

# Unit 02: Vacation

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

## Unit 2

<b>Unit Title:</b>	<b>Vacation</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.

*Math: Time Difference*

*English: Grammar of “have been”*

*Geography: Identifying countries on maps.*

## 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.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>
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Describe location of countries</li> <li>• State countries student would like to visit</li> </ul>

- State countries already visited.
- State language(s) student speaks
- State how many countries speak Chinese
- State language(s) used in United Nations

### **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 to the weather in United States?
- What are the similarities and differences related to vacationing in China and the United States?

### **Acquisition**

*Students will know . . .*

#### **Verb prefix/suffix for tenses:**

- Have been to... 去过
- Want to go... 想去
- Went to ...去了
- Will go ... 要去
- Can speak..... 会说

#### **Verbs:**

- Speak, talk, say 说

*Students will be skilled at . . .*

1. Write about countries that student has visited and countries student would like to visit.
2. Identify countries and places on map of the world.
3. Describe the weather conditions of different travelling destinations: sunny, rainy, windy and snowy.
4. Determine when is the best time to plan a trip to China.
5. Plan a vacation to China or other countries in the world and state related activities.
6. Describe China's climate and identify appropriate clothing to pack.
7. Identify appropriate documents needed to travel

- Have /have not 有 / 没有
- out 出
- be born 出生
- go 去
- learn 学
- can 会
- think; want to; would like to 想
- to bring 带

- many 很多
- but 但是 / 可是
- at 在
- with 跟 ... 一起 ....
- times 次
- modifier 的 vs 得

**Question words:**

- or 还是
- when 什么时候
- how 怎么
- where 哪

**Vacation:**

- vacation 假期
- on vacation 度假
- have a vacation (start vacation) 放假

to different countries.

8. Know how to travel within China.
9. Understand the culture and customs of China.
10. Discuss the four major holidays in China.

- winter vacation 寒假
- summer vacation 暑假
- spring break 春假
- within the country 国内
- abroad 国外
- visa 签证
- passport 护照
- luggage 行李

**Vacation activities:**

- appreciate flowers 赏花
- gardening 种花
- picnicking 野餐
- camping 露营
- ice skating 滑冰
- ski 滑雪
- make a snowman 堆雪人
- swim 游泳
- surf 冲浪
- row a boat 划船
- go to the shore 去海边
- sunbathing 晒太阳
- mountain climbing 爬山

**Sentences:**

- I have been to ..., I haven't been to ....

- I went to ...
- I want to go to..
- I will go to..
- I can speak (languages).
- I want to learn (languages).
- I live in ...
- I often go camping in summer.
- I never surf.
- I can swim well.

**Questions:**

- What language can you speak?
- What language you want to learn?
- Can you speak German?
- Dose she speak Mandarin or Cantonese
- Dose South Africa speaks English?
- When are you going to China?
- What clothes will you bring?
- How is the weather in China?

**STAGE II Assessment Evidence**

STAGE II Assessment Evidence	
Common Summative Assessments	Common Formative Assessments
<ul style="list-style-type: none"> <li>• Project - “Weather Reporter” (Interpretive Mode, Interpersonal Mode)</li> </ul>	<p>Practices:</p>

<p>and Presentational Mode)</p> <ul style="list-style-type: none"> <li>• Project – “Travel Guide” (Interpretive Mode, Interpersonal Mode and Presentational Mode)</li> </ul>	<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> <p>Assessments:</p> <ul style="list-style-type: none"> <li>• Journals (Presentational Mode)</li> <li>• Quizzes (Interpretive Mode, Interpersonal Mode and Presentational Mode)</li> <li>• Internet Activities (Interpretive and Presentational Mode)</li> </ul>
<b>Modifications</b>	
How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)	

Other Evidence:

- Students’ daily journals (Presentational Mode)
- 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**

<b>STAGE III Learning Plan</b>
<p><b>Organize plan by weeks</b></p> <p><b>Week 1:</b> Review country/weather vocabulary; introduction to new unit</p>

- Teacher uses a world map to review continents and country names with students. Teacher reviews sentence structures from level one, ex: “China is in Asia” “Chinese people speak Mandarin.” “I can speak Chinese.”
- Teacher continues using the map and photos to review weather vocabulary.
- Vocabulary review activities.
- Project - *Weather Reporter*; students will each pick a city in the world and research the weather conditions of the following week, create a weather report in Chinese, and present only two days of their research findings as weather reporters to class.

### **Week 2: Introduce vacation vocabulary**

- Continuation of weather report presentation.
- Using the continent and country names reviewed, teacher will tell a story of her own travel history in Chinese with pictures. Student will listen actively for keywords “go” “been to” “vacation.”
- Student practice making sentences and ask/answer questions: Have you been to (continent/country)?
- Introduce vacation vocabulary and related verbs.

### **Week 3: Continue introducing vacation vocabulary**

- Connect verbs with vacation vocabulary, ex: “go on vacation,” “start summer vacation”
- Connect time adverbs with vacation vocabulary, focusing on the location of time adverbs in a sentence in Chinese. ex: “I from 12/23 to 1/1 have winter vacation.” or “From 12/23 to 1/1 ,I have winter vacation.”
- Practice asking and answering questions, ex: “When is summer vacation?”
- Compare the usage of “when as a question word 什么时候” and “when/ during.....的时候” and introduce more 时候 related usages.
- Connecting the sounds of the vocab with their corresponding Chinese characters.
- Using individual whiteboards to practice character writings.
- Using teacher created activities to practice unit vocabs.

### **Week 4: Activities and vacations**

- Review vacation vocabulary with PPTs, quizlet, and games.

- Introduce vocabulary for activities for four seasons.
- Using activities vocabulary to practice frequency words and make sentences, ex: “I sometimes swim”
- Using activities vocabulary to practice can/cannot and make sentences, ex: “Can you ski?” “Can you ice skate?”
- Using activities vocabulary to practice different verb tense and make sentences. “Have you ever...?” “Did you..?” “Will you...?”

**Week 5:** Reinforcement on vocabs and sentences with activities

- Conenct the sounds of vocab with their corresponding characters.
- Using individual whiteboards to practice character writings.
- Reading comprehension practices.
- Writing practice. Students write about themselves, using vacation and activities vocabulary.

**Week 6:** Reinforcement on prefix and suffix for verb tenses

- Review using prefix and suffix to indicate verb tenses in Chinese.
- Student talk about themselves and places they have been to, have not been to, went to, want to go to, or will go.
- *Cultural Point:* students research China’s popular tourist spots in small groups, research the weather for four seasons of a tourist spot of their choice and decide when is the best time to visit the place. Student present their findings to the class.

**Week 7:** Project - *My Tour Guide to ...*

- Student work individually to create a travel guide to a country by incorporating all content materials they learn, including: name of country, continent, best travelling season, weather, how to go there from USA, have you been to, how many times, activities you do, who will you go with, what will you bring (clothing), do you need visa/ passport, etc.

**Week 8:** Representation of Project

- Students present their projects to the class. Students listen actively and complete a listening worksheet when viewing peer presentations.
- Wrap up the unit with interactive online activities, kahoot/ quizlet/ jeopardy.

- Board game for the unit in small 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.	