



**Standard for World Languages
Catalina Foothills School District
High School Chinese 1**

This introductory Mandarin language course is for students who have no previous experience with the language. Students will learn the pinyin transcription system for Chinese pronunciation and will also be able to recognize and produce 220 Chinese characters by the end of the course. Although there is an emphasis on oral communication, students will also develop basic listening, reading, and writing skills in the language. In this course, students will begin to develop the skills and cultural competence necessary to communicate with native speakers. The targeted proficiency outcome is *Novice-Mid* for speaking, *Novice-High* for listening, *Novice-Low* for reading and writing (based on the ACTFL Proficiency Guidelines).

1. PERSON-TO-PERSON COMMUNICATION (INTERPERSONAL)	
WL.HS.CH1.1.1	Exchanges greetings and leave takings with appropriate level of politeness for different age groups, social positions, and relationships (<i>for example: ni hao/hello to peers; nin hao to teachers</i>).
WL.HS.CH1.1.2	Exchanges simple biographical information (<i>required: name, age, birthday, address, phone number</i>).
WL.HS.CH1.1.3	Exchanges preferences on familiar topics (<i>for example: favorite color, season, food, activity</i>).
WL.HS.CH1.1.4	Asks and answers questions seeking clarification/information on familiar topics (<i>for example: Do you want red or blue? Do you understand? How are you? How many sisters do you have?</i>).
WL.HS.CH1.1.5	Describes physical and personality traits (<i>for example: My best friend is athletic and outgoing</i>).
WL.HS.CH1.1.6	Use the correct Chinese expressions in certain classroom situations.
2. LISTENING AND READING FOR UNDERSTANDING (INTERPRETIVE)	
WL.HS.CH1.2.1	Interprets isolated words and simple expressions (<i>for example: responds to Chinese character flash cards, shape cards, picture cue cards, business cards, signs, menus, phone messages, lost and found, road signs and maps</i>).
WL.HS.CH1.2.2	Follows commands and instructions that are repeated and highly supported by contextual clues (<i>for example: gestures, visual/auditory cues</i>).
WL.HS.CH1.2.3	Identifies 30~80 common radicals occurring in Chinese characters.
WL.HS.CH1.2.4	Identifies main idea(s) of brief messages and notes on familiar topics written in Chinese characters and Chinese pinyin system of Romanization).
WL.HS.CH1.2.5	Identifies main idea(s) of simple, illustrated stories from the Chinese tradition, geography, history, and culture, etc.
3. ORAL AND WRITTEN PRESENTATION	
WL.HS.CH1.3.1	Recites/sings short memorized poems, tongue twister, rhymes, or songs using appropriate body movements.
WL.HS.CH1.3.2	Presents information about self and others.
WL.HS.CH1.3.3	Writes Chinese characters with correct stroke order (<i>for example: for daily needs, messages</i>).

WL.HS.CH1.3.4	Uses elements of the Chinese numerical system appropriately (<i>for example: as they occur in time expressions, dates, monetary transactions, counting objects, phone numbers</i>).
WL.HS.CH1.3.5	Uses conventions of language in context (<i>for example: capitalization, punctuation, levels of formality/register</i>).
4. CULTURAL COMPETENCE	
WL.HS.CH1.4.1	Compares tangible and intangible products and perspectives of own culture and target culture (<i>for example: writing systems/ pictographs/symbols, food, silk, art</i>).
WL.HS.CH1.4.2	Compares practices and perspectives of own culture and the target culture (<i>for example: greetings/gestures used with family and friends; appropriate ways to issue/accept/refuse invitations, how first names are chosen, eating customs</i>).
WL.HS.CH1.4.3	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</i>).
5. MAKING CONNECTIONS THROUGH LANGUAGE	
WL.HS.CH1.5.1	Uses units of time to state the days of the week and months of the year.
WL.HS.CH1.5.2	Uses elements of the Chinese numerical system as they occur in time expressions (dates, currency, counting objects).
WL.HS.CH1.5.3	Uses numbers to perform math operations.
WL.HS.CH1.5.4	Uses map skills to locate Chinese-speaking countries and cities on a world map.
6. COMMUNICATION ACROSS COMMUNITIES	
WL.HS.CH1.6.1	Communicates with native-speaking peers of the target culture in standard pronunciation with tones (<i>for example: ePals, iChat, Blog, Skype, sister school program, etc.</i>).
WL.HS.CH1.6.2	Attends, participates in, or views target language culture events and shares with others (<i>for example: celebrations, games – playing ping-pang/badminton, Taiji sword dance, kicking feather ball, tug-of-war lion dance, fan dance</i>).
WL.HS.CH1.6.3	Describes evidence of Chinese language and culture in the community.