

Unit 02: Life in China: Family and School

Content Area: **World Language**
Course(s):
Time Period:
Length: **3 weeks**
Status: **Published**

Unit 2

Unit Title:	Life in China: Family and School
Suggested Duration:	3 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.

Language Arts:

Reading and writing skills are used when analyzing informational texts about family structure and school routines in China. Students compare and contrast these with their own experiences, practicing summarizing, making inferences, and using descriptive language.

Mathematical:

Students interpret daily schedules and timetables, comparing the length of school days, class periods, and breaks in China and their own country. This reinforces time-telling, sequencing, and data interpretation skills using real-world cultural examples.

Science:

Discussions about school subjects in China, including science education and technology use in classrooms, offer students a chance to reflect on how global STEM education differs. Students may explore topics like environmental science through the lens of Chinese school initiatives (recycling programs or "green schools")

Social Studies/History:

The unit provides insight into the values and social roles within Chinese families, the structure of the Chinese education system, and how Confucian ideals influence attitudes toward learning and family hierarchy. This deepens understanding of social organization and cultural norms.

Art:

Students may create visual family trees, draw scenes from a typical Chinese school day, or use Chinese characters in calligraphy-style art projects. These activities promote cultural appreciation through symbolic representation and design.

Standard(s) AddressedWorld Languages (NJSL-S-WL)

WL.IL.7.1.IL.IPERS	Interpersonal Mode of Communication
WL.IL.7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
WL.IL.7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
WL.IL.7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
WL.IL.7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
WL.IL.7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
WL.IL.7.1.IL.IPRET	Interpretive Mode of Communication
WL.IL.7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
WL.IL.7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
WL.IL.7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
WL.IL.7.1.IL.PRSNT	Presentational Mode of Communication
WL.IL.7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
WL.IL.7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
WL.IL.7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.
	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

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.

- Students will be provided with multiple media for information presentation. The use of the computers, projector, and internet will take place throughout the unit.
- Projects and research to be done via the internet and presented with technology
- Use of quizlet, quizizz, kahoot, gimkit for formative assessment and to encourage engagement
- Use Formative for speaking practices
- Students will use chromebooks

STAGE I Desired Results

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Objective (Transfer)

Students will be able to independently use their learning to...

- Identify and explain cultural practices and values related to family roles, relationships, and educational expectations in Chinese society.
- Compare and contrast school life in China and their own country, including class schedules, subjects, discipline, and extracurricular activities.
- Compare family structures, responsibilities, and traditions across cultures, recognizing the influence of Confucian values such as respect for elders and family hierarchy.
- Interpret and discuss how family and school reflect broader cultural values such as collectivism, academic achievement, and filial piety.
- Use basic Chinese vocabulary and grammar to talk about family members and school.
- Engage in beginner-level conversations or presentations to introduce their own families in Chinese, and ask others simple questions about theirs.
- Create visuals such as family trees, class timetables, or illustrated routines that represent both Chinese and personal daily life.
- Reflect on how their own cultural norms and expectations around family and school compare with those in Chinese culture.
- Demonstrate appreciation and respectful understanding of different cultural ways of life by actively

listening, asking thoughtful questions, and using inclusive language.

Mastery

Big Ideas/Understanding

Students will understand that...

- Language and culture are mutually dependent.
- Family and education are central pillars of Chinese society and are reflected in both language and daily life.

Essential Questions

- How are families and schools similar or different in China and my own life?
- How does language show respect and relationships in Chinese families and schools?
- What do everyday routines tell us about cultural values?

Acquisition

Students will know . . .

- Basic vocabulary and sentence structures for simple conversations
- How to greet others, introduce themselves, exchange names
- Typical components of a Chinese school day, including class structure, uniforms, and exam culture
- The structure of Chinese families, including traditional values like filial piety (孝顺) and generational roles
- Differences and similarities between American and Chinese schools (length of school day, subjects, grading, etc.).
- How family expectations and educational pressure influence Chinese students' lives and choices.

Vocabulary

- 你好
- 你好吗
- 我很好
- 我叫。 . . .
- 我的家
- 妈妈, 爸爸, 我, 哥哥, 姐姐, 弟弟, 妹妹

Students will be skilled at . . .

- Introducing themselves and exchanging names
- Identifying and writing basic Chinese characters
- Using numbers for counting
- Simple immediate family member vocabulary
- Comparing and contrasting aspects of Chinese and American school and family life through discussion or writing
- Interpreting simple texts, videos, or conversations about school and family in Chinese culture
- Making cultural inferences about values such as respect for elders, educational priorities, and family roles
- Presenting information (spoken or written) about Chinese schools or family traditions with cultural accuracy.

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Assessments (Linked weekly below)	Practices (Linked weekly below)
<ul style="list-style-type: none">• Presentational: mini-dialogue with greetings and name exchange	

你好。

你好。

我叫。。。

我叫。。。

再见。

再见。

- **Create a Simple Visual Poster Make a poster labeling family members or daily activities with single words or short phrases; share with the class in a few simple sentences.**

Practices:

- Worksheets that students will complete in classes
- Watch short videos or clips of a day in the life of a Chinese student or family.
- Read simple texts, infographics, or schedules in Chinese showing a typical school day.
- Listen to Chinese speakers describe their school or family routines and identify key details.
- Practice asking and answering questions about their own family or school experience
- Write a short paragraph introducing their family members using correct sentence structures
- Research Chinese school traditions (e.g., flag-raising ceremonies, Gaokao, school uniforms)
- Explore values such as filial piety (孝顺) and how they shape family dynamics
- Compare expectations of students and parents in Chinese vs. American families.

Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)

- Add visuals to support discussion. Give printed photos or slides showing uniforms or meals.
- Provide sentence starters
- Create a Gallery Walk Worksheet to guide them
- Provide a brochure template with areas clearly labeled

Organize plan by weeks

Week 1: Family in Chinese Culture

- Video - China's history overview (18min): [Chinese History in 20 Minutes - A Summary History of China](#)
- Discussion & reflection on the video
- Learn and practice key family vocabulary: 妈妈, 爸爸, 哥哥, 姐姐, 弟弟, 妹妹, etc.
- Use pinyin to get familiar with family member related vocabulary
- Discuss Chinese family structure and cultural values such as 三代同堂 (three generations living together) and 孝道 (filial piety/respect for elders)
- Begin creating a visual family tree (can be fictional or real) - on poster paper or on Canva
- Exit ticket by end of the week: Say or write one family word in Pinyin or aloud. Option: say a sentence.

Week 2: Continue Family Tree & Cultural Presentation

- 外国人说中文评选27' [Experts Rank Chinese Speaking Celebrities - Best to WORST!](#)
- Finish and refine the family tree project with simple descriptive sentences (“这是我__.”)
- Practice presenting the family tree to the class using Chinese phrases and vocabulary - with pinyin script.
- Reflect on Chinese family values and compare to students' own family experiences.
- Support presentation skills with sentence frames and guided speaking practice.
- Presentation: present their family tree to class in Chinese. (Assessment)

Week 3: School Life in China

- Introduce vocabulary related to school: 学校, 老师, 学生, 校服, 课程, 午饭.
- Introduce 孔子 & 老子 (Confucius & Lao Tzu; the important teachers of Chinese history)

[Who was Confucius? - Bryan W. Van Norden](#)

[EASTERN PHILOSOPHY - Lao Tzu](#)

- Compare school life in China vs. the U.S. (uniforms, lunch, schedule, educational system, national

exams like 高考).

- Watch a short video clip about a typical school day in China
- Reflect and discuss similarities and differences between their own school experience and school in China

Modifications

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

- Use visuals + icons for vocabulary and instructions
- Break tasks into chunks with clear step-by-step instructions
- Give choice in how students show learning (draw, speak, act, write)
- Include peer or group work for support
- Use sentence starters, graphic organizers, and audio supports
- Include movement-based tasks (stations, scavenger hunts, etc.)

Specific Resources for Unit

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Attached Affirmative Action Compliance Checklist

- Teacher-created activities for unit vocabulary practice
 - Crossword puzzle
 - Vocabulary list organizer
 - Video comprehension questions
 - Readings and comprehension questions
 - Vocabulary recognition and production questions
 - Communicative Activities with missing information for soliciting
 - Family trees for question prompts
- Youtube video clips (linked in weekly plans)

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.

[Accommodations and Modifications](#) (link to menu)

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, LGTBQ, and students with 504 plans.

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.	