

Unit 01: Transportation/Time

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 1

Unit Title:	Transportation/Time
Suggested Duration:	8 weeks

Interdisciplinary Connections

Interdisciplinary Connections
Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12
Math Practices: https://www.nj.gov/education/standards/math/Index.shtml
Science Practices: https://www.nj.gov/education/standards/science/Index.shtml
Find and paste appropriate <u>Companion Standards or Practices</u> here.

Art: Illustration of transportation

Math: Time

Social Studies: History of transportation

Technology: Varieties of transportation

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>
<i>Students will be able to independently use their learning to...</i>
<ul style="list-style-type: none"> • Identify and describe vehicles

- Identify appropriate transportation
- Describe new transportation invention
- Tell and ask for time.

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 Chinese hieroglyphics influence Chinese characters in writing, especially on transportation related vocabs?
- How have automobiles changed the world?
- How do the modes of transportation influence our lives?
- What are the similarities and differences related to transportation in China and the United States?
- How is modern life affecting Chinese culture?
- What are the similarities and differences as to how time is viewed by Americans and Chinese?

Acquisition

Students will know . . .

Vehicle:

- transportation 交通工具
- vehicle 车
- school bus 校车
- take school bus 坐校车
- vapor; steam 汽
- car, motor vehicle 汽车
- public bus 公共汽车
- rent; 租
- taxi 出租汽车

Students will be skilled at . . .

- Describe vehicles
- State preferences and justify preferences related to transportation.
- Plan transportation to a destination of their choice.
- Discuss China's transportation situation.
- Compare and contrast transportation in United States with transportation in other countries
- Use vocabulary related to time
- Discuss the time line differences in the world
- Compare and contrast time related to school in China and the US.
- Discuss the daily schedule of self and family

- electricity电
- tram电车
- fly飞
- plane飞机
- iron铁
- underground地铁
- qi ride骑
- ride a horse骑马
- horse carriage 马车
- men power carriage 人力车
- go; travel xing行
- bicycle自行车
- ride a bicycle骑自行车
- boat; ship船
- hot ballon 热气球
- same; like同
- schoolmates同学
- common; general共
- public公共
- road; journey路
- walk走路
- run 跑步

Time:

- What time is it? 现在几点?
- time时间

members.

- early morning 早上
- half 半
- half past seven 七点半
- clock 时钟
- four o'clock 四点(钟)
- what time 什么时间
- zero 零
- fen 分
- five past two 两点零五分
- a quarter (of an hour) 刻
- a quarter past eleven 十一点一刻
- eleven forty-five 十一点三刻
- meter; 表
- watch 手表
- a moment 一会儿
- wu noon 午
- morning 上午
- zhong wu noon 中午
- afternoon 下午
- evening; late 晚上
- 后天 the day after tomorrow
- 后年 the year after next year
- behind; back 后
- after 以后
- mei every 每
- every day 每天

Verbs:

- go 去
- look 看
- travel by; sit 坐
- drive; open; 开
- drive a car 开车
- ride (bike/ motorcycle) 骑
- walk 走
- go home 回家
- go to work; off work 上班 下班
- can/ know how to .. 会

Question word:

- **zen** why 怎
- **zen me** how 怎么

Comparison:

- bi compare 比
- or 还是
- slow 慢
- quick; fast 快
- slow train 慢车
- even more 更
- most 最
- express train 快车

Conjunctions:

- from ... to ...从...到...
- first ... then ...先..然后...

Sentences:

- I go to school by school bus every day.
- My father drives to work.
- My mother goes to work by bus.
- My grandpa will take train to New York.
- My friend will take airplane to England
- I will go to China town by subway on Sunday.
- I first take taxi, then take plane to Canada.

Questions:

- How do you go to school every day?
- How do we go to Canada?
- How does your father go to work?
- What time is it?
- What time do you go to school every day?
- What time does your mother go to work?
- What time is the train to New York?

STAGE II Assessment Evidence	
Common Summative Assessments	Common Formative Assessments
<ul style="list-style-type: none"> • Assessment: self - introduction poster • Assessment: <i>Mini project</i> - In pairs, create your own timetable of a transportation on Google Classroom, and create a dialogue based on the timetable. • Evaluation: Project – “Transportation Skit” (Interpretive Mode, Interpersonal Mode and 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) <p>Assessments:</p> <ul style="list-style-type: none"> • 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:

- 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

STAGE III Learning Plan
Organize plan by weeks

Week 1: Welcome and introduction of the class.

- Assign seats, find out or offer students Chinese names and explain classroom expectations.
- Go over the procedure to use the chromebooks in the classroom.
- Students will use the Chromebooks to sign in to Google Classroom, Quizlet, etc.
- Communicative activities: students will have impromptu dialogs based on introduction vocabulary and last years' themes.
- Mini poster project- students will introduce themselves to the class. Each student will create a small poster with visual cues on one side and sentences on the other, sentences include name/ age/ nationality/ where do you live/ birthday/ family members/ color/ shape /weather.

Week 2: Introduce vehicles vocabulary

- Teacher introduces Chinese hieroglyphic to begin the unit by showing the picture of an ancient Chinese carriage and explain the origin of the Chinese character - vehicle 车.
- Teacher introduces vehicles related vocabulary by using power point slides.
- Reinforce learning by creating some engaging activities such as raise the card, memory, and small white-board writing.
- Writing Chinese characters with correct stroke order.
- Cultural Points: Teacher shows authentic videos/ pictures of Chinese urban traffic. Students compare what they see with what they know in America and make a list of similarities and differences. Example: Taipei city traffic vs. New York traffic. Number of motorcycles. Preference on taking public transportation vs driving. ... etc. Teacher will make sentences in Chinese based on students' observations of similarities and differences.

Week 3: Verbs & question words

- Vocab review activities; vocab bingo, online reviewing games, quizlet, kahoot!
- Connecting the sounds of the vocab with their corresponding Chinese characters.
- Using individual whiteboards to practice character writings.
- Using teacher created activities for unit vocabulary practice.
- Vocab quiz.
- Teacher introduces verbs “can, go, drive, ride, take(sit)” and question word “how”
- Ask and answer questions such as “Can you drive?” “How do you go to school?” “How does your

dad go to work?"

Week 4: Interpersonal dialogues practice

- Storytelling - Teacher will tell a story IN CHINESE with pictures about her journey to America using sentence structures “from ... to ...” & “first ... then” repetitively.
- Introduce sentence structures “from ... to ...” & “first ... then”
- Students practice making sentences with the above sentence structures with pictures prompts.
- Students research ways to go to different destinations by using “from ... to ...” & “first ... then ...” structures. Create sentences based on their findings.
- Teacher introduces frequency words: always, often, sometimes, seldom, never.
- Student practice asking each other questions using frequency words.

Week 5: “What time is your train?”

- Review time expressions learned in Chinese I. Check student’s understandings.
- Activities to review telling time in Chinese - in speaking and writing. Small clock activity, write out time expression on small whiteboards.
- Teacher demonstrates how to ask questions with time expressions and modifier “de” - “What time is your train?”
- Introduce modifier “de” 的 to describe “time + transportation,” ex: 8:00 pm train
晚上八点的火车， What time is your plane? 你坐几点的飞机？
- Mini project - In pairs, create your own timetable of a transportation on Google Classroom, and create a dialogue based on the timetable. (Examples: Between two friends deciding which train to take to go to New York/ At the ticket window buying a ticket)

Week 6: Application of Skills in Reading & Writing Comprehension

- Students present their dialogues in front of class with their timetables shown as background.
- Review unit vocab and sentence structures.
- Reading comprehension practices. Jigsaw reading activities as a class.
- Writing practices.

Week 7: Project - *Creating a Skit*

- Students combine all unit content and create skits in groups of three. Each group is assigned to create a scenario on school bus/ plane/ boat/ taxi/ train. Students create the skit as a group on Google Classroom, practice their skit, make props.
- Students presents their skits to class. Students take notes and complete an active listening worksheet while viewing peer presentations.

Week 8: Preparation and completion of assessments.

- Students complete presenting their skits and turning in their active listening sheets.
- Students vote. Giving out Best Actor award, Best Actress, Best Costumes Award, Best Group Award.
- Summative test: written, speaking and listening comprehension.

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 Core Idea and Performance Expectation from NJDOE link above.

