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| **30 Day Unit Plan** | | | |  |
| **Theme/Topic:** color and school objects | | | |  |
| **Goals** *(What should students know & be able to do by the end of the unit?)***:**  **1. Students will be able to know the pinyin of the words learnt and how to read them**  **2. Students can tell the colors and school objects in Chinese.**  **3. Students can write pinyin and the Chinese characters they have learnt.**  **4. Students can talk about their favorite color and tell the reasons.**  **5. Students can ask others’ favorite color and the reasons.** | | | |  |
| **Summative Performance Assessment: create at least 1 performance task for interpretive, interpersonal, and presentational communication**  *Reference pg. 18-23* | | | |  |
| **Interpretive**  (reading, listening, and/or viewing) | | **Interpersonal**  (Speaking and/or writing) | **Presentational**  (Speaking and/or writing) |  |
| **1.The teacher shows different colors to students using objects or cards and students say the color in English.**  **2. The teacher translates the English words into Chinese words and explain se/**色 **to students.**  **3. Students play Kahoot online, by doing which students can read the questions on the screen and they will recognise Chinese pin yin about colors and the other vocabulary.**  **4. Quizlet. Students do flashcards, match, and Quiz. Live on Quizlet, which helps them practice reading and listening.**  **3.Listen and circle. Students circle on the exit tickets.** | | **1.Teamwork Competition. Students answer questions and win points for their team.**  **2.Copy and trace on the Chinese characters.**  **3.Relay race. Students speak Chinese to another one by one.**  **4. Oral test. Ask and answer questions.** | **1.Role play.**  **Students work in groups practicing questions.**  **2. Quizlet. Match the words online.**  **3. Presentation. Students work in groups to practice and present to the whole class.**  **4. Interview. Students interview classmates and hand in an interview paper.**  **5.Exit ticket. Students write Chinese characters.** |  |
| **Week 1** | | | |  |
| **Weekly Can-Dos for Students:**  (at least 1 & no more than 3) | Students can listen and recognize the color: red, green, yellow, white, black, grey, blue, pink, orange and brown in Chinese. | | | |
| **Formative Assessment Tasks:** | Teacher shows flashcards first.  Teacher hands out a piece of paper with colors on it.  Students work in groups, practicing the words.  Play kahoot to see if students master the words. | | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Communication: Students can tell the colors in Chinese.  Connections: Students can connect the colors from English to Chinese  Culture: Students know the difference of Chinese and American sentence order.  Comparisons: Students can tell different colors  Communities: Students can talk about their favorite color. | | | |
| **Vocabulary:** | 红黄蓝绿白黑紫粉灰橙色 颜色 | | | |
| **Grammar/Sentence patterns:**  *(write these in the target language)* | 这是什么颜色？ 这是…   色。 | | | |
| **Materials Needed:** | Smartboard, ppt, handouts, colorful paper | | | |
| **Week 2** | | | |  |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)* | Students can tell and write the basic colors in pinyin.  Students can say colors using the sentence patterns in Chinese correctly. | | | |
| **Formative Assessment Tasks:** | Group Competition. Students listen and answer questions and win points for their groups.  Play kahoot practicing. | | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Communication: Students use the words they have learned to make up words and sentences.  Culture: Students learn about the formation of Chinese Characters. | | | |
| **Vocabulary:** | 这 是 什么 颜色 学习 学校 老师 同学 学生 教室 | | | |
| **Grammar/Sentence patterns:** | 这是什么？这是… | | | |
| **Materials Needed:** | Smartboard, ppt, handouts | | | |
| **Week 3** | | | |  |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)* | Students can understand the new words about school. Students can say more colors they like. | | | |
| **Formative Assessment Tasks:** | Flashcards. I speak Chinese and students respond in English.  Play kahoot practicing colors.  Play bingo to practice colors. | | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Communication: Students can make a short conversation talking about what color they like.  Culture: lucky color. | | | |
| **Vocabulary:** | 书 书桌 黑板 白板 纸 笔书 包 铅笔 橡皮 欢迎 大家 | | | |
| **Grammar/Sentence patterns:** | 那是什么？ 那是… | | | |
| **Materials Needed:** | smartboard, ppt, handouts | | | |
| **Week 4** | | | |  |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)* | Students can say the words they have learnt.  Students can write the words in pinyin and Chinese characters.  Review the words and sentences learned. | | | |
| **Formative Assessment Tasks:** | Students play Quizlet Live in groups and practicing the new words. | | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Communication: Students know how teachers and students greet each other in China.  Culture: Chinese writing system. | | | |
| **Vocabulary:** | Review all the words and sentences and oral test. | | | |
| **Grammar/Sentence patterns:** | 大家好， 我叫， 我来自，我今年… 岁。 很高兴认识你。 我喜欢..颜色， 我喜欢…. | | | |
| **Materials Needed:** | Smartboard, ppt, handouts | | | |

**Sample 30 Day Unit Plan:** French, Novice-Mid High

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| **30 Day Unit Plan** | | | |
| **Theme/Topic:** A Well-Balanced Lifestyle | | | |
| **Goals** *(What should students know & be able to do by the end of the unit?)***:**   * Describe their daily schedule * Ask and answer questions about daily routines * Compare lifestyle routines * Express frequency saying when and how often they do certain things * Express opinions about daily activities, schedules * Make suggestions about ways to be healthy | | | |
| **Summative Performance Assessment: create at least 1 performance task for interpretive, interpersonal, and presentational communication**  *Reference pg. 18-23* | | | |
| **Interpretive**  (reading, listening, and/or viewing) | | **Interpersonal**  (Speaking and/or writing) | **Presentational**  (Speaking and/or writing) |
| * SS will read a blog written by a French teenager where he discusses his activities and compare with popular activities in the U.S. * SS will watch a commercial for a product that promises to make life less stressful and analyze the effectiveness of the message | | * SS will survey at least 5 classmates on activities that they do during the week. Make a graph that shows the most popular activities. | * SS will create a presentation based on multiple sources of information highlighting ways to promote a balanced lifestyle for teenagers; share with another French class. |
| **Week 1** | | | |
| **Weekly Can-Dos for Students:** *(at least 1 & no more than 3)*  *Reference pg. 24-36* | * Describe their daily schedule * Ask and answer questions about daily routines | | |
| **Formative Assessment Tasks:** | * Comprehension checks for TPRS * Flyswatter game with new vocabulary * Teacher observation as students survey one another about daily activities | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | * Communication: SS write questions and interview classmates about activities that they do during the week. * Culture: SS discuss the importance of cafés to French teenagers | | |
| **Vocabulary:** | * Review: Days of the week, school subjects * Vocabulary Focus: sports, activities | | |
| **Grammar/Sentence patterns:**  *(write these in the target language)* | * (*le*) *lundi*… (on Mondays) * qui, que, quoi, quel, quelle, quels, quelles (interrogative pronouns and adjectives) | | |
| **Materials Needed:** | * Textbook Ch. 6 * Blog post from a French teenager * Teacher-made flashcards | | |