

**FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS (GPS)
GRADES K-12 FOREIGN/MODERN LANGUAGES AND LATIN**

Subject Area: Chinese **State-Funded Course Name & Number:** Modern Languages Level III (HS)

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*The Georgia Performance Standards (GPS) for Grades K-12 Foreign/Modern Languages and Latin may be accessed on-line at:
<https://www.georgiastandards.org/standards/pages/BrowseStandards/ModernLanguageLatin.aspx>*

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
	Georgia Performance Standards for Modern Languages Level III	
	Georgia Performance Standards with Elements	
	I. Communication Interpersonal Mode of Communication (IP)	
MLIII.IP1	The students exchange spoken and written information and ideas in the target language, with some originality and spontaneity, utilizing cultural references where appropriate. The students:	
MLIII.IP1.A	A. Express needs and desires.	SE/ATE: 83, 125, 126, 160, 185, 215, 294, 350 <i>*Citation in red refers to talking about their dream job (83).</i>
MLIII.IP1.B	B. Share feelings and emotions.	SE/ATE: 185, 215, 295, 350
MLIII.IP1.C	C. Exchange opinions and preferences.	SE/ATE: 47, 157, 185, 215, 241, 242, 294, 312, 326, 350 <i>*Citations in red refer to debating whether modern appliances are good (47), debating which animal makes best pet (157), and debating forms of transportation (312).</i>

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MLIII.IP1.D	D. Give detailed descriptions.	SE/ATE: 47, 69, 73, 160, 215, 241, 242, 266, 267, 295, 326, 350
MLIII.IP1.E	E. Give and follow detailed directions and instructions.	SE/ATE: 49, 51, 103, 161
MLIII.IP1.F	F. Ask questions and provide responses on topics and events found in a variety of print and non-print sources.	SE/ATE: 47, 196, 242, 326 <i>*Citation in red refers to reacting to Chinese poetry (196).</i>
MLIII.IP2	The students initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations. The students:	
MLIII.IP2.A	A. Participate in extended oral and written activities reflecting the present.	SE/ATE: 39, 47, 73, 101, 118, 125, 126, 149, 160, 177, 185, 215, 241, 266, 195, 350 <i>*Citations in red refer to rewriting dialogues and performing (39, 118, 149, 177).</i>
MLIII.IP2.B	B. Begin to participate in oral and written activities reflecting the future and past.	SE/ATE: 160, 353
MLIII.IP2.C	C. Exchange information through conversations, notes, letters, or e-mail on familiar topics.	SE/ATE: 47, 73, 101, 126, 127, 160, 185, 215, 266, 295, 267, 326, 353, 350
MLIII.IP2.D	D. Use paraphrasing, some circumlocution, and body language to convey and comprehend messages.	SE/ATE: 90, 241, 242, 266 <i>*Citation in red refers to restating dialogue (90).</i>
MLIII.IP2.E	E. Begin to self-correct.	The opportunity to address this objective is available. See the following: SE/ATE: 39, 47, 73, 101, 118, 125, 126, 149, 160, 177, 185, 215, 241, 266, 195, 350 <i>*Citations in red refer to rewriting dialogues and performing (39, 149, 118, 177).</i>
MLIII.IP2.F	F. Demonstrate Novice-High to Intermediate-Low proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.	SE/ATE: 39, 47, 73, 101, 118, 125, 126, 149, 160, 177, 185, 215, 241, 266, 195, 350 <i>*Citations in red refer to rewriting dialogues and performing (39, 118, 149, 177).</i>
	Interpretive Mode of Communication (INT)	

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MLIII.INT1	The students understand spoken and written language on newly acquired and familiar topics presented through a variety of media in the target language, including authentic materials. The students:	
MLIII.INT1.A	A. Identify main ideas and supporting details from a variety of sources.	SE/ATE: 2-3, 22-23, 39-40, 48, 49, 50, 51, 74, 75, 90-91, 101, 102, 127, 129, 148-149, 161, 162, 187, 188, 196, 216, 217, 218, 234-235, 243, 244, 268, 269, 296, 297, 298 <i>*Citation in red refers to reacting to Chinese poetry (196).</i>
MLIII.INT1.B	B. Understand culturally authentic materials and information.	SE/ATE: 48, 49, 50, 51, 74, 75, 101, 102, 127, 129, 161, 162, 187, 188, 216, 217, 218, 243, 244, 269, 296, 297
MLIII.INT1.C	C. Demonstrate comprehension of current events and issues presented through print and electronic media.	SE/ATE: 93-94, 268, 269, 319-320, 352-353
MLIII.INT1.D	D. Follow instructions given in the target language.	SE/ATE: 49, 51, 103, 161
MLIII.INT1.E	E. Understand simple connected discourse.	SE/ATE: 2-3, 22-23, 39-40, 50, 104, 118-119, 148-149, 216, 258-259, 268
MLIII.INT1.F	F. Demonstrate Novice-High to Intermediate-Low proficiency in listening and reading comprehension.	SE/ATE: 2-3, 22-23, 39-40, 48, 49, 50, 51, 74, 75, 90-91, 101, 102, 127, 129, 148-149, 161, 162, 187, 188, 196, 216, 217, 218, 234-235, 243, 244, 268, 269, 296, 297, 298 <i>*Citation in red refers to reacting to Chinese poetry (196).</i>
	Presentational Mode of Communication (P)	
MLIII.P1	The students present information orally and in writing using familiar and newly- acquired vocabulary, phrases, and patterns in increasingly complex sentences and strings of sentences. The students:	
MLIII.P1.A	A. Summarize and communicate main ideas and supporting details from a variety of authentic language materials.	SE/ATE: 49, 50, 51, 102, 188, 216, 217, 242, 297

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MLIII.P1.B	B. Produce brief oral presentations in the present with increasing proficiency, using visual and technological support as appropriate.	SE/ATE: 39, 47, 73, 91, 101, 118, 149, 160, 177, 185, 206, 215, 242, 258, 275, 307, 350, 353 *Citations in red refer to creating video presentation of Chinese festival (275), presentation on Chinese geography (307), and rewriting dialogues and performing (39, 91, 118, 149, 118, 177, 206, 258).
MLIII.P1.C	C. Write short, organized compositions in the present with increasing accuracy, using visual and technological support as appropriate.	SE/ATE: 39, 47, 73, 91, 101, 118, 149, 160, 177, 185, 206, 215, 242, 258, 275, 285, 307, 350, 353 *Citations in red refer to creating a video presentation of Chinese festival (275), making a poster on ways to protect environment (285), presentation on Chinese geography (307), and rewriting dialogues and performing (39, 91, 118, 149, 118, 177, 206, 258).
MLIII.P1.D	D. Begin to prepare presentations in the past and future.	SE/ATE: 73, 101, 295
MLIII.P1.E	E. Demonstrate Novice-High to Intermediate-Low accuracy in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.	SE/ATE: 39, 47, 73, 91, 101, 118, 149, 160, 177, 185, 206, 215, 242, 258, 275, 285, 307, 350, 353 *Citations in red refer to creating video presentation of Chinese festival (275), making a poster on ways to protect environment (285), presentation on Chinese geography (307), and rewriting dialogues and performing (39, 91, 118, 149, 118, 177, 206, 258).
MLIII.P2	The students present student-created as well as culturally authentic stories, poems, and/or skits in the target language. The students:	
MLIII.P2.A	A. Prepare and present culturally authentic poetry, skits or stories.	SE/ATE: 39, 47, 64, 73, 91, 101, 118, 125, 126, 149, 160, 177, 185, 206, 215, 242, 258, 350, 353 *Citations in red refer to rewriting dialogues and performing (39, 91, 118, 149, 118, 177, 206, 258).
MLIII.P2.B	B. Prepare and present original essays, poetry, skits, or stories in the target language.	SE/ATE: 39, 47, 64, 73, 91, 101, 118, 125, 126, 149, 160, 177, 185, 206, 215, 242, 258, 350, 353 *Citations in red refer to rewriting dialogues and performing (39, 64, 91, 118, 149, 118, 177, 206, 258).

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	II. Cultural Perspectives, Practices, and Products (CU)	
MLIII.CU1	The students understand and discuss perspectives, practices, and products of the cultures studied and how they are interrelated. The students:	
MLIII.CU1.A	A. Participate in real or simulated cultural events.	The opportunity to address this objective is available. See the following: SE/ATE: 243, 213, 255 *Citations in red refer to online research of Chinese festivals (213) and showing how to eat melon seeds (255).
MLIII.CU1.B	B. Discuss patterns of behavior typically associated with culture(s).	SE/ATE: 41-42, 52, 146, 150-151, 213, 269, 278 *Citations in red refer to online research of Chinese festivals (213) and examples of flowers that symbolize different things (278).
MLIII.CU1.C	C. Investigate the role of geography in the history and development of the culture(s) studied.	SE/ATE: 67-68, 93-94, 208-209, 260-261, 303, 307 *Citations in red refer to discussing how population density influences types of architecture, high-rise buildings (303) and presentation on Chinese geography (307).
	III. Connections, Comparisons, and Communities (CCC)	
MLIII.CCC1	The students reinforce and broaden knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, and/or the arts. The students:	
MLIII.CCC1.A	A. Understand the role of major contemporary and historical figures and events from the culture(s) studied.	SE/ATE: 93-94, 208-206, 234-235, 260-261, 287-288
MLIII.CCC1.B	B. Relate topics studied in other subject areas to those studied in the target language class.	SE/ATE: 67-68, 75, 93-94, 138, 139, 160, 205, 208-209, 234-235, 242, 287-288, 289, 307, 311 *Citations in red refer to note on Robert Frost (205), note on Shakespeare (289), and presentation on Chinese geography (307).

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MLIII.CCC1.C	C. Recognize how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products, such as political systems, art, architecture, music, and literature.	SE/ATE: 41-42, 93-94, 150-151, 208-209, 287-288, 307 *Citation in red refers to presentation on Chinese geography/culture by region (307).
MLIII.CCC2	The students investigate similarities and differences that exist within and among the cultures studied. The students:	
MLIII.CCC2.A	A. Discuss the influence of events and issues on the relationships between countries where the target language is spoken and the students' own culture.	SE/ATE: 260-261, 268 *Citation in red refers to influence of Christmas on Chinese celebration (268).
MLIII.CCC2.B	B. Compare and contrast social conventions of the target cultures with the students' own culture.	SE/ATE: 41-42, 52, 150-151
MLIII.CCC2.C	C. Compare aspects of the cultures studied, such as language, clothing, foods, dwellings, and recreation, with the students' own culture.	SE/ATE: 41-42, 52, 67-68, 150-151, 268, 269, 276 *Citation in red refers to writing a letter to Chinese pen-pal describing U.S. holiday (276).
MLIII.CCC3	The students strengthen knowledge of the English language through the study and analysis of increasingly complex elements of the target language. The students:	
MLIII.CCC3.A	A. Demonstrate understanding that language and meaning do not transfer directly from one language to another.	SE/ATE: 52, 105, 130, 175, 230, 256, 257, 282, 325, 336
MLIII.CCC3.B	B. Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English differ from those of the language studied.	SE/ATE: 62, 82, 105, 116, 130, 144, 175, 230, 256, 257, 282, 315, 325, 336

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MLIII.CCC4	The students improve language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes. The students:	
MLIII.CCC4.A	A. Extend target language skills and cultural knowledge through the use of media, entertainment, and technology.	SE/ATE: 126, 159, 195, 213, 243, 275, 285, 307, 319 *Citations in red refer to researching schools (126), researching Chinese museums (159), researching Chinese movies (195), researching Chinese festivals (213), creating video presentation of Chinese festival (275), presentation on Chinese geography (307), using internet to research Chinese companies (319).
MLIII.CCC4.B	B. Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet, to reinforce cultural knowledge.	SE/ATE: 126, 150, 159, 195, 13, 243, 275, 285, 307, 319 *Citations in red refer to inviting international students to discuss extracurricular sports (150), creating video presentation of Chinese festival (275), presentation on Chinese geography (307), using internet to research Chinese companies (319).