

Integrated Chinese 4, Fourth Edition

**Correlation to
ACTFL World-Readiness Standards**

Standard

(If print component, cite page number; if non-print, cite appropriate location.)

COMMUNICATION

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

**ACTFL Standard 1.1
Interpersonal**

Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Textbook (Print and Web App):

Lesson texts, largely in dialogue format, model interaction and the negotiation of meaning in spoken conversation.

pp. 2-9, 34-39, 94-99, 122-127, 160-167, 194-199, 224-231, 256-261, 288-295

In the *How About You?* section, students answer questions based on personal experience or preference, assisted by visual prompts.

pp. 12, 41, 71, 101, 130, 169, 201, 263, 298

Language Practice provides opportunities for interaction and the negotiation of meaning in spoken (e.g. p. 19, Lesson 11) and written (e.g. p. 52, Lesson 12) conversation.

pp. 19, 21, 52, 53, 54, 55, 80-81, 82, 83, 109-110, 111, 112, 141, 183, 185, 186, 213, 214-215, 241, 242, 243, 246, 247, 272-273, 274, 277, 279, 313, 314-315

Chinese Chat helps students develop interpersonal skills by providing opportunities to use informal or idiomatic language.

pp. 23, 54, 72, 107, 134, 187, 207, 238, 279, 315

Lesson Wrap-Up role-plays require interacting with and responding to others.

pp. 88, 116, 218, 282-283

Workbook (Print and Web App):

In the *Speaking* and *Writing and Grammar* sections, exercises enable students to interact and negotiate meaning in spoken (e.g. p. 4, Lesson 11) and written (e.g., p. 10, Lesson 11) conversation.

pp. 4, 10, 19, 30, 38, 55, 62, 64-65, 73, 79, 96, 104-105, 114, 122, 130, 139-140, 148, 168, 175

Teacher's Resources (Web App and Downloadable Resources):

Additional activities in the Teacher's Resources provide chances for students to interact and negotiate meaning.

General Teaching Tips, pp. 12; Lesson 11 Teaching Tips, pp. 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16, 19, 21; Lesson 12 Teaching Tips, pp. 2, 4, 5, 7, 10, 11, 12,

	<p>13, 14; Lesson 18 Teaching Tips, pp. 2, 3, 4, 5, 7, 8, 9, 10, 11, 14, 15</p>
<p>ACTFL Standard 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>Textbook (Print and Web App): 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. 2-9, 34-39, 64-69, 94-99, 122-127, 160-167, 194-199, 224-231, 256-261, 288-295</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>pp. 9, 39, 69, 98, 127, 166, 199, 230, 261, 294</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. 22, 56, 78, 103, 138, 180, 209, 236, 268, 310</i></p> <p><i>Get Real with Chinese</i> ask students to analyze and interpret words and phrases in real-life contexts. <i>pp. 11, 42, 81, 112, 129, 170, 202, 234, 264, 297</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. 16, 21, 50, 57, 79, 85, 104, 110, 139, 140, 181, 184, 205, 210, 235, 240, 271, 276, 309, 312</i></p> <p><i>Keep It Flowing</i> comprises short passages that students must interpret and analyze before writing their own. <i>pp. 28-30, 60-61, 88-90, 117-118, 147-148, 190-191, 218-220, 251-253, 284-285, 318-319</i></p> <p>Workbook (Print and Web App): Exercises include interpreting what is heard [e.g. Lesson 11 p. 2], read [e.g. Lesson 11 p. 5-6] or viewed [e.g. Lesson 11 p. 8]. The Web App provides extra exercises and interactive features. <i>pp. 2-3, 5-8, 18-19, 20-26, 36-37, 39-43, 54, 56-61, 72-73, 74-77, 82-83, 87-89, 94-95, 97-102, 106-107, 112-113, 115-120, 128-129, 130-136, 137, 138-139, 146-147, 149-155, 156, 160, 166-167, 168-173, 181-184</i></p> <p>Teacher’s Resources (Web App and Downloadable Resources): 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. 4-5, 21; Lesson 12 Teaching Tips, pp. 3, 15; Lesson 18 Teaching Tips, pp. 2, 15-16</i></p>

ACTFL Standard 1.3 Presentational Communication:

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.

Textbook (Print and Web App):

Lesson texts in the Diary Entry, Letter, and Email formats guide students on how to present information and ideas in written format and using appropriate media.

pp. 64-69 in Diary Entry format; all lesson texts in Dialogue format contain multi-paragraph introduction

How About You? provides opportunities for students to answer questions in a variety of contexts by presenting information, concepts, and ideas.

pp. 12, 41, 71, 101, 130, 169, 201, 233, 263, 298

Language Practice exercises involve presenting information, concepts, and ideas.

pp. 19, 20, 21, 22, 23, 52, 53, 54, 56, 57, 78, 79, 80-81, 82-83, 84-85, 111, 112, 113, 141, 142-143, 182-183, 184, 185, 186, 187, 211, 212, 213-214, 215, 241, 243-247, 273-274, 275, 276, 277, 278, 309, 310, 311, 312

Chinese Chat helps students develop presentational skills by presenting personal opinions and preferences to others.

pp. 107, 134, 187, 207, 238, 279, 315

Characterize It! tasks students with identifying common radicals among characters and explaining how radicals are related to each character.

pp. 22, 56, 78, 103, 138, 180, 209, 236, 268, 310

Video and skit projects, as well as other presentational activities, are featured in the *Lesson Wrap-Up* 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.

pp. 28, 60, 88, 116, 147, 190, 218, 251, 282-283, 318

Workbook (Print and Web App):

Exercises include presenting information, concepts, and ideas by using appropriate media [e.g. Lesson 1 pg. 15] and adapting content to various audiences [e.g. Bringing It Together p. 90].

pp. 10, 11, 12-15, 16, 20, 28-30, 31, 32-33, 34, 38-39, 44-47, 48-51, 52, 55-56, 62-63, 64-69, 70, 74, 80, 81, 82-85, 86, 90, 91, 92, 96-97, 103-104, 106-109, 110, 114, 121-122, 123-124, 125, 126, 130, 137, 138-139, 140-143, 144, 148, 156, 157, 158, 159, 160-162, 163, 164, 168, 174-179, 180, 185-186, 187, 188

Teacher's Resources (Web App and Downloadable Resources):

Some exercises for lesson texts, vocabulary, and grammar require learners to present information, concepts, and ideas.

Lesson 11 Teaching Tips, pp. 3, 16, 18, 20, 22-23; Lesson 12 Teaching Tips, pp. 3, 13, 15, 16-17; Lesson 18 Teaching Tips, pp. 3, 6, 15, 16-17

CULTURES	
Interact with cultural competence and understanding	
ACTFL Standard 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	<p><i>Cultural Literacy</i> provides opportunities to learn about unique cultural practices and perspectives by introducing terms in the target language. <i>pp. 24-27, 86-87, 114-115, 144-146, 188-189, 216-217, 280-281, 316-317</i></p> <p>Some <i>Get Real with Chinese</i> modules introduce cultural practices. <i>pp. 11, 42, 170</i></p>
ACTFL Standard 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	<p><i>Cultural Literacy</i> provides opportunities to learn about unique cultural products and perspectives by introducing terms in the target language. <i>pp. 24-27, 58-59, 86-87, 114-115, 144-146, 188-189, 216-217, 248-250, 316-317</i></p> <p>Some <i>Get Real with Chinese</i> modules introduce cultural products. <i>pp. 42, 129, 170, 234, 264</i></p>
CONNECTIONS	
Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	
ACTFL Standard 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve	<p><i>Cultural Literacy</i> sections serve as an interface between the study of language and the study of society and culture. <i>pp. 24-27, 58-59, 86-87, 114-115, 144-146, 188-189, 216-217, 248-250, 316-317</i></p>
ACTFL Standard 3.2 Acquiring Information and	<p>Some <i>Compare & Contrast</i> exercises in the <i>Cultural Literacy</i> section require students to engage in research. <i>pp. 58, 87, 115, 146, 189, 248, 280, 316</i></p>

<p>Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	
<p>COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence</p>	
<p>ACTFL Standard 4.1 Language Comparisons: 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 & Contrast</i> exercises in the <i>Cultural Literacy</i> section require students to make comparisons between the target language and their own. <i>pp. 146, 217, 280</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. 144-146, 188-189, 216-217, 280-281, 316-317</i></p>
<p>ACTFL Standard 4.2 Cultural Comparisons: 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 & Contrast</i> exercises in the <i>Cultural Literacy</i> section require students to make comparisons between the target culture and their own. <i>pp. 27, 115, 189, 217, 316</i></p>
<p>COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>	
<p>ACTFL Standard 5.1 School and Global Communities: Learners use the language both within and beyond the</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. 28, 88, 116, 147, 282-284</i></p>

<p>classroom to interact and collaborate in their community and the globalized world.</p>	
<p>ACTFL Standard 5.2 Lifelong Learning: 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. 28-30, 60-61, 88-90, 116-118, 147-148, 190-191, 218-220, 251-253, 282-285, 318-319</i></p>