



**Standard for World Languages  
Catalina Foothills School District  
High School Chinese 4**

This course is for students who have acquired Intermediate-Mid proficiency. Students will enhance the communication skills and cultural competence developed in Chinese 1, 2, and 3. Students will examine and utilize more advanced features of language and will begin to develop greater fluency in all areas of communication (speaking, listening, reading, and writing). The targeted proficiency outcome is *Intermediate Mid* for speaking, *Intermediate High* for listening, and *Intermediate Low* for reading and writing (based on the ACTFL Proficiency Guidelines).

<b>1. PERSON-TO-PERSON COMMUNICATION (INTERPERSONAL)</b>	
WL.HS.CH4.1.1	Pronounces the sounds and syllables of target language in sentences with proper tones and sufficient accuracy to be understood by native speakers.
WL.HS.CH4.1.2	Initiates, maintains, and concludes conversations on a variety of topics of personal interest.
WL.HS.CH4.1.3	Exchanges opinions on a variety of contemporary and historical topics/issues.
WL.HS.CH4.1.4	Elicits and expresses desires for self and others ( <i>for example: goals, future plans/careers</i> ).
<b>2. LISTENING AND READING FOR UNDERSTANDING (INTERPRETIVE)</b>	
WL.HS.CH4.2.1	Distinguishes the sounds and syllables of target language that are important to meaning.
WL.HS.CH4.2.2	Comprehends and analyzes the content of selected literary texts (plot, characters, their descriptions, roles, and significance).
WL.HS.CH4.2.3	Comprehends the main idea and pertinent details/information from print and online sources ( <i>for example: newspaper and magazine articles, news broadcasts, movies, nonfiction texts</i> ).
WL.HS.CH4.2.4	Comprehends the <i>pinyin</i> system of Romanization.
WL.HS.CH4.2.5	Composes in <i>pinyin</i> a brief paragraph about an everyday topic, with a classroom dictionary or online dictionary.
<b>3. ORAL AND WRITTEN PRESENTATION</b>	
WL.HS.CH4.3.1	Distinguishes the sounds and syllables of target language that are important to meaning.
WL.HS.CH4.3.2	Presents culturally authentic stories, poems, and/or skits.
WL.HS.CH4.3.3	Presents well-organized oral and written reports on topics of personal interest, current events, and/or personal experiences.
WL.HS.CH4.3.4	Presents opinions and reactions to current events and reading selections.
WL.HS.CH4.3.5	Writes Chinese characters with correct stroke order for daily needs.
<b>4. CULTURAL COMPETENCE</b>	
WL.HS.CH4.4.1	Compares tangible and intangible products of own and target culture ( <i>for example: important pieces of literature from the Chinese culture, Chinese calligraphic scripts</i> ).
WL.HS.CH4.4.2	Compares practices and perspectives of own and target culture ( <i>for example: behavior observed in movies, videos, news broadcasts from the Chinese culture</i> ).
WL.HS.CH4.4.3	Interprets and uses culturally appropriate verbal and nonverbal behaviors (knows “what to do when,” and “what to say while doing it”) in real or simulated scenarios ( <i>for example: friends, family, school, community</i> ).

<b>5. MAKING CONNECTIONS THROUGH LANGUAGE</b>	
WL.HS.CH4.5.1	Compares economic conditions in the target culture and own culture.
WL.HS.CH4.5.2	Uses authentic resources in Chinese to broaden understanding of current events and issues ( <i>for example: environmental, political, economic issues; science and technology</i> ) and relates to information learned in other classes.
<b>6. COMMUNICATION ACROSS COMMUNITIES</b>	
WL.HS.CH4.6.1	Communicates with native-speaking people of the target culture ( <i>for example: ePals, iChat, Skype, sister school program, etc.</i> ).
WL.HS.CH4.6.2	Participates in or views cultural events (in the community, through media and technology) and describes to others.