



**GRADE 4
MANDARIN CHINESE
IMMERSION**

**CHINESE MUSIC AND
CULTURE**

**ACADEMIC STANDARDS
PROFICIENT**

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



STANDARDS FOR MANDARIN CHINESE IMMERSION – CHINESE MUSIC & CULTURE

GRADE 4 – PROFICIENT

The Grade 4 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 4, students will demonstrate Novice High proficiency in Reading and Writing, Intermediate Low proficiency in Speaking, and Intermediate Mid proficiency in Listening (ACTFL Proficiency Guidelines).

INTERCULTURALITY

CMC.4.4.1 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: examine Jay Chou's song "Listen to Mother" to identify evidence of the cultural value of filial piety).

CMC.4.4.2 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

WL4.1.2 Ask and answer questions (for example: Do you prefer [title of poem] or [title of another poem]? Why?) on familiar topics using sentences and some strings of sentences (with support).

CONNECTING

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

MU.Cn2.1.4 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; compare the science of sound to producing instrumental sounds)
- Identify how context (social, cultural, and historical) can inform a piece of music (for example: investigate a specific composer).