|  |  |  |  |
| --- | --- | --- | --- |
| **30 Day Unit Plan** | | | |
| **Theme/Topic: Greetings and numbers** | | | |
| **Goals** *(What should students know & be able to do by the end of the unit?)***:**  **Students should know how to speak and write numbers from 1 to 10.**  **Students should be able to say hello and goodbye and tell their names to others.** | | | |
| **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)  **Make a calendar with Chinese numbers** | | **Interpersonal**  (Speaking and/or writing)  **Greet to the panda and tell their names to the panda**  **Inside outside circle to ask and answer the name** | **Presentational**  (Speaking and/or writing)  **Students will sing the greeting song** |
|  | |  |  |
| **Week 1** | | | |
| **Weekly Can-Dos for Students:**  (at least 1 & no more than 3)  *Reference pg. 24-36* | Say hello and goodbye to the teacher and classmates  Tell their names to a new friend | | |
| **Formative Assessment Tasks:** | Comprehension checks for TPR  Meet the Panda activity | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Communication: Greeting to a new friend and tell the name  Culture: The body language when we greet to others | | |
| **Vocabulary:** | hello, goodbye, I, called, name | | |
| **Grammar/Sentence patterns:**  *(write these in the target language)* | My name is…(wo jiao…)  My | | |
| **Materials Needed:** | Flash cards  A toy panda | | |
| **Week 2** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | Ask the name of others  Sing the greeting song | | |
| **Formative Assessment Tasks:** | Comprehension checks for TPR  Inside outside circle to ask and answer the question about the name  Sing the greeting song | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Communication: Ask and answer the question about the name  Culture: Present the story of Chinese names | | |
| **Vocabulary:** | what | | |
| **Grammar/Sentence patterns:** | What’s your name? (ni jiao shen me ming zi?) | | |
| **Materials Needed:** | Flash cards  Speaker to play the music | | |
| **Week 3** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | Speak and write the numbers from 1-10  Use hands to show the numbers in Chinese way | | |
| **Formative Assessment Tasks:** | Comprehension checks for TPR  Counting game  I do you guess | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Communication: I do, you guess the number  Culture: The good and bad number in Chinese culture  Comparisons: Different gestures to show the numbers between American and Chinese | | |
| **Vocabulary:** | one two three four five six seven eight nine ten | | |
| **Grammar/Sentence patterns:** |  | | |
| **Materials Needed:** | Flash cards  Pictures with different numbers of animals, clothing, transportations | | |
| **Week 4** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | Write numbers from 1-10 in Chinese  Make a Chinese calendar | | |
| **Formative Assessment Tasks:** | Create a calendar of this month and write the numbers in Chinese nice and neat | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Culture: The story of Chinese calendar | | |
| **Vocabulary:** | year month day | | |
| **Grammar/Sentence patterns:** |  | | |
| **Materials Needed:** | Markers, blank paper | | |

**Sample 30 Day Unit Plan:** French, Novice-Mid High

|  |  |  |  |
| --- | --- | --- | --- |
| **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 | | |