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

<table>
<thead>
<tr>
<th>ESSENTIAL QUESTIONS</th>
<th>BIG IDEAS</th>
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</thead>
<tbody>
<tr>
<td>Who am I?</td>
<td>Students use the target language to understand and communicate about:</td>
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<tr>
<td>What determines our identity?</td>
<td>● who they are, the activities they participate in and how they interact</td>
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<td>with others.</td>
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<td>● their own biographical information.</td>
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<td>● biographical information of personalities who are well known to teens</td>
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<td>in the entertainment and sports fields.</td>
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<td>● stereotyping and identify ways in which it occurs.</td>
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<td>● how the media contributes to stereotyping.</td>
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</tbody>
</table>

**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: Life@School

### ESSENTIAL QUESTIONS

How is school different around the world?

### BIG IDEAS

Students use the target language to understand and communicate about:
- schools in their community and activities they participate in.
- subjects and classes they take in school.
- who goes to school in different cultures and how they get there.
- comparisons of schools in their community and in other cultures.

### GUIDING QUESTIONS

How do I use language to
- describe my school and school day?
- comment on habits we need in order to be a good learner?
- make comparisons between my school life and school life in other parts of the world?
- comment on who goes to school?
- comment on how students go to school in my community and compare to other parts of the world?
## UNIT 3: 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 communicate 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.

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 4: 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 communicate 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?