



**GRADE 5  
MANDARIN CHINESE  
IMMERSION**

**CHINESE MUSIC AND  
CULTURE**

**ACADEMIC STANDARDS  
PROFICIENT**

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**CATALINA FOOTHILLS SCHOOL DISTRICT**  
Approved by the Governing Board  
May 11, 2010



# STANDARDS FOR MANDARIN CHINESE IMMERSION – CHINESE MUSIC & CULTURE

## GRADE 5 – PROFICIENT

The Grade 5 Chinese Music and Culture curriculum is part of a sequential program that leads to the development of communicative proficiency and cultural competence in Mandarin Chinese. Teachers use music and cultural investigations to: 1) develop learners' speaking and listening skills; and 2) deepen learners' understanding of the culture of China. The teacher and students use Mandarin Chinese to communicate in the immersion environment. By the end of Grade 5, students will demonstrate Intermediate Low proficiency in Reading and Writing, Intermediate Mid proficiency in Speaking, and Intermediate High in Listening (ACTFL Proficiency Guidelines).

### INTERCULTURALITY

CMC.5.4.1 Investigate cultural products and practices of China (for example: songs, games, holidays, dining customs, cultural events, daily life, mythology, historical events) and corresponding cultural perspectives (with support) (for example: analyze the legend of Yue Fei to identify evidence of the cultural value of loyalty; examine the cultural practices that reflect the cultural value of respect).

CMC.5.4.2 Attend, participate in, or view target language culture events and share with others (for example: performs Chinese songs/dances at a community festival or for peers, presents rhymes/chants to others, views traditional games via digital media and organizes a game with peers).

### INTERPERSONAL COMMUNICATION

#### Two-Way Communication – Speaking/Listening

WL5.1.2 Exchange information about familiar topics (for example: exchange opinions about which artwork best illustrates a particular song's lyrics or mood) using sentences and strings of sentences (with support).

### CONNECTING

#### Relating artistic ideas and work with personal meaning and external context.

MU.Cn2.1.5 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- Identify musical pieces that are important to a specific context (for example: how music plays a part in family traditions or times of celebration).
- Compare relationships between music and other content areas (for example: Chinese dance, visual art, dramatic arts, literature, language arts, and/or science, math, social studies)
- Identify how context (social, cultural, and historical) can inform a piece of music (for example: compare traditional music to contemporary music, investigate a specific composer).