

WORLD LANGUAGE

LEVEL 4 UNIT 1

Contemporary Life: Shopping

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



ESSENTIAL QUESTION

BIG IDEAS

What is shopping like in China?

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

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.

ACTFL/NCSSFL INTERPERSONAL SPEAKING PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high). 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). communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken and written language.

ACTFL/NCSSFL Can Do PERFORMANCE Indicators -INTERMEDIATE LOW

Interpretive Listening -IL	<ul style="list-style-type: none"> ● Identify the topic and related information in short informational passages and conversations.
Interpretive Reading -IL	<ul style="list-style-type: none"> ● Identify the topic and related information in short informational and fictional passages.
Interpersonal Speaking -IL	<ul style="list-style-type: none"> ● Request and provide information in conversations on familiar topics <u>by creating simple sentences and asking appropriate follow-up questions.</u> ● 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	<ul style="list-style-type: none"> ● 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

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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

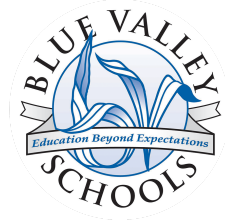
- Self assess progress toward unit goal

WORLD LANGUAGE

LEVEL 4 UNIT 2

Global Challenges: Our Planet - Geography of China

Chinese HS | Novice-High - Intermediate Low | Level 4 | 6-7 Weeks



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.

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	<ul style="list-style-type: none"> ● Identify the topic and related information from short conversations ● Identify the topic from simple sentences in short informational and fictional texts
Interpersonal	<p>By creating simple sentences and asking appropriate follow-up questions:</p> <ul style="list-style-type: none"> ● 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	<p>Using simple sentences:</p> <ul style="list-style-type: none"> ● 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

WORLD LANGUAGE

LEVEL 4 UNIT 3

Contemporary Life: Let's Go To China

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



ESSENTIAL QUESTION

BIG IDEAS

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.

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.

ACTFL/NCSSFL INTERPERSONAL SPEAKING PROFICIENCY BENCHMARK: INTERMEDIATE (low, mid, high). 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).

communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken and written language.

ACTFL/NCSSFL Can Do PERFORMANCE Indicators -INTERMEDIATE LOW

Interpretive Reading -IL	<ul style="list-style-type: none">● Identify the topic and related information in short informational and fictional passages.
Interpersonal Speaking -IL	<ul style="list-style-type: none">● Request and provide information in conversations on familiar topics <u>by creating simple sentences and asking appropriate follow-up questions.</u>● 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	<ul style="list-style-type: none">● 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:** 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 Fengshui.

- **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 hotel rooms are usually equipped with items not always found in American hotel rooms, such as slippers, kettle for making hot water, and tea.
- **Practice:** The hotels in China must be authorized to receive international guests.
- **Perspective:** Chinese people believe that drinking hot water is good for one’s health.

CONNECTIONS

Making Connections to Other Disciplines

- Social Studies/geography

Acquiring Information & Diverse Viewpoints

- Watch travel shows (Rick Steves)
- Read travel blogs

COMPARISONS Language Comparisons

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Cultural Comparisons

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

COMMUNITIES School & Global Communities

- School trips/Field trips

Lifelong Learning

- Self assess progress toward unit goal

WORLD LANGUAGE

LEVEL 4 UNIT 4

Contemporary Life: Sports

All Languages HS | Novice-high to Intermediate-low | Level 4 | 6 Weeks



ESSENTIAL QUESTION | BIG IDEAS

How do sports impact communities?

Students use the target language to understand and communicate about:

- the connection between sports and my community
- the cultural practices connected with sports around the world
- the benefits and drawbacks of sports
- the identifying traits of good athletes
- world-wide sporting events

GUIDING QUESTIONS

How do I use language to:

- retell significant sporting events from around the world
- debate the impact of playing a sport
- explain habits of successful athletes
- discuss popular sports around the world
- convince others to watch or engage in a lesser-known sport

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: NOVICE (low, mid, high). I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.

ACTFL/NCSSFL Can Do PERFORMANCE Indicators - NOVICE HIGH - INTERMEDIATE MID

<p>Interpretive Intermediate-low</p>	<p>I can...</p> <ul style="list-style-type: none"> ● identify the topic and related information from simple sentences in short informational texts and in short fictional texts. ● identify the main idea in short conversations.
<p>Interpersonal Intermediate-low</p>	<p>By creating simple sentences and asking appropriate follow-up questions, I can...</p> <ul style="list-style-type: none"> ● 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
<p>Presentational Novice-high</p>	<p>Using simple sentences most of the time, I can...</p> <ul style="list-style-type: none"> ● present personal information about my life and activities ● express my preferences on familiar and everyday topics of interest ● present on familiar and everyday topics.

CULTURES

Relating Cultural Products & Practices to Perspectives

- **Products:** sports equipment,
- **Practices:** competitions, olympics
- **Perspectives:** sports unify communities,

CONNECTIONS

Making Connections to Other Disciplines

- Health and wellness
- Sociology
- Psychology

Acquiring Information & Diverse Viewpoints

- Through engaging with authentic resources

COMPARISONS

Language Comparisons

Cultural Comparisons

- Popular sport in US vs. other cultures
- Youth sports in school vs. after school program

COMMUNITIES

School & Global Communities

- Engaging in sports outside of the classroom
- Attending sporting events
- Talk to a coach or athlete

Lifelong Learning

- Self-assess progress toward unit goal
- Using the target language outside the classroom later in life