**Columbia High School**

**Maplewood, New Jersey**

**Wu Yu**

**Content Area:** Daily School Routines

**Unit 4 Title: Xiaoyuan Shenghuo 校园生活 School Life**

**Grade:** 9-12 **Timeline:** 4 weeks

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| **Stage 1 Desired Results** | | | | |
| NEW JERSEY STUDENT LEARNING STANDARDS:  7.1.NH.A.2; 7.1.NH.A.3; 7.1.NH.A.4; 7.1.NH.B.1; 7.1.NH.B.2; 7.1.NH.B.4; 7.1.NH.C.5  TECHNOLOGY STANDARDS:  8.1.P.E.1  21st CENTURY LIFE AND CAREER STANDARDS:  CRP1; CRP2; CRP4; CRP8 | ***Transfer*** | | | |
| *Students will be able to independently use their learning to…*   * Narrate their daily routine at school. * Update a friend on recent activities. * Write a simple diary entry or blog post in Chinese. * Write a brief letter or formal email in Chinese. | | | |
| ***Meaning*** | | | |
| UNDERSTANDINGS  *Students will understand that…*   * There are differences between some Chinese words in different Chinese-speaking countries (bicycle is dan che单车 in China and zi xing che自行车 in Taiwan) * Technology has affected letter writing conventions, such as connecting characters that used to be separated in text. In closing a letter customarily, one would write with 祝 好 (wish you well), but now with technology they write 祝好 with no space in between the two characters. * Chinese high school students take the National Higher Education Entrance Exam, also known as the gao kao 高考 for admission into college or university. For most provinces in China, it is only given once a year over two consecutive days, and is a source of intense pressure for students who will take the test. | | ESSENTIAL QUESTIONS   * How do people connect with friends? * How has technology affected letter-writing conventions? * How do you think people will communicate about their daily lives and connect with people in the future? | |
| ***Acquisition: Content & Skills*** | | | |
| *Students will know…*   * The position of time-when expressions * The adverb 就 (jiu) * Describing simultaneity using一边....一边... (yibian... yibian…) * Series of verbs/verb phrases去朋友家吃晚饭qu pengyou jia chi wanfan * The particle 了le（verb+了） * The particle 的 between adjective and noun * The 正在（zhengzai）+verb=progressive tense * Indicating inclusiveness：除了...以外，还/也...（chule...yiwai,hai/ye…)in addition to, also * Comparing能(neng) and 会(hui) * The conjunctions 要是（yaoshi）and 因为 （yinwei）and the adverb 就 （jiu） | | *Students will be skilled at…*   * Describing daily routines in Chinese. * Writing a diary entry in Chinese using appropriate conventions. * Updating a friend on recent activities. * Writing an email in Chinese. * Expressing hope that a friend will accept an invitation. | |
| **Stage 2 Evidence** | | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | | |
| Classroom performance: active participation in group, partner and individual written and oral output. | PERFORMANCE TASK(S):   * Listen to a diary entry in Chinese entitled, “A Typical School Day” while reading along with the characters and using the pinyin to help aid in comprehension and pronunciation. * Read passages in Chinese and interpret the meaning while answering true/false questions. * Practice using target grammar and language structures in response to writing prompts. * Listen and read a letter to a friend in Chinese, while reading along with the characters and using pinyin to help clarify meaning and pronunciation. * Write an email in Chinese to a friend about studying Chinese; use the letter read in class as a model. | | | |
| Cumulative end-of-unit project | OTHER EVIDENCE:  Students will work in groups to create a Prezi or PowerPoint presentation about their school life to present to class in Chinese. | | | |
| **Stage 3 Learning Plan** | | | | |
| *Summary of Key Learning Events and Instruction*  *Lesson Plan Exemplar Objectives:*  Students will be able to:   * Interpret a diary entry written in Chinese by listening to a narration while reading characters and pinyin. * Read aloud the diary entry with expression and fluency. * Write their own journal entry about their school day. * Incorporate the following target grammar structures:  1. yibian/yibian to communicate simultaneous action: 我一边吃饭，一边听录音。Wo yibian chifan，yibian ting luying.（I eat my meal while listening to the audio.). 2. Indicating inclusiveness：chule...hai...你除了会说汉语和英语，还会说什么语？Ni chule huishuo Hanyu he Yingyu, hai hui shuo shenme yu?（Besides Chinese and English, what languages do you also speak? ）   *Activities*:   1. Students will listen to audio accompanied by video of a student describing her school day. 2. Students will check their comprehension by asking and answering questions about the reading with their partner. 3. They will practice reading the passage aloud, seeing how many characters they can read without referring to the pinyin. Partners will coach each other and then read aloud the diary entry in front of class. 4. Students will work individually on writing their own journal entry about their school day using the reading as a model for their writing. Students are required to use the two target grammar structures -- yibian/yibian 一边...一边...and chule...hai/yiwai.除了...还/以外 5. Students will complete the journal entry for homework.   *Instructional Strategies:*  Using Interpretive, interpersonal, and presentational modes of instruction; using audiovisuals and repetition, as well as direct instruction.  *Assessments:*  Classroom performance -- pronunciation and use of appropriate tones, demonstrated level of comprehension, and demonstration of engagement in the lesson. Written journal entry will be assessed for vocabulary, grammar and writing. | | | | |
| **MODIFICATIONS: Individualization for Spec. Ed., ELL, 504, GT, and other based on student need.**  Printed notes for students with IEPs  Close proximity to center of instruction  Quizzes/Tests will be modified as needed  Repeated Instructions and Directions  Different Test Setting for Students who need it  Use of Graphic Organizers  List of Instructions for students with slower processing  Provide opportunity for group work  Provide students with multiple choices to represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, multimedia, modeling, etc).  (See page 30, *Accommodations and Modifications*) | | **UNIT RESOURCES AND MATERIALS**  Textbook: *Integrated Chinese 1 Textbook (Lessons 6-10)*  *Character Workbook & Text Workbook* *“When? What time?" Learn to Talk about Schedules in Mandarin Chinese --学中文* [*https://www.youtube.com/watch?v=RpJ-vYzCNxg*](https://www.youtube.com/watch?v=RpJ-vYzCNxg)*Tell Time in Mandarin Chinese (Learn Ask and Time in Chinese)!*  [*https://www.youtube.com/watch?v=Vlo7iJeJFZM*](https://www.youtube.com/watch?v=Vlo7iJeJFZM) *How to Make Plans in Mandarin Chinese (Arranging a Time and Place to Meet Someone)*[*https://www.youtube.com/watch?v=93Pq3VPNkWE*](https://www.youtube.com/watch?v=93Pq3VPNkWE) | |