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| **30 Day Unit Plan** |
| **Theme/Topic:** Greetings , classroom instructions, nationalities, cities, numbers and age |
| Goals (What should students know & be able to do by the end of the unit?):* They have a rough idea of China and Chinese culture.
* They can greet each other, say thanks and goodbye.
* They can ask and tell each other’s names.
* They can say six countries and ask and answer each other’s nationalities.
* They can ask and answer where they live.
* They can act out an interview covering the above mentioned language points.
* They can say the number from one to twenty.
* They can sing “Two Tigers” and “123” .
* They can say how old they are.
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| Summative Performance Assessment: create at least 1 performance task for interpretive, interpersonal, and presentational communicationReference pg. 18-23 |
| Interpretive (reading, listening, and/or viewing) | Interpersonal(Speaking and/or writing) | Presentational(Speaking and/or writing) |
| * SS will recognize match the pinyin and its Chinese characters with their English.
* SS will respond to some words and expressions.
 | * SS will do interview work by ask and answering questions in an appropriate way.
 | * SS will make a self introduction about their name, nationality ,living city and age and say their phone numbers.
* SS will sing some Chinese songs.
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| Week 1 |
| Weekly Can-Dos for Students:(at least 1 & no more than 3)Reference pg. 24-36 | * Introduce myself, my country, my city and my school.
* Make some basic classroom rules and instructions known to SS.
* Say hello and goodbye and introduce your Chinese name.
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| Formative Assessment Tasks: | g* TPRs
* Games
* Daily greeting
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| Standards:CommunicationConnectionsCultureComparisonsCommunities | * Communication: Students say hello to each other and introduce their names to others. SS bear it in mind that the order of Chinese names are the opposite of their American ones.
* Comparison: SS have a sense of the four Chinese tones which are not available in English
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| Vocabulary: |  Hello, my name is.. goodbye, thanks |
| Grammar/Sentence patterns:(write these in the target language)  | 我叫….(I am called or My name is…) |
| Materials Needed: |  Pictures, flashcards, PPT, Colored pens, worksheets, electronic whiteboard, a doll, a ball, Chinese stickers and seals. |
| Week 2 |
| Weekly Can-Dos for Students: (at least 1 & no more than 3)Reference pg. 24-36 | * Make a long greeting dialogue beginning with “How are you”
* Say six countries and ask and answer nationalities.
* Learn to sing a nursery rhyme “ Two Tigers”.
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| Formative Assessment Tasks: | * Comprehension checks for TPRs.
* A variety of games such as treasure hunting, finding your partner, and guessing which card is missing.
* Colour Chinese and American flags.
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| Standards:CommunicationConnectionsCultureComparisonsCommunities | * Communication: SS work in pairs and groups greeting, introducing and asking their names and countries.
* Culture: SS learn about Chinese characters which have evolved from ancient drawing like 国( country).
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| Vocabulary: |  How are you? I am fine. Thanks, What is your nationality? China, USA, France, Canada, Britain, Germany |
| Grammar/Sentence patterns: | * 你是哪国人（What is your nationality）
* 我是美国人（I am Chinese）.
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| Materials Needed: | Flashcards, national flags, fly bats, colored pens, YouTube, stickers, Chinese seals |
| Week 3 |
| Weekly Can-Dos for Students: (at least 1 & no more than 3)Reference pg. 24-36 | * Understand more classroom instructions.
* Learn four Chinese cities and ask and answer each other’s home cities.
* Say the numbers from one to ten and sing a number song.
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| Formative Assessment Tasks: | * Fly swatter game with new vocabulary.
* TPR
* Finger gesture game.
* Interview
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| Standards:CommunicationConnectionsCultureComparisonsCommunities | * Communication: SS work in pairs by acting out an interview covering all the language points they have learned in the last two weeks.
* Culture and comparison: SS learn the implied meaning of numbers in Chinese culture.
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| Vocabulary: |   Where do you live? I live in Beijing. The number from 1 to 10. |
| Grammar/Sentence patterns: | 你家在哪儿（ Where do you live?）我家在北京。（I live in Beijing） |
| Materials Needed: | Pr p ppt, electronic whiteboard, marker pens, flashcards. video camera, number cards |
| Week 4 |
| Weekly Can-Dos for Students: (at least 1 & no more than 3)Reference pg. 24-36 | * Learn the numbers from 11 to 20 in addition to 0.
* Say their birth dates, phone numbers and other useful numbers
* Say how old they are.
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| Formative Assessment Tasks: | * Fly swatter game with new vocabulary.
* TPR
* Number counting, whispering and other games
* Use numbers as a beat to do simple exercise
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| Standards:CommunicationConnectionsCultureComparisonsCommunities | * Communication: SS work in pairs to work out their cell phone numbers.

They can talk about their ages.* Culture and comparison: SS learn the basic rule of the numbers from 11 to 20 in Chinese. It is not proper to ask about a person’s age.
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| Vocabulary: |   The numbers from 11 to 20.years old. |
| Grammar/Sentence patterns: | 我12岁（I am twelve years old. |
| Materials Needed: | Pr p ppt, electronic whiteboard, marker pens, flashcards. video camera, number cards, worksheets |