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| **30 Day Unit Plan** | | | |
| **Theme/Topic:**  **Start to learn Chinese**  **Greetings, self-introductions, numbers, ages, colors, preference of colors.** | | | |
| **Goals** *(What should students know & be able to do by the end of the unit?)***:**   * How to greet people. * Introduce themselves. * Say numbers from 0 to 99. * Describe their ages. * Learn to say 8 color words. * Express what color they like and don’t like. | | | |
| **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 listen to songs of greetings, ages and two color songs.** | | **SS will ask and answer about their personal information like ages and names.** | **Short presentation. Students can do a short presentation with 7 Chinese sentences.** |
| **Week 1** | | | |
| **Weekly Can-Dos for Students:**  (at least 1 & no more than 3)  *Reference pg. 24-36* | * Learn to greet people * Learn to say goodbye | | |
| **Formative Assessment Tasks:** | * Comprehension checks for TPRS * SS know how to respond to greetings | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | * Communication: SS can greet each others * Culture: SS can use basic greetings sentence to talk with Chinese people | | |
| **Vocabulary:** | Chin你好(Hello.)  再见(Goodbye.) | | |
| **Grammar/Sentence patterns:**  *(write these in the target language)* | Chin——你好。 ——你好。  ——再见。 ——再见。 | | |
| **Materials Needed:** | * Greeting song online * Teacher-made flashcards | | |
| **Week 2** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | * Introduce themselves * Ask other people’s name | | |
| **Formative Assessment Tasks:** | * Comprehension checks for TPRS * SS know how to respond to greetings * They can make a question chain to ask and answer questions properly | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | * Communication: SS can greet each others * Culture: SS can ask for personal information with basic language * Connections: SS can make new friends | | |
| **Vocabulary:** | Chin你叫什么名字？(What’s your name?)  我叫...(My name’s ...) | | |
| **Grammar/Sentence patterns:** | Chin——你叫什么名字？  ————我叫... | | |
| **Materials Needed:** | * Greeting song online   Teacher-made flashcards | | |
| **Week 3** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | * Learn to say numbers from 0 to 99 * Learn to ask and answer about their ages | | |
| **Formative Assessment Tasks:** | * Comprehension checks for TPRS * SS know how to respond to greetings * Flyswatter game with new vocabulary * When they hear number in Chinese they can understand and respond correctly * SS can answer the question about their ages. | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | * Communication: SS can ask about people’s ages   We shouldn’t ask women’s ages   * Comparisons: Get to know different numbers have different meanings in China | | |
| **Vocabulary:** | Chinnumbers from 0 to 10 | | |
| **Grammar/Sentence patterns:** | Chin零、一、二、三、四、五、六、七、八、九、十    你几岁？ 我六岁了。 | | |
| **Materials Needed:** | * Number song online * Teacher-made flashcards * Flyswatters | | |
| **Week 4** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | * Learn to say 10 different colors * Learn to say the colors they like and don’t like. * Do a presentation with sentences they have learned. | | |
| **Formative Assessment Tasks:** | * Comprehension checks for TPRS * Flyswatter game with new vocabulary * They can express their preference of 8 different colors | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | * Communication: SS can ask what color they like or don’t like * Comparisons: Get to know different colors have different meanings in China | | |
| **Vocabulary:** | Chin 8 colors | | |
| **Grammar/Sentence patterns:** | Chin红色、黄色、蓝色、绿色、白色、黑色、粉色、紫色、橙色  我喜 我喜欢...  我不喜欢... | | |
| **Materials Needed:** | * Color song online * Teacher-made flashcards * Water bottles * Paint | | |

**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 | | |