

BLUE VALLEY DISTRICT CURRICULUM OVERVIEW

HS Chinese 2



Unit 1: Personal & Public Identities: Selfie-the Faces of Me and Others

ESSENTIAL QUESTIONS

Who am I?
What determines our identity?

BIG IDEAS

Students use the target language to understand and communicate about:

- who they are, the activities they participate in and how they interact with others.
- their own biographical information.
- biographical information of personalities who are well known to teens in the entertainment and sports fields.
- stereotyping and identify ways in which it occurs.
- how the media contributes to stereotyping.

GUIDING QUESTIONS

How do I use language to

- describe my and others' identities?
- gather information about the identities of others, including those who are well known personalities?
- express opinions about others based on information made public via social media?
- comment on cultural stereotypes and compare stereotypes across cultures?
- share opinions on the advantages and disadvantages of social media when gathering information about others' identities?

UNIT 2: Contemporary Life: Where We Live

ESSENTIAL QUESTIONS

What makes a community an inviting place to live and visit?

BIG IDEAS

Students use the target language to understand and talk about:

- their community and identify places of interest in their community.
- recommendations for places for a tourist to visit and things to do in their community.
- practices and products of a community in a country where the target language is spoken.
- comparisons of their community with a community in the target culture.

GUIDING QUESTIONS

How do I use language to

- describe places that tourists should visit?
- talk about activities in my community?
- comment on reasons why others might like to visit places in the community?
- compare features and practices of my community with another in the target culture?

UNIT 3: Contemporary Life: Balanced Lifestyle

ESSENTIAL QUESTIONS

Why is a healthy lifestyle important? How do I maintain a healthy balance in my life?

BIG IDEAS

Students use the target language to understand and talk about:

- their daily routine in terms of relaxation, social life, physical fitness, academics and work.
- steps to take to plan for and maintain a balanced life within their daily routine.
- advice, suggestions and opinions about how to achieve a healthy and balanced lifestyle.
- a balanced lifestyle in the United States and in China based on authentic resources.

GUIDING QUESTIONS

How do I use language to

- describe my daily routine ?
- talk about leisure, social, physical, academic and work activities that contribute to a healthy and balanced life?
- suggest ways to develop a balanced lifestyle?
- compare my lifestyles across cultures?

UNIT 4: Contemporary Life: From Picnic to Dinner Party

ESSENTIAL QUESTIONS

What makes a special planned event memorable?

BIG IDEAS

Students use the target language to understand and talk about:

- organizing for a special event.
- pre-event plans for food, games and activities at the special event.
- preparations on the day of the event.
- special events that people of the target culture commonly host.
- comparisons of special events across cultures.

GUIDING QUESTIONS

How do I use language to

- collaborate with others to decide on day, place, and guests for a special event?
- plan for location logistics, food purchases and preparations, games and activities at the special event?
- welcome guests and help everyone have a good time?
- gather information about events that people in the target culture typically host?
- compare special events with my family and friends with those of other cultures?