

Unit 04: Animals

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 4

Unit Title:	Animals
Suggested Duration:	10 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>

Art: Pet drawing and feature illustration

English: Grammar note “continuation of action”

Technology Integration

Technology Integration
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](#)

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.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"> • Retell the stories and meanings of the Chinese zodiac animal year. • List the numbers of animals in family.

- Describe the animal's appearance.
- Explain the animal's eating and drinking habit.

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 animals influence our lives?
- How do Americans and Chinese categorize animals in similar and different ways?
- How does the Chinese hieroglyphics and radicals influence most of Chinese characters for animals?
- What are the similarities and differences in China and the United States as to how they treat animals and raise pets?
- Do you find some matchings between your Zodiac animal description and your personality or life predictions?

Acquisition

Students will know . . .

12 Chinese zodiac animals:

- Mouse
- Cow
- Tiger
- Rabbit
- Dragon
- Snake
- Horse
- Sheep
- Monkey
- Roster

Students will be skilled at . . .

- Describe each Zodiac animal including the color, size, appearance and what they eat and drink;
- Describe their favorite animals.
- Make plans to visit a zoo nearby;
- Talk about their Zodiac animal and the personality predictions.

- Dog

- Pig

More animals:

- Elephant

- Panda

- Bear

- Deer

- Lion

- Fox

- Wolf

- Butterfly

- Dragonfly

- Shrimp

- Fish

- Ant

Verbs:

- Eat

- Drink

- Run

- Jump

- Crawl

- Fly

- Swim

Measure words:

- 只

- 匹
- 头
- 条

Body parts words:

- Hair
- Ear
- Nose
- Mouth
- Fur/skin
- Claws
- Leg
- Arm

Adjectives:

- Pretty
- Cute
- Scary
- Chubby
- Big
- Small
- Smart
- Stupid

Statement Sentences:

- My favorite animal is...
- I have animal in my home.

- My family has one/two/three animals.
- My dog has black fur and blue eyes.
- My cat doesn't like to eat fish.

Question Sentences:

- Do you have your own pet?
- How many animals are there in your house?
- What food does your animal like to eat?
- What does your animal like to drink?
- Can you animal fly/swim/run/jump?

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Common Summative Assessments	Common Formative Assessments
<ul style="list-style-type: none"> • Poster – “My Zodiac Animal” (Interpretive and Presentational Mode) Students will create and present the following: <ul style="list-style-type: none"> ○ An introduction of your Zodiac Animal; ○ A detailed chart of your family and friend’s zodiac animal. • Project – “Describe Your Favorite Animal” (Interpretive Mode, Presentational mode) 	<p>Practices:</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)

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 to the unit

- Introduce basic category vocabulary that ends with suffix 物.
- Emphasize on “measure word” concept and introduce the common measure words for animals and plants.
- Reinforce vocabulary learning by engaging students in activities and individual smallboard practice.
- Class activities-- make new dialogues use the words been taught. Students ask and answer questions like “Do you like animals?” “Do you have pets?” “Do you want to have pets?”

Week 2: Introduce animal vocabulary

- Review measure words.
- Introduce five measure words for different categories of animals.
- Introduce the animal radical vs. human radical vs. plant(tree) radical.

- Teacher introduces animal vocabulary by using Chinese hieroglyphic to show the relations between visual image and animal Chinese characters.
- Reinforce learning by engaging students in activities such as Kahoot, Quizlet or individual smallboard practice.
- Continue using animal vocabulary to review relative location expressions. (a bear is behind a tree; a pig is on top of the house... etc)

Week 3: Chinese Zodiac Animals

- Continue reviewing animal vocabulary and introducing new animal vocabulary using pictures of real animals.
- Teacher shows a video to introduce Chinese zodiac animals.
- Teacher introduces zodiac animal related vocabulary and sentence structures.
- Students ask and answer age, birthday, zodiac questions in pairs.
- *Zodiac Poster* - students have to find out all their family members birthday, age, and zodiac animal signs. Choose two of their teachers and three of their friends to present their findings.

Week 4: Animal and their moves

- Continue reviewing animal vocabulary.
- Teacher introduces relevant verbs to describe animal moves.
- *Project: A Trip to the Zoo* - in small groups, create a children's book called *A Trip to the Zoo*, describing what animals are there in the zoo, with color descriptions and numbers (with correct measure words).
- Present storybook to class when finished.

Week 5: Describe animals with adjectives

- Teacher introduces adjectives to describe animal appearances.
- Teacher explains the two meanings of character “长”, one as verb (meaning “grow”) and one as adjective (meaning “long”)
- Teacher demonstrates the usage of verb 长, when followed by adj vs. noun, and how to correctly use it as a verb.
- Students practice describing animals using 长得 + adj.

- Students practice using zhang de + adj to describe animals.

Week 6: Body parts and animal appearance

- Introduces body parts vocabulary.
- Listen to “head, shoulder, knee, and toe” in Chinese version and sing.
- Students label body parts on different animals and humans.
- Play “Simon says” in Chinese.
- Teacher introduces Repetitive Adj Pattern. Student practice using the pattern to describe animal appearances. Use “长着 + Repetitive A Adj Pattern” to describe animal body parts.

Week 7 & 8: 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 mini conversations.

Week 9 & 10: Project & Presentation

- Project – “Describe Your Favorite Animal and Person” (Interpretive Mode, Presentational mode)
Students pick an animal (or their pet) and a family member to describe their looks using all unit content materials learned. Students find photos of the animal/pet and the person or draw them on their poster to show as visual support when presenting.
- Students listen actively during peer presentation and complete a listening task.
- 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
- Chinese English Dictionary available at:
 - http://www.archchinese.com/chinese_english_dictionary.html
 - www.quizlet.com
 - www.edmodo.com
 - www.youtube.com
 - www.learningchinese.com

Diversity, Equity, & Inclusion

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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.	