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| **30 Day Unit Plan Zhao Xin** | | |
| **Theme/Topic:** Chinese Lunar New Year Festival Celebration (Panda, 3D model presentation of Chinese Culture, Guangzhou, | | |
| **Goals** *(What should students know & be able to do by the end of the unit?)***:**  **SWBAT** know different perspectives of Chinese Culture and Mandarin based on the culture station of Chinese New Year. | | |
| **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) |
| **Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.**  **Provide basic information on familiar topics using phrases and simple sentences.** | **Engage in short social interactions using phrases and simple sentences.**  **Exchange essential information about familiar topics.**  **Express likes and dislikes.** | **Recognize products of culture.**  **Identify celebrations typical of the target culture and one’s own.**  **Use key words and phrases in the target language to participate in different activities in the school and community settings.**  **English language learners communicate for social and instructional purposes within the school settings.** |
| **Week 1** | | |
| **Weekly Can-Dos for Students:**  (at least 1 & no more than 3)  *Reference pg. 24-36* | Panda: Students can learn how to express body parts of panda and learn knowledge about panda.  **Guangzhou （Hometown of Cantonese）:Students can learn how to express food, place in Cantonese and Mandarin.** | |
| **Formative Assessment Tasks:** | **Panda:** **Paper cutting panda, Quiz about panda, Vocabulary learning of Panda.**  **Guangzhou (Hometown of Cantonese): Quiz about Guangzhou, Try Cantonese, flyers about Guangzhou, 3D model about Guangzhou: Yue xiu Park, byobu, tea cup, tea pot** | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Culture: Ss can compare and express in ideas of the topics presented in clear, organized texts.  Communication: Ss can explain why the target language has value in culture and in a global society. | |
| **Vocabulary:** | **Panda: panda, 熊猫，giant panda 大熊猫，bamboo 竹子，Sichuan 四川，black 黑，white 白**  **Guangzhou（Canton）广州，Cantonese 粤语, Cantonese food 粤菜，Canton Tower 广州塔，Yue Xiu Park 越秀公园, Five Goat Statue 五羊雕像** | |
| **Grammar/Sentence patterns:**  *(write these in the target language)* | / | |
| **Materials Needed:** | **Panda: glues, copy paper, construction paper, stickers, color pens, color pencils, stabler.**  **Guangzhou(Hometown of Cantonese): Quiz about Guangzhou, Try Cantonese, flyers about Guangzhou, 3D model about Guangzhou: Yue xiu Park, byobu, tea cup, tea pot** | |
| **Week 2** | Te | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | **Chinese Ethnic Group:**  **Learners learn quiz about Chinese Ethnic Groups.**  **Chinese Geography and Chinese History**  **Learn the Geography, History by map puzzle, quiz.** | |
| **Vocabulary:** | **Chinese Ethnic Group: ethic group 少数民族, Han 汉族**  **Chinese Geography and Chinese History:**  **map 地图, country 国家, the Great Wall 长城, agriculture 农业, travel 旅游** | |
| **Grammar/Sentence patterns:** | **/** | |
| **Materials Needed:** | **Chinese Ethnic Group: copy paper**  **Chinese Geography and Chinese History:**  **Construction paper, quiz paper, scissors, glue stick** | |
| **Week 3** | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | **Chinese Political System**  **Student learn the political system by the quiz.**  **Chinese Myths and Legends**  Student learn famous Chinese Myths and Legends. | |
| **Formative Assessment Tasks:** | SLea Quiz, Matching game, Story-telling, project | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Connections:  Ss can compare the differences between the two different political system.  Communities:  Ss can learn some language acquisition according to the topic Chinese Myths and Legends, Chinese Political System. | |
| **Vocabulary:** | **Chinese Political System: Politics 中国政治，Chinese Communist Party 中国共产党, chairman 主席, Xi Jin Ping 习近平**  **Chinese Myths and legendsL myths 神话，legends 传说** | |
| **Grammar/Sentence patterns:** | / | |
| **Materials Needed:** | Chinese Political System: **Construction paper, quiz paper, scissors, glue stick**  **Chinese Myths and Legends: Board, books, videos** | |
| **Week 4** | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | **Shadow Puppetry/ A Chinese folk art(hello china), Chinese shadow puppetry, Legend Summarized: The monkey king(journey to the west), Journey to the west/ Chinese novel(hello china)** | |
| **Formative Assessment Tasks:** | **Story telling, Shadow puppet play making materials.** | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Communication:  Ss can express language acquisition of shadow puppetry and the Journey to the West.  Connections:  Ss can present information, findings and supporting evidence, conveying a clear and distinct perspective of the Chinese Culture.  C | |
| **Vocabulary:** | **Shadow Puppet Play: shadow puppet play 皮影戏，Monkey King 美猴王(孙悟空), Journey to the West 大话西游, china 瓷器, silk 丝绸** | |
| **Grammar/Sentence patterns:** | / | |
| **Materials Needed:** | **Shadow Puppet Play: Stick, shadow puppet, cloth, light** | |