Mandarin 3 - Unit 3 - Sick Day!

Unit Focus

In Unit 3 of Mandarin 3 Students will learn how to use medical vocabulary. This will be especially useful if they should go to China and fall ill or see someone else fall ill. Over the course of the unit, the students will learn the most common symptoms and how to share those symptoms with professionals.

How do you show empathy and concern for someone who is seemingly ill? How do you help someone who needs help? These questions will guide the students through the unit.

The students will work on their skill of design - students will create a dialogue wherein they will role-play as doctors and patients. The dialogues will first be revised by the teacher, then students will be tasked with revising their own work. Did they choose the proper character when typing up their script? Does the symptom match the illness? At the end of the unit, students will present their finalized script to the class.

Stage 1: Desired Results - Key Understandings

Standard(s)

ACTFL World Readiness Standards for Learning Languages

- Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions (C.1.1)
- Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (C.1.2)
- 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)
- 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)
- Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (C.3.1)

Transfer

Students will be able to independently use their learning to...

T1 Initiate communication on and respond effectively to a given topic based on interactions/exchanges.
T2 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)
T3 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful.

Meaning

Understanding(s)

Students will understand that...

U1 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)
U2 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal)
U3 Knowledge of another language and culture help one to participate in the global community (real and virtual).

Essential Question(s)

Students will keep considering...

Q1 Is what I'm saying understood?
Q2 What am I trying to say and how do I say it?
Q3 Is what I'm saying and doing culturally appropriate?

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 Vocabulary - stomach symptoms and causes: 病人 Bìngrén， 病 bìng， 医院 yīyuàn，看病 kànbìng， 肚子 dùzi， 疼死 téng sǐ，疼 téng，死 sǐ，夜里 yèlǐ， 好几 hǎojǐ， 厕所 cèsuǒ， 把 bǎ，

Skill(s)

Students will be skilled at...

S1 Describing ailments for both myself and others
S2 Reading, Writing, and Speaking Chinese characters accurately and with proper tones

Stage 1: Desired Results - Key Understandings		
• Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (C.4.1) • Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (C.5.2) **Madison Public Schools Profile of a Graduate** • Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)	冰箱 bīngxiāng， 发烧 fāshāo， 躺下 tǎng xià， 躺 tǎng， 检查 jiǎnchá， 吃坏 chī huài， 坏 huài， 打针 dǎzhēn， 针 zhēn， 药 yào， 片 piàn， 遍 biàn， 最好 zuì hǎo， 小时 xiǎoshí， 办法 bànfǎ **K2** Language structures relating to stomach ailments: 死 sǐ Indicating an extreme degree 次 cì Times of action 起来 qǐlái Indicating the beginning of an action 把 bǎ Construction **K3** Vocabulary - respiratory symptoms and causes: 感冒 gǎnmào，生病 shēngbìng， 身体 shēntǐ，痒 yǎng，过敏 guòmǐn， 药店 yàodiàn， 健康 jiànkāng， 保鲜 bǎoxiān， 赶快 gǎnkuài， 要不然 yào bùrán， 越来越 yuè lái yuè， 上次 shàng cì， 休息 xiūxí，懒 lǎn， 再说 zàishuō， 乱 luàn **K4** Language structures for respiratory ailments 对 duì The preposition 越来越 yuè lái yuè denotes progressive change over time. 再说 zàishuō introduces an additional reason for an action that has been taken or a decision that has been made	**S3** Reflecting on and revising work to ensure accuracy and to determine next steps **S4** Answering appropriately and accurately to spontaneous questions