

Unit 05: Holidays & Celebrations

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 5

Unit Title:	Holidays & Celebrations
Suggested Duration:	5 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>

Social Studies: Holiday celebrations in different cultures

Health: Food and nutrition for holiday celebration

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

[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

STAGE I Desired Results

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<i>Objective (Transfer)</i>	
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Recognize and list food and activities for each holiday. • Describe a variety of holidays in Chinese and American cultures. • Retell the stories and meanings of the holidays. • Describe their favorite holiday. • Describe how to celebrate the holidays. • Invite their friends to celebrate holidays. 	
<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 world contexts. 	<p>Essential Questions</p> <ul style="list-style-type: none"> • How do holidays/celebrations affect a country's culture and its economy? • What are the similarities and differences in China and the United States regarding

- 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.

celebrating holidays?

- What are the similarity and differences between Chinese and Americans living conditions?
- How do your living conditions influence your life?
- What makes our living standards better? What not?
- How do Chinese and American cultures reflect different living environment?

Acquisition

Students will know . . .

Holidays in the U.S.

- New Year's Day
- [Valentine's Day](#)
- [Easter](#)
- [Mother's Day](#)
- [Memorial Day](#)
- [Father's Day](#)
- [Independence Day](#)
- [Labor Day](#)
- [Halloween](#)
- [Veterans Day](#)
- [Thanksgiving](#)
- Christmas

Chinese Holidays

- New Year's Eve
- New Year's Day

Students will be skilled at . . .

- Describe each holiday including what to eat, what to dress and what to do.
- Make plans to celebrate holidays.
- Talk about holiday gifts.
- Know how to invite friends to celebrate Chinese New Year.
- Explain the difference between American and Chinese Holidays.
- Understand the importance of different food in both Chinese and American holidays.
- Understand the culture and customs of traditional Chinese holidays.
- Discuss the significance of major Chinese holidays.

- Chinese Spring Festival
- Qingming Festival
- Women's Day
- Labor Day
- Children's Day
- Dragon Boat Festival
- Teachers' Day
- Mid-Autumn Festival
- National Day

Celebration

- party
- fireworks
- BBQ
- gifts
- cards
- invite
- costume
- flowers
- chocolate
- turkey
- moon cake
- dumpling
- noodle
- zong zi
- hotel
- restaurant

- beach
- movie theater
- parks
- temples

Frequency words

- often
- again
- not often
- usually
- always
- sometimes: 有时候
- never; 从来不

Sentences:

- I like winter vacation the most.
- Winter over there is extremely cold.
- Because I like America, I stay.
- My family has lived in America for 15 years.
- When it snows, we make a snowman.
- The snowman looks like a real person.

Questions:

- How many school vacations are there in your school?
- When do you start your summer vacation?

- How many weeks do you have in your summer vacation?
- Do you often spend your vacation abroad?
- Where do you always spend your vacation?
- Why do Chinese people eat dumplings for the Spring Festival?
- How do Chinese people celebrate the Dragon Boat Festival?

Grammar note:

“**de**” is placed after verbs or adjectives to form a complement.

- He swims fast.
- He writes Chinese characters the best.

“**ci**” measure word (for action)

“yi ci” once, “liang ci” twice.

- I have been to Shanghai three times
- How many times have you been to England?

“**kan shang qu (xiang)**” look (like)

- He looks about sixty.
- She looks like a teacher.

STAGE II Assessment Evidence	
Common Summative Assessments	Common Formative Assessments
<p>Evaluations:</p> <ul style="list-style-type: none"> • Comprehensive written and listening comprehension test on topic. (Interpretive/interpersonal/ presentational) • Project – “My Favorite Chinese Holiday” (Interpretive and Presentational Mode) Students will create and present the following: <ul style="list-style-type: none"> ○ A brief introduction of their favorite Chinese holiday. ○ A rationale for choosing this holiday and the origin of this holiday. ○ A detailed description of the holiday celebration including food to eat, dress to wear, entertainment activities to observe and interests group of people involved. • Poster – “Tale of One Holiday in Two Cultures” (Interpersonal Mode) Students will create and present the following: <ul style="list-style-type: none"> ○ A holiday both Chinese and Americans celebrate. ○ A brief introduction of the holiday in terms of similarities. ○ A detailed description of the two holiday’s differences including why, how, when and what. 	<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:

Teacher observation of student comprehension;

Use student responses as an indicator for comprehension;

Teacher created worksheet on related topics to check for understanding.

STAGE III Learning Plan

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Organize plan by weeks

Week 1: Introduce American holidays related vocabularies

- Teacher introduces American holidays related vocabularies through board writing, powerpoint slides and flash cards.
- Reinforce learning by engaging students in activities such as Kahoot, Quizlet or individual smallboard practice.
- Writing Chinese characters with correct stroke order implemented.
- Sentence structure explained. “是.....的.”
- Class activities make new dialogues use the words been taught.
- Homework-- worksheet about American holidays related vocabularies.
- Translation of a short text about X'mas celebration activities.
- Homework -- review sheet about American holidays.

Week 2: Introduce Chinese holiday vocabulary and sentence pattern

- Teacher introduces Chinese holiday vocabulary through board writing, powerpoint slides and flash cards.
- Reinforce learning by engaging students in activities such as Kahoot, Quizlet or individual smallboard practice.
- Writing Chinese characters with correct stroke order implemented.
- “节日” explained in tradition and story books to help memorize the characters.
- Journal - Written activities to help them learn to express their ideas using the words and sentences learned.
- Raise questions using previously acquired vocabulary.
- Translation of a short text about Chinese Spring Festival celebration activities.
- Homework -- review sheet about Chinese holidays.

Week 3: Introduce the school vacation and term vocabs between two cultures

- Teacher reviews previous vocab and introduces the school vacation and term vocabs between two cultures through board writing, powerpoint slides and flash cards.
- Explaining the differences between two cultures about school system, evaluation and vacation setting up.
- Class discussion of vacation activities in both cultures.
- Class activities--make new dialogues use the words been taught.
- Create a skit to discuss about possible vacation plans in either American or Chinese culture.

Week 4: Comparison, Reflection and Discussion

- Compare the differences between Chinese Teacher Day and American's Teacher Appreciation Week.
- Compare Homecoming with Chinese 校友聚会
- 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 students in mini-conversations.

Week 5: Work on projects: designing scripts and rehearsing for oral presentation

- Project – “My Favorite Chinese Holiday” (Interpretive and Presentational Mode) Students will create and present the following:
 - A brief introduction of their favorite Chinese holiday.
 - A rationale for choosing this holiday and the origin of this holiday.
 - A detailed description of the holiday celebration including food to eat, dress to wear, entertainment activities to observe and interests group of people involved.
- Poster – “Tale of One Holiday in Two Cultures” (Interpersonal Mode) Students will create and present the following:
 - A holiday both Chinese and Americans celebrate.
 - A brief introduction of the holiday in terms of similarities.
 - A detailed description of the two holiday's differences including why, how, when and what.
- Presentation of the Interview and the Poster.

- Share and look at each other's project (make comments).

Modifications

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

Specific Resources for Unit

Specific Resources for Unit

Attached Affirmative Action Compliance Checklist

Textbook: Step Up in Chinese by Cengage Learning and companion website at:

http://stepup.cengageasia.com/cos/o.x?c=/ca3_stepup/companion

Chinese textbook << Chinese Made Easy>> and its CD

Maps of China

Google Classroom

Chromebooks / iPads

Teacher created worksheets and information

Digital flashcards

Educational digital platforms like Google Slides, Docs, Sheets, Forms, Microsoft PowerPoint, Word, Excel, Media Player.

ActivBoard/SmartBoard

Current articles from online Chinese-speaking newspapers

Chinese language learning websites:--

Chinese English Dictionary available at:

http://www.archchinese.com/chinese_english_dictionary.html

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/>

Arizona State University (ASU) AP Chinese website:

<http://asuapchinese.org/>

ASU Chinese Culture Projects website:

<http://www.asuapchineseculture.org/index.html>

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.	