

Chinese 2 /Unit 4 - Chapters C&D Order Food 中式早餐和在餐厅里 and Foundation E.

This is 2/6 units for the year. This is a 6-week unit to reinforce what was covered in Unit 4 chapters A & B by adding more proficiency for students to master the language and culture of the food in China. Students will review and learn about the foods from the Chinese speaking world as well as learning food terms, in general to the Americas and other cultures. Students will review and learn how to order food and beverages in a restaurant, use courtesy expressions appropriately, discuss price and quantities, make a purchase and utilize currency as well as describing the experience and tastes subjectively and objectively. This material builds and reinforces material covered in Unit 4 A&B.



Essential Questions:

- How do you use measure word for food?
- How do you say how much in total?
- How do you express an upcoming future with (快)要...了?
- How to use 都 to paraphrasing the sentence?

Foundation E :

- What is the history and culture of Taiwan?
- How can I identify the dialects spoken in different regions of China?
- What is the Chinese Tea Culture?

Proficiency Target-Interpersonal Intermediate Low	Proficiency Target-Speaking Novice-Mid(+)	Proficiency Target-Listening Novice-Mid(+)	Proficiency Target-Reading Novice-Mid	Proficiency Target-Writing Novice-Mid
<p><u>I Can Statements</u></p> <ul style="list-style-type: none"> • I can handle short social interactions in everyday situations by asking and answering simple questions • I can make a reservation. 	<p><u>I Can Statements</u></p> <ul style="list-style-type: none"> • I can list my favorite free-time activities and those I don't like. • I can state my favorite foods and drinks and those I don't like. • I can talk about holiday celebrations based on pictures or photos. 	<p><u>I Can Statements</u></p> <ul style="list-style-type: none"> • I can understand days of the week and the hour. • I can recognize when I hear a date. 	<p><u>I Can Statements</u></p> <ul style="list-style-type: none"> • I can check off words or phrases on a to-do list, grocery list, or scavenger hunt list. • I can identify labeled aisles in a supermarket. • I can choose a restaurant from an online list of local eateries. 	<p><u>I Can Statements</u></p> <ul style="list-style-type: none"> • I can list my family members, their ages, their relationships to me, and what they like to do. • I can create a list of topics or categories using vocabulary I have learned.

Assessments:

Diagnostic:

1. Pre-assessment
2. Essential questions
3. Q&A
4. Digital components from the Supersite

Formative:

1. Vocabulary quizzes
2. Listening practice
3. Oral dialogs
4. Games and songs
5. Labeled drawings

Summative:

1. Unit assessment
2. Performance-based assessment – Speaking or Writing
3. Integrated Performance Assessment

Standards to address in Unit:

Communication—Interpersonal Mode (IP)

MLII.IP1 The students exchange spoken and written information in the target language, utilizing cultural references where appropriate;

A. Express needs and preferences.

F. Ask questions and provide responses based on topics such as self, others, and the immediate environment.

MLII.IP2 The students demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in the target language.

A. Initiate, participate in, and close an oral or written exchange.

B. Use simple paraphrasing to convey and comprehend messages.

Communication—Presentational Mode (P)

MLII.P1 The student's present information orally and in writing using familiar and newly acquired vocabulary, phrases, and patterns.

A. Give brief, organized oral presentations, using visual and technological support as appropriate.

MLII.P2 The students present rehearsed and unrehearsed material in the target language, such as skits, poems, short narratives, and songs

A. Demonstrate Novice-Mid to Novice-High proficiency in pronunciation and intonation when presenting material.

Communication—Interpretive Mode (INT)

MLII.INT1 The students understand spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials.

B. Interpret culturally authentic materials and information.

C. Comprehend and follow oral and written instructions.

Cultural Perspectives, Practices, and Products (CU)

MLII.CU1 The students understand perspectives, practices, and products of the cultures where the target language is spoken and how they are interrelated.

B. Identify patterns of behavior typically associate with cultures, such as eating and shopping customs, leisure activities, and celebration of national holidays.

C. Examine the influence of the geography of the countries studied on cultural elements such as food, clothing, dwellings, transportation, language, and art.

Connections, Comparisons, and Communities (CCC)

MLII.CCC1 The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another.

A. Compare and contrast traditions, such as holidays, foods, and celebrations.

MLII.CCC4 The students identify current events and issues in the target culture(s).

B. Understand the impact of major current events on the target culture(s).

Know:	Understand:	Do:
Food and drink vocabulary in general as well as the ability to order more complex menu items in various kinds of restaurants.	Similarities and differences in food and eating habits in China compared to the US. The Chinese eating etiquette and seating etiquette Understand Chinese tea culture The differences between Chinese and western food.	Order food in a restaurant, shop for food, and talk about what you ate. Make a purchase and count change. Describe how different food taste. Make a purchase and count change.

Major Concepts: (Consider all 4/5 Cs)

<p>Concept 1</p> <p>Culture: Typical food items for Chinese breakfast, lunch, dinner and snack.</p>	<p>Concept 2</p> <p>Money</p>	<p>Concept 3</p> <p>Use courtesy expressions appropriately</p>	<p>Concept 4</p> <p>Discuss price and quantities/ Make a purchase and count change</p>	<p>Concept 5</p> <p>Express an opinion</p>
<p>Essential Vocabulary:</p> <p>馒头/烧饼/馄饨/鸡蛋/包子/油条/麦片/豆浆/面包/煎饼/炸鸡/牛奶</p>	<p>Essential Vocabulary:</p> <p>人民币/新台币/美元/钞票/硬币/零钱/块/毛/分</p>	<p>Essential Vocabulary:</p> <p>请问... 可以吗? 要不要...? 等一下</p>	<p>Essential Vocabulary:</p> <p>一共/找/多少钱</p>	<p>Essential Vocabulary:</p> <p>很好吃/很清淡/难吃/不好喝/难喝/很咸/酸/甜/苦/辣/清淡</p>
<p>Essential Structure:</p> <p>...还是...?</p>	<p>Essential Structure:</p> <p>多少钱? 有没有? 吃的东西?</p>	<p>Essential Structure:</p> <p>快要...了 不 都</p>	<p>Essential Structure:</p> <p>多少钱? 一共多少钱? 找您...</p>	<p>Essential Structure:</p> <p>太...了</p>
<p>Text/Digital Resources</p>	<p>Text/Digital Resources</p>	<p>Text/Digital Resources</p>	<p>Text/Digital Resources</p>	<p>Text/Digital Resources</p>
<p>Artifact & Evidence:</p>	<p>Artifact & Evidence:</p>	<p>Artifact & Evidence:</p>	<p>Artifact & Evidence:</p>	<p>Artifact & Evidence:</p>