

Unit 1 (Contemporary Life)



Unit Introduction

You'll cover three topics in the contemporary Life unit, including Chinese food culture, social customs, and family). The expectation is that all communication in the classroom will take place in the target language. You will be able to acquire vocabulary and structures that enable them to understand and analyze contextualized materials. You will be able to describe an event or activity in a cohesive and coherent manner with linguistic accuracy. You will be able to write with organizational, structural, and cultural appropriateness.

Unit Priority Standards

World Languages Standards

- ☐ Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- ☐ Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- ☐ Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Unit Transfer Goals

Transfer Goals for World Languages

Chinese, Spanish and KSL

- ☐ Communicate effectively demonstrating cultural competence in order to function in a variety of situations and for multiple purposes in local and global communities.
- ☐ Investigate, explain and reflect on aspects of the target culture and language present in authentic materials in order to access and evaluate diverse perspectives.
- ☐ Reflect on the nature of language in order to develop effective language-learning strategies.

Unit Essential questions

1. How do aspects of everyday life influence and relate to the quality of life?
2. How does where one lives impact quality life?
3. What influences one's interpretation and perceptions of quality life?
4. What can I do to help me improve my Chinese skills through evaluation and reflection?

Acquisition of Knowledge Skill

Students will know...

1. Vocabulary related to Chinese food, social custom and family
2. Initiate, sustain, and close oral conversations and written communications using simple and compound sentences and a varied vocabulary that includes idiomatic and culturally appropriate expressions. (百善孝为先, 台上一分钟, 台下十年功, 功夫不负有心人, 入乡随俗)
3. Write and respond to emails and letters using appropriate register and connective words. (不仅/不但 而且, 除了 以外 还, 首先, 其次, 最后, 总而言之)

Students will be skilled at...I can...

1. Comprehend written, audio audiovisual, and visual text
2. Make cultural and interdisciplinary connections
3. Interpret the content of written or audio text(words)
4. Make meaning from words and expressions
5. Communicate interpersonally by speaking with others
6. Communicate interpersonally by writing to others
7. Communicate through oral presentations
8. Communicate through written presentations

Unit Plan

Week 1: Dates	Topic 1 Chinese Social Customs
Learning Target(s):	3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude. 3.B.2: Infer implied meanings through context 4.A.2: Deduce meaning of unfamiliar words. 5.A.2: Comprehend an interlocutor's message in spoken exchanges.
Acquired Knowledge:	1.Vocabulary related to social customs 2.Initiate, sustain, and close oral conversations and written communications using simple and compound sentences and a varied vocabulary that includes idiomatic and culturally appropriate expressions. (百善孝为先, 台上一分钟, 台下十年功, 功夫不负有心人, 入乡随俗)
Skills, Activities, Due Dates and Assessments:	<input type="checkbox"/> Master vocabulary Quizlet and Quiz live game <input type="checkbox"/> Take class note and fill in the blanks on 婚礼邀请函 template <input type="checkbox"/> Role play (婚礼宾客座位) <input type="checkbox"/> Inside Outside Circle speaking <input type="checkbox"/> Story narration based on four pictures <input type="checkbox"/> Email response Assessments: <input type="checkbox"/> Learning check: Vocabulary and grammar points check (Aug 26th) <input type="checkbox"/> Practice: Story narration (Aug 26th) <input type="checkbox"/> Exit Tickets
Week 2: Dates	Topic 1 Chinese Social Customs
Learning Target(s):	3.B.2: Infer implied meanings through context 6.A.3: Provide suggestions, ideas, and/or opinions with supporting details and/or examples in written exchanges. 5.B.4: Monitor language production; recognize errors and attempt self-correction in spoken exchanges. 7.D.2: Identify and describe features (including products, practices, and perspectives) of target cultural communities in spoken presentations
Acquired Knowledge:	1.Vocabulary related to social customs, 2.Initiate, sustain, and close oral conversations and written communications using simple and compound sentences and a varied vocabulary that includes idiomatic and culturally appropriate expressions. (百善孝为先, 台上一分钟, 台下十年功, 功夫不负有心人, 入乡随俗) 3. Write and respond to emails and letters using appropriate register and connective words.

	不仅/不但 而且, 除了以外 还, 首先, 其次, 最后, 总而言之)
Skills, Activities, Due Dates and Assessments:	<input type="checkbox"/> Master vocabulary through Quizlet and Quiz live game <input type="checkbox"/> Inside outside circle activities about 送礼 送礼对话(视频或阅读) https://www.youtube.com/watch?v=49RM1hfHeTE <input type="checkbox"/> Present the seating chart for Chinese Wedding Buffet Assessments: <input type="checkbox"/> Learning Check: Vocabulary and grammar points check (Aug 30th) <input type="checkbox"/> Project checkpoint #1 (Aug 31th)) <input type="checkbox"/> Performance Tasks (Sep 2nd) <input type="checkbox"/> Practice : Homework Story narration (Aug 30th) <input type="checkbox"/> Exit Tickets
Week 3: Dates	Topic 2 Chinese family Virtue and Value
Learning Target(s):	3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude. 3.B.2: Infer implied meanings through context 5.B.2: Use transitional expressions and cohesive devices in spoken exchanges. 6.B.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges. 6.B.2: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges.
Acquired Knowledge:	1.Vocabulary related to Chinese family Virtue and Value 2.Initiate, sustain, and close oral conversations and written communications using simple and compound sentences and a varied vocabulary that includes idiomatic and culturally appropriate expressions. (百善孝为先, 台上一分钟, 台下十年功, 功夫不负有心人, 入乡随俗) 3.Write and respond to emails and letters using appropriate register and connective words.
Skills, Activities, Due Dates and Assessments:	<input type="checkbox"/> Master vocabulary through Quizlet and Quiz live game <input type="checkbox"/> Poster Announcement (课外活动) Interpretive - Written (MRQ) <input type="checkbox"/> Conversation (Interpersonal - Speaking) - One-on-one teacher interview with each student. 你认为学生应该基于个人兴趣还是潜在的未来利益来选择课外活动? <input type="checkbox"/> Conversation (Debate) 中国人/美国人对教育和课外活动的看法 <input type="checkbox"/> Respond to your friend and make suggestions on choosing extracurricular activities Assessments: <input type="checkbox"/> Project checkpoint #2 (Sep 09th) <input type="checkbox"/> Learning Check: Vocabulary and grammar points check (Sep 06th) <input type="checkbox"/> Practice : Email respond(Sep 06th) <input type="checkbox"/> Exit Tickets

Week 4: Dates	Topic 2 Chinese family Virtue and Value
Learning Target(s):	2.A.1: Determine or infer the meaning of a text using provided cultural and /or interdisciplinary information. 5.A.1: Initiate, maintain, and close spoken exchanges. 5.A.2: Comprehend an interlocutor's message in spoken exchanges. 8.C.1 Understand and apply appropriate and varied syntactical expressions in presentational writing. 8.D.2 Understand and apply appropriate writing systems in presentational writing
Acquired Knowledge:	1.Vocabulary related to Chinese family Virtue and Value 2.Initiate, sustain, and close oral conversations and written communications using simple and compound sentences and a varied vocabulary that includes idiomatic and culturally appropriate expressions. (百善孝为先, 台上一分钟, 台下十年功, 功夫不负有心人, 入乡随俗) 3.Write and respond to emails and letters using appropriate register and connective words.
Skills, Activities, Due Dates and Assessments:	<input type="checkbox"/> Master vocabulary through Quizlet and Quiz live game <input type="checkbox"/> Interpretive -Listening/Reading) <input type="checkbox"/> Have inside outside circle speaking activities <input type="checkbox"/> Journalistic article - Written (如果你是妈妈, 你会使用虎妈的教育方式还是猫妈的方式?) Assessments: <input type="checkbox"/> Project checkpoint #3 (Sep 16th) <input type="checkbox"/> Performance tasks (Sep 16th) <input type="checkbox"/> Learning Check: Vocabulary and grammar points check (Sep 13th) <input type="checkbox"/> Practice : Homework Story narration (Sep 13th) <input type="checkbox"/> Exit Tickets
Week 5: Dates	Topic 2 Chinese family Virtue and Value
Learning Target(s):	2.A.1: Determine or infer the meaning of a text using provided cultural and /or interdisciplinary information. 5.A.1: Initiate, maintain, and close spoken exchanges. 5.A.2: Comprehend an interlocutor's message in spoken exchanges. 8.C.1 Understand and apply appropriate and varied syntactical expressions in presentational writing. 8.D.2 Understand and apply appropriate writing systems in presentational writing
Acquired Knowledge:	1.Vocabulary related to Chinese family virtue and value 2.Initiate, sustain, and close oral conversations and written communications using simple and compound sentences and a varied vocabulary that includes idiomatic and culturally appropriate expressions. (百善孝为先, 台上一分钟, 台下十年功, 功夫不负有心人,

	<p>入乡随俗)</p> <p>3. Write and respond to emails and four picture stories using appropriate register and connective words.</p>
Skills, Activities, Due Dates and Assessments:	<p>❑ Master vocabulary through Quizlet and Quiz live game</p> <p>❑ Rejoinder(Interpretive—audio text) Resource: 个人主义和集体主义的比较</p> <p>❑ Conversation Interpersonal—spoken Resource: 三个和尚</p> <p>❑ Cultural Comparison - Presentational spoken</p> <p>个人主义社会和集体主义社会老师和学生的比较</p> <p>Assessments:</p> <p>❑ Project checkpoint#4 (Sep 27th)</p> <p>❑ Performance tasks (Sep 30th)</p> <p>❑ Argumentative Essay - (Presentational Written - 30 minutes in a classroom setting.)</p> <p>美国是个体社会还是集体社会？ (Sep 27th)</p> <p>❑ Exit Tickets</p>
Week 6: Dates	Topic 3 Chinese Food
Learning Target(s):	<p>2.A.1: Determine or infer the meaning of a text using provided cultural and /or interdisciplinary information.</p> <p>5.A.1: Initiate, maintain, and close spoken exchanges.</p> <p>5.A.2: Comprehend an interlocutor's message in spoken exchanges.</p> <p>8.C.1 Understand and apply appropriate and varied syntactical expressions in presentational writing.</p> <p>8.D.2 Understand and apply appropriate writing systems in presentational writing</p> <p>Learning activities:</p>
Acquired Knowledge:	<p>1. Vocabulary related to Chinese cuisine</p> <p>2. Initiate, sustain, and close oral conversations and written communications using simple and compound sentences and a varied vocabulary that includes idiomatic and culturally appropriate expressions. (民以食为天, 色香味俱全)</p>
Skills, Activities, Due Dates and Assessments:	<p>❑ Master vocabulary Quizlet and Quiz live game</p> <p>❑ Interpretive 中国饮食文化的特点/中国 Reading/Listening</p> <p>❑ Have inside outside circle speaking activities</p> <p>❑ Email response</p> <p>向将去中国北京和上海旅行的朋友推荐几道菜肴, 并说明理由</p> <p>Assessments:</p> <p>❑ Project final product and presentation (Oct 04th)</p> <p>❑ Performance tasks (Oct 07th)</p> <p>❑ Learning Check: Vocabulary and grammar points check (Oct 04th)</p> <p>❑ Practice : Make a video to compare Chinese food with American food (Oct 04th)</p> <p>❑ Exit Tickets</p>

Assessment Details

Evidence	
I will check students' understanding throughout the unit by...	
<p>Summative</p> <ul style="list-style-type: none"> <input type="checkbox"/> Unit Project: Chinese Cuisine . Standards Aligned Linked Rubric <input type="checkbox"/> Performance Tasks . Performance tasks include interpretive listening, interpretive reading, interpersonal speaking, presentational speaking, presentational writing and interpersonal writing. Each two weeks will give a performance task to check students' learning process and understanding. <input type="checkbox"/> Vocabulary and grammar point check . Each week will have a vocabulary and grammar point check based on what have been covered during <input type="checkbox"/> Practice: Homework will be assigned to make sure students achieve the objectives. <input type="checkbox"/> Phoenix Defense Digital portfolio will provide students with reflection on their unit projects. 	<p>Formative</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quizzes . Non-graded quizzes will provide by myself and the students with information about their understanding. <input type="checkbox"/> Quiz live through quizlet <input type="checkbox"/> Peer evaluation Students evaluate each other's works and provide suggestions and reflection. <input type="checkbox"/> Journal Writing Students work in a classroom setting to write an article related topics covered <input type="checkbox"/> Inside outside circle The outside circle will provide students with opportunities to speak and collaborate with each other. <input type="checkbox"/> Gallery walk After finishing writing topics, students will upload their works on padlets.

Sample Rubrics for Assessment

1. Speaking Rubric Sample

	Category	Task Completion	Language Delivery	Vocabulary
6	Excellent Shows excellence in interpersonal conversation	<ul style="list-style-type: none"> * Contains all required key elements * Smoothly connected sentences 	<ul style="list-style-type: none"> * Natural pace and intonation * Accurate pronunciation & tones with minimal errors 	<ul style="list-style-type: none"> * Rich and context appropriate vocabulary and phrase with few errors * Wide variety of

				grammatical structures
5	Very Good Suggests excellence in interpersonal conversation	* Thorough and adequate * Connected sentences	*Smooth pace and intonation *Some errors in pronunciation & tones	*Appropriate vocabulary and phrase with a few errors *Variety of grammatical structures
4	Good Shows competence in interpersonal conversation	*Appropriate response *Sentences may be loosely connected.	*Generally consistent pace and intonation *Several errors in pronunciation & tones that do not hinder understanding	*Generally appropriate vocabulary and phrase with errors that do not obscure meaning *Generally appropriate grammatical structures
3	Adequate Suggests competence in interpersonal conversation	* Basic but appropriate response * Disconnected sentences	* Inconsistent pace and intonation * Errors in pronunciation & tones sometimes hinder understanding	* Limited appropriate vocabulary and phrase with frequent errors that sometimes obscure meaning *Simple grammatical structures
2	Weak Suggests lack of competence in interpersonal conversation	* Appropriate but incomplete response * Fragmented sentences	* Labored pace and intonation with hesitated pauses *Frequent errors in pronunciation / tones often hinder understanding	* Very limited vocabulary and phrase with frequent errors that obscure meaning

				* Very limited grammatical structures
1	Very Weak Shows lack of competence in interpersonal conversation	* Minimal or marginal response * Very disjointed or isolated sentences	* Very labored pace and intonation with hesitated pauses * Frequent errors in pronunciation & tones hinder understanding	* Inappropriate vocabulary and phrase with frequent errors that obviously obscure meaning * Little or no grammatical structures
	A: 6 = 100-96 5 = 95-93	B: 4 = 92-85	C: 3 = 84-75	D: 2 = 74-70 F: 1 = 69-60

2. Project rubric

Points	Task Completion	Language Structures	Vocabulary Usage	Visual Presentation
100-98	-Includes a complete report on all required elements with thorough details -Well organized -Well connected discourse	-Exhibits a high degree of control correct word order & structures with minimal errors	-Uses a wide range of vocabulary, rich and appropriate to the task with minimal errors in spelling	- Exhibits a very balanced texts & pictures with accurate captions -Creative & highly related to the contents

96-93	-Includes a complete report on all required elements with logical progression of details -Connected discourse	-Exhibits a good understanding of correct word order & structures with occasional errors	-Uses appropriate vocabulary with sporadic errors in spelling	- Exhibits a fairly balanced texts & pictures with appropriate captions
92-85	-Includes a report on most required elements with details generally organized -Rather loosely connected sentences	-Exhibits a fair understanding of correct word order & structures with more errors that do not generally obscure meaning	-Mostly uses appropriate vocabulary with errors that do not generally obscure meaning	- Exhibits some texts & pictures with brief captions
79-70	-Scattered details on a few required elements characterized by words or listing -Difficult to follow	-Exhibits little understanding of correct word order with frequent errors - Fragmented sentences	-Minimal appropriate vocabulary with frequent errors -Interference from another language	- Exhibits few pictures, charts or graphs with no captions
69-	-Writing doesn't present enough relevant contents to show personal understanding of the topic	-Sentence structures are very mechanical, indicating online translation	-Insufficient appropriate vocabulary -Interference from another language	- No visual presentation

3.Composition Rubric

Overall Rating	Communication of Message	Level of Expression	Task Completion	Vocabulary Usage	Structure & Mechanics
Exceeds expectations (5) Points earned:	Text fully comprehensible; no ambiguity of areas of confusion	Exceeds all level expectations; Consistent use of varied sentence structures with some transition	Exceeds required elements; Content appropriate; fully developed; well organized	Rich use of vocabulary elaboration Broad vocabulary; accurate, extensive & effective use of	No significant errors, control of grammatical structures studied. No or almost no spelling

		words		studied words	error
Meets expectations (4) Points earned:	Text easy to comprehend; few ambiguity of areas of confusion	Meets all level expectations completely; adequate use of varied sentence structures	Required elements present; Content appropriate; adequately developed; adequately organized	Generally accurate with some errors; Adequate use of studied vocabulary for this level	Generally accurate; few significant errors; some minor grammar, spelling and errors
Mostly meets expectations (3) Points earned:	Text mostly comprehensible; some significant ambiguity of areas of confusion	Meets most expectations; occasional use of varied sentence structures	Most required elements; Limited, somewhat incomplete/inappropriate contents; poorly organized	Errors in vocabulary interferes with communication; inadequate use of vocabulary and /or too basic for this level	Several significant errors; many errors in grammar, spelling, & / or punctuation
Needs improvement to meet expectations (2) Points earned:	Text partially comprehensible; significant difficulties in comprehension	Barely meets expectations; overly simple; Lack of varied sentence structures	Incomplete required elements; Lacking coherence	Inadequately repetitive and /or inaccurate use of vocabulary	Too many grammatical structures with frequent spelling and/or punctuation errors;

Revised version of the copy from Charlotte Gifford, Greenfield Community College

HS Phoenix Written Defense Rubric

Score: ____ / 100%

Mastery

Proficient

Not Quite There Yet

Pride and Effort	<input type="checkbox"/> I've presented my work in order, being careful about format and sections. it looks great! 15-10%	<input type="checkbox"/> I've presented my work and it looks okay. Some things might not be placed in the best order or edited the best way. 9-5%	<input type="checkbox"/> I've handed in my work, but it looks sloppy or there is no clear order. 4-0%
Essential questions / Goals	<input type="checkbox"/> I've clearly explained both how I explored the essential question and worked on the term goals by doing this project. 15-10%	<input type="checkbox"/> I've clearly explained one of them or both partially. 9-5%	<input type="checkbox"/> I have partially explained one of them or none. 4-0%
Process/ Problem Solving	<input type="checkbox"/> I've explained the problems I faced while working on the project and how I solved those problems. My explanation is clear and easy to understand. 10-8% <input type="checkbox"/> I've explained what I think I did really well by pointing to specific parts of my project. 10-8% <input type="checkbox"/> I've explained what I think are still big challenges for me by pointing to specific parts of my project. 10-8%	<input type="checkbox"/> I've explained in some extent the problems I faced while working on the project and how I solved those problems. My explanation is incomplete or unclear. 7-5% <input type="checkbox"/> I've explained what I think I did really well on, but I do not point to specific parts of my project. 7-5% <input type="checkbox"/> I've explained what is still challenging for me, but I do not point to specific parts of my project. 7-5%	<input type="checkbox"/> I have not explained, or too poorly, the problems I faced while working on the project or how I solved those problems. 4-0% <input type="checkbox"/> I haven't explained, or too poorly, what I think I did well on. 4-0% <input type="checkbox"/> I haven't explained, or too poorly, what is still challenging for me. 4-0%
Evidence of Reflection/ Self-Evaluation	<input type="checkbox"/> I've clearly explained what areas I have enjoyed of doing this project and why 10-8% <input type="checkbox"/> I've clearly explained what areas I have disliked of doing this project and why 10-8% <input type="checkbox"/> I've clearly explained whether this project was useful to improve my language skills and why 10-8% <input type="checkbox"/> I've clearly mentioned how I can keep improving my language skills and why 10-8%	<input type="checkbox"/> I've partly explained what areas I have enjoyed of doing this project 7-5% <input type="checkbox"/> I've partly explained what areas I have disliked of doing this project 7-5% <input type="checkbox"/> I've partly explained whether this project was useful to improve my language skills. 7-5% <input type="checkbox"/> I've partly explained how I can keep improving my language skills . 7-5%	<input type="checkbox"/> I haven't commented, or too poorly, what areas I have enjoyed. 4-0% <input type="checkbox"/> I haven't commented, or too poorly, what areas I have disliked. 4-0% <input type="checkbox"/> I haven't commented, or too poorly, whether this project was useful to improve my language skills. 4-0% <input type="checkbox"/> I haven't commented, or too poorly, how I can keep improving my language skills. 4-0%

Extended Learning Opportunities

Book Title	Author
童年	高尔基
阿Q正传	鲁迅
Website Description	Website
This is a free level based video book website. Students can increase their four Chinese skills	https://chinese.littlefox.com/ko

at their own pace.

<http://www.literature.mychinastrat.com>