

Unit 06: Community & Civics

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 6

Unit Title:	Community & Civics
Suggested Duration:	6 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.

Social studies: Community

Geography: Location and offering directions

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

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"> • Recognize and list important facilities in the community • Describe the community where he/she lives in • Talk about their favorite facilities and explain why. • Describe the functions of the facilities. • Ask for and tell directions within the community. • Invite friends to visit their community. • Offering help to others and asking for advice when needed. • Share their volunteering experiences. • Exchange opinions on voluntary work. • Describe how volunteer work affects them.
<i>Mastery</i>

Big Ideas/Understanding

Students will understand that...

- 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.

Essential Questions

- What are the similarities and differences between Chinese and American neighborhood living conditions?
- How do your living conditions in the community influence your life?
- What makes our living standards better?
- How do Chinese and American cultures reflect different living environment?
- What are the similarities and differences between Chinese and American cultures when offering help and asking for advice or directions?
- What volunteer opportunities do teenagers have nowadays?
- Where and when did you go to do the volunteer work?
- What did you do and how did it go?
- What do you think of volunteer work? Are there similarities and differences between Chinese and American cultures on this topic?

Acquisition

Students will know . . .

Students will be skilled at . . .

- Ask for and provide directions within the

Community facilities:

- Address
- Subway station
- Post office
- Police office
- Supermarket
- Bus stop
- Shopping mall
- Public bathroom
- City hall
- Bank
- Park
- Residential district
- Convenient shop
- Gas station
- Car repair shop
- Car dealer
- Hospital
- School
- University
- Kindergarten
- Senior center
- Hotel
- Restaurant
- Intersections

community.

- Invite friends to visit their community.
- Introduce one's community to others.
- Recognize and state important facilities in the community.
- Describe the community where he/she lives in.
- Talk about their favorite facilities and explain why.
- Describe the functions of the facilities.
- Offer help when others are in trouble or need.
- Seeking for advice or asking for directions when needed.
- Describe the house chores and willingness to help around at home.

Verbs and phrases :

- Look for
- Located at/in
- Go forward
- Go backward
- Turn
- Turn right
- Move
- Move in
- Have to
- Carry on

Adverbs:

- Finally
- Firstly
- Just; only
- Once more

House chores and phrases :

- House chores
- Dish washing
- Car cleaning
- Cutting grass
- Mopping the floor
- Clean the table
- Wash the toilet
- Feed the dog

- Walk the dog
- Laundry
- Watering the plant

Volunteer work vocab and phrases :

- 义工
- 帮工/助
- 志愿者
- 退休
- 辅导孩子
- 人际交往
- 服务能力
- 合作
- 收入
- 花费
- 团队
- 保持
- 积极
- 心态
- 发展
- 从...身上学会/到...
- 对...起了很大的影响

Question words:

- Where is....?
- How to go....?

- How about.....?

Sentences:

- I just moved to a new community.
- My house is close to the Central Park.
- The post office is next to the subway.
- I can walk to the bank.
- It is difficult to look for his house.
- My family usually goes to church on Sundays.
- I enjoy being a volunteer and helping others.
- Volunteer experience makes me happy and develop my skills.

Questions:

- Do you know where the hotel is?
- How long will it take to get to the post office?
- How long does it usually take to go to the shopping mall?
- Do you walk to the park?
- Is the convenience store close by?
- Where is the gas station?
- How about visiting my community next week?

- 你做过义工吗?

<ul style="list-style-type: none"> • 你在哪里做过义工? • 做义工时, 你做了什么? • 做义工时, 你学到或者学会了什么? • 你的同学常常做什么义工? • 你为什么愿意做义工? • 你为什么不愿意做义工? 	
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STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Common Summative Assessments	Common Formative Assessments
<p><i>Evaluations:</i></p> <ul style="list-style-type: none"> • Comprehensive written and listening comprehension test on topic. (Interpretive/interpersonal/ presentational) • Poster – “East or West, My Community is the Best” (Interpretive and Presentational Mode) Students will create and present the following: <ul style="list-style-type: none"> ○ An introduction of your community. ○ A chart/map of the 	<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>facilities/places inside the community.</p> <ul style="list-style-type: none"> ○ A detailed description of your favorite places in the community and a rationale for why. <ul style="list-style-type: none"> ● Interview – “Help Around as Volunteer” (Interpersonal Mode) Students will be participating in an interview with their partners. Students will be given a list of questions they need to ask their partners or could be asked about by their partners. 	<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

STAGE III Learning Plan
<p>Organize plan by weeks</p> <p>Week 1: Introduce community facilities vocabularies</p> <ul style="list-style-type: none"> ● Teacher introduces community facilities 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 of existence explained. “是v.s.有v.s.在” ● Class activities make new dialogues use the words been taught. ● Translation of a short conversation about community facilities vocabularies and sentence pattern. ● Homework -- review sheet about community facilities vocabularies.

Week 2: Introduce the functional words of facilities and useful patterns

- Teacher reviews community vocabs and introduces functional words of facilities and useful patterns 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.
- Differences of “室/馆/院/局” explained to help memorize the characters.
- Class activities-- make new dialogues use the words been taught.
- Students work in pairs to ask questions about where they find the facilities in the community.
- Work in pair to design a skit to introduce the facilities in the community.
- Homework -- worksheet about community vocab and phrases.
- Class discussion of how to make your community better.

Week 3: Introduce vocab of offering directions and describing how to get there

- Teacher introduces vocab of offering directions and describing how to get there 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.
- Review of directional words, suffixes and phrases.
- Class discussion of seeking directional advice in Chinese culture.
- Research a community map and translate the legend into Chinese.
- Create a skit to describe how to get to places inside a community by using cue cards and props.
- Answer direct response questions using previously acquired vocabulary and grammar.

Week 4: Introduce vocabs of helping with house chores and related sentences

- Teacher introduces vocabs of helping with house chores and related sentences through board writing, powerpoint slides and flash cards.
- Reinforce learning by engaging students in activities such as Kahoot, Quizlet or individual

smallboard practice.

- Explaining useful Chinese phrases when helping around at home.
- Class discussion of expectations to help at home in Chinese culture.
- Class activities--make new dialogues use the words been taught.
- Compare the differences between living conditions of China and America.

Week 5: Practice of sentence pattern on doing volunteer work

- Teacher introduces vocabs of volunteer work and related sentences through board writing, powerpoint slides and flash cards.
- Reinforce learning by engaging students in activities such as Kahoot, Quizlet or individual smallboard practice.
- Explaining useful Chinese phrases when doing volunteer work.
- Journal - Write about experience of your volunteer work.
- Create a skit to describe how to find volunteer work and carry out the work inside a community.
- Writing and discussing about how to improve in the next volunteer work.

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

- Poster – “East or West, My Community is the Best” (Interpretive and Presentational Mode) Students will create and present the following:
 - An introduction of your community.
 - A chart/map of the facilities/places inside the community.
 - A detailed description of your favorite places in the community and a rationale for why.
- Interview – “Help Around as Volunteer” (Interpersonal Mode) Students will be participating in an interview with their partners. Students will be given a list of questions they need to ask their partners or could be asked about by their partners.
- Preparation and completion of assessments.
- Summative test: written, speaking and listening comprehension.
- Presentation of the Interview and Community 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

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

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 <u>Core Idea and Performance Expectation</u> from NJDOE link above.	