Theme: Unlock the Mystery of Travel: Shopping  
Target Proficiency Level: Level 2

Number of Hours: One week, 20 hours

Designed by: STARTALK Glastonbury

Brief Description of Program (including curricular context and goals)
Students will learn about shopping in China including currency, products, and market style shopping.

What Enduring Understandings are Desired:
Refer to the big ideas that we want students to retain after they’ve forgotten many of the details.  
Students will understand………..
Students will understand that shopping is similar and different in various countries. They will understand that different cultures value different objects and use different currencies.

What Essential Questions Will Guide this Program and Focus Teaching/Learning:
What we want students to think about in student friendly language
To what extent or in what ways………..
• What do you learn from shopping in another country?
• How are people’s shopping habits that same and different in China and America?
• How has shopping changed over the years in locations and in its uses (in the past for necessities, today also for recreation)?

Standards/Goals:

Major Standards:
Communication 1.1 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Communication 1.2 Students understand and interpret written and spoken language on a variety of topics.
Communication 1.3 Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.
Cultures 2.1 Students demonstrate and understanding of the relationship between the practices and perspectives of the culture studied.
Cultures 2.2 Students will demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
Communities 5.1 Students use the language both within and beyond the school setting.

Supporting Standards:
Content:
What we want students to know and understand

**Key Vocabulary:** Chinese money, names of articles of clothing, food names, shopping locations (market, mall.)

**Skills:**
*What we want students to be able to do*
Identify Chinese currency and count out money. Add and subtract in Chinese. Name and recognize clothing items and food items. Be able to dialogue with a sales clerk as a customer.

**Connections to Other Disciplines:**
Math- currency, addition and subtraction
Family and consumer science – food and nutrition and clothing

**Technology Integration:** Students will use the internet to find products unique to China. Students will go on a virtual shopping spree at merchandise sites using an imaginary budget.

**Assessments:**
*What evidence will show that students understand and can perform?*

**Performance tasks** Students will role play a shopping experience in a clothing store and a food store.

**Quizzes, Tests, Prompts, Work Samples** Students will create a catalog of a clothing store or a food market. Student complete a virtual shopping spree.

**Unprompted Evidence (observations, dialogues)**. Talking about what they bought at the virtual shopping spree. Teacher observation of classroom use of Chinese when talking to others in the class.

**Can do Statements From Linguafolio**
Listening: I can understand phrases, short sentences, simple questions, and frequently used expressions within familiar situations. I can figure out the main point in short, clear, simple messages and announcements. I may need the information repeated.
Reading: I can understand very short, simple texts about everyday material. I look for cognates and radicals to help me determine meaning.
Person to Person Communication: I can exchange information about simple and routine tasks involving familiar topics and activities. I can handle short social interactions, even though I may have difficulty sustaining the communication by myself.
Spoken Production: I can use a series of phrases and sentences to provide basic information about myself and my personal experiences.
Written Production: I can write short, simple notes and messages, and complete forms providing basic information about me and my personal experiences.

**Required Resources:** General classroom supplies (pen, paper, whiteboard, etc) and a computer with Internet access

**Differentiation of Instruction:** This will depend on an individual student’s needs. When working in groups or in paired conversations, students can be grouped in a way that will enable them to succeed. Sometimes they will work with students of the same level and ability, other times they will interact with students of differing abilities. Students in Level 2 may teach some students in Level 1, thus boosting their confidence and helping them to “relearn” material.

**Instructional Strategies:** Varied. Teacher presentation of materials, class discussion, interpersonal activities, individual and group work.

**What do they already know that will help them learn new information?** Students have a basic understanding of shopping and the handling of American currency. Students are also accustomed to picking out clothing and food.

*(May be assessed with surveys, background info given at the beginning of the course or a review of past work that the student presents)*

**Links to relevant web sites:**

**Sub-theme(s)/unit(s)**
*The program may consist of one or more sub-themes/units*

**Lessons that support the subtheme/unit:**
*Daily instructional plan*