* **William W. Bodine High School**

**1101 N 4th St, Philadelphia, PA 19123**

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| **The third quarter Unit Plan of Chinese** Language Level: Novice Course Name: Chinese Teacher: Feili Zou Room: 205Email address: zoufeili\_tclp@163.com phone: 267-243-9084 |
| **Theme/Topic:** **Chinese** **Lunar New Year Celebration, my house and school life** |
| **Goals** *(What should students know & be able to do by the end of the unit?)***:*** Watch videos about Chinese Lunar New Year celebration, hands-on experience of making decorations.
* describe their house (the numbers and names of rooms and the size of rooms.)
* say English, French, Spanish, library, stadium, auditorium, sports field, classroom in Chinese.
* briefly express their school life in Chinese.
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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) |
| Students learn vocabularies by listening and imitating what the teacher has said. | Students can describe their house to each other.Students can talk about their hobbies in pairs. | Students can briefly introduce their school life in Chinese.  |
| **Theme 1** |
| **Weekly Can-Dos for Students:**(at least 1 & no more than 3)*Reference pg. 24-36* |  Students can make traditional couplets. Students can make lanterns. Students can watch 2016 Bodine Asian Assembly to know the lion dance and fan dance. |
| **Formative Assessment Tasks:** |  Write couplets with ink and red paper. |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities |  Culture and comparison: Lunar New Year in China and New Year in America. |
| **Vocabulary:** |  福， 春， 开门迎福 |
| **Grammar/Sentence patterns:***(write these in the target language)* | 百事百兴旺，新年新气象 |
| **Materials Needed:** |  pictures, flashcards, PPT, construction papers |
| **Theme 2** |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)**Reference pg. 24-36* | Students can describe their school life in Chinese. |
| **Formative Assessment Tasks:** | Bingo: New vocabulariesPair work: Students practice the structures in pairs. Making sentences: Students are provided vocabularies and they make as many sentences  and they can. Free questions: students get one question written in English randomly， read it out loudly  and then answer it in Chinese. Presentations: students talk about their class and school life in Chinese. |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities |  Communication: Students talk about their school life.Culture and comparisons: Talk about school life btw. America and China. Different school schedules btw. Chinese and American high schools. |
| **Vocabulary:** | 英文，法文，西班牙文，体育，课，班，男生，女生，运动场，体育馆，图书馆，教室，礼堂 |
| **Grammar/Sentence patterns:** | 星期一我有/没有体育课。我们班有…个男生/女生。 你去哪儿？我去…。你去…吗？我去/不去…。 |
| **Materials Needed:** | Multimedia, flash cards, projector Bingo form |
| **Theme 3** |
| **Weekly Can-Dos for Students:** *(at least 1 & no more than 3)**Reference pg. 24-36* | Students will be able to talk about their hobbies. |
| **Formative Assessment Tasks:** | Listening: Number the pictures according to what the teacher says.Reading: Read aloud the target language.Matching: Listen and match the person with the right pictures. |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | Making dialogues: Finish the dialogues according to the pictures.Four corners: listen to the teachers directions and go to the group with the same hobby |
| **Vocabulary:** | Communication and communities: students talk about their hobbies. Connection: help students know more with each other by doing four corners.  |
| **Grammar/Sentence patterns:** | 爱好， 音乐，电脑， 游戏，上网，运动，游泳，打篮球，打网球，看电影，看电视，节目，天天，会，运动员，好看某人+的+爱好+是什么？ 某人+会/不会+动词+吗？ 某人+天天+动词。某物+好看+吗？ 某物+很+好看。 某物某物+ 不+ 好看。 |
| **Materials Needed:** | Flash cards and PPT slides |
| **Theme 4** |
| **Weekly Can-Dos for Students:***(at least 1 & no more than 3)**Reference pg. 24-36* | Students can say names of the rooms in Chinese. Students can express how many rooms there are in their house in Chinese. Students can use big or small, many or few to describe their house. |
| **Formative Assessment Tasks:** |  Students can read the target vocabulary.  Students can make a short presentation describing their house. |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | Culture and comparison: house and apartment in China and in America. |
| **Vocabulary:** |  房子，公寓，客厅，厨房，卧室，书房，餐厅，卫生间，三层楼，地下室，一楼 |
| **Grammar/Sentence patterns:** | 你家大吗？我家不大。我家很小。我家在… 我家有五个卧室。 |
| **Materials Needed:** | pictures, flashcards, PPT |