

Unit 03: Travel in China & Beyond

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 3

Unit Title:	Travel in China & Beyond
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.

Geography: Famous scenic spots in the world

Global studies: Chinese cities and cultures

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 names of famous cities in China. • Recognize and list names of famous cities and scenic spots in the world. • Talk about their favorite food during travelling. • Describe the shopping experiences during travelling. • Compare the services and offer opinions on travelling. • Discuss the advantages and disadvantages of self-serviced traveling v.s. using travel agency. 	
<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 can you benefit from travelling to other places? • How does cuisine reflect a country's culture through the travel?

- 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.

- What are the advantages and disadvantages travel with agency?
- How does the environment influence different countries' travel industry?
- How does dealing with travel emergencies in the US differ with travel emergencies in China?
- How does being prepared for travel emergencies affect your attitude towards international travel?

Acquisition

Students will know . . .

Vocabularies of Chinese Cities

- Beijing
- Shanghai
- Shenzhen
- Guangzhou
- Harbin
- Chongqing
- Hainan Island
- Tibet
- Xinjiang
- Kunming

Related Vocabulary

- Travel agency
- Set out
- Route
- Railway

Students will be skilled at . . .

- Identify world famous places.
- Discuss favorite cities and tourist spots in China.
- Describe travel plan.
- Compare skyscrapers in United States with those in other foreign countries.
- Recognize vocabulary related to travel.
- Recognize the mountains and rivers in certain countries.
- Discuss the weather differences in the world.
- Compare travel services in China and U.S.
- Discuss family travel plan.
- Discuss how to apply for summer camp.

- Bathroom
- Arrival
- Round trip
- Ride
- Aviation
- International
- Luggage
- Do something for somebody.
- Passport
- Visa
- Pass permit
- Collect fees
- Accommodation
- Agenda
- Scenic spots

World famous cities and major buildings

- New York
- Washington
- London
- Oxford
- Paris
- Times Square
- Statue of Liberty
- Big Ben
- Buckingham Palace
- Eiffel Tower

- L'ouver
- Museum
- Great British Museum
- Mansions
- House of Parliament
- Tower Bridge
- Notre Dame

Others words

- Cosmetics
- Decorations
- Entertainment
- Tourist
- Extraordinary
- Modernization
- Electronics
- Natural
- Go sightseeing; tour

Summer camp

- Summer camp
- Welcome
- Interpret
- Expense
- Tuition
- Board and lodging
- Admission

- Arrange
- Drawing
- Paper-cut
- Calligraphy
- Martial art
- Tai chi
- Foreign student
- Organize
- Tourist guide
- Dormitory

Questions:

1. Which city have you been to?
2. Which city do you like the most?
3. That city is in which country?
4. How about the city? (old or new)
5. What about the weather over there?
6. How about the traffic over there?
7. Is the living standard high or low?
8. What does the house look like over there?
9. What is the special product over there?
10. Do you want to apply for a summer camp over there next year?

STAGE II Assessment Evidence

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) • Poster – “My Dream Places to Go” (Interpretive and Presentational Mode) Students will create and present the following : <ul style="list-style-type: none"> ○ An introduction of your top three tourist spots in the world. ○ A detailed description of each spot in terms of the history, the characteristic and best season to go. • Project – “A China Travel Plan” (Interpretive and Presentational Mode) Students will create and present the following: <ul style="list-style-type: none"> ○ A travel plan timetable. ○ A must-see cities names and landmark spots. ○ A detailed description of how to apply for visa, how to travel from place to place and what food you expect to enjoy. 	<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 famous cities and landmark tourist spots in China

- Teacher introduces vocabulary of famous cities and landmark tourist spots in China 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 位于.....”
- Class activities make new dialogues use the words been taught.
- Homework-- worksheet about famous cities and landmark tourist spots in China.

Week 2: Introduce famous cities and landmark tourist spots in the world

- Teacher introduces vocabulary of famous cities and landmark tourist spots in the world through board writing, powerpoint slides and flash cards.
- Reinforce learning by engaging students in activities such as Kahoot, Quizlet or individual smallboard practice.
- Students work in pairs to ask questions about each other's favorite cities and places of interest to visit.
- Class discussion of arranging for travelling in the American and Chinese cultures.
- Focus on different tourist spots appropriate Chinese pronunciation.
- Understand original Chinese texts with context clues to guess the meaning of unfamiliar words.
- Translation of a short documentary script about traveling in China.
- Homework -- review sheet about cities and tourist spots vocabularies.

Week 3: Introduce vocabs of trip plan, arrangements & benefits of travelling

- Teacher introduces vocabs of trip plan and arrangements 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.
- Class discussion of using either DIY plan or travel agency in both China and America.
- Class activities make new dialogues use the words been taught.

Week 4: Discuss options for traveling and prepare in details for a travel

- Journal - Written activities to help them learn to express their ideas using simple words and sentences.
- Research and plan a trip in China. They will talk about visiting 2 cities/towns in the country, showcase at least 5 sites of interest within the city, and include their lodging and their transportation details.
- 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.

Week 5: Introduce the vocab on summer camp and review of unit

- Teacher introduces vocabs of applying for summer camp through board writing, powerpoint slides and flash cards.
- Reinforce learning by engaging students in activities such as Kahoot, Quizlet or individual smallboard practice. 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.

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

- Poster – “My Dream Places to Go” (Interpretive and Presentational Mode) Students will create and present the following:
 - An introduction of your top three tourist spots in the world.
 - A detailed description of each spot in terms of the history, the characteristic and best season to go.
- Project – “A China Travel Plan” (Interpretive and Presentational Mode) Students will create and

present the following:

- A travel plan timetable.
- A must-see cities names and landmark spots.
- A detailed description of how to apply for visa, how to travel from place to place and what food you expect to enjoy.
- Presentation of the Poster 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

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.	