



**Standard for World Languages
Catalina Foothills School District
High School Chinese 2**

This course is for students who have acquired Novice-High proficiency. Students will continue to learn the pinyin transcription system of Chinese pronunciation and expand the number of Chinese characters they can recognize and produce. Students will further develop the communication skills and cultural competence acquired in Chinese 1. Students will continue to use Chinese in all areas of communication (speaking, listening, reading and writing) with emphasis on the spoken language. The targeted proficiency outcome is *Novice High* for speaking, *Intermediate Mid* for listening, and *Novice Mid* for reading and writing (based on the ACTFL Proficiency Guidelines).

1. PERSON-TO-PERSON COMMUNICATION (INTERPERSONAL)	
WL.HS.CH2.1.1	Exchanges information about a variety of familiar topics (<i>for example: family members, friends, pets; required: classes and schedules, meals and foods, dining out, free time activities, preferences</i>).
WL.HS.CH2.1.2	Asks and answers questions about personal needs and wants (<i>for example: daily routines, fashion, food, activities, nationality</i>).
WL.HS.CH2.1.3	Asks for and gives directions with the help of a map or other visuals (<i>for example: tell someone where something is located within the city: Where is the library?: Tu2shu1guan3 zai4 na3li3?</i>).
WL.HS.CH2.1.4	Expresses plans for the future (<i>for example: travel, activities, professions</i>).
2. LISTENING AND READING FOR UNDERSTANDING (INTERPRETIVE)	
WL.HS.CH2.2.1	Comprehends simple descriptions of people and objects (<i>for example: family members, teachers, friends, animals, plants; use flashcards to separate vegetables from fruits</i>).
WL.HS.CH2.2.2	Comprehends main idea and two or more supporting details from selected authentic texts (<i>for example: articles, passages, stories, conversations, oral presentations</i>) that contain familiar words and phrases, and are supported with context clues, visuals, and background knowledge.
WL.HS.CH2.2.3	Responds accurately to oral and written requests, commands.
WL.HS.CH2.2.4	Identifies radicals and components of Chinese characters.
WL.HS.CH2.2.5	Reads with proper pronunciation and tones and uses the <i>pinyin</i> system of Romanization for familiar Chinese words and characters with correct stroke order (<i>for example: friend: peng2you3 for 朋友; required: uses correct tones in reading</i>).
3. ORAL AND WRITTEN PRESENTATION	
WL.HS.CH2.3.1	Describes (in oral and written form) an event or personal experience with at least three relevant details (<i>for example: special celebrations, family trip, a school activity</i>).
WL.HS.CH2.3.2	Develops and presents short, rehearsed works about Chinese language and culture (<i>for example: skits, songs, poems, stories</i>) or information about familiar topics.
WL.HS.CH2.3.3	Writes short notes/messages or simple requests to obtain information (<i>for example: phone numbers, dates, locations</i>) using Chinese characters with correct stroke order.

4. CULTURAL COMPETENCE	
WL.HS.CH2.4.1	Compares tangible and intangible products and perspectives of own culture and the target culture (<i>for example: writing systems/pictographs/symbols, food, flags, currency, historical landmarks, the arts, music, sports</i>) (<i>required: specific provinces and regions: An1hui1, Si4chuan1, He2nan2, Shan3xi1 Provinces</i>).
WL.HS.CH2.4.2	Compares practices and perspectives of own culture and the target culture (<i>for example: major traditions and celebrations, basketball in the US vs. Pingpang in China, how animals are perceived in Chinese and American culture, family etiquette</i>).
WL.HS.CH2.4.3	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: family, family, school, community</i>).
5. MAKING CONNECTIONS THROUGH LANGUAGE	
WL.HS.CH2.5.1	Organizes and presents new information, with standard pronunciation and tones, acquired through media, technology, or print resources about a topic being studied in other subject areas.
WL.HS.CH2.5.2	Performs grade level appropriate tasks in art (<i>for example: compares the styles of artists and artwork from the target culture with those of own culture</i>) and music (<i>for example: sings or plays authentic music, demonstrate styles of music or dance, creates music video and lyrics</i>) using information acquired in target culture resources.
WL.HS.CH2.5.3	Finds and reports information about current events of the target culture using a variety of resources (<i>for example: news from XinhuaNet, newspapers, Internet, TV news stories</i>).
6. COMMUNICATION ACROSS COMMUNITIES	
WL.HS.CH2.6.1	Uses the target language to provide information or services to individuals, the school, or the community (<i>for example: create holiday cards for the friends, classmates, relatives, and homeless, make cards for sick children in the community, prepare a short story and share with younger students</i>).
WL.HS.CH2.6.2	Communicates with e-pals (<i>ePals Global Community</i>) or pen pals about topics of personal and/or community interest (<i>for example: school-related activities, popular fashions</i>).
WL.HS.CH2.6.3	Recreates and performs cultural games, music, and activities for school and community celebrations (<i>for example: sports- martial arts, flying kites, playing Chinese chess/go; mealtimes, routines, school life, holidays</i>) from target language countries.