

# Chinese Immersion 3H



<b>Unit 6</b>	<b>Summer Plans</b>	<b>AP Theme(s)</b> <ul style="list-style-type: none"> <li>● <b>Families and Communities</b></li> <li>● <b>Personal and Public Identities</b></li> </ul>	<b>Estimated Time: 5-6 weeks</b>
	<b>Summative Performance Assessment (Final Project)</b> <ul style="list-style-type: none"> <li>● Make a brochure about your summer plans to go to China.</li> <li>● Present why you are going to China and what you will do there.</li> </ul>		

**Target = full control within Intermediate Low**

- ★ Use formulaic and rote utterances with increasing detail, plus begin to create with language (adapt learned material to express personal meaning)
- ★ Ask and answer questions
- ★ Deal with simple social situations
- ★ Topics focusing on me and on common aspects of daily life
- ★ Use of discrete sentences and occasionally use strings of sentences
- ★ Full control in present tense, partial control in past and future tenses.

**plus scaffolded exposure and practice with Intermediate Mid level texts and tasks**

**Essential Questions:**

- ★ What is productive and meaningful summer plans?
- ★ Why is it important to arrange summer activities?

- ★ How do choices regarding hobbies and spare time activities contribute to people’s identities?
- ★ How do plans and goals affect our lives?
- ★ What influence does language learning have on our options for life choices?

**Cultural Competencies:**

Products:

- Compare and contrast different summer camp/travel experiences available in China/Taiwan.

Practices

- Compare and contrast summer plans for students in China and the US.

Perspectives:

- How does culture contribute to perspectives about how to spend vacation time?

<b>World Language Standards</b>		<b>Student Learning Targets</b>
<b>Interpretive Listening</b>	IM.IL.1: I can understand basic information in ads, announcements and other simple recordings.	-I can understand messages from people about different activities in the summer and fill out a chart about how they can benefit from them. <ul style="list-style-type: none"> <li>• P. 175, Workbook 2/2, Audio Clip 6-1-6</li> </ul> -I can understand a recording of peoples’ complaints about their summer activities. <ul style="list-style-type: none"> <li>• P. 191, Workbook 2/2 Audio Clip 6-2-6</li> </ul>
	IM.IL.2: I can understand the main idea of what I listen to for personal enjoyment.	
	IM.IL.3: I can understand messages related to my everyday life.	- I can understand a phone call from my roommate and leave a message for him/her. <ul style="list-style-type: none"> <li>• P. 237, Workbook 2/2 Audio Clip 6-5-</li> </ul>

Interpretive Reading	IL.IR.1: I can understand messages in which the writer tells or asks me about topics of personal interest.	<p>-I can read and understand questions about my summer break and respond in an online chat activity</p> <ul style="list-style-type: none"> <li>• P. 185 workbook 2/2 VII</li> </ul> <p>- I can understand a letter about a person's summer intern experience and answer some content questions based on the letter</p> <ul style="list-style-type: none"> <li>• P. 229 Workbook 2/2 VI</li> </ul>
	IL.IR.2: I can identify some simple information needed on forms.	
	IL.IR.3: I can identify some information from news media.	
Presentational Speaking	IL.PS.1: I can talk about people, activities, events, and experiences.	
	IL.PS.2: I can express my needs and wants.	
	IL.PS. 3: I can present information on plans, instructions, and directions.	<p>- I can make a plan of the activities I want to do for the upcoming summer break and present it to my classmates</p> <p>- I can make a list about what I need for the activities I want to do during my summer break and present it to my parents, along with a plan to earn money.</p>
	IL.PS.4: I can present songs, short skits or dramatic readings.	

	IL.PS.5: I can express my preferences on topics of interest.	-I can describe the specific job I want to do for a summer volunteer work I signed up for.  ● P. 244 Workbook VI (reference)
Presentational Writing	IL.PW.1: I can write about people, activities, events, and experiences.	
	IL.PW.2: I can prepare materials for a presentation.	
	IL.PW.3: I can write simply about topics of interest.	- I can write a simple job/volunteer advertisement listing the requirements for a summer job and a description of the work  ● P. 213 Workbook VI
	IL.PW.4: I can write basic instructions on how to make or do something.	1. I can write a note to your house-sitter Mrs. Li to tell her what she should do to take of a house while the people are gone on vacation.  ● P. 211 Workbook IV
	IL.PW.5: I can write questions to obtain information.	
Interpersonal Speaking	IL.IC.1: I can have a simple conversation on a limited number of everyday topics.	- I can have a simple conversation with my friends about plans to spend a weekend in Hangzhou, and compare and contrast our interests.  ● P. 209, Workbook 2/2 II
	IL.IC.2: I can ask and answer questions of factual information that is familiar to me.	

	IL.IC.3: I can use the language to meet my basic needs in familiar situations.	-I can do a mock interview with my partner for a summer job, or a volunteer work.  <ul style="list-style-type: none"> <li>• P. 214, Workbook 2/2 VII</li> <li>• P. 252 Workbook 2/2 IV</li> </ul>
Cultural Products and Practices	I.CPP.1: I can explore and reference current and past examples of authentic cultural products and practices.	
	I.CPP.2: I can compare and contrast some common products of other cultures and my own.	
	I.CPP.3: I can compare and contrast some behaviors or practices of other cultures and my own.	. I can compare and contrast some of the differences between Chinese summer vacations and American summer vacations.
Cultural Perspectives	I.CP.1: I can describe some basic cultural viewpoints.	
	I.CP.2: I can make some generalizations about a culture.	- I can describe some common attitudes that students and parents in China have about how summer break should be spent.
Cultural Interaction	I.CIA.1: I can handle short interactions with peers and colleagues in familiar situations at school, work, or play.	- I can have a conversation with a Chinese student and talk about our different summer break plans.
	I.CIA.2: I can recognize and refer to elements of traditional and pop culture.	- I can discuss with my group or a partner the current trends for summer activities in China.
	I.CIA.3: I can sometimes recognize when I have caused cultural misunderstanding and try to correct it.	

Transitions	<ul style="list-style-type: none"> <li>● 到（了）。。。才</li> <li>● 而且</li> <li>● 就</li> </ul>	
Possible Idioms	<ul style="list-style-type: none"> <li>● 开门见山</li> <li>● 身强力壮</li> <li>● 学而不厌</li> <li>● 井底之蛙</li> </ul>	

### Readings: [focusing on native, authentic texts]

- “My Life as an Intern” email, Pg. 229-230 (WB 2/2)
- “Volunteer Community Service Notices” website, Pg. 244-246 (WB 2/2)

### Audio/Video:

- Workbook P. 175 Audio Clip 6-1-6
- <https://www.youtube.com/watch?v=GvSDV7MAqv0> (video about other students spend their summer in China)
- <https://www.youtube.com/watch?v=ssSjiGRwL68> (a news clip about Chinese students coming to the US for summer camp)
- 美国高中生的暑假生活 (American students' summer vacation) <https://www.youtube.com/watch?v=7p2fdOFKNiY>
- 還給孩子他要的暑假 (What Chinese students want for summer vacation?)  
<https://www.youtube.com/watch?v=FEGYX7KtbGs>
- 學生暑假打工換宿 體驗農村生活 (Summer work on a farm)  
<https://www.youtube.com/watch?v=WnVX441GyjE>