

**Chinese 2 / Unit 6 –Chapters C &D Go shopping 逛街去**

This is the 6/6 units for the year. This is a 6-week unit. It reinforces what was covered in unit 6 Chapters A & B by adding more proficiency for students to master the language and culture of the shopping. Students will learn and review about clothing, shopping, and colors. They will practice identifying 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 by asking for permission, suggest items to purchase, and ask about prices in Chinese yuan. Students will learn cultural, geographic, economic, and historical information about China.

**Essential Questions:**

- How to use adv. To modify various severities of an adj.?
- How do you ask if they carry certain items in their store politely?
- How do you express an opinion on an item and ask for another choice?
- How do you describe what color of the clothes someone is wearing?
- How do you describe how someone’s clothes fit?
- How do you ask for an opinion on the looks of the clothes?

**Foundation F**

- What are the Pinyin spelling rules?
- What is the Chinese sound system?
- How can I sing Chinese songs?
- What are the borrowed characters in Chinese?
- How Chinese vocabulary is created?



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><b><u>I Can Statements</u></b></p> <ul style="list-style-type: none"> <li>• I can make a reservation.</li> <li>• I can ask and answer questions related to subjects.</li> <li>• I can talk with someone about hobbies and interests.</li> </ul>	<p><b><u>I Can Statements</u></b></p> <ul style="list-style-type: none"> <li>• I can list my favorite free-time activities and those I don't like.</li> <li>• I can talk about what I do on the weekends.</li> <li>• I can say what someone is like.</li> <li>• I can name activities and their times in my daily schedule.</li> <li>• I can talk about animals, colors, foods, historical figures, or sports based on pictures or photos.</li> </ul>	<p><b><u>I Can Statements</u></b></p> <ul style="list-style-type: none"> <li>• I can understand days of the week and the hour.</li> <li>• I can recognize when I hear a date.</li> <li>• I can understand when people express thanks.</li> <li>• I can understand when people introduce themselves.</li> </ul>	<p><b><u>I Can Statements</u></b></p> <ul style="list-style-type: none"> <li>• I can check off words or phrases on a to-do list, grocery list, or scavenger hunt list.</li> <li>• I can identify the simple labels on a science-related graph.</li> <li>• I can identify labeled aisles in a supermarket.</li> </ul>	<p><b><u>I Can Statements</u></b></p> <ul style="list-style-type: none"> <li>• I can list my likes and dislikes such as favorite subjects, sports, or free-time activities.</li> <li>• I can write a shopping list.</li> </ul>

**Assessments:**

<b>Diagnostic:</b>	<b>Formative:</b>	<b>Summative:</b>
<ol style="list-style-type: none"> <li>1. Essential questions</li> <li>2. Pre-assessment</li> <li>3. Class participation</li> <li>4. Q&amp;A</li> <li>5. Digital components from the Supersite</li> </ol>	<ol style="list-style-type: none"> <li>1. Vocabulary quizzes</li> <li>2. Oral dialogs</li> <li>3. Games and songs</li> <li>4. Labeled drawings</li> <li>5. Listening practice</li> </ol>	<ol style="list-style-type: none"> <li>1. Unit test</li> <li>2. Performance-based assessment – Speaking or Writing</li> <li>3. Project</li> </ol>

**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:

D. Give descriptions.

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.

E. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.

**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.

C. Comprehend and follow oral and written instructions.

MLII.INT2 The students interpret verbal and non-verbal cues to understand spoken and written messages in the target language

A. Differentiate among increasingly complex statements, questions, and exclamations.

**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.

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.

B. Demonstrate comprehension of material

**II. 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.

**III. 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).

MLII.CCC3 The students develop a better understanding of the English language through the study of the target language

A. Compare vocabulary usage and structural patterns of the target language with English.

<p><b>Know:</b></p> <p>Color of the clothes someone is wearing.          Choices, preferences, opinions, and advice.          How they fit with simple adj.</p>	<p><b>Understand:</b></p> <p>Chinese and American Size.          They will learn about clothing designers 吴季刚 and 王薇          薇 from American Chinese.          Understand the story of silk.</p>	<p><b>Do:</b></p> <p>Be able to describe how someone's clothes fit.          Be able to ask how clothes look.          Be able to ask for an opinion on the looks of the clothes?          Be able to describe one's clothes and how they fit with simple adj.</p>
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**Major Concepts: (Consider all 4/5 Cs)**

Concept 1	Concept 2	Concept 3	Concept 4	Concept 5
Describe clothes	Describe appearances	Describe shoes Chinese and American sizes <b>Culture:</b> Asian American designers	Negotiate and bargain Express choices, preferences, opinions, and advice	Invite others to do something Wang fujin
<b>Essential Vocabulary:</b> 老/年轻/新/旧/时髦/过时/紧/合身/松合适/成熟/穿/有点	<b>Essential Vocabulary:</b> 漂亮/帅/好看/不好看	<b>Essential Vocabulary:</b> 皮鞋/靴子/运动鞋/拖鞋/大小号	<b>Essential Vocabulary:</b> 贵/便宜/样/套	<b>Essential Vocabulary:</b> 需要/帮忙/找/试折扣
<b>Essential Structure:</b> 什么样? 一点儿 最	<b>Essential Structure:</b> 怎么样?	<b>Essential Structure:</b> 鞋几号?	<b>Essential Structure:</b> 不但...而且 可以便宜一点吗? 好吗?	<b>Essential Structure:</b> 打#折 打几折?
<b>Text/Digital Resources</b>	<b>Text/Digital Resources</b>	<b>Text/Digital Resources</b>	<b>Text/Digital Resources</b>	<b>Text/Digital Resources</b>

<b>Artifact &amp; Evidence:</b>				
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