

30 Day Unit Plan

Theme/Topic: Festivals

Goals (*What should students know & be able to do by the end of the unit?*): All the students will know about Christmas and Spring Festival are two most important festivals in America and China. All the students can speak the Chinese words for typical stuff on these festivals, such as “**圣诞快乐**,” “**过年好**”. 80% of the students can read short passages about the festivals fluently.

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)
Hello China, the history of Spring Festival	Students are divided into two groups, one is from America, the other from China, introducing their own festivals.	Group work. Role play what people do in the festival (Family reunion and say Happy Spring Festival to each other).

Week 1

Weekly Can-Dos for Students: (at least 1 & no more than 3) <i>Reference pg. 24-36</i>	1. The students can read and speak the words (about 20) used to describe Christmas. 2. The students can make a brief introduction of Christmas in Chinese .
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Formative Assessment Tasks:	1. Comprehension checks for TPRS 2. quizlet test and kahoot of new vocabulary 3. quizizz of Christmas
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Standards: Communication Connections Culture Comparisons Communities	1.communication:students work in groups to introduce Christmas 2.culture:the history and legend of Christmas
Vocabulary:	圣诞节, 圣诞老人, 圣诞树, 圣诞花环, 圣诞帽, 圣诞礼物, 手套, 围巾, 糖果, 长筒袜, 壁炉, 烟囱, 贺卡, 驯鹿, 雪橇, 雪人, 雪花, 铃铛, 唱歌
Grammar/Sentence patterns: <i>(write these in the target language)</i>	祝....圣诞节快乐..
Materials Needed:	Chrome books,computer,projector,and flashcards
Week 2	
Weekly Can-Dos for Students: <i>(at least 1 & no more than 3)</i> <i>Reference pg. 24-36</i>	1.the students can read and speak the words (about 12) used to describe Spring festival.2.the students can make a brief introduction of Spring Festival in Chinese
Formative Assessment Tasks:	1,.Comprehension check of TPRS 2.quizlet test and kahoot of new vocabulary 3.quizizz of Spring Festival
Standards: Communication Connections Culture Comparisons Communities	Communication:students work in groups as a family to role play Spring Festival Culture:the legend of Spring Festival
Vocabulary:	春节, 年, 对联, 福, 春, 过年好, 饺子, 鞭炮, 恭喜发财, 压岁钱, 团圆饭, 拜年, 春晚, 豆腐, 花生, 硬币

Grammar/Sentence patterns:	<p>...过年好恭喜发财，红包拿来。</p>
Materials Needed:	<p>Chrome books,Flash cards, computer , projector and red packets</p>
Week 3	
Weekly Can-Dos for Students: <i>(at least 1 & no more than 3)</i> <i>Reference pg. 24-36</i>	<p>The students can talk about the similarities and differences between Christmas and Spring Festival</p>
Formative Assessment Tasks:	<p>1.comprehension checks for TPRS 2.quiz on comparison between these two festivals</p>
Standards: Communication Connections Culture Comparisons Communities	<p>Communication : as hosts and guests to each other,tell the other what is important in their own culture,especially some etiquette on the special festival</p> <p>Culture :Christmas is a festival about religion,while Spring Festival is a traditional festival for family reunion.</p>
Vocabulary:	<p>宗教，耶稣，复活，纪念，基督教，平安夜，传统，除夕，团聚，丰收，春天</p>
Grammar/Sentence patterns:	<p>圣诞节是西方宗教节日。 春节是中国传统节日。</p>
Materials Needed:	<p>Flash cards,computer projector and poster.</p>

