

Unit 03: Interests & Hobbies

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 3

Unit Title:	Interests & Hobbies
Suggested Duration:	7 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.

Music: Sing Chinese songs

Art: Chinese painting

Physical Education: Sports

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 Standards

[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.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

STAGE I Desired Results

STAGE I Desired Results	
<i>Objective (Transfer)</i>	
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Express likes and dislikes associated with school and after school activities • Express preferences amongst choices • Express opinions about hobbies and interests • Discuss popular sports or hobbies in China and the US • Invite friends to an activity such as playing basketball/soccer, etc. • Describe hobby preference and how they spend their spare time on the hobby. 	
<i>Mastery</i>	
<p>Big Ideas/Understanding</p> <p><i>Students will understand that...</i></p>	<p>Essential Questions</p> <ul style="list-style-type: none"> • How do you personally benefit from having

- 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.

hobbies?

- How does the sport of a country represent its culture?
- How does the music of a country represent its culture?

Acquisition

Students will know . . .

Activities and hobbies:

- Hobby
- After school activities
- Piano
- Violin
- guitar
- basketball
- soccer
- volleyball
- ping pang ball
- badminton
- swim
- walking
- running

Students will be skilled at . . .

- Express likes and dislikes associated with school and after school activities
- Express preferences amongst choices
- Describe their afterschool activities
- Compare and give opinions on cultural traditions in Chinese speaking places
- Express opinions about hobbies and interests
- Describe musical instruments
- Talk about what kind of music they like.
- State what kind of sports they like and why.
- Play ping-pong – national sport of China
- Illustrate the use of a Chinese painting brush

- football
- Baseball
- movie
- painting
- color

Verbs:

- play (musical instrument)
- draw a picture
- Watch TV, movies
- do homework
- sing
- dance
- listen to; hear
- jump
- finish
- participate
- pull
- push
- run
- join
- close
- kick
- turn

Others:

- always

- a little while; a short time
- a lot of
- together

Sentences:

1. I like to sing and dance.
2. I don't like to play basketball.
3. I joined the school team.
4. Playing Ping-Pong is my after school activity.
5. I usually play football after school.
6. I don't know how to play baseball.
7. I know a little bit of piano.
8. My father likes playing golf a lot.
9. Sometimes I go to the gym to play tennis.
10. I want to learn ping pong some times.

Questions:

1. Do you want to play soccer with me on Saturday afternoon?
2. What are your favorite activities?
3. What's your hobby?
4. Do you have time this weekend?
5. Would you like to go swimming this weekend?
6. Do you usually go to the gym?

Grammar:

<ul style="list-style-type: none"> • in the process of • right, correct • yi bian.... yi bian at the same time • although.. but.... • besides.... also.... 	
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STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Common Summative Assessments	Common Formative Assessments
<ul style="list-style-type: none"> • Project: Athlete and Musician Students create a PPT slides project introducing two athletes and two musician. (presentational, interpretive mode) • Writing Project - students write about themselves, hobbies, interests, school clubs by using key sentence structures. (presentational, interpretive 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	
<p>How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)</p>	

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

STAGE III Learning Plan

Organize plan by weeks

Week 1: All about verbs

- Begin the unit with reviewing verbs and introducing new verbs.
- Reinforce vocabulary learning by creating some engaging activities such as raise the card, memory, and small white-board writing.
- Explain how verbs are formed in Chinese language.
- Review the verb tense particles, 了, 在, 要, etc.
- Review verb tenses with sports vocab, ex: I want to learn to play... ; yesterday I played...
- Review the time words related to the tenses and making sentences.

Week 2: Sports Vocabulary

- Introduce hobby vocabulary - focusing on verbs.
- Review the usage of 得 (a modifier for verbs)
- Students talk about their hobbies using new vocabulary.
- Describe their skills with 得 modifier.
- Students talk about their family members and friends about their hobbies and/or sports they play.
- Connect new vocabulary with corresponding characters, and practice character writing.

Week 3: Music and other interests

- Review sports vocabulary.
- Introduce music vocab, including a variety of instrument names.
- Connect new vocabulary with corresponding characters, and practice character writing.
- Continue practicing using modifier 得 for verbs.
- Practice asking questions with 得 to ask about skill level.
- Compare two “de - modifier 得 and 的” in Chinese language.

Week 4 & 5: PPT Slides Project - Athlete and Musician

- Review of all verbs and vocab.
- Review the usage of modifier 得 and using modifier 得 to ask and answer questions.
- Students create a PPT slides, introducing two athletes and two musicians. Students research basic information about these athletes and musicians of their choice. (Must include sentences that use PTL structure and modifier 得)
- Students present their project to class.

Week 6: Introduce key sentence structures

- Review “**although...but..**” practice making sentences about sports and interests using this sentence structure.
- Introduce “**besides ... also...**” practice making sentences about sports and interests using this sentence structure.
- Introduce “**yi bian...yi bian...** (describe two actions at the same time)” and use picture prompts to make sentences with this structure.

Week 7: Preparation and completion of assessments.

- *Writing Project* - students write about themselves, hobbies, interests, school clubs by using key sentence structures.
- Students present their project orally to class.

- Teacher offers feedback and students give comments on each other's work.

Modifications

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

Specific Resources for Unit

Specific Resources for Unit

Attached Affirmative Action Compliance Checklist

- 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
- Chinese textbook << Chinese Made Easy>> and its CD
- Maps of China
- Teacher created worksheets and information
- Current articles from online Chinese-speaking newspapers
- Internet research using Chromebooks / iPads
- Chinese language learning websites:--
- Pinyin Dictionary online at:
- <http://pinyin.911cha.com/>
- 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:

- <http://www.bbc.co.uk/languages/chinese/>

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.

