should have the following intentional and supported learning opportunities.

- The opportunity to listen to a fluent reader
- The opportunity to explore a text that he or she chooses

Weekly Learning Opportunities

- The opportunity to engage in non-scripted, or partially scripted, role play or other "authentic" opportunities to think in Mandarin

Nurturing Highly Transportable Attributes

MSOL Novice 3 teachers provide learning opportunities that nurture the following highly transportable attributes.

Nurturing Highly Transportable Attributes

Attributes	MSOL Novice 3 Opportunities Must Target the Following
Curiosity & inquiry	Increasing capacity to ask useful questions
Ingenuity & productivity	Increasing capacity to read and to write with a basic understanding of character composition and Chinese grammar
Resourcefulness & flexibility	Building an increasing bank of listening, speaking, reading and writing strategies
Imagination & expression	Increasing capacity to connect vicariously to unfamiliar context as well as increasing knowledge of texts language structures and vocabulary
Thoughtfulness & Consideration	Increasing capacity to describe texts and language from a Chinese perspective
Connectivity & Influence	Increasing capacity to understand and relate to stories and dialog with unfamiliar context

What all MSOL Novice 3 Students Should Know and be Able to Do

Structure of Learning Expectations: All continua lead to GLTs

The World Language Standards and corresponding MSOL benchmarks provide a continuum from which to gauge progress towards the enduring outcomes expressed in our HIS Expected Schoolwide Learning Results (GLTs). These benchmarks facilitate alignment across the HIS system, and are not intended to be an exhaustive list of all that a MSOL student could, should or might learn.

MSOL benchmarks are a subset of the Language Arts Benchmarks. MSOL teachers must refer to Language Arts benchmarks to guide differentiation for the given grade-levels.

MSOL Novice 3 Benchmarks

A Solid Foundation of Knowledge

To demonstrate development towards a A Solid Foundation of Knowledge, it is expected the student demonstrates following.

Listening and Speaking

- Speech includes some complex grammatical constructions, e.g. noun phrase, verb phrase, prepositional phrases
- Vocabulary includes some idiomatic expressions
- Speaking vocabulary of approximately 900 words

Literacy and Language

Evaluation (graded expectations) of pinyin reading and writing begins in grade 2; character recognition begins in kindergarten with about 45 simple characters such as 一, 口, and 人; and character writing (about 14 characters) begins in grade 2 for Novice 3 students.

Positive Behaviors and Approaches to Learning

Demonstrating appropriate skills in the following areas indicates the student is developing capacities that support Positive Learning Attitudes and Behaviors.

- Know details in a Chinese familiar story, including characters, events, and general order of events and make connections between the story and self.

Effective Communication

Demonstrating application of knowledge and skills in the following ways indicates that the student is developing his or her Effective Communication abilities.

- Engage in discourse with a series of extended sentences of related ideas

Higher Level Thinking

Demonstrating application of knowledge and skills in the following ways indicates that the student is developing his or her Higher Level Thinking abilities.

- With support, use information from simple text, including describing, relating, categorizing, and comparing or contrasting

International Mindedness and Community Appreciation

Demonstrating application of knowledge and skills in the following ways indicates the student is developing capacities that support Global and Community Appreciation.

- Use volume and intonation appropriate for a situation when speaking

Intermediate 1

Mandarin for Speakers of Other Languages

MSOL Intermediate 1 Expectations

Content

Teachers approach language development in supported settings. Approximately 60% of the course focuses on developing reading and writing. The language used is specifically chosen to build upon the student's expanding vocabulary. Teachers use Mandarin almost exclusively to communicate with students. An occasional English word might be used to convey a difficult concept.

MSOL Intermediate 1 spans kindergarten through grade ten, thus content and context are differentiated for cognitive maturity. It is assumed that the student already knows or is currently learning the concepts and skills in their primary language. As an example, the Myself unit might include reading the Three Wishes 渔夫和金鱼; in grades 4 and 10 however, the level of depth of analysis will be deeper in grade 10.

Topics

Number	Myself	School Life	Culture
No longer a separate topic at this level	<ul style="list-style-type: none"> Personality and character, e.g. courage, 勇敢, shy, 害羞, outgoing, 开朗, confident, 自信, silly, 滑稽, honest, 诚实, coolheaded, 冷静 etc. Chinese fables, e.g. The Story of the Farmer, 农夫的故事, Three Wishes, 渔夫和金鱼 	<ul style="list-style-type: none"> A day in the life... Describing the chronological events using narrative with supporting details, 观点支持 Subjects and courses of study, e.g. science, biology, physical education, mathematics, etc. 科学, 生物, 体育, 数学 	<ul style="list-style-type: none"> Diversity within China, 风土人情 <ul style="list-style-type: none"> e.g. cities, rural area, different foods, customs, clothing
Shopping	Community	Nature	Travel
<ul style="list-style-type: none"> Bargaining and negotiation, 讨价商量 <ul style="list-style-type: none"> friendly banter, 友善 different types of markets, e.g. fabric market, 商场 wet market, 市场, supermarket, 超市 	<ul style="list-style-type: none"> A sense of belonging <ul style="list-style-type: none"> Friends, 朋友, working together, 一起工作, conflict resolution, 解决冲突 etc. 	<ul style="list-style-type: none"> Describing natural environments, e.g. the dry deserts, 干旱沙漠, the rugged mountains, 崎岖山脉, the white beach, 白沙滩, the tranquil bamboo forest, 宁静竹林 Sensory language: 感官语言, Creating rich descriptions 创造丰富词汇描述 	<ul style="list-style-type: none"> Dealing with complications and problem solving, 解决问题 e.g. missed the bus, 错过公交车, plane is late, 飞机延误, lost passport/ticket, 丢失护照 / 票 etc.

Daily and Weekly Learning Opportunities

Daily (or each session) Learning Opportunities

Daily every student should have the following intentional and supported learning opportunities.

- To read something at his or her reading level
- The opportunity to listen to a fluent reader
- The opportunity to explore a text that he or she chooses

Weekly Learning Opportunities

- To read to a knowledgeable adult and to get reading instruction that guides further development (guided reading)
- To build comprehension strategies
- To build fluency
- To share writing with a knowledgeable adult and to get writing instruction that guides further development (guided writing)
- To engage in non-scripted, discussions, role play or other "authentic" opportunities to think and have oral exchanges in Mandarin

What all MSOL Intermediate 1 Students Should Know and be Able to Do

Structure of Learning Expectations: All continua lead to GLTs

The World Language Standards and corresponding grade-level benchmarks provide a continuum from which to gauge progress towards the enduring outcomes expressed in our HIS Expected Schoolwide Learning Results (GLTs). These benchmarks facilitate alignment across the HIS system, and are not intended to be an exhaustive list of all that a MSOL Intermediate 1 student could, should or might learn.

Beginning with MSOL Intermediate 1, the expectations begin to mirror those for Language Arts for the grade-level of the students. Teachers carefully select texts that are accessible to the students' developing vocabularies, that support intellectual development which is grade level appropriate, and that balance learning language used to study language and literature with that used to practically function in social or non-school settings using Chinese.

The following is an example of the range of Intermediate 1 benchmarks.

Positive Learning Attitudes and Behavior benchmarks for Language Arts

Grade 1: Ask prepared and follow-up questions in interviews and other planned discussions

Grade 4: Follow agreed-upon rules for whole class discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)

Grade 7: Take notes, ask relevant questions, make meaningful comments, and provide constructive feedback to ideas presented orally, visually or in writing

Grade 10: Explicitly draw on preparation for discussion by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas

See the Language Arts Standards and Expectations for grade level benchmarks.

Intermediate 2

Mandarin for Speakers of Other Languages

MSOL Intermediate 2 Expectations

Content

Teachers approach content as a transition towards Language Arts. Approximately 80% of the course focuses on developing reading and writing. The language used is specifically chosen to build upon the student's expanding vocabulary. Teachers use Mandarin almost exclusively to communicate with students. An occasional English word might be used to convey a difficult concept.

MSOL Intermediate 2 spans kindergarten through grade ten, thus content and context are differentiated for cognitive maturity. It is assumed that the student already knows or is currently learning the concepts and skills in their primary language. As an example, during the Nature Unit students might create a story. In grade 1, the story might be a simple tale of a boy caught in a blizzard, while the Grade 9 student might conduct research to include geographical and historical elements to the story.

Topics

Number	Myself	School Life	Culture
• No longer a topic at this level	<ul style="list-style-type: none"> • Role models, 榜样, e.g. Lei Feng, 雷锋 • Legends, 传奇, e.g. Nian Hua, 年画 	• No longer a topic at this level	• Fantasy, imaginary worlds, mythology, 神话传说
Shopping	Community	Nature	Travel
• Advertising, 广告	• The world of work, 工作 e.g. labor, 劳动 industry, 工业	<ul style="list-style-type: none"> • Extremes <ul style="list-style-type: none"> ◦ Terrain, e.g. deserts, mountains, the artic ◦ Weather, e.g. typhoon, 台风, earthquake, 地震, tsunami, 海啸, drought, 干旱, blizzard, 暴雪, etc. 	<ul style="list-style-type: none"> • China, people and places <ul style="list-style-type: none"> ◦ Research and create a brochure and oral presentation, 研究制定小册子和 座

Daily and Weekly Learning Opportunities

Daily (or each session) Learning Opportunities

Daily every student should have the following intentional and supported learning opportunities.

- To read something at his or her reading level
- The opportunity to listen to a fluent reader
- The opportunity to explore a text that he or she chooses

Weekly Learning Opportunities

- To read to a knowledgeable adult and to get reading instruction that guides further development (guided reading)
- To build comprehension strategies
- To build fluency
- To share writing with a knowledgeable adult and to get writing instruction that guides further development (guided writing)
- To engage in non-scripted, discussions, role play or other "authentic" opportunities to think and have oral exchanges in Mandarin

What all MSOL Intermediate 2 Students Should Know and be Able to Do

Structure of Learning Expectations: All continua lead to GLTs

The World Language Standards and corresponding grade-level benchmarks provide a continuum from which to gauge progress towards the enduring outcomes expressed in our HIS Expected Schoolwide Learning Results (GLTs). These benchmarks facilitate alignment across the HIS system, and are not intended to be an exhaustive list of all that a MSOL Intermediate 2 student could, should or might learn.

Beginning with MSOL Intermediate 1, the expectations begin to mirror those for Language Arts for the grade-level of the students. Teachers carefully select texts that are accessible to the students' developing vocabularies, that support intellectual development which is grade level appropriate and that balance learning language used to study language and literature with that used to practically function in social or non-school settings using Chinese.

The following is an example of the range of Intermediate 2 benchmarks.

Grade 1: Describe the difference between fiction and non-fiction and give examples of each type

Grade 3: Explain ideas and understandings in light of the ideas of others

Grade 6: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing; e.g. summarize the reasoning and support presented in an essay

Grade 9: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence

See the Language Arts Standards and Expectations for grade level benchmarks.

Advanced Mandarin for Speakers of Other Languages

The Advanced course follows a modified Language Arts curriculum. Students study Chinese literature, culture and language as an art form. Students are expected to increase their reading by at least 500 characters per year and their writing (from memory) by approximately 300 characters per year.

See the grade-level Language Arts section for expectations.

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