

Unit 02: Daily Routines

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 2

Unit Title:	Daily Routines
Suggested Duration:	8 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>

Math: Daily schedules

History: American and Chinese educational systems

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"> • Create a daily school routine schedule. • Describe and present the daily routine orally. • Create and present the daily routine activities from morning to night. • Provide detailed description of verbs in terms of its time, location and manner adverbial. • Use key vocabulary and grammar notes to explain their daily life. 	
<i>Mastery</i>	
<p>Big Ideas/Understanding</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Communication is the ability to 	<p>Essential Questions</p> <ul style="list-style-type: none"> • Why are the people and places in the school important? • Why is it very important to organize daily

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.

routines?

- What are some cultures similarities and differences between American and Chinese lifestyle and routines?
- How do our cultures affect how we address people and communicate with others?

Acquisition

Students will know . . .

Daily Routine words:

- Wake up
- bed
- get up
- brush
- brush one's teeth
- face
- wash face
- have a bath
- take shower
- sleep
- rest

Students will be skilled at . . .

- Recognize and describe school subjects and daily routines.
- Express likes and dislikes associated with the school.
- Discuss and describe favorite subjects.
- Create and present a school schedule.
- Create and present a school facilities map.
- Provide directions to visitors in the school
- Describe one's dream school (location, facility, environment, etc)

- breakfast
- lunch
- dinner
- at once; right away
- as soon as
- stop
- usually; generally
- normally
- alarm
- go to work
- go to school

Time words:

- 以前
- 以后

Prepositions:

- 跟.....一起
- 和.....一起

Sentences:

1. I get up at 6 o'clock every day.
2. I have my breakfast at 6:30am.
3. I study Chinese in the library with my friend.
4. My favorite subject is Chinese.

Questions:

1. What time do you go to lunch?
2. When do you go to bed?
3. Where do you have your Chinese class every day?
4. With whom did you go to China last year?

Notes:

1. Yi.....jiu..... as soon as

e.g. As soon as I get up, I go to take show.

2. “jiu” as soon as; as early as; right after:

e.g. He ran away as soon as he finishes lunch.

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Common Summative Assessments	Common Formative Assessments
<ul style="list-style-type: none">• <i>Project - Together with Me.</i> Students create a comparison chart in pairs about their daily schedule. Students summarize the chart in 15 Chinese sentences with adverbs (also, but, both, neither). Students present their sentences to class. (presentational, interpretive, interpersonal mode)• <i>Project: Directing My Own Story:</i> create	Practices: <ul style="list-style-type: none">• Checking for Understanding (Interpersonal Mode)• Reading Comprehension Activities (Interpretive Mode)• Listening Activities (Interpretive Mode)• Writing Activities (Presentational Mode)

a short film of their day with Chinese narratives. (presentational, interpretive 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: Introduce Daily Routine Vocabulary

- Teacher introduces daily routine vocabulary with PPTs and pictures, focusing on verbs.
- 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.
- Review verbs learned in level II. Create a verb chart.

Week 2 & 3: Time and Routines

- Continue working on getting familiar with daily routine vocabulary.
- Review time telling learned in level II. Practice with small clocks and individual whiteboards.
- Review the location of time adverbs in a sentence: either before or after the subject.
- Using daily routine vocabulary in sentences and focus on location of time adverb: I wake up at **6:30** am (in Chinese: I 6:30 am wake up).
- Students ask each other about their daily routine schedules.
- *Project - Together with Me.* Students create a comparison chart in pairs about their daily schedule. Together students summarize the chart in 15 Chinese sentences with adverbs (also, but, both, neither). Students present their sentences to class.

Week 4: Review the usage of “with..together ...”

- Review “with ... together ...” sentences.
- Use verbs students previously learned, review by creating sentences describing the person they do things with. (ex: I swim with my friends & I work out with my older sister & I eat breakfast with my family)
- Combine *time* into the sentence. (ex: I swim with my friends at 5 pm)
- Review time expressions - today, tomorrow, yesterday, last month, next month, last year, next year
- Introduce how to use “before/ after”.
- Practice-- making more complicated sentences with different time expressions.

Week 5: Sentence Structure: *PTL + verb*

- Introduce grammar point: PTL Sentence Structure - *Person + Time + Location + verb*
- Make sentences with time & location & verb.
- Create location and verb chart as a review of all location words and verbs student learned.
- Reading and listening comprehension practices.

Week 6 & 7: Application of skills - question words

- Continue practicing making sentences with time & location & manner.
- Review question words: *what, when, where, with who, (how)*
- Using question words to ask daily routine questions.

- Reading and writing comprehension activities.
- Read text and answer comprehension questions.
- Activity - *5 Bucket Activity*: Students write on index cards for the following categories, subject, with somebody, time, place, action. Throw their cards into the 5 buckets based on category. Students take turns, picking one card from each bucket to form an unexpected sentence and read aloud.

Week 8: Project: Directing My Own Story

- Students work individually on *Project: Directing My Own Story* by combining all contents learned in the unit to create a short film of their day with Chinese narratives.
- Students present their film to class. Complete an active listening sheet while viewing all films.
- Teacher 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

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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.	