

WORLD LANGUAGE



6th Grade Chinese Immersion Humanities UNIT 1

Family and Communities: Myths, Legends, and Fantasies

Chinese MS (6th Grade) | Intermediate Low and Novice High | MS 4-5 Weeks

ESSENTIAL QUESTION

Why do cultures create myths, legends, and fantasies? What do they tell us about a particular culture?

BIG IDEAS

- Students use the target language to understand and communicate about:
- the differences among myths, legends, and fantasies.
 - reasons for creating myths, legends, and fantasies, and their functions.
 - how these texts reflect cultural beliefs and perspectives.

GUIDING QUESTIONS

How do I use language to

- share details about some of the most important traditional myths, legends, and fantasies in Chinese culture?
- describe the beliefs and values that we can gather about Chinese culture in the stories?
- compare and contrast the perspectives about the relationship between parents and children reflected in Chinese stories like *Bao Lian Deng* and *Hua Mulan* and Western ones like *Finding Nemo* or *Brave*?

FOCUS STANDARDS

COMMUNICATION Communicating effectively using the Interpersonal, Interpretive & Presentational Modes

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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.
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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:** myths, legends
- **Practice:** passing down oral stories
- **Perspective:** passing down stories unites a community and solidifies a group identity

CONNECTIONS

Making Connections to Other Disciplines

- Arts
- Social Studies
- History

Acquiring Information & Diverse Viewpoints

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

COMPARISONS

Language Comparisons

- Storytelling

Cultural Comparisons

- Myths and legends in China vs. USA

COMMUNITIES

School & Global Communities

- Share folk stories you heard or read as a child

Lifelong Learning

- Self assess progress toward unit goal

WORLD LANGUAGE

6th Grade Chinese Immersion Humanities UNIT 2

Personal and Public Identities: Celebrities

Chinese MS (6th Grade) | Intermediate Low and Novice High | MS 4-5 Weeks



ESSENTIAL QUESTION

How has the definition of celebrity changed over time?
What are the benefits and challenges of being a celebrity?

BIG IDEAS

Students use the target language to understand and communicate about:

- the changing definition of celebrity and the expanded access to celebrities around the world due to the development of Internet and social media.
- the benefits and challenges of being a celebrity.
- differences and similarities between celebrities in China and in the U.S.

GUIDING QUESTIONS

How do I use language to

- talk about how the definition of celebrity has changed over time?
- discuss some of the benefits and challenges of being a celebrity?
- present a celebrity that I like and talk about his/her story and achievements?
- talk about the influence of celebrities on society?

FOCUS STANDARDS

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** celebrities
- **Practice:** holding celebrities in high regard, consuming media
- **Perspective:** Celebrities can have an “untouchable” quality, but social media and the internet have made them more accessible.

CONNECTIONS

Making Connections to Other Disciplines

- Entertainment
- Social media
- Sociology

Acquiring Information & Diverse Viewpoints

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

COMPARISONS

Language Comparisons

- Telling about one's life

Cultural Comparisons

- Celebrities in China vs. USA

COMMUNITIES

School & Global Communities

- Talking to friends at school about celebrities you like
- Following celebrities on a social media platforms

Lifelong Learning

- Self assess progress toward unit goal

WORLD LANGUAGE

6th Grade Chinese Immersion Humanities UNIT 3

Contemporary Life: Movies

Chinese MS (6th Grade) | Intermediate Low and Novice High | MS 4-5 Weeks



ESSENTIAL QUESTION

How do movies affect culture? How does culture affect movies?

BIG IDEAS

Students use the target language to understand and communicate about:

- the movies and movie genres that they like.
- different genres of Chinese movies.
- the effects of culture on movies and the influences of movies on culture.
- movies from different cultures.

GUIDING QUESTIONS

How do I use language to

- share the movies and movie genres that I like?
- talk about different genres of Chinese movies?
- talk about the significance of Kung Fu in Chinese movies and culture?
- summarize the plot of *Kung Fu Panda*?
- write a movie review?

FOCUS STANDARDS

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** Kung fu
- **Practice:** Putting kung fu as a genre backdrop in a film
- **Perspective:** Chinese people value martial arts, and it sometimes even appears in films.

CONNECTIONS

Making Connections to Other Disciplines

- Entertainment
- Martial arts

Acquiring Information & Diverse Viewpoints

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

COMPARISONS

Language Comparisons

- opinions

Cultural Comparisons

- Martial arts in Chinese vs. USA

COMMUNITIES

School & Global Communities

- Watching Chinese films at school and home

Lifelong Learning

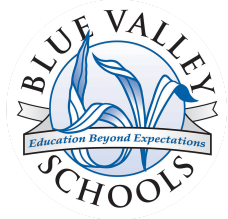
- Self assess progress toward unit goal

WORLD LANGUAGE

6th Grade Chinese Immersion Humanities UNIT 4

Personal and Public Identities: My Childhood

Chinese MS (6th Grade) | Intermediate Low and Novice High | MS 4-5 Weeks



ESSENTIAL QUESTION

How do my childhood experiences influence who I am today? How do 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 as adults

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 middle school?

FOCUS STANDARDS

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CULTURES

Relating Cultural Practices & Products to Perspectives

- **Product:** playgrounds, toys, childhood friends, parents
- **Practice:** Playing, Gaining independence
- **Perspective:** There are both similarities and differences between childhood in China and the USA.

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

- Narration

Cultural Comparisons

- Some Chinese parents tend to be stricter than American parents.

COMMUNITIES

School & Global Communities

- Changing interests at school as one grows up
- Changing friend circles as one grows up

Lifelong Learning

- Self assess progress toward unit goal