

Unit 01: Teenage Life & Global Community

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 1

Unit Title:	Teenage Life & Global Community
Suggested Duration:	4 weeks

Interdisciplinary Connections

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

Technology Integration

Technology Integration
<p>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.</p>

Standard(s) Addressed

World Language Standards

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

STAGE I Desired Results

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Objective (Transfer)	
<i>Students will be able to independently use their learning to...</i>	
Mastery	
<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. • Language and culture are mutually 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 	<p>Essential Questions</p> <ul style="list-style-type: none"> • How is our understanding of culture and society constructed through and by language? • How can you use language to empower yourself? • Is it possible to have culture without language? • Is it possible to think without language? • How does language influence the way we think, act, and perceive the world? • How do authors use the resources of language to impact an audience?
Acquisition	
<p><i>Students will know . . .</i></p> <ul style="list-style-type: none"> • Experience cultural and social activities common to a student of similar age in 	<p><i>Students will be skilled at . . .</i></p> <ul style="list-style-type: none"> • Tell a personal story incorporating description and

<p>China (such as holiday celebrations, school life, popular music, and pastimes).</p> <ul style="list-style-type: none"> • Engage in a real-life context to discuss what life is like today as a teenager, sharing similarities and differences with their parents' experiences. • Exercise their language skills (speaking, listening, reading, and writing) through the three modes of communication. 	<p>details.</p> <ul style="list-style-type: none"> • State personal preferences and feelings with explanations. • Research and summarize the teenage life of famous people through written interviews, autobiographies, or biographies, and describe social or cultural activities that are different from theirs. • Discuss what attitudes students have in common toward their school work, working during the school year, driving, etc.
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STAGE II Assessment Evidence

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Common Summative Assessments	Common Formative Assessments
<p>Suggested Topics:</p> <ul style="list-style-type: none"> • Traditional Chinese family • Changes in the Chinese family • Greetings/how to greet people in a culturally appropriate way • Chinese view of education 	<p>Practices:</p> <ul style="list-style-type: none"> • Checking for Understanding (Interpersonal Mode) • Reading Comprehension Activities (Interpretive Mode) • Listening Activities (Interpretive Mode) • Writing Activities (Presentational Mode) • Picture Prompt Activities (Presentational Mode) • Students' conversations / Communicative Activities (Interpersonal Mode) <p>Assessments:</p> <ul style="list-style-type: none"> • Journals (Presentational Mode)

- Daily life in China today
- The community we live in
- School life
- After-school activities
- Compare the college entrance exam in China with the college application process in the United States
- Fashion versus school's dress code
- Communication via technological devices
- Entertainment and leisure activities

- Quizzes (Interpretive Mode, Interpersonal Mode and Presentational Mode)
- Internet Activities (Interpretive and Presentational Mode)

Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)

Other Evidence:

Teacher observation of student comprehension;

Use student responses as an indicator for comprehension;

Teacher created worksheet on related topics to check for understanding.

Organize plan by weeks

- Read articles or literary selections either on covering a wide range of topics and vocabulary.
- Write a multitude of short response paragraphs to questions presented by the teacher.
- Essays: These essays will generally range 100-150+ words. These will be graded on the AP scoring scale.
- Listen to oral presentations, take notes and be able to respond with comments, questions or written reviews.
- Listen to taped stories and other selections, take notes based on their comprehension of the material and complete listening comprehension quizzes in preparation for the AP Exam.
- Practice speaking skills in a variety of activities --directed response, storytelling, simulated scenarios, interviews and oral improvisations.
- Contribute to class discussions, conversations and summaries of reading selections.
- Prepare, narrate and tape stories using 2-minute tapes. Most of these stories will be based on pictures distributed in class and will be completed approximately every two weeks throughout the school year.
- There will be at least one major oral and one major written project assigned each quarter. This project will be a group project with groups determined by the instructor. Many projects required library research by the student. Planned projects include debates, story telling, PowerPoints, posters, skits or the design and creation of a children's book.
- Peer editing and revising activities.
- Internet activities to do research in Chinese-speaking countries.

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

Specific Resources for Unit

Specific Resources for Unit
Attached Affirmative Action Compliance Checklist

Textbook: Step Up in Chinese by Cengage Learning and companion website at:

http://stepup.cengageasia.com/cos/o.x?c=/ca3_stepup/companion

Chinese textbook << Chinese Made Easy>> and its CD

Maps of China

Google Classroom

Chromebooks / iPads

Teacher created worksheets and information

Digital flashcards

Educational digital platforms like Google Slides, Docs, Sheets, Forms, Microsoft PowerPoint, Word, Excel, Media Player.

ActivBoard/SmartBoard

Current articles from online Chinese-speaking newspapers

Chinese language learning websites:--

Chinese English Dictionary available at:

http://www.archchinese.com/chinese_english_dictionary.html

Pinyin Dictionary online at:

<http://pinyin.911cha.com/>

Standard Chinese online class:

<http://www.dhcca.org/SC1-1/SC1-1.htm>

Yabla of Chinese language:

<https://chinese.yabla.com/>

Edpuzzle of Chinese language:

<https://edpuzzle.com/>

BBC World Language website:

<http://www.bbc.co.uk/languages/chinese/>

Arizona State University (ASU) AP Chinese website:

<http://asuapchinese.org/>

ASU Chinese Culture Projects website:

<http://www.asuapchineseculture.org/index.html>

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.

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.	