

WORLD LANGUAGE



8th Grade Chinese Programming Humanities UNIT 1

Beauty and Aesthetics: Journey to the West

Chinese MS (8th Grade) | Intermediate Mid and Intermediate Low | MS 5-6 Weeks

ESSENTIAL QUESTION

What can stories tell us about a particular culture or time period?

BIG IDEAS

Students use the target language to understand and communicate about:

- the characteristics of vernacular and classical Chinese languages.
- the definition and examples of the *Xiaoshuo* genre.
- the four classic novels of Chinese literature.
- the main plot and principal characters of *Journey to the West*.

GUIDING QUESTIONS

How do I use language to

- introduce a character that I like from *Journey to the West*?
- provide a summary of a story?
- talk about the differences in plot, setup, and description between the written texts and the animated series?
- discuss the similarities and differences between stories in *Journey to the West* and Western superhero and magical stories?

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 MID and INTERMEDIATE LOW

Interpretive Listening Intermediate Mid	I can identify the main idea and key information in short straightforward conversations.
Interpersonal Speaking Intermediate Mid	By creating sentences and series of sentences and asking a variety of follow-up questions, I can exchange information in conversations on familiar topics and some researched topics, interact with others to meet my needs in a variety of familiar situations, and exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics.
Presentational Speaking Intermediate Mid	Using sentences and series of connected sentences, I can tell a story about my life, activities, events and other social experiences, state my viewpoint about familiar topics and give some reasons to support it as well as give straightforward presentations on a variety of familiar topics and some concrete topics I have researched.
Presentational Writing Intermediate Low	Using simple sentences, I can present personal information about my life, activities and events as well as present on and express my preferences on familiar and everyday topics of interest and explain why I feel that way.
Interpretive Reading Intermediate Low	I can identify the main idea and related information from simple sentences in short informational texts, short fictional texts and short conversations.

CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** *Journey to the West*
- **Practice:** the use of vernacular Chinese in literature
- **Perspective:** Stories in *Journey to the West* reflect traditional beliefs and popular storytelling techniques.

CONNECTIONS

Making Connections to Other Disciplines

- History
- Social Studies
- English Language Arts

Acquiring Information & Diverse Viewpoints

- Interpreting authentic resources to better understand the viewpoints of people in Chinese-speaking countries

COMPARISONS

Language Comparisons

- Use of language in speaking and in writing

Cultural Comparisons

- Similarities and differences between stories in *Journey to the West* and Western superhero and magical stories

COMMUNITIES

School & Global Communities

- Share a superhero or magical story that you enjoy

Lifelong Learning

- Self assess progress toward unit goal

WORLD LANGUAGE

8th Grade Chinese Programming Humanities UNIT 2

Contemporary Life: Advertising

Chinese MS (8th Grade) | Intermediate Mid and Intermediate Low |

MS 5-6 Weeks



ESSENTIAL QUESTION

BIG IDEAS

How do advertisements reflect culture? How does the understanding of culture help to make advertisements more effective?

Students use the target language to understand and communicate about:

- advertisements of a variety of formats.
- the cultural similarities and differences among Chinese-speaking regions.
- the influence and importance of culture in advertising.

GUIDING QUESTIONS

How do I use language to

- analyze a particular advertisement (format, meaning, effectiveness)?
- explain the cultural similarities and differences among Chinese-speaking regions?
- compare and contrast the advertisements of an identical product intended for audiences of different cultures?
- create an advertisement for a product that I like?

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 MID and INTERMEDIATE LOW

Interpretive Listening Intermediate Mid	I can identify the main idea and key information in short straightforward conversations.
Interpersonal Speaking Intermediate Mid	By creating sentences and series of sentences and asking a variety of follow-up questions, I can exchange information in conversations on familiar topics and some researched topics, interact with others to meet my needs in a variety of familiar situations, and exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics.
Presentational Speaking Intermediate Mid	Using sentences and series of connected sentences, I can tell a story about my life, activities, events and other social experiences, state my viewpoint about familiar topics and give some reasons to support it as well as give straightforward presentations on a variety of familiar topics and some concrete topics I have researched.
Presentational Writing Intermediate Low	Using simple sentences, I can present personal information about my life, activities and events as well as present on and express my preferences on familiar and everyday topics of interest and explain why I feel that way.
Interpretive Reading Intermediate Low	I can identify the main idea and related information from simple sentences in short informational texts, short fictional texts and short conversations.

CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** advertisement
- **Practice:** incorporation of cultural characteristics in advertising
- **Perspective:** In Chinese-speaking regions, dialects influence the content of advertisements.

CONNECTIONS

Making Connections to Other Disciplines

- Social Studies
- English Language Arts
- Art

Acquiring Information & Diverse Viewpoints

- Interpreting authentic resources to better understand the viewpoints of people in Chinese-speaking countries

COMPARISONS

Language Comparisons

- Dialects

Cultural Comparisons

- Advertisements in different cultures

COMMUNITIES

School & Global Communities

- Share an advertisement of your creation

Lifelong Learning

- Self assess progress toward unit goal

WORLD LANGUAGE

8th Grade Chinese Programming Humanities UNIT 3

Families and Communities: My Childhood

Chinese MS (8th Grade) | Intermediate Mid and Intermediate Low |

MS 5-6 Weeks



ESSENTIAL QUESTION

How do my childhood experiences influence who I am today? How does our past shape our present and future?

BIG IDEAS

Students use the target language to understand and communicate about:

- how people change over time.
- how childhood has an impact on one's adulthood.
- how goals can shape who young people become.

GUIDING QUESTIONS

How do I use language to

- describe my life as a child (education, pastimes, activities, etc.)?
- talk about how my life in the past and the present is similar to or different from the experience of a child/teenager in China?
- talk about how I have changed over time?
- share some of my goals for high school?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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ACTFL/NCSSFL Can Do PERFORMANCE Indicators - INTERMEDIATE MID and INTERMEDIATE LOW

Interpretive Listening Intermediate Mid	I can identify the main idea and key information in short straightforward conversations.
Interpersonal Speaking Intermediate Mid	By creating sentences and series of sentences and asking a variety of follow-up questions, I can exchange information in conversations on familiar topics and some researched topics, interact with others to meet my needs in a variety of familiar situations, and exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics.
Presentational Speaking Intermediate Mid	Using sentences and series of connected sentences, I can tell a story about my life, activities, events and other social experiences, state my viewpoint about familiar topics and give some reasons to support it as well as give straightforward presentations on a variety of familiar topics and some concrete topics I have researched.
Presentational Writing Intermediate Low	Using simple sentences, I can present personal information about my life, activities and events as well as present on and express my preferences on familiar and everyday topics of interest and explain why I feel that way.
Interpretive Reading Intermediate Low	I can identify the main idea and related information from simple sentences in short informational texts, short fictional texts and short conversations.

CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** childhood activities and toys
- **Practice:** playing, gaining independence
- **Perspective:** There are both similarities and differences between childhood in China and in the U.S.

CONNECTIONS

Making Connections to Other Disciplines

- Social Studies

Acquiring Information & Diverse Viewpoints

- Interpreting authentic resources to better understand the viewpoints of people in Chinese-speaking countries

COMPARISONS

Language Comparisons

- Telling a story

Cultural Comparisons

- Parenting styles across cultures

COMMUNITIES

School & Global Communities

- Share a favorite childhood memory

Lifelong Learning

- Self assess progress toward unit goal