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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:**CommunicationConnectionsCultureComparisonsCommunities | Communication: Students can tell the colors in Chinese.Connections: Students can connect the colors from English to ChineseCulture: Students know the difference of Chinese and American sentence order.Comparisons: Students can tell different colorsCommunities: 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:**CommunicationConnectionsCultureComparisonsCommunities | 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:**CommunicationConnectionsCultureComparisonsCommunities | 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:**CommunicationConnectionsCultureComparisonsCommunities |  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
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| **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.
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| **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
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| **Formative Assessment Tasks:** | * Comprehension checks for TPRS
* Flyswatter game with new vocabulary
* Teacher observation as students survey one another about daily activities
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| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | * 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
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| **Vocabulary:** | * Review: Days of the week, school subjects
* Vocabulary Focus: sports, activities
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| **Grammar/Sentence patterns:***(write these in the target language)* | * (*le*) *lundi*… (on Mondays)
* qui, que, quoi, quel, quelle, quels, quelles (interrogative pronouns and adjectives)
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| **Materials Needed:** | * Textbook Ch. 6
* Blog post from a French teenager
* Teacher-made flashcards
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