* **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: 205Email address: 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.
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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 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:**CommunicationConnectionsCultureComparisonsCommunities |  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 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 feelings in Chinese. |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities |  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:**CommunicationConnectionsCultureComparisonsCommunities |  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:**CommunicationConnectionsCultureComparisonsCommunities | 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 |