

Unit 01: Welcome & Introduction

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 1

Unit Title:	Welcome & Introduction
Suggested Duration:	8 weeks

Interdisciplinary Connections

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<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>

Introduce some of the key information/knowledge the students will be able to acquire from the Global Studies classes.

Technology Integration

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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 SMART Board

Use of Chromebook

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>
<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none">• Introduce each other with basic dialogues.• Respond to Chinese classroom commands.• Pronounce basic Chinese characters including their own name in Chinese with the help of Chinese pinyin.• Count to 2017 or current school year.• Identify number patterns/formations.• Write basic Chinese characters following the basic stroke orders.• Express their basic feelings in Chinese.

- Form basic sentences using subject and verb formation.
- Tell their age, origin, and where they live in Chinese.

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 do our cultures affect how we address people and communicate with others?
- Why learn Chinese?
- Why is it very important to learn Chinese radicals when studying Chinese characters?
- How does the Chinese calendar reflect the culture of the country?

Acquisition

Students will know . . .

- The importance of Chinese language in our world today.
- Brief history of the origin of Chinese language.
- The name and location of countries

Students will be skilled at . . .

- Discuss the importance of Chinese in the world today.
- Describe briefly the origin of Chinese language.
- Find and locate on a map the countries where Chinese is spoken.
- Compare and contrast greeting and leave-taking in Chinese and English: manners and gestures, the handshake, the respectful word **nin**...
- Demonstrate knowledge of vocabulary and

where Chinese is spoken.

- Differences and similarities of greeting and leave-taking in Chinese and English: manners and gestures, the handshake, the respectful word nin...

- Key vocabulary and their respective phrases to express greetings, courtesy and leave-taking:

1. you 你 (formal, informal)
2. Good 好
3. Again 再
4. See 见
5. Hello 喂; 你好
6. early; morning 早
7. good morning 早晨好
8. Good-bye 再见
9. ma particle 吗
10. How are you? 你好吗?
11. not, no (bu) 不
12. mistake; bad (cuo) 错
13. not bad 不错
14. can, may (hai) 还
15. Ok; pretty good 好; 可以
16. I; me 我
17. very; quite 很
18. very good. 很好

phrases.

- Use proper words to greet people.
- Read and write the introductory vocabulary and phrases based on the pinyin system.
- Understand and recite the pinyin alphabets and 4 tones of pronunciation.
- Writing Chinese characters in correct stroke.
- Write out pinyin when hearing the pronunciation of Chinese characters.
- Read basic sentences fluently.
- Count numbers from 1 to 1,000.
- Know how to express telephone number in Chinese.

19. Well 好
20. Thanks. 谢谢
21. ne Particle 呢
22. also, as well (ye) 也
23. Hi; hello 你好
24. Morning 您早 (respectfully)
25. Hi class! 同学们好
26. Hi teacher! 老师好
27. Class begins. 上课
28. Class is over. 下课
29. Hi parents. 爸爸妈妈好
30. I am sorry. 对不起!
31. It is OK. 没关系!
32. You are welcome. 不客气
33. I am fine, how about you? 我很好, 你呢?
34. I am fine, too. 我也很好
35. Good morning, students. 同学们, 早上好!
36. Good morning teacher. 老师早上好!
37. Do you understand? 明白吗?
38. Understand. 明白.
39. All look at me.
40. Listen to me! 听我说!

Introduction of Pinyin alphabet:

1. How to read **Chinese Pinyin** alphabet
2. 6 single finals: **a o e i u ü**
3. 18 compound finals: **ai ei ui ie ou in iu ao en on un uan ing ang eng ong uang uong**
4. 21 initials: **b p m f d t n l g k h j q x z**

c s zh ch sh r

5. **4 tones** of Chinese and their importance in speech.

Chinese numbers:

一 二 三 四 五 六 七 八 九 十

二十 三十 四十 五十 六十.....一百

Basic Character Strokes:

a. *Heng, heng gou, shu, shu zhe, shu zhe gou, pie, na, zhe, wan, shu wan gou, heng zhe wan gou*

Chinese radicals:

- People
- Woman
- Heart
- Mouth
- Speech
- Sun
- Water
- Fire
- Wood

Common Summative Assessments	Common Formative Assessments
<p>Evaluations:</p> <p>“Basic Dialogue ”- Introduction Puppet Show with introductory vocabulary in Chinese. <i>(Presentational Mode and Interpersonal Mode)</i></p> <p>“Facebook in Chinese” Part 1 Presentation based on themselves and picking an imaginary pen pal from a place in China.</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) • Do Nows (Presentational Mode) • Quizzes (Interpretive Mode, Interpersonal Mode and Presentational Mode) • Internet Activities (Interpretive 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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<p>Organize plan by weeks</p> <p>Week 1: Welcome and introduction of the class.</p> <ul style="list-style-type: none"> • Assign seats, offer students Chinese names and explain Classroom Expectations. • Go over the procedure to use the laptops in the classroom. • The students will use the Chromebooks to sign in to Google Classroom, Quizlet, etc. • Intro Activity on Chinese Speaking countries and regions. • Communicative activity- students will have impromptu dialogs based on introduction vocabulary. <p>Week 2: Greetings and Chinese Pinyin.</p>

- Teacher introduces greetings and leave-taking (Hello, goodbye, how are you, I'm fine/good/excellent/ ok/ not well, what's your first/last name, where is...) and other vocabulary through powerpoint slides, flash cards, and smart board.
- Use rhyme to review greeting and leave-taking.
- Greet your partner, then switch and repeat.
- Charades with the greetings.
- Use interactive posters to introduce the pinyin and four tones.
- Use Kahoot to practice Pinyin and four tones listening.
- Reinforce four tones by practice pinyin drills.

Week 3: Introduction of Chinese writing system and stroke orders.

- Teacher demonstrates the basic stroke orders rule.
- Using videos and visuals to help students get familiarized with the writing system.
- Make sure the students know the importance of writing in a grid paper and give hand-outs with the template grid paper.
- Use Kahoot to practice the basic stroke writing sequence.
- Reinforce the stroke orders by practice writing drills.
- Help students each individually write their Chinese names with the correct stroke orders being implemented.

Week 4: Express basic personal information in Chinese.

- Create basic dialog after hearing in class prompts.
- Teacher rehearse basic conversational questions and answers – “How old are you?”, “Where are you from?”, and “How are you?”, etc.
- Chinese pair-up puppet show based upon self-designed skit.
- Using teacher created activities for unit vocabulary practice.
- Using individual whiteboards to practice unit vocabulary.

Week 5: Count to 2017 or current school year.

- Teacher introduce the numbers in characters (1-10) and demonstrate the hand sign language using

one hand to count to ten.

- Rhyme: shi ge in di an xiao peng you 十个印地安小朋友.
- Numbers in Chinese to current year and beyond.
- Students are able to say telephone numbers and raise questions about it.
- Listen to numbers song about year.
- Using teacher created activities for unit vocabulary practice.
- Using individual whiteboards to practice writing the ten numbers.
- Answer direct response questions using previously acquired vocabulary and grammar.

Week 6: Form basic sentences using subject and verb formation.

- Review of the basic greeting sentences and vocab.
- Teacher demonstration of the Imperative Sentence pattern and choral response for classroom commands.
- Students will command their partners and give them question cards with numbers or characters to respond to.
- Students work individually to design project script and make presentation.

Week 7: Project - “*Basic Dialogue*”

- Complete “I CanStatements” based on Unit 1.
- Review the basic greeting and self-introduction lines.
- Puppet Show with introductory vocab and patterns in Chinese.
- Write down their Chinese names on flashcards, explain the meaning of names, and bring along for the presentation.
- In addition to the oral presentation, students also hand in a hard copy of their Personal Bio page.

Week 8: Project - “Facebook in Chinese”

- “Facebook in Chinese” Part 1 Presentation based on themselves and picking an imaginary pen pal from a place in China.
- Pass out facebook activity part 1- Students will create a “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.

Modifications

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

Chinese English Dictionary available at:

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

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:

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 Core Idea and Performance Expectation from NJDOE link above.

