

<b><i>Huanying, Volume 4</i></b>	
<b>Correlation to ACTFL World-Readiness Standards</b>	
<b>Standard</b>	(If print component, cited page number; if non-print, cited 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 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	<p><b>Textbook:</b> “Lesson Dialogues” model interpersonal communication. [e.g. pp. 2-4]</p> <p>“Gain New Insight Through Review” sections sometimes ask students to ask or tell other students about language usage. [e.g. p. 21]</p> <p><b>Workbooks:</b> Workbooks feature numerous interpersonal communicative exercises, including pair activities and mini-dialogues with cues [e.g. pp. 9-13].</p> <p><b>Textbook Exemplars:</b> 2-4, 14-16, 21, 35-36, 46-48, 77-79, 90-92, 97, 99-101, 109-111, 126-128, 138-141, 149-152, 161-164, 172-175, 190-192, 202-204, 214-216, 225-227, 230, 236-237</p> <p><b>Workbook 4/1 Exemplars:</b> 9-13, 16, 24-30, 39-44, 54-63, 72-76, 93-95, 104-109, 115-125, 132-135, 144-147</p> <p><b>Workbook 4/2 Exemplars:</b> 9-13, 21-25, 26, 33-37, 44-48, 57-60, 77-84, 93-101, 109-113, 122-128, 137-141</p>
<b>ACTFL Standard 1.2 Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	<p><b>Textbook:</b> “Extend Your Learning” Sections often include reading activities. [e.g. p. 8]</p> <p>“Chinese Proverbs” sections include interpretive activities using proverbs in different contexts. [e.g. pp. 116-117]</p> <p>“Chinese Culture” readings require students to interpret readings in order to make related presentations. [e.g. p. 44]</p> <p>“Unit Review” contains vocabulary activity asking students to interpret meanings of new word collocations. [e.g. pp. 123]</p> <p><b>Workbooks:</b> Workbooks feature numerous communicative exercises, including listening exercises with vocabulary matching and comprehension [e.g. pp. 18-22] and readings with comprehension and comparison exercises [e.g. pp. 52-53].</p> <p><b>Audio:</b> Audio downloads of Lesson Dialogues and readings can be used to improve interpretive listening skills.</p> <p><b>Textbook Exemplars:</b> 8, 9, 10-12, 13, 21-23, 25-27, 31-32, 33, 41, 42-43, 44, 52-54, 54, 60, 72-73, 74, 84, 85-87, 87-88, 95, 96-97, 104, 104-106, 115, 116-117, 123, 132, 133-134, 135, 144, 145-146, 155-156, 157-159, 168, 168-170, 178, 179-180, 180-181, 186, 196, 197-198, 199, 208, 209-210, 211, 219-220, 220-222, 222-223, 230-231, 231-232, 233, 234, 241, 241-243, 243-244, 249</p> <p><b>Workbook 4/1 Exemplars:</b> 1-7, 8, 18-22, 32-37, 47-51, 52-53, 64-69, 87-90, 92-93, p. 96, 99-103, 111-115, 126-130, 136-137, 138-142</p> <p><b>Workbook 4/2 Exemplars:</b> 1-6, 14-17, 19, 27-30, 39-41, 50-54, 71-75, 86-90, 103-107, 116-120, 130-144, 135-136</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:</b> “Extend Your Learning” Sections often ask students to present or summarize knowledge from readings or research [e.g. p. 8]</p> <p>“Chinese Proverbs” sections ask students to produce sentences using proverbs. [e.g. p. 11]</p> <p>Chinese culture readings ask students to present information on related topics in Chinese [e.g. p. 13]</p> <p><b>Workbooks:</b> Workbooks feature numerous presentational communicative exercises, including translation [e.g. pp. 7-8], presentations [e.g. p. 110], and essays [e.g. p. 125].</p> <p><b>Textbook Exemplars:</b> 8, 10-11, 13, 23, 24, 30, 31-32, 33, 41, 42, 51-52, 71, 72-73, 75,86-87, 88, 95, 96, 98, 104-106, 107, 116, 118, 134, 136, 145-146, 147, 158-159, 160, 168, 170, 179-180, 182, 197-198, 200, 207, 209-210, 212, 219, 220-221, 223, 230, 241-242, 245</p> <p><b>Workbook 4/1 Exemplars:</b> 7-8, 9, 14-15, 16, 17, 23-24, 31, 37- 38, 46, 51-52, 63, 69-70, 77, 91, 97-98, 103-104, 110, 125, 130-131, 137, 142-143, 148</p> <p><b>Workbook 4/2 Exemplars:</b> 6-7, 13, 18, 20, 26, 31, 38, 42, 49, 54-55, 60, 61, 75-76, 85, 91, 102, 107-108, 113-114, 115, 120-121, 129, 134-135, 141</p>
<p><b>CULTURES</b> Interact with cultural competence and understanding</p>	
<p><b>ACTFL Standard 2.1 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><b>Textbook:</b> “Did You Know” sections often explain practices of Chinese culture. [e.g. pg 13]</p> <p>“Chinese Proverbs” sections teach students how to use Chinese proverbs, along with background information. [e.g. p. 10-11]</p> <p><b>Textbook Exemplars:</b> 10-11, 13, 24, 31-32, 34, 42-43, 45, 52-54, 72-73, 74, 85-87, 89, 96-97, 98, 104-106, 115-116, 117, 118, 133-134, 135, 137, 157-159, 168-170, 171, 182, 196-198, 201, 209-210, 211, 213, 220-222, 224, 231-232, 245</p>
<p><b>ACTFL Standard 2.2 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><b>Textbook:</b> “Chinese Proverbs” sections teach students authentic Chinese proverbs and usage, along with background information. [e.g. p. 10-11]</p> <p>“Chinese Culture” readings explain various Chinese stories, myths, and legends and ask students to reflect upon their significance. [e.g. p. 12]</p> <p><b>Textbook Exemplars:</b> 1, 10-12, 21-23, 23, 32-32, 33, 44, 54-55, 72-73, 74, 88, 97, 98, 108, 117, 132, 135, 137, 159, 160, 170, 171, 180-182, 199-201, 206, 211-212, 222-223, 233-234, 243-244</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><b>Textbook:</b> “Extend Your Learning” sections often make connections to other content areas, including business, city planning, culinary arts, nutrition, agriculture, and more. [e.g. pp. 70-71]</p> <p>“Chinese Culture” readings and “Did You Know?” sections often reinforce other content areas, including business, anthropology, and geography. [e.g. 213]</p> <p><b>Textbook Exemplars:</b> 8, 21, 23, 30, 41, 45, 56, 70-71, 76, 84, 103, 114, 144, 154, 155, 167-168, 171, 177, 178, 182, 196, 206-208, 213, 219, 224, 229-230</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><b>Textbook:</b> “Extend Your Learning” contains readings and activities modeled after authentic Chinese materials, training students to access information from real sources. [e.g. p. 8]</p> <p>“Lesson Texts” are presented in realia format to resemble e-mails one might receive from a Chinese speaker. [e.g. pp. 25-27]</p> <p>“Chinese Culture” readings explain various Chinese stories, myths, and legends in Chinese. [e.g. p. 12]</p> <p><b>Textbook Exemplars:</b> 1, 8, 23, 25-27, 33, 36-37, 45, 56, 74, 76, 80-81, 88, 89, 97, 98, 103, 117, 118, 132, 135, 137, 146, 148, 155, 170, 171, 180-181, 182, 199, 201, 211, 213, 222, 224, 233, 235, 238-239</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><b>Textbook:</b> Language Usage Sections explain Chinese expressions and grammar through comparisons with English and examples. [e.g. pp. 194-195]</p> <p><b>Textbook Exemplars:</b> 5-7, 17-19, 28-29, 38-40, 50, 68-70, 83, 93-94, 103, 113, 130, 142-143, 153-154, 166, 176, 194-195, 206, 218, 228-229, 234, 240</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><b>Textbook:</b> “Chinese Culture” readings ask students to compare various Chinese myths, legends, and other cultural practices to ones from their own culture. [e.g. p. 24]</p> <p>Several “Did You Know?” sections draw comparisons between Chinese and U.S. culture. [e.g. 89]</p> <p><b>Textbook Exemplars:</b> 13, 24, 33, 44, 75, 88, 89, 98, 107, 118, 136, 147, 160, 170, 182, 224, 234, 235</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><b>Textbook:</b> “Chinese Culture” readings ask students to compare various Chinese myths and legends to ones from their own culture. [e.g. p. 24]</p> <p>Several “Extend Your Learning” exercises review vocabulary related to real-world situations and encourage students to seek out real-world examples, like menus, websites, and more. [e.g. p. 114]</p> <p><b>Textbook Exemplars:</b> 1, 13, 24, 30, 103, 114, 155, 177, 234</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><b>Textbook:</b> “Lesson Openers” set clear goals for students in each unit. [e.g. page 1]</p> <p>End-of-unit “Self-Assessment” checklists encourage students to check their own progress. [e.g. p. 61]</p> <p>Some “Did You Know?” sections detail applying to colleges, careers, and other life situations in Chinese. [e.g. p. 235]</p> <p><b>Textbook Exemplars:</b> 1, 30, 61, 63, 103, 114, 124, 125, 187, 189, 235, 245, 250</p>