

WORLD LANGUAGE

7th Grade Chinese Programming STEAM UNIT 1

Beauty and Aesthetics: Performing Arts

Chinese MS (7th Grade) | Intermediate Low and Novice High | MS 5-6 Weeks



ESSENTIAL QUESTION

How do performing arts reflect culture?
What are the impacts of performing arts on society?

BIG IDEAS

- Students use the target language to understand and communicate about:
- popular Chinese musical instruments and the characteristics of Chinese music.
 - the origin and history of Chinese martial arts.
 - the characteristics of traditional Chinese opera and its regional varieties.
 - the different forms of Chinese comedy.

GUIDING QUESTIONS

How do I use language to

- talk about some traditional Chinese musical instruments and the main characteristics of Chinese music?
- discuss the origin, history, and purposes of Chinese martial arts, and explain the significance of Shaolin Kung Fu in Chinese martial arts?
- share the four basic roles in Beijing opera and its principal elements?
- explain the four principal skills in Xiangsheng (comic dialogue)?

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 and NOVICE HIGH

Interpretive Listening Intermediate Low	I can identify the main idea in short conversations.
Interpretive Reading Intermediate Low	I can identify the topic from simple sentences in short informational and fictional texts.
Interpersonal Intermediate Low	By creating simple sentences and asking appropriate follow-up questions, I can 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 Speaking Intermediate Low	Using simple sentences, I can 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, and present on familiar and everyday topics.
Presentational Writing Novice High	Using simple sentences most of the time, I can 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 Practices & Products to Perspectives

- **Product:** Kung Fu moves
- **Practice:** the use of puns in comedy in the Chinese language
- **Perspective:** In China, music serves a variety of purposes.

CONNECTIONS

Making Connections to Other Disciplines

- History
- Social Studies
- Physical Education
- Music

Acquiring Information & Diverse Viewpoints

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

COMPARISONS

Language Comparisons

- Puns in different languages

Cultural Comparisons

- Similarities and differences between Chinese and Western folk music

COMMUNITIES

School & Global Communities

- Share the types of comedy that you enjoy

Lifelong Learning

- Self assess progress toward unit goal

WORLD LANGUAGE

7th Grade Chinese Programming STEAM UNIT 2

Contemporary Life: Technology in Everyday Life

Chinese MS (7th Grade) | Intermediate Low and Novice High | MS 5-6 Weeks



ESSENTIAL QUESTION

How have technological advances changed everyday life?

BIG IDEAS

Students use the target language to understand and communicate about:

- the ways in which people connect with each other in China.
- the tools that people use to facilitate their everyday life in China.
- the changes of lifestyle in the past two decades in China.
- the impacts of technology on society.

GUIDING QUESTIONS

How do I use language to

- talk about the mainstream ways in which people connect with each other in China?
- describe the tools that people use to facilitate everyday tasks such as shopping, ordering food, and transferring money?
- explain the influences of technological advances on different aspects of life in the past two decades in China?
- talk about the positive and negative impacts of technology on society?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** mobile apps
- **Practice:** changing shopping behaviors
- **Perspective:** In China, technology has significant impacts on various aspects of life.

CONNECTIONS

Making Connections to Other Disciplines

- Social Studies
- Computer Science

Acquiring Information & Diverse Viewpoints

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

COMPARISONS

Language Comparisons

- Texting slangs

Cultural Comparisons

- Use of technology in schools

COMMUNITIES

School & Global Communities

- Share opinions on various mobile apps

Lifelong Learning

- Self assess progress toward unit goal

WORLD LANGUAGE

7th Grade Chinese Programming STEAM UNIT 3

Global Challenges: Plants in China



Chinese MS (7th Grade) | Intermediate Low and Novice High | MS 5-6 Weeks

ESSENTIAL QUESTION

How do important plants contribute to the development of Chinese society and culture?

BIG IDEAS

Students use the target language to understand and communicate about:

- the history of tea and the traditions associated with tea.
- the different uses of bamboo and the reflection of bamboo in Chinese culture.
- the importance of rice to Chinese civilization.

GUIDING QUESTIONS

How do I use language to

- describe the process of making tea, the popular types of tea in China, and the various customs associated with tea-drinking such as different brewing methods and tea ceremonies?
- talk about the use of bamboo in construction, musical instruments, and medicine, and the incorporation of bamboo in Chinese culture (paintings, poems, idioms, etc.)?
- explain the influences of rice on the development of Chinese civilization in areas such as agriculture, economy, and cuisine?
- share a plant that is important to my community?

FOCUS STANDARDS

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Presentational Speaking Intermediate Low	Using simple sentences, I can 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, and present on familiar and everyday topics.
Presentational Writing Novice High	Using simple sentences most of the time, I can 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 Practices & Products to Perspectives

- **Product:** popular types of tea in China
- **Practice:** customs surrounding tea-making and tea-drinking
- **Perspective:** In China, teahouses are a place for social gatherings and entertainment.

CONNECTIONS

Making Connections to Other Disciplines

- History
- Social Studies
- Art

Acquiring Information & Diverse Viewpoints

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

COMPARISONS

Language Comparisons

- Puns

Cultural Comparisons

- Differences in places of social gatherings across cultures

COMMUNITIES

School & Global Communities

- Share opinions on the taste of various types of tea

Lifelong Learning

- Self assess progress toward unit goal