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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:**CommunicationConnectionsCultureComparisonsCommunities | * 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:**CommunicationConnectionsCultureComparisonsCommunities | * 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:**CommunicationConnectionsCultureComparisonsCommunities | * 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:**CommunicationConnectionsCultureComparisonsCommunities | * 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
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**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:**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
 |
| **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
 |