

**Integrated Chinese 3, Fourth Edition**

**Correlation to  
ACTFL World-Readiness Standards**

Standard	(If print component, cite page number; if non-print, cite appropriate location.)
<p><b>COMMUNICATION</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>	
<p><b>ACTFL Standard 1.1</b> <b>Interpersonal</b> <b>Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p><b>Textbook (Print and Web App):</b> Lesson texts, largely in dialogue format, model interaction and the negotiation of meaning in spoken conversation. <i>pp. 2-5, 34-37, 66-71, 100-105, 130-133, 164-169, 198-203, 228-233, 262-267, 292-297</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.6, 38, 73, 107, 135, 171, 205, 235, 270, 299</i></p> <p><i>Language Practice</i> provides opportunities for interaction and the negotiation of meaning in spoken (e.g. p. 28, Lesson 1) and written (e.g. p. 29, Lesson 1) conversation. <i>pp. 24, 25, 26, 27, 53, 54, 55, 56, 57, 87, 90, 119, 120, 121, 122, 148, 149, 150, 151, 184, 185, 186, 187, 189, 218, 219, 220, 249, 250, 251, 252, 253, 279, 280, 281, 282, 311, 312, 313, 314, 315</i></p> <p><i>Chinese Chat</i> helps students develop interpersonal skills by providing opportunities to use informal or idiomatic language. <i>pp. 23, 52, 91, 123, 147, 177, 212, 247, 283, 310</i></p> <p><i>Lesson Wrap-Up</i> role-plays require interacting with and responding to others. <i>pp. 30, 60, 61, 95, 126, 154, 192, 224, 256, 286, 319</i></p> <p><b>Workbook (Print and Web App):</b> 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 1) and written (e.g., p. 23, Lesson 1) conversation. <i>pp. 5, 6, 11-20, 24, 25, 32-40, 45, 52-58, 62, 63, 68-78, 82, 83, 89-96, 106, 107, 113-122, 126, 130-140, 144, 145, 151-160, 164, 165, 170-178, 182, 183, 189-200</i></p> <p><b>Teacher’s Resources (Web App and Downloadable Resources):</b> Additional activities in the Teacher’s Resources provide chances for students to interact and negotiate meaning. <i>General Teaching Tips, pp. 9, 11; Lesson 1 Teaching Tips, pp. 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12; Lesson 2 Teaching Tips, pp. 2, 4, 5, 6, 7, 8, 9; Lesson 8 Teaching Tips, pp. 3, 5, 6, 7, 8, 9, 10, 11, 12</i></p>
<p><b>ACTFL Standard 1.2</b> <b>Interpretive</b> <b>Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p><b>Textbook (Print and Web App):</b> Lesson texts are presented on a range of topics, including education, work, and geography, to enable students to operate in a variety of contexts. <i>pp. 2-5, 34-37, 66-71, 100-105, 130-133, 164-169, 198-203, 228-233, 262-267, 292-297</i></p> <p><i>Language Notes</i> clarify the usage of practical words and phrases, enabling students to</p>

	<p>understand, interpret, and analyze what they have read.  <i>pp. 4, 37, 70, 105, 132, 169, 202, 233, 266, 297</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, 55, 86, 120, 144, 180, 213, 239, 271, 314</i></p> <p><i>A Way with Words</i> gives students opportunities to contextually analyze and interpret words that they have not yet learned.  <i>pp. 18, 26, 44, 48, 81, 88, 117, 118, 143, 147, 182, 186, 214, 218, 246, 253, 277, 280, 308, 315</i></p> <p><i>Keep It Flowing</i> comprises short passages that students must interpret and analyze before writing their own.  <i>pp. 30-31, 52-63, 95-97, 126-127, 154-155, 193-194, 224-225, 257-258, 286-288, 320-321</i></p> <p><b>Workbook (Print and Web App):</b>  Exercises include interpreting what is heard [e.g. Lesson 1 p. 12], read [e.g. Lesson 1 p. 14], or viewed [e.g. Lesson 1 p. 20].  The Web App provides extra exercises and interactive features.  <i>pp. 2-4, 6-11, 22, 23, 25-31, 42-44, 46-51, 60, 61, 63-67, 80-82, 83-88, 104, 105, 107-113, 124, 125, 127-130, 142-144, 145-150, 162-164, 165-169, 180, 181, 183-188</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 1 Teaching Tips, pp. 1, 2, 4, 5, 6; Lesson 2 Teaching Tips, pp. 2, 3, 4, 5, 6, 7; Lesson 8 Teaching Tips, pp. 2, 3, 4, 5</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.6, 38, 73, 107, 135, 171, 205, 235, 270, 299</i></p> <p><i>Language Practice</i> exercises involve presenting information, concepts, and ideas.  <i>pp. 25, 26, 27, 56, 57, 87-91, 119, 120, 121, 122, 123, 149, 150, 183, 185, 186, 188, 189, 218, 219, 220, 221, 251, 252, 253, 279, 280, 311-315</i></p> <p><i>Chinese Chat</i> helps students develop presentational skills by presenting personal opinions and preferences to others.  <i>pp. 23, 52, 91, 123, 147, 177, 212, 247, 283, 310</i></p> <p>Video 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 family photos, conducting surveys, and writing emails. Projects such as these require students to present information to an audience across a variety of media.  <i>pp. 30, 60, 61, 95, 126, 154, 192, 224, 256, 286, 319</i></p>

	<p><b>Workbook (Print and Web App):</b> Exercises include presenting information [e.g. Lesson 1 p. 13], concepts [e.g. Lesson 1 p. 25], and ideas [e.g. Lesson 1 p. 34] by using appropriate media [e.g. Lesson 5 p. 90] and adapting content to various audiences [e.g. Lesson 1 p. 18, Lesson 3 p. 62]. <i>pp. 3, 4, 5, 6, 13, 16, 18, 19, 20, 25, 34, 35, 36, 37, 38, 39, 40, 53, 54, 55, 57, 58, 63, 69, 70, 71, 72, 74, 75, 76, 77, 78, 83, 89, 94, 95, 96, 100, 101, 102, 107, 114, 115, 116, 117, 118, 119, 120, 121, 122, 126, 131, 133, 135, 136, 137, 139, 140, 145, 153, 154, 155, 156, 157, 158, 159, 160, 165, 174, 176, 177, 178, 183, 192, 193, 195, 198, 199, 200, 204, 205, 206</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. 28, 29, 92, 93, 94, 124, 125, 191, 223, 255, 285</i></p> <p>Some <i>Get Real with Chinese</i> modules introduce cultural practices. <i>pp. 39, 173, 216, 300</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, 58, 59, 92, 93, 94, 125, 152, 153, 190, 222, 223, 254, 255, 284, 285, 316, 317, 318</i></p> <p>Some <i>Get Real with Chinese</i> modules introduce cultural products. <i>pp. 74, 136, 173, 216, 269, 300</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</b> <b>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. 28-29, 58-59, 92-94, 124-125, 152-153, 190-191, 222-223, 254-255, 284-185, 316-318</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, 93</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>Compare &amp; Contrast</i> exercises in the <i>Cultural Literacy</i> section require students to make comparisons between the target language and their own. <i>pp. 125, 223</i></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. 93, 152, 222, 255, 285</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. 28, 59, 93, 153, 191, 254, 284, 317</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. 60, 95, 192, 224, 256, 286, 319</i></p>
<p><b>ACTFL Standard 5.2 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. 30, 31, 60, 63, 95, 97, 126, 127, 154, 156, 194, 224, 225, 256, 258, 286, 288, 319, 321</i></p>

