



**GRADE 1  
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 1 – PROFICIENT

The Grade 1 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 1, students will demonstrate Novice Low proficiency in Reading and Writing, Novice Mid proficiency in Speaking, and Novice High proficiency in Listening (ACTFL Proficiency Guidelines).

### INTERCULTURALITY

CMC.1.4.1 Investigate cultural products and practices of China (for example: songs, games, holidays, cultural events, daily life).

CMC.1.4.2 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

WL1.1.2 Ask and answer simple questions (for example: Which song is your favorite? Is fast or slow?) on familiar topics using single words and memorized phrases (with guidance).

### CONNECTING

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

MU.Cn2.1.1 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, with guidance (for example: how music plays a part in family traditions or times of celebration).
- Compare relationships between music and other content areas, with guidance (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, with guidance (required: investigate a specific composer).