

WORLD LANGUAGE

LEVEL 2 UNIT 1

Contemporary Life: Life@School

All Languages MS/HS | Novice Mid | Level 2 | HS 6 Weeks MS 9 Weeks



ESSENTIAL QUESTION

BIG IDEAS

What is school like?

Students use the target language to understand and communicate about:

- schools in their community and activities they participate in.
- subjects and classes they take in school.
- who goes to school in different cultures and how they get there.
- comparisons of schools in their community and in other cultures.

GUIDING QUESTIONS

How do I use language to

- describe my school and school day?
- comment on habits we need in order to be a good learner?
- make comparisons between my school life and school life in other parts of the world?
- comment on who goes to school?
- comment on how students go to school in my community and compare to other parts of the world?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

ACTFL/NCSSFL INTERPRETIVE PROFICIENCY BENCHMARK: NOVICE (low, mid, high). Identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken or written.

ACTFL/NCSSFL INTERPERSONAL SPEAKING PROFICIENCY BENCHMARK: NOVICE (low, mid, high). Communicate in spontaneous spoken conversations on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, simple sentences and questions.

ACTFL/NCSSFL PRESENTATIONAL PROFICIENCY BENCHMARK: NOVICE (low, mid, high). Present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases and simple sentences through spoken or written language.

ACTFL/NCSSFL Can Do PERFORMANCE Indicators - NOVICE MID

Interpretive	<ul style="list-style-type: none"> ● Identify basic pieces of information in simple informational & fictional texts and conversations on very familiar topics, when supported by visuals or gestures.
Interpersonal	<ul style="list-style-type: none"> ● Request and provide information by asking and answering a few simple questions on very familiar and everyday topics, <u>using a mixture of practiced or memorized words, phrases and simple sentences.</u> ● Express basic needs related to familiar and everyday activities, using... ● Express my own preferences or feeling and react to those of others, using...
Presentational	<ul style="list-style-type: none"> ● Present information about myself, my interests and my activities, <u>using a mixture of practiced or memorized words, phrases and simple sentences.</u> ● Express my likes and dislikes on very familiar & everyday topics of interest, using... ● Present on very familiar and everyday topics, using...

CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** school lunch
- **Practice:** going home, out or staying on campus
- **Perspective:** school lunch habits look different depending on a culture’s schedule and concept/value of time and mealtime and available resources

- **Product:** daily class schedule
- **Practice:** required and elective course options
- **Perspective:** different cultures offer different disciplines due to cultural values and vocational options

- **Product:** daily class schedule
- **Practice:** courses are offered on different schedule/block/times than in the US
- **Perspective:** Based on the values of the culture and how people spend their time/balance their lives

- **Product:** School uniforms
- **Practice:** Many students wear school uniforms even though they are at Public School
- **Perspective:** The wearing of school uniforms levels the playing field for all socio-economic levels and teaches them the value of respecting your school

CONNECTIONS

Making Connections to Other Disciplines

- Social Studies - poverty in other nations
- Social Studies - Classes/languages required in other countries

Acquiring Information & Diverse Viewpoints

- Global challenge of education for all children

- Geography - identification of countries

COMPARISONS

Language Comparisons

- “In order to”
- “One must”
- “To get good grades”

Cultural Comparisons

- Reasons to attend/not attend school
- Uniforms

COMMUNITIES

School & Global Communities

- (Optional) School supplies drive
- (Optional) Fund-raising for a school in the TL
- (Optional) Write letters to or Skype with another school

Lifelong Learning

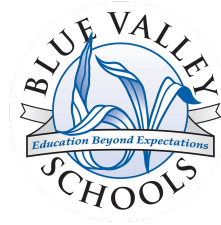
- Self assess progress toward unit goal

WORLD LANGUAGE

LEVEL 2 UNIT 2 Chinese

Personal & Public Identities: Remember When...

All Languages MS/HS | Novice Mid-High | Level 2 | 6 Weeks



ESSENTIAL QUESTION

BIG IDEAS

How does our past shape our present and future?

How did my childhood experiences influence who I am today?

Students use the target language to understand and talk about:

- what they were like as children
- activities they enjoyed when they were younger.
- how they have changed over time
- how their relationships with family and friends have changed over time
- activities of Chinese teenagers.

GUIDING QUESTIONS

How do I use language to

- describe myself as a child and activities I enjoyed.
- discuss childhood memories and favorite items.
- explain how my personality is different now than in the past.
- Identify information about activities of teenage life in past and present day China.

FOCUS STANDARDS

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ACTFL/NCSSFL Can Do PERFORMANCE Indicators - NOVICE MID/NOVICE HIGH

Interpretive Listening -NH	<ul style="list-style-type: none"> ● Identify the topic and some supporting details in informational and short fictional passages on familiar and everyday topics. ● Understand questions and statements in conversations on familiar topics.
Interpretive Reading -NM	<ul style="list-style-type: none"> ● Identify basic pieces of information in simple informational & fictional texts and conversations on very familiar topics, when supported by visuals or gestures.
Interpersonal Speaking -NH	<ul style="list-style-type: none"> ● Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. ● Interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time. ● Express, ask about and react to preferences, feelings, or opinions on familiar topics using simple sentences most of the time and asking questions to keep the conversation on topic.
Presentational Writing/Typing & Speaking- NM	<ul style="list-style-type: none"> ● Present information about myself, my interests and my activities, <u>using a mixture of practiced or memorized words, phrases and simple sentences.</u> ● Express my likes and dislikes on very familiar & everyday topics of interest, using... ● Present on very familiar and everyday topics, using...
Presentational Writing/Character s- NM Presentational Speaking-NM	<ul style="list-style-type: none"> ● Present information about myself, my interests and my activities, <u>using a mixture of practiced or memorized words, phrases and simple sentences.</u> ● Express my likes and dislikes on very familiar & everyday topics of interest, using... ● Present on very familiar and everyday topics, using...

CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:**
- **Practice:**
- **Perspective:**

- **Product:**
- **Practice:**
- **Perspective:**

CONNECTIONS

Making Connections to Other Disciplines

- Social Studies/geography

Acquiring Information & Diverse Viewpoints

-

COMPARISONS

Language Comparisons

Cultural Comparisons

COMMUNITIES

-
- School & Global Communities
-

-
- Lifelong Learning
 - self assess progress toward unit goal

WORLD LANGUAGE

LEVEL 2 UNIT 3 Chinese

Let's Celebrate!

All Languages MS/HS | Novice Mid-High | Level 2 | 4 weeks



ESSENTIAL QUESTION

BIG IDEAS

How do people celebrate?

Students use the target language to understand and talk about:

- celebrations across cultures.
- activities at a celebration.
- meaningful celebrations in their own lives.

GUIDING QUESTIONS

How do I use language to:

- compare celebrations from the target culture to those in my community.
- tell about a specific past celebration.

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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ACTFL/NCSSFL Can Do PERFORMANCE Indicators - NOVICE MID/HIGH

Interpretive Listening -NH	<ul style="list-style-type: none"> ● Identify the topic and some supporting details in informational and short fictional passages on familiar and everyday topics. ● Understand questions and statements in conversations on familiar topics.
Interpretive Reading -NM	<ul style="list-style-type: none"> ● Identify basic pieces of information in simple informational & fictional texts and conversations on very familiar topics, when supported by visuals or gestures.
Interpersonal Speaking -NH	<ul style="list-style-type: none"> ● Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. ● Interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time. ● Express, ask about and react to preferences, feelings, or opinions on familiar topics using simple sentences most of the time and asking questions to keep the conversation on topic.
Presentational Writing/Typing & Speaking- NM	<ul style="list-style-type: none"> ● Present information about myself, my interests and my activities, <u>using a mixture of practiced or memorized words, phrases and simple sentences.</u> ● Express my likes and dislikes on very familiar & everyday topics of interest, using... ● Present on very familiar and everyday topics, using...
Presentational Writing/Characters- NM Presentational Speaking-NM	<ul style="list-style-type: none"> ● Present information about myself, my interests and my activities, <u>using a mixture of practiced or memorized words, phrases and simple sentences.</u> ● Express my likes and dislikes on very familiar & everyday topics of interest, using... ● Present on very familiar and everyday topics, using...

CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** Celebrations in target language countries
- **Practice:** Activities in various cultural celebrations
- **Perspective:** Celebrations are a way to create community and are universal. Celebrations reflect cultural values.

- **Product:**
- **Practice:**
- **Perspective:**

CONNECTIONS

Making Connections to Other Disciplines

-

Acquiring Information & Diverse Viewpoints

- Celebrations unique to culture in the TL

COMPARISONS

Language Comparisons

- I had fun
- Ago + <time frame>
- “Do” with questions

Cultural Comparisons

- Types of celebrations around the world

COMMUNITIES

School & Global Communities

- Attend local festivals

Lifelong Learning

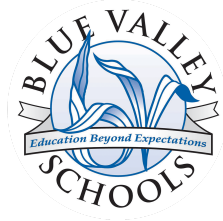
- Self assess progress toward unit goal

WORLD LANGUAGE

LEVEL 2 UNIT 4 Chinese

Contemporary Life: The Pursuit of Happiness

All Languages MS/HS | Novice Mid-High | Level 2 | 7 Weeks



ESSENTIAL QUESTION

BIG IDEAS

Why is a healthy lifestyle important? How do I maintain a healthy balance in my life?

Students use the target language to understand and communicate about:

- their daily routine in terms of relaxation, social life, physical fitness, academics and work.
- steps to take to plan for and maintain a balanced life within their daily routine.
- advice, suggestions and opinions about how to achieve a healthy and balanced lifestyle.
- a balanced lifestyle in the United States and in China based on authentic resources.

GUIDING QUESTIONS

How do I use language to

- describe my daily routine ?
- talk about leisure, social, physical, academic and work activities that contribute to a healthy and balanced life?
- suggest ways to develop a balanced lifestyle?
- compare my lifestyles across cultures?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** Healthy lifestyle
- **Practice:** Students participate in eye exercises
- **Perspective:** Considered part of a healthy routine

- **Product:** Healthy lifestyle
- **Practice:** Students participate in morning exercises
- **Perspective:** Considered part of a healthy routine

CONNECTIONS

Making Connections to Other Disciplines

- Health- habits of a healthy lifestyle
-

Acquiring Information & Diverse Viewpoints

-

COMPARISONS

Language Comparisons

-

Cultural Comparisons

-

COMMUNITIES

School & Global Communities

-

Lifelong Learning

- Self assess progress toward unit goal

WORLD LANGUAGE

LEVEL 2 UNIT 5 Chinese

Contemporary Life: City Life

All Languages MS/HS | Novice Mid/Novice High | Level 2 | 7 Weeks



ESSENTIAL QUESTION

What makes a community an inviting place to live and visit?

BIG IDEAS

Students use the target language to understand and communicate about:

- their community and identify places of interest in their community.
- recommendations for places for a tourist to visit and things to do in their community
- practices and products of a community in a country where the target language is spoken.
- comparisons of their community with a community in the target culture.

GUIDING QUESTIONS

How do I use language to

- describe places that tourists should visit?
- talk about activities in my community?
- comment on reasons why others might like to visit places in the community?
- compare features and practices of my community with another in the target culture?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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Presentational Writing (Typing) & Speaking NM	<ul style="list-style-type: none"> Present information about myself, my interests and my activities, <u>using a mixture of practiced or memorized words, phrases and simple sentences.</u> Express my likes and dislikes on very familiar & everyday topics of interest, using... Present on very familiar and everyday topics, using...
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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** places and buildings in a community
- **Practice:** communities provide places for its citizens to gather
- **Perspective:** buildings and special places of interest are a source of pride and identity for the community

- **Product:** metro, subway, streetcar, taxi
- **Practice:** using public transportation
- **Perspective:** economically and more efficient to take public transportation

CONNECTIONS

Making Connections to Other Disciplines

- Social Studies - community life
- Social Studies - places in community relative to each other

Acquiring Information & Diverse Viewpoints

- Places unique to a city in the TL culture

COMPARISONS

Language Comparisons

-

Cultural Comparisons

- Places that communities have in common

COMMUNITIES

School & Global Communities

- Identify unique

Lifelong Learning

- Self assess progress toward unit goal