



Mandarin 1 - Unit 6 - I'm Really Hungry!

Unit Focus

The final unit of Mandarin I, I'm really hungry, has students delve into the world of food. The students will learn what kinds of food are in China and how to ask for food. They'll even be given a tutorial on using chopsticks! Students will learn the value of the yuan and how to write the prices in Chinese. This will allow students to review the numbers learned in previous units.

The unit will culminate in the students taking on the role of a marketer for a supermarket. The students will create a flyer using proper and appropriate measures and prices.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>World Readiness Standards for Learning Languages <i>World-Readiness Standards for Learning Languages (All)</i> C.1 COMMUNICATION - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> <ul style="list-style-type: none"> • C.1.2 Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics • 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 <p>C.2 CULTURES - Interact with cultural competence and understanding</p> <ul style="list-style-type: none"> • 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. • 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. <p>C.3 CONNECTIONS - Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations</p> <ul style="list-style-type: none"> • 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 <p>C.4 COMPARISONS - Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p><i>Students will be able to independently use their learning to...</i> T1 Gather information from a variety of resources and perspectives to build cultural context. T2 Initiate communication on and respond effectively to a given topic based on interactions/exchanges. T3 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i> U1 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people. U2 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal) U3 One can use language skills to pursue personal interests and broaden his/her opportunities.</p>	<p><i>Students will keep considering...</i> Q1 What am I trying to say and how do I say it? Q2 How does food and food culture reflect the beliefs and values of a people? Q3 How are other cultures different from my own, and from each other? Q4 How can I get food in China?</p>
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<p><i>Students will know...</i> K1 Important Vocabulary</p> <ul style="list-style-type: none"> • Expressing Hunger 我真饿 	<p><i>Students will be skilled at...</i> S1 Typing characters in chinese S2 Distinguishing food and drink in Chinese</p>

Stage 1: Desired Results - Key Understandings

- C.4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- 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.

Madison Public Schools Profile of a Graduate

- Decision Making: Make responsible decisions, based on potential outcomes. (POG.4.2)

- Ordering both Chinese and American food 你想吃什么？
 - xiang 想 - to want
 - chi 吃 - to eat
- Stating food preferences 我的妈妈喜欢吃中国菜，不喜欢吃美国菜。
 - xi huan 喜欢 - to like
 - bu xi huan 不喜欢 - to dislike

K2 Food vocabulary (fruit)

- Apple, banana, orange, strawberry, watermelon, peaches, grapes, pear, cantaloupe, and cherries

K3 Food Vocabulary (Juice and beverage)

- Apple juice, grape juice, lemon juice, watermelon juice, orange juice, chocolate milk, Cola, soda, coffee, and tea

K4 Vocabulary (Food):

- Sweet and sour chicken, Lemon chicken, spring roll, fried rice, fried noodles, hamburger, sandwich, hot dog, ice cream, chocolate, mianbao, binggan, dangao

- S3** Stating preferences of food
- S4** Comparing American food culture to Chinese food culture
- S5** Understanding and counting the Chinese currency, the Yuan.