

<b>Integrated Chinese 1, Fourth Edition</b>	
<b>Correlation to ACTFL World-Readiness Standards</b>	
<b>Standard</b>	(If print component, cite page number; if non-print, cite appropriate location.)
<b>COMMUNICATION</b>	
Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	
<b>ACTFL Standard 1.1</b> <b>Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	<p><b>Textbook (Print and Web App share the same page numbers):</b></p> <p>Lesson texts, largely in dialogue format, model interaction and the negotiation of meaning in spoken conversation. <i>pp. 2, 17, 34-35, 49, 64, 78-79, 102, 112, 132, 147, 181-182, 211-212, 226-227, 256, 264, 280-281, 296</i></p> <p>In the <i>How About You?</i> section, students answer questions based on personal experience or preference, assisted by visual prompts. <i>pp. 5, 20, 38, 52, 66, 82, 105, 116, 136, 150, 170, 184, 201, 215, 230, 240, 259, 266, 284, 298</i></p> <p><i>Grammar</i> exercises ask students to form Q&amp;As or answer questions. <i>pp. 10, 24, 90, 122, 154, 270, 300</i></p> <p><i>Language Practice</i> provides opportunities for interaction and the negotiation of meaning in spoken (e.g. p. 12, Lesson 11) and written (e.g. p. 13, Lesson 11) conversation. <i>pp. 12, 13, 14, 15, 25, 27, 47, 48, 55, 56, 75, 91, 94, 110, 111, 124, 125, 144, 155, 156, 178, 209, 248, 275, 293,</i></p> <p><i>Chinese Chat</i> helps students develop interpersonal skills by providing opportunities to use informal or idiomatic language. <i>pp. 16,24, 48, 57, 77, 95, 107, 127, 146, 157, 177, 191, 208, 221, 236, 246, 268, 295</i></p> <p><i>Lesson Wrap-Up</i> role-plays and skits require interacting with and responding to others. <i>pp. 32, 62, 100, 130, 161, 196, 224, 253, 278, 312</i></p> <p><b>Workbook (Print and Web App):</b></p> <p>In the <i>Speaking</i> and <i>Writing and Grammar</i> sections, exercises enable students to interact and negotiate meaning in spoken (e.g. p. 13, Lesson 11) and written (e.g., p. 14-15, Lesson 11) conversation. <i>pp. 3, 7-10, 12, 17-20, 23-24, 27-30, 32, 38-42, 45, 48-50, 52, 56-62, 65, 69-72, 75, 80-84, 87-88, 91-94, 96, 101-106, 115, 118-122, 124, 128-132, 135, 140-144, 147, 151-156, 159, 163-166, 168, 171-176, 179, 184-186, 188, 194-200, 203, 207-210, 212, 216-220</i></p> <p><b>Teacher’s Resources (Web App and Downloadable Resources):</b></p> <p>Additional activities in the Teacher’s Resources provide chances for students to interact and negotiate meaning. <i>Lesson 11 Teaching Tips, pp. 2, 6, 7, 8, 10, 11, 13; Lesson 12 Teaching Tips, pp. 2, 4, 6, 7, 9, 10, 11, 13, 14, 15, 16; Lesson 18 Teaching Tips, pp. 1, 2, 3, 5, 10, 11, 12, 14, 15</i></p>
<b>ACTFL Standard 1.2</b>	<b>Textbook (Print and Web App):</b>

<p><b>Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>Lesson texts are presented on a range of topics, including weather, dining out, seeing a doctor, renting an apartment, and more, to enable students to operate in a variety of contexts.  <i>pp. 2, 17, 34-35, 49, 132-133, 198, 211, 280</i></p> <p><i>Language Notes</i> clarify the usage of practical words and phrases, enabling students to understand, interpret, and analyze what they have read.  <i>p. 3, 17, 36, 50, 65, 80, 103, 114, 134, 148, 169, 183, 199, 212, 228, 257, 266, 282, 297</i></p> <p>Some <i>Grammar Exercises</i> ask students to join clauses, rearrange words to form sentences, fill in blanks with appropriate words or patterns, etc. These exercises enhance students' interpretive skills.  <i>pp. 9, 10, 11, 24, 40, 41, 43, 45, 70, 72, 84, 85, 88, 107, 118, 123, 138, 139, 140, 143, 151, 152, 172, 175, 176, 189, 203, 204, 217, 232, 233, 234, 243, 244, 245, 260, 270, 273, 287, 290</i></p> <p><i>Characterize It!</i> provides practice for understanding, interpreting, and analyzing characters by identifying and understanding the meaning of the common radicals among characters.  <i>pp. 16, 27, 47, 57, 90, 109, 121, 143, 157, 179, 189, 215, 221, 235, 249, 270, 273, 290, 305</i></p> <p><b>Workbook (Print and Web App):</b>  Exercises include interpreting what is heard [e.g. Lesson 11 p. 2], read [e.g. Lesson 1 p. 14], or viewed [e.g. Lesson 1 p. 3-7].  The Web App provides extra exercises and interactive features.  <i>pp. 8, 9, 24, 40, 43, 45, 53, 70, 71, 72, 82, 85, 88, 90, 107, 109, 118, 122, 123, 138, 139, 140, 143, 151, 152, 172, 175, 189, 203, 204, 205, 208, 217, 232, 233, 234, 243, 244, 246, 260, 170, 272, 273, 287, 290, 300</i></p> <p><b>Teacher's Resources (Web App and Downloadable Resources):</b>  Some exercises for the lesson texts, vocabulary, and grammar require learners to understand, interpret, and analyze what is read or heard by, for example, answering clarifying questions.  <i>Lesson 11 Teaching Tips, pp. 2, 3, 5, 8; Lesson 2 Teaching Tips, pp. 4, 5, 6, 7, 8, 9; Lesson 18 Teaching Tips, pp. 2, 3, 4, 5, 6, 7</i></p>
<p><b>ACTFL Standard 1.3 Presentational Communication:</b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>	<p><b>Textbook (Print and Web App):</b>  <i>How About You?</i> provides opportunities for students to answer questions in a variety of contexts by presenting information, concepts, and ideas.  <i>pp. 5, 20, 38, 52, 66, 82, 105, 116, 136, 150, 170, 184, 201, 215, 230, 241, 259, 266, 284, 298</i></p> <p><i>Language Practice</i> exercises involve presenting information, concepts, and ideas.  <i>pp. 12, 14, 26, 27, 46, 48, 55, 56, 57, 75, 77, 110, 124, 126, 127, 144, 155, 190, 191, 209, 218, 219, 220, 235, 237, 247, 248, 249, 261, 262, 263, 275, 291, 292, 293, 295, 306</i></p> <p><i>Chinese Chat</i> helps students develop presentational skills by presenting personal opinions and preferences to others.  <i>p. 16, 24, 48, 57, 77, 95, 107, 124, 146</i></p>

	<p><i>Characterize It!</i> tasks students with identifying common radicals among characters and explaining how radicals are related to each character.  <i>pp. 16, 27, 47, 57, 90, 109, 121, 143, 157, 179, 189, 215, 221, 235, 249, 270, 273, 290, 305</i></p> <p>Video, role play, and skit projects, as well as other presentational activities, are featured in the <i>Lesson Wrap-Up</i> sections and provide opportunities for students to engage in presentation; the activities involve presenting the weather, conducting surveys, and writing emails. Projects such as these require students to present information to an audience across a variety of media.  <i>pp. 31-32, 62, 100, 130, 161-162, 196, 224, 253-254, 278, 312</i></p> <p><b>Workbook (Print and Web App):</b>  Exercises include presenting information, concepts, and ideas by using appropriate media and adapting content to various audiences.  <i>pp. 3, 8, 9, 10, 12, 17, 18, 19, 20, 23, 28, 29, 30, 32, 38, 40, 41, 42, 45, 48, 49, 50, 52, 57, 59, 61, 62, 65, 66, 70, 71, 72, 75, 82, 83, 84, 87, 92, 93, 94, 96, 103, 104, 105, 106, 115, 119, 120, 121, 122, 123, 124, 129, 131, 132, 135, 142, 143, 144, 147, 152, 153, 154, 155, 156, 159, 166, 168, 173, 174, 175, 176, 179, 185, 186, 188, 195, 196, 198, 199, 200, 203, 208, 209, 210, 212, 217, 218, 219, 220</i></p>
<p><b>CULTURES</b>  Interact with cultural competence and understanding</p>	
<p><b>ACTFL Standard 2.1</b>  <b>Relating Cultural Practices to Perspectives:</b>  Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<p><i>Cultural Literacy</i> provides opportunities to learn about unique cultural practices and perspectives by introducing terms in the target language.  <i>pp. 59, 60, 96, 98, 129, 158, 159, 277, 308</i></p> <p>Some <i>Get Real with Chinese</i> modules introduce cultural practices.  <i>pp. 20, 284</i></p>
<p><b>ACTFL Standard 2.2</b>  <b>Relating Cultural Products to Perspectives:</b>  Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	<p><i>Cultural Literacy</i> provides opportunities to learn about unique cultural products and perspectives by introducing terms in the target language.  <i>pp. 29, 59, 129, 158, 159, 250, 276, 277</i></p> <p>Some <i>Get Real with Chinese</i> modules introduce cultural products.  <i>pp. 20, 284</i></p>
<p><b>CONNECTIONS</b>  Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p>	

<p><b>ACTFL Standard 3.1 Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<p><i>Cultural Literacy</i> sections serve as an interface between the study of language and the study of society and culture. <i>pp. 28-30, 58-60, 96-98, 128-129, 158-160, 192-194, 222-223, 276-277, 308-310</i></p>
<p><b>ACTFL Standard 3.2 Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	<p>Some <i>Compare &amp; Contrast</i> exercises in the <i>Cultural Literacy</i> section require students to engage in research. <i>pp. 59, 193, 277</i></p>
<p><b>COMPARISONS</b> Develop insight into the nature of language and culture in order to interact with cultural competence</p>	
<p><b>ACTFL Standard 4.1 Language Comparisons:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	<p>Some <i>Cultural Literacy</i> entries introduce idiomatic sayings and expressions and the contexts in which they are typically used, along with their equivalents in English. <i>pp. 29, 96, 98, 193, 250, 277, 308</i></p>
<p><b>ACTFL Standard 4.2 Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	<p><i>Compare &amp; Contrast</i> exercises in the <i>Cultural Literacy</i> section require students to make comparisons between the target culture and their own. <i>pp. 29, 59, 96, 129, 158, 193, 223, 250, 309</i></p>
<p><b>COMMUNITIES</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>	
<p><b>ACTFL Standard 5.1 School and Global Communities:</b> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<p><i>Lesson Wrap-Up</i> sections in certain chapters enjoin students to use Chinese to interact outside of the classroom context. <i>pp. 100, 130, 162, 196, 224, 254, 278, 312</i></p>

<p><b>ACTFL Standard 5.2</b> <b>Lifelong Learning:</b> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	<p><i>Lesson Wrap-Up</i> projects and associated <i>Can-Do Checklists</i> encourage students to take stock of their progress while exploring the use of Chinese for personal enjoyment, enrichment, and advancement. <i>pp. 32, 62, 100, 130, 162, 196, 224, 254, 278, 312</i></p>
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