

Unit 2 (School Life)



Unit Introduction

You'll cover Chinese 2 unit 2 (Lesson 10, Lesson 11 and Lesson 12). In this unit you are going to focus on housing and community. Chinese skills are developed through different kinds of activities such as interviews, role-play, games and presentations. You are exposed to the Chinese language as much as possible in class and you can improve your Chinese skills through evaluation and reflection.

Unit Priority Standards

World Languages Standards

- ☐ Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- ☐ Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- ☐ Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Unit Transfer Goals

Transfer Goals for World Languages

Chinese, Spanish and KSL

- ❑ Communicate effectively demonstrating cultural competence in order to function in a variety of situations and for multiple purposes in local and global communities.
- ❑ Investigate, explain and reflect on aspects of the target culture and language present in authentic materials in order to access and evaluate diverse perspectives.
- ❑ Reflect on the nature of language in order to develop effective language-learning strategies.

Unit Essential questions

1. What does a school schedule look like?
2. How can I enrich my school life?
3. What can I do to help me improve my Chinese skills through evaluation and reflection?
4. What do I do when I am stuck?

Acquisition of Knowledge Skill

Students will know...

1. Vocabulary on house, room and community
2. Grammar points
 - Use “number 多 ” to show an approximate number
 - Use “ 好几+ Measure word + noun” to present quite few things
 - Use “对+ somebody +好” to show treat someone good
 - Use “对+ something +感兴趣” to show be interested in something
 - Use “ Verb+ object +得 + adjective to show the degree of an action
3. Sentence structures
 - Subject + 在 + Objects + direction word
 - Place + direction word + 有/是 +Object

Students will be skilled at...I can...

1. Comprehend written, audio, audiovisual, and visual text
2. Interpret the content of written or audio text(words)
3. Make meaning from words and expressions
4. Communicate interpersonally by speaking with others
5. Communicate interpersonally by writing to others
6. Communicate through oral presentations
7. Communicate through written presentations

Unit Plan

Week 1: Dates	Lesson 10 New School
--------------------------	-----------------------------

Learning Target(s):	<p>I can comprehend and inter written, audio, audiovisual, and visual text.</p> <p>I can exchange information and ideas in conversations about my new school.</p> <p>I can present information about my new school.</p>
Acquired Knowledge:	<p>Vocabulary related to school facilities</p> <p>Grammar points</p> <p>-Use “number 多 ” to show an approximate number</p> <p>-Use “ 好几+ Measure word + noun” to present quite few things</p>
Skills, Activities, Due Dates and Assessments:	<p><input type="checkbox"/> Master vocabulary through PPT, Quizlet and Quiz live game</p> <p><input type="checkbox"/> Have Jigsaw listening practice in pairs</p> <p><input type="checkbox"/> Interview each other about new school</p> <p><input type="checkbox"/> Present my friends’ school through flipgrid</p> <p><input type="checkbox"/> Write a paragraph to introduce my friends’ school</p> <p>Assessments:</p> <p><input type="checkbox"/> Learning check: Vocabulary and grammar points check</p> <p><input type="checkbox"/> Practice: Homework workbook lesson 10-1</p> <p><input type="checkbox"/> Exit Tickets</p>
Week 2: Dates	Lesson 10 New School
Learning Target(s):	<p>I can comprehend and inter written, audio, audiovisual, and visual text.</p> <p>I can exchange information and ideas in conversations on the layout and activities at school.</p> <p>I can present information about the layout and activities at school.</p>
Acquired Knowledge:	<p>Vocabulary related to school facilities</p> <p>Grammar points</p> <p>- Use “对+ somebody +好” to show treat someone good</p> <p>- Subject + 在 + Objects + direction word</p> <p>- Place + direction word + 有/是 +Objects</p>
Skills, Activities, Due Dates and Assessments:	<p><input type="checkbox"/> Master vocabulary through PPT, Quizlet and Quiz live game</p> <p><input type="checkbox"/> Have Jigsaw listening practice in pairs</p> <p><input type="checkbox"/> Inside outside circle activities on my school</p> <p><input type="checkbox"/> Present the layout and facilities of my school</p> <p><input type="checkbox"/> Write an email to introduce my school</p> <p>Assessments:</p> <p><input type="checkbox"/> Learning Check: Vocabulary and grammar points check</p> <p><input type="checkbox"/> Project checkpoint #1</p> <p><input type="checkbox"/> Performance Tasks</p> <p><input type="checkbox"/> Practice : Homework workbook 10-2</p>

	<input type="checkbox"/> Exit Tickets
Week 3: Dates	Lesson 11 Subjects of study
Learning Target(s):	I can comprehend and inter written, audio, audiovisual, and visual text. I can exchange information and ideas in conversations on my subjects of study. I can present information about my subjects of study.
Acquired Knowledge:	Vocabulary related to subjects of study Grammar points -Use “对+ something +感兴趣” to show be interested in something Sentence structures -Subject + 从来(都) + 不/没 + Verb +Objects
Skills, Activities, Due Dates and Assessments:	<input type="checkbox"/> Master vocabulary through PPT, Quizlet and Quiz live game <input type="checkbox"/> Have Jigsaw listening practice in pairs <input type="checkbox"/> Interview each other about my subjects of study <input type="checkbox"/> Present my friends' subject of study through flipgrid <input type="checkbox"/> Write a paragraph to introduce my friend's subjects of study Assessments: <input type="checkbox"/> Project checkpoint #2 <input type="checkbox"/> Learning Check: Vocabulary and grammar points check <input type="checkbox"/> Practice : Homework workbook lesson 11 -1 <input type="checkbox"/> Exit Tickets
Week 4: Dates	Lesson 11 Subjects of study
Learning Target(s):	I can comprehend and inter written, audio, audiovisual, and visual text. I can exchange information and ideas in conversations on my favorite subjects and unfavorable subjects. I can present information about subjects of study and teachers.
Acquired Knowledge:	Vocabulary related to subjects of study - Use “在 中” to show the scope - 容易/难+ Verb
Skills, Activities, Due Dates and Assessments:	<input type="checkbox"/> Master vocabulary through PPT, Quizlet and Quiz live game <input type="checkbox"/> Have Jigsaw listening practice in pairs <input type="checkbox"/> Have inside outside circle speaking activities <input type="checkbox"/> Respond to my friends email introducing my subjects of study Assessments: <input type="checkbox"/> Project checkpoint #3 (Nov 10th)

	<input type="checkbox"/> Performance tasks <input type="checkbox"/> Learning Check: Vocabulary and grammar points check <input type="checkbox"/> Practice : Homework workbook lesson 11 -2 <input type="checkbox"/> Exit Tickets
Week 5: Dates	Lesson 12 Hobbies and Extracurricular Activities
Learning Target(s):	I can comprehend and inter written, audio, audiovisual, and visual text. I can exchange information and ideas in conversations about my hobbies. I can present information about my hobbies.
Acquired Knowledge:	Vocabulary related to hobbies and extracurricular activities Grammar points - Use “ Verb+ object +得 + adjective to show the degree of an action - Use “ 正在 + Verb ” to show an action in progression
Skills, Activities, Due Dates and Assessments:	<input type="checkbox"/> Master vocabulary through PPT, Quizlet and Quiz live game <input type="checkbox"/> Have Jigsaw listening practice in pairs <input type="checkbox"/> Peer Interview information about my hobbies <input type="checkbox"/> Write a paragraph to present the information about my friends' hobbies Assessments: <input type="checkbox"/> Project checkpoint#4 <input type="checkbox"/> Performance tasks <input type="checkbox"/> Learning Check: Vocabulary and grammar points check <input type="checkbox"/> Practice : Homework workbook lesson 12 -1 <input type="checkbox"/> Exit Tickets
Week 6: Dates	Lesson 12 Hobbies and Extracurricular Activities
Learning Target(s):	I can comprehend and inter written, audio, audiovisual, and visual text. I can exchange information and ideas in conversations on extracurricular activities. I can present information about my extracurricular activities.
Acquired Knowledge:	Vocabulary related to making phone calls Grammar points - Use “ Verb+ object +得 + adjective to show the degree of an action - Use “ 正在 + Verb ” to show an action in progression - 除了+A +以外, 还 +B
Skills, Activities, Due Dates and Assessments:	<input type="checkbox"/> Master vocabulary through PPT, Quizlet and Quiz live game <input type="checkbox"/> Have Jigsaw listening practice in pairs <input type="checkbox"/> Have inside outside circle speaking activities

	<input type="checkbox"/> Write an email to introduce my extracurricular activities Assessments: <input type="checkbox"/> Project final product and presentation <input type="checkbox"/> Performance tasks <input type="checkbox"/> Learning Check: Vocabulary and grammar points check <input type="checkbox"/> Practice : Homework workbook lesson 12 -2 <input type="checkbox"/> Exit Tickets
--	--

Assessment Details

Evidence	
I will check students' understanding throughout the unit by...	
Summative <input type="checkbox"/> Unit Project: My School Standards Aligned Linked Rubric <input type="checkbox"/> Performance Tasks Performance tasks include interpretive listening, interpretive reading, interpersonal speaking, presentational speaking, presentational writing and interpersonal writing. Each two weeks will give a performance task to check students' learning process and understanding. <input type="checkbox"/> Vocabulary and grammar point check Each week will have a vocabulary and grammar point check based on what have been covered during <input type="checkbox"/> Practice: Homework will be assigned to make sure students achieve the objectives. <input type="checkbox"/> Phoenix Defense Phoenix Defense will provide students with reflection on their unit projects.	Formative <input type="checkbox"/> Quizzes (F/T, Matching, Filling blanks, Quiz live) . Non-graded quizzes will provide by myself and the students with information about their understanding. <input type="checkbox"/> Quiz live through quizlet <input type="checkbox"/> Jigsaw listening Jigsaw listening integrates reading and listening training through pair works. <input type="checkbox"/> Information gap Students work together on the material provided to solve the questions. <input type="checkbox"/> Inside outside circle The outside circle will provide students with opportunities to speak and collaborate with each other. <input type="checkbox"/> Gallery walk After finishing writing topics, students will upload their works on padlets.

Sample Rubrics for Assessment

HS Phoenix Written Defense Rubric

Score: ____ / 100%

	Mastery	Proficient	Not Quite There Yet
Pride and Effort	<input type="checkbox"/> I've presented my work in order, being careful about	<input type="checkbox"/> I've presented my work and it looks okay. Some things might not be	<input type="checkbox"/> I've handed in my work, but it looks

	format and sections. it looks great! 15-10%	placed in the best order or edited the best way. 9-5%	sloppy or there is no clear order. 4-0%
Essential questions / Goals	<input type="checkbox"/> I've clearly explained both how I explored the essential question and worked on the term goals by doing this project. 15-10%	<input type="checkbox"/> I've clearly explained one of them or both partially. 9-5%	<input type="checkbox"/> I have partially explained one of them or none. 4-0%
Process/ Problem Solving	<input type="checkbox"/> I've explained the problems I faced while working on the project and how I solved those problems. My explanation is clear and easy to understand. 10-8% <input type="checkbox"/> I've explained what I think I did really well by pointing to specific parts of my project. 10-8% <input type="checkbox"/> I've explained what I think are still big challenges for me by pointing to specific parts of my project. 10-8%	<input type="checkbox"/> I've explained to some extent the problems I faced while working on the project and how I solved those problems. My explanation is incomplete or unclear. 7-5% <input type="checkbox"/> I've explained what I think I did really well on, but I do not point to specific parts of my project. 7-5% <input type="checkbox"/> I've explained what is still challenging for me, but I do not point to specific parts of my project. 7-5%	<input type="checkbox"/> I have not explained, or too poorly, the problems I faced while working on the project or how I solved those problems. 4-0% <input type="checkbox"/> I haven't explained, or too poorly, what I think I did well on. 4-0% <input type="checkbox"/> I haven't explained, or too poorly, what is still challenging for me. 4-0%
Evidence of Reflection/ Self-Evaluation	<input type="checkbox"/> I've clearly explained what areas I have enjoyed of doing this project and why 10-8% <input type="checkbox"/> I've clearly explained what areas I have disliked of doing this project and why 10-8% <input type="checkbox"/> I've clearly explained whether this project was useful to improve my language skills and why 10-8%	<input type="checkbox"/> I've partly explained what areas I have enjoyed of doing this project 7-5% <input type="checkbox"/> I've partly explained what areas I have disliked of doing this project 7-5% <input type="checkbox"/> I've partly explained whether this project was useful to improve my language skills. 7-5%	<input type="checkbox"/> I haven't commented, or too poorly, what areas I have enjoyed. 4-0% <input type="checkbox"/> I haven't commented, or too poorly, what areas I have disliked. <input type="checkbox"/> I haven't commented, or too poorly, whether this project was useful to improve my language skills. 4-0%

	<input type="checkbox"/> I've clearly mentioned how I can keep improving my language skills and why 10-8%	<input type="checkbox"/> I've partly explained how I can keep improving my language skills . 7-5%	<input type="checkbox"/> I haven't commented, or too poorly, how I can keep improving my language skills. 4-0%
--	---	---	--

Interpersonal speaking rubric

Middle School Advanced / High School II			
	Novice Mid 1%	Novice High 2%	Intermediate Low 3%
How well do I understand? Comprehension	I can understand some simple questions and statements. I frequently need to hear things repeated again.	I can understand simple questions and statements. Sometimes I need to hear things repeated again.	I can understand questions and statements. Sometimes I need to hear things repeated again.
What language do I use? Vocabulary [School facilities, subjects and extracurricular activities]	I can use a limited number of words and phrases for common objects and actions, but they are repetitive.	I can use familiar words and phrases on familiar tasks, topics, and activities. I can elaborate a little.	I can use a variety of words and phrases on a range of familiar topics. I can begin to give more details and elaborate on a topic.
How do I use language? Function & Structure [Describe and exchange] Information about your School facilities, subjects and extracurricular activities.	I can use words, phrases and formulaic sentences to provide basic information.	I can use phrases and short simple sentences to provide basic information. I can begin to combine words and phrases to create original sentences.	I can use strings of simple sentences to express my thoughts. I can combine words and phrases to create original sentences. I can string a few thoughts together in a logical order, although the thoughts may lack the use of cohesive devices.

Related to the question			
How well do I use the language? Language Control [Compare sentence /complements of degree/level/Existence sentence structure 对 感兴趣]	My errors in grammar, word order, and word choice often prevent communication.	My errors in grammar, word order, and word choice sometimes prevent communication.	My errors in grammar, word order, and word choice do not prevent communication. My speech is often halted by long pauses and/or repetition.
	0,5%	1%	1,5%
How well am I understood during this task? Comprehensibility	I can pronounce in isolation some sounds unique to the target language and be understood with difficulty by someone accustomed to a language learner.	I can mostly be understood by someone accustomed to a language learner. I can pronounce in isolation many sounds unique to the target language, but mispronunciation during speech or the use of longer sentences often result in a breakdown in comprehensibility.	I can be understood by someone accustomed to a language learner. I can pronounce in isolation most sounds unique to the language, but mispronunciation during speech or the use of novel sentences sometimes results in a breakdown in comprehensibility.
How well am I understood during this task? Fluency	I can produce a discontinuous discourse with long pauses and repetitions.	I can produce a discontinuous discourse with frequent short pauses and repetitions and corrects my speech.	I can produce a partially continuous discourse with frequent pauses and reformulation to select the appropriate vocabulary or grammar.

Project rubric

Points	Task Completion	Language Structures	Vocabulary Usage	Visual Presentation
--------	-----------------	---------------------	------------------	---------------------

100-98	<ul style="list-style-type: none"> -Includes a complete report on all required elements with thorough details -Well organized -Well connected discourse 	<ul style="list-style-type: none"> -Exhibits a high degree of control correct word order & structures with minimal errors 	<ul style="list-style-type: none"> -Uses a wide range of vocabulary, rich and appropriate to the task with minimal errors in spelling 	<ul style="list-style-type: none"> - Exhibits a very balanced texts & pictures with accurate captions -Creative & highly related to the contents
96-93	<ul style="list-style-type: none"> -Includes a complete report on all required elements with logical progression of details -Connected discourse 	<ul style="list-style-type: none"> -Exhibits a good understanding of correct word order & structures with occasional errors 	<ul style="list-style-type: none"> -Uses appropriate vocabulary with sporadic errors in spelling 	<ul style="list-style-type: none"> - Exhibits a fairly balanced texts & pictures with appropriate captions
92-85	<ul style="list-style-type: none"> -Includes a report on most required elements with details generally organized -Rather loosely connected sentences 	<ul style="list-style-type: none"> -Exhibits a fair understanding of correct word order & structures with more errors that do not generally obscure meaning 	<ul style="list-style-type: none"> -Mostly uses appropriate vocabulary with errors that do not generally obscure meaning 	<ul style="list-style-type: none"> - Exhibits some texts & pictures with brief captions
79-70	<ul style="list-style-type: none"> -Scattered details on a few required elements characterized by words or listing -Difficult to follow 	<ul style="list-style-type: none"> -Exhibits little understanding of correct word order with frequent errors - Fragmented sentences 	<ul style="list-style-type: none"> -Minimal appropriate vocabulary with frequent errors -Interference from another language 	<ul style="list-style-type: none"> - Exhibits few pictures, charts or graphs with no captions
69-	<ul style="list-style-type: none"> -Writing doesn't present enough relevant contents to show personal understanding of the topic 	<ul style="list-style-type: none"> -Sentence structures are very mechanical, indicating online translation 	<ul style="list-style-type: none"> -Insufficient appropriate vocabulary -Interference from another language 	<ul style="list-style-type: none"> - No visual presentation

Writing rubric

Overall Rating	Communication of Message	Level of Expression	Task Completion	Vocabulary Usage	Structure & Mechanics
Exceeds expectations (5) Points earned:	Text fully comprehensible ; no ambiguity of areas of confusion	Exceeds all level expectations; Consistent use of varied sentence structures with some transition words	Exceeds required elements; Content appropriate; fully developed; well organized	Rich use of vocabulary elaboration Broad vocabulary; accurate, extensive & effective use of studied words	No significant errors, control of grammatical structures studied. No or almost no spelling error
Meets expectations (4) Points earned:	Text easy to comprehend; few ambiguity of areas of confusion	Meets all level expectations completely; adequate use of varied sentence structures	Required elements present; Content appropriate; adequately developed; adequately organized	Generally accurate with some errors; Adequate use of studied vocabulary for this level	Generally accurate; few significant errors; some minor grammar, spelling and errors
Mostly meets expectations (3) Points earned:	Text mostly comprehensible ; some significant ambiguity of areas of confusion	Meets most expectations; occasional use of varied sentence structures	Most required elements; Limited, somewhat incomplete/inappropriate contents; poorly organized	Errors in vocabulary interferes with communication ; inadequate use of vocabulary and /or too basic for this level	Several significant errors; many errors in grammar, spelling, & / or punctuation

Needs improvement to meet expectations (2) Points earned:	Text partially comprehensible ; significant difficulties in comprehension	Barely meets expectations; overly simple; Lack of varied sentence structures	Incomplete required elements; Lacking coherence	Inadequately repetitive and /or inaccurate use of vocabulary	Too many grammatical structures with frequent spelling and/or punctuation errors;

Revised version of the copy from Charlotte Gifford, Greenfield Community College

Extended Learning Opportunities

Book Title	Author
麻辣汉语	刘志刚
Website Description	Website
This is a free level based video book website. Students can increase their four Chinese skills at their own pace.	https://chinese.littlefox.com/kr