

Unit 03: All About Me

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 3

Unit Title:	All About Me
Suggested Duration:	3 weeks

Interdisciplinary Connections

Interdisciplinary Connections
Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12
Math Practices: https://www.nj.gov/education/standards/math/Index.shtml
Science Practices: https://www.nj.gov/education/standards/science/Index.shtml
Find and paste appropriate <u>Companion Standards or Practices</u> here.

Sociology: cultural differences, compare and contrast ways of spending leisure time and weekends

Physical Education: sports and activities

Technology Integration

Technology Integration
Northern supports the integration of the SAMR Model : a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.

Use of Chromebook, Interactive board

Google Meet, Google Classroom, Google Form

www.kahoot.com

www.quizlet.com

www.liveworksheets.com

www.padlet.com

www.goformative.com

www.quizizz.com

www.youtube.com

www.edpuzzle.com

Standard(s) Addressed

Source of Standards

[New Jersey Student Learning Standard for World Languages](#)

- New Jersey Student Learning Standards 2020
 - World Language: Chinese
 - [21st Century Skills/Career Ready Practices](#)
 - [Technology Standards](#)
 - https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf

WL.NH.7.1.NH.IPERS	Interpersonal Mode of Communication
WL.NH.7.1.NH.IPRET	Interpretive Mode of Communication
WL.NH.7.1.NH.PRSNT	Presentational Mode of Communication
WL.NM.7.1.NM.IPERS	Interpersonal Mode of Communication
WL.NM.7.1.NM.IPRET	Interpretive Mode of Communication
WL.NM.7.1.NM.PRSNT	Presentational Mode of Communication
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

STAGE I Desired Results

STAGE I Desired Results	
<i>Objective (Transfer)</i>	
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Compare and give opinions on cultural traditions in Chinese Speaking Countries • Ask questions and respond to questions about personal information • Express likes and dislikes associated with school and after school activities • Describe their afterschool activities • Express preferences amongst activity choices • Ask questions and respond to questions about their personal information 	
<i>Mastery</i>	
<p>Big Ideas/Understanding</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Communication is the ability to understand and be understood in real world contexts. • As the world moves towards a global community, it's imperative World Language study allows our students to engage in conversations, interpret authentic material, and present concepts in a language other than their own • Learning a World Language opens doors to a greater variety of career options, increases lifelong learning opportunities, and enhanced leisure activities • Language and culture are mutually 	<p>Essential Questions</p> <ul style="list-style-type: none"> • Why is it important to have some hobbies and personal interests? • How does the sport of a country reflect its culture? • How does the music of a country represent its culture? • How visible are the contributions that Chinese athletics have made in the world?

independent.

- Learning languages provides connections to additional bodies of knowledge.

- Learning languages allows students to realize there are multiple ways of viewing the world.

- Language students have the ability to participate in multilingual communities

Acquisition

Students will know . . .

- Vocabulary of hobbies and interests such as musical instruments, and sports names.
- How to play Ping-Pong
- How to write Chinese characters by using a Chinese paint brush
- Introduce personal hobbies and interest

Activities and hobbies:

- music
- sports
- basketball
- soccer
- ping pong ball
- swim
- walking
- running
- movie

Students will be skilled at . . .

- Express likes and dislikes associated with school and after school activities
- Express preferences amongst choices
- Describe their afterschool activities
- Compare and give opinions on cultural traditions in Chinese speaking places
- Express opinions about hobbies and interests
- Describe musical instruments
- Talk about what kind of music they like.
- State what kind of sports they like and why.
- Play ping-pong – national sport of China
- Illustrate the use of a Chinese painting brush

Verbs:

- play
- Watch TV, movies
- do homework
- sing
- dance
- listen to; hear

Sentences:

1. I like to sing and dance.
2. I don't like to play basketball.
3. Playing Ping-Pong is my after school activity.
4. I play piano.

STAGE II Assessment Evidence

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Practice	Assessments
<p>Interpersonal:</p> <ul style="list-style-type: none">• rehearsed/unrehearsed mini dialogs• Answer questions based on reading comprehension of written material. <p>Interpretive:</p> <ul style="list-style-type: none">• Reading comprehension on school activities• Listening comprehension about	<p>Assessment #1 Edpuzzle listening on others likes and dislikes and / or listening on others from class.</p> <p>Assessment #2 Presentation project in class “all about me” - 我</p>

classmates' hobbies

Presentational:

- Students presentations about themselves in the class

Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment). All courses follow a [balanced assessment system](#) with Practice and Assessments.

- Word Banks / pinyin will be given.
- Oral presentations may be recorded instead of live conversation.
- No points taken off for spelling
- Copy of notes on Google classroom or per requested
- Extra time on assessments if at least 50% of assessment is complete
- Modified due dates as needed
- Use of reference aids as needed
- Modified homework assignments (modify content, modify amount, as appropriate)
- Provide organizers/study guides as needed
- Frequently check for understanding
- Additional time to complete classroom assessments
- Announce assessments with adequate prep time
- Preferential seating
- Nonverbal cues to redirect behavior
- Small group testing as needed
- Monitor Chromebook usage
- Study guides when possible
- Modified assessments for content and length as needed

Organize plan by weeks

Week 1-2: Teach different hobby and activities with family & Pets vocabulary

- Teacher introduces vocabulary through powerpoint slides, flash cards, and individual whiteboard practice
- Reinforce learning by activities such as fly-swatter, Pictionary, charades and hot-potato.
- worksheet about hobbies vocab.
- Review vocabulary with different general hobbies through authentic audio/visual materials such as videos, songs, flashcards and games.
- Class activities-make new dialogues use the words learned.
- Translation of short authentic Chinese material.
- Research a traditional Chinese activity they prefer.

Week 3: Semester review - Project of presenting personal hobbies and interests

- Journal or Padlet- Written activities to help them learn to express their ideas using simple words and sentences, by posting sticky notes.
- Create a PowerPoint or Google Slides presentation or FLIPGRID about themselves.
 - The presentation must showcase their understanding of the content, responding to a series given prompts.
 - Answer direct response questions using previously acquired vocabulary and grammar.
- Taking notes from classmates' presentation

Modifications

How are the activities modified/differentiated? (i.e.: abridged text)

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Specific Resources for Unit

Specific Resources for Unit
Attached Affirmative Action Compliance Checklist

- Teacher created Google slides - presented in Class
- Chinese textbook << Chinese Made Easy>> and its CD
- Maps of China
- Teacher created worksheets and information
- Practice & Review in Google Form and GoFormative
- Pinyin Dictionary online at: <http://pinyin.911cha.com/>
- Step Up in Chinese by Cengage Learning and its companion website at: http://stepup.cengageasia.com/cos/o.x?c=/ca3_stepup/companion
- Chinese English Dictionary available at: http://www.archchinese.com/chinese_english_dictionary.html
- Children's books, comics, newspapers, Internet
- Scholastic Chinese magazines
- Games (Bingo, vocab races)

Diversity, Equity, & Inclusion

Diversity, Equity & Inclusion

NB World Language department believes that effective world language instruction promotes and advances social justice by affirming the dignity of students, languages, and cultures. To this aim, the revised standards afford each student the opportunity to use the target language to tell their own stories and to value and advocate for equity, global awareness, and intercultural understanding. The department recognizes the need to encourage dialogue and relationships on equal terms and empower the students to advocate for themselves and others by providing the tools for ongoing inclusive and equitable communication.

Accommodations and Modifications (link to menu)

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, students with 504 plans , LGBT , and the students with disabilities .

Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Climate Change Education

ClimateChange Education

Enduring Understandings/Core Ideas

Performance Expectations

Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the Core Idea and Performance Expectation from NJDOE link above.

