

Foods I Like

(Sample Unit)*

Proficiency: Novice High

Language: Chinese

Theme: Contemporary Life

*This sample gives the framework for a thematic unit that integrates all the components of the Model Curriculum. Teachers can modify this unit for their language and proficiency level and can include specific lessons and content that align with their local course or curriculum.**

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Ohio Department of Education, June 2014

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A.

STANDARDS: [K-12](#) [6-12](#) [9-12](#)

1. Communication
2. Cultures

Competency, Process and Content Statements

Interpretive:

- 2. Analyze how authentic sources convey viewpoints and use authentic sources critically.**
 - b. Analyze the viewpoints of authentic sources by determining who produced the texts, when, why and for whom.
 - c. Synthesize information about the same topic or event from multiple authentic sources, noting important similarities and differences in the points of view they represent.
 - d. Use information and viewpoints from authentic sources to inform or enhance a conversation, presentation or expression of creativity.
- 3. Comprehend and interpret information in authentic messages and informational texts.**
 - a. Follow simple instructions, directions, and requests.
 - b. Answer questions about authentic messages and informational texts.
 - e. Draw simple conclusions based on the most important ideas and details derived from authentic messages and informational texts.

Interpersonal:

- 2. Interact with others using culturally appropriate language and gestures on familiar topics.**
 - b. Ask and answer some simple questions on personal and familiar topics.
 - c. Give and follow sequences of simple directions, requests or instructions to engage in limited variety of social, educational, cultural activities.
 - d. Share simple descriptions of people, places, things and events.
 - e. Initiate, carry on and conclude conversations and interviews on basic personal, general knowledge, academic and interdisciplinary topics and issues.
- 3. Express preferences, feelings, emotions and opinions about familiar and some unfamiliar topics.**
 - a. Express basic feelings and emotions in reaction to an announcement, a surprise or an event.
 - b. Ask and answer simple questions about feelings, emotions and preferences.
 - c. Exchange, compare and support preferences and opinions about personal, academic, contemporary or historical topics.

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Presentational:

1. Convey meaning using writing processes and presentation strategies.

- a. Plan texts and presentations by brainstorming ideas and choosing vocabulary, phrases and sentence patterns.
- b. Organize thoughts and choose resources.
- e. Produce final drafts/presentation with aesthetic appeal using tools that help to convey meaning.
- f. Rehearse presentations using delivery strategies.

2. Present information, concepts and viewpoints on familiar and some unfamiliar topics from across disciplines.

- b. Tell a simple personal story or anecdote.
- c. Describe people, places or things in simple terms to educate or entertain others.
- d. Explain a process or concept.
- f. Publicize an event, program or recent success by providing the most relevant details.
- j. Advise others about an option, idea, plan or perspective using more simple language.

Cultures:

1. Analyze and describe relationships among products, practices and perspectives and compare them across cultures.

- c. Examine and compare products, practices and perspectives of the U.S. and target cultures.

2. Experience the target language and culture(s) and share information and personal reactions with others.

- b. Experience and react to expressive products.
- g. Identify and use appropriate levels of formality or informality when interacting with members of the target culture.

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B.

CONTENT ELABORATIONS
<p>Unit Theme: Contemporary Life</p> <p>Unit Topic(s): Foods I Like</p> <p>Essential Question(s): What do my food choices say about me?</p> <p>Communicative Context: Choosing a restaurant to eat at with friends</p>

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C.

UNIT SUMMATIVE ASSESSMENT		
<p><u>Integrated Performance Assessment (IPA)</u></p> <p>IPA Theme: Choosing a restaurant to dine at with friends, based on mutual tastes</p> <p>Authentic Resource: http://store.twsfood.com/</p>		
<p>Interpretive Task(s): <i>(Evaluate with an Interpretive performance or proficiency rubric.)</i></p>	<p>Interpersonal Tasks: <i>(Evaluate each student with an Interpersonal performance or proficiency rubric.)</i></p>	<p>Presentational Tasks: <i>(Evaluate with a Presentational performance or proficiency rubric.)</i></p>
<p>View this website and make a list of foods you would buy if you were planning a dinner. Include at least 10 foods you like.</p>	<p>Role-play a telephone call with a partner, in which you choose a restaurant for dinner. Include greetings; invitation (I want to eat ... , What do you think?); negotiation (I like ... , I don't like ... , This is better/spicier/tastier than ... , What time ...? Where should we go?).</p>	<ul style="list-style-type: none">• Compose a Facebook invitation to dinner, addressing a group or individual.• Write a text message asking one or more friends to eat out.• Write a script for a phone reservation to a restaurant, including greetings, time and date.

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D.

EXPECTATIONS FOR LEARNING

For teachers: [Standards Alignment Tool](#)

For students: [Can-Do Statements](#)

Learning Targets for This Unit:

Interpretive:

- I can sometimes understand simple questions or statements on familiar topics.
- I can sometimes understand short simple messages on familiar topics.
- I can sometimes understand short, simple descriptions with the help of pictures or graphs.

Interpersonal:

- I can exchange some personal information.
- I can exchange information using texts, graphs, or pictures.
- I can make plans with others.

Presentational:

- I can present information about my life using phrases and simple sentences.
- I can write information about my daily life in a letter, blog, discussion board, or email message.
- I can give basic instructions on how to make or do something using phrases and simple sentences.

Intercultural:

I can identify some common products related to home and community life of other cultures and my own.

- I can identify common foods from the target culture.
- I can identify some common types of restaurants across cultures.

I can identify some common practices related to home and community life of other cultures and my own.

- I can identify some common eating habits in other cultures.

I can imitate some simple patterns of behavior in familiar settings across cultures.

- I can recognize and imitate table manners.

I can use memorized language and very basic cultural knowledge to interact with others.

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E.

UNIT CONTENT and AUTHENTIC RESOURCES
Content
Language Functions: Inviting/accepting, likes/dislikes
Structures: Using verbs in different tenses, question formation, telling time
Vocabulary: Food, times, restaurants, phrases for inviting, accepting and preferences
<u>Authentic/Other Resources</u> (Audio, video or text, related to this unit)
http://store.twsfood.com/

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F.

INSTRUCTIONAL STRATEGIES FORMATIVE ASSESSMENTS
Pre-Assessment of Prior Knowledge
Do you like to go out to eat? What kind of food you like? What resources do you use to find out whether a restaurant is good or not? What types of things do you need to consider when eating out with friends?
<u>Instructional Strategies and Formative Assessments</u>
Formative Assessments:
<ul style="list-style-type: none">• Observe role-plays and use an analytic rubric to provide feedback.• Do reading comprehension activities based on food reviews.• Watch clips of native speakers introducing restaurants/foods and answer comprehension questions.• Give discrete point quizzes over vocabulary, forms, etc.

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Interpretive Strategies and Tasks:

- Reading/viewing: skimming, scanning for key words.
- Teacher chooses three different regional cuisines. Students as a group find out the features and specialties of each regional cuisine and decide which region they would want to visit.
- Students then research one or more dishes from their region. They use at least three sentences to describe the preferred cuisine.

Interpersonal Tasks:

- Students need to use simple phrases to describe to one another why they chose a certain regional cuisine and several famous dishes from that cuisine.
- One student initiates an invitation to a restaurant and is responsible for negotiating the date and time. Other students may take turns playing this role for the same invitation or a different one. The student who initiated needs to use at least three different ways to invite friends (e.g., phone call, Facebook/Weibo, or text message).
- Once the final date has been set, use [Foursquare](#) to find the best restaurant at a convenient location. Contact others with the date, time, and restaurant location. Find out and attach the direction information if possible.
- Negotiate the date and time with other students. Defend one's food choice if anyone questions or suggests an alternative.

Presentational Tasks:

1. Send out the dinner invitation via phone call, Facebook/Weibo, and text message.
2. Call the restaurant to make a reservation and order dishes.

Diverse Learners:

- Navigate the food review website with the class and give instructions for researching or finding information.
- Provide templates for phone conversations, text messages, and a short blog announcement. (Formulaic Responses)
- Have advanced students assist struggling students to complete tasks.

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G.

CONNECTIONS

21st-Century Skills:

- Students as effective communicators use languages to engage in meaningful conversation, to understand and interpret spoken language and written text, and to present information, concepts and ideas.
- Students use the target language in a real-world scenario.
- Students use math skills, language skills and creativity.
- Students collaborate to create a unique and interesting experience for the whole class. They must persuade others in their group to go along with an idea, although there are other times when concessions need to be made.

Technology:

- Students will practice at least two ways of Chinese input on smartphone or computer.
- www.foursquare.com; Facebook/Weibo; iPhone/smartphone for text message in Chinese.

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