

WORLD LANGUAGE



7th Grade Chinese Immersion - Chinese Lang. Arts UNIT 1

Families and Communities: Friends, School and Community

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

ESSENTIAL QUESTION

What are the elements that build a strong friendship? How can we create a friendly school environment? How can individuals contribute to the betterment of the community?

BIG IDEAS

Students use the target language to understand and communicate about:

- the characteristics of a strong friendship and community.
- personal and professional goals.
- the meaning and customs associated with different colors in Chinese and Western cultures, and their evolution over time.

GUIDING QUESTIONS

How do I use language to

- talk about the qualities that I look for in a friend?
- talk about how to make the school more welcoming?
- introduce my talents and interests?
- discuss my future goals?
- talk about my involvement in the community?
- describe a memorable competition/performance?
- share the meaning of the colors red and white in Chinese and Western cultures?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** colors
- **Practice:** Putting colors on flags, clothing
- **Perspective:** Certain colors can work symbolically to unite the identity of a community.
- **Product:** friends
- **Practice:** hanging out with friends
- **Perspective:** positive friendships can have a positive impact on communities

CONNECTIONS

Making Connections to Other Disciplines

- Sociology

Acquiring Information & Diverse Viewpoints

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

COMPARISONS

Language Comparisons

- Describing actions
- Expressing goals

Cultural Comparisons

- Certain colors (or groups of colors) are significant in American and Chinese cultures

COMMUNITIES

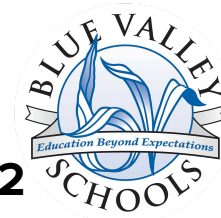
School & Global Communities

- Having lots of friends in school and in the community

Lifelong Learning

- Self assess progress toward unit goal

WORLD LANGUAGE



7th Grade Chinese Immersion - Chinese Lang. Arts UNIT 2

Personal and Public Identities: Pursuit of Passion

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

ESSENTIAL QUESTION

What am I passionate about? What have I done to follow my dreams? When pursuing passion, what can I do to overcome obstacles such as self-doubt and disapproval from others?

BIG IDEAS

Students use the target language to understand and communicate about:

- their passions and hobbies.
- their experience working towards a specific goal.
- characteristics of the relationship between younger and older people in Chinese culture.
- the value of outer and inner beauty in different cultures.

GUIDING QUESTIONS

How do I use language to

- talk about my talents?
- describe what I have done in order to pursue my interests?
- talk about a time when I suffered from an illness or injury similar to the character in the story (cause, recovery, impact, etc.)?
- share my opinions on the lesson included in Kong Rong's story and whether this lesson is applicable in my own culture?

FOCUS STANDARDS

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** injury and illness
- **Practice:** suffering from an injury or illness
- **Perspective:** recovering from an injury or illness instills grit in a person
- **Product:** passions and dreams
- **Practice:** pursuing passion and dreams, overcoming obstacles
- **Perspective:** Pursuing of one's passions and dreams, despite obstacles, helps a young person develop perseverance and grit

CONNECTIONS

Making Connections to Other Disciplines

- Sociology

Acquiring Information & Diverse Viewpoints

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

COMPARISONS

Language Comparisons

- Giving an opinion

Cultural Comparisons

- The relationship between young and old people looks different in China and the USA

COMMUNITIES

School & Global Communities

- Engaging in clubs and sports at school to discover one's passions

Lifelong Learning

- Self assess progress toward unit goal

WORLD LANGUAGE



7th Grade Chinese Immersion - Chinese Lang. Arts UNIT 3

Familie and Communities: Celebration and Preservation of Cultural Heritage

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

ESSENTIAL QUESTION

What are some examples of tangible and intangible cultural heritages in different communities? How can individuals help to promote and preserve traditional arts and crafts?

BIG IDEAS

Students use the target language to understand and communicate about:

- characteristics of different types of opera in Chinese and Western cultures.
- cultural customs, traditions, rituals, and habits in their own community.
- meaning and examples of intangible and tangible cultural heritage around the world.
- value and importance of promoting and preserving traditional arts.

GUIDING QUESTIONS

How do I use language to

- talk about the similarities and differences between Chinese and Western operas?
- describe the traditions and rituals in my family and my community?
- share some examples of intangible cultural heritage from my own culture?
- present an artifact of tangible Chinese cultural heritage (characteristics, purpose, history) and talk about its impact today?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** arts and crafts
- **Practice:** engaging in the creation of arts and crafts
- **Perspective:** arts and crafts can remain beyond the life of the creator, thus enduring the legacy of a culture or heritage
- **Product:** Family customs and traditions
- **Practice:** Carrying on family customs and traditions over many generations
- **Perspective:** Family customs and traditions have a larger cultural significance in the community at large

CONNECTIONS

Making Connections to Other Disciplines

- Sociology
- The arts

Acquiring Information & Diverse Viewpoints

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

COMPARISONS

Language Comparisons

- Describing an impact

Cultural Comparisons

- Similarities and differences between opera in USA and China

COMMUNITIES

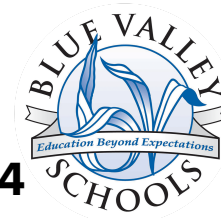
School & Global Communities

- Visiting to the KC Opera

Lifelong Learning

- Self assess progress toward unit goal

WORLD LANGUAGE



7th Grade Chinese Immersion - Chinese Lang. Arts UNIT 4

Contemporary Life: Chinese Cuisines

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

ESSENTIAL QUESTION

How does food reflect culture?

BIG IDEAS

Students use the target language to understand and communicate about:

- the influence of climate and geography on food choices, availability, and popularity.
- the eight regional Chinese cuisines and the ten famous Chinese dishes.
- eating culture and etiquette around the world.
- similarities and differences between Chinese and Western cooking (techniques, seasonings, ingredients, etc.).

GUIDING QUESTIONS

How do I use language to

- talk about different dishes and their ingredients?
- describe the characteristics of the different regional Chinese cuisines?
- compare the cooking and eating culture of China and those of my own community?
- describe the steps of making a dish?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** climate and ingredients
- **Practice:** cooking with ingredients that are available in one's region
- **Perspective:** Regional and national dishes reflect the availability of ingredients, oftentimes due to the climate and geography of that region

CONNECTIONS

Making Connections to Other Disciplines

- Culinary arts
- Sociology
- Geography

Acquiring Information & Diverse Viewpoints

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

COMPARISONS

Language Comparisons

- Narrating steps in a cooking a dish

Cultural Comparisons

- Differences between Chinese and Western cooking (techniques, ingredients, seasonings, etc.)
- Difference in dining etiquette in Chinese and Western culture

COMMUNITIES

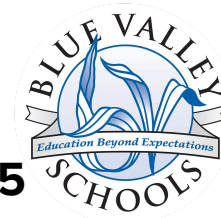
School & Global Communities

- Visiting authentic Chinese restaurants

Lifelong Learning

- Self assess progress toward unit goal

WORLD LANGUAGE



7th Grade Chinese Immersion - Chinese Lang. Arts UNIT 5

Science and Technology: We are Problem Solvers

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

ESSENTIAL QUESTION

How can I work together with others to solve a particular problem? How can technology be utilized in the problem-solving process?

BIG IDEAS

Students use the target language to understand and communicate about:

- their likes and dislikes regarding different mobile apps and games and the reasoning.
- their experience solving a problem in a team using technology.
- contribution of Chinese scientists and inventors to STEM fields.

GUIDING QUESTIONS

How do I use language to

- introduce a game that I like or dislike by talking about its premise, rules, and play?
- share my ideas for developing an app or game, or improving an existing one?
- talk about a time when I worked in a group using technology to solve a problem?
- present a Chinese scientist or inventor who has made an important contribution to STEM fields?

FOCUS STANDARDS

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** apps, inventions, technology
- **Practice:** using inventions to solve a problem
- **Perspective:** Inventions and technology can be used to solve problems and make processes more efficient

CONNECTIONS

Making Connections to Other Disciplines

- Science
- STEM
- Technology

Acquiring Information & Diverse Viewpoints

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

COMPARISONS

Language Comparisons

- Present biographical information

Cultural Comparisons

- Chinese and Western contributors to the STEM field

COMMUNITIES

School & Global Communities

- Using your school computer to create something or solve a problem

Lifelong Learning

- Self assess progress toward unit goal

WORLD LANGUAGE



7th Grade Chinese Immersion - Chinese Lang. Arts UNIT 6

Global Challenges: Life in the Community

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

ESSENTIAL QUESTION

How does lifestyle change for individuals in different life stages around the world?

BIG IDEAS

Students use the target language to understand and communicate about:

- their experience interacting with a new and unfamiliar community.
- lifestyle differences for seniors in China and in the U.S.
- the concept of parental respect in Chinese culture.
- social problems that they want to solve in their community.
- the concept of reverence and respect for elders in China and in the U.S.

GUIDING QUESTIONS

How do I use language to

- describe my experience traveling to or living in an unfamiliar community?
- talk about the similarities and differences between life for seniors in China and in the U.S.?
- share ideas about the things that I can do to help solve a particular issue in the community?
- support my position on whether we should respect or challenge authority (argumentative writing)?

FOCUS STANDARDS

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** unfamiliar communities
- **Practice:** travel
- **Perspective:** traveling to an unfamiliar community leads to reflection on one's own community and one's role and responsibilities in that community

CONNECTIONS

Making Connections to Other Disciplines

- Sociology

Acquiring Information & Diverse Viewpoints

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

COMPARISONS

Language Comparisons

- Justifying an opinion

Cultural Comparisons

- How the elderly community is revered or esteemed by younger generations in Chinese culture and Western culture

COMMUNITIES

School & Global Communities

- Volunteering in an elderly home
- Traveling to a nearby, unfamiliar district

Lifelong Learning

- Self assess progress toward unit goal