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| **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** |
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| **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 classmatesTell their names to a new friend |
| **Formative Assessment Tasks:** | Comprehension checks for TPRMeet the Panda activity |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | Communication: Greeting to a new friend and tell the nameCulture: 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 cardsA toy panda |
| **Week 2** |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)**Reference pg. 24-36* | Ask the name of othersSing the greeting song |
| **Formative Assessment Tasks:** | Comprehension checks for TPRInside outside circle to ask and answer the question about the name Sing the greeting song |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | Communication: Ask and answer the question about the nameCulture: Present the story of Chinese names |
| **Vocabulary:** | what |
| **Grammar/Sentence patterns:** | What’s your name? (ni jiao shen me ming zi?) |
| **Materials Needed:** | Flash cardsSpeaker 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 1-10Use hands to show the numbers in Chinese way |
| **Formative Assessment Tasks:** | Comprehension checks for TPRCounting gameI do you guess |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | Communication: I do, you guess the numberCulture: The good and bad number in Chinese cultureComparisons: 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 cardsPictures 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 ChineseMake a Chinese calendar |
| **Formative Assessment Tasks:** | Create a calendar of this month and write the numbers in Chinese nice and neat |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | 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

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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
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| **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.
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| **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
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| **Formative Assessment Tasks:** | * Comprehension checks for TPRS
* Flyswatter game with new vocabulary
* Teacher observation as students survey one another about daily activities
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| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | * 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
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| **Vocabulary:** | * Review: Days of the week, school subjects
* Vocabulary Focus: sports, activities
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| **Grammar/Sentence patterns:***(write these in the target language)* | * (*le*) *lundi*… (on Mondays)
* qui, que, quoi, quel, quelle, quels, quelles (interrogative pronouns and adjectives)
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| **Materials Needed:** | * Textbook Ch. 6
* Blog post from a French teenager
* Teacher-made flashcards
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