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| **30 Day Unit Plan** | | | |
| **Theme/Topic: UNIT 3: My Friends. . .** | | | |
| **Goals** *(What should students know & be able to do by the end of the unit?)***:**    **Speaking**  • Students can understand when someone tells about a person’s physical appearance and  personality characteristics.  • Students can understand one’s nationality and address.  • Students can ask and answer about one’s grade level in school.  • Students can ask and answer about someone’s nationality, the language he/she speaks, and  the address.  • Students can introduce a friend.  • Students can tell about someone’s physical and personality characteristics.  • Students can state and ask where someone is from (nationality & hometown).  **Reading**  (interpretive)  • Students can understand the passage telling about someone’s physical appearance and  personality.  • Students can recognize someone’s nationality and address.  • Students can understand a passage that tells or inquires about someone’s nationality and  hometown, school and grade information, and language ability.  **Writing**  (presentational)  • Students can write/list basic information about my friends, including his/her physical  appearance and personality.  • Students can write basic characters and phrases taught in this lesson.  • Students can write a short passage that introduces my nationality and hometown, my school  and grade information, and language ability. | | | |
| **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) |
| • Students can understand the passage telling about someone’s physical appearance and  personality.  • Students can recognize someone’s nationality and address.  • Students can understand a passage that tells or inquires about someone’s nationality and  hometown, school and grade information, and language ability. | | • Students can understand when someone tells about a person’s physical appearance and  personality characteristics.  • Students can understand one’s nationality and address.  • Students can ask and answer about one’s grade level in school.  • Students can ask and answer about someone’s nationality, the language he/she speaks, and  the address.  • Students can introduce a friend.  • Students can tell about someone’s physical and personality characteristics.  • Students can state and ask where someone is from (nationality & hometown). | • Students can write/list basic information about my friends, including his/her physical  appearance and personality.  • Students can write basic characters and phrases taught in this lesson.  • Students can write a short passage that introduces my nationality and hometown, my school  and grade information, and language ability. |
| **Week 1** | | | |
| **Weekly Can-Dos for Students:**  (at least 1 & no more than 3)  *Reference pg. 24-36* | **Speaking**  • Students can understand when someone tells about a person’s physical appearance andpersonality characteristics.  • Students can understand one’s nationality and address.  **Reading**  (interpretive)  • Students can understand the passage telling about someone’s physical appearance and  personality.  **Writing**  (presentational)  • Students can write/list basic information about my friends, including his/her physical  appearance and personality. | | |
| **Formative Assessment Tasks:** | Quizlet practice and test.  Making a presentation to share with each other.  According to the given pinyin, write the corresponding Chinese characters.  Translate English sentences into Chinese.  Translate Chinese sentences into English. | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Communication：Students can understand when someone tells about a person’s physical appearance andpersonality characteristics.  Culture: Students can understand the different etiquette knowledge of China and the United States, and the etiquette standards in the process of making friends are different. | | |
| **Vocabulary:** | Which 哪  School 学校  Attend 上  Grade 年级  Eyes 眼睛  Hair 头发  Long 长  Short 短 | | |
| **Grammar/Sentence patterns:**  *(write these in the target language)* | I am in XX school. 我的学校是XX (校名)。  Which school do you go to? 你上哪个学校？  I am in xx grade. 我上xx年级。  Which grade are you in? 你上几年级？  I/She/He has (color) hair . 我/他/她有XX 色)头发/眼睛。  What does he/she look like? 他/她长得怎么样儿？  I am/He is/She is [adj.] 我/他/她很(高、矮、胖、瘦) etc.。  My/His/Her appearance is [adj.］ 我/他/她的长相/样子(一般、好看、帅)etc.。 What is his/her personality? 他/她人怎么样？  He/she is very friendly. 他/她很友好。 | | |
| **Materials Needed:** | Word cards, slides, cardboard. | | |
| **Week 2** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | **Speaking**  • Students can ask and answer about one’s grade level in school.  **Reading**  (interpretive)  • Students can recognize someone’s nationality and address.  **Writing**  (presentational)  • Students can write basic characters and phrases taught in this lesson. | | |
| **Formative Assessment Tasks:** | Quizlet practice and test.  Making presentation to share with each other.  According to the given pinyin, write the corresponding Chinese characters.  Translate English sentences into Chinese.  Translate Chinese sentences into English. | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Culture Connections：Students can show understanding of different customs regarding comments on one’s appearance, personality, and personal questions. (For example, it is sensitive to ask about one’s height and weight.) | | |
| **Vocabulary:** | Ordinary 一般 Appearance 长相／ 长得 Tall 高 Short 矮 Fat 胖 Thin 瘦 Pretty 漂亮 Handsome 帅 Cool 酷 Good looking 好看 Colors 颜色 | | |
| **Grammar/Sentence patterns:** | My school is XX. 我的学校是XX [校名].  Which school do you go to? 你上哪个学校？  I go to XX school. 我上XX 初/高中。  I am in # grade. 我上＃年级。  Which # grade are you in? 你上几年级？  How does he/she look? 他/她长得怎么样？  I am/He is/She is [adj. ] 我/他/她很[好看、帅、高、矮、胖、瘦 etc.]。  My/His/Her appearance is [adj.］ 我/他/她的长相一般。 | | |
| **Materials Needed:** | Word cards, slides, cardboard. | | |
| **Week 3** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | **Speaking**  • Students can ask and answer about someone’s nationality, the language he/she speaks, and  the address.  • Students can introduce a friend.  **Reading**  (interpretive)  • Students can understand a passage that tells or inquires about someone’s nationality andhometown, school and grade information, and language ability.  **Writing**  (presentational)  • Students can write a short passage that introduces my nationality and hometown, my school  and grade information, and language ability. | | |
| **Formative Assessment Tasks:** | Quizlet practice and test.  Making presentation to share with each other.  According to the given pinyin, write the corresponding Chinese characters.  Translate English sentences into Chinese.  Translate Chinese sentences into English. | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Culture Connections：Students will understand that Chinese respond to other people’s praises differently. For example, Chinese will say 哪里哪里 instead saying “谢谢” (like the Americans do) when responding to others’ praises. | | |
| **Vocabulary:** | Where 哪里/哪儿 Country 国家 State 州 Province 省 City 城市 Can 会 Cannot 不会 Speak 说 Language 语言 English 英文 Chinese 中文 From 来自 From 从 A little bit 一点儿 Live in 住在 To live 住 In/at 在 | | |
| **Grammar/Sentence patterns:** | My/His/Her hair is [color]. 我/他/她的头发/眼睛是［XX 色的］。  \* Which country are you from? (I.e., What is your nationality?) 你是哪国人？  \* I am American (or other nationality). 我是[美国人] (country name + 人)。  \* Where are you from? (I.e., inquire about one’s hometown)? 你来自哪里？你从哪里来？你是哪里人？  \* I am from [place ] (Utah, Beijing, etc.). 我来自亚利桑那州。我从亚利桑那州来。我是犹他州人／我是北京人。  \* I live in [Place]. 我住在［犹他州］(盐湖城、上海, etc..)。  \* I can speak [language]. 我会说[英文]。 \* I can speak a little bit Chinese (or others). 我会说一点儿中文 (or other languages)。 | | |
| **Materials Needed:** | Word cards, slides, cardboard. | | |
| **Week 4** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | **Speaking**  • Students can tell about someone’s physical and personality characteristics.  • Students can state and ask where someone is from (nationality & hometown).  **Reading**  (interpretive)  • Students can understand the passage telling about someone’s physical appearance and  personality.  • Students can recognize someone’s nationality and address.  • Students can understand a passage that tells or inquires about someone’s nationality and  hometown, school and grade information, and language ability.  **Writing**  (presentational)  • Students can write/list basic information about my friends, including his/her physical  appearance and personality.  • Students can write basic characters and phrases taught in this lesson.  • Students can write a short passage that introduces my nationality and hometown, my school  and grade information, and language ability. | | |
| **Formative Assessment Tasks:** | Quizlet practice and test.  Making presentation to share with each other.  According to the given pinyin, write the corresponding Chinese characters.  Translate English sentences into Chinese.  Translate Chinese sentences into English. | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Culture Connections：  Students will understand the similarities and differences between Chinese and American administrative units (省 F­CAP CHINESE CURRICULUM COUNCIL Level 1 “My World” vs. 州).  . Students can tell the different viewpoints regarding having boyfriends and girlfriends during teenage years between Chinese and American societies. | | |
| **Vocabulary:** | Address 地址 Zip code 邮编 Email 电子邮件 Postcard 明信片 Street/road 街/路 To send 发 To mail 寄 Phone number 电话号码 Glad 高兴 Receive 收到 Mail/letter 信 (More) Colors 颜色 Friends 朋友 Boyfriend 男朋友 Girlfriend 女朋友 Make friends 交朋友 Pen pal 笔友 Net pal 网友 | | |
| **Grammar/Sentence patterns:** | \* May I ask please 请问 \* What color(s) do you like? 你喜欢什么颜色？  \* It’s a pleasure to get your [types of message] 很高兴收到你的信/电子邮件明信片。  \* Do you have email? What is your email? 你有没有电子邮件？你的电邮是什么？  \* Let’s make friends. 我们交朋友吧！  \* Make a phone call 打电话  \* Give me a call! 给我 打电话吧！ | | |
| **Materials Needed:** | Word cards, slides, cardboard. | | |

**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 | | |