

Unit 04: Shopping

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 4

Unit Title:	Shopping
Suggested Duration:	5 weeks

Interdisciplinary Connections

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

Social Studies: Currency of other countries

Math: Money exchange rate

Technology Integration

Technology Integration
Northern supports the integration of the SAMR Model : 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

[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

STAGE I Desired Results

STAGE I Desired Results	
<i>Objective (Transfer)</i>	
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Recognize and use both Chinese and American currency to shop. • Exchange Chinese currency to US dollar. • Shop in different places such as grocery store, shopping mall, supermarket etc. • Knowing how to describe a present/gift appearance. • The measure words when shopping for clothes, stationeries, food, etc. 	
<i>Mastery</i>	
<p>Big Ideas/Understanding</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Communication is the ability to understand and be understood in real world contexts. • Language and culture are mutually 	<p>Essential Questions</p> <ul style="list-style-type: none"> • What is the currency exchange rate between Chinese and US dollar? • What are the main currencies being used in the world? • Why is it so important to be financially

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.

independent and responsible?

- How does currency in different countries affect economics in the world?
- Why is online shopping become more and more popular?
- What are the advantages and disadvantages of online shopping?
- What are the standards/requirements for gifting ideas in your perspective?

Acquisition

Students will know . . .

- Chinese money
- How to shop in Chinese
- How to barge when shopping in China

Money

- goods; money
- currency
- the people
- RMB
- one's own country
- yuan the monetary unit of China
- U.S dollar
- Japanese Yen
- British pound sterling
- 10 cents
- 1 cent
- 1 dollar
- cash

Students will be skilled at . . .

- Shop in different places such as shopping mall, supermarket etc.
- Exchange Chinese currency to US dollar.
- Recognize and use both Chinese and American currency to shop.
- Negotiate for a price when shopping in China.
- Understand the difference of bargaining for a cheaper price between Chinese and American cultures.

- spend
- fee; expense
- expenses
- tuition fees
- ticket
- movie ticket
- child
- price; value
- ticket price
- how much

Shopping

- how much, how many
- subtract; reduce
- reduce the price
- shop; store
- shopping mall
- goods; commodity
- all kinds of
- compare; fairly
- expensive
- quality
- exchange
- mostly
- cheap
- sell
- customer
- discount

- original price
- twenty percent
- pay
- cash
- check
- credit card

Question words used as indefinites:

- “shui 谁” whoever
- “shen me 什么” Whatever
- “nar 哪” wherever; anywhere
- “ji/duoshao 几/多少” any number(quantity)
- “na ge 哪个” whichever

Measure words

- 张
- 件
- 条
- 瓶
- 本
- 台
- 幅
- 份
- 把

Sentences:

- I know the rate of Chinese money and US dollar.
- I like the dress you are wearing.

- I don't want to spend too much money.
- This is 3 dollars.
- I don't have changes.
- I want to buy two t-shirts.
- This dress is more expensive than that one.

Questions:

- Where did you buy the dress?
- How much did you spend?
- Which dress do you think is better?
- How much is this?
- Do you have different color/size for these pants?

Note:

“ge 各 ” each, every, various, all

- This shop sells all kinds of stuff.

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Common Summative Assessments	Common Formative Assessments
<p>Evaluations:</p> <ul style="list-style-type: none"> • Comprehensive written and listening comprehension test on topic. (Interpretive/interpersonal/ presentational) • Poster – “My Holiday Shopping Wish 	<p>Practices:</p> <ul style="list-style-type: none"> • Checking for Understanding (Interpersonal Mode) • Reading Comprehension Activities (Interpretive Mode) • Listening Activities (Interpretive Mode)

<p>List” (Interpretive and Presentational Mode) Students will create and present the following :</p> <ul style="list-style-type: none"> ○ A gift wish list for family during Christmas ○ A brief introduction of the gift ideas in terms of number and style. ○ A detailed description of the gifts including color, price and rationale for the purchase. <ul style="list-style-type: none"> ● Skit designing – “Buying a Birthday Gift” (Interpersonal Mode) Students will be designing an interview with their partners. Students will be given a list of questions they need to ask their partners or could be asked about by their partners. 	<ul style="list-style-type: none"> ● Writing Activities (Presentational Mode) ● Picture Prompt Activities (Presentational Mode) ● Students’ conversations / Communicative Activities (Interpersonal Mode) <p>Assessments:</p> <ul style="list-style-type: none"> ● Journals (Presentational Mode) ● Quizzes (Interpretive Mode, Interpersonal Mode and Presentational Mode) ● Internet Activities (Interpretive and Presentational Mode)
Modifications	
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 topics to check for understanding.

STAGE III Learning Plan

STAGE III Learning Plan
<p>Organize plan by weeks</p> <p>Week 1: Introduce the Chinese currency vocabularies</p> <ul style="list-style-type: none"> ● Teacher introduces Chinese currency vocabulary through board writing, powerpoint slides and flash cards. ● Reinforce learning by engaging students in activities such as Kahoot, Quizlet or individual smallboard practice.

- Writing Chinese characters with correct stroke order implemented.
- Sentence structure explained. “A比B便宜/贵.”
- Class activities make new dialogues use the words been taught.
- Homework-- worksheet about Chinese currency.

Week 2: Review Chinese currency vocab and introduce shopping vocabularies

- Review vocabulary and related topics through authentic audio/visual materials such as videos, songs and bingo cards.
- Class activities-- make new dialogues using the new vocabulary.
- Writing Chinese characters with correct stroke order implemented.
- Translation of short conversation about shopping.
- Homework-- worksheet about Chinese currency and shopping.
- Take notes, review vocabulary on board, complete worksheets.
- Listening and reading comprehension exercises.

Week 3: Introduce relevant adjectives, adverbs and measure words for shopping

- Journal - Written activities to help them learn to express their shopping ideas using the words and sentences learned.
- Understand original Chinese texts with context clues to guess the meaning of unfamiliar words.
- Translation of a short text about shopping ideas and gifts appearance description.
- Teacher introduces relevant adjectives, adverbs and measure words through board writing, powerpoint slides and flash cards.
- Reinforce learning by engaging students in activities such as Kahoot, Quizlet or individual smallboard practice.
- Writing Chinese characters with correct stroke order implemented.
- Measure words use explained to help memorize the characters.
- Class activities-- make new dialogues use the words been taught.

Week 4: Introduce the key question words when describing items

- Teacher reviews previous vocab and introduces key question words when describing items through

board writing, powerpoint slides and flash cards.

- Explaining useful Chinese phrases when negotiating for a price.
- Class discussion of bargaining and negotiating prices in Chinese culture.
- Class activities make new dialogues use the words been taught.
- Create a skit to shop for a gift and negotiating for a price.
- Listen to various scenarios and discuss comprehension afterward.
- Engage students in mini-conversations.

Week 5: Work on projects: designing scripts and rehearsing for oral presentation

- Poster – “My Holiday Shopping Wish List” (Interpretive and Presentational Mode) Students will create and present the following:
 - A gift wish list for family during X’mas
 - A brief introduction of the gift ideas in terms of number and style.
 - A detailed description of the gifts including color, price and rationale for the purchase.
- Skit designing – “Buying a Birthday Gift” (Interpersonal Mode) Students will be designing an interview with their partners. Students will be given a list of questions they need to ask their partners or could be asked about by their partners.
- Presentation of the Interview and the Poster.
- Share and look at each other’s project (make comments).

Modifications

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

Specific Resources for Unit

Specific Resources for Unit

Attached Affirmative Action Compliance Checklist

Textbook: Step Up in Chinese by Cengage Learning and companion website at:

http://stepup.cengageasia.com/cos/o.x?c=/ca3_stepup/companion

Chinese textbook << Chinese Made Easy>> and its CD

Maps of China

Google Classroom

Chromebooks / iPads

Teacher created worksheets and information

Digital flashcards

Educational digital platforms like Google Slides, Docs, Sheets, Forms, Microsoft PowerPoint, Word, Excel, Media Player.

ActivBoard/SmartBoard

Current articles from online Chinese-speaking newspapers

Chinese language learning websites:--

Chinese English Dictionary available at:

http://www.archchinese.com/chinese_english_dictionary.html

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/>

Arizona State University (ASU) AP Chinese website:

<http://asuapchinese.org/>

ASU Chinese Culture Projects website:

<http://www.asuapchineseculture.org/index.html>

Diversity, Equity, & Inclusion

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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

ClimateChange Education

Enduring Understandings/Core Ideas	Performance Expectations
<p>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.</p>	