

Summit Public Schools
Summit, New Jersey
Grade Level: 9-12/ Content Area: Mandarin 4

Overview:

Chinese 4 reinforces the language skills that students learned during previous years and refines and further develops students' abilities in Chinese speaking, listening, reading and writing. It includes aural/oral skills, reading comprehension, grammar, and composition. The course is intended to provide students with varied opportunities to further develop their proficiencies across the three communicative modes—interpersonal (speaking, listening, reading, and writing skills), interpretive (listening and reading skills), and presentational (speaking and writing skills)—and the five goal areas (communication, cultures, connections, comparisons, and communities) as outlined in the *New Jersey Student Learning Standards for World Languages*.

Developing appreciation and awareness of Chinese cultures is an integral theme throughout the Chinese 4 course. The course engages students in an exploration of both contemporary and historical Chinese culture. Course content reflects intellectual interests shared by the students and the teacher. The following topics are included in the course, namely, Chinese food and Western food, Chinese currency, big numbers (1 thousand-1 billion), ordering food in a restaurant, diet and health, food and nutrition, and going shopping.

In addition to the textbooks, *Chinese Made Easy*, instructional materials include many types of authentic materials such as signs, advertisements, emails, posters, video clips, films, news broadcasts, announcements made in public places of the Chinese-speaking communities, and written texts excerpted or adapted from newspapers, magazine articles, contemporary literature, letters, and reports. The course is taught mostly in the target language, and students are encouraged to use the target language to communicate with the teacher and classmates and participate in authentic-life activities. Throughout the course, assessments are frequent, varied, and explicitly linked to the content and skills that make up the learning goals of each unit of study.

Unit 1: 中西菜式 (Chinese Food and Western Food)

Big Ideas: *Course Objectives/ Content Statement(s)*

Different types of food in different countries reflect the geographical, economic and cultural features of the country. China is known for its varied culinary delights. In this unit, students will explore the variety of Chinese foods, compare some regional cuisines, their cooking methods and eating habits in China and in America. Students will also develop communicative skills to describe the foods that they like or dislike and explain the reasons, and learn how to order food at Chinese restaurants.

Essential Questions

What provocative questions will foster inquiry, understanding, and

Enduring Understandings

What will students understand about the big ideas?

<i>transfer of learning?</i>	
<ul style="list-style-type: none"> ● How is Chinese food different from or similar to Western food? ● What type of food do you like or dislike? Why or why not? ● How can food connect us to people in other countries? ● How does one culture influence another through food? 	<p>Students will understand that:</p> <ul style="list-style-type: none"> ● Studying other languages and cultures offers insights into our own. ● Chinese food reflects an important aspect of Chinese culture. ● Many factors such as history, culture, weather, and geography affect what foods people eat and prefer. ● The types and preferences of food in different areas are changing as the result of the increasing changes and interconnection of today's world. ● Food can serve as a shared interest for communication. ● Measure words are unique in Chinese language. People need to use different measure words when ordering food in a restaurant. For example: 一碗米饭 means one bowl of cooked rice; 一盘炒面 means one plate of stir-fried noodles.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
<p>Students will:</p> <p style="text-align: center;">Interpretive</p> <p>7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</p> <p>7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.</p> <p>7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.</p> <p>7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and</p>	<p>Instructional Focus: <i>Students will...</i></p> <ul style="list-style-type: none"> ● Use vocabulary, phrases and sentences to describe and order common Chinese and western foods. ● Know and compare Chinese currency, RMB, and its exchange rates with US dollars. Learn how to use RMB to purchase food and other commodities in China. ● Learn big numbers (from thousand to a billion) in Chinese and use them in the situations of daily life. ● Demonstrate and practice appropriate manners, gestures, body language and intonations used in social interactions for the target language. ● Compare the differences and similarities of Chinese food and Western food. ● Read menus from Chinese restaurants. ● Explore how one culture can influence another through food.

cultural practices) in the target culture(s) to determine the meaning of a message.

7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.

7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.

7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

Interpersonal

7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.

7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.

7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.

Presentational

7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social

- Communicate with other students regarding favorite foods and restaurants.
- Use the Internet to do research on the social, economic and cultural influences on the changes of foods.
- Exchange information with Chinese speaking students.

Instructional Strategies:

Interpretive:

- Use flyswatter games, Quizlet and Gimkit to acquire vocabulary and phrases on the names of common Chinese and western food, dining utensils, the expressions to order food, measure words, polite language used in restaurants, and expressions of likes and dislikes.
- Read authentic Chinese restaurant menus and answer questions.
- Read texts and supplementary materials related to learning topics, and ask and answer questions.
- Watch Chinese movies such as Eat, Drink, Men and Women 饮食男女, and other video clips related to the learning topics and answer comprehension and interpretation questions using Google Form or EdPuzzle, etc.
- Listen to recordings related to the learning topics and answer related questions.
- Convert US dollars into Chinese RMB and vice versa using an online conversion table.
- Use radicals in characters as a clue to decode the meanings of new characters. Use pictures to help understand the meanings of characters and vocabulary.

Interpersonal:

- Role Play - Ordering food at a Chinese restaurant
- Interview classmates - food preferences and eating habits.
- Classroom survey - food preference and eating habits.
- Group and class discussions - The differences and similarities of Chinese food and Western food.
- Group and class discussions - Compare and analyze menus, dining habits, and the ways of ordering foods between a Chinese restaurant and a western one.

<p>experiences to speakers of the target language, using sentences and a series of connected sentences.</p> <p>7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.</p> <p>7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.</p> <p>7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.</p> <p>Career-Ready Practices</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP3: Attend to personal health and financial well-being.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP5: Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP10: Plan education and career paths aligned to personal goals.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>	<ul style="list-style-type: none"> ● Group discussion - Exchange information with a group of students about dining experience in a Chinese restaurant: name of the restaurant, the food you ordered (including the quantity and the Measure Words), and how you like the food. ● Write an email reply to a Chinese student to exchange information about your favorite food. ● Group discussion on how the economic and cultural exchange and collaboration among different countries affect food in both China and western world. <p><i>Presentation:</i></p> <ul style="list-style-type: none"> ● Create a menu for a Chinese restaurant. ● Write an article or diary about one of your dining experiences in a restaurant. ● Create and perform a dialogue with a partner on Dining in a Restaurant. ● After watching the Chinese movie, Eat, Drink, Men and Women 饮食男女, have students write an impression and orally report it to their group or class. ● Report how the social, economic and cultural changes influence foods in China or the US using the information from the Internet.
<p>Differentiation</p>	<p>Assessments</p>

Interdisciplinary Connections

- History: The changes and developments of Chinese food over the long historical time
- Geography: Chinese cuisine is influenced by regional topography, climate, and transportation conditions.
- Social Studies: Food reference, cooking methods and eating habits differ among different cultures.

Technology Integration

- Google Apps
- Quizlet
- Gimkit
- GoFormative
- Flipgrid
- EdPuzzle
- YouTube
- WordWall.net
- Liveworksheets
- Whiteboard Online
- ScreenCastify
- Online-voice-recorder.com
- mandarintools.com

Media Literacy Integration

- Students will explore, analyze and interpret information from authentic video, audio and print resources to develop their communicative proficiency skills when discussing Chinese food and Western food, their food preferences and eating habits orally and in writing.

Global Perspectives

- Research the differences and similarities of Chinese food and Western food.
- Research how the economic and cultural exchange and collaboration among different countries affect food in both China and Western world.
- Students will explore the diverse gastronomy within China
- The types and preferences of food in different areas are changing as the result of the increasing changes and interconnection of today's world.
- Chinese food plays an important role in Chinese culture world-wide.

Formative Assessments:

- Character dictations
- Vocabulary quizzes
- Participation during class discussions, activities and games
- Discussion on personal likes and dislikes of food
- Discussion on Chinese films and video clips about Chinese food, restaurants, and eating habits.
- Discussion and comparison of the similarities and differences of the Chinese food and Western food.
- Discussion on how the economic and cultural exchange and collaboration among different countries affect food in both China and western world.

Summative Assessments, Projects, and Celebrations:

- Unit test including oral and written assessments.
- Write an email to a Chinese pen pal to introduce the common food in the US, your favorite food, and people's eating habits.
- Write an article or diary about one of your dining experiences in a restaurant.
- Create and perform a dialogue in class with a partner on Dining in a Restaurant.

<table> <tr> <th colspan="3">Supports for English Language Learners</th></tr> <tr> <th>Sensory Supports</th><th>Graphic Supports</th><th>Interactive Supports</th></tr> <tr> <td>Real-life objects</td><td>Charts</td><td>In pairs or partners</td></tr> <tr> <td>Manipulatives</td><td>Graphic Organizers</td><td>In triands or small groups</td></tr> <tr> <td>Pictures</td><td>Tables</td><td>In a whole group</td></tr> <tr> <td>Illustrations, diagrams & drawings</td><td>Graphs</td><td>Using cooperative group</td></tr> <tr> <td>Magazines & Newspapers</td><td>Timelines</td><td>Structures</td></tr> <tr> <td>Physical activities</td><td>Number lines</td><td>Internet / Software support</td></tr> <tr> <td>Videos & Film</td><td></td><td>In the home language</td></tr> <tr> <td>Broadcasts</td><td></td><td>With mentors</td></tr> <tr> <td>Models & Figures</td><td></td><td></td></tr> </table>			Supports for English Language Learners			Sensory Supports	Graphic Supports	Interactive Supports	Real-life objects	Charts	In pairs or partners	Manipulatives	Graphic Organizers	In triands or small groups	Pictures	Tables	In a whole group	Illustrations, diagrams & drawings	Graphs	Using cooperative group	Magazines & Newspapers	Timelines	Structures	Physical activities	Number lines	Internet / Software support	Videos & Film		In the home language	Broadcasts		With mentors	Models & Figures		
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	strategies and activities previews, anticipatory guides, and semantic mapping	assessment grading	
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Recommended Texts to Support Unit:

- Chinese Made Easy III: Text book, workbook, and CD.
- Integrated Chinese
- Chinese Link
- Chinese Language and Culture: An Intermediate Reader
- National Taiwan Normal University: Practical Audio-Visual Chinese.
- Teng, Shou-Hsin, and Yuehua Liu: *Short Chinese TV Plays*.
- Chinese Magazines 华夏文摘 www.cnd.org/HXWZ/
- Online Chinese Tools www.mandarin tools.com
- Listen to Chinese Idiom Stories Online
www.wellesley.edu/Chinese/Chinese_Fables/title/title_page.html
- Interactive Language-Learning Software www.clavisinica.com/info.html
- Listen to Chinese Online www.voanews.com/chinese/index.cfm (Voice of America: Chinese News Page) www.abc.net.au/ra/mand (Radio Australia: Chinese News Page)
- Youtube www.youtube.com
- Youku 优酷网 www.youku.com
- SINA 新浪网 www.sina.com.cn
- Local Chinese newspaper (You can get free newspaper in Asian supermarkets every weekend)
- Teaching Chinese as a Foreign Language
- Practical Chinese Games
- Chinese Culture Resource Book
- Movie: Eat, Drink, Men and Women 饮食男女

Unit 2: 饮食和健康 (Diet and Health)

Big Ideas: Course Objectives/ Content Statement(s)

Many viewpoints and practices related to diet and health are shared across cultures; others are culture specific. In this unit, students will develop communicative skills to describe the relationship between diet and health. They will explore the changes of Chinese diet and eating habits, compare Chinese diet with American diet and gain knowledge on Chinese perspectives and practices on health. They will also explore health issues that are related to diet and how to improve our health by maintaining a healthy diet and eating habits.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> • What types of food did Chinese people usually eat in the past? What do they often eat now? • Why do more and more Chinese young people go to fast food restaurants? • What are the health problems that are related to too much fast food eating? • What kind of foods are better for one's health? • What are the differences or similarities between Chinese diet and American diet? Which one is healthier? • Are your eating habits healthy? Why or why not? • How would you like to improve your diet and eating habits to be healthier? • What food items do you think the school cafeteria should or should not have? Why? • How does one culture influence another through food, diet and eating habits? 	Students will understand that: <ul style="list-style-type: none"> • Chinese diet and eating habits are changing along with the economic development, accelerated work pace, and influence from other cultures. • Some health issues or problems are related to our diet and eating habits. • Although the Chinese diet and American diet are different in many ways, there are both positive and negative sides on Chinese diet and American diet. • People's knowledge and perspectives on healthy food and diet are changing as the result of the advances of scientific research. • It is important to have a healthy diet and eating habits. • Fast food could save time and money, but it is also related to some health problems. • We can advocate for ourselves at home and in school to have healthy food on the menu.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: Interpretive 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and	Instructional Focus: Students will... <ul style="list-style-type: none"> • Identify and describe Chinese and American diets and eating habits, including the names of vegetables, fruits and snacks, and their nutrition facts as related to the food pyramid.

series of connected sentences within texts that are spoken, written, or signed.

7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.

7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.

7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.

7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.

7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

Interpersonal

7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.

7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.

- Explore how history and culture affect the Chinese people's view on diet and health.
- Compare the differences or similarities of Chinese diet and American diet, and the perspective on diet and health between Americans and Chinese.
- Analyse the food pyramid and understand what kind of foods are better for one's health.
- Read the menus from some Chinese and American fast food restaurants, and discuss the differences and similarities.
- Identify and discuss the reasons for the rapid growth of the fast food restaurants in China and the health problems that Chinese people, particularly Chinese youth face nowadays.
- Explore how one culture can influence another through food, diet and eating habits.
- Use the internet to do research on the health problems related to diet and eating habits and discuss the issue with your group and class.
- Evaluate if your diet is healthy according to the food pyramid and decide how you are changing your diet and eating habits to be healthier.
- Discuss the school cafeteria's menu with other students and explore ways to advocate for ourselves to have healthy foods on the menu.

Instructional Strategies:

Interpretive:

- Use flyswatter games, Quizlet and Gimkit to acquire vocabulary and phrases on diet and health, such as the names of some common Chinese and American vegetables, fruits, and snacks, and the health and nutrition terms and expressions.
- Create drawings based on oral descriptions about a person's diet including vegetables, fruits, and snacks.
- Compose questions about authentic passages read in class.
- Read texts and supplementary materials related to learning topics, and ask and answer questions.
- Read the menus from some Chinese and American fast food restaurants, and answer comprehension and interpretation questions.

7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.

Presentational

7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.

7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.

7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.

7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

- Watch Chinese video clips related to the learning topics and answer comprehension and interpretation questions using Google Form or EdPuzzle, etc.
- Listen to recordings related to the learning topics and answer related questions.
- Use radicals in characters as a clue to decode the meanings of new characters. Use pictures to help understand the meanings of characters and vocabulary.

Interpersonal:

- Interview classmates - personal diet and eating habits.
- Group and class discussions - The differences and similarities of Chinese diet and American diet, and the perspective on diet and health between Americans and Chinese.
- Classroom survey - How often do you eat fast food? Why or why not do you like to eat fast food?
- Group and class discussions - Read the menus from some Chinese and American fast food restaurants, and compare the differences and similarities.
- Group and class discussion - Identify and discuss the reasons for the rapid growth of the fast food restaurants in China and the health problems that Chinese people, particularly Chinese youth face nowadays.
- Group discussion - Analyse the food pyramid and discuss what kind of foods are better for one's health.
- Write an email reply to a Chinese student to exchange information about your diet and eating habits.
- Group discussion on how the economic and cultural exchange and collaboration among different countries affect people's diet and their perspectives on health in both China and America.

Presentation:

- Make a list of your favorite vegetables, fruits, and snacks in the target language.
- Create a food pyramid in the target language.

<p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP10: Plan education and career paths aligned to personal goals.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>	<ul style="list-style-type: none"> ● Design a healthy menu for the school cafeteria. ● Find an interesting video related to Chinese fast food and health problems such as overweight, heart problems, etc. Post the link of your video, 5 key words, 3-5 questions and the brief note on Google Classroom or on Flipgrid. ● Create and present a Google Slide or PowerPoint project on Fast Food and Health. ● Write a report on Food in Our School (the food from the cafeteria and vending machines).
Differentiation	Assessments
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● History: The changes of Chinese diet and eating habits ● Science/Health: Our health is closely related to our diet and eating habits. ● Social Studies: Economic and cultural exchange and collaboration among different countries affect people's diet and their perspectives on health <p>Technology Integration</p> <ul style="list-style-type: none"> ● Google Apps ● Quizlet ● Gimkit ● GoFormative ● Flipgrid ● EdPuzzle ● YouTube ● WordWall.net ● Liveworksheets ● Whiteboard Online ● ScreenCastify ● Online-voice-recorder.com ● mandarintools.com <p>Media Literacy Integration</p> <ul style="list-style-type: none"> ● Students will explore, analyze and interpret information from authentic video, audio and print resources to develop their communicative proficiency skills when discussing Chinese diet and American diet, and the relationship between diet and eating habits and health issues orally and in 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Character dictations ● Vocabulary quizzes ● Participation during class discussions, activities and games ● Food pyramid in Chinese ● Interpretive video assessments (fast food restaurants in China, the health problems among young people, etc.) ● Interpretive reading assessment (Chinese fast food restaurant menus, restaurant reviews, etc.) ● Classmates interviews ● Class surveys ● Discussion on the differences and similarities of Chinese diet and American diet, and the perspective on diet and health between Americans and Chinese. ● Discussion on Chinese video clips about the reasons for the rapid growth of the fast food restaurants in China and the health problems that Chinese people, particularly Chinese youth face nowadays. ● Discussion how the economic and cultural exchange and collaboration among different countries affect people's diet and their perspectives on health in both China and America. <p>Summative Assessments, Projects, and Celebrations:</p> <ul style="list-style-type: none"> ● Unit test including oral and written assessments. ● Design a healthy menu for the school cafeteria.

writing.

Global Perspectives

- Investigate the differences and similarities of Chinese diet and American diet, and of the opinions on diet and health between the US and China.
- Research how the economic and cultural exchange and collaboration among different countries affect the changes of diet and eating habits in both China and other countries.
- People's perspectives on diet and health are changing as the result of the increasing changes and interconnection of today's world.
- Health issues arise along with the growth of the fast food industry worldwide.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

- Write an email to a Chinese pen pal to exchange information about your diet and eating habits.
- Create and present a Google Slide or PowerPoint project on Fast Food and Health.
- Write a report on Food in Our School (the food from the cafeteria and vending machines).

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- Chinese Made Easy III: Text book, workbook, and CD.
- Integrated Chinese
- Chinese Link
- Chinese Language and Culture: An Intermediate Reader
- National Taiwan Normal University: Practical Audio-Visual Chinese.
- Teng, Shou-Hsin, and Yuehua Liu: *Short Chinese TV Plays*.
- Chinese Magazines 华夏文摘 www.cnd.org/HXWZ/
- Online Chinese Tools www.mandarintools.com
- Interactive Language-Learning Software www.clavisinica.com/info.html
- Listen to Chinese Online www.voanews.com/chinese/index.cfm (Voice of America: Chinese News Page) www.abc.net.au/ra/mand (Radio Australia: Chinese News Page)
- Youtube www.youtube.com
- Youku 优酷网 www.youku.com
- SINA 新浪网 www.sina.com.cn
- Local Chinese newspaper (You can get free newspaper in Asian supermarkets every weekend)
- Teaching Chinese as a Foreign Language
- Practical Chinese Games

- Chinese Culture Resource Book

Some Videos:

- McBeijing https://www.youtube.com/watch?v=SDphE1v1_k
- Fast Food Grows in Popularity in China
<https://www.youtube.com/watch?v=qjOohpSSEHw>
- China Fast Food Firms Fry up Success <https://www.youtube.com/watch?v=9zkbY68t0pA>
- McDonald's Expanding in China <https://www.youtube.com/watch?v=XYbBcW4Pzxk>
- KFC vs McDonald's in CHINA <https://www.youtube.com/watch?v=GRZK5gkCop0>
- Chinese Children sent to Fat Camps <https://www.youtube.com/watch?v=YB5sz576cnM>
- The Rise of China's Fat Camps (5:32) https://www.youtube.com/watch?v=CpH7zqb_ECI

Unit 3: 买东西 (Shopping)

Big Ideas: *Course Objectives/ Content Statement(s)*

Shopping is an important activity in people's daily life. It requires the use of language and certain cultural knowledge. In this unit students will develop communicative skills to shop for a variety of merchandise in various places such as department stores, specialty stores, convenience stores, supermarkets, and farmers' markets, etc. They will learn how to communicate with merchants or salespersons in stores about items, prices, and making payments. They will also share their shopping experience with friends or other people in person or online. Moreover, they will explore and understand the Chinese advertisements on print, TV, radio and Internet. They will understand how culture and technology influence the people's ways to shop and their shopping experience.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- How are shopping habits and experiences different or similar in the US and in China?
- What communication skills and information will help others better understand your needs and ideas when you go shopping?
- How do Chinese people bargain on the "free markets"?
- Do you prefer to shop online or in stores? Why? How often do you shop online?
- What are the most important factors that you take into consideration when you purchase merchandise such as clothes?
- What type of payments (cash, check, credit card, online payment) would you like to use? Why?

Enduring Understandings

What will students understand about the big ideas?

Students will understand that:

- People in different countries or regions may have different shopping habits and experiences. For example, unlike Americans, Chinese people usually go to the farmers' markets shopping for fresh vegetables daily.
- In farmers' markets or other "free markets" people are expected to bargain for the price, but you cannot bargain in supermarkets and big stores.
- Online shopping and payment (e.g. WeChat Pay, AliPay, and UnionPay) are very popular in China. The use of credit cards in China is different from that in the US.

<ul style="list-style-type: none"> ● How does the development of technology change people's shopping habits and experiences in the world? ● Why does China have Single's Day (November 11), the largest online shopping day in the world and very popular online payments (WeChat Pay, AliPay, and UnionPay, etc.)? ● How do you communicate effectively with people with different social and cultural backgrounds in various situations? 	<ul style="list-style-type: none"> ● Many factors such as history and culture affect the specific shopping habits and experiences formed in a country or region. ● To understand a speaker, we cannot just translate the words. We need to acquire the meaning that is conveyed through phrasing, intonation, and syntax. ● Appropriate manners, gestures, body language and intonations used in social interactions can help people communicate more effectively and understand each other better. ● The development of technology has been changing people's lives including their shopping habits and experiences. ● Measure words are unique in Chinese language. People need to use different measure words when purchasing different items. ● It is important to use polite language when communicating with people in public.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
<p>Students will:</p> <p style="text-align: center;">Interpretive</p> <p>7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</p> <p>7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.</p> <p>7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.</p> <p>7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and</p>	<p>Instructional Focus: <i>Students will...</i></p> <ul style="list-style-type: none"> ● Use vocabulary, phrases and sentences to describe and shop for a variety of merchandise in various places such as department stores, specialty stores, convenience stores, supermarkets, and farmers' markets, etc. ● Be more familiar with Chinese currency, RMB, and its exchange rates with US dollars. Learn how to use RMB to purchase various commodities in China. ● Demonstrate and practice appropriate manners, gestures, body language and intonations when communicating with merchants or salespersons in stores and markets about items, prices, and making payments. ● Share your shopping experience and preference with friends or other people in person or online (write a review).

cultural practices) in the target culture(s) to determine the meaning of a message.

7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.

7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.

7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

Interpersonal

7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.

7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.

7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.

Presentation

7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social

- Compare the differences and similarities of shopping habits and experiences in China and in the US.
- Understand how Chinese people bargain in the “free markets”.
- Explore and understand the Chinese advertisements on print, TV, radio and Internet.
- Explore and understand how culture and technology influence the people’s shopping habits and experiences.
- Explore and discuss China’s popular online shopping (Single’s Day, the largest online shopping day in the world) and online payments (WeChat Pay, AliPay, and UnionPay, etc.).
- Compare in-store shopping with online shopping, and discuss the advantages and disadvantages of the two.
- Exchange the related information with Chinese speaking students.

Instructional Strategies:

Interpretive:

- Use flyswatter games, Quizlet and Gimkit to acquire vocabulary and phrases on the names of shopping places, stationary items, daily used items, common measure words for different items, the expressions to shop and bargain, polite language used in stores and markets with merchants and sales associates, and expressions of likes and dislikes.
- Read and listen to authentic Chinese advertisements on print, radio, TV, and Internet, and answer questions.
- Read texts and supplementary materials related to learning topics, and ask and answer questions.
- Watch Chinese video clips related to the learning topics and answer comprehension and interpretation questions using Google Form or EdPuzzle, etc.
- Listen to recordings related to the learning topics and answer related questions.
- Convert US dollars into Chinese RMB or vice versa using an online conversion table.
- Use radicals in characters as a clue to decode the meanings of new characters. Use pictures to help

experiences to speakers of the target language, using sentences and a series of connected sentences.

7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.

7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.

7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

understand the meanings of characters and vocabulary.

Interpersonal:

- Role Play - Shopping in a store
- Role Play - Garage Sale
- Improvisational role play at a Chinese store or market with the emphasis on bargaining skills.
- Interview classmates - shopping preferences and habits.
- Classroom survey - shopping preferences and habits.
- Group and class discussions - The differences and similarities of shopping habits and experiences among youth in China and in the US.
- Group and class discussions - Compare and analyze various Chinese advertisements on print, radio, TV, and Internet.
- Group discussion - Exchange information with a group of students about your shopping experience in a store or online: where you shopped, what you bought (including the quantity and the Measure Words), what payment method you used, and how you like the experience.
- Write an email reply to a Chinese student to exchange information about your shopping habits and experiences, and the most important factors that you take into consideration when you purchase merchandise such as clothes.
- Group discussion on how the development of technology has been changing people's lives including their shopping habits and experiences in both China and the rest of the world.

Presentational:

- Make a list of goods that you often buy and the places that you often buy from.
- Make a budget to do clothes and accessory shopping using target language.
- Create an advertisement for a garage sale at your home.
- Write a review for a merchandise that you purchased.
- Create and present a Google Slide or PowerPoint project on Shopping and Sale 买东西和卖东西.

	<ul style="list-style-type: none"> ● Write a report or diary about one of your shopping experiences (in store or online). ● Report on how the development of technology has been changing people's lives including their shopping habits and experiences in both China and the rest of the world.
Differentiation	Assessments
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● History: Formation and changes of Chinese shopping habits and experiences ● Science/Technology: The development of technology has been changing people's lives including their shopping habits and experiences in the world. ● Family and consumer science: compare/contrast shopping habits and experiences in the United States and in China. <p>Technology Integration</p> <ul style="list-style-type: none"> ● Google Apps ● Quizlet ● Gimkit ● GoFormative ● Flipgrid ● EdPuzzle ● YouTube ● WordWall.net ● Liveworksheets ● Whiteboard Online ● ScreenCastify ● Online-voice-recorder.com ● mandarintools.com <p>Media Literacy Integration</p> <ul style="list-style-type: none"> ● Students will explore, analyze and interpret information from authentic video, audio and print resources to develop their communicative proficiency skills when discussing Chinese and American shopping habits and experiences, the influence of culture and technology on people's shopping habits and experiences, and the ads that try to convince people to buy the products. <p>Global Perspectives</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Character dictations ● Vocabulary quizzes ● Participation during class discussions, activities and games ● Classmates interview and class survey ● Discussion on personal shopping habits and preferences ● Discussion on Chinese video clips about Chinese shopping habits and experiences ● Discussion and comparison of the similarities and differences of shopping habits and experiences in China and in the US ● Discussion and report on how the development of technology has been changing people's lives including their shopping habits and experiences in both China and the rest of the world. <p>Summative Assessments, Projects, and Celebrations:</p> <ul style="list-style-type: none"> ● Unit test including oral and written assessments. ● Write an email reply to a Chinese pen pal to exchange information about your shopping habits and experiences, and the most important factors that you take into consideration when you purchase merchandise such as clothes. ● Create an advertisement for a garage sale at your home. ● Write a review for a merchandise that you purchased. ● Create and present a Google Slide or PowerPoint project on Shopping and Sale 买东西和卖东西.

- Compare the differences and similarities of shopping habits and experiences between China and the US.
- Analyze the historical and cultural influences on people's daily behavior and on the economic and commercial activities of people in different countries or regions.
- Investigate the influence of technology on people's everyday lives including the shopping habits and experiences in the world.
- Recognize the influence of different countries on each other is increasing as the result of the increasing interconnection of today's world.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
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Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations	
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts to Support Unit:

- Chinese Made Easy III: Text book, workbook, and CD.
- Integrated Chinese
- Chinese Link
- Chinese Language and Culture: An Intermediate Reader
- National Taiwan Normal University: Practical Audio-Visual Chinese.
- Teng, Shou-Hsin, and Yuehua Liu: *Short Chinese TV Plays*.
- Chinese Magazines 华夏文摘 www.cnd.org/HXWZ/
- Online Chinese Tools www.mandarin tools.com
- Listen to Chinese Idiom Stories Online
www.wellesley.edu/Chinese/Chinese_Fables/title/title_page.html
- Interactive Language-Learning Software www.clavisinica.com/info.html
- Listen to Chinese Online www.voanews.com/chinese/index.cfm (Voice of America: Chinese News Page) www.abc.net.au/ra/mand (Radio Australia: Chinese News Page)
- Youtube www.youtube.com
- Youku 优酷网 www.youku.com
- SINA 新浪网 www.sina.com.cn
- Local Chinese newspaper (You can get free newspaper in Asian supermarkets every weekend)
- Teaching Chinese as a Foreign Language
- Practical Chinese Games
- Chinese Culture Resource Book

Some Videos:

- Off the Great Wall: 10 Things You Will Find in Every Chinese Supermarket
<https://www.youtube.com/watch?v=9F4LCJweCas>
- Chinatown, New York <https://www.youtube.com/watch?v=gPiVSN15U1c>
- Grocery at Chinese supermarket | 在中国超市买菜 (in Nanjing)
<https://www.youtube.com/watch?v=Z4CpqiIDh44>
- 老美惊讶中国超市蔬菜品种！我们只会生吃萝卜和生菜！（郭杰瑞，介绍很多中国蔬菜和美国蔬菜）<https://www.youtube.com/watch?v=C0IMZW6mfNE>
- What can you find in a Chinese supermarket?? (don't watch if you are Chinese)
<https://www.youtube.com/watch?v=fVdSOpPzh7I>
- A Grocery Store in China! (10:11) (Walmart in China)
<https://www.youtube.com/watch?v=RY9TqAYcYHs>
- White Guys Bargain in Perfect Mandarin at Chinese Market, Amaze Vendors
<https://www.youtube.com/watch?v=6r18Ixx4vqU>