

Unit 02: Sickness & Health

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 2

Unit Title:	Sickness & Health
Suggested Duration:	6 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>

Health: Food and nutrition

Health: Illnesses, body parts and medication

Math: Body temperature, height and taking medicine

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"> • Describe nutrition our body needs. • Describe the food they and their family usually eat. • Compare junk food and healthy food. • Talk about symptoms for common sickness. • Explain appropriate medication and treatments for common sickness. • Compare and contrast Chinese medicine and Western medicine. • Role play as patients or as doctor at the doctor’s office. • Ask for sick leave and provide suggestions for recovery. 	
<i>Mastery</i>	
Big Ideas/Understanding	Essential Questions

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.

- How can you benefit from healthy food and different variety of nutrition intake?
- What are the similarities and differences between Chinese and American medicine?
- What can I learn from Chinese medicine?
- Why is it important to have some understanding of medicine?
- How does the treatment of illnesses reflect a country's culture?
- What are the contributions that Chinese medicine and western medicine have made in the world?
- How does technology affect medication and treatment?

Acquisition

Students will know . . .

Health

- Need
- Nutrition
- Get; receive
- Food
- Staple food
- Contain
- Carbon
- Carbohydrate
- Vitamin
- Protein
- Fat
- Fiber

Students will be skilled at . . .

- Identify nutrition labels.
- Recognize vocabulary related to health and healthy food.
- Recognize the fruits and vegetables names and their nutritional values.
- Discuss the food differences in Chinese and Western cultures.
- Talk about symptoms for common sickness.
- State how they treat personal illnesses.
- Compare and contrast Chinese medicine with western medicine.
- Role play as a doctor to check patient's sickness.
- Role play as a patient to explain sickness symptoms to the doctor.

- Mineral
- Healthy
- Calorie

Sickness

- ill, disease
- fall ill
- stretch, easy
- comfortable, well
- ache
- headache
- throat; voice
- pain
- sore throat
- cough
- burn
- have a fever
- discover; find
- emit; send out
- common cold
- serious
- prescribe medicine
- some
- drink
- certificate for sick leave
- be in hospital
- be discharged from hospital

- help
- take somebody's temperature
- a bad cold
- retreat; withdraw
- thin slice; flake; tablet
- stop
- cough syrup
- operation
- have an operation
- care for
- cut
- be sure to
- other; don't
- feel
- anxious
- worry
- worry about
- mend; patch; repair
- make up a missed lesson
- rest; foster
- recuperate
- wish
- health
- recover
- be relieved

Sentences:

- My parents like to drink tea a lot.
- Drinking milk is very healthy to our body.
- I don't like fast food because it is not healthy.
- I have headache.
- My grandpa likes Chinese medicine.
- Please take this medication twice a day.
- Don't worry too much. You will be fine.

Compound Sentences:

- He didn't go to school yesterday because he had a headache.
- She broke her leg when she was playing basketball.
- Since you are not feeling very well, you should stay at home and take some rest.
- Although sweet food tastes good, they are not healthy for your body.

Questions:

- What kinds of drink/food do you like?
- Do you prefer fast food or healthy food?
- Where do you feel uncomfortable?
- Do I need to stay in the hospital?
- Why didn't you come to school yesterday?
- Can I take a sick leave for two days?
- Where did you get hurt?
- When did your headache start?

Note:

- “zuo you 左右” - Expresses estimation of numbers.

His height is about 1.75 meters

- The “de” phase--referring to the person or thing mentioned earlier in the sentence.

Among my friends, some are male, some are female.

- **Comparative sentences with complements:**

Dad is five years older than Mom.

The elder sister's hair is much longer than the younger sister's.

- “Bie 别” as other; another; don't

Other people

Other things

Don't talk!

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Common Summative Assessments	Common Formative Assessments
<i>Evaluations:</i>	Practices:

<ul style="list-style-type: none"> • Comprehensive written and listening comprehension test on topic. (Interpretive/interpersonal/ presentational) • Poster – “Making My Own Nutritional Pizza” (Interpretive and Presentational Mode) Students will create and present the following: <ul style="list-style-type: none"> ○ A self-drawn pizza picture ○ A detailed ingredient chart with the names ○ A nutritional analysis of the ingredients and the taste of it. • Project – “How to Stay Healthy” (Interpretive and Presentational Mode) Students will create and present the following: <ul style="list-style-type: none"> ○ A daily routine ○ A detailed exercise plan ○ A detailed meal plan with food and proper nutrition analysis. 	<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

STAGE III Learning Plan
<p>Organize plan by weeks</p> <p>Week 1: Introduce nutrition vocabularies and sentence pattern</p>

- Teacher reviews food names and introduces nutrition 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.
- Sentence structure explained. “A mainly consists of B.”
- Class activities make new dialogues use the words been taught.
- Homework-- worksheet about nutrition labels.
- Translation of a short documentary script about food and nutrition.
- Homework -- review sheet about nutrition and food.

Week 2: Introduce sickness vocabulary and sentence pattern

- Teacher reviews body parts and introduces sickness 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.
- Sentence structure explained. “A 挺.....的.”
- Sickness radical 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 feel uncomfortable with.
- Review of the sickness and ache radical.
- Work in pair to design a skit to discuss over potential sickness.
- Compare the culture differences when dealing with sickness.

Week 3: Introduce vocab of seeking doctor’s advice and describing symptoms

- Teacher reviews sickness names and introduces symptom description 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.
- Class discussion of seeking doctor's advice in Chinese culture.
- Class activities make new dialogues use the words been taught.

Week 4: Practice of sentence pattern on taking medicines

- Journal - Write daily medication plans with discussion of their use.
- Research a medicine/pill bottle and translate the taking of it into Chinese.
- Create a skit to describe how to take medicine by using their pill bottle as props for the presentation.
- Answer direct response questions using previously acquired vocabulary and grammar.
- Writing of one family member's medication and vitamin pills intake.

Week 5: Introduce the patterns of sending good wishes to patients

- Teacher reviews sickness names and introduces good wish words 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 visiting patients in hospital.
- Class discussion of sending good wishes to patients in Chinese culture.
- Class activities make new dialogues use the words been taught.

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

- Poster – “Making My Own Nutritional Pizza” (Interpretive and Presentational Mode) Students will create and present the following:
 - A self-drawn pizza picture.
 - A detailed ingredient chart with the names on.
 - A nutritional analysis of the ingredients and the taste of it.
- Project – “How to Stay Healthy” (Interpretive and Presentational Mode) Students will create and present the following:
 - A daily routine
 - A detailed exercise plan

- A detailed meal plan with food and proper nutrition analysis.
- Presentation of the Interview and Health Project (presentational).
- Share and look at each other's project (make comments).
- Preparation and completion of assessments.

Modifications

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