

# Unit 04: Weather, Clothing & Hobbies

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

## Unit 4

<b>Unit Title:</b>	<b>Weather, Clothing &amp; Hobbies</b>
<b>Suggested Duration:</b>	<b>10 weeks</b>

## Interdisciplinary Connections

Interdisciplinary Connections
<b>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects</b> <ul style="list-style-type: none"><li>▪ <a href="#">Grades 9-10</a></li><li>▪ <a href="#">Grades 11-12</a></li></ul>
<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>
<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>
Find and paste appropriate <u>Companion Standards or Practices</u> here.

Math: Time

Music: Sing Chinese songs

Art: Chinese calligraphy

Science: Temperature

Physical Education: Sports

## Technology Integration

Technology Integration
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.

- 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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<b>STAGE I Desired Results</b>
<b><i>Objective (Transfer)</i></b>
<i>Students will be able to independently use their learning to...</i>
<ul style="list-style-type: none"><li>• List and use vocabulary items related to seasons and weather</li><li>• Describe their favorite season/weather</li><li>• Broadcast weather report</li><li>• Interview each other about clothing</li><li>• Compare customs of dress in China and the US.</li><li>• Describe one's dressing style</li><li>• Describe what to wear in different seasons and weather</li><li>• Express likes and dislikes associated with school and after school activities</li></ul>

- 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

### **Mastery**

#### **Big Ideas/Understanding**

##### *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.

#### **Essential Questions**

- How does the weather in China compare with the weather in United States?
- How do American clothing styles compare to other countries?
- How does the sport of a country represent its culture?
- How does the music of a country represent its culture?
- What do Chinese students like to do and how does that compare with students from around the globe?
- How does the Chinese culture, customs, and heritage influence your own?

### **Acquisition**

#### *Students will know . . .*

- Vocabulary related to season and weather
- Describe different weathers in four seasons
- Broadcast weather
- Vocabulary related to clothing
- Describe what to wear in different seasons/weather
- Describe one's favorite season
- Vocabulary of hobbies and interests such as musical instruments, and sports names.
- How to play Ping-Pong

#### *Students will be skilled at . . .*

- Identify weather in each season
- Describe one's favorite season/weather
- Broadcast weather report in Chinese
- Describe what to wear in different weather and seasons
- 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

- How to write Chinese characters by using a Chinese paint brush

**Season:**

- Season: ji jie
- Spring
- Summer
- Fall
- Winter

**Weather:**

- fine; clear
- sunny day
- warm
- temperature
- degree
- turn
- cloud
- cloudy
- rain
- rainy
- drizzle
- overcast
- cloudy day
- wind
- windy
- blow
- around
- snow
- snowstorm

- 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

- below zero
- weather
- how; what
- cool
- hot
- thunder
- typhoon
- hurricane

**Clothes:**

- wear
- school uniform
- t- shirt
- short-sleeved shirt
- long-sleeved shirt
- skirt
- short skirt
- shoe
- leather shoes
- socks
- trousers
- pants
- clothes
- sweater
- dress
- coat
- suit
- wear (accessories)

- belt
- tie
- gloves
- sneakers
- overcoat
- hat
- scarf
- Glasses
- Umbrella
- Raincoat

**Sizes:**

- Large
- Medium
- Small

**Measure words:**

- Jian
- Tiao
- Shuang
- Fu

**Activities and hobbies:**

- after school activities
- hobby
- music
- piano
- violin
- guitar

- sports
- basketball
- soccer
- volleyball
- ping pong ball
- badminton
- swim
- walking
- running
- football
- baseball
- movie
- team

**Verbs:**

- like
- play
- play the guitar
- Watch TV, movies
- do homework
- sing
- dance
- listen to; hear
- jump
- finish
- join
- add

**Adj.& Adv.:**

- always
- a little while; a short time
- a lot of
- together
- lucky
- seldom

**Sentences:**

1. I like to sing and dance.
2. I don't like to play basketball.
3. I joined school team.
4. Playing Ping-Pong is my after school activity.
5. I usually play football after school.
6. I don't know how to play baseball.
7. I know a little bit of piano.
8. My father likes swimming a lot.
9. Sometimes I go to the gym to play tennis.
10. I want to learn violin sometimes.

**STAGE II Assessment Evidence**

STAGE II Assessment Evidence	
Common Summative Assessments	Common Formative Assessments

**Evaluations:**

“Traditions in China”: Group presentation about a Chinese custom and/or celebration-

Requirements for **entire** presentation:

- Total number of slides: 6 (1 title page & 5 informational slides)

Requirements for 5 **informational slides**:

- 1 question & 2 complete sentences answers **in each slide**
- 1 **photo** in each slide

Questions to include with ANSWERS-

- WHO celebrates this?
- WHEN is this celebrated?
- WHERE is this celebrated?
- HOW is the weather during this festival?
- WHAT CLOTHING do people wear for the occasion?
- WHY is this celebrated?- History of the Festival
- HOW is this celebrated?- what is done during this celebration)
- Your opinion about the festival.

“Facebook in Chinese” Part 3 - Presentation based on themselves and picking an imaginary pen pal from a place in China.

(Presentational Mode and Interpersonal Mode)

**Interpretive:**

- Answer questions based on reading comprehension of written material.
- Listening comprehension and answering multiple choice questions (short texts, storybooks, short scenarios, online resources, textbooks, and scholastic magazines).
- Bi-Weekly quiz
- Weekly Homework
- In class worksheet

**Interpersonal:**

- 3-minute teacher/student daily dialogue
- Teacher/student interaction through in class activities (such as bingo games, raise the card and whiteboard)
- Oral assessment for each unit (such as interview, short skit)

**Presentational:**

- Bi-Weekly performance-based assessment (puppet show between students).
- Picture prompted activities.
- Webquests on Chinese traditional holidays:

S1 -Mid-Autumn Festival (Mooncake)

Chinese New Year (Lunar Calendar)

S2- Qing Ming Festival

Dragon Boat Festival (Rice Dumpling)

**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

### STAGE III Learning Plan

#### Organize plan by weeks

##### Week 1: Season & Weather

- Teacher introduces season and weather vocabulary through board writing, power point slides and flash cards.
- Reinforce learning by engaging students in activities such as Kahoot, Quizlet or individual smallboard practice.
- Writing Chinese characters with correct stroke order implemented.
- Sentence structure explained. “今天天气怎么样？”
- Class activities make new dialogues use the words been taught.
- Homework-- worksheet about season and weather.

##### Week 2: Review weather and introduce clothing

- Review season & weather vocabs and sentences.
- Teacher introduces clothing vocabulary through board writing, power point slides and flash cards.
- Discuss what kind of clothes to wear in different seasons and weather.
- Students work in groups to create a weather forecast of different cities, describe the weather in the following week and give suggestions on what kinds of clothes to wear.
- Class activities make new dialogues use the words been taught.
- Homework-- worksheet about clothing and measure words.

##### Week 3: Review and practice of sentences

- Review season, weather and clothing vocabs and sentences.
- Students prepare one picture of their favorite celebrity/cartoon character and write 5 sentences to

describe their outfit. Share with the class.

- Read clothes vocabulary in characters through flash cards.
- Describe one's outfit in the class, write down 5 sentences and guess who the person is.
- Making mini-dialogue about one's favorite weather and what do they like to wear in different weather.

#### **Week 4:** 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.
- Review question words and practice using question words to inquire weather and clothing.
- Write a short essay about one city's weather forecast and what to wear in that specific weather.

#### **Week 5:** Teach hobby and interests vocabularies

- Teacher introduces vocabulary through demonstration of stroke on board, powerpoint slides, flash cards, and individual small board practice.
- Writing Chinese characters with correct stroke order, and sentences.
- Reinforce learning by activities such as raise the card, fly-swatter, Pictionary, charade, clapping games and hot-potato.
- Homework- worksheet about hobby vocab.

#### **Week 6:** Teach hobby and interests sentence patterns

- Review vocabulary 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 materials.
- Homework-- worksheet about hobby sentences.
- Quiz listening and writing (dictation)

**Week 7:** Synthesize vocab and pattern to enable expression of preferences

- Teacher review vocab and pattern learned previously.
- Reinforce learning by synthesizing the vocab and sentence patterns together, engaging the students in activities such as puppet show, designing short skits and Kahoot/Quizlet challenges.
- Homework- writing about expressing preferences among choices.

**Week 8:** Introduce cultural traditions/festivals in China

- Teacher introduce and explains the festivals, such as Mid-Autumn Festival (Mooncake), Chinese New Year (Lunar Calendar), Qing Ming Festival and Dragon Boat Festival (Rice Dumpling) depending on the time of year.
- Students work in pairs, asking questions about the festivals.
- Teacher offers review sheet and practice key vocab/grammar for the unit
- Homework-- question list about Chinese traditional festivals.
- Comprehensive unit test.

**Week 9 & 10:** Project of presenting personal hobbies and interests

- Journal - Written activities to help them learn to express their ideas using simple words and sentences.
- Research a traditional Chinese holiday they prefer.
- Create a PowerPoint presentation of a holiday. The presentation must showcase their understanding of the content.
- Answer direct response questions using previously acquired vocabulary and grammar.
- “*Traditions in China*”: Group presentation about a Chinese festival and/or celebration.

**Modifications**

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

**Specific Resources for Unit**

**Specific Resources for Unit**

**Attached Affirmative Action Compliance Checklist**

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

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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.	