



**Standard for World Languages
Catalina Foothills School District
High School Chinese 3**

This course is for students who have acquired Intermediate-Low/Mid proficiency. Students will enhance the communication skills and cultural competence developed in Chinese 1 and 2. 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 Low* for speaking, *Intermediate Mid* for listening, and *Novice High* for reading and writing (based on the ACTFL Proficiency Guidelines).

1. PERSON-TO-PERSON COMMUNICATION (INTERPERSONAL)	
WL.HS.CH3.1.1	Initiates, maintains, and concludes conversations in basic yet varied situations using verbal and non-verbal strategies (<i>for example: may use paraphrasing, body language, facial expression, basic circumlocution skills, self-correction, topical vocabulary</i>).
WL.HS.CH3.1.2	Gives and follows three or more sequential directions (<i>for example: draw a picture, organize materials for a craft—when accompanied by gestures</i>).
WL.HS.CH3.1.3	Asks and responds to questions dealing with personal needs (<i>for example: buying bus/train/plane tickets, exchanging money, mailing a postcard, buying clothing</i>).
WL.HS.CH3.1.4	Elicits and expresses opinions on a variety of topics: personal, environmental, health, generation, cultural.
WL.HS.CH3.1.5	Discusses and solves problems in a variety of uncomplicated personal situations (<i>for example: relates/reacts to personal problems and asks for/gives advice, reschedules a date, requests services</i>).
2. LISTENING AND READING FOR UNDERSTANDING (INTERPRETIVE)	
WL.HS.CH3.2.1	Interprets main idea(s) and supporting details (<i>for example: Who? What? Where? When? How?</i>) in simple, illustrated stories, nonfiction text, or realia from the Chinese tradition.
WL.HS.CH3.2.2	Follows classroom directions and commands (<i>for example: various classroom expressions</i>).
WL.HS.CH3.2.3	Identifies the meaning and/or pronunciation of unfamiliar Chinese characters using decoding skills (<i>for example: the phonetic and semantic components of a character may denote the pronunciation and meaning of the character</i>).
WL.HS.CH3.2.4	Identifies radicals and components of Chinese characters.
WL.HS.CH3.2.5	Interprets notes, messages, articles, stories, signs, speeches, songs, videos, and the authentic materials on websites, newspaper, magazines, movies, etc.
3. ORAL AND WRITTEN PRESENTATION	
WL.HS.CH3.3.1	Tell or retell a story with extended description.
WL.HS.CH3.3.2	Show and provide detailed evidence to support a point of view (provide clarification and examples).
WL.HS.CH3.3.3	Writes simple stories in characters with the assistance of a print or online dictionary.
WL.HS.CH3.3.4	Writes Chinese characters (<i>for example: to create notes, letters, invitations, email responses</i>).
WL.HS.CH3.3.5	Presents information on a variety of topics (<i>for example: My parents' expectations, what gift is proper to give</i>).

CFSD/CH3; 6/11-6/13 – Approved by the Governing Board on April 19, 2011

The ACTFL Proficiency Guidelines are descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading. Each description outlines a particular range of ability/performance (communication functions, range of vocabulary, degree of accuracy, and flexibility that learners of a language are able to control) and each level subsumes all previous levels, moving from simple to complex in an "all-before-and-more" fashion.

4. CULTURAL COMPETENCE	
WL.HS.CH3.4.1	Compares tangible and intangible products and perspectives of own and target culture <i>(for example: famous landmarks and monuments associated with different cities, modes of transportation, styles of clothing)</i> .
WL.HS.CH3.4.2	Compares practices and perspectives of own and target culture <i>(for example: behavior at stores, markets, post offices, train stations, and on buses and trains, lifestyles; how people view family, marriage/wedding ceremony, home/housing, school, work, play, parental expectation)</i> .
WL.HS.CH3.4.3	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> .
5. MAKING CONNECTIONS THROUGH LANGUAGE	
WL.HS.CH3.5.1	Identifies and describes various geographic regions of the target culture <i>(required: including common flora and fauna, weather/seasons typical of each region)</i> .
WL.HS.CH3.5.2	Uses exchange rate to convert prices or calculate expenses.
WL.HS.CH3.5.3	Converts Celsius temperature scale to Fahrenheit.
WL.HS.CH3.5.4	Uses authentic sources to report/discuss information about current events or topics relating to the target culture.
6. COMMUNICATION ACROSS COMMUNITIES	
WL.HS.CH3.6.1	Communicates with native-speaking peers of the target culture <i>(for example: Pen Pals, iChat, Skype, sister school program, etc.)</i> .
WL.HS.CH3.6.2	Participates in cultural activities and local field trips of the Chinese tradition <i>(for example: concert, field trips, games, holiday celebrations, art work, summer camps, performance, etc.)</i> .