Unit title: 去上海看世博（Go to Shanghai to see 2010 Shanghai World EXPO）
Grade: 9-12
Level: Novice-low

Subject/Topic Area(s):
1. Family
2. Hobbies
3. Visiting a family/Dining at restaurant

Key words:
Family: 家, 有/没有, 几, 个, 爸爸, 妈妈, 哥哥, 姊姊, 弟弟, 妹妹, 孩子, 女, 男, 儿子, 女儿, 谁, 做, 工作, 什么, 医生, 律师, 商人, 工程师, 家庭主妇, 小/中/大学生, 高中生, 年级, 的, 喂, …在吗, 哪位, 我们
supplementary voc: 爷爷, 奶奶, 外公, 外婆

Hobbies: 唱歌, 跳舞, 听音乐, 打球, 网球, 篮球, 足球, 棒球, 乒乓球, 羽毛球, 看电影, 看电视, 看书, 吃饭, 睡觉, 喜欢, 有意思, 觉得, 周末, 有时候, 常常, 去, 怎么样, 请客, 那

Visiting a Family: 谁呀, 快, 进来, 请进, 欢迎光临, 介绍, 一下, 认识, 高兴, 漂亮, 请坐, 哪儿, 喝, 点（儿）, 咖啡, 茶, 啤酒, 可乐, 沙发, 吧, 那, 给, 水, 杯, 可以, 该, 礼物, 聊

Dining at restaurant: 餐馆, 服务员, 位子, 桌子, 位菜, 来, 先, 再, 然后, 最後, 酸辣汤, 蛋花汤, 春卷, 家常豆腐, 甜酸鸡, 北京烤鸭, 饺子, 凉拌黄瓜, 红烧牛肉, 糖醋鱼, 白菜, 米饭, 盐, 放味精, 盘, 只, 碗, 杯, 瓶, 饿, 吃素, 好吃, 上菜, 还要, 冰茶

Standards:
National Foreign Language Standards: 5C’s and 3 modes
Major standards:
1.1 Interpersonal
1.2 Interpretive
1.3 Presentational
2.1 Culture (practice)
2.2 Culture (product)
4.1 Comparison (language)
4.2 Comparison (culture)
5.1 Community (beyond school) – homework/palm phone assignment

Supporting standards:
3.1 Connection (language) – Math, physical Ed. Social studies, Culinary
3.2 Connection (language/culture)

Brief Summary of Unit (including curricular context and unit goals)
The thematic unit is composed of 3 days of a 150-minute block per day.

This unit is designed for non-heritage high school students who will learn about the family, hobbies, likes and dislikes, visiting a family and dining at restaurant. Students will describe their trip experience.

Number of days for activity: 3 instructional days

Materials and resources (including technology and multimedia):
1. Power-point slides
2. Realia: calendar, family photos, tennis ball, tennis racks, pinpong sets, badminton sets, bottled drinks, fruits, condiments, bowls, plates, cups, gift box.
3. Authentic materials: family photos, soy sauce, Chinese tea set, chopsticks, Chinese restaurant menu, diabolo, Chinese jianzi,
4. movie clip, music
5. vocabulary, handouts

Identifying Desired Results:
What essential questions will guide this unit and focus teaching/learning?
1. What is the difference in family member make-up between a typical Chinese family and American family?
2. What are the traditional sports or exercise Chinese like to do?
3. How does body language complement the words?
4. How to make appointment by phone or in person either to visit or for outing with native speakers?
5. What are the inappropriate gifts to give when visiting a Chinese family?
6. How to order drink and dishes in a Chinese restaurant?
7. How are language and culture linked?
8. Why don’t you use the same words, expressions, etc. with everyone?

What enduring understandings are desired?
1. Students will understand the different kinship terms of Chinese family members.
2. Students will understand the common sports among Chinese people.
3. Students will understand what to bring and what not to bring when visiting a Chinese family.
4. Students will understand the eating habits and cooking art.
5. Students will understand the structures and writing systems of Chinese and English have similarities and differences.

What key knowledge and skill will students acquire as a result of this unit?
(include all relevant structures, grammar, vocabulary, etc.)

A:
1. Vocabulary listed above.
2. Grammar, sentence structures:
   - 有，没有 e.g. 我有__________.
   - 我有 ___ 个 ___.
   - 谁? e.g. 谁是__________?
   - 你的 ___ 做什么工作? 他是 ___.
   - 喜欢，不喜欢 e.g. 我喜欢___________. 我不喜欢___________.
   - 你喜欢 ________ 吗?
   - 我星期 ____, ______, 你呢?
   - 我周末 ________.
   - 常常，有时侯，我常常 _____________.
   - 去 ________?
   - 介绍 e.g. 我来介绍我的__________.
   - 吃，喝
     - 一起
     - 我要 ___ 杯/瓶/ ___.
     - 我要 ___ 碗 ___ 汤。
     - 我要 ___ 盘 ___.
   - 先来。。。再来。。。然后来。。。 最后来。。。

B: Student Self-Assessment
1. Students will be able to address the different Chinese family members based on either the father’s side or the mother’s side.
2. Students will be able to introduce themselves as well as their family.
3. Students will be able to say the many common professions.
4. Students will be able to say their hobbies.
5. Students will be able to say the things they like to do on weekends.
6. Students will be able to make a phone call.
7. Students will be able to carry a simple conversation when visiting a family.
8. Students will be able to order drinks and dishes in a Chinese restaurant.

What do they already know that will help them learn new information?
1. Basic greetings
3. Tell the dates and time
4. Measure words for different nouns.
5. Names of fruits
6. Money

Where and when did they learn it?
   1. During the previous lessons taught in class.

**Determining Acceptable Evidence**
What evidence will show that students understand?

a. Performance Tasks:
   i. Interpersonal tasks:
      1. Students will be able to discuss their family members’ professions.
      2. Students will be able to discuss their hobbies.
      3. Students will be able to make appointment for dinner or an outing.
      4. Students will ask each other likes and dislikes.
      5. Students will be able to order drinks and dishes in a Chinese restaurant.
   
   ii. Interpretive tasks:
      1. Students will model what they hear and see.

   iii. Presentational tasks:
      1. Students will conduct introduction of their family members.
      2. Students will present what they plan to do on a certain day.
      3. Students will present their likes and dislikes of hobbies, dishes, drinks.

b. Other evidence:
   1. Oral presentations/skit
   2. Report of their discussions
   3. In-class worksheet
   4. Homework

c. Unprompted Evidence
   1. Observations in class.
   2. Reviews in the following lessons.

**Lessons:**
   Lesson 1: Family
   Lesson 4: Hobbies
   Lesson 7: Visiting a Chinese family / Dinning in a Chinese restaurant

**Links to Relevant Web Sites:**
http://www.youtube.com/watch?v=qQOvv-ykWqU
http://www.youtube.com/watch?v=alRNvIEcfNY
http://www.youtube.com/watch?v=pU_8tSpydtU
http://www.youtube.com/watch?v=tU_Ph7OOa70
Assessment Blueprint (Performance Tasks)

Task Title (for L.1 on family): My family: 1. Introduce one’s family by using a family photo (speaking), 2. Talk about my family (written via palmphone)

Approximate Time Frame: after 150 minutes

Standards: 1.1, 1.2, 1.3, 2.1

Purpose: (Check those that apply)
- Formative
- Summative: summative assessment: an integrated performance task

Description of Task: Each student was asked to bring a family photo to the class. Students were paired with one or two partners. They introduced their family members by names, the relationships, their professions and their ages.

Evidence of desired understanding: three teachers participated in the conversation

Criteria of judgments: task completion, pronunciation, grammar, clarity and volume, teamwork

Assessment Blueprint (Performance Tasks)

Task Title (for L.2 on hobbies): 1. We like to do. 2. What do you often do on the weekdays and weekends

Approximate Time Frame: after 250 minutes

Standards: 1.1, 1.2, 1.3, 2.1

Purpose: (Check those that apply)
- Formative
- Summative: summative assessment: an integrated performance task

Description of Task: 1. We like to do: Students were assigned in small groups. They were asked to interview each other about each other’s hobbies. They made a chant based on their findings. 2. What do you often do on the weekdays and weekends: Students played spin the wheel. The wheel had 2 layers. Top layer had the time words (Monday, Tuesday…), the lower layer had different activities (indoors and outdoors). Student A spine the time word layer, then asked: 你星期五去踢足球吗？ Student B replied based on the reality. They took turn to check each other’s weekdays and weekend’s activities.

Evidence of desired understanding: three teachers participated in the conversation, students reported

Criteria of judgments: task completion, pronunciation, grammar, clarity and volume, teamwork
Assessment Blueprint (Performance Tasks)

Task Title (for L.3 on visiting a family/dining at a restaurant): 1. Role play: visiting a family and order drink and food at a restaurant, 2. A birthday party at a Chinese restaurant (written via palmphone)

Approximate Time Frame: task 1: after 350 minutes, task 2: after 400 minutes

Standards: 1.1, 1.2, 1.3, 2.1

Purpose: (Check those that apply)
   Task 1: Formative
   Task 2: Summative: summative assessment: an integrated performance task

Description of Task 2: Each student was asked to design their birthday party at a Chinese restaurant. They will cover the 5Ws (when is the birthday, where to go, why, who will go, what to order)

Evidence of desired understanding: check the HW

Criteria of judgments: task completion, grammar and accuracy

Evaluative Tools: (check those that apply)
   Analytic Rubric

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<th>Name:</th>
<th>1. need improvement (task incompletely with several significant errors and wrong tones or no tones)</th>
<th>2. fair (complete the task with some errors that obscure meanings. Carless on tones.)</th>
<th>3. good (complete the task clearly. Some minor errors in sentences and tones).</th>
<th>4. Excellent (complete the task neatly and correctly. Right tones)</th>
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<td>Words/grammar</td>
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<td>Completed sentences</td>
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