

Chinese 2 / Unit 6 – Chapters A & B Go shopping 逛街去					
<p>This is the 5/6units for the year. This is a 6-week unit. Students will learn about clothing, shopping, and colors. They will learn to identify and discuss appearance of clothing and shoes. They will talk about interacting in a Chinese department store, and open-air markets. They will learn to identify and discuss colors. Students will learn to make requests, asking for permission, suggesting items to purchase, and asking about prices in Chinese yuan. Students will learn cultural, geographic, economic, and historical information about China.</p>					
<p>Essential Questions: How do people talk about shopping and describe clothing? How do people talk about events in the past? What types of markets are common in the Chinese-speaking world and why? How do you ask the price on a merchandise item?</p> <p>Foundation E : What are some of the features of China’s natural landscape? How do I locate them on a map? What is the history of the Great Wall and the Great Canal?</p>					
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 make a reservation. I can ask and answer questions related to subjects. I can talk with someone about hobbies and interests. 	<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 talk about what I do on the weekends. * I can say what someone is like. 	<p><u>I Can Statements</u></p> <ul style="list-style-type: none"> I can understand when people introduce themselves. 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 the simple labels on a science-related graph. 	<p><u>I Can Statements</u></p> <ul style="list-style-type: none"> I can list my likes and dislikes such as favorite subjects, sports, or free-time activities. I can write a shopping list. 	
Assessments:					
<p>Diagnostic:</p> <ol style="list-style-type: none"> Essential questions Pre-assessment Class participation Q&A Digital components from the Supersite 		<p>Formative:</p> <ol style="list-style-type: none"> Vocabulary quizzes Oral dialogs Games and songs Labeled drawings Listening practice 		<p>Summative:</p> <ol style="list-style-type: none"> Unit test Performance-based assessment – Speaking or Writing Project 	
<p>Standards to address in Unit: Interpersonal Mode of Communication (IP) MLII.IP1 The students exchange spoken and written information in the target language, utilizing cultural references where appropriate. The students: B. Express feelings and emotions.</p>					

D. Give descriptions.

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

B. Use simple paraphrasing to convey and comprehend messages.

Interpretive Mode of Communication (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.

Presentational Mode of Communication (P)

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

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

C. Write short, organized compositions, 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.

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.

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.

C. Compare and contrast the geography of the countries of the target language and the students' own country and discuss its impact on culture

MLII.CCC2 The students demonstrate an understanding of the similarities and differences between the culture(s) studied and those of the students' own culture.

A. Give information regarding major current events of the target culture(s).

Know:	Understand:	Do:
Clothing and colors vocabulary in general as well as the ability to make simple shopping list. Identify and discuss colors. Discuss price and discounts. Know the monetary expressions	Understand Chinese traditional clothing, Chinese concepts of colors. Understand discount in China and USA.	Read, write and spell some simple words and phrases related to the clothing and colors in Chinese Describe the clothing. ask about the price Tell what clothes want to buy

Major Concepts: (Consider all 4/5 Cs)

Concept 1	Concept 2	Concept 3	Concept 4	Concept 5
Identify and discuss appearances, clothing, and shoes	Talk about different kinds of stores	Describe colors	Culture: The meaning of colors for the Chinese people Chinese traditional dress	Discuss prices and discounts

<p>Essential Vocabulary:</p> <p>外套/毛衣/西装/衬衫/裙子/裤子/牛仔裤/袜子/</p>	<p>Essential Vocabulary:</p> <p>百货商店/茶店/手机店/书店/鞋店/宠物店/商店</p>	<p>Essential Vocabulary:</p> <p>红色/黄色/黑色/粉红色/白色/米色/紫色/咖啡色/绿色/灰色/蓝色</p>	<p>Essential Vocabulary:</p> <p>旗袍</p>	<p>Essential Vocabulary:</p> <p>贵 折扣/买</p>
<p>Essential Structure:</p> <p>以前 以后</p>	<p>Essential Structure:</p> <p>None</p>	<p>Essential Structure:</p> <p>什么颜色的?</p>	<p>Essential Structure:</p> <p>None</p>	<p>Essential Structure:</p> <p>打#折 几</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>