Contemporary Life: Shopping
HS Chinese | Intermediate Low | Level 4 | 7-8 Weeks

ESSENTIAL QUESTION

What is shopping like in China?

BIG IDEAS

Students use the target language to:

● meet my needs in a shopping experience;
● express my opinions and support with evidence

GUIDING QUESTIONS

How do I use language to

● describe the size, color and price of a purchase.
● return and exchange merchandise
● describe shopping preferences and criteria
● discuss pros and cons of online shopping compared with store shopping
● agree and disagree with others politely

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

ACTFL/NCSSFL INTERPRETIVE PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high).
Understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken and written.

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ACTFL/NCSSFL Can Do PERFORMANCE Indicators - INTERMEDIATE LOW
<table>
<thead>
<tr>
<th>Interpretive Listening -IL</th>
<th>● Identify the topic and related information in short informational passages and conversations.</th>
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<td>Interpretive Reading -IL</td>
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| Interpersonal Speaking -IL | ● Request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.  
  ● 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 Writing/Typing and Presentational Speaking - IL | ● Present personal information about my life, activities and events, using simple sentences.  
  ● Express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.  
  ● Present on familiar and everyday topics, using simple sentences. |

**CULTURES**

Relating Cultural Practices & Products to Perspectives
- **Product:** Chinese people use alipay and wechat pay when shopping.
- **Practice:** Chinese people are used to paying with phone apps.
- **Perspective:** online shopping and mobile pay is growing rapidly in China.

**CONNECTIONS**

Making Connections to Other Disciplines
- **Social Studies/geography**

Acquiring Information & Diverse Viewpoints
- Videos of native speakers discussing shopping habits

**COMPARISONS**

Language Comparisons
- 

Cultural Comparisons
- Shopping online vs. shopping in a store
- Economic prosperity between cultures

**COMMUNITIES**

School & Global Communities
- Role playing a shopping trip
- Buying something for a fundraiser

Lifelong Learning
- Self assess progress toward unit goal
## ESSENTIAL QUESTION

How is travel impacted by geography and climate?

## BIG IDEAS

Students use the target language to understand and communicate about:
- compare basic geographic aspects of China and the U.S.
- discuss the most desirable destinations for tourism and recommend to people planning a trip

## GUIDING QUESTIONS

How do I use language to
- Persuade others to protect the environment
- Compare basic geographic aspects of China and U.S. in the terms of territorial size, population and terrain and
- Discuss how geography has impacted development
- Locate major Chinese cities, provinces on a map in China's north, southeast and south and Give a brief account of China's geographic features.
- Discuss an itinerary for travel to China with consideration of geography, climate, time and budget
- Describe features of a tourist site that would attract or deter you

## 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.

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**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
  - **Product**: Major cities in China have shared bike programs for transportation.
  - **Practice**: Chinese people take the train, subway, public bus for domestic traveling.
  - **Perspective**: Public transportation is very convenient in China.

**CONNECTIONS**
- Making Connections to Other Disciplines
  - **Science**: Environment  
  - **Civics and global citizenship**
- Acquiring Information & Diverse Viewpoints
  - Investigating different perspectives on protecting the environment

**COMPARISONS**
- Language Comparisons
  - Expressing hopes and wishes (Ojalá que)
  - Transition words for making comparisons (cada vez más)
- Cultural Comparisons
  - Compare environmental issues and preservation in the US and Spanish speaking countries
  - Investigating how different cultures protect the environment

**COMMUNITIES**
- School & Global Communities
  - Volunteer in the community
  - Take active steps to protect the environment
- Lifelong Learning
  - Self assess progress toward unit goal
  - Volunteerism
ESSENTIAL
QUESTION
What is important for children's education?

BIG IDEAS
Students use the target language to:
• Explore their opinions on education.
• Evaluate parents' involvement in their children's upbringing?

GUIDING QUESTIONS
How do I use language to
• describe my school life
• Discuss decisions related to my education and how this will influence future plans.
• Discuss working and funding education
• Discuss opinions about education

FOCUS STANDARDS
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**CULTURES**  
Relating Cultural Practices & Products to Perspectives  
- **Product:** Chinese students participate in lots of tutoring classes.  
- **Practice:** Chinese high schoolers don't do part-time jobs, they would focus on study. Chinese parents normally would fund their children's college tuition.  
- **Perspective:** Chinese parents would manage their children's after school life and their choice of major and college.

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

**COMPARISONS**  
Language Comparisons  
- Cultural Comparisons  
  - Education system in the US vs. China  
  - College tuition rates

**COMMUNITIES**  
School & Global Communities  
- Reflecting on pros and cons of Blue Valley education  

- Lifelong Learning  
  - Self assess progress toward unit goal
Contemporary Life: Let’s Go To China

HS Chinese | Intermediate Low | Level 4 | 7-8 Weeks

ESSENTIAL QUESTION

What’s travel like in China?

Students use the target language to:
- meet their needs and preferences in a different culture.
- broaden cultural perspectives through authentic experiences

GUIDING QUESTIONS

How do I use language to
- explain my traveling itinerary and plans.
- maintain a conversation when checking in at the airport and through customs.
- interact with others to exchange currency, to connect to public wifi, and get any possible lost luggage.
- navigate public transit among subways, and request and provide information when getting directions.
- interact with taxi drivers to meet my needs of traveling. (listening only.)
- express my preferences during a stay in a hotel.

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### CULTURES

**Relating Cultural Practices & Products to Perspectives**

- **Product:** The influence of Beijing's Ming-era planning persists into the present: the name of many subway stations: 东直门 (dongzhimen) and 西直门 (xizhimen), refer to the old gates in the demolished Beijing city wall.
- **Practice:** Chinese people use geographic direction 东西南北 (east, west, south, north) when giving directions.
- **Perspective:** Most Chinese people would prefer to have their house face south, based on Feng Shui.

- **Product:** Chinese people will say “no” to accept the compliment.
- **Practice:** Chinese people are very modest when they receive praise.
- **Perspective:** Chinese people prefer modesty and to keep a low profile both in regard to their own achievements and status as well as their interactions with others.

- **Product:** Chinese hotels provide different products than Americans, such as sandals, slippers, kettle for making hot water and tea.
- **Practice:** The hotels in China require qualification for host international guests.
- **Perspective:** Chinese people believe that hot water is good for health.

### CONNECTIONS

**Making Connections to Other Disciplines**

- Social Studies/geography

### COMPARISONS

**Language Comparisons**

**Cultural Comparisons**

- Transportation in the US vs. China
Typical paid time off from work in both countries

School trips/Field trips

Self assess progress toward unit goal

Lifelong Learning