ESSENTIAL QUESTION

How does travel broaden our perspectives?

Students use the target language to understand and communicate about:

- places they have visited while on vacation.
- activities and experiences while on vacation.
- cultural perspectives related to purchasing and negotiating in the target culture.

GUIDING QUESTIONS

How do I use language to

- discuss vacation experiences?
- describe activities and my opinion about my vacation?
- purchase and negotiate prices while on vacation?
- make comparisons between my purchasing habits on vacation and that of the target cultures?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

ACTFL/NCSSFL INTERPRETIVE PROFICIENCY BENCHMARK: NOVICE (low, mid, high). Identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken or written.

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ACTFL/NCSSFL Can Do PERFORMANCE Indicators - NOVICE HIGH
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<th>Interpretive Listening NH</th>
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| ● Identify the topic and some supporting details in informational and short fictional passages on familiar and everyday topics.  
● Understand questions and statements in conversations on familiar topics. | ● Understand the main idea and supporting details in short fictional and informational texts. | ● Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.  
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● Present my preferences on familiar and everyday topics, using...  
● Present on familiar and everyday topics, using... | ● Present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences |

### CULTURES
**Relating Cultural Practices & Products to Perspectives**
- **Product:** purchasing items
- **Practice:** negotiations
- **Perspective:** prices are not fixed and open to negotiations

- **Product:** payment
- **Practice:** cash payments are less frequently accepted. Using wechat as payment.
- **Perspective:** electronic (phone) payments are easier and more frequently used

- **Product:** Letter
- **Practice:** Greetings and salutations are specific as well as spacing when addressing a letter (two spaces after addressing the letter)
- **Perspective:** Writing postcards and letters are an important way to connect to others.

### CONNECTIONS
**Making Connections to Other Disciplines**
- Social Studies/geography: popular destinations

**Acquiring Information & Diverse Viewpoints**
- Reasons for choosing various destinations
- Pricing of items

### COMPARISONS
**Language Comparisons**

**Cultural Comparisons**
- Letter writing phrases
- Adjectives and description formation
- Measure words and quantity
- Letter writing formats
- Methods of payments
- American and Culture target currency

**COMMUNITIES**  
School & Global Communities  
Lifelong Learning
- Self assess progress toward unit goal
WORLD LANGUAGE

LEVEL 3  UNIT 2
Contemporary Life: Music TV & Cinema
HS Chinese  |  Novice High  | Level 3  |  6-7 Weeks

ESSENTIAL QUESTION
How do music, TV and cinema reflect Chinese culture?

BIG IDEAS
Students use the target language to understand and communicate about:
- making music.
- Chinese media, including cinema, television and music.
- my preferences for various types of entertainment.

GUIDING QUESTIONS
How do I use language to
- discuss my interest in learning to play instruments.
- express my preferences about music, TV and cinema.
- give reasons for my preferences.
- give recommendations about movies, tv and music to others.

FOCUS STANDARDS

COMMUNICATION
Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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### ACTFL/NCSSFL Can Do PERFORMANCE Indicators - NOVICE HIGH

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● Understand questions and statements in conversations on familiar topics.                                               |
| **Interpretive Reading NH**   | ● Understand the main idea and supporting details in short fictional and informational texts.                                                                                                            |
| **Interpersonal Speaking NH** | ● Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.  
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### CULTURES

**Relating Cultural Practices & Products to Perspectives**

- **Product**: popular music, TV or movies
- **Practice**: listening to music, watching TV and movies are common activities for teenagers
- **Perspective**: music, TV and movies become part of teen culture and bring them together culturally

- **Product**: television shows
- **Practice**: teens do not watch a lot of TV but instead watch short videos on mobile devices
- **Perspective**: social media and platforms such as Hulu and Tiktok offer programming that is more now more popular

### CONNECTIONS

**Making Connections to Other Disciplines**

- Social Studies/entertainment

**Acquiring Information & Diverse Viewpoints**

- Cultural perspectives communicated through media

### COMPARISONS

**Language Comparisons**

**Cultural Comparisons**
● Internet superstar

● Comparing people's lives and experiences as seen on TV, in movies and in music

COMMUNITIES

School & Global Communities
● Watch a Chinese movie with subtitles

Lifelong Learning
● Self assess progress toward unit goal
ESENTIAL QUESTION

How does food reflect culture?

BIG IDEAS

Students use the target language to understand and communicate about:

- foods they and others eat.
- regional foods in China and the United States.
- how geography impacts food choices, available ingredients and popularity?

GUIDING QUESTIONS

How do I use language to

- describe popular foods and their ingredients.
- compare foods of the target culture and of the student’s own family or region.
- order foods from a menu in a restaurant.

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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**ACTFL/NCSSFL Can Do PERFORMANCE Indicators - NOVICE HIGH**

| Interpretive Listening NH | • Identify the topic and some supporting details in informational and short fictional passages on familiar and everyday topics.  
| | • Understand questions and statements in conversations on familiar topics. |

| Interpretive Reading NH | • Understand the main idea and supporting details in short fictional and informational texts. |

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**CULTURES**

Relating Cultural Practices & Products to Perspectives

- **Products:** authentic Chinese cuisine
- **Practices:** those who dine together share dishes
- **Perspectives:** Chinese culture focuses on collective wishes of the group

- **Products:** chopsticks
- **Practices:** using chopsticks for meals
- **Perspectives:** chopsticks are the ideal utensil for Chinese foods

**CONNECTIONS**

Making Connections to Other Disciplines

- Geography
- Health

Acquiring Information & Diverse Viewpoints

- Cultural perspectives in eating habits

**COMPARISONS**

Language Comparisons

- Starting a conversation
- Phrases used when ordering in a restaurant

Cultural Comparisons

- Traditional dishes
- Ingredients in cultural dishes across cultures
- Ingredients connected to geographic
COMMUNITIES  
School & Global Communities
- Visit an authentic Chinese restaurant
  Szechuan Dynasty (119th & Metcalf)
  ABC Cafe (87th Street)
- Attend local Chinese festivals

Lifelong Learning
- Cooking Chinese dishes as a family
ESSENTIAL QUESTION

How do I narrate a story in an impactful way?

BIG IDEAS

Students use the target language to:
- retell a story or an event.
- broaden cultural perspectives through authentic stories.

GUIDING QUESTIONS

How do I use language to:
- set the scene in familiar stories?
- retell in sequential order what happened in a familiar story?
- make personal connections to a story?
- identify cultural elements in stories?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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ESSENTIAL QUESTION

What qualities make a hero?

BIG IDEAS

Students use the target language to understand and communicate about:

- qualities people look for in a friend
- admirable people and their qualities
- The impact of heroes and historical figures

GUIDING QUESTIONS

How do I use language to:

- give a description of what I look for in a friend.
- give examples of how my friends and I get along with each other.
- Discuss about admirable people and their qualities, including their life history and achievements.
- Give a presentation about someone I admire compared with an organized outline.

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**

| Interpretive | Identify the topic and related information from short conversations  
|             | Identify the topic from simple sentences in short informational and fictional texts |
| Interpersonal | By creating simple sentences and asking appropriate follow-up questions:  
|              | 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 | Using simple sentences:  
|                | Present personal information about my life, activities and evenings  
|                 | Express my preferences on everyday topics of interest and explain why I feel that way  
|                 | Present on familiar and everyday topics |

**CULTURES**  
Relating Cultural Practices & Products to Perspectives  
- **Products:**  
- **Practices:**  
- **Perspectives:** how labels affect identity

**CONNECTIONS**  
Making Connections to Other Disciplines  
- Connection to ELA unit on archetypes  
- Connection to sociology and history  
Acquiring Information & Diverse Viewpoints  
- Authentic videos: Native speakers discuss issues of being of Asian descent in another culture

**COMPARISONS**  
Language Comparisons  
Cultural Comparisons  
- Comparison of personal heroes to admirable people from target culture

**COMMUNITIES**  
School & Global Communities  
- Thank you notes to teachers and/or other school personnel  
Lifelong Learning  
- Self-reflection and desire for continued personal growth based on examining admirable qualities of others