



## Mandarin 1 - Unit 5 - School is cool

### Unit Focus

In Unit 5 of Mandarin I, students will be given the opportunity to learn about how a Chinese student would go about his or her day. Students will learn the Mandarin words for objects around the classroom, like pencil, paper, eraser, and so forth. Students will be asked to consider what makes the daily life of a Chinese student different from the American way of life.

Students will then be shown how students in both America and China experience recreational time after school. What sports does each culture play? How important are sports to the whole experience of the student?

Students will also be given a lesson on Tai Chi and will practice Tai Chi during class.

The unit will culminate in students taking on the role of a company representative for Exchange International Enterprises (XIE). The purpose of this (fake) company is to expose students to the culture where they will experience an exchange.

### Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<b>World Readiness Standards for Learning Languages</b> <i>World-Readiness Standards for Learning Languages (All)</i> <b>C.1 COMMUNICATION</b> - <i>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</i> <ul style="list-style-type: none"><li>• C.1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions</li><li>• C.1.3 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</li></ul> <b>C.2 CULTURES</b> - <i>Interact with cultural competence and understanding</i> <ul style="list-style-type: none"><li>• C.2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</li><li>• C.2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</li></ul> <b>C.3 CONNECTIONS</b> - <i>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations</i>	<i>Students will be able to independently use their learning to...</i> <b>T1</b> Initiate communication on and respond effectively to a given topic based on interactions/exchanges. <b>T2</b> Compare and contrast cultures to make connections, recognize patterns, and/or develop generalizations.	
	<b>Meaning</b>	
	<b>Understanding(s)</b>	<b>Essential Question(s)</b>
	<i>Students will understand that...</i> <b>U1</b> One can use language skills to pursue personal interests and broaden his/her opportunities. <b>U2</b> Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal) <b>U3</b> The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people. <b>U4</b> Comparison of cultural products and practices with our own creates opportunities to better understand and appreciate each culture and its people.	<i>Students will keep considering...</i> <b>Q1</b> What am I trying to say and how do I say it? <b>Q2</b> How do questions enhance the flow of conversation? <b>Q3</b> How do cultural products and practices reflect the beliefs and values of a people? <b>Q4</b> How are other cultures different from my own, and from each other?

## Stage 1: Desired Results - Key Understandings

<p>• C.3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures  <i>C.4 COMPARISONS - Develop insight into the nature of language and culture in order to interact with cultural competence</i></p> <p>• C.4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.  <i>C.5 COMMUNITIES - Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</i></p> <p>• C.5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p><b>Madison Public Schools Profile of a Graduate</b></p> <ul style="list-style-type: none"> <li>Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. (POG.5.2)</li> </ul>	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<p><i>Students will know...</i></p> <p><b>K1</b> School Items Vocabulary:</p> <ul style="list-style-type: none"> <li>Book, bookbag, pen (yuánzhǔbǐ - the nuclear pen), pencil, ruler, eraser, scissors, (Chinese) paintbrush, notebook, abacus, and calculator</li> </ul> <p><b>K2</b> Sports and Activities Vocab:</p> <ul style="list-style-type: none"> <li>Swimming, Cycling, Running, kick, soccer, hit (play), American-Football, tennis, table tennis, cricket, exercise, basketball, sports, go, ok, walk, busy, Let's go!</li> </ul> <p><b>K3</b> Vocab:</p> <ul style="list-style-type: none"> <li>kěyǐ (can, for permission)</li> <li>demonstrative pronouns</li> <li>to know (for facts) - zhīdao</li> </ul>	<p><i>Students will be skilled at...</i></p> <p><b>S1</b> Asking more complicated questions to keep the flow of conversation.</p> <p><b>S2</b> Comparing and contrasting the day in the life of a student between China and America.</p> <p><b>S3</b> Recognizing and naming items in school.</p> <p><b>S4</b> Talking about sports and recreation.</p>