

Technology Integration Workshop
2016

Unit Title: **Food**

Grade Level: (example: 9, 10, 11, 12 or 7-8) **9-12 Chinese 2 (Intermediate low- Chinese)**

Subject Area: (example: Science, Physics; English, Short Stories) **World Language**

Duration/Length/Number of class periods: (example: 5 class periods) **5-6 class periods (2nd quarter)**

Description: **Chinese 2 students in group of 3-4 will use technology to present their findings in food culture and lifestyle in one of these cities in China; Xian, Nanjing, Shandong, Changchun, Guilin.**

Established Goals (National, State, Local): ACTFL--World-Readiness standards for learning languages

COMMUNICATION-communicate effectively in Chinese language in order to function in a variety of situation and for multiple purposes

Interpersonal Communications: Learners interact and negotiate meaning on food and food consumption in spoken, signed, or written conversation to share information, reactions, feelings, and opinions.

Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on food consumption in China .

Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on food consumption in China. using appropriate media and adaption to various audiences of listeners, readers, or viewers.

CULTURES-interact with cultural competence and understanding

Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the food consumption in China.

CONNECTIONS-Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

Making Connection: Learners build, reinforce, and expand their knowledge of other disciplines food consumption in China while using the language to develop critical thinking and to solve problems creatively.

COMPARISONS-Develop insight into the nature of language and culture in order to interact with cultural competence.

Cultural comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture food consumption in China through comparisons of the cultures studied and their own.

COMMUNITIES-Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

School and Global Communities: Learners use the language both within and beyond the classroom on food consumption in China to interact and collaborate in their community and the globalized world.

What **Enduring Understandings** are desired?

Food consumption and meal planning habits differ based on different culture.

Food consumption is related to their cultural practices and economic status.

What **Essential Questions** will be considered?

Is food the important mean of human relationship?

Students will know / be able to: *Students will know the basic food groups, food names and daily meal planning. Students are able to identify the relationship between the eating habit and culture; students are also able to identify the relationship between eating habit and health. Students are able to use one technology to present their finding and their recommendation in target language.*

<p>Description: <i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i></p> <p>The class is on a block schedule. The students and the teacher meet every other day. The class is 80 minutes in length.</p>	<p>F o r m a t i v e</p>	<p>S u m m a t i v e</p>	<p>Intro duct ory Acti vity</p>	<p>Lear ning Acti vity</p>	<p>Stu dent Tec hno logy Use d</p>	<p>Teac her Tech nolo gy Used</p>	<p>ISTE Standards</p>
<p>DAY 1 Top ten survey what kind of foods Chinese people eat daily. Discuss the survey and the survey result. Show and tell to learn the typical Chinese food terms (video and ppt). After partner practice activity, a snap check on their learning. Showing the video “American is a fast food nation” to the class and have a short discussion afterward. Homework is to find the information on “Chinese is a eating nation”. It can be a video, movie clip or text as well. Students send link to teacher before the class.</p>	X		X	X	X	X	X
<p>DAY 2 Students do the warm-up activity. (review the food name) 5 matching questions. Students form groups with 4 people in a group and sit together. Each group will get: a. Project guide with required elements, project progress check, and project grading rubrics. The content writing instruction is in the middle of the lesson. The the last part of the lesson is for the group work. Student will use the google doc to plan the project and to write the draft and project responsibility. The document will share with the teacher. Homework: There are 4-6 links selected from the previous day assignment to post on the class website about the eating habit relating to Chinese culture and lifestyle. Students will take note from the posted links. The group will do the research on the specific city on eating habit and lifestyle the group has picked for the project. HW: (link 1) (link 2) (link3) (link 4) (link 5)</p>	X		X	X	X	X	
<p>DAY 3 Students will take a short pop quiz from assigned assignment from previous class. Before the pop quiz, students will share their note with their group members. The teacher will highlight the important content as well. A speaker invited from the community (a Chinese from China) gives a 30 minutes presentation on Chinese culture, focusing on food, including Q & A session. The rest of the time is the project working time. The guest speaker and the teacher will help. Homework: Students will post group project note using padlet (this site has been used for other project before).</p>	X			X	X	X	X
<p>DAY 4 The padlet will be up when students walk in the classroom. A group project briefing on padlet is up on the board, including any Q to teacher. Students will have a writing lesson, technology review and then project writing. The grammar lesson will focus on basic sentence structure: S + V + O. Time expression sentence: S + (time) + V + O. The adjective and adverb pattern writing: S + (Adv.) + V + O. Careful to use “very” in sentence writing. The technology lesson and review are google slides and/or video embedded in slides; the screen captures + recording; the imovie with recording and QR code with words, pictures and recording.</p>			X	X	X	X	X
<p>DAY 5 Students are in groups. Each group will have 10 minutes to share their project using padlet and will have either Q & A or comment from the audience. After each group shares their notes, the audience will take a short survey on the project they see. The survey result will share with the group. After 5 minutes to fix the group project, the group practice rotation is resumed. The group has the right to take the comments or just leave it. The 10 minutes writing workshop for each group.. Finally the group will put present material together using 1-2 technology for the project. There technology list is on the project guide sheet.</p>	X			X	X	X	

DAY 6 Students complete the project and practice the content with the target language. The group will rotate to present their project to other groups and to listen to the comments from other group members. Finally, each group to send the link to the teacher to prepare for the final test.					X	X	
DAY 7 Presentation and summative test on the unit.		X			X	X	X

Materials, tools and resources

<http://dc.eater.com/2011/11/4/6639107/10-chinese-dishes-real-chinese-people-do-eat-and-where-to-find-them> (*Top ten foods information*)

<https://www.youtube.com/watch?v=OLOBOAjVJWU> (*fast food documentary*)

Internet, video, power point, google doc, apps.

Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page)

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Additional credit given to