

WORLD LANGUAGE

LEVEL 6 UNIT 1

Contemporary Life/Science and Technology: Lifestyle and Health

Chinese HS | Intermediate low/mid | Level 6 | 8 Weeks



ESSENTIAL QUESTION

How does health lead to improved quality of life?

How do Chinese people stay healthy?

How do healthy lifestyles differ between China and the United States?

BIG IDEAS

Students use the target language to understand and communicate about:

- The connection between health and quality of life
- Chinese medicine (备选 Chinese culture)
- Illness Symptoms and going to the hospital (去医院, 医生问诊 : 自编对话)
- Exercise habits in China and United States (太极拳、广场舞 IC 4 P96)
- Age and Chinese people's cultivating vitality (IC4 p117)

GUIDING QUESTIONS

- What is traditional Chinese medicine like?
- How does the elderly population in China maintain their health?
- What differences are there between Chinese and American healthy lifestyle habits?
- How do you access healthcare when you are sick or injured?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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ACTFL/NCSSFL Can Do PERFORMANCE Indicators - INTERMEDIATE MID

Interpretive Reading - IL Listening - IM	I can... <ul style="list-style-type: none"> ● identify the topic and related information from simple sentences in short informational texts and in short fictional texts. (Reading - IL) ● identify the main idea in short conversations. (Listening - IM)
Interpersonal - IM	By creating sentences and series of sentences and asking a variety of follow-up questions, I can... <ul style="list-style-type: none"> ● exchange information in conversations on familiar topics and some researched topics ● interact with others to meet my needs in a variety of familiar situations ● exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics
Presentational - IL	Using simple sentences, I can... <ul style="list-style-type: none"> ● present personal information about my life, activities and events ● express my preferences on familiar and everyday topics of interest and explain why I feel that way ● present on familiar and everyday topics

CULTURES

Relating Cultural Products & Practices to Perspectives

- **Products:** illnesses and injuries, medicine, healthy lifestyle
- **Practices:** Going to the doctor, how to live a healthy lifestyle
- **Perspectives:** Chinese people value healthy eating more so than many Americans

CONNECTIONS

Making Connections to Other Disciplines

- Nutrition
- Physiology and Anatomy
- Medicine

Acquiring Information & Diverse Viewpoints

- Negotiating meaning from a variety of authentic texts to gain diverse viewpoints

COMPARISONS

Language Comparisons

- How to measure

Cultural Comparisons

- Eating habits
- Exercise habits

COMMUNITIES

School & Global Communities

- How schools in China and the US promote healthy living
- How schools in China and US support mental health
- School lunches in USA vs. China

Lifelong Learning

- Engaging with the target language and culture beyond the classroom to promote lifelong learning

WORLD LANGUAGE

LEVEL 6 UNIT 2

Personal and Public Identities: Roles, Relationships and Responsibilities

Chinese HS | Intermediate low/mid | Level 6 | 8 Weeks



ESSENTIAL QUESTION

How do I function in society as an individual versus as a global citizen?

What are some possible advantages of globalization in a community?

What factors help determine the identity of a community?

BIG IDEAS

Students use the target language to understand and communicate about:

- Self-image and the role of the individual
- Global identity and responsibility
- Advocate for yourself and others
- Gender roles and gender equality in China

GUIDING QUESTIONS

- How do I view myself as an individual?
- What are my rights and responsibilities as an individual? As a member of a community? As a global citizen?
- What role does an individual play in society? What is the impact of an individual in a community?
- To what extent are different genders treated equally in relationships and in the workplace in China?

FOCUS STANDARDS

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<p>Presentational - IL</p>	<p>Using simple sentences, I can...</p> <ul style="list-style-type: none"> ● present personal information about my life, activities and events ● express my preferences on familiar and everyday topics of interest and explain why I feel that way ● present on familiar and everyday topics

CULTURES

Relating Cultural Products & Practices to Perspectives

- **Products:** resumes, cleaning supplies, houses, relationships
- **Practices:** division of responsibilities in the home, in the community and at work; going to an interview
- **Perspectives:** All genders should be treated equally in the home, in the community and at work.

CONNECTIONS

Making Connections to Other Disciplines

- Social studies

Acquiring Information & Diverse Viewpoints

- Exploring diverse perspectives of minorities, especially women or people who repatriate for work

COMPARISONS

Language Comparisons

- Professional language in USA vs. China

Cultural Comparisons

- How the social status of women has changed since the 1950's in the USA and China

COMMUNITIES

School & Global Communities

- Mock interviews in class
- Analyze the status of men and women in the local, state and national communities

Lifelong Learning

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

WORLD LANGUAGE

LEVEL 6 UNIT 3

Global Challenges, Science and Technology: Environmental Protection and Conservation

Chinese HS | Intermediate low/mid | Level 6 | 8 Weeks



ESSENTIAL QUESTION

How do environmental challenges positively and negatively impact communities?

What are possible solutions to those challenges?

What role do individuals play in addressing complex environmental issues?

BIG IDEAS

- Students use the target language to understand and communicate about:
- Types of environmental challenges and concerns such as climate change (including global warming), endangered animals and the greenhouse effect
 - Green and renewable energy, trash management and recycling
 - Environmental protection on a national level
 - Environmental protection on a personal level

GUIDING QUESTIONS

- How do environmental challenges often impact society and politics on a larger scale, which in turn affects individual families and communities?
- How can an individual positively or negatively influence the world around them?
- What are some possible solutions that address contemporary global challenges?
- What can humankind do to manage and protect resources?
- How does the lack of resources impact one's quality of life?
- What can humankind do to protect the earth?
- How does climate change affect one's quality of life?

FOCUS STANDARDS

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CULTURES

Relating Cultural Products & Practices to Perspectives

- **Products:** waste, garbage
- **Practices:** recycling, sorting, reusing
- **Perspectives:** We must protect the environment and live sustainably.

- **Products:** smog
- **Practices:** wearing a mask
- **Perspectives:** One must protect oneself from noxious chemicals in the air.

CONNECTIONS

Making Connections to Other Disciplines

- Science and environmental sciences
- Social Studies

Acquiring Information & Diverse Viewpoints

- Using a variety of resources from the target culture to gain understanding of diverse perspectives

COMPARISONS

Language Comparisons

- 不无关系be related to

Cultural Comparisons

- In some Chinese cities, there are very specific ways of sorting waste.
- The standards for filtering pollution are different between the USA and China.

COMMUNITIES

School & Global Communities

- Taking action in the school, local, regional, national and international communities to protect the earth.

Lifelong Learning

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

WORLD LANGUAGE

LEVEL 6 UNIT 4

Personal and Public Identities, Global Challenges, Science and Technology: China's History

Chinese HS | Intermediate low/mid | Level 6 | 8 Weeks



ESSENTIAL QUESTION

What parts of Chinese culture bring people pride?
(landmarks, heroes, etc.)

How has the relationship of China with other
countries developed over time? (economy, silk road,
global trade)

How have the lives of people in China changed over
time? (inventions, innovations, technology)

BIG IDEAS

Students use the target language to understand
and communicate about:

- History (朝代 IC 4 Page 249-252), landmarks (石林、故宫、长城), famous heroes (张骞、孔子、郑和作为补充材料), art (丝绸、瓷器)
- Innovation, inventions (四大发明 barron AP culture) and technology
- The silk road (丝绸之路, 一带一路 Barron 文化知识) and global trade

GUIDING QUESTIONS

How do I use language to

- How does history shape the identity of the individual?
- How does history share the identity of a community?
- How does access to technology and other innovations impact the quality of life?
- How did economic and political developments impact society on a larger scale, which in turn affects individual families and communities?

FOCUS STANDARDS

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CULTURES

Relating Cultural Products & Practices to Perspectives

- **Products:** roads, trade policies
- **Practices:** trade, importing, exporting
- **Perspectives:** The silk road and the one belt road opened China to the world

- **Products:** silk and porcelain art
- **Practices:** passing this tradition from generation to generation; collecting art
- **Perspectives:** Silk and porcelain art is a cultural artform for China to be proud of.

- **Products:** Chinese inventions
- **Practices:** Using new inventions and continuing to improve them
- **Perspectives:** Inventions improve people’s lives

CONNECTIONS

Making Connections to Other Disciplines

- Science
- Sociology
- Economics

Acquiring Information & Diverse Viewpoints

- Negotiating meaning from a variety of authentic texts in order to learn about the perspectives of the target culture

COMPARISONS Language Comparisons

- ---

Cultural Comparisons

- Popular types of art media like silk and porcelain

COMMUNITIES School & Global Communities

- Attending a Chinese festival that incorporates Chinese art
- Visiting the Nelson-Atkins museum and learning about Chinese art
- Reading about Chinese heroes and their significance

Lifelong Learning

- Engaging with Chinese language and culture beyond the classroom to be a lifelong learner