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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. | | | |
| 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 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. |
| 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. | | |
| Formative Assessment Tasks: | g   * TPRs * Games * Daily greeting | | |
| Standards:  Communication  Connections  Culture  Comparisons  Communities | * 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 | | |
| 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”. | | |
| 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. | | |
| Standards:  Communication  Connections  Culture  Comparisons  Communities | * 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). | | |
| 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）. | | |
| 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. | | |
| Formative Assessment Tasks: | * Fly swatter game with new vocabulary. * TPR * Finger gesture game. * Interview | | |
| Standards:  Communication  Connections  Culture  Comparisons  Communities | * 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. | | |
| 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. | | |
| 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 | | |
| Standards:  Communication  Connections  Culture  Comparisons  Communities | * 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. | | |
| 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 | | |