

Teacher(s) Wang Peng

School, Subject group and discipline

Unit title 食物

MYP year 2

Unit (hrs) duration 50 hrs

Inquiry: Establishing the purpose of the unit

Key concept (select 1)

Related concept(s) (select 1 - 2)

Global context & Exploration

Culture

pattern and structures

Personal and Cultural Expression

Statement of inquiry process

Cultural patterns and structures foster and create language expression and lifestyle choices

Inquiry questions (scaffold by creating more than one questions)

Factual:

What vocabulary is essential when talking about food in your culture?

Students acquire the basic vocabulary to a certain food in different cultures.

Conceptual

How is food used differently in various cultures around the world?

Students categorize the different styles of food and how they might be used or related to different cultures

Debatable

Students apply their knowledge to order various food according to their different cultural needs. Should we judge people by what they eat? Why or why not?

Objectives and their strands	Summative assessment task	
<p>Students compare regional Chinese cuisine with regional American cuisine they know, and will describe the ingredients in many traditional dishes along with cooking processes. Students demonstrate use of appropriate expressions for ordering food and drink.</p>	<p>Informal assessments include teacher visual observations as students identify which tone they hear in newly learned words by using hand gestures. Teacher asks students to express their understanding of the meaning of a new word by saying its translation in English. During this check for understanding the teacher allows students time for metacognition and reflection if there is disagreement and provides immediate feedback on the correct tone. The teacher checks student listening comprehension by having students make gestures to indicate their understanding (using agreed-upon signals to represent the words). A variation is having students close their eyes and respond with such hand gestures to the words they hear, so the teacher can see which ones have and have not acquired the target vocabulary.</p> <p>The teacher assesses student reading comprehension by asking students to verbally read pinyin and Chinese characters projected on a screen or written on poster-sized charts, and when reading their storyboards. The teacher gives immediate feedback by asking the student to read again, asking another student, or giving the correction. In the beginning stages of second language acquisition in Chinese, students are expected to recognize Chinese characters by associating them with English translations.</p> <p>Student written production of pinyin is informally assessed by peers and the teacher reading their storyboard descriptions and giving oral feedback.</p> <p>When students are presenting their knowledge either orally or in writing, it is based upon a teacher- and class generated rubric.</p> <p>Summative Assessment will include two part: Part I: students design their own Chinese menu. Part II: Students demonstrate the steps of cooking a food in Mandarin by making a PPT or Video</p>	<p>Relationship between summative assessment task(s) and statement of inquiry: How is the summative assessment task assessing the statement of inquiry?</p> <p>Formal assessments will be conducted at the end of each unit of study to ascertain internalization of key vocabulary, words and phrases. Through demonstrate the food making process, students will cook food in different ways and it gives further explanation of the statement of inquiry: Food is a form of cultural expression that allows people to express their rituals in different ways</p>

Approaches to learning (ATL)

Thinking process to identify the ATL for the unit:

Example: In order for students to [strand:] use appropriate mathematical language (symbols, terminology) in both oral and written statements students must [skill:] **revise understanding based on new information and evidence** (ATL Category: Thinking, Skill Cluster: Critical Thinking)

ATL Identification	Skill Category	Skill Cluster	Skill indicator	Learning Experience
In order for students to (strand), students must...	Communication	Communication	Use a variety of speaking techniques to communicate with a variety of audiences Share ideas with multiple audiences using a variety of digital environments and media	
In order for students to (strand), students must...	Communication	Communication	Read critically and for comprehension Read a variety of sources for information and pleasure	
	Self-management	Organization	Plan short- and long-term assignments; meet deadlines Select and use technology effectively and productively Bring necessary equipment and supplies to class Keep an organized	

and logical system
of information
files/notebooks

Action: Teaching and learning through inquiry

Learning process		Formative Assessment	Differentiation
Content: Common Core Standards Content/knowledge Concept development Skills	Learning experiences and teaching strategies PARCC Like Activities/Engagements should be noted with an *	PARCC Like Activities/Engagements should be noted with an *	
Content 1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines. 1.1 Students address discrete elements of daily life, including: I. Food, meals, restaurants Communication 1.0 Students use formulaic language (learned words, signs and phrases). 1.1 Engage in oral, written, or signed conversations. 1.2 Interpret written, spoken, or signed language. 1.3 Present to an audience of listeners,	Students as a whole class listen to teacher give a contextualized mini-lecture. Students also demonstrate listening comprehension by pointing at pictures or realia or otherwise indicating their understanding. Students listen to each other in pairs and during teamwork and to group presentations to the class. Students speak to each other in pairs and teams using key vocabulary words and phrases. Students speak to the teacher and frequently present to the class with partners or teams. Students read(circle) four to six new Chinese characters in simplified Chinese. Students read short class-generated stories written in pinyin based on the unit theme and/or lesson. Students write pinyin phrases to describe storyboards created with teacher or team or partner collaboration. Students write four to six Chinese characters in simplified	Informal assessments include teacher visual observations as students identify which tone they hear in newly learned words by using hand gestures. Teacher asks students to express their understanding of the meaning of a new word by saying its translation in English. During this check for understanding the teacher allows students time for metacognition and reflection if there is disagreement and provides immediate feedback on the correct tone. The teacher checks student listening comprehension by having students make gestures to indicate their understanding (using agreed-upon signals to represent the words). A variation is having students close their eyes and respond with such hand gestures to the words they hear, so the teacher can see which ones have and have not acquired the target vocabulary. The teacher assesses student reading comprehension by asking students to verbally read pinyin and Chinese characters projected on a screen or written on poster-sized charts, and when reading their storyboards. The teacher gives immediate feedback by asking the student	

readers, or viewers.

Functions

1.4 List, name, identify, enumerate.

1.5 Identify learned words, signs, and phrases in authentic texts.

1.6 Reproduce and present a written, oral, or signed product in a culturally authentic way.

Cultures

1.0 Students use appropriate responses to rehearsed cultural situations.

1.1 Associate products, practices, and perspectives with the target culture.

1.2 Recognize similarities and differences within the target cultures and among students' own cultures.

1.3 Identify cultural borrowings.

Structures

1.0 Students use orthography, phonology, or ASL parameters to understand words, signs, and phrases in context.

Chinese

Using sentence frames, teams create collaborative posters to compare the four major regions' cuisines. Use T-graph to list more American foods and Chinese foods. Use graph to form oral sentences. Write two or three sentence in learning log. Play a version of team feud game in which teacher says Chinese term, teams put heads together to whisper English translation. When team agrees, hands go up. First team with hands up gets to translate, etc.

After learning the basic vocabulary and phrases needed to order food and drink in a restaurant, student teams will take turns playing the role of server and customers in a role-play. TPRS- Chéng lóng wǎn shàng qī diǎn zài shànghǎi tā zuì ài de cāntīng lǐ chī dà zhá xiè.

Teacher provides "homework" that involves including parents and family in thinking about or practicing the new learning and language skills.

to read again, asking another student, or giving the correction. In the beginning stages of second language acquisition in Chinese, students are expected to recognize Chinese characters by associating them with English translations.

Student written production of pinyin is informally assessed by peers and the teacher reading their storyboard descriptions and giving oral feedback.

1.1 Use orthography, phonology, or ASL parameters to produce words or signs and phrases in context.

1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know.

Settings

1.0 Students use language in highly predictable common daily settings.

1.1 Recognize age appropriate cultural or language use opportunities outside the classroom.

Resources

Include all resources (textbook, journals, blogs, videos, web sites etc.) including specific information about each resource.

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
2019-2020 Food is a form of cultural expression that allows people to express their rituals in different ways? I collected a lot of local Chinese restaurant's menu. I brought some authentic Chinese food for students to taste, since most of them consider American Chinese food to be real Chinese food .	2019-2020 What student inquiries are emerging? By the end of the unit, some students started use some target language asking for daily conversation. Such as: 我想吃.....请给我.....不好吃。 But the Chinese character writing still are hard for most of the students. Some students even practice the real Chinese cooking at home.	2019-2020 What made your unit successful? How was the learning? It is nice to see students develop decoding skill in mandarin. Most of them can use this skill to order food for different people. Students could tell the differences between American Chinese food and authentic Chinese food. Some of them even do some further research how to identify the real Chinese food.
2020-2021 Through virtual learning, students can cook authentic Chinese food at home	2020-2021 When students were using the oven, make sure the parents or guardians supervised.	2020-2021 Parents enjoyed to see and eat their children's cooking.
2021-2022	2021-2022	2021-2022