

WORLD LANGUAGE



8th Grade Chinese Programming CLA UNIT 1

Families and Communities: China's Connections with the World

Chinese MS (8th Grade) | Intermediate Mid and Intermediate Low | MS 5-6 Weeks

ESSENTIAL QUESTION

How has China connected with the world throughout history? What are the impacts of such connections?

BIG IDEAS

- Students use the target language to understand and communicate about:
- historical connections between China and other parts of the world.
 - the cultural and political significance of the City of Xi'an.
 - Zheng He's expeditionary voyages to lands around the Indian Ocean.
 - the opportunities and challenges of the Belt and Road Initiative.

GUIDING QUESTIONS

How do I use language to

- explain the functions of the Silk Road and the principal goods and ideas that were exchanged?
- talk about the importance of the City of Xi'an as the capital of multiple dynasties, the eastern terminus of the Silk Road, and the host of several significant historical sites?
- discuss the diplomatic, commercial, and maritime influences of Zheng He's expeditions?
- explain the main points of the Belt and Road Initiative and its current situation?

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 MID and INTERMEDIATE LOW

Interpretive Listening Intermediate Mid	I can identify the main idea and key information in short straightforward conversations.
Interpersonal Speaking Intermediate Mid	By creating sentences and series of sentences and asking a variety of follow-up questions, I can exchange information in conversations on familiar topics and some researched topics, interact with others to meet my needs in a variety of familiar situations, and exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics.
Presentational Speaking Intermediate Mid	Using sentences and series of connected sentences, I can tell a story about my life, activities, events and other social experiences, state my viewpoint about familiar topics and give some reasons to support it as well as give straightforward presentations on a variety of familiar topics and some concrete topics I have researched.
Presentational Writing Intermediate Low	Using simple sentences, I can present personal information about my life, activities and events as well as present on and express my preferences on familiar and everyday topics of interest and explain why I feel that way.
Interpretive Reading Intermediate Low	I can identify the main idea and related information from simple sentences in short informational texts, short fictional texts and short conversations.

CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** historical sites in Xi'an
- **Practice:** traditional social structure
- **Perspective:** In China, people value communications with individuals from other parts of the world.

CONNECTIONS

Making Connections to Other Disciplines

- History
- Social Studies

Acquiring Information & Diverse Viewpoints

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

COMPARISONS

Language Comparisons

- Description of objects

Cultural Comparisons

- Similarities and differences between Chinese and Western traditional social structures

COMMUNITIES

School & Global Communities

- Share a historical site in your community

Lifelong Learning

- Self assess progress toward unit goal

WORLD LANGUAGE



8th Grade Chinese Programming CLA UNIT 2

Contemporary Life: Employment in Contemporary China

Chinese MS (8th Grade) | Intermediate Mid and Intermediate Low | MS 5-6 Weeks

ESSENTIAL QUESTION

BIG IDEAS

How do population growth and housing influence employment? How do employment choices impact population and housing?

Students use the target language to understand and communicate about:

- the influences of population growth on employment.
- the relationship between housing and employment.
- the experiences of young drifters in big cities.

GUIDING QUESTIONS

How do I use language to

- talk about the effects of population growth on the labor market (competition, types of jobs, etc.)?
- explain how housing prices influence people's choices in jobs?
- share some of the dreams and challenges of young drifters who try to establish themselves in big cities?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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ACTFL/NCSSFL Can Do PERFORMANCE Indicators - INTERMEDIATE MID and INTERMEDIATE LOW

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Interpersonal Speaking Intermediate Mid	By creating sentences and series of sentences and asking a variety of follow-up questions, I can exchange information in conversations on familiar topics and some researched topics, interact with others to meet my needs in a variety of familiar situations, and exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics.
Presentational Speaking Intermediate Mid	Using sentences and series of connected sentences, I can tell a story about my life, activities, events and other social experiences, state my viewpoint about familiar topics and give some reasons to support it as well as give straightforward presentations on a variety of familiar topics and some concrete topics I have researched.
Presentational Writing Intermediate Low	Using simple sentences, I can present personal information about my life, activities and events as well as present on and express my preferences on familiar and everyday topics of interest and explain why I feel that way.
Interpretive Reading Intermediate Low	I can identify the main idea and related information from simple sentences in short informational texts, short fictional texts and short conversations.

CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** Chinese TV shows on housing
- **Practice:** family living arrangements
- **Perspective:** In China, people tend to prioritize stability when finding a job.

CONNECTIONS

Making Connections to Other Disciplines

- Social Studies
- Art

Acquiring Information & Diverse Viewpoints

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

COMPARISONS

Language Comparisons

- Description of statistics and trends

Cultural Comparisons

- Portrayal of young people in TV shows

COMMUNITIES

School & Global Communities

- Share a TV show that you enjoy

Lifelong Learning

- Self assess progress toward unit goal

WORLD LANGUAGE



8th Grade Chinese Programming CLA UNIT 3

Personal and Public Identities: Intercultural Exchanges between China and the West

Chinese MS (8th Grade) | Intermediate Mid and Intermediate Low | MS 5-6 Weeks

ESSENTIAL QUESTION

Who were the first Chinese individuals to study abroad? How have Chinese expatriates contributed to the world?

BIG IDEAS

- Students use the target language to understand and communicate about:
- the first Chinese individuals to study abroad and their contributions to China's development.
 - the contributions of Chinese expatriates to the world.
 - the experiences of expatriates living in China.

GUIDING QUESTIONS

How do I use language to

- discuss the reasons and motivations for Chinese people to study abroad?
- talk about the contributions made by students who returned to China?
- share some of the accomplishments made by Chinese expatriates in fields such as science, architecture, fashion, and film?
- discuss the opportunities and challenges encountered by expatriates living in China?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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Presentational Speaking Intermediate Mid	Using sentences and series of connected sentences, I can tell a story about my life, activities, events and other social experiences, state my viewpoint about familiar topics and give some reasons to support it as well as give straightforward presentations on a variety of familiar topics and some concrete topics I have researched.
Presentational Writing Intermediate Low	Using simple sentences, I can present personal information about my life, activities and events as well as present on and express my preferences on familiar and everyday topics of interest and explain why I feel that way.
Interpretive Reading Intermediate Low	I can identify the main idea and related information from simple sentences in short informational texts, short fictional texts and short conversations.

CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** designs created by Chinese architects
- **Practice:** socially appropriate behaviors for meeting someone for the first time
- **Perspective:** In China, people place great value on education.

CONNECTIONS

Making Connections to Other Disciplines

- Social Studies
- Art

Acquiring Information & Diverse Viewpoints

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

COMPARISONS

Language Comparisons

- Describing accomplishments

Cultural Comparisons

- Culture shock in different countries

COMMUNITIES

School & Global Communities

- Share your experience of visiting a place for the first time

Lifelong Learning

- Self assess progress toward unit goal

WORLD LANGUAGE



8th Grade Chinese Programming CLA UNIT 4

Beauty and Aesthetics: Chinese Poetry

Chinese MS (8th Grade) | Intermediate Mid and Intermediate Low | MS 5-6 Weeks

ESSENTIAL QUESTION

What are the main features of Chinese poetry? How do poets use poems to express their thoughts on society?

BIG IDEAS

Students use the target language to understand and communicate about:

- famous historical and contemporary Chinese poets and their works.
- main features of Chinese poetry.
- Chinese elements in Western culture.

GUIDING QUESTIONS

How do I use language to

- talk about the biography of well-known poets such as Li Bai, Du Fu, and Yu Guangzhong?
- discuss how the poets used poetry to discuss their opinions on various societal issues?
- explain the principal features of Chinese poetry and compose a simple poem about a topic of interest?
- share the significance of Chinese elements in Western culture?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** “Xiang Chou” by Yu Guangzhong
- **Practice:** use of literature to discuss social issues
- **Perspective:** Poetry is the earliest form of Chinese literature.

CONNECTIONS

Making Connections to Other Disciplines

- English Language Arts
- Art

Acquiring Information & Diverse Viewpoints

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

COMPARISONS

Language Comparisons

- Rhyme in poetry

Cultural Comparisons

- Similarities and differences between Chinese and English poetry

COMMUNITIES

School & Global Communities

- Share a poem of your creation

Lifelong Learning

- Self assess progress toward unit goal

WORLD LANGUAGE

8th Grade Chinese Programming CLA UNIT 5

Science and Technology: Advancements in Science and Technology



Chinese MS (8th Grade) | Intermediate Mid and Intermediate Low | MS 5-6 Weeks

ESSENTIAL QUESTION

BIG IDEAS

What are some recent advancements in science and technology? How do these breakthroughs change our lives in the present and the future?

Students use the target language to understand and communicate about:

- China's innovations in energy and their significance.
- the application of artificial intelligence and cloud computing in various fields.
- changes brought about by the Internet.

GUIDING QUESTIONS

How do I use language to

- talk about China's advancements in the electricity sector and their impacts on society, economy, and environment?
- explain how artificial intelligence and cloud computing are being utilized in industries such as transportation, entertainment, and finance?
- discuss how the development of the Internet has changed how people connect with each other?
- describe how life would be like in the next ten years?

FOCUS STANDARDS

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** artificial intelligence in restaurants
- **Practice:** use of internet for everyday tasks
- **Perspective:** privacy concerns surrounding artificial intelligence

CONNECTIONS

Making Connections to Other Disciplines

- Science
- Computer Science

Acquiring Information & Diverse Viewpoints

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

COMPARISONS

Language Comparisons

- Translation of IT terms

Cultural Comparisons

- Adoption of electric vehicles in different countries

COMMUNITIES

School & Global Communities

- Share your imagination of life in the next ten years

Lifelong Learning

- Self assess progress toward unit goal

WORLD LANGUAGE



8th Grade Chinese Programming CLA UNIT 6

Global Challenges: China's Economy

Chinese MS (8th Grade) | Intermediate Mid and Intermediate Low | MS 5-6 Weeks

ESSENTIAL QUESTION

How has China transformed its economy in the past four decades? What can we learn from this transformation?

BIG IDEAS

Students use the target language to understand and communicate about:

- China's transformation into the second largest economy in the world.
- the influence of economic development on how Chinese people spend money.
- the rise of Chinese companies in the global market.
- trades between China and the U.S.

GUIDING QUESTIONS

How do I use language to

- explain China's transition from a traditional agricultural to a modern industrial economy?
- discuss how the development of the economy changed Chinese people's spending power and habits (the increase in purchasing power, e-commerce, online-to-offline commerce, etc.)?
- talk about the initiatives to transform "Made-in-China" products into "Created-in-China" brands?
- analyze the history and development of a company?

FOCUS STANDARDS

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Interpretive Reading Intermediate Low	I can identify the main idea and related information from simple sentences in short informational texts, short fictional texts and short conversations.

CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** TCL and its globalization
- **Practice:** changing consumer attitudes in China
- **Perspective:** In China, people value financial prudence.

CONNECTIONS

Making Connections to Other Disciplines

- History
- FACS

Acquiring Information & Diverse Viewpoints

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

COMPARISONS

Language Comparisons

- Descriptions of money spending habits

Cultural Comparisons

- Financial attitudes around the world

COMMUNITIES

School & Global Communities

- Share your research about a Chinese company

Lifelong Learning

- Self assess progress toward unit goal