30 Day Unit Plan: Chinese Intermediate Low → Mid

**Lane Tech College Pre High School Yanyi Chen**

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| **30 Day Unit Plan** | | | |
| **Theme/Topic:** **Contemporary Life** | | | |
| **Goals** *(What should students know & be able to do by the end of the unit?)***:**  ●Learn to talk about time and daily routines such as their school subjects and extracurricular activities, when they how they go to school or go to bed, and how they feel in running around from one task to the next.  ●Engage in conversations about their daily life and time management issue that they and their peers have. Together they explore how they can improve their time management skills and reduce emotional stress by making some changes to their routines or habits. | | | |
| **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 calendar and clock to understand and tell days of the week and the hours.  \*SS will listen a time announcement for a store closing.  \*SS will read a departure in the airport to identify departure and arrival times from a transportation schedule. | | \*SS will talk about days of the week and the hours.  \*SS will exchange information about the schedules and difficulty levels of different classes, and provide simple reasons to support the views.  \*SS will ask who, what, where, or when questions about a party and how to get there. | \*SS will interpret simple schedules and consider how people think about time.  \*SS will follow directions to fill out a simple graphic organizer. |
| **Week 1** | | | |
| **Weekly Can-Dos for Students:**  (at least 1 & no more than 3)  *Reference pg. 24-36* | * Students can read a calendar and clock and tell days of the week and the hours. * Students can express what time it is, when they get up/have meals/ go to bed. * Students can ask and answer their schedule for morning, afternoon and evening. | | |
| **Formative Assessment Tasks:** | * 学生每天记录自己的作息时间, 与其他同学交换谈论自己的时间。   Students exchanged their tracked daily routines and share their finding about their schedule with classmates | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | * In my own and other cultures, I can interpret simple schedules and consider how people think about time. * Identify how people use their free time and why, in my own and other cultures. * Identify how people travel, in my own and other cultures, from one place to another, such as driving, taking the train or riding a bike. And why they choose to travel this way. | | |
| **Vocabulary:** | 早，中午， 吃，点，半，坐公车，作业，功课，英文，中文，学，做，  时间，睡觉 | | |
| **Grammar/Sentence patterns:**  *(write these in the target language)* | * 我**每天六点**起床。（主语+状语+谓语+宾语） * 你每天几点起床？ * 那么早！/那么晚！ | | |
| **Materials Needed:** | * Power point , flash cards, a swatter, a clock | | |
| **Week 2** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | * Students can list their means of transportation with the time frame they had learned. * Students can ask and answer the means of transportation to each other | | |
| **Formative Assessment Tasks:** | * 学生做调查看看他们的交通工具上学，需要花多少时间？   Students do a survey how much time it will take them to school.   * 学生调查学校和家的距离，如果用不同的交通工具，会不会缩短通勤时间？   Students do a survey about the distance from school, and if use different means of transportation, will it shorten the time of transportation. | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | * Ask and answer some simple questions about daily routines and transportation. * Make connection to the real life. * Compare the time of transportation if choose different means of transportation. * Get familiar with the means of transportation near the school | | |
| **Vocabulary:** | * 走路，骑自行车，坐公共汽车，坐地铁，坐火车，开车，坐妈妈的车，   高铁，飞机, 离…近/远，快，慢 | | |
| **Grammar/Sentence patterns:** | * 我每天走路去上学。（主语+状语+谓语+宾语） * 为什么？ * 因为我家离学校很近。 | | |
| **Materials Needed:** | * Textbook, worksheet, a video for listening comprehension | | |
| **Week 3** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | * How I manage my study school subjects * Introduce school subjects and activities * Students can list and write their school schedule and the schedule of Chinese school * Students can exchange their school subjects schedule and talk about which class is difficult or easy and why. * Students read Chinese students’ schedules | | |
| **Formative Assessment Tasks:** | * 拿自己的课表和中国学生的课表做比较说明 * Compare the schedule and subjects of Chinese high school students with American high school students’ schedule | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | * Talking about the good things and advantages about schedules. * Compare the schedule and subjects of Chinese high school students with American high school students’ schedule. * Know why Chinese high school schedules are busier than the ones here. | | |
| **Vocabulary:** | * 语文、中文、数学、英语、物理、化学、生物、历史、地理、体育、节、眼保健操、课间操 | | |
| **Grammar/Sentence patterns:** | * 我第一节是体育课。 * 我喜欢体育课，因为… * 我不喜欢体育课，因为… * 你呢？ | | |
| **Materials Needed:** | * Textbook， worksheet | | |
| **Week 4** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | * Students can use some emotion words, such as tired, busy, nervous, worry, headache, exciting, upset, and enthusiastic, and gratitude and grateful for. * Students can express their emotion under or during certain scenarios given. * Develop a plan to improve self’s or a friend’s time management skills | | |
| **Formative Assessment Tasks:** | * Read classmates’ daily schedules; ask and answer questions about classmate’s schedule * A new schedule; rehearse, and make a presentation about the new one; In the new schedule, also provide basic explanations about why it will help one’s time management and stress issues. | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | * Develop an understanding of the daily lives and emotional stresses experienced by classmates. * Compare to classmates’ daily schedules to ask questions about the schedule * Talking about the schedules with others. | | |
| **Vocabulary:** | * 听说， 累，忙，紧张，担心，头痛，兴奋, 方便， 无聊，觉得， 像..一样，小心 | | |
| **Grammar/Sentence patterns:** | * 对于…，我觉得… * 就像是…一样 * 你得小心啊！ * 听说你家离学校很近，那你上学一定很方便。 | | |
| **Materials Needed:** | * Textbook ， PowerPoint， videos | | |