

# Unit 04: Food & Dining Experiences

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

## Unit 4

<b>Unit Title:</b>	<b>Food &amp; Dining Experiences</b>
<b>Suggested Duration:</b>	<b>10 weeks</b>

## Interdisciplinary Connections

Interdisciplinary Connections
<p><b>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects</b></p> <ul style="list-style-type: none"><li>▪ <a href="#">Grades 9-10</a></li><li>▪ <a href="#">Grades 11-12</a></li></ul> <p><b>Math Practices:</b> <a href="https://www.nj.gov/education/standards/math/Index.shtml">https://www.nj.gov/education/standards/math/Index.shtml</a></p> <p><b>Science Practices:</b> <a href="https://www.nj.gov/education/standards/science/Index.shtml">https://www.nj.gov/education/standards/science/Index.shtml</a></p> <p>Find and paste appropriate <u>Companion Standards or Practices</u> here.</p>

*Math: Money Counting*

*Health: Food and nutrition*

## Technology Integration

Technology Integration
Northern supports the integration of the <a href="#">SAMR Model</a> : a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.

- Use of SMART Board

- Use of Chromebook

## Standard(s) Addressed

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### *World Languages Standards*

#### [New Jersey Student Learning Standard for World Languages](#)

FL.IM.7.1.IM.IPERS	Interpersonal Mode of Communication
FL.IM.7.1.IM.IPRET	Interpretive Mode of Communication
FL.IM.7.1.IM.PRSNT	Presentational Mode of Communication
WL.IH.7.1.IH.IPERS	Interpersonal Mode of Communication
WL.IH.7.1.IH.IPRET	Interpretive Mode of Communication
WL.IH.7.1.IH.PRSNT	Presentational Mode of Communication
WL.IL.7.1.IL.IPERS	Interpersonal Mode of Communication
WL.IL.7.1.IL.IPRET	Interpretive Mode of Communication
WL.IL.7.1.IL.PRSNT	Presentational Mode of Communication

## STAGE I Desired Results

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STAGE I Desired Results	
<b><i>Objective (Transfer)</i></b>	
<i>Students will be able to independently use their learning to...</i>	
<ul style="list-style-type: none"> <li>• Use vocabulary related to foods.</li> <li>• Express likes and dislikes of food.</li> <li>• Make suggestions to eat healthy food.</li> <li>• Discuss ways to stay healthy.</li> <li>• Express preferences of ordering food and beverages in restaruant.</li> <li>• Describe food or dish tastes, aroma and color.</li> </ul>	
<b><i>Mastery</i></b>	
Big Ideas/Understanding	Essential Questions

*Students will understand that...*

- Communication is the ability to understand and be understood in real world contexts.
- Language and culture are mutually dependent.
- Learning languages provides connections to additional bodies of knowledge.
- Learning languages allows students to realize there are multiple ways of viewing the world.
- Language students have the ability to participate in multilingual communities.

- How does what you eat affect your health?
- How to keep a balanced diet to stay in good health?
- How does food/cuisine reflect a country's culture?
- What are the similarities and differences between Chinese food and Western food?
- What are some cultures similarities and differences between American and Chinese dining experience?

**Acquisition**

*Students will know . . .*

**Healthy food words:**

- Meat
- chicken
- beef
- lamb
- fish
- pork
- Vegetables
- Potato
- Pumpkin
- Cucumber
- Cabbage
- Cauliflower
- Tomato
- Carrot

*Students will be skilled at . . .*

- Describe three meals a day,
- Understand Chinese style and Western style meals.
- Describe their likes and dislikes.
- Order from a menu in a restaurant setting.
- Discuss the differences in Chinese food and American food.
- Ask for and pay a restaurant bill.

- Beans
- Pepper
- Garlic
- Onion
- Celery
- Chinese eggplant
- Chinese cabbage
- Fruit
- Watermelon
- Apple
- Pear
- Grape
- Banana
- Peach
- Plum
- Strawberry
- Blueberry
- Blackberry
- Corn
- Bread
- Rice
- Milk

**Snack:**

- Biscuit; cracker
- Chips
- Popcorn
- Sausage

- Ham
- Cheese
- Sandwich
- Green tea
- Black tea
- Coffee

**Flavors:**

- sweet
- sour
- bitter
- spicy
- salty
- bland

**Others:**

- Chinese style
- western style
- dining hall; restaurant
- full
- thirsty
- hungry
- change

**Question words used as indefinites:**

- “shui” whoever
- “shen me” Whatever
- “nar” wherever; anywhere
- “ji/duoshao” any number(quantity)

- “na ge” whichever

**Grammar Notes:**

1. “hai shi” If is used in questions

Do you want coffee or tea?

2. Either... or...is used in statement

Either tea or coffee is fine.

3. dian” “jiao” “yao” “lai”

Are used to order food in a restaurant

e.g.: I want to order several cold dishes.

What do you want to order?

A stir-fried sliced beef please.

Dad ordered half a roast duck.

**STAGE II Assessment Evidence**

STAGE II Assessment Evidence	
Common Summative Assessments	Common Formative Assessments
<ul style="list-style-type: none"> <li>• <i>Project - My Salad Bowl</i></li> </ul> <p>Students create a salad bowl on a poster (with drawings or pictures) and describe the salad bowl using key sentence structures. (presentational, interpretive</p>	<p>Practices:</p> <ul style="list-style-type: none"> <li>• Checking for Understanding (Interpersonal Mode)</li> <li>• Reading Comprehension Activities (Interpretive</li> </ul>

<p>mode)</p> <ul style="list-style-type: none"> <li>• Project: Short Film - Food &amp; Restaurant:</li> </ul> <p>Students work in small groups or work individually, choose one of the three scenarios (Food Show Host/ Reality TV star/ Food and Dining Experience) and create a short film. (presentational, interpersonal, interpretive mode)</p>	<p>Mode)</p> <ul style="list-style-type: none"> <li>• Listening Activities (Interpretive Mode)</li> <li>• Writing Activities (Presentational Mode)</li> <li>• Picture Prompt Activities (Presentational Mode)</li> <li>• Students' conversations / Communicative Activities (Interpersonal Mode)</li> </ul> <p>Assessments:</p> <ul style="list-style-type: none"> <li>• Journals (Presentational Mode)</li> <li>• Quizzes (Interpretive Mode, Interpersonal Mode and Presentational Mode)</li> <li>• Internet Activities (Interpretive and Presentational Mode).</li> </ul>
<b>Modifications</b>	
How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)	

Other Evidence:

Teacher observation of student comprehension

Use student responses as an indicator for comprehension

Teacher created worksheet on related topic to check for understanding.

### STAGE III Learning Plan

STAGE III Learning Plan
<p><b>Organize plan by weeks</b></p> <p><b>Week 1 &amp; 2:</b> Introduce fruits and vegetables vocabulary</p> <ul style="list-style-type: none"> <li>• Teacher introduces fruits vocabulary, pointing out commonly used radicals for fruits.</li> <li>• Students ask and answer questions using fruits vocab.</li> <li>• Teacher introduces vegetables vocabulary, pointing out commonly used radicals for vegetables.</li> </ul>

- Students ask and answer questions using new vocab.
- Reinforce vocabulary learning by creating some engaging activities such as raise the card, memory, and small white-board writing.
- Practice character writing and connect vocabulary pronunciation with corresponding characters.
- When talking about preference, introduce “不但...而且... (not only...but also...)” and practice making sentences with this sentence structure.
- Students talk about their preference in fruits and vegetables. Introduce 比较 to ask and answer comparison questions.

### **Week 3 & 4:** Describe flavors and tastes

- Review fruits and vegetables vocabulary with classroom activities.
- Teacher introduces flavor vocabulary.
- Teacher introduces sentence structure “吃起来 / 喝起来...” to describe tastes/flavors.
- Teacher introduces sentence structure “又...又...” (used to describe two adjectives together)
- Students practice describing flavors/tastes of different fruits/vegetables.
- Review “**although...but...**” and use “although...but...” to make more complicated sentences.
- Review “**why**” & “**because...so...**” to give reasons for preference.

### **Week 5:** *Project - My Salad Bowl*

- Review all vocabulary and sentence structures.
- Students create a salad bowl on a poster (with drawings or pictures) and describe the salad bowl using key sentence structures.
- Students label ingredients on the salad bowl.
- Students present their salad bowl projects to class.

### **Week 6 & 7:** Introduce food vocabulary

- Complete presentation of salad bowl project.
- Cultural Point: Teacher shows picture of traditional Chinese breakfast food and leads a discussion with students.
- Teacher introduces commonly used food vocabulary, including breakfast food, all kinds of meats,

desserts, snacks.

- Teacher introduces vocabulary of different kinds of drinks.
- Teacher introduces vocabulary of famous Chinese food dishes.
- Practice make sentences with newly learned vocabulary.
- Writing practice - students write down what they like to eat and drink for their three meals.

#### **Week 8: Dining experience dialogues**

- Teacher introduces vocabulary and useful expressions in Chinese for dining scenarios.
- Teacher introduces how to ask for prices and bargain.
- Teacher introduces basic cooking methods vocabulary. Use “first ... then..” to explain steps in recipes.
- Watch authentic videos of people buying fruits and vegetable in traditional Chinese market & videos of Chinese restaurant dialogues.
- Student practice dialogues with menu of different Chinese restaurants.

#### **Week 9: Project: Short Film - Food & Restaurant**

- Students work in small groups or work individually, choose one of the three scenarios (Food Show Host/ Reality TV star/ Food and Dining Experience) and create a short film.
- Students show their films to class, and complete an active listening sheet while watching the films.
- Students present their project orally to class.
- Teacher offers feedback and students give comments on each other’s work.

#### **Week 10: Exotic Food**

- Student each research two exotic dish and describe them in Chinese, from recipe to tastes.
- Students share their findings to class.
- Review of all vocabulary and summative assessment on reading and writing.

### **Modifications**

**How are the activities modified/differentiated? (i.e.: abridged text)**

## Specific Resources for Unit

### Specific Resources for Unit

#### Attached Affirmative Action Compliance Checklist

- Step Up in Chinese by Cengage Learning and its companion website at:
  - [http://stepup.cengageasia.com/cos/o.x?c=/ca3\\_stepup/companion](http://stepup.cengageasia.com/cos/o.x?c=/ca3_stepup/companion)
- Chinese English Dictionary available at:
  - [http://www.archchinese.com/chinese\\_english\\_dictionary.html](http://www.archchinese.com/chinese_english_dictionary.html)
- Chinese textbook << Chinese Made Easy>> and its CD
- Maps of China
- Teacher created worksheets and information
- Current articles from online Chinese-speaking newspapers
- Internet research using Chromebooks / iPads
- Chinese language learning websites:--
  - Pinyin Dictionary online at:
    - <http://pinyin.911cha.com/>
  - Standard Chinese online class:
    - <http://www.dhcca.org/SC1-1/SC1-1.htm>
  - Yabla of Chinese language:
    - <https://chinese.yabla.com/>
  - Edpuzzle of Chinese language:
    - <https://edpuzzle.com/>
  - BBC World Language website:
    - <http://www.bbc.co.uk/languages/chinese/>

## Diversity, Equity & Inclusion

NB World Language department believes that effective world language instruction promotes and advances social justice by affirming the dignity of students, languages, and cultures. To this aim, the revised standards afford each student the opportunity to use the target language to tell their own stories and to value and advocate for equity, global awareness, and intercultural understanding. The department recognizes the need to encourage dialogue and relationships on equal terms and empower the students to advocate for themselves and others by providing the tools for ongoing inclusive and equitable communication.

### **Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards**

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

### **Climate Change Education**

<u>ClimateChange Education</u>	
Enduring Understandings/Core Ideas	Performance Expectations
Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the <u>Core Idea and Performance Expectation</u> from NJDOE link above.	