

# Unit 03: House & Furniture

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

## Unit 3

<b>Unit Title:</b>	<b>House &amp; Furniture</b>
<b>Suggested Duration:</b>	<b>8 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.

*Geography: Location words and house layouts.*

*Art: Decorating your household and room.*

## 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.

- Use of SMART Board

- Use of Chromebook

## Standard(s) Addressed

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### *World Languages Standard*

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

FL.IM.7.1.IM.IPERS	Interpersonal Mode of Communication
FL.IM.7.1.IM.IPRET	Interpretive Mode of Communication
FL.IM.7.1.IM.PRSNT	Presentational Mode of Communication
WL.AL.7.1.AL.IPERS	Interpersonal Mode of Communication
WL.AL.7.1.AL.IPRET	Interpretive Mode of Communication
WL.AL.7.1.AL.PRSNT	Presentational Mode of Communication
WL.IH.7.1.IH.IPERS	Interpersonal Mode of Communication
WL.IH.7.1.IH.IPRET	Interpretive Mode of Communication
WL.IH.7.1.IH.PRSNT	Presentational Mode of Communication
WL.IL.7.1.IL.IPERS	Interpersonal Mode of Communication
WL.IL.7.1.IL.IPRET	Interpretive Mode of Communication
WL.IL.7.1.IL.PRSNT	Presentational Mode of Communication
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.NL.7.1.NL.IPERS	Interpersonal Mode of Communication
WL.NL.7.1.NL.IPRET	Interpretive Mode of Communication
WL.NL.7.1.NL.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>

- Describe his/her own house.
- Describe one's own room.
- Introduce the layout of the house and explain the location of furnitures inside each room in the house.
- Describe the functions of the rooms.
- State which room he/she likes the best and why.

### ***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**

- What are the similarities and differences between Chinese and American living conditions?
- How do Chinese and American cultures reflect different living environments?

### ***Acquisition***

*Students will know . . .*

#### **Home Vocab:**

- House 家
- Room 房间
- Bedroom 卧室
- Kitchen 厨房
- Dining room 饭厅
- Bathroom 卫生间

*Students will be skilled at . . .*

- Describe his/her own bedroom.
- State favorite room and why.
- Introduce the furniture inside the room.
- Describe the locations of each room inside the house.
- Describe the functions of the rooms.

- Shower room 浴室
- Balcony 阳台
- Garage 车库
- Single room 单人房
- Master bedroom 主卧室
- Living room 客厅
- Study room 书房
- Basement 地下室
- Front yard 前院
- Back yard 后院

**Furniture Vocabs:**

- Furniture 家具
- Dining Table 餐桌
- Coffee table 茶几
- Chair 椅子
- Bookshelf 书架
- Lamp 落地灯
- Table lamp 台灯
- Wardrobe 床头柜
- Mirror 镜子
- Refrigerator 冰箱
- Washing machine 洗衣机
- Computer 电脑
- TV 电视机

**Measure words:**

- 个
- 把
- 扇
- 台
- 盏
- 张

**Location words:**

- Above 上
- Below 下
- Front 前
- Behind 后
- Left 左
- Right 右
- Beside 旁

**Others:**

- 面
- 边

**Verbs:**

- Buy
- Rent
- Sell

**Statement Sentences:**

- I have computer in my room.
- My family room has a tv, a coffee table

....

- Tv is next to the door.
- We have two cars in our garage.
- Mirror is on top of dresser.

**Question Sentences:**

- Where do you live?
- Do you have your own room?
- How many rooms are there in your house?
- What do you usually do in your family room?

**STAGE II Assessment Evidence**

STAGE II Assessment Evidence	
Common Summative Assessments	Common Formative Assessments
<ul style="list-style-type: none"><li>• Poster - “My Dream House” (Interpersonal mode, Presentational mode)</li><li>• Project - “ A Video Tour to My Home” (Interpretive Mode, Presentational mode)</li></ul>	<p>Practices:</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>

Assessments:

- Journals (Presentational Mode)
- 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 topic to check for understanding.

**STAGE III Learning Plan**

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**Organize plan by weeks**

**Week 1:** Introduction of the unit

- Cultural point: show students photos of different styles of living in China, students make comparisons to different styles of living in America.
- Teacher introduces housing vocabulary.
- Teacher introduces measure words for house vs rooms vs floors. Highlight the importance of the concept of *measure words* in Chinese.
- Students use different measure words to ask house related questions to their classmates, ex: “Does your house have many rooms?” “How many floors?”

**Week 2:** Rooms inside your home

- Introduce different Chinese words for rooms.
- Begin introducing vocabulary for different rooms in a house with pictures.
- Using individual whiteboards to practice character writings.

- Using teacher created activities to practice unit vocabs.
- Students talk about their home: how many rooms on each floor and what are they? How many bedrooms? Describe all rooms.

### **Week 3:** Introduce furniture vocabulary

- Continue reviewing house & rooms vocabulary.
- Emphasis on the importance of measure words. Teacher introduces the measure words used for different categories of furniture in this unit.
- Introduce radicals used in furniture vocab; fire, wood, water ...
- Teacher introduces furniture vocabulary with PPTs.
- Using the sentence structure “In the .... there is/are ... ...里有...” to describe furniture in different rooms.
- Using teacher created activities to practice unit vocab.
- Using picture prompts to describe rooms they see.

### **Week 4:** Project: *My Dream House*

- Continue reviewing house and furniture vocabulary.
- Vocabulary reviewing activity - students work in pairs. Students draw the layout of a house based on a paragraph describing a house in Chinese. Label the rooms in Chinese.
- Start working on individual project *My Dream House* on Google Drawing. Students design their dream house on Google Drawing and label all rooms and furniture in the house. Students describe in writing about the house they design in Chinese.

### **Week 5:** Relative location expressions

- Continuation of *My Dream House Project*, students present their houses to class.
- Teacher introduces direction words: up, down, next, right, front, back, next to, across to.
- Teacher introduces sentence structures for describing relative locations using direction words, ex: “I am on your left.” “A mirror is on top of the dresser.”
- Students practice using direction words to describe relative locations of classmates around them, objects in the classroom, and furniture in different rooms in a house.
- Teacher describe a room in Chinese and students draw what they hear, focusing on the furniture

locations in a room.

**Week 6:** Introducing related verbs on house

- Teacher introduces verbs “sell, buy, rent” and briefly introduce how to ask for pricing. “How much is it?” “Too expensive” “Cheaper” “Deal”
- Show students authentic renting posts in Chinese.
- Students design their own renting post - “lucky house for rent - 3 bedrooms, 2 restrooms ....etc” Students present their renting posts in pairs and asking each other if they would rent it or not.
- Review all vocabulary for the unit with reviewing activities.

**Week 7:** Project - *video tour to my house*

- Students work on the project. Students first write a script to describe their house and especially their own bedroom in detail, using as much vocabulary they can from the unit. Students also need to describe relative locations of furniture in their own bedroom. Students upload their script on Google Classroom.
- Students film their house while introducing their house, using the script they write to give a video tour of their house.
- Students present their video to class and complete a listening task while watching the videos.

**Week 8:** Preparation and completion of assessments.

- Summative test: written, speaking and listening comprehension.
- Final writing task - find a house you want to buy online that is currently on the market in the US and describe the house / price / layout.
- Look at each other’s project and offer/share comments in groups.

**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)
- [www.quizlet.com](http://www.quizlet.com)
- [www.edmodo.com](http://www.edmodo.com)
- [www.youtube.com](http://www.youtube.com)
- [www.learningchinese.com](http://www.learningchinese.com)

## **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.	