

# WORLD LANGUAGE

## LEVEL 5 UNIT 1

### Contemporary Life: Education

Chinese HS | Intermediate low | Level 5 | 8 Weeks



#### ESSENTIAL QUESTION

**How does education create opportunity?**

**What is the impact of education on an individual and a society?**

#### BIG IDEAS

Students use the target language to understand and communicate about:

- Challenges faced by families, such as access to education and jobs.
- The impact of education on one's quality of life

#### GUIDING QUESTIONS

- How do families shape values and traditions?
- How do families overcome the challenge of access to education and jobs?
- How does education create opportunity?
- How does access to education impact one's quality of life?
- What is the connection between social status and quality of life?
- How do cultural perspectives relate to quality of life?

#### FOCUS STANDARDS

**COMMUNICATION** Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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**ACTFL/NCSSFL Can Do PERFORMANCE Indicators - INTERMEDIATE LOW**

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<b>Interpersonal</b>	<b>By creating simple sentences and asking appropriate follow-up questions, I can...</b> <ul style="list-style-type: none"> <li>• request and provide information in conversations on familiar topics</li> <li>• interact with others to meet my basic needs in familiar situations</li> <li>• express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics</li> </ul>
<b>Presentational</b>	<b>Using simple sentences, I can...</b> <ul style="list-style-type: none"> <li>• present personal information about my life, activities and events</li> <li>• express my preferences on familiar and everyday topics of interest and explain why I feel that way</li> <li>• present on familiar and everyday topics</li> </ul>

**CULTURES**

Relating Cultural Products & Practices to Perspectives

- **Products:** Uniforms, school supplies, facilities
- **Practices:** Children go to school to acquire skills needed for success later in life and to have a career.
- **Perspectives:** Everyone has the right to an education.

**CONNECTIONS**

Making Connections to Other Disciplines

- Health and wellness
- Social studies

Acquiring Information & Diverse Viewpoints

- Through engaging with authentic resources

**COMPARISONS**

Language Comparisons

- 

Cultural Comparisons

- Education systems
- Access to education

**COMMUNITIES**

School & Global Communities

- Pen-pal exchange
- Friendship with Chinese school

Lifelong Learning

- Self-assess progress toward unit goal

# WORLD LANGUAGE

## LEVEL 5 UNIT 2

### Science and Technology: Computers and the Internet

Chinese HS | Intermediate low | Level 5 | 8 Weeks

## ESSENTIAL QUESTION

## BIG IDEAS

**What factors drive innovation and discovery in the field of technology?**

**What is the impact of technology on an individual and a society? Are there consequences?**

Students use the target language to understand and communicate about:

- Social media, the power of the internet, innovation
- Innovations and inventions
- Impact of technology
- Children and technology, cyberbullying

## GUIDING QUESTIONS

- How can technology be used to both create and resolve challenges in contemporary society?
- How does technology create ways for us to connect with others?
- How does technology impact and shape our personal and public identities?
- How does technology affect the values and ethics of a community?
- How does innovation impact our quality of life?
- How has society evolved as a result of technology?
- What impact does social networking have on the evolution of society?
- How can social networking be used for good?

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Interpersonal	<p>By creating simple sentences and asking appropriate follow-up questions, I can...</p> <ul style="list-style-type: none"> <li>● request and provide information in conversations on familiar topics</li> <li>● interact with others to meet my basic needs in familiar situations</li> <li>● express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics</li> </ul>
Presentational	<p>Using simple sentences, I can...</p> <ul style="list-style-type: none"> <li>● present personal information about my life, activities and events</li> <li>● express my preferences on familiar and everyday topics of interest and explain why I feel that way</li> <li>● present on familiar and everyday topics</li> </ul>

## CULTURES

### Relating Cultural Products & Practices to Perspectives

- **Products:** computers, wearable technology, robots, electric cars, etc.
- **Practices:** People are reliant on technology and use it throughout the day.
- **Perspectives:** Technology can become unsafe or unhealthy if not monitored. Technology brings opportunities. Technology connects people in the world. Technology influences and drives social change.

## CONNECTIONS

### Making Connections to Other Disciplines

- Science and technology
- Innovation
- Media

### Acquiring Information & Diverse Viewpoints

- Through engaging with authentic resources

## COMPARISONS

### Language Comparisons

- Texting slang

### Cultural Comparisons

- How technology is used in schools
- Cultural reliance on technology
- How significant or impactful technology is in a society

## COMMUNITIES

### School & Global Communities

- Complying with digital citizenship

### Lifelong Learning

- Self assess progress toward unit goal

# WORLD LANGUAGE

## LEVEL 5 UNIT 3

### Families in Different Societies: China's Holidays

Chinese HS | Intermediate low | Level 5 | 8 Weeks

#### ESSENTIAL QUESTION

**How do celebrations reflect a culture?**

**Why do people celebrate?**

#### BIG IDEAS

Students use the target language to understand and communicate about:

- Chinese celebrations
- Chinese values and beliefs
- The connection between values, beliefs and traditions

#### GUIDING QUESTIONS

- What holidays do Chinese people celebrate?
- How do families shape values and traditions as well as personal beliefs?
- How are Chinese celebrations a reflection of values and beliefs?

#### FOCUS STANDARDS

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**CULTURES**

Relating Cultural Products & Practices to Perspectives

- **Products:** costumes, food, gifts, decorations
- **Practices:** songs, dances, parades, games
- **Perspectives:** people celebrate things that relate to their beliefs, values, histories. Traditions and celebrations unify a group of people.

**CONNECTIONS**

Making Connections to Other Disciplines

- Sociology
- History

Acquiring Information & Diverse Viewpoints

- Through engaging with authentic resources

**COMPARISONS**

Language Comparisons

- 

Cultural Comparisons

- How various holidays are observed

**COMMUNITIES**

School & Global Communities

- Attend Chinese New Year celebrations in KC

Lifelong Learning

- Self assess progress toward unit goal

# WORLD LANGUAGE

## LEVEL 5 UNIT 3

### Families in Different Societies: China's Holidays

Chinese HS | Intermediate low | Level 5 | 8 Weeks

#### ESSENTIAL QUESTION

**How does art both challenge and reflect cultural perspectives?**

**How do communities value beauty and art?**

**How is art used to record history?**

#### BIG IDEAS

Students use the target language to understand and communicate about:

- Art
- Architecture
- Music
- Literature & poetry
- Fashion

#### GUIDING QUESTIONS

- How does art influence the quality of life and values in a community?
- What is the role/importance of art in Chinese-speaking communities?
- How do the arts capture and reflect the history of a community?
- How is the concept of beauty defined in the Chinese culture?
- How does art challenge and reflect cultural perspectives?
- How do beauty and aesthetics reflect cultural perspectives?

#### FOCUS STANDARDS

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**CULTURES**

Relating Cultural Products & Practices to Perspectives

- **Products:** buildings, paintings, clothing, music, books, etc.
- **Practices:** People visit famous landmarks and museums. People dress themselves that reflect the current times.
- **Perspectives:** Art reflects cultural perspectives and history.

**CONNECTIONS**

Making Connections to Other Disciplines

- Art history
- Architecture
- Music
- Poetry and literature
- Fashion

Acquiring Information & Diverse Viewpoints

- Through engaging with authentic resources
- The way people view beauty varies depending on where one lives.

**COMPARISONS**

Language Comparisons

- 

Cultural Comparisons

- How people dress
- The style of artwork
- How beauty reflects “the times”

**COMMUNITIES**

School & Global Communities

- Community landmarks
- Art museums

Lifelong Learning

- Self assess progress toward unit goal