

Unit 02: My Daily Life

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 2

Unit Title:	My Daily Life
Suggested Duration:	8 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.

Math: counting, telling time

Geography: climate and change of seasons

Sociology: cultural differences between school systems and school schedules in France and the US

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>	
<i>Students will be able to independently use their learning to...</i>	
<p>年龄, 日期, 颜色, 形状, 文具, 水果, 时间</p> <ul style="list-style-type: none"> • Describe the age, and ask about the age • Express full dates in Chinese format (year/month/day/weekday) • Introduce the birthdate in full sentence • Identify location of classroom objects • Present colors and shapes in full sentence • Name school supplies and specify colors of each • Describe objects with shapes in classroom • Present fruits with color and shapes • Identify relevant measure words in Chinese • Time expression with the time period of the day (am/pm/...) • Describe their school schedule • Express when their classes are and what they need for class • Compare NBC to a Middle School in China • Express likes and dislikes associated with colors and school subjects 	
<i>Mastery</i>	
Big Ideas/Understanding	Essential Questions
<i>Students will understand that...</i>	

- 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 dependent.
- 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.

- How does my school system compare to the school system in China?
- How do our cultures affect how we address people and communicate with others?
- How is school important in my life?
- How is the English language structurally different than the Chinese language?
- How is following a schedule important?
- Why are the parts and structure of my classroom important to my education?
- Why are the people and places in the school important to my education?
- How do our own birthday traditions compare to China?

Acquisition

Students will know . . .

- *How to express and read time*
- *How to express and read dates*

Students will be skilled at . . .

- Identify location of classroom objects
- Describe classroom objects and other objects in the classroom

- *How to inquire the time and date*
- *How to recognize and express color and shapes*
- *How to describe classroom objects and school supplies*
- *How to introduce fruits*

Vocabulary - Calendar and Date:

1. *Calendar: ri li*
2. *Today: jin tian*
3. *Tomorrow: ming tian*
4. *Yesterday: zuo tian*
5. *January: yi yue*
6. *February: er yue*
7. *March: san yue*
8. *April: si yue*
9. *May: wu yue*
10. *June: liu yue*
11. *July: qi yue*
12. *August: ba yue*
13. *September: jiu yue*
14. *October: shi yue*
15. *November: shi yi yue*
16. *December: shi er yue*

Vocabulary - Days of the week:

1. *Monday: xing qi yi*
2. *Tuesday: xing qi er*
3. *Wednesday: xing qi er*

- Identify relevant measure words in Chinese
- Locate & label objects, people or places in the classroom
- Express dates and tell time in Chinese
- Identify the difference between AM and PM
- Describe their school schedule
- Express when their classes are and what they need for class
- Compare NBC to a Middle School in China
- Expressing likes and dislikes associated with school and after school activities
- Expressing preferences amongst choices
- Express like and dislike in simple sentences using the correct forms of the verb: xi huan, bu xi huan, zui xi huan
- How to tell exact time and interpret the 24-hour clock

4. *Thursday: xing qi si*
5. *Friday: xing qi wu*
6. *Saturday: xing qi liu*
7. *Sunday: xing qi tian/ri*

Vocabulary - Colors:

- *Red: hong se*
- *Yellow: huang se*
- *Blue: lan se*
- *Green: lv se*
- *Orange: cheng se*
- *Purple: zi se*
- *Brown: ka fei se*
- *White: bai se*
- *Black: hei se*
- *Pink: fen se*

Vocabulary - Objects in classroom and school supplies:

- *door*
- *whiteboard*
- *clock*
- *desk/chair*
- *computer*
- *school bag*
- *pencil case*
- *pen/ballpen/pencil*

- *eraser*
- *ruler*
- *notebook*
- *pencil sharpener*

Vocabulary - Question words:

- *how many; how much: ji*
- *When: na*
- *What: shen me*

Vocabulary - Measure words:

- *ge*
- *kuai*
- *zhang*

Vocabulary - Time words:

- *Hour/ o'clock- dian*
- *Minutes - fen*
- *Half - ban*
- *Quarter 15 minutes - ke*
- *Morning - shang wu, zao shang*
- *Afternoon - xia wu*
- *Evening - wan shang*

Vocabulary - Fruit words:

- *Fruit: shui guo*
- *Apple: ping guo*
- *Orange: cheng zi*

- Banana: xiang jiao
- Strawberry: cao me
- Watermelon: xi gua
- Pear: li
- Peach: tao zi

Discours/Sentences structure

- **Inquire the age:** *How old are you? ni ji sui? I am...years old. wo ... sui*
- **Inquire the date:** *What's the date today? Today is....: jin tian shi ji yue ji hao?jin tian shi...*
- **Inquire about one's birthday:** *What's your birthday? My birthday is....: ni de sheng ri shi ji yue ji hao? Wo de sheng ri shi...*
- **Inquire the time:** *What time is it (now)? xian zai ji dian? It's ---o'clock*
- **Inquire about an object:** *what color is this? zhe shi shen me yan se? This is red color. zhe shi hong se.*
- **Inquire about the preference:** *what fruit do you like? Ni xi huan shen me shui guo? I like apple. wo xi huan pingguo.*

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments
Interpersonal: <ul style="list-style-type: none"> • Interactive PPT with 	Assessment #1 Speaking - Calendar Reading in Chinese, Recording in GoFormative:

students & teacher

<https://goformative.com/clone/WV6VDJ>

- Group/paired activities (round-table format), Calendar/schedule

Assessment #2

Interpretive & Presentational - Listening and sentence writing (Colors). Google Form:

https://docs.google.com/forms/d/1v3KWRFyG0_sXR4UAVOCH2ZqghDINVsK27MFzoewstDk/edit?usp=sharing

- Pair Conversation/switch roles - preference of fruits and their colors & shapes.

Assessment #3

Interpretive & Presentational - Reading comprehension and sentence writing (color & shapes & school supplies), on GoFormative:

<https://goformative.com/clone/858QQX>

- Group interview

Assessment #4

Interpersonal - Conversation about fruits preference with color and shapes

[Assessment9SpeakingFruits7th](#)

Interpretive:

- Reading Chinese paragraph - characters w/o pinyin, and interpret

Assessment #5

Interpretive - Listening, choose the time following recording, GoFormative:

<https://goformative.com/clone/GEYB3K>

- Match English words with Chinese calendar

- Listening comprehension about the color preference

Presentational:

- Put words in correct order to make

sentences

- Label classroom objects
- Quizlet practice with vocab on school supplies, classroom objects and colors, date & time
- Profile about likes & preferences

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

STAGE III Learning Plan

STAGE III Learning Plan

Organize plan by weeks

Week 1-2: Calendar and Birthdays in Chinese

- What is today's date? What day is today? When is your birthday?
- Chinese date format - different placement of year, and expression in numbers
- Using a couple of days to practice and memorize, students will present and other students will listen (answer comprehension questions about presentations)
- Listen to basic dialogs and answer questions about other groups
- Communicative Activities - interview with numbers listen for missing numbers and create "phones" for numbers storage
- Using teacher created activities for unit vocabulary practice.
- Using individual whiteboards to practice unit vocabulary.
- Answer direct response questions using date related vocabulary and sentence structure.

Week 3-4: Colors & shapes

- Picture prompt writing activities
- Colors and shapes introduction in Chinese
- TPR activity-run to touch the color in the room, clothes shows
- Present, review, and proofread adjective placement
- Express Preference using "喜欢"-like, declarative sentence and interrogative sentence structure ("吗" sentence)
- Sentence format "This is...(color/shape)" 这是...色/形。

- Use teacher created activities for unit vocabulary practice - Quizlet game

Week 5-6: School supplies and Classroom Objects in Chinese

- Picture prompt writing activities
- Go online to a Chinese office supply store to go shopping
- The usage of possession word in Chinese “的”, expression format/ phrase - with Pronouns and names
- Identify school supplies game / bingo
- Using teacher created activities for unit vocabulary practice.
- Introduce classroom objects with scavenger hunt
- Reinforce objects with description of color and shape expression
- Student presentation and conversation about the school supplies they owned

Week 7 -8: Time/clock reading (Digital) & Daily Schedules in Chinese

- Review numbers 1-59
- Introduce Vocabulary of hour/minute, and the format of time expression
- Reading clocks with powerpoint and handouts
- Listening activities, Listen Chinese time and write down times in English
- Using teacher created activities for unit vocabulary practice
- Applying the time expression to schedule and activity
- Students make conversation based on pictures of schedules
- Look at authentic school and personal schedules and compare and contrast them to American school schedules
- Students will create their own class schedule/chart and present to the class

Modifications

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

- Word Banks 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
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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
https://docs.google.com/forms/d/1r74zRrW8mR4wlkO_xOtsXZAHJQnHlp4cp1q2jXc4aes/edit?usp=s_haring
- 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

- [Chinese Stories for Kids - How Old Are You? 你几岁? | Level A Mandarin | Little Chinese Learners](#) 你几岁? 儿歌 2'07"
- [Super Easy Mandarin Months - Fun & Easy Chinese Song](#) 月份歌
- [Learn Chinese | Days of the Week in Chinese - Easy Song](#) 星期歌
- [Learn Chinese for Kids - Numbers, Colors & More - Rock 'N Learn](#) Numbers, Colors & More(8'50" - 14'30"颜色;)
- [Chinese Colors Song \(Updated\)](#) 颜色歌 (3'40")
- [Learn Colors in English and Mandarin Chinese | 颜色](#) 颜色读(5'30")
- [学中文颜色和水果 | Learn Colors & Fruit In Chinese For Kids](#) 3'33"
- Quizlet set: https://quizlet.com/_9a8gvc?x=1jqt&i=11tqct (水果)

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 <u>Core Idea and Performance Expectation</u> from NJDOE link above.	