

Showcase China Beijing Olympics, 2008

YEARS 7-8

How does China connect with my world?

CURRICULUM CONNECTIONS

These activities support an integrated approach to learning about China, and the wider context of Asia. They draw on **key concepts** that carry across a number of learning areas. Specifically at this level, students will explore, in an integrated way, the concepts of culture, heritage, interaction, and globalisation. Achievement objectives that could support this learning are included below. These may change depending on the approach a teacher takes in this unit. Schools are encouraged to pursue further learning in each area as is appropriate for their programmes. (See the section **Where to next?**)

Each activity indicates the key concepts that are the focus of that activity and links to one or more strategies for effective teaching.

Through the course of this unit of work, students will consider that:

- people express their **cultures** and **traditions** in their daily lives;
- the **image** of a place is influenced by the **culture and heritage** of its people;
- global **technology and communication** influences **interaction** and flows of **knowledge and trade** between nations.

As they...

Social sciences	English	The Arts	Languages
gain knowledge skills and experiences to understand how: <ul style="list-style-type: none"> • People pass on and sustain culture and heritage for different reasons and this has consequences for people. (L4) 	<ul style="list-style-type: none"> • integrate sources of information; • identify visual features and describe their effects; • Communicate ideas clearly; • Make connections between visual and written language. 	<ul style="list-style-type: none"> • investigate the purpose of objects and images from past and present cultures and identify the context in which they were made and are viewed and valued; • Explore and describe ways in which meanings can be communicated and interpreted in their own and others work; • Explore and use art-making conventions. • to be completed) 	<ul style="list-style-type: none"> • learn to communicate: <ul style="list-style-type: none"> - some initial greetings, introductions, family members, some numbers, and likes and dislikes; • develop some initial understandings of the structure of language; • learn about the links between culture and language. (Level 1 emergent) The approach will be influenced by the prior understanding of your students.

Where to next?

- Summarise your learning within this unit so far. This could be done by creating a list of all of the aspects that have been included in the learning to date, with the students selecting different aspects, mapping the relationships and explaining how they see the links. This will provide the teacher with a way of seeing what has been understood and provide the entry to discuss understandings, misunderstandings and future inquiry.
- Your learning may have led to more questions about the life, culture and people of China. Select an aspect of China that is of interest to your students and develop this into a research inquiry. The template in Appendix 10 may be helpful for students to use in planning their own social inquiry approach. The inquiry could incorporate and build on ideas from earlier work and focus on the future perspective by exploring new ways that people are becoming connected to China and issues that are arising for us in NZ due to the increased interaction. For example, the main question could be 'In what ways will my world increasingly interact with China?'