

# WORLD LANGUAGE

## 8th Grade Chinese Programming STEAM UNIT 1

### Beauty and Aesthetics: Chinese Culinary Arts



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

#### ESSENTIAL QUESTION

**What are the characteristics of Chinese culinary arts? How is Chinese cuisine different from other cuisines around the world?**

#### BIG IDEAS

Students use the target language to understand and communicate about:

- the main characteristics of Chinese culinary arts.
- recipes and steps to cook a dish.
- the similarities and differences between Chinese cuisine (cooking styles, flavors) and cuisines of other cultures.
- how to make a Chinese dish.

#### GUIDING QUESTIONS

How do I use language to

- talk about the main characteristics of Chinese culinary arts (selection of ingredients and seasonings, cooking utensils, control of fire, and cooking techniques)?
- explain recipes and the steps involved in making a dish?
- share the importance of color, aroma, taste, shape, and meaning of creating a dish in Chinese cuisine and traits of different cuisines around the world?
- create a recipe and explain the process of cooking a Chinese dish?

#### 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.
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.
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, including preferences, feelings, opinions and some advice, as well as interact with others to meet my needs in a variety of familiar situations.
Interpretive Reading Intermediate Low	I can identify the topic and related information from simple sentences in short informational texts and in short fictional texts.
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.

**CULTURES**

Relating Cultural Practices & Products to Perspectives

- **Product:** Chinese food
- **Practice:** the importance of shape and meaning in creating a Chinese dish
- **Perspective:** In China, food constitutes an important part of socialization.

**CONNECTIONS**

Making Connections to Other Disciplines

- History
- Social Studies
- FACS

Acquiring Information & Diverse Viewpoints

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

**COMPARISONS**

Language Comparisons

- Units of measurement in different languages

Cultural Comparisons

- Similarities and differences between Chinese cuisine and other cuisines around the world

**COMMUNITIES**

School & Global Communities

- Share a dish that you enjoy

Lifelong Learning

- Self assess progress toward unit goal

# WORLD LANGUAGE



## 8th Grade Chinese Programming STEAM UNIT 2

### Global Challenges: Health and Medicine

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

#### ESSENTIAL QUESTION

**What is the history of traditional Chinese medicine? How does traditional Chinese medicine influence Chinese people's pursuit of health?**

#### BIG IDEAS

Students use the target language to understand and communicate about:

- the origin and development of traditional Chinese medicine.
- the main diagnostic methods and therapies in traditional Chinese medicine.
- the practice of *Yang Sheng* (nourishing life) to promote health.

#### GUIDING QUESTIONS

How do I use language to

- talk about the origin and development of traditional Chinese medicine?
- describe the main diagnostic methods and therapies of traditional Chinese medicine?
- explain how traditional Chinese medicine influences the practice of *Yang Sheng* and the pursuit of health?
- share my own practices for a healthy lifestyle?

#### 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**

<b>Interpretive Listening Intermediate Mid</b>	<b>I can identify the main idea and key information in short straightforward conversations.</b>
<b>Presentational Speaking Intermediate Mid</b>	<b>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.</b>
<b>Interpersonal Speaking Intermediate Mid</b>	<b>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, including preferences, feelings, opinions and some advice, as well as interact with others to meet my needs in a variety of familiar situations.</b>
<b>Interpretive Reading Intermediate Low</b>	<b>I can identify the topic and related information from simple sentences in short informational texts and in short fictional texts.</b>
<b>Presentational Writing Intermediate Low</b>	<b>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.</b>

**CULTURES**

Relating Cultural Practices & Products to Perspectives

- **Product:** acupuncture
- **Practice:** the practice of Tai Chi for health
- **Perspective:** In China, people use traditional Chinese medicine in the pursuit of health.

**CONNECTIONS**

Making Connections to Other Disciplines

- History
- Social Studies
- Science

Acquiring Information & Diverse Viewpoints

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

**COMPARISONS**

Language Comparisons

- Terms related to medicine

Cultural Comparisons

- Traditional Chinese medicine and Western medicine

**COMMUNITIES**

School & Global Communities

- Share healthy lifestyle habits that you practice

Lifelong Learning

- Self assess progress toward unit goal

# WORLD LANGUAGE

## 8th Grade Chinese Programming STEAM UNIT 3 Science and Technology: The Four Great Inventions



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

### ESSENTIAL QUESTION

**What are the four great inventions of China and their contributions to civilization?**

### BIG IDEAS

Students use the target language to understand and communicate about:

- the origin and value of papermaking.
- the history and functions of compass and gunpowder.
- the evolution of printing technology in China.
- inventions that have changed modern society.

### GUIDING QUESTIONS

How do I use language to

- present the story of Cai Lun's invention of paper and the significance of paper in the development of civilization?
- explain the history of compass and gunpowder in China and the functions of these inventions?
- talk about the differences between woodblock printing and moveable type printing and their cultural significance?
- share an invention that has changed modern society?

### 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**

<b>Interpretive Listening Intermediate Mid</b>	I can identify the main idea and key information in short straightforward conversations.
<b>Presentational Speaking Intermediate Mid</b>	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.
<b>Interpersonal Speaking Intermediate Mid</b>	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, including preferences, feelings, opinions and some advice, as well as interact with others to meet my needs in a variety of familiar situations.
<b>Interpretive Reading Intermediate Low</b>	I can identify the topic and related information from simple sentences in short informational texts and in short fictional texts.
<b>Presentational Writing Intermediate Low</b>	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.

**CULTURES**

Relating Cultural Practices & Products to Perspectives

- **Product:** compass
- **Practice:** the history of writing materials
- **Perspective:** Paper-making and printing technologies have a crucial influence on the development of Chinese civilization.

**CONNECTIONS**

Making Connections to Other Disciplines

- History
- Social Studies
- Science

Acquiring Information & Diverse Viewpoints

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

**COMPARISONS**

Language Comparisons

- Writing systems

Cultural Comparisons

- Inventions around the world

**COMMUNITIES**

School & Global Communities

- Share an invention that has changed modern society

Lifelong Learning

- Self assess progress toward unit goal