Massachusetts World Languages Curriculum Alignment Guide for Unit Planning

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| **Unit Overview**  ***What is the overall focus and structure of the unit, and what skills will students develop or advance in this unit?*** | | | | | |
| **Unit #/Title** | Lunar New Year -family reunion | **Length of Unit** | 3 weeks  45 mins \*15 class | **Proficiency Level Target(s)** | IL Chinese  Middle school  7th grade class |
| **Theme(s)/ Topic(s)** | Lunar New Year -family reunion and celebration activities. | | | | |
| **Centering Student Diversity** | Students from this group represent diverse cultures, family origins, and backgrounds. They are mainly from non-Chinese speaking families, with a few heritage or native speakers. Students are from a K-8 neighborhood school where a sense of community is valued. The school provides K-5 FLEX Chinese program and lunar new year celebration is one of important school wide events each year. Students choose whether or not to continue their Chinese learning by the end of 5th grade. Therefore most of the middle school Chinese learners had some previous knowledge about Lunar new year and related vocabularies. | | | | |
| **Essential Question(s)** | What do holidays mean to people around the world? How do Chinese and other Asian countries celebrate Lunar New Year? Why is it the most important holiday for Chinese people? | | | | |
| [**Unit Goals/Objective**s](https://www.actfl.org/resources/ncssfl-actfl-can-do-statements) | * I can tell the month and date of major holidays. * I can identify the holiday from the calendar. * I can name at least 2 major holidays in China and 2 in the US. * I can name and match some holiday practices (food and activities) * I can briefly describe how people celebrate the holiday. * I can express my opinion on lunar new year activities. * I can make plans by giving the sequence of a series of activities. * I can tell the current past and future Zodiac years. * I can compare and tell the similarities of Lunar New Year celebrations and other holidays. | | | | |
| **Culturally Relevant Authentic Resources** | 1. [Feb. calendar in Chinese (including the lunar one).](https://www.zuixingzuo.net/rili/d19156.html) 2. [Lunar New Year eve celebration shows (CCTV chun wan selected performances)](https://www.youtube.com/watch?v=q9TbIpOOXxY&t=546s) 3. [Lunar New Year rhyme <xiao hai xiao hai>](https://www.youtube.com/watch?v=8AELZ5p7hvw) 4. [Dumpling /other new year eve dishes making video](https://www.youtube.com/watch?v=bGzbJpLExDM) 5. Local lunar new year celebration events (Google Boston Chinatown events) 6. How people around the world celebrate the lunar new year. [虎年春节：全球各地如何迎接农历新年- BBC News 中文](https://www.bbc.com/zhongwen/simp/world-60211691); Singarpore people celebrating new year 7. Family reunion video <https://www.youtube.com/watch?v=FWiSHgdHIXw>   <https://www.youtube.com/watch?v=81f1Vnv2B1Y>  <https://www.youtube.com/watch?v=ocE0L1ry6BQ> （also could be used for 8th grade spiral unit- Lunar new year migration.   1. [Temple fair](https://www.youtube.com/watch?v=nxbbvR-Gu8U) 2. [New year eve dinners from different parts/regions of China.](https://fs.leju.com/news/2019-02-08/08226499431979904453635.shtml)  (can be reuse for the food unit) 3. [Song ***hao yun lai***](https://www.youtube.com/watch?v=z-5APHz226o) 4. [Year of tiger blessings](https://www.parenting.com.tw/article/5091613) 5. [Year of tiger red banner phrases](https://www.163.com/dy/article/GR67JQIV0525DMVE.html) | | | | |
| **Additional Notes** | In this unit, we focus on lots of culture practices to experience the celerabtion, such as making and giving red envelopes, watch live celerabtion TV shows in China, make red banners, ect. Many vocabularies are used and learned to service for this purpose, so more target languages can be used spontaneously during the celebration experiences. | | | | |

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| **Standards Summary (p.1 of 2)**  ***What world language content standards will be focused on or introduced in the unit?*** | |
| [**World Language Content Standards**](https://www.doe.mass.edu/worldlanguages/support/content-standards.pdf) | 1b Understand the main idea and related information. Students summarize main ideas and key vocabularies from the songs, calendars, and dance.  2b. Understand, answer, and ask a variety of questions. Students work in pairs to ask and answer questions about the lunar new year.  3. a. Demonstrate awareness and understanding of relevant topics, sources, themselves, and their audience.  b. Present information, raise awareness, and express personal preferences in culturally appropriate ways.  c. Explain their own authentic thoughts in culturally appropriate ways.  4b. Use appropriate learned gestures and behaviors. Students practice the gestures when wishing others happy new year, and etiquette when receiving red envelopes.  5c. Investigate, explain, and reflect on the similarities and differences of cultures over time. Students compare differences and similarities of lunar new year with the holidays in their culture by using the phrase “A is similar to B”, “is the same”, “is different from”.  6a Investigate, explain, and reflect on the nature of culture through comparisons of the cultures studied and their own by: 1. Making comparisons between products, practices, and perspectives. Students compare differences and similarities of lunar new year with the holidays in their culture: exchanging gifts, visiting families, food.    b. Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by: 1. Interpreting, expressing, and comparing the meaning of idioms. 2. Making comparisons of basic language forms. Students compare differences of sentence orders, giving wishes, and homophonic used in the languages.  7 a. Incorporate age-appropriate, interdisciplinary vocabulary to recognize, exchange, and present information from across content areas.  b. Understand, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials.  8. a. Apply cultural and linguistic skills to participate in the school, local, and global community by: 1. Engaging with resources and assets in the community such as individuals and organizations or technological tools to further investigate and enjoy target-language cultures. 2. Identifying needs and/or injustices and designing and taking collective action to contribute to strong communities. Whole school wide lunar new year celebrations; lunar new year is also a day off on district calendar. Sending out events information in Chinatown, and the neighborhoods cities/towns. Watch the videos and visuals of global celebrations.  b. Become lifelong learners by: 1. Using languages for enjoyment and enrichment and accessing and evaluating further opportunities for doing so. 2. Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. 3. Explaining uses of the target language in the community. 4. Setting goals for linguistic and cultural growth and reflecting upon progress. Students watch performances, learn Chinese songs, and dances. Students also make red banners and red envelopes for lower grade students. |

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| **Standards Summary (p.2 of 2)**  ***What other standards will be focused on or introduced in the unit?*** | |
| [**Social and Emotional Well-being**](https://casel.org/) | Self awareness- By comparing lunar new year and the holidays students celebration, students identify their personal, culture and linguistic assets； integrating personal and social identities.  -The school wide celebration and student lead performance is also a showcase and a celebration of their Chinese learning journey to motivate themselves and inspire our younger learners.  -Students experience and participate in the new year related activities to share the joy and excitement of the holiday.  - Each year, the grade level performances are different. They were decided with the input of both teacher and students, based on their interests and telants of individuals.  Social awareness-By studying the culture perspectives and moral of each celebration activities, students understand the perspective of others,including those from diverse backgrounds and cultures  Relationship skills- Students improve their cultural competency by better understanding the culture perspective of lunar new year celebration and the importance of the holidays. By participating in the celebration activities such as making red envelopes for lower grade students, writing red banners for students, practicing and collaborating on their group performances, students develop positive relationships. |
| [**Social Justice**](https://www.learningforjustice.org/frameworks/social-justice-standards) | 6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.  7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.  8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way. |
| [**Additional Massachusetts Standards**](https://www.doe.mass.edu/frameworks/current.html) | * History and social science- east Asia. * Grade 7 Writing Standards * Music, art and dance Standards |

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| **Summative Assessment**  ***How will students demonstrate how well they have met unit goals/objectives, and how will I measure and provide feedback?*** | | | | | |
| **Communicative Mode** | **Description of Task(s)** | | **Differentiation for Equity** | | **Embedded Standards** |
| **Interpretive** | * Edpuzzle video questions about celebration activities. * Students write paragraphs and make videos to introduce the lunar new year. | | Graphic organizer and sentence starter/pattern.  Hard and soft copy of vocab list.  graphic organizer.  venn diagram. | | ✓ Cultures  ✓ Comparisons  ✓ Connections  ☐ Communities |
| **Interpersonal** | Scenarios: Invite your friend to Chinatown to watch the celebration:   * Describe what celebration activities are there. * Exchange their favorite activities and reason why. * Make plans before, and after the event. * Negotiate and finalize time, meeting venue, and activities. | | Allow phrases and short sentences.  Prompting questions.  Sentence starters,  Vocab list. | | ✓ Cultures  ☐ Comparisons  ✓ Connections  ☐ Communities |
| **Presentational** | * Students present what they know about Lunar new year and relate to the holidays that they celebrate. | | Peer feedback, extra help and rehearsals.  Allow phrases and short sentences.  Prompting questions. | | ✓ Cultures  ✓ Comparisons  ✓ Connections  ✓ Communities |
| **Intercultural** | * Students compare the differences and similarities between lunar new year and the holidays that they celebrated at home. * students practice bai nian (giving new year blessings) with correct gestures. | | Heritage speakers can compare the differences of celebrating the lunar new year here and in China; write paragraphs or short story of about their experience celebrating with their own families. (A memorable Lunar new year) | | ✓ Cultures  ✓ Comparisons  ✓ Connections  ✓ Communities |
| **Avoiding Biases** | | **Scoring Tools and Methods** | | **Feedback Tools and Methods** | |
| Lunar new year is celebrated in many other Asian countries and here in the US.  Although the lunar new year is the most important holiday for the majority of Chinese people, there are also other holidays (Ramadan) celebrated by different ethnicity groups/region of China. It can be mentioned and introduced when showing the live celebrations (usually there is at least one dance program with all the ethnicity groups in their own costumes). | | Self assessment on the can do statement.  ACTFL rubric. | | Can-do statement checklist and rubrics.  Oral and written feedback to individual students. | |

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| **Instruction (p.1 of 2)**  ***What learning activities and resources will support students in meeting unit goals/objectives, and how will I check for understanding?*** | | | |
| **Communicative Mode** | **Key Learning Activities and Formative Assessments** | **Culturally Relevant Authentic Resources** | **Embedded Standards** |
| **Interpretive** | * Identify the sequence of Lunar new year traditions from the video. * Write paragraphs to introduce Lunar New Year. * Write down activities that they noticed in the video and visuals of celebrations around the world. * Gimkit * Kahoot * Quizlet * TPR celebration activities. * Students read the January and February calendar to find out important dates related to lunar new year celebration, and identify lunar calendar dates. * Students match different activities with important days during the celeration. * Students sort and group different Lunar new year related activities based on the time line (before/during/after/last day of the celebration) * Students follow directions to finish art and crafts: red envelope making, red banners making, Chinese painting and calligraphy, firecracker making, and paper cutting. * Students identify the celebration activities and vocabulary from the songs and dance《xiaohai xiaohai》，《好运来》 * Students identify the main idea of the songs. 《xiaohai xiaohai》，《好运来》 * Students compare Chinese and Singarpore people celebrating new year. | [Edpuzzle](https://edpuzzle.com/media/6006740b5d783342549d7999)  Youtube videos and authentic visuals of celebration activities.  lunar new year songs and dance.  [Lunar New Year rhyme <xiao hai xiao hai>](https://www.youtube.com/watch?v=8AELZ5p7hvw)  <https://www.youtube.com/watch?v=8nWbacmyd5c>  Year of Tiger paper cutting.  [Year of Tiger popular red banner phrases.](https://www.163.com/dy/article/GR67JQIV0525DMVE.html)  [Song ***hao yun lai***](https://www.youtube.com/watch?v=z-5APHz226o)  <https://www.youtube.com/watch?v=h2GJvvY4AlA> | ✓ Cultures  ☐ Comparisons  ☐ Connections  ☐ Communities |
| **Interpersonal** | * Student vocabulary study group (pair, small groups to quiz each other the vocabulary and question and answer drills). * Guessing game in group/pair: One students act out the celebration activities and ask the question: what am I doing, the other student answer: are you …ing? * Scenario dialogue to include time sequence words for a series of activities, and exchange opinions on Lunar new year traditions.   (Invite and persuade a friend to go to a series of celebration activities with you)   * Interview students’ favorite lunar new year activities and performances. * Interview students’ favorite holidays and important holidays celebrated at home. * Ask to briefly explain how to celebrate the important holidays of their culture/countries. * Giving new year blessings to each other with correct gestures. | Use of a Chinese calendar to talk about lunar new year celebration activities each day; and to make plans.  Use the actual event in Boston Chinatown as a scenario.  <https://www.boston-discovery-guide.com/chinese-new-year-parade.html> | ✓ Cultures  ✓ Comparisons  ✓ Connections  ☐ Communities |
| **Presentational** | * Students share the red banner that they choose and write. (Teacher provide some commonly used phrases for red banner with meanings and pinyin, students choose to write on to the red paper and present to class) * Students give presentations about the lunar new year including date, activities, and related food. * Students exchange their favorite new year activities and reasons during pair dialogue and interviews. * Students participate and perform at school wide lunar new year celebration. (songs, dances, and skits) * Students collaborate to make videos to briefly introduce Lunar new year knowledge. | New year blessing word by numbers (1-100)  Lunar new year theme songs and dance. (see above) | ✓ Cultures  ✓ Comparisons  ✓ Connections  ✓ Communities |
| **Intercultural** | * Students compare the differences and similarities between lunar new year and the holidays that they celebrated at home. * students practice bai nian (giving new year blessings and receiving red envelopes) with correct gestures. * Students make lunar new year related crafts (make and decorate red envelopes, red banners, and papercuttings. ) | Using various greetings/idioms to give new year blessings.  <https://www.youtube.com/watch?v=Fu8T-7Ct6Oc&t=31s> | ✓ Cultures  ✓ Comparisons  ✓ Connections  ☐ Communities |
| **Toolbox**  ***What supporting language functions, structures, and vocabulary will students need to develop or advance their skills?*** | | | |
| Previous learned:   * 12 zodiac animals and 属-my zodiac is… (They already know from 6th grade) * Lunar new year and telling date春节及日期 (Spring festival is on…../in) * Lunar new year traditions: 剪头发，放鞭炮，给/收红包，舞狮子/龙，打扫，写/贴春联   New/spiraling:   * time sequence words 先，再，然后，以前/后，最后 first, then, again, before../after * adjectives: 传统，重要的tradition, traditional, important. * to celebrate, holidays 过年/庆祝/祝福/好运/健康 bless/wish/celebrate/good luck. * Lunar new year traditions: 拜年，看家人，团圆, 元宵节 family reunion, wish you…. visiting family, new year eve dinner, watch celebration on TV, * Important dates on lunar calendar: Lunar calendar 阴历/农历， 大年，小年，腊八，除夕，正月 * 怎么过年？做什么？How to celebrate. * 像;A跟b很像 A is similar to be/is very like B * 一样/不一样/很像 Same/different/similar * 听起来/看起来像 looks like/sounds like   Classroom and instructional vocabularies during craft and other activities: calligraphy and craft supply names   * verbs: fold, cut, paste….   Commonly used New year greeting phrases and texts for red banners  Happy Spring Festival, happy Year of …., wish you a healthy year. | | | |

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| **Instruction (p.2 of 2)**  ***What materials, strategies, and supports will I use to ensure equity in the unit, and how will I use the Core Practices?*** | | | | | | |
| **Social and Emotional Well-Being** | * Students' choice of crafts. (craft stations) * Students' choice of performance, and choice of roles based on their interest and talents. * Different groupings based on their skills and social needs. * School wide celebration activities. * School wide performance to celebrate the learning journey. * Students watch living TV shows for entertainment and leisure purpose while appreciating the Chinese performance arts. | | | | | |
| **Social Justice** | * local lunar new year celebration events, * visuals and videos of celebrations around the world, and people from different countries and cultures participating in the celebration. * Students choices based on their needs and talents. | | | | | |
| **Differentiation for Equity** | * Graphic organizer. * Differentiate tasks. * Peer review and feedback * Scaffolding * Wordbank and vocab list. * Choices. | | | | | |
| **Technology** | Edpuzzle  Peardeck  Quizlet  Gimkit  Kahoot  Wordwall  Google slide  Youtube videos. | | | | | |
| [**Core Practices**](https://www.actfl.org/sites/default/files/resources/Core%20practices.pdf) | Target Language Comprehensibility  ☐✓ | Authentic Resources  ☐✓ | Oral Interpersonal Tasks  ☐✓ | Backward Design  ☐✓ | Teach Grammar in Context  ☐✓ | Provide Oral Feedback  ☐✓ |

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| **Reflection and Analysis**  ***Which students connected to the unit, which unit activities were most effective, and how aligned were different components of the unit?*** | | | | |
| **Centering Student Diversity** |  | | | |
| **Strengths** |  | | | |
| **Areas for Improvement** |  | | | |
| **Unit Component** | **Alignment Notes** | **Aligned?** | | |
| **Fully** | **Partial** | **Not** |
| **Summative Assessment** |  | **☐** | **☐** | **☐** |
| **Key Learning Activities and Formative Assessments** |  | **☐** | **☐** | **☐** |
| **Next Steps** |  | | | |

This unit plan was developed by Lan Wu for the Massachusetts Department of Elementary and Secondary Education.