

WORLD LANGUAGE

LEVEL 3 UNIT 1

Contemporary Life: Unforgettable Vacations

HS Chinese | Novice High | Level 3 | 6-7 Weeks



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.

ACTFL/NCSSFL INTERPERSONAL SPEAKING PROFICIENCY BENCHMARK: NOVICE (low, mid, high). Communicate in spontaneous spoken conversations on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, simple sentences and questions.

ACTFL/NCSSFL PRESENTATIONAL PROFICIENCY BENCHMARK: NOVICE (low, mid, high). Present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases and simple sentences through spoken or written language.

ACTFL/NCSSFL Can Do PERFORMANCE Indicators - NOVICE HIGH

Interpretive Listening NH	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Understand the main idea and supporting details in short fictional and informational texts.
Interpersonal Speaking NH	<ul style="list-style-type: none"> ● 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. ● Interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time. ● Express, ask about and react to preferences, feelings, or opinions on familiar topics using simple sentences most of the time and asking questions to keep the conversation on topic.
Presentational Writing(Typing) & Speaking NH	<ul style="list-style-type: none"> ● Present information about my life and activities, <u>using simple sentences most of the time.</u> ● Present my preferences on familiar and everyday topics, using... ● Present on familiar and everyday topics, using...
Presentational Writing with Characters-NM	<ul style="list-style-type: none"> ● 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 PRESENTATIONAL PROFICIENCY BENCHMARK: NOVICE (low, mid, high). Present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases and simple sentences through spoken or written language.

ACTFL/NCSSFL Can Do PERFORMANCE Indicators - NOVICE HIGH

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Interpretive Reading NH	<ul style="list-style-type: none"> ● Understand the main idea and supporting details in short fictional and informational texts.
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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



WORLD LANGUAGE

LEVEL 3 UNIT 3

A Taste of China

Chinese HS | Novice High | Level 3 | 5-6 Weeks

ESSENTIAL QUESTION

BIG IDEAS

How does food reflect culture?

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

ACTFL/NCSSFL Can Do PERFORMANCE Indicators - NOVICE HIGH

Interpretive Listening NH	<ul style="list-style-type: none"> ● 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.
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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

locations

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

WORLD LANGUAGE

LEVEL 3 UNIT 4

Tell me a Story

HS Chinese | Novice High | Level 3 | 5-6 Weeks



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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ACTFL/NCSSFL INTERPERSONAL SPEAKING PROFICIENCY BENCHMARK: NOVICE RANGE.

Communicate in spontaneous spoken conversations on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, simple sentences and questions.

ACTFL/NCSSFL PRESENTATIONAL PROFICIENCY BENCHMARK: NOVICE RANGE. Present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases and simple sentences through spoken or written language.

ACTFL/NCSSFL Can Do PERFORMANCE Indicators - NOVICE HIGH

Interpretive Listening NH	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Understand the main idea and supporting details in short fictional and informational texts.
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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** Chinese muslim culture
- **Practice:** Chinese people are used to travel by fast speed train; Chinese people treat visitors with tea
- **Perspective:** Storytelling is a reflection of community and culture.

CONNECTIONS

Making Connections to Other Disciplines

- Art- telling the story of a work of art
- Literature - elements of a story

Acquiring Information & Diverse Viewpoints

- perspectives found in target culture stories

COMPARISONS

Language Comparisons

- Compare language conventions common in storytelling such as past tense, sequencing adverbs and compound sentences.

Cultural Comparisons

- Compare cultures reflected in stories to one's own.

COMMUNITIES

School & Global Communities

- Muslims in China

Lifelong Learning

- self assess progress toward unit goals

WORLD LANGUAGE

LEVEL 3 CHINESE UNIT 5

Contemporary Life: Heroes

All Languages HS | Intermediate Low | Level 3 | 4-6 Weeks



ESSENTIAL QUESTION

BIG IDEAS

What qualities make a hero?

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

<p>Interpretive</p>	<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
<p>Interpersonal</p>	<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
<p>Presentational</p>	<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

- **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