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| **Unit Plan Chinese LevelⅠ** | | | |
| **Theme/Topic:** Body parts | | | |
| **Goals** *(What should students know & be able to do by the end of the unit?)***:**  The students can know and say 14 body parts;  Students can basically ask and express the symptom of the body parts:  Students can sing the Chinese song Two tigers. | | | |
| **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 be able to understand, recognize, and say immediately 14 body parts pictures in Chinese.  ̶ Students will be able to | | ̶ Ss can ask and answer basic question about the symptoms in Chinese. | ̶ Ss can use relative sentence patterns and act out the symptoms in Chinese. |
| **Week 1** | | | |
| **Weekly Can-Dos for Students:** | 1.Be able to recognize and say immediately 7 body parts  头发,耳朵，眼睛，鼻子，嘴巴，牙齿，脸  (Hair, ears, eyes, nose, mouth, teeth,face)  2.Learn the Chinese song: Two tigers | | |
| **Formative Assessment Tasks:** | ̶ Game: Simon Says. Change it into ... says ( ... means the name of the person who takes charge of the game)  -Chain games: ask and answer---What’s this? This is head….  ̶ Teacher observation as Ss do activities. | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | ̶ Communication: Students take charge of the game and have a conversation about the body parts.  ̶ Connections: learn a Chinese song: two tigers. | | |
| **Vocabulary:** | Vocabulary Focus:  头发,耳朵，眼睛，鼻子，嘴巴，牙齿，脸  (Hair, ears, eyes, nose, mouth, teeth,face) | | |
| **Grammar/Sentence patterns:**  *(write these in the target language)* | A: 这是什么？ (what's this?)  B: 这是... (This is...) | | |
| **Materials Needed:** | ̶ timer  ̶ hand outs  -ppt | | |
| **Week 2** | | | |
| **Weekly Can-Dos for Students:** | 1. Review the first 7 body parts on the head through sentence patterns: what's this? This is...  2.Be more familiar with the song two tigers. | | |
| **Formative Assessment Tasks:** | Ask and answer questions about body parts learned in Chinese, the teacher observe their performance. | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | ̶ Communication: Ss ask questions to each other about body parts.  ̶ Community:  Students can cooperate well when they play the picture and character cards | | |
| **Vocabulary:** | Review: Revision of the the first 7 body parts by flyswatter | | |
| **Grammar/Sentence patterns:** | A: 这是什么？ (what's this?)  B: 这是... (This is...) | | |
| **Materials Needed:** | ̶ clock  ̶ PPt | | |
| **Week 3** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | 1.Review the body parts we learned;  2.Be Abe to recognize and say another 7 body parts:  身体，头，胳膊，手，肚子，腿，脚  (body, head, arms, hands, belly, legs, feet)  3.Be able to sing the song fluently. | | |
| **Formative Assessment Tasks:** | 1.Fast response-- What's this?  They are supposed to give there response immediately when they saw the body part picture on the board.  2. Group work--Play the cards: Fish bowl  Rules:  First, take turns to get one card each time until the cards are all distributed;  Second, The last person who got the last card will be the first one to play a card; if you have a card that matches with it, you go with it, and you win; the winner will play another card again, and, too, if you have one that matches, you go and follow, and you win. The rest can be done in the same way.  Finally, after your group members are all done with the cards, the one who has the most of the cards win. | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | ̶ Communication: Ss ask questions to each other about what body parts it is.  ̶ Culture: Students know something about the original story about some old proverbs with body parts and it’s meaning: 情同手足 (our friendship can be compared to hands and feet on our body ) | | |
| **Vocabulary:** | 1. words to recycle:  头发,耳朵，眼睛，鼻子，嘴巴，牙齿，脸  (Hair, ears, eyes, nose, mouth, teeth,face)  2. New words to learn:  身体，头，胳膊，手，肚子，腿，脚 (body, head, arms, hands, belly, legs, feet) | | |
| **Grammar/Sentence patterns:** | A: 这是什么？              (what's this?)  B: 这是...                      (This is...) | | |
| **Materials Needed:** | Video;  cards about the whole 14 body parts, and their Chinese Characters with Pinyin. That means 28 body parts. | | |
| **Week 4** | | | |
| **Weekly Can-Dos for Students:** | 1.Review the body parts, and be able to say all the body parts and use them freely in conversation;  2.Be able to express the symptoms "pain/hurts" in conversation: | | |
| **Formative Assessment Tasks:** | ̶ Activity:  Role play (10 points)  Imagine you are not so comfortable with certain parts of your body when you have your breakfast in the morning, and you don't really want to go to school. You Mom/dad came to check with you about what was going on. Make a conversation and act it out with your partner.  Make sure you use 你怎么了？and 我...疼.  Criteria for your pair work:  a.Correctly and fluently use the sentence pattern about symptoms ;( 3 points)  b. Correctly say your body parts; (2 points)  c. Use something we have learned (3 points) | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | ̶ Communication:  Students work together for a conversation and act it out. | | |
| **Vocabulary:** | Review: all words learned in this unit. | | |
| **Grammar/Sentence patterns:** | A:你怎么了?  (What's the matter? How do you feel?)  B:我...疼。  (My...hurts) | | |
| **Materials Needed:** | Timer  Handouts  PPt | | |