

# Unit 01: Higher Education & Careers

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

## Unit 1

<b>Unit Title:</b>	Higher Education & Careers
<b>Suggested Duration:</b>	6 weeks

## Interdisciplinary Connections

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

*Social studies: Employment*

*Career: Finding jobs and building CVs*

## Technology Integration

Technology Integration
Northern supports the integration of the <a href="#">SAMR Model</a> : 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

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### [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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<b>STAGE I Desired Results</b>	
<b><i>Objective (Transfer)</i></b>	
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Talk about their favorite colleges/universities they prefer to attend</li> <li>• Talk about their favorite majors/minors they prefer to choose</li> <li>• Discuss the admission requirements and materials they need to prepare</li> <li>• Design their own C.V. in Chinese</li> <li>• Describe the functions of resumes</li> <li>• Recognize and list job advertisement</li> <li>• Describe the ideal job she/he likes</li> <li>• Know how to prepare for job interview</li> </ul>	
<b><i>Mastery</i></b>	
<p>Big Ideas/Understanding</p> <p><i>Students will understand that...</i></p>	<p>Essential Questions</p> <ul style="list-style-type: none"> <li>• How will a university education benefit me?</li> </ul>

- 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.

- How does the educational system in the US compared with that of China?
- How does the importance of education in the past compare with the importance of education today?
- Are high schools in the US preparing students for higher education/career?
- How does my education and experience qualify me for specific careers?
- How does my attitude contribute to my career success?
- How does America's attitude toward employment differ from that of China? (Live to Work vs. Work to Live)
- How does the fact that you know another language will help you get a good job?

### **Acquisition**

*Students will know . . .*

#### **College application words**

- Apply
- Application materials
- Academic capabilities
- Grades
- Transcript
- Required courses
- Elective courses
- Internet submission
- Standard
- Education background
- Decision/decide

*Students will be skilled at . . .*

- Describe the ideal job they like.
- Introduce one's working experience to others.
- Recognize and state important things to do during the job interview.
- Describe how to write resume.
- Talk about job advertisement.
- Fill out a job application in the target language.
- Participating in a job interview in the target language.

- Admission
- Tuition
- Fill in the form
- Letter of Recommendation
- Personal Statement
- Ideal university
- Major/minor in....

### **Job application words**

- Graduation
- Looking for job
- Employ
- Resume
- Cover letter
- Interview
- Job advertisement
- Newspaper
- Experience
- Education background
- Skills
- Salary
- Bonus
- Pension
- Healthcare
- benefit
- occupation
- career

**Related words**

- life style
- technology
- equal opportunity
- training
- management
- information technology
- manufacturing
- working condition
- internship
- orientation
- supervisor
- co-worker
- problem solving
- strengths
- weakness
- success

**Grammar notes**

- If.. . then...
- What if....?

**Interview questions**

- Why do you want to apply for this university/college?
- What is your strength to major in this field?
- Describe your study style.
- Describe one of your High School club

experience.

- Why do you want to work here?
- What is your greatest weakness?
- What are the five best words to describe you?
- Describe your work ethic?
- Give me a recent example of a situation you have faced where you were under pressure?
- Is there anything else you would like to add?
- Do you have any question for us?
- How soon could you start if hired?

## STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Common Summative Assessments	Common Formative Assessments
<p><b><i>Evaluations:</i></b></p> <ul style="list-style-type: none"><li>• Comprehensive written and listening comprehension test on topic. (Interpretive/interpersonal/ presentational)</li><li>• Project – “You Can Do It!” (Interpretive and Presentational Mode) Students will work in pairs to create and present the following:<ul style="list-style-type: none"><li>○ A Personal Statement in Chinese.</li><li>○ A resumé in Chinese.</li><li>○ A dialogue depicting a</li></ul></li></ul>	<p>Practices:</p> <ul style="list-style-type: none"><li>• Checking for Understanding (Interpersonal Mode)</li><li>• Reading Comprehension Activities (Interpretive Mode)</li><li>• Listening Activities (Interpretive Mode)</li><li>• Writing Activities (Presentational Mode)</li><li>• Picture Prompt Activities (Presentational Mode)</li><li>• Students’ conversations / Communicative Activities (Interpersonal Mode)</li></ul>

college/university interview where one student will play the part of the interviewer and the other the part of the interviewee.

- Interview – “Be Prepared” (Interpersonal Mode) Students will be participating in a job interview. The interview will be with the teacher who acts as a future employer. Students will be given a job description and list of topics they could be asked about during the interview.

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 topics to check for understanding.

## STAGE III Learning Plan

### STAGE III Learning Plan

#### Organize plan by weeks

**Week 1:** Introduce college application words and related verbs

- Teacher introduces college application words and related verbs through board writing, powerpoint slides and flash cards.
- Reinforce learning by engaging students in activities such as Kahoot, Quizlet or individual smallboard practice.
- Sentence structure explained. “A 被.....大学录取了。”
- Class activities make new dialogues use the words been taught.
- Homework-- worksheet about college application words and related verbs.

**Week 2:** Introduce employment words and related verbs

- Teacher introduces employment words and related verbs 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. “A 曾经.....”
- Class activities make new dialogues use the words been taught.
- Homework-- worksheet about employment words and related verbs.

### **Week 3:** Introduce relevant sentence patterns to describe the ideal college/job

- Teacher reviews words and related verbs.
- Teacher introduces phrases and patterns to describe an ideal college/job.
- Journal - Written activities to help them learn to express their ideas using the words and sentences learned.
- Students work in pairs to ask questions about each other's favorite colleges, majors, jobs and preferred salary.
- Raise questions using previously acquired vocabulary. Group and paired activities to research and answer possible questions for either a college interview or a job interview. Examples: Why are you applying for the college/job? How has your education prepared you for it? What has been your most rewarding experience?
- Understand original Chinese texts with context clues to guess the meaning of unfamiliar words.
- Translation of a short conversation script about job interview.
- Homework -- review sheet on vocabs and sentences.

### **Week 4:** Introduce vocabs for writing up a personal statement in Chinese

- Teacher introduces vocabs for writing up a personal statement in Chinese through board writing, powerpoint slides and flash cards.
- Class activities make new dialogues use the words been taught.
- Journal - Written activities to help them learn to express their ideas using words and sentences.
- Research a potential ideal college/university to create a personal statement to apply for it.
- Create a PowerPoint presentation to showcase their research.
- Answer direct response questions using previously acquired vocabulary and grammar.
- Use context clues to guess the meaning of unfamiliar words.

- Read various authentic texts/materials and write up Email responses.

**Week 5:** Introduce vocabs for a resume in Chinese

- Teacher introduces vocabs for writing up a resume in Chinese through board writing, powerpoint slides and flash cards.
- Class activities make new dialogues use the words been taught.
- Research a job field to create a resume, a cover letter to apply a job.
- Create a skit to present their dialog using their resume and cover letter.
- Use context clues to guess the meaning of unfamiliar words.
- Discuss the potentials of finding ideal jobs with higher educational backgrounds.
- Listen to various scenarios and discuss comprehension afterward.

**Week 6:** Work on projects: designing scripts and rehearsing for oral presentation

- Project – “You Can Do It!” (Interpretive and Presentational Mode) Students will work in pairs to create and present the following:
  - A Personal Statement in Chinese.
  - A resumé in Chinese.
  - A dialogue depicting a college interview where one student will play the part of the interviewer and the other the part of the interviewee.
- Interview – “Be Prepared” (Interpersonal Mode) Students will be participating in a job interview. The interview will be with the teacher who acts as a future employer. Students will be given a job description and list of topics they could be asked about during the interview.
- Summative test: written, speaking and listening comprehension.
- Presentation of the Interview and Project (presentational).
- 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](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](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

### 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.

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