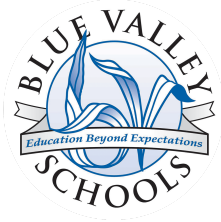


WORLD LANGUAGE



6th Grade Chinese Immersion STEAM UNIT 1

Beauty and Aesthetics: Visual Arts and Calligraphy

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

ESSENTIAL QUESTION

What are the major forms of visual arts in Chinese culture? What is their importance?

BIG IDEAS

Students use the target language to understand and communicate about:

- the major themes in Chinese painting.
- the key features of Chinese calligraphy.
- the purposes of Chinese paper cutting.

GUIDING QUESTIONS

How do I use language to

- talk about the characteristics of Chinese painting?
- discuss the similarities and differences between Chinese and Western painting?
- share details about the key features of Chinese calligraphy, and about the life of the famous calligrapher Wang Xizhi?
- describe the purposes of Chinese paper cutting?
- describe a form of Chinese visual art by presenting a selected artist and his/her creation?

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.

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:** paintings, calligraphy, paper cutting
- **Practice:** celebrating traditions related to Chinese Spring Festival
- **Perspective:** In China, traditional artists tend to depict persons, landscapes, and flowers in their paintings.

CONNECTIONS

Making Connections to Other Disciplines

- Arts
- Social Studies
- History

Acquiring Information & Diverse Viewpoints

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

COMPARISONS

Language Comparisons

- Expressing purpose

Cultural Comparisons

- Chinese vs. Western style painting

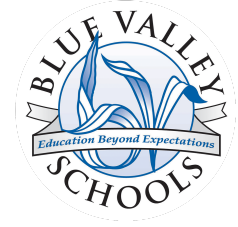
COMMUNITIES

School & Global Communities

- Share artwork that you appreciate

Lifelong Learning

- Self assess progress toward unit goal



WORLD LANGUAGE

6th Grade Chinese Immersion STEAM UNIT 2

Science and Technology: Transportation and Architecture

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

ESSENTIAL QUESTION

How do people get around in China? How are architecture and housing in China different from those in my community?

BIG IDEAS

Students use the target language to understand and communicate about:

- transportation methods used in Ancient China.
- development of infrastructure and transportation in recent years.
- seven architectural systems in China.
- similarities and differences between housing in China and housing in my community.

GUIDING QUESTIONS

How do I use language to

- talk about the modes of transportation used in Ancient China?
- describe the development of transportation in China in recent years?
- explain the seven architectural systems in China?
- introduce the types of housing commonly found in China and in my community?

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.

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:** seven architectural systems
- **Practice:** In China, high population density and the lack of space influence people’s housing options.
- **Perspective:** reflection of the family ideal in the use of multigenerational housing

CONNECTIONS

Making Connections to Other Disciplines

- Architecture
- Engineering

Acquiring Information & Diverse Viewpoints

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

COMPARISONS

Language Comparisons

- Giving directions

Cultural Comparisons

- Principal modes of transportation in China and in the U.S.

COMMUNITIES

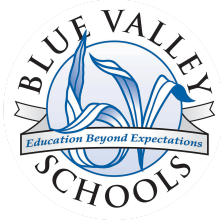
School & Global Communities

- Share your thoughts on different housing options

Lifelong Learning

- Self assess progress toward unit goal

WORLD LANGUAGE



6th Grade Chinese Immersion STEAM UNIT 3

Contemporary Life: Sports and Leisure Activities

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

ESSENTIAL QUESTION

What are popular sports and leisure activities in China?
What are the benefits for participating in sports and other activities?

BIG IDEAS

Students use the target language to understand and communicate about:

- popular sports and leisure activities in China and in the U.S.
- a sports competition event.
- the importance and benefits of playing sports.

GUIDING QUESTIONS

How do I use language to

- talk about the sports and leisure activities that people enjoy in China?
- compare the popular sports and activities in China and in the U.S.?
- share the activities that I enjoy?
- describe a sports competition event?
- explain the importance and benefits of playing sports?

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.

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:** Chinese school sports competition
- **Practice:** Sports and exercise in Chinese schools
- **Perspective:** In China, people practice different sports and activities for a variety of benefits.

CONNECTIONS

Making Connections to Other Disciplines

- Physical Education
- Social Studies

Acquiring Information & Diverse Viewpoints

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

COMPARISONS

Language Comparisons

- Expressing comparisons

Cultural Comparisons

- Sports in China and in the U.S.

COMMUNITIES

School & Global Communities

- Share your experience participating in sports competitions

Lifelong Learning

- Self assess progress toward unit goal