## UNIT 1: Personal and Public Identities: Getting Acquainted

<table>
<thead>
<tr>
<th>ESSENTIAL QUESTIONS</th>
<th>BIG IDEAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who am I?</td>
<td>Students use the target language to understand and communicate to:</td>
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</tbody>
</table>

- introduce themselves.
- exchange and present basic information to get to know other.
- appropriately greet others and use farewells.
- compare practices of greeting and introductions across target cultures.
- thrive in a 90% target language setting.

### GUIDING QUESTIONS

- How do I use language to
  - greet and say goodbye to others?
  - introduce myself using appropriate forms of address and express state of being?
  - exchange memorized biographical information (name, age, birthday, nationality, where I am from, languages I speak)?
  - discuss leisure activities at home and at school?
  - identify where the target language is spoken in the world?
  - understand basic classroom commands and express basic needs in the target language?
  - use numbers in context; comment on percentage of populations that speak the target languages in the community and world?
  - recognize and pronounce Chinese words written in Pinyin (CH)?
  - recognize and copy legibly basic characters (CH)?
  - write characters from memory for basic personal information (CH)?
UNIT 2: Families & Community: We Are Family!

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<td>Who is important in your life?</td>
<td>Students use the target language to understand and talk about:</td>
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<tr>
<td></td>
<td>● their connections with others as they describe and discuss family, friends and pets in their lives.</td>
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<tr>
<td></td>
<td>● how they spend time with others.</td>
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<td></td>
<td>● why family is important and identify positive personality traits.</td>
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<td>● how they connect with others through traditions and celebrations. celebrations of other cultures.</td>
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GUIDING QUESTIONS

How do I use language to

- ask and answer questions about people I consider to be family and/or friends and what they do together?
- read and listen to comprehend passages about family structures, celebrations, and activities?
- comment on personality characteristics that are important when selecting friends?
- describe physical and personality traits of family, friends, and pets?
- give reasons why we all need family and friends?
- describe and compare important practices, celebrations, and traditions in their family or culture with the celebrations of others?

UNIT 3: Contemporary Life: Let’s Eat!
### ESSENTIAL QUESTIONS
What does the world eat? How does food reflect culture?

### BIG IDEAS
Students use the target language to understand and talk about:
- foods they and others eat at school and at home.
- foods they like and dislike and how they taste.
- types and nutritional value of foods available in their community and in other cultures.
- comparisons of typical foods and cultural dishes in their community and in target cultures.

### GUIDING QUESTIONS
How do I use language to
- ask and express needs and preferences for food and drink?
- identify and describe typical foods and cultural dishes?
- describe the nutritional value of typical foods?
- make comparisons between dishes and foods I eat and those in the other cultures?

### UNIT 4: Contemporary Life: Hanging Out!

### ESSENTIAL QUESTIONS
How do people have fun across cultures?

### BIG IDEAS
Students use the target language to understand and talk about:
- daily activities.
- plans to hang out with a friend.
- daily activities of teens around the world and make comparisons with their own.

### GUIDING QUESTIONS
How do I use language to
- invite, accept or decline an invitation to join in an activity?
- talk about activities I do at home or school and ask someone what they do?
- ask someone and tell how often and when I do specific activities?
- compare daily activities of teens in other cultures with my own?
## UNIT 5: Contemporary Life: School’s Out!

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<tr>
<td>How do people spend vacation time across cultures?</td>
<td>Students use the target language to understand and talk about:</td>
</tr>
<tr>
<td></td>
<td>● activities they do during vacation breaks from school.</td>
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<td>● opinions about preferred activities.</td>
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<td></td>
<td>● popular seasonal vacation destinations and activities of people in the target cultures.</td>
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<tr>
<td></td>
<td>● cultural perspectives related to vacation time, popular destinations and activities.</td>
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<tbody>
<tr>
<td>How do I use language to</td>
</tr>
<tr>
<td>● comment on where people like to go during school breaks and why?</td>
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<tr>
<td>● discuss preferred activities during vacation times?</td>
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<tr>
<td>● talk about vacation plans?</td>
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<tr>
<td>● make comparisons between my vacation habits and the vacation habits of the target cultures?</td>
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