

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

Interpretive Listening Intermediate Low	I can identify the main idea in short conversations.
Interpretive Reading Novice High	I can identify the topic and some isolated facts from simple sentences in informational texts and in short fictional texts
Interpersonal Intermediate Low	By creating simple sentences and asking appropriate follow-up questions, I can request and provide information in conversations on familiar topics, interact with others to meet my basic needs in familiar situations, express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics
Presentational Speaking Intermediate Low	Using simple sentences, I can present personal information about my life, activities and events, express my preferences on familiar and everyday topics of interest and explain why I feel that way, and present on familiar and everyday topics
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:** celebrities
- **Practice:** holding celebrities in high regard, consuming media
- **Perspective:** Celebrities can have an “untouchable” quality, but social media and the internet have made them more accessible.

CONNECTIONS

Making Connections to Other Disciplines

- Entertainment
- Social media
- Sociology

Acquiring Information & Diverse Viewpoints

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

COMPARISONS

Language Comparisons

- Telling about one's life

Cultural Comparisons

- Celebrities in China vs. USA

COMMUNITIES

School & Global Communities

- Talking to friends at school about celebrities you like
- Following celebrities on a social media platforms

Lifelong Learning

- Self assess progress toward unit goal

WORLD LANGUAGE

6th Grade Chinese Immersion Humanities UNIT 3

Contemporary Life: Movies

Chinese MS (6th Grade) | Intermediate Low and Novice High | MS 4-5 Weeks



ESSENTIAL QUESTION

How do movies affect culture? How does culture affect movies?

BIG IDEAS

Students use the target language to understand and communicate about:

- the movies and movie genres that they like.
- different genres of Chinese movies.
- the effects of culture on movies and the influences of movies on culture.
- movies from different cultures.

GUIDING QUESTIONS

How do I use language to

- share the movies and movie genres that I like?
- talk about different genres of Chinese movies?
- talk about the significance of Kung Fu in Chinese movies and culture?
- summarize the plot of *Kung Fu Panda*?
- write a movie review?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

ACTFL/NCSSFL INTERPRETIVE PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high). I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

ACTFL/NCSSFL INTERPERSONAL SPEAKING PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high). I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

ACTFL/NCSSFL PRESENTATIONAL PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high). I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** Kung fu
- **Practice:** Putting kung fu as a genre backdrop in a film
- **Perspective:** Chinese people value martial arts, and it sometimes even appears in films.

CONNECTIONS

Making Connections to Other Disciplines

- Entertainment
- Martial arts

Acquiring Information & Diverse Viewpoints

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

COMPARISONS

Language Comparisons

- opinions

Cultural Comparisons

- Martial arts in Chinese vs. USA

COMMUNITIES

School & Global Communities

- Watching Chinese films at school and home

Lifelong Learning

- Self assess progress toward unit goal

WORLD LANGUAGE

6th Grade Chinese Immersion Humanities UNIT 4

Personal and Public Identities: My Childhood

Chinese MS (6th Grade) | Intermediate Low and Novice High | MS 4-5 Weeks



ESSENTIAL QUESTION

How do my childhood experiences influence who I am today? How do our past shape our present and future?

BIG IDEAS

Students use the target language to understand and communicate about:

- how people change over time
- how childhood has an impact on one's adulthood
- how goals can shape who young people become as adults

GUIDING QUESTIONS

How do I use language to

- describe my life as a child (education, pastimes, activities, etc.)?
- talk about how my life in the past and the present is similar to or different from the experience of a child/teenager in China?
- talk about how I have changed over time?
- share some of my goals for middle school?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** playgrounds, toys, childhood friends, parents
- **Practice:** Playing, Gaining independence
- **Perspective:** There are both similarities and differences between childhood in China and the USA.

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

- Narration

Cultural Comparisons

- Some Chinese parents tend to be stricter than American parents.

COMMUNITIES

School & Global Communities

- Changing interests at school as one grows up
- Changing friend circles as one grows up

Lifelong Learning

- Self assess progress toward unit goal