



## Mandarin 2 - Unit 3 - Let's Go Shopping

### Unit Focus

In Unit 3 of Mandarin 2, the students will study shopping by exploring the markets, malls, and stores of both China and America. Students will examine the basic types of stores, but will focus on shopping for clothing, food, and school supplies. Students will experience how to haggle in markets. Students will write dialogues, while practicing their typing and writing skills. The unit will culminate in students creating a dialogue involving haggling and must adhere to a shopping list.

Many of the events listed in stage 3 will happen continuously and repeatedly to help students with Chinese characters and pronunciation.

### Stage 1: Desired Results - Key Understandings

| Standard(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Transfer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ACTFL World Readiness Standards for Learning Languages</b> <ul style="list-style-type: none"><li>Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions (C.1.1)</li><li>Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (C.1.2)</li><li>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 (C.1.3)</li><li>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.2.1)</li><li>School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. (C.5.1)</li></ul> | <i>Students will be able to independently use their learning to...</i><br><b>T1</b> Initiate communication on and respond effectively to a given topic based on interactions/exchanges.<br><b>T2</b> Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful.                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Meaning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Understanding(s)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Essential Question(s)</b>                                                                                                                                                                                                                            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <i>Students will understand that...</i><br><b>U1</b> The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people.<br><b>U2</b> Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal)<br><b>U3</b> Words and gestures have specific meanings in a given culture that may impact your connections to people (e.g., demonstration of respect/disrespect).<br><b>U4</b> Knowledge of another language and culture help one to participate in the global community (real and virtual). | <i>Students will keep considering...</i><br><b>Q1</b> How can I connect with people (right now) who speak another language?<br><b>Q2</b> Is what I'm saying understood?<br><b>Q3</b> How are other cultures different from my own, and from each other? |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Acquisition of Knowledge and Skill</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Knowledge</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Skill(s)</b>                                                                                                                                                                                                                                         |
| <b>Madison Public Schools Profile of a Graduate</b> <ul style="list-style-type: none"><li>Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <i>Students will know...</i><br><b>K1</b> Describe the color, size, and price of a purchase<br>New Vocabulary: 买(mǎi) 东(dōng) 西(xī)- buy things; 商(shāng) 店(diàn)- shop store; 一(yí) 共(gòng)- in total                                                                                                                                                                                                                                                                                                                                                                                                                                | <i>Students will be skilled at...</i><br><b>S1</b> Shopping in China and comparing shopping practices in China vs. U.S.<br><b>S2</b> Paying for purchases                                                                                               |

## Stage 1: Desired Results - Key Understandings

**K2** Recognize Chinese currency and pay in cash or with a credit card; Determine the proper change you should receive  
 Vocab: 钱(qián)- money; 信(xìn) 用(yòng) 卡(kǎ)- credit card; 支付宝- Ali Pay; 微信支付-Wechat Pay; 一(yí) 共(gòng)- in total; 钱(qián)- money 找您 XX 钱-give you XX change

**K3** Ask for merchandise in a different size, color or price  
 Vocab: 大小-size; 便(pián) 宜(yì)- cheap; 合(hé) 适(shì)- suitable; 长(cháng) 短(duǎn)- length; 颜(yán) 色(sè)-color

**K4** Exchange merchandise  
 Grammar: 要(yào) -the modal verb-want to; 的(de) - structure  
 Denominations of currencies; 跟(gēn) / 和(hé) ... 不(bù) 一(yí) 样(yàng) -not the same as...; 虽(suī) 然(rán) .., 可(kě) 是(shì) / 但(dàn) 是(shì) ... though...

**S3** Questioning and Answering between a shopkeeper and a customer  
**S4** Working together towards a desired goal