UNIT 1: Personal and Public Identities: Getting Acquainted

<table>
<thead>
<tr>
<th>ESSENTIAL QUESTIONS</th>
<th>BIG IDEAS</th>
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<tbody>
<tr>
<td>Who am I?</td>
<td>Students use the target language to understand and communicate to:</td>
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<td></td>
<td>● introduce themselves.</td>
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<td>● exchange and present basic information to get to know other.</td>
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<td>● appropriately greet others and use farewells.</td>
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<td>● compare practices of greeting and introductions across target cultures.</td>
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<td>● thrive in a 90% target language setting.</td>
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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: Contemporary Life: Hanging Out!

### ESSENTIAL QUESTIONS

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<tr>
<th>How do people have fun across cultures?</th>
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### BIG IDEAS

Students use the target language to understand and communicate 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?