

Unit 02: Dates, Colors & Shapes

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 2

Unit Title:	Dates, Colors & Shapes
Suggested Duration:	8 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

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<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 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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<i>Objective (Transfer)</i>	
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Apply greeting and take-leave in daily lessons. • Use basic questions to inquire each other's nationality, language spoken and other personal information. • Address people appropriately with different social titles in Chinese. • Read and write some basic Chinese characters strokes and radicals. • Understand differences between Chinese and English in terms of expressing dates and practice the Chinese format for 4 weeks. • Recognize and use vocabulary of color and shapes. • Describe one's favorite color and shapes. • Inquire about one's favorite color and shapes. 	
<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. • Language and culture are mutually dependent. • Learning languages allows students to realize there are multiple ways of 	<p>Essential Questions</p> <ul style="list-style-type: none"> • What are the similarities and differences between American and Chinese calendars? • What are the cultural implications behind the Chinese lunar calendar? • What are the basic components of Chinese characters? • How does color influence American and Chinese cultures?

viewing the world.

- Learning languages provides connections to additional bodies of knowledge.
- Language students have the ability to participate in multilingual communities.

- Why is the red color and round shape valued in Chinese culture?

Acquisition

Students will know . . .

- How to express and read time.
- How to express and read dates.
- How to inquire the time and date
- Some basic Chinese characters strokes and radicals
- How to recognize and express color
- How to differentiate different among shapes
- How to ask someone's favorite color/shape

Calendar and Date:

- *Calendar: ri li*
- *Today: jin tian*
- *Tomorrow: ming tian*
- *Yesterday: zuo tian*
- *January: yi yue*
- *February: er yue*
- *March: san yue*
- *April: si yue*
- *May: wu yue*
- *June: liu yue*
- *July: qi yue*

Students will be skilled at . . .

- Know the similarities/differences between solar and lunar calendars.
- Understand the implications of lunar calendars in Chinese cultures.
- Explain the start and end of each lunar calendar year.
- Recognize and express colors.
- Recognize and express different shapes.
- Ask someone's favorite color/shape.
- Explain the Chinese people's preference of red color and round shape.

- *August: ba yue*
- *September: jiu yue*
- *October: shi yue*
- *November: shi yi yue*
- *December: shi er yue*
- ***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...***

Days of the week:

- *Monday: xing qi yi*
- *Tuesday: xing qi er*
- *Wednesday: xing qi er*
- *Thursday: xing qi si*
- *Friday: xing qi wu*
- *Saturday: xing qi liu*
- *Sunday: xing qi tian/ri*

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*

Shapes:

- *Shape: xing zhuang*

- *Circle: yuan xing*

- *Triangle: san jiao xing*

- *Square: zheng fang xing*

- *Rectangular: chang fang xing*

- *Pentagon: wu jiao xing*

- *Oval: tuo yuan xing*

Question words:

- *how many; how much: ji*

- *When: na*

- *What: shen me*

Sentences:

- *Today/ tomorrow/yesterday is...*

- *My birthday is...*

- *I was born in 1992.*

- *I was born in Canada.*

- *Halloween is on October 31.*

- *My weekend is very good.*

- *Red is my favorite color.*

- *I like circle shapes.*

Questions:

- *What date is today/yesterday/tomorrow?*

- *What day of the week is today?*

- *Which year were you born?*

<ul style="list-style-type: none"> • <i>Where were you born?</i> • <i>What is your birthday?</i> • <i>When is your parents' birthday?</i> • <i>What date is Christmas/ Halloween...?</i> • <i>What's your favorite color/shape?</i> 	
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STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Common Summative Assessments	Common Formative Assessments
<ul style="list-style-type: none"> • Assessment: Comprehensive writing and speaking unit test (Interpretive/interpersonal/presentational.) • Evaluations: Project and present (Presentational) “My Favorite Color and Shape” (Make PPTs to introduce oneself and the color/shape preference) 	<ul style="list-style-type: none"> • Interpretive: <ul style="list-style-type: none"> a. Answer questions based on reading comprehension of written material. b. Listening comprehension and answering multiple choice questions (songs, short texts, storybooks, short scenarios, using authentic realia from online resources, textbooks, and scholastic magazines). c. Weekly vocabulary quiz Homework • Interpersonal: <ul style="list-style-type: none"> a. 3-minute teacher/student daily dialogue b. Teacher/student interaction through in class activities (such as bingo games, raise the card, white board, Simon says) c. Oral exam in every unit test (such as interview, dialogue) • Presentation: <ul style="list-style-type: none"> a. Bi-weekly performance-based assessment (mini-dialogue between students).
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 the Chinese calendar (month and day)

- Teacher introduces month and day of the month 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. “现在几月？” “今天几月几号？”
- Class activities make new dialogues use the words been taught.
- Homework-- worksheet about months.

Week 2: Review month and day; introduce the days in a week.

- Journal - Written activities to help them learn to express the date using the words and sentences learned.
- Raise questions using previously acquired vocabulary orally.
- Teacher introduces days of the week 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. “今天星期几？”
- Class activities make new dialogues use the words been taught.
- Homework-- worksheet about weekdays.

Week 3: Review calendar and dates; introduce the birthday sentence.

- Journal - Written activities to help review the date using the words and sentences learned.
- Raise questions using previously acquired vocabulary orally.
- Use current calendar to review dates and year.
- Sentence structure explained. “你的生日是几月几号？”
- Activity: project a world map on smart board; ask some students questions such as when is your birthday, where were you born, etc.
- Homework-- worksheet about family members birthdays.

Week 4: Introduce the color vocabs and color preference sentence.

- Teacher introduces colors 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. “你最喜欢什么颜色？”
- Class activities make new dialogues use the words been taught.
- Homework-- worksheet about colors.

Week 5: Review colors and introduce shapes.

- Journal - Written activities to help review the color using the words and sentences learned.
- Raise questions using previously acquired vocabulary orally.
- Teacher introduces shape 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. “你最喜欢什么形状？”
- Students work in pairs to ask each other’s favorite shape and color.
- Read color and shape vocabulary in characters.

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 birthday is it today?” (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 preferences List” (Interpretive and Presentational Mode) Students will create and present the following:
 - A self-intro of their basic information.
 - A detailed chart of their favorite colors and shapes.
 - A summary of their family members’ color and shape preferences.

Modifications

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

Specific Resources for Unit

Specific Resources for Unit

Diversity, Equity, & Inclusion

Diversity, Equity & Inclusion

Provide a brief description of how this unit addresses DE&I.

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.	