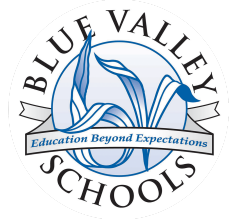


WORLD LANGUAGE

6th Grade CLA UNIT 1

Personal and Public Identities: Enthusiasm and Success

Chinese MS | Intermediate Low and Novice High | MS 5-6 Weeks



ESSENTIAL QUESTION

What qualities make a hero? How do enthusiasm, hard work, and obstacles contribute to success?

BIG IDEAS

Students use the target language to understand and communicate about:

- admirable people and their qualities, life experiences, obstacles, effort, and achievements.
- their passions, interests, and hobbies.
- traditional and modern Chinese music, and traditional Chinese musical instruments.

GUIDING QUESTIONS

How do I use language to

- talk about my own interests, how often I practice them, and why I enjoy them?
- describe a memorable event/match/performance using an organized outline?
- describe the characteristics of traditional and modern Chinese music, traditional Chinese musical instruments, and discuss my preferences regarding music styles?
- introduce a person that I admire - his/her biography, life experiences, obstacles, talents, achievements, etc., and explain why I admire him/her?
- write an email using the appropriate format?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** traditional musical instruments
- **Practice:** festivals, concerts, celebrations
- **Perspective:** In China, music is valued as an artform and is showcased during special cultural events.

CONNECTIONS

Making Connections to Other Disciplines

- Arts
- Social Studies

Acquiring Information & Diverse Viewpoints

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

COMPARISONS

Language Comparisons

- Counting in Chinese

Cultural Comparisons

- How the people we admire are regarded
- Developing musical talents outside of school

COMMUNITIES

School & Global Communities

- Share with peers about the people you admire
- Share with peers your preferences for music

Lifelong Learning

- Self assess progress toward unit goal

WORLD LANGUAGE

6th Grade CLA UNIT 2

Contemporary Life: Education in the U.S. and in China

Chinese MS | Intermediate Low and Novice High | MS 5-6 Weeks



ESSENTIAL QUESTION

What are some of the similarities and differences between Chinese and American educational styles? How should educational practices adapt to changing needs?

BIG IDEAS

Students use the target language to understand and communicate about:

- their educational experience.
- characteristics of Chinese educational and parenting styles.
- similarities and differences between Chinese painting and Western oil painting.
- merit of different educational philosophies such as those of Confucius.

GUIDING QUESTIONS

How do I use language to

- describe my own experience in elementary and middle school?
- discuss similarities and differences between my own educational experience and that of students in China?
- talk about my participation in a meaningful event in the community?
- express my opinions about different educational philosophies and about how to adapt educational practices to changing needs?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** Chinese oil paintings
- **Practice:** student life in China
- **Perspective:** In China, education is viewed as an important way to obtain success.

CONNECTIONS

Making Connections to Other Disciplines

- Arts
- Social Studies

Acquiring Information & Diverse Viewpoints

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

COMPARISONS

Language Comparisons

- Adverbs in Chinese

Cultural Comparisons

- Chinese and Western educational and parenting styles
- Philosophical views on education

COMMUNITIES

School & Global Communities

Lifelong Learning

- Share with peers about your own educational experiences
- Share with peers about your participation in community events
- Self assess progress toward unit goal

WORLD LANGUAGE

6th Grade CLA UNIT 3

Beauty and Aesthetics: Fashion and Design

Chinese MS | Intermediate Low and Novice High | MS 5-6 Weeks



ESSENTIAL QUESTION

**What is fashionable?
How is fashion
different throughout
the centuries and
around the world?**

BIG IDEAS

Students use the target language to understand and communicate about:

- contemporary lifestyle (living situation, fashion, etc.) in urban and rural settings in China.
- historical Chinese fashion elements such as Hanfu and Qipao.
- characteristics and practices regarding fashion in different cultures and in different time periods.
- customs during the Chinese Spring Festival and the origin of traditions such as lighting fireworks.
- similarities and differences among holiday celebration customs in different cultures around the world.

GUIDING QUESTIONS

How do I use language to

- interpret and respond to a letter?
- talk about my own preferences regarding fashion?
- present a piece of clothing, a piece of art, a song, or a construction to others?
- talk about my dreams, passions, and career goals?
- describe events that happened in the past?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** Chinese traditional clothing
- **Practice:** customs during the Chinese New Year
- **Perspective:** In China, the Chinese New Year is a holiday about family and togetherness.

CONNECTIONS

Making Connections to Other Disciplines

- Arts
- Social Studies

Acquiring Information & Diverse Viewpoints

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

COMPARISONS

Language Comparisons

- Past tense in Chinese

Cultural Comparisons

- Fashion across the world
- Life in the city and in the country

COMMUNITIES

School & Global Communities

- Share with peers about your own preferences regarding fashion
- Share with peers about your dreams, passions, and career goals

Lifelong Learning

- Self assess progress toward unit goal

WORLD LANGUAGE

6th Grade CLA UNIT 4

Families and Communities: Life Then, Life Now

Chinese MS | Intermediate Low and Novice High | MS 5-6 Weeks



ESSENTIAL QUESTION

How have living conditions evolved in the past four decades? How is my lifestyle similar to or different from that of individuals from another time or place?

BIG IDEAS

Students use the target language to understand and communicate about:

- characteristics of different aspects of lifestyle (fashion, food, housing, and transportation) in the last four decades in China and in the U.S.
- evolution of lifestyle in the last four decades in China and in the U.S.
- their daily habits and routines.
- their participation in competitions and extracurricular activities.
- popular traditional Chinese entertainment and pastimes (kites, shadow puppet show, Lian Huan Hua, Wuziqi, etc).

GUIDING QUESTIONS

How do I use language to

- discuss my daily routines, habits, and lifestyle?
- talk about my entertainment practices?
- describe and compare my experience in middle school?
- talk about my participation in a competition?
- compare and contrast lifestyle characteristics in China and in the U.S.?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** Chinese traditional pastimes
- **Practice:** evolution of lifestyle in China
- **Perspective:** In China, forms of entertainment have changed within the past four decades.

CONNECTIONS

Making Connections to Other Disciplines

- Arts
- Social Studies

Acquiring Information & Diverse Viewpoints

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

COMPARISONS

Language Comparisons

- Comparison in Chinese

Cultural Comparisons

- Lifestyle in China and in the U.S.

COMMUNITIES

School & Global Communities

- Share with peers about your own daily routine
- Share with peers about your own

Lifelong Learning

- Self assess progress toward unit goal

entertainment practices

WORLD LANGUAGE

6th Grade CLA UNIT 5

Science and Technology: Technology and Innovation

Chinese MS | Intermediate Low and Novice High | MS 5-6 Weeks



ESSENTIAL QUESTION

What is the impact of technology on individual life and on society? Are there consequences?

BIG IDEAS

- Students use the target language to understand and communicate about:
- the changes brought about by the development of the Internet in various aspects of life (shopping, ordering food, booking hotels, networking, etc.).
 - the characteristics and importance of the four great Chinese inventions.
 - the advantages and drawbacks of technological advancements.
 - the responsible and productive ways to use technology.

GUIDING QUESTIONS

How do I use language to

- talk about my use of technology, devices, and social media?
- talk about an invention that I like and describe how it has benefited my life?
- describe the ways in which technology has changed society?
- interpret the essential information in a poster?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** Chinese four great inventions
- **Practice:** use of technology in daily life
- **Perspective:** In China, technology has impacted various aspects of life.

CONNECTIONS

Making Connections to Other Disciplines

- Arts
- Social Studies
- Science

Acquiring Information & Diverse Viewpoints

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

COMPARISONS

Language Comparisons

- Expressing opinions in Chinese

Cultural Comparisons

- Use of technology in daily life

COMMUNITIES

School & Global Communities

- Share with peers about how technology has impacted your life

Lifelong Learning

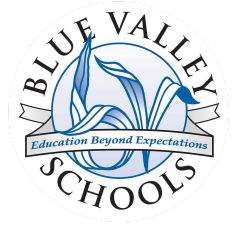
- Self assess progress toward unit goal

WORLD LANGUAGE

6th Grade CLA UNIT 6

Global Challenges: Environment

Chinese MS | Intermediate Low and Novice High | MS 5-6 Weeks



ESSENTIAL QUESTION

How do our actions impact the environment? How can we be more sustainable?

BIG IDEAS

Students use the target language to understand and communicate about:

- different types of environmental problems.
- characteristics of various types of natural disasters.
- ways to be more sustainable.
- Chinese legend - Hou Yi

GUIDING QUESTIONS

How do I use language to

- talk about different types of environmental problems?
- describe the characteristics of various natural disasters?
- share details about the impact of climate change?
- talk about how I can help to make the planet more sustainable?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** Chinese Legend - Hou Yi
- **Practice:** environmental efforts in China
- **Perspective:** In China, there is a belief in a harmonious relationship between nature and people.

CONNECTIONS

Making Connections to Other Disciplines

- Arts
- Social Studies
- Science

Acquiring Information & Diverse Viewpoints

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

COMPARISONS

Language Comparisons

- Description in Chinese

Cultural Comparisons

- Climates across the world

COMMUNITIES

School & Global Communities

- Share with peers about your contributions to sustainability

Lifelong Learning

- Self assess progress toward unit goal