

Unit 01: School Facilities & Subjects

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 1

Unit Title:	School Facilities & Subjects
Suggested Duration:	9 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.

Math: Daily schedules

Global Studies: 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"> • Identify school subjects • Identify school facilities and locations • Express likes and dislikes of certain subjects • Express likes and dislikes associated with the school facilities • Discuss favorite subjects and explain why • Provide detailed description of “at which location to have certain class/subject” 	
<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 understand and be understood in real 	<p>Essential Questions</p> <ul style="list-style-type: none"> • How has the school system and education changed your life? • How do the subjects materials and knowledge

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.

learned influence your life?

- How have you contributed to your educational experience?
- How have you benefited from your study of Chinese?
- How does school environment influence your study?
- What are the school facilities difference between United State and other developing countries?
- How should we make better use of the school facilities?

Acquisition

Students will know . . .

School subjects and related:

- mathematics
- skill
- art
- geography
- science
- foreign language
- physical education
- political affairs
- home economics
- chemistry
- physics
- exam
- practice
- review

Students will be skilled at . . .

- Recognize school subjects
- Identify school facilities and locations
- Express likes and dislikes of certain subjects
- Express likes and dislikes associated with the school facilities
- Discuss favorite subjects and explain why
- Provide detailed description of “at which location to have certain class/subject”

- skill
- school work
- score
- pass a test
- fail a test

Adjectives:

- interesting
- meaningful
- boring
- difficult
- correct
- be interested in
- easy

School facilities:

- Football pitch
- Swimming pool
- Biology room
- Classroom
- offices
- library
- gym
- toilet
- bath room
- multi-storey floor
- school building

- sports ground
- auditorium
- laboratory
- medical room
- principal's office
- main entrance
- back door
- parking place
- school campus
- the first floor
- the changing room

Direction words:

- next door
- By the side
- Left side
- Right side
- Opposite
- before
- close
- front
- back
- Distance from...
- Far away
- nearby

Sentences:

- I have six classes every day.
- Math test is very difficult.
- Chinese is my favorite subject.
- We have mid terms and finals each semester.
- Our school has two teaching buildings.
- There is no swimming pool in our school.
- Computer room is in the west building.
- The east and west building is not too far from each other.
- We usually play football on the school ground.

Questions:

- How many classes do you have every day?
- What is your favorite subject and why?
- Do you get nervous taking tests?
- How about your math test today?
- Where is your Chinese classroom?
- How many teaching buildings are there in your school?
- Where do you usually play football/tennis/lacrosse?

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Common Summative Assessments	Common Formative Assessments
<ul style="list-style-type: none"> • <i>Mini poster project: All About Me</i> 关于我 (presentational mode) • Project - <i>School Map</i> (presentational, 	

interpretive, interpersonal mode)

1. Students work in pairs, create their own school map in Chinese. Attach a paragraph describing the relative locations of the facilities on the map they create.

2. Create a conversation asking and answering direction questions. Present their conversation to class.

3. Randomly pick two other students to use the map being presented to generate genuine conversations to assess interpersonal skills.

Practices:

- 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

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: All About Me 关于我* - 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 unit content from level II - name/ birthday and year /age/ Chinese zodiac/ favorite animal/ One sentence about transportation/ What did you do for summer vacation?/ where do you want to go next summer?, etc.

Week 2: Introduce unit vocabulary

- Presentation of the review--Mini Project: students complete a listening task during presentations.
- Review previously learned location words and introduce four directions 东南西北.
- Teacher introduces school facility vocabulary with authentic pictures of our campus. Combine directions in words like “east building” and “west building.”
- 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.

Week 3: School facility vocabulary - the use of suffix

- Introduce vocabulary, highlight the use of suffix - 场(outdoor field), 室(room), 馆(large size room), 堂(hall/ auditorium)
- Reinforce learning by creating some engaging activities such as raise the card, memory, and small white-board writing.
- Practice vocabulary in sentences by asking and answering questions in pairs: Where is ...? Does our school have ...? How many ... does our school have? (Dice activity)
- Label NB's campus - find Chinese and English classrooms, doors, parking lot, library ...etc.
- Make sentences: After arriving school, I **first** go to, **then** I go to.
- Research a college campus they want to attend, write and talk about the facilities on campus in Chinese.

Week 4 & 5: Introduce school subjects vocabulary

- Introduce subject vocabulary - combine the word 室(room) or 教室(classroom) to describe different classrooms in school.
- Reinforce learning by creating some engaging activities such as raise the card, memory, and small white-board writing.
- Practice vocabulary in sentences by asking and answering questions in pairs: Where is ...? Do you go to ...? How many classes do you take this year? Do you take ... class this year?
- Sentence structure: **S + 在 + location + verb.** (我在中文教室学中文)
- Introduces adjectives to describe classes / teachers. (easy/ difficult/ interesting/ fun/ boring/ strict).
- Introduce “**although...but...**” and practice making sentences using the sentence structure.
- Students talk about classes they take this year and how they feel about the classes they take.

Week 6: Asking for directions

- Review previously learned direction words in level II.
- Review the usage of relative locations learned in level II. Students describe relative locations of school facilities in our school. Check the map for accuracy.
- Teacher introduces relevant vocabulary and sentence structures for asking directions. Review “from...to...” & “first ...then....”
- Using a school map, students practice asking for directions.
- Based on a recording of directions, students work in pairs to find a destination in school, then take a picture and return.

Week 7: 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 8 & 9: Project - *School Map* and completion of assessments.

- Students work in pairs, create their own school map in Chinese.
- Attach a paragraph describing the relative locations of the facilities on the map they create.
- Create a conversation asking and answering direction questions.
- Present their conversation to class. Randomly pick two other students to use the map being presented to generate genuine conversations to assess interpersonal skills.
- Student share and comment on each other's projects, give opinions.
- Students complete presenting their maps and conversations and turning in their active listening sheets.
- 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

- 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.

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.	