

WORLD LANGUAGE



7th Grade Chinese Immersion - Chinese Lang. Arts UNIT 1 Families and Communities: Friends, School and Community Chinese MS (7th Grade) | Intermediate Low and Novice High | MS 5-6 Weeks

ESSENTIAL QUESTION

What are the elements that build a strong friendship? How can we create a friendly school environment? How can individuals contribute to the betterment of the community?

BIG IDEAS

Students use the target language to understand and communicate about:

- the characteristics of a strong friendship and community.
- personal and professional goals.
- the meaning and customs associated with different colors in Chinese and Western cultures, and their evolution over time.

GUIDING QUESTIONS

How do I use language to

- talk about the qualities that I look for in a friend?
- talk about how to make the school more welcoming?
- introduce my talents and interests?
- discuss my future goals?
- talk about my involvement in the community?
- describe a memorable competition/performance?
- share the meaning of the colors red and white in Chinese and Western cultures?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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ACTFL/NCSSFL Can Do PERFORMANCE Indicators - INTERMEDIATE LOW and NOVICE HIGH

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Presentational Writing Novice High	Using simple sentences most of the time, I can present personal information about my life and activities, express my preferences on familiar and everyday topics of interest, present on familiar and everyday topics.

CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** colors
- **Practice:** Putting colors on flags, clothing
- **Perspective:** Certain colors can work symbolically to unite the identity of a community.

- **Product:** friends
- **Practice:** hanging out with friends
- **Perspective:** positive friendships can have a positive impact on communities

CONNECTIONS

Making Connections to Other Disciplines

- Sociology

Acquiring Information & Diverse Viewpoints

- Interpreting authentic resources to better understand the viewpoints of people in Chinese-speaking countries

COMPARISONS

Language Comparisons

- Describing actions

Cultural Comparisons

- Expressing goals

COMMUNITIES

School & Global Communities

- Having lots of friends in school and in the community

- Certain colors (or groups of colors) are significant in American and Chinese cultures

Lifelong Learning

- Self assess progress toward unit goal

WORLD LANGUAGE



7th Grade Chinese Immersion - Chinese Lang. Arts UNIT 2

Personal and Public Identities: Pursuit of Passion

Chinese MS (7th Grade) | Intermediate Low and Novice High | MS 5-6 Weeks

ESSENTIAL QUESTION

What am I passionate about? What have I done to follow my dreams? When pursuing passion, what can I do to overcome obstacles such as self-doubt and disapproval from others?

BIG IDEAS

Students use the target language to understand and communicate about:

- their passions and hobbies.
- their experience working towards a specific goal.
- characteristics of the relationship between younger and older people in Chinese culture.
- the value of outer and inner beauty in different cultures.

GUIDING QUESTIONS

How do I use language to

- talk about my talents?
- describe what I have done in order to pursue my interests?
- talk about a time when I suffered from an illness or injury similar to the character in the story (cause, recovery, impact, etc.)?
- share my opinions on the lesson included in Kong Rong's story and whether this lesson is applicable in my own culture?

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** injury and illness
- **Practice:** suffering from an injury or illness
- **Perspective:** recovering from an injury or illness instills grit in a person

- **Product:** passions and dreams
- **Practice:** pursuing passion and dreams, overcoming obstacles
- **Perspective:** Pursuing of one’s passions and dreams, despite obstacles, helps a young person develop perseverance and grit

CONNECTIONS

Making Connections to Other Disciplines

- Sociology

Acquiring Information & Diverse Viewpoints

- Interpreting authentic resources to better understand the viewpoints of people in Chinese-speaking countries

COMPARISONS

Language Comparisons

- Giving an opinion

Cultural Comparisons

- The relationship between young and old people looks different in China and the USA

COMMUNITIES

School & Global Communities

- Engaging in clubs and sports at school to discover one's passions

Lifelong Learning

- Self assess progress toward unit goal

WORLD LANGUAGE



7th Grade Chinese Immersion - Chinese Lang. Arts UNIT 3 Families and Communities: Celebration and Preservation of Cultural Heritage

Chinese MS (7th Grade) | Intermediate Low and Novice High | MS 5-6 Weeks

ESSENTIAL QUESTION

What are some examples of tangible and intangible cultural heritages in different communities? How can individuals help to promote and preserve traditional arts and crafts?

BIG IDEAS

- Students use the target language to understand and communicate about:
- characteristics of different types of opera in Chinese and Western cultures.
 - cultural customs, traditions, rituals, and habits in their own community.
 - meaning and examples of intangible and tangible cultural heritage around the world.
 - value and importance of promoting and preserving traditional arts.

GUIDING QUESTIONS

How do I use language to

- talk about the similarities and differences between Chinese and Western operas?
- describe the traditions and rituals in my family and my community?
- share some examples of intangible cultural heritage from my own culture?
- present an artifact of tangible Chinese cultural heritage (characteristics, purpose, history) and talk about its impact today?

FOCUS STANDARDS

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** arts and crafts
- **Practice:** engaging in the creation of arts and crafts
- **Perspective:** arts and crafts can remain beyond the life of the creator, thus enduring the legacy of a culture or heritage

- **Product:** Family customs and traditions
- **Practice:** Carrying on family customs and traditions over many generations
- **Perspective:** Family customs and traditions have a larger cultural significance in the community at large

CONNECTIONS

Making Connections to Other Disciplines

- Sociology
- The arts

Acquiring Information & Diverse Viewpoints

- Interpreting authentic resources to better understand the viewpoints of people in Chinese-speaking countries

COMPARISONS

Language Comparisons

- Describing an impact

Cultural Comparisons

- Similarities and differences between opera in USA and China

COMMUNITIES

School & Global Communities

- Visiting to the KC Opera

Lifelong Learning

- Self assess progress toward unit goal

WORLD LANGUAGE



7th Grade Chinese Immersion - Chinese Lang. Arts UNIT 4

Contemporary Life: Chinese Cuisines

Chinese MS (7th Grade) | Intermediate Low and Novice High | MS 5-6 Weeks

ESSENTIAL QUESTION

How does food reflect culture?

BIG IDEAS

Students use the target language to understand and communicate about:

- the influence of climate and geography on food choices, availability, and popularity.
- the eight regional Chinese cuisines and the ten famous Chinese dishes.
- eating culture and etiquette around the world.
- similarities and differences between Chinese and Western cooking (techniques, seasonings, ingredients, etc.).

GUIDING QUESTIONS

How do I use language to

- talk about different dishes and their ingredients?
- describe the characteristics of the different regional Chinese cuisines?
- compare the cooking and eating culture of China and those of my own community?
- describe the steps of making a dish?

FOCUS STANDARDS

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** climate and ingredients
- **Practice:** cooking with ingredients that are available in one’s region
- **Perspective:** Regional and national dishes reflect the availability of ingredients, oftentimes due to the climate and geography of that region

CONNECTIONS

Making Connections to Other Disciplines

- Culinary arts
- Sociology
- Geography

Acquiring Information & Diverse Viewpoints

- Interpreting authentic resources to better understand the viewpoints of people in Chinese-speaking countries

COMPARISONS

Language Comparisons

- Narrating steps in a cooking a dish

Cultural Comparisons

- Differences between Chinese and Western cooking (techniques, ingredients, seasonings, etc.)
- Difference in dining etiquette in Chinese and Western culture

COMMUNITIES

School & Global Communities

- Visiting authentic Chinese restaurants

Lifelong Learning

- Self assess progress toward unit goal

WORLD LANGUAGE



7th Grade Chinese Immersion - Chinese Lang. Arts UNIT 5

Science and Technology: We are Problem Solvers

Chinese MS (7th Grade) | Intermediate Low and Novice High | MS 5-6 Weeks

ESSENTIAL QUESTION

How can I work together with others to solve a particular problem? How can technology be utilized in the problem-solving process?

BIG IDEAS

Students use the target language to understand and communicate about:

- their likes and dislikes regarding different mobile apps and games and the reasoning.
- their experience solving a problem in a team using technology.
- contribution of Chinese scientists and inventors to STEM fields.

GUIDING QUESTIONS

How do I use language to

- introduce a game that I like or dislike by talking about its premise, rules, and play?
- share my ideas for developing an app or game, or improving an existing one?
- talk about a time when I worked in a group using technology to solve a problem?
- present a Chinese scientist or inventor who has made an important contribution to STEM fields?

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** apps, inventions, technology
- **Practice:** using inventions to solve a problem
- **Perspective:** Inventions and technology can be used to solve problems and make processes more efficient

CONNECTIONS

Making Connections to Other Disciplines

- Science
- STEM
- Technology

Acquiring Information & Diverse Viewpoints

- Interpreting authentic resources to better understand the viewpoints of people in Chinese-speaking countries

COMPARISONS

Language Comparisons

- Present biographical information

Cultural Comparisons

- Chinese and Western contributors to the STEM field

COMMUNITIES

School & Global Communities

- Using your school computer to create something or solve a problem

Lifelong Learning

- Self assess progress toward unit goal

WORLD LANGUAGE



7th Grade Chinese Immersion - Chinese Lang. Arts UNIT 6

Global Challenges: Life in the Community

Chinese MS (7th Grade) | Intermediate Low and Novice High | MS 5-6 Weeks

ESSENTIAL QUESTION

How does lifestyle change for individuals in different life stages around the world?

BIG IDEAS

Students use the target language to understand and communicate about:

- their experience interacting with a new and unfamiliar community.
- lifestyle differences for seniors in China and in the U.S.
- the concept of parental respect in Chinese culture.
- social problems that they want to solve in their community.
- the concept of reverence and respect for elders in China and in the U.S.

GUIDING QUESTIONS

How do I use language to

- describe my experience traveling to or living in an unfamiliar community?
- talk about the similarities and differences between life for seniors in China and in the U.S.?
- share ideas about the things that I can do to help solve a particular issue in the community?
- support my position on whether we should respect or challenge authority (argumentative writing)?

FOCUS STANDARDS

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** unfamiliar communities
- **Practice:** travel
- **Perspective:** traveling to an unfamiliar community leads to reflection on one's own community and one's role and responsibilities in that community

CONNECTIONS

Making Connections to Other Disciplines

- Sociology

Acquiring Information & Diverse Viewpoints

- Interpreting authentic resources to better understand the viewpoints of

people in Chinese-speaking countries

COMPARISONS

Language Comparisons

- Justifying an opinion

Cultural Comparisons

- How the elderly community is revered or esteemed by younger generations in Chinese culture and Western culture

COMMUNITIES

School & Global Communities

- Volunteering in an elderly home
- Traveling to a nearby, unfamiliar district

Lifelong Learning

- Self assess progress toward unit goal