



West Windsor-Plainsboro Regional School District

Chinese Grade 8

Unit 1: The Clothing I Choose Reflects My Culture and Values

Content Area: World Language

Course & Grade Level: Chinese, Grade 8

Summary and Rationale

Transitioning from 7th grade to 8th grade, the students are learning to become more independent. Daily choices in an 8th grader's life are influenced by one's environment, culture, and values. In this unit, students will learn to make choices on what clothing is appropriate for different weather conditions and occasions. We will also explore clothing preferences and how they compare to Chinese speaking countries.

Students will continue to build proficiency, aiming to reach Intermediate-Low, as defined by the American Council on the Teaching of Foreign Languages. They gain confidence and endurance in speaking in strings of sentences; they ask as well as answer original questions; they express personal ideas; they read with greater comprehension.

Recommended Pacing

45 days

New Jersey Student Learning Standards for World Language

Standard 7.1 All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Standard: Interpretive Mode

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

CPI #	Cumulative Progress Indicator (CPI)
Strand A	Interpretive Mode
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.

7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
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Standard: Interpersonal Mode

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

CPI #	Cumulative Progress Indicator (CPI)
Strand B	Interpersonal Mode
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

Standard: Presentational Mode

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

CPI #	Cumulative Progress Indicator (CPI)
Strand C	Presentational Mode
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.1.8.CP.2	Analyze how spending habits affect one's ability to save
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
Interdisciplinary Standards: Social Studies	
6.2.8.GeoHE.4.c	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Weather impacts my choice in clothing that is suitable for activities throughout the day. ● Geographic locations affect weather patterns ● Weather patterns in a given region may change due to pollution ● My clothing choices reflect who I am and what my values are. ● School attire around the world is impacted by cultural and environmental factors. ● Schools in China instill dress codes that reflect the school's purpose and culture values. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How do seasons and weather impact my choice of clothing and activities for the day? ● How do changes in geographic regions affect climate and weather? ● How do my daily choices to pollute affect climate change? ● How does my choice of clothing reflect who I am? ● How do students around the world dress for school? ● What is the school dress code in China? 	
Objectives	
Students will know: <ul style="list-style-type: none"> ● How to identify the four seasons ● How to name a few popular places and regions in China (Beijing, Shanghai, Xianggang, Chengdu, Guilin, Hangzhou) ● How to state that a region is always like Spring using "Sijiruchun" such as Kunming 昆明 ● How to describe regional climates using "天寒地冻 Tiān hán dì dòng, 寒冷干燥 Hánlěng gānzào, 气候干燥 qìhòu gānzào, 降雨量多, jiàngyǔ liàng duō, 气候潮湿 qìhòu cháoshī, 十分炎热 shífēn yánrè" ● How to locate a place or region using "zai" ● How to express directions using "dong", "nan", "xi", "bei" ● How to use language items in regards to weather using "qingtian," "yintian," "duoyun," "gua da feng," "yu"...etc ● How to differentiate between the different types of rain storms ● How to interpret "zhuan" 转 to express change of weather patterns in a forecast 	

- How to express wind direction and regions using “dong” “nan” “xi” “bei”
- How to express climate change using “qihoubianqian” 气候变迁
- How to indicate that it is raining or snowing using “xia” as in “xia + yu/xue”
- How to ask what the weather today is like using “Jintian tianqu ruhe?” or “Jintian de tianqi zenmeyang?” or “Jintian de tianqi yubao zenme shuo?”
- How to express the week’s weather using, “jintian de tianqi yubao”
- How to show ‘will’ (in the forecast) using “hui/yao”
- How to express the possibility of something occurring using “keneng”
- How to express an approximation using “dayue”, “cha bu duo” or “zuoyou”
- How to use frequency words “meinian”, “meitian”, “changchang”, “youshihou”, “henshao”, “conglai mei...guo/bu”, “mei...guo”
- How to express degree of preference using “zhen,” “zheme,” “tebie,” “feichang,” “you yidian,” “yidianr ye bu”
- How to compare two nouns using “...bi...”
- How to compare with something that is more so using “bijiao”
- How to compare and express that something is more so than something else using “..bi..geng”
- How to express sameness using “yiyang”
- How to give examples using “biru shuo” or “bifang shuo”
- How to identify language items in regards to clothing
- How to use measure words for clothing items “jian”, “tiao”, “shuang”, “zhi”
- How to offer advice using “jianyi”
- How to express should using “yinggai”
- How to express must by using “bixu”
- How to express not enough according to size using “bu gou”
- How to distinguish between wearing clothing and accessories using “chuan vs dai”
- How to express bringing something somewhere using “dai”
- How to ask for one’s opinion using “zenmeyang”
- How to describe the price of an item using “pianyi/gui”
- How to state the price of an item in dollars using “kuai”
- How to ask how much something is using “ji and duoshao”
- How to ask to try on clothes using “rang wo shishi”
- How to quantify clothing using measure words “jian,” “tiao,” “shuang,” “zhi” or “ding”
- How to distinguish between ‘or’ questions using “haishi” and ‘or’ statements using “huozhe”
- How to express moreover by using, “..., erqie...”
- How to ask for one’s clothing size using “ji hao”

Students will be able to:

- Identify weather conditions
- Ask and answer questions about the weather
- Discuss and describe the weather
- Describe weather patterns typical to seasons
- Describe weather pattern changes due to climate change
- Compare and contrast the weather in different regions
- Interpret and talk about the weather forecast
- Interpret audio conversations using language items regarding the weather
- Identify clothing items
- Identify and talk about different types of clothes worn on different occasions
- Chart the weather and plan what to wear
- Describe clothing (in terms of style, color, comfort, attractiveness and expense)
- Explain how weather determines choices in clothing
- Match clothing items to the proper weather and defend one’s reasoning

- Express clothing opinions and preferences
- Express preferences for one clothing item over another
- Defend one's choice in clothing preference
- Describe dress codes for schools in China
- Compare and contrast what students wear around the world in comparison to Chinese speaking countries
- Describe how school uniforms in China evolved over time
- Advise others on what to wear based on one's understanding of cultural differences
- Interpret the main ideas and some supporting details to infer the meaning of a few unfamiliar words in the context of school uniforms

Evidence of Learning

Assessment

Throughout each unit and lesson, students are continuously self-assessing and reflecting with the use of formative assessments. By the end of each unit an Integrated Performance Based Assessment (IPA) or Common Assessment is used to assess student proficiency in the target language using the 3 Modes of Communication; Interpretive, Interpersonal and Presentational. The data used in these assessments are utilized as a tool to help set individual benchmarks for improved instruction, feedback and self-reflection.

Resources

Suggested Resources:

- Beijing Weather Website and Forecast
- Climate changes Weather Map
- China Regional Weather Map
- Clothes -Authentic and Modern
- Evolution of Chinese Uniforms
- Interpretive XiaoFu (School Uniforms)
- Role Plays Text, Audio, Visual
- Teacher Created Materials

Unit 2: Methods of Transportation I Choose are Determined by My Environment

Content Area: World Language

Course & Grade Level: Chinese, Grade 8

Summary and Rationale

As part of a student’s morning routine, students need to consider how they plan on getting from one place to another considering weather conditions and his/her environment. In this unit students will identify the different methods of transportation used for different purposes. Comparisons will be made about which mode of transportation is best suited for the different purposes. Students will also learn why certain modes of transportation are preferable because transportation habits differ from region to region due to different terrain, resources and traffic patterns.

Students continue to build proficiency, aiming to reach Intermediate-Low as defined by the American Council on the teaching of Foreign Languages. They gain confidence and endurance in speaking with strings of sentences; they ask as well as answer original questions; they express personal ideas; and they read with greater comprehension.

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7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Students around the world have different means of getting to and from school based on differences in terrain and levels of independence ● Local traffic patterns differ from region to region and influence how slow or fast one gets to and from a destination ● Different communities prefer different modes of transportation based on how efficient or convenient the mode of transportation is ● Measurement of distance, near and far, differs between America and Mandarin speaking countries 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How does geographic terrain and local culture impact how I get to and from school? ● What methods of transportation offered in my town best suit my needs? ● How do I navigate from one place to another in a city? ● How do I express distance in Mandarin speaking countries? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> ● How to identify different modes of transportation ● How to describe the speed of vehicles using “kuai”, “man” ● How to describe comfort using “shufu” ● How to use verbs for taking transportation using “zuo”, “qi”, “kai”, “ta” ● How to use measure words to quantify modes of transportation using “liang” ● How to use descriptive words to describe ease of transportation ● How to ask how to using “zenme” ● How to use directional words using “qian”, “hou”, “zuo”, “you”, “dong”, “nan”, “xi”, “bei” ● How to locate famous places in Beijing ● How to indicate a place marker for direction using “bian” ● How to use proper expressions for giving directions “xiang, wang... guai” ● How to express doing something with someone using “he... yiqi” ● How to describe the distance between two places using “li... jin/yuan” ● How to express that you have arrived using “dao” ● How to describe the starting and ending points in terms of distance and time using “cong... dao...” ● How to compare and express that something is more so than something else using “..bi..geng” ● How to express how long it will take using “...fenzhong jiu daole” ● How to express sameness using “yiyang” ● How to sequence by using “xian... ranhou...” ● How to state before and after using “yiqian” and “yihou” ● How to express the idea of although...but using “suiran... danshi...” ● How to express not only but also using “budan... erqie” ● How to ask how much something costs using “duoshao qian” “ji kuai qian” ● How to express numerical value using “kuai, mao, fen” ● How to express the numerical values 100 and 1000 using “bai” and “qian” <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify different modes of transportation ● Compare and contrast the speed of vehicles ● Talk about which mode of transportation is best used when getting from one place to another ● Compare and contrast the comfort of different vehicles ● Identify famous places in China 	

- Identify common modes of transportation used in Beijing
- Compare and contrast modes of transportation used in different regions
- State preferences for one vehicle over another
- Defend reasons for preferring one mode of transportation over another
- Ask and respond to questions regarding suitable transportation needs
- Interpret relative distance between two places
- Sequence and plan out directions to a destination on a map
- Follow basic directions to a destination
- Recommend a mode of transportation to take
- Defend one's decision regarding choice of transportation
- Identify places in the school and how to get there
- Compare how students get to school around the world

Evidence of Learning

Assessment

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Resources

Suggested Resources:

- Pictures of how students around the world get to school
- Beijing Map
- Beijing Subway Map
- Online Resources
- Role Plays Text, Audio, Visual
- Teacher Created Materials

Unit 3: My School Day Choices Reflect My Values

Content Area: World Language

Course & Grade Level: Chinese, Grade 8

Summary and Rationale

Middle School students in China and America are continuously exploring their environment. Part of that environment includes their classroom, school, and surrounding community. In this unit, students will explore how society and local culture influence educational opportunities and expectations within the school setting. They examine how the choices they make within these constraints influence their current daily life and future opportunities.

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Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● One's elective choices during the school day reflect one's values and impacts one's identity. ● One's ability to choose electives demonstrates one's ability to be self-directed. ● School is a major part of a middle school student's life, regardless of culture. ● School day routines, practices and expectations are a reflection of local culture and values. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How do I choose my school day electives and how do they define who I am? ● How does my middle school experience compare to that of a Chinese middle school student's? ● How does my middle school experience prepare me for my future? ● How do different school and academic expectations between here and China reflect local culture and values? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> ● How to identify class levels using "nianji, chu and gao" ● How to identify mandatory classes using "bi xiu ke" ● How to identify elective classes using "xuan xiu ke" ● How to identify staff members in the school ● How to compare and contrast schools in China to school structures in America using "bi", "bijiao" ● How to recommend using "jianyi" ● How to use "yinggai" to express should ● How to use "bang" to help ● How to express taking a class using "nian" or "shang" ● How to ask how many by using "duo shao" or "jige" ● How to state how to take a rest using "xiuxi" ● How to talk about stress levels using "yali" ● How to express different stress levels using "yali hen da/xiao", "meiyou yali" ● How to identify methods to de-stress, "ting yinyue", "zhengnian" etc... ● How to use location words for describing where supplies are located ● How to use the place marker "bian" as in "pangbian, zuobian, youbian" ● How to express bringing something somewhere using "dai," "dailai" or "daiqu" ● How to express aspect 'le' as in "...le meiyou" ● How to express "if... then ..." using the structure "yaoshi..., someone + jiu" ● How to express that something has already happened using the perfective aspect "yijing...le" ● How to use the perfective aspect to indicate intensity using "zheme," "tai...le" ● How to express liking something more using "bijiao xihuan" ● How to express aside from doing something using "chule yiwai" ● How to express although...but using "suiran...keshi" ● How to express not only...but also... using "budan...erqie..." ● How to state how early or late one completes a task using "zao + verb" and "wan + verb" to <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Diagram school levels in China ● Identify school level structures in most American Schools ● Compare and contrast school structures in Beijing to our school in America ● Identify and name people and places in a school ● Ask and respond to questions about school experiences ● Identify mandatory classes 	

- Identify elective classes
- Ask and respond to questions regarding elective class choices
- Compare subjects offered in Beijing to our school
- Identify extracurricular activities
- Compare and contrast extracurricular activities offered at schools in Beijing and to our district
- Express preferences on elective subjects and extracurricular activities
- Offer advice on subjects and activity choices
- Design a class schedule
- Interpret an authentic class schedule
- Present information about a school
- Compare and contrast school stressors in America to Mandarin speaking countries
- Defend one’s opinion about school pressures
- Advise peers on how to healthily destress
- Offer common cultural activities used to recharge

Evidence of Learning

Assessment

Throughout each unit and lesson, students are continuously self-assessing and reflecting with the use of formative assessments. By the end of each unit an Integrated Performance Based Assessment (IPA) or Common Assessment is used to assess student proficiency in the target language using the 3 Modes of Communication; Interpretive, Interpersonal and Presentational. The data used in these assessments are utilized as a tool to help set individual benchmarks for improved instruction, feedback and self-reflection.

Resources

Suggested Resources:

- Online pictures of Chinese rural and urban schools
- An authentic class schedule
- Authentic videos and readings of students’ school experience
- Clips from “Not One Less” to depict schools and culture in rural China
- Role Plays Text, Audio, Visual
- Online Resources
- Teacher Created Materials

Unit 4: My Food Choices Impact My Health

Content Area: World Language

Course & Grade Level: Chinese, Grade 8

Summary and Rationale

A balanced, nutritious meal is needed for students to grow strong and healthy so they can make proper decisions throughout the day. Food selections, preferences, and consumption are influenced by region, environment, family and culture. In this unit, students will discover what types of ingredients and foods make up a proper, delicious meal and where to purchase them.

Students continue to build proficiency, aiming to reach Intermediate-Low, as defined by the American Council on the Teaching of Foreign Languages. They gain confidence and endurance in speaking in strings of sentences; they ask as well as answer original questions; they express personal ideas; and they read with greater comprehension.

Recommended Pacing

45 days

New Jersey Student Learning Standards for World Language

Standard 7.1 All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Standard: Interpretive Mode

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

CPI #	Cumulative Progress Indicator (CPI)
Strand A	Interpretive Mode
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

Standard: Interpersonal Mode

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

CPI #	Cumulative Progress Indicator (CPI)
Strand B	Interpersonal Mode
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

Standard: Presentational Mode

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

CPI #	Cumulative Progress Indicator (CPI)
Strand C	Presentational Mode
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Instructional Focus

Unit Enduring Understandings

- People around the world have different diets that reflect their preferences and cultural eating habits
- Food choices vary depending on one's regional environment and personal preferences
- Health is not only about physical appearance because it includes a daily healthy diet.
- Consumption of an evening meal is universal, when, where and what is affected by cultural influence and personal preference
- Excess food should not be wasted

Unit Essential Questions

- How do I maintain a healthy and balanced diet?
- How does my diet compare with other regions of the world?
- How do people in America and Mandarin speaking countries define health and where does their source of food come from?
- How do routines around food preparation and consumption differ between China and the US?
- How do I portion out my food and become aware so that food is not wasted?

Objectives

Students will know:

- How to identify breakfast items
- How to compare and contrast Chinese breakfast items to American/European breakfast items
- How to identify school lunch foods
- How to identify language items in regards to restaurant foods
- How to differentiate between authentic and non authentic Chinese foods
- How to identify utensils
- How to distinguish between healthy foods and unhealthy foods using “jiankang” and “bu jiankang”
- How to give percentages using “baifenzhi...”
- How to describe the flavor of foods by using “tian”, “suan”, “la”, “xian”, “ku”,
- How to describe food appearance and taste using “lan”, “xinxian”, “youde” “cui”, “ruan”, “ying”, “chou”, “xiang”
- How to express preferences using “bijiao xihuan”
- How to identify popular Chinese dishes
- How to identify cooking methods using “kao”, “chao”, “zhu kai”, “zheng”, “zuo”, “zha”, “dun”
- How to list condiments using “zuoliao you...”
- How to describe the taste left on the palate using “kekou, tian, gan, xian, ku”, “la”, “suan”
- How to describe food experiences in a restaurant
- How to use the perfective aspect to indicate intensity using “zheme,” “tai...le”
- How to express that something has already happened using the perfective aspect “yijing...le”
- How to express “if this then that” using the structure “yaoshi..., someone + jiu”
- How to question what something is doing by using “...zuo shenme?”
- How to express the idea of although...but... using “suiran...danshi...”
- How to express not only... but also... using “budan.... erqie”
- How to order food in a restaurant using “lai yi ge...”, “qing ni gei wo...”
- How to call for the wait staff using “fuwu yuan wo yao diancaile!”
- How to use polite phrases for interacting with restaurant personnel
- How to warn someone to be careful using “xiaoxin”
- How to express one is full using “baole”

- How to express the recent past using “Verb + le”
- How to express what one has experienced before using “ Verb + guo”

Students will be able to:

- Identify breakfast items
- Identify school lunch food items
- Ask and answer questions about one’s food and taste preferences
- Offer suggestions
- Justify one’s decision on food choices
- Give suggestions on what should be eaten to stay healthy
- Give suggestions to reduce wasted food
- Compare and contrast school food items provided in Chinese and American schools
- Defend a preference for a dish
- Describe the quality of a dish and the ingredients used to make it
- Identify common ingredients found in regional Chinese cooking
- List ingredients for an authentic dish
- Ask and answer questions about food in terms of freshness, deliciousness, and flavors
- Identify common dishes in a Chinese restaurant
- Ask and respond to questions about the content of dishes
- Describe how a dish is prepared
- Describe the quality of service and cleanliness in a restaurant
- Interpret an authentic menu
- Order food using an authentic Chinese menu
- Describe dinner experiences at a restaurant
- Interact in a culturally appropriate manner with restaurant staff and order food
- Express and defend preferences for the flavors in different foods
- Ask for and respond to language items regarding the check and paying the bill
- Interpret a food bill
- Indicate caution or give warning to others

Evidence of Learning

Assessment

Throughout each unit and lesson, students are continuously self-assessing and reflecting with the use of formative assessments. By the end of each unit an Integrated Performance Based Assessment (IPA) or Common Assessment is used to assess student proficiency in the target language using the 3 Modes of Communication; Interpretive, Interpersonal and Presentational. The data used in these assessments are utilized as a tool to help set individual benchmarks for improved instruction, feedback and self-reflection.

Resources

Suggested Resources:

- Videos of how dishes are prepared
- Authentic Chinese Menu
- Use statistics about healthy diet from online resources
- Healthy Food Plates with percentages
- 我爱中国菜
- Role Plays Text, Audio, Visual
- Online Resources
- Teacher Created Materials