* **William W. Bodine High School**

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

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| **The fourth quarter Unit Plan of Chinese**  Language Level: Novice Course Name: Chinese  Teacher: Feili Zou Room: 205  Email address: [zoufeili\_tclp@163.com](mailto:zoufeili_tclp@163.com) phone: 267-243-9084 | | | |
| **Theme/Topic:** **my clothes, my mood and weather and jobs** | | | |
| **Goals** *(What should students know & be able to do by the end of the unit?)***:**   * Learn to say the names of clothes, pants, accessories, mood, weather and jobs. * Describe what you wear, your feelings and what is the weather. * Write characters of these vocabulary in Chinese. * briefly express the above topics with partner. | | | |
| **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 clothes and feelings to each other.  Students can talk about weather and dream jobs in pairs. | Students can briefly introduce what they learn in Chinese at home to other family members. |
| **Theme 1** | | | |
| **Weekly Can-Dos for Students:**  (at least 1 & no more than 3)  *Reference pg. 24-36* | Students can say clothes, pants, accessories in Chinese.  Students can make a simple dialogue.  Students can write 5 things above in simplified Chinese. | | |
| **Formative Assessment Tasks:** | Draw a picture of your family member or your favorite star with tag of clothes, pants, accessories . | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Culture and comparison: dressing in China and dressing in America. | | |
| **Vocabulary:** | 外套， 毛衣，裤子，帽子，皮带，鞋子，围巾，口罩 | | |
| **Grammar/Sentence patterns:**  *(write these in the target language)* | 你穿什么？  我穿外套。 | | |
| **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 feelings in Chinese. | | |
| **Formative Assessment Tasks:** | Bingo: New vocabularies  Pair 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 feelings in Chinese. | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Communication: Students talk about feelings.    Culture: the difference to talk about feelings in China and in America. | | |
| **Vocabulary:** | 高兴，伤心，热情，激动，担心，害怕，满意，生气 | | |
| **Grammar/Sentence patterns:** | 你今天感觉怎么样？  我觉得高兴。 | | |
| **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 weather. | | |
| **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.  Making dialogues: Finish the dialogues according to the pictures.  Four corners: listen to the teachers directions and go to the different group | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Communication and communities: students talk about weather.  Connection: help students know more with each other by talking about their favorite weather. | | |
| **Vocabulary:** | 多云； 微风，下雨，下雪，晴朗，很热，凉快，潮湿 | | |
| **Grammar/Sentence patterns:** | 爱好， 明天天气怎么样？ 明天下雨。  明天  明天 | | |
| **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 jobs in Chinese.  Students can express their dream job in Chinese.  Students can describe their family members’ jobs. | | |
| **Formative Assessment Tasks:** | Students can read the target vocabulary.  Students can make a short presentation describing their dream jobs and their family members’ jobs. | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Culture and comparison: jobs in China and in America. | | |
| **Vocabulary:** | 厨师，收银员，清洁工，会计，助理，经理，商人，机械师 | | |
| **Grammar/Sentence patterns:** | 你想做什么工作？  我想做收银员。 | | |
| **Materials Needed:** | pictures, flashcards, PPT | | |