

# Unit 03: School Life

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

## Unit 3

<b>Unit Title:</b>	<b>School Life</b>
<b>Suggested Duration:</b>	<b>8 weeks</b>

## Interdisciplinary Connections

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

Reinforces some of the knowledge the students acquired in their Social Studies and English classes.

## Technology Integration

Technology Integration
<p>Northern supports the integration of the <a href="#">SAMR Model</a>: 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>

- Smart board: design engaging in-class activities to promote learning
- DVD: play videos or CDs for listening comprehension

## Standard(s) Addressed

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### *World Languages Standard*

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

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

## STAGE I Desired Results

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STAGE I Desired Results	
<i>Objective (Transfer)</i>	
<i>Students will be able to independently use their learning to...</i>	
<ul style="list-style-type: none"><li>• Identify location of classroom objects</li><li>• Describe classroom objects and other objects in the classroom</li><li>• Identify the direction words and prepositions in Chinese</li><li>• Identify relevant measure words in Chinese</li><li>• Locate &amp; label objects, people or places in the classroom</li><li>• Express time in Chinese</li><li>• Describe their school schedule</li><li>• Express when their classes are and what they need for class</li><li>• Compare NBC to a Middle School in China</li><li>• Express likes and dislikes associated with school</li></ul>	
<i>Mastery</i>	
Big Ideas/Understanding	Essential Questions

*Students will understand that...*

- Communication is the ability to understand and be understood in real world contexts.
- 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 important is school life to you?
- What are the similarities/difference when telling time in Chinese and English?
- How does the American school system compare to the school system in China?

**Acquisition**

*Students will know . . .*

- How to express time in Chinese.
- How to describe classroom objects.
- How to identify locations of classroom objects.
- How to express school schedule.
- How to locate & label objects, people or places in the classroom.

**Objects in classroom and school bag:**

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

*Students will be skilled at . . .*

- Describe classroom objects and other objects in the classroom.
- Identify the direction words and prepositions in Chinese.
- Identify relevant measure words in Chinese.
- 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 school.

- ruler
- notebook
- folder
- pencil sharpener

**Direction words:**

- next to
- left side
- right side
- opposite
- before
- close
- in the front
- back
- distance from...
- far away
- nearby

**Question words:**

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

**Measure words:**

- ge
- kuai
- zhang
- ba
- tai
- zhi

- ba

## STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Common Summative Assessments	Common Formative Assessments
<p>(Include name and brief description and attach rubric as appendix, if applicable)</p> <p><b>Evaluations:</b></p> <p>“<i>My Bookbag</i>” - Describe random classroom objects in a “book bag.”</p> <ul style="list-style-type: none"> <li>• You will be given a list.</li> <li>• You will have a set amount of time to find these items and put them in your bag.</li> <li>• When time is up, you will pull out each item individually and explain to me what it is- <b>Number + Measure Word + Color +Object</b></li> </ul> <p>(<i>Presentational Mode and Interpersonal Mode</i>)</p> <p>“<i>Instagram Partner</i>” - Likes and dislikes</p> <ul style="list-style-type: none"> <li>• Instagram activity based on Partner’s interview and partner’s opinions</li> <li>• Create Hashtags for likes and dislikes</li> </ul> <p>(<i>Presentational Mode and Interpretive Mode</i>)</p> <p>“<i>Facebook in Chinese</i>” Part 2 - Presentation based on themselves and picking an imaginary pen pal from a place in China.</p>	<p><b>Practices:</b></p> <ul style="list-style-type: none"> <li>• Checking for Understanding (Interpersonal Mode)</li> <li>• Reading Comprehension Activities (Interpretive Mode)</li> <li>• Listening Activities (Interpretive Mode)</li> <li>• Writing Activities (Presentational Mode)</li> <li>• Picture Prompt Activities (Presentational Mode)</li> <li>• Students’ conversations / Communicative Activities (Interpersonal Mode)</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Quizzes (Interpretive Mode, Interpersonal Mode and Presentational Mode)</li> <li>• Internet Activities (Interpretive Mode)</li> </ul>

*(Presentational Mode and Interpersonal Mode)*

### **Modifications**

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

Other Evidence:

- Students' conversations / Communicative Activities (Interpersonal Mode)
- Do Nows (Presentational Mode)
- Quizzes (Interpretive Mode, Interpersonal Mode and Presentational Mode)
- Internet Activities (Interpretive Mode)

## **STAGE III Learning Plan**

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#### **Organize plan by weeks**

#### **Week 1:** Introduce classes and classroom objects

- Using Quizlet and Quizlet live to review school schedules.
- Identify what you need and the use for each class.
- Communicative activity- students will have impromptu dialogs based on introduction vocabulary.
- Students will create their own class schedule/chart and present to the class.
- Listening activity to help memorize the items learned.
- Writing objects names in Chinese to consolidate the learning.

#### **Week 2:** Expressing time in Chinese

- Teacher explains the telling of time system in Chinese language and remind students of the differences.
- Digital review along with analog review (listening and speaking)
- Students individually uses a small model of the analog clock to catch up with the teacher on time expression.

- Bingo game on telling time in Chinese.
- Quizlet Live Vocab Groups
- Listen to students tell when their classes are, based upon what is on their last week's schedule
- Using teacher created activities for unit vocabulary practice.

### Week 3: School/Class Objects

- Go online to an office supply store to go shopping for stationery needed.
- Go Online to research a Chinese School (compare and contrast) the schooling - times, and necessities based on computer research.
- Colors introduction and practice of the characters.
- Introduction of the Chinese measure words.
- Tell what is in the school bag using appropriate measure words.
- Present, review, and practice the measure words.
- Using flashcards of unit vocabulary words (Quizlet).
- Using teacher created activities for unit vocabulary practice.
- Answer direct response questions using previously acquired vocabulary and grammar.

### Week 4: Project - "My School Bag"

- Identify the appropriate measure words for telling classroom or school bag items.
- Students will be given a list and will have a set amount of time to find items they need and put them in the bag.
- Students will pull out each item individually and explain to teacher what it is- **Number + Measure Word + Color +Object**
- Using a couple of days to practice and memorize, students will present and other students will listen (answer comprehension questions about presentations).
- Using individual small whiteboards to practice unit vocabulary.
- Answer direct response questions using previously acquired vocabulary and grammar.

### Week 5: Project - "Facebook in Chinese"

- Complete "I Can .....Statements" based on Unit 2.

- Using Instagram template, students will take a picture and follow prompts to make a couple of “postings” about their partner.
- They will create hashtags to express ideas for classes.
- Pass out facebook activity part 2 - Students “facebook” account about themselves to be referenced the entire year. They will have it on line. Students will fill in sections and draw pictures. Their friends will be real or made up from a Chinese speaking country or regions.

**Week 6:** Review of unit and application of skills

- Take notes, review vocabulary on board, complete worksheets.
- Listening and reading comprehension exercises.
- Teacher asks the question one by one.
- Read various texts from authentic materials.
- Listen to various scenarios and discuss comprehension afterward.
- Engage in min-conversations.

**Week 7 & 8:** Work on projects: designing scripts and rehearsing for oral presentation.

- Interview – “Whose school bag is this?” (Interpersonal Mode) Students will be participating in an interview with their partners. Students will be given a list of questions they need to ask their partners or could be asked about by their partners.
- Poster – “My School Schedule” (Interpretive and Presentational Mode) Students will create and present the following:
  - An introduction of their daily schedule.
  - A detailed chart of their classrooms location and numbers.
  - A list of certain classes items or tools needed.

**Modifications**

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

**Specific Resources for Unit**

**Specific Resources for Unit**

**Attached Affirmative Action Compliance Checklist**

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

Maps of China

Teacher created worksheets and information

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

Chinese English Dictionary available at:

[http://www.archchinese.com/chinese\\_english\\_dictionary.html](http://www.archchinese.com/chinese_english_dictionary.html)

Internet sites--

2008 Olympics Opening Ceremony:

[http://www.boston.com/bigpicture/2008/08/2008\\_olympics\\_opening\\_ceremony.html](http://www.boston.com/bigpicture/2008/08/2008_olympics_opening_ceremony.html)

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/>

## **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

<a href="#">ClimateChange Education</a>	
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.	