Chinese Language Curricular Unit
Thematic Unit

Unit title: A family is planning an itinerary to visit their relatives at Shanghai
Grade: 9th to 12th
Level: Novice

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Subject/Topic Area(s): Family/Planning an itinerary/ Visit Shanghai Expo

Key words:
人物:
家人 --- 爸爸、妈妈、哥哥、姐姐、弟弟、妹妹、爷爷、奶奶、外公、外婆、孩子、儿子、女儿、女、男、
职业 --- 我们、医生、律师、工程师、家庭主妇、高中生、大/中/小学生、
名词:
上海世博 --- 园区、展馆、中国馆、欧洲馆、亚洲馆、非洲联合馆、
交通工具 --- 公共汽车、地铁、出租车、自行车、航空公司、西北航空、
工作、家、护照、签证、暑假、旅行社、电话、机票、航班、钱、窗户、走道、位子、红绿灯、高速公路、蓝线、红线、站、车站、地图、 东南西北、单行道、时间、票价、夜票、计划、
疑问词：谁，哪家，多少，什么时候，什么，怎麽
动词：做、办、买、查、坐、开、骑、走、回来、打、直飞、转机、付钱、打折、靠、比、 打车、打的、开车、走路、换、下车、送、预约、开放、上、下
副词：千、百、毛、分、最后、单行、禁止入场、的、单程、往返、或者、还是、从....到、先.....然后、先.....再、平日、
量词: 个、张、块、
地名：香港、芝加哥、洛杉矶、维吉尼亚、上海

Standards:

Major standards:
• 1.1: Interpersonal communication
• 1.2: Interpretive communication
• 1.3: Presentational communication
• 2.1: Practice of the culture
• 3.1: Furthering Connection
• 3.2 Culture Connection
Supporting standards:
- 4.1: Language practice comparison
- 4.2: Culture comparison

Brief Summary of Unit (including curriculum context and unit goals)
This thematic unit is comprised of 3 days of a 150 minutes block per day.

Student will learn to use Chinese to
- Employ basic kinship terms;
- Introduce own family members;
- Identify boys and girls, daughter and son
- Ask someone’s professions
- Speak some common professions
- Know how to book an airplane ticket
- Describe travel itinerary
- Familiarize with Chinese currency
- Provide directions
- Ask for direction
- Describe transportation means
- Express one’s opinion.

Students will be able to
- Call a travel agency, ask for discounts, compare airfares and routes, and know how to book an airplane ticket
- Ask about seat assignments and book an airplane ticket
- Describe travel itinerary
- Recognize Chinese currency
- Have conversation of ask and give directions.
- Provide suggestions.
- Tell the four directions
- Identify different means of transportation
- Explain how to travel from one station to another
- Visit Shanghai Expo

Number of days for activity: 3

Materials and resources (including technology and multimedia):
- Poster
- Document Camera
- Palm Phone
• PowerPoint
• Youtube to listen to a song and watch a movie
• Handout
• iTune to listen to a song
• Guitar to record a song
• Internet to search pictures
• Picture card
• Shanghai subway maps

Identifying Desired Results:
A. What essential questions will guide this unit and focus teaching/learning?
   1. How to differentiate the Chinese and English concept or way of calling family members in kinship terms?
   2. How to acquire someone’s professions or find out the grade in schooling?
   3. How to arrange a vacation beginning with obtaining the passport, visa and planning an itinerary to Shanghai Expo?
   4. How to travel in Shanghai with different means of transportation and from one station or direction to another?

B. What enduring understandings are desired?
   Students will understand that:
   1. The kinship terms for Chinese family are different from American family. Due to one child policy, Chinese family structure is also different from America.
   2. The currency exchange for Chinese and American.
   3. The event of Shanghai Expo.
   4. How fully support and encourage each other in a group.
   5. It is not necessary to know all the words in order to understand the main ideas and details of what someone says or writes in another language. By using comprehensible input, body languages and other strategies, it is possible to infer meanings and intents.
   6. It is very important to listen and observe actively when learning another language. Often, speakers convey meaning through body language, gestures and voice.
   7. When learning a second language, it is important to actively participate without the fear of making mistakes. Practice it in a meaning context as often as possible.
   8. When expressing ideas, it is necessary to consider both the language and the impact on the audience in order to maintain listener’s attention.

C. What key knowledge and skill will students acquire as a result of this unit?
   (Include all relevant structures, grammar, vocabulary, etc.)
   a. Students will know
      1. Vocabulary listed above.
      2. Grammatical structures:
         - the differentiation between 二 and 两
         - how to use 有 and 没有
         - the function of the particle word 的 for possessive
- 是、都是、都不是
- the measure word 个 and the structure of using it
- how to use “比”
- 从…到
- 先…然后
- 打几折?
- 到 + Place + 去 + Action
- the differentiate between 或者 and 还是
- 先……再
- the topic comment sentence structure
- 还是……吧

b. Students will be able to:
1. Say the kinship terms for their own family members
2. Identify family members in a family photo with corresponding kinship terms
3. Acquire the number of family members
4. Find out if someone has any siblings and the kinship terms of the siblings
5. Tell family members’ professions or acquire information about other’s professions
6. Tell the education level
7. Plan an itinerary
8. Book air tickets
9. Purchase air tickets and negotiating the price in culturally appropriate way with Chinese currency
10. Acquire direction and follow direction to the destination
11. Tell the different means of transportation in Shanghai
12. Describe their opinions about different means of transportation

D. What do they already know that will help them learn new information?
1. Greeting others, express and acknowledge thanks.
2. Perform self-introduction with name, age, and nationality.
3. They already learned 是、不是、我、你、他、她、学生 and numbers which will help them to learn new information in this thematic unit.
4. They also learned 喜欢、不喜欢、有时、常常、几月几号、吗？先……然后、
5. Students learned colors

E. Where and when did they learn it?
Students learned those previous vocabularies and grammatical sentence structure in previous lecture during STARTALK program.

Determining Acceptable Evidence
A. What evidence will show that students understand?
   a. Performance tasks:
i. Interpersonal tasks:
1. Students will be able to describe his/her family member with correct kinship terms.
2. Students will be able to label his/her family member with corresponding professions or level of education.
3. Students will ask each other’s family structure with kinship terms, family members’ professions and level of education.
4. Students will call the travel agent to make a reservation for a trip to Shanghai Expo.
5. Students will plan and discuss the itinerary with the travel agent.
6. Students will ask the direction to go to Shanghai Expo.
7. Students will give directions to Shanghai Expo.

ii. Interpretive tasks:
1. Students will rephrase what they hear from other classmate about his/her family structure.
2. Students read the activity instruction and complete the activities of sorting gender and draft other classmate’s family tree with family member’s name, profession or level of education.
3. Students will interview each other and doing a statistic about the means of transportation they use.
4. Student will draw a map according to the instruction of the direction.

iii. Presentational tasks:
1. Students will conduct self-introduction and also introduce other family members with either their professions or level of education.
2. Students will conduct introduction of their partner’s family members with either their professions or level of education.
3. Produce and present family tree

b. Other evidence:
1. Works Samples: sorting gender, labeling family tree
2. Oral Presentation
3. Role play
4. Pair work
5. Interview: Family tree project and transportation statistic project

c. Unprompted evidence (Observations, dialogues):
Teacher will observe learners’ classroom participation and their enthusiasm of trying their tasks. Teacher will assess the students’ ease of creating an utterance by not only what they produce, but also by their body language and their circumlocution.
Simultaneously, teacher will contact students beyond classroom hours to assess students’ performance. Students also do self-assessment during this contact.

Lessons:
Lesson 1: Family
Lesson 2: Planning an itinerary
Lesson 3: Shanghai Expo/Sightseeing in Shanghai

Links to Relevant Web Sites:
http://www.youtube.com/watch?v=f5I8DUdtQUU
http://www.youtube.com/watch?v=3Wx8raXPyvo

Assessment Blueprint (Performance Tasks)
Task Title: A family plans an itinerary to Shanghai Expo
Approximate Time Frame: 30 minutes for family
30 minutes for itinerary
30 minutes for Shanghai Expo

Description of Task:
You friend and his/her family are planning to go to Shanghai Expo. You need to find out your friend’s family members to help him/her to plan an itinerary to Shanghai. You also need to introduce Shanghai city to your friend, which includes transportation, the location of the Expo, and the means of transportation to Expo. To complete this task, you will need to complete the following three mini tasks:

1. **Produce and present classmate’s family tree**
   1.1 Interpersonal task
       Use Chinese kinship terms to ask classmate his/her family members with their name, professions and level of education.
   1.2 Interpretive task
       According to partner’s description of the family, student needs to create partner’s family tree with individual family member’s name, professions and the level of education.
   1.3 Presentation task
       After interviewing the partner and figuring out partner’s family structure, students will present and report to the class with all the information obtained in the interview.

2. **Planning an itinerary to Shanghai**
   1.1 Interpersonal task
       Student call travel agent and tell the travel agent about the date of traveling, the airline preference, direct or indirect flight.
1.2 Interpretive task
Student will interpret all the information from travel agent about air ticket price, direct or indirect flight information, airline information, discount fare.

1.3 Presentation task
Students will perform role play of calling travel agent and planning an itinerary to Shanghai.

3. Shanghai Expo/Sightseeing in Shanghai

1.1 Interpersonal task
Find out the mean of transportation to go to Shanghai Expo. Students need to ask the direction to Shanghai Expo and the route of subway go to Shanghai Expo.

1.2 Interpretive task
By all the acquired information, student needs to plan the means of transportations to Shanghai Expo.

1.3 Presentation task
By play role, students locate the Expo site and the mean of transportation to go to Expo.

Standards:
1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2,

Purpose: (Check those that apply)
Formative assessment: using the correct grammatical sentence to perform the task.
Summative assessment: an integrated performance task.

Evidence of desired understanding:
Student is able to:
1. Use the vocabulary to perform the task
2. Use the correct grammar structure to perform the task
3. To produce other’s family tree
4. To plan an itinerary by discuss with travel agent
5. To ask about the price, airline, airfare,
6. To use Chinese currency to purchase things
7. To ask the direction
8. To figure out the mean of transportation in Shanghai

Criteria of judgments:
Complete the task with correct pronunciation, vocabulary, sentence structure and grammar. Teamwork, clarity, volume and fluency will also be judged.

Evaluative Tools: (check those that apply)
Analytic Rubric √
Holistic Rubric
Criterion (Performance) list √
Checklist
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<td>Task incomplete with several significant errors. No attempt to use tones.</td>
<td>Complete task minimally with some errors that obscure meaning. Little attempt to use tones and many are incorrect.</td>
<td>Complete most of the task effectively and clearly with no significant errors, make occasional attempts for correct tones.</td>
<td>Complete task confidently and fluently with minimal to no error, Make attempts for correct tones.</td>
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