

30 Day Unit Plan

Host school representatives and exchange teachers are encouraged to work together to complete the following section:

Unit Plan		
<p>Theme/Topic: -Greeting -Self- Introduction -Moon Festival</p>		
<p>Goals (What should students know & be able to do by the end of the unit?):</p> <p><i>-Greeting</i> (content) understand the greeting sentence “你好！(Hello!)你好吗？(How are you?) 早上好！(Good morning!) 晚上好！(Good evening!)” and sentence patterns “你是谁？(Who are you?) 我是....(I am...)” to ask and answer the questions about others’ names. (language) use the above to greet and introduce themselves. (skills) Sing the song of the topic “你Ni 好Hao 歌Ge (Hello song).”</p> <p><i>-Self- Introduction</i> (content) Understand the sentence pattern我是....(I am...) to ask and answer the questions about others’ names and “他是(He/ She is____)” to introduce their classmates. Also learn the twelve animals from the Chinese Zodiac. (language) Use the above sentence 我是....(I am...) to introduce themselves. (skills) Write their name card.</p> <p><i>-Moon Festival</i> (content) understand the spirit of Moon Festival and know the story of Moon Festival. (language) say “中秋节快乐(Happy Moon Festival) and 月饼(Moon Cake)” in Mandarin. (skills) finish the moon cake coloring and trace the characters in the worksheet.</p>		
Summative Performance Assessment: create at least 1 performance task for interpretive, interpersonal, and presentational communication		
<p>Interpretive (reading, listening, and/or viewing)</p> <p><i>-Greeting</i> 1. Students will understand the greeting sentence “你好！(Hello!)你好吗？(How are you?) 早上好!” 2. Students will understand the sentence pattern我是....(I am...) to ask and answer the questions about others’ names and “他是(He/ She is____)” to introduce their classmates. Also learn the twelve animals from the Chinese Zodiac.</p> <p><i>-Self- Introduction</i> Students will be able to listen and understand their classmates' questions.</p> <p><i>-Moon Festival</i> Students will understand the spirit of Moon Festival and know the story of Moon Festival.</p>	<p>Interpersonal (Speaking and/or writing)</p> <p><i>-Greeting</i> 1.Students will do actions to show the greeting words which they heard from the teacher. 2.Students will introduce themselves with the sentence pattern “你是谁？(Who are you?) 我是....(I am...)”</p> <p><i>-Self- Introduction</i> Students will introduce themselves with the sentence pattern “你是谁？(Who are you?) 我是....(I am...)”</p> <p><i>-Moon Festival</i> Students are able to trace the characters and write in the right order.</p>	<p>Presentational (Speaking and/or writing)</p> <p><i>-Greeting</i> 1.Students will sing the song of “你Ni 好Hao 歌Ge (Hello song) ”. 2.Students will finish the name card to show they know the meaning of sentence pattern “我是....(I am...)” and can recognize the characters. 3.Students will introduce themselves with the sentence pattern “你是谁？(Who are you?) 我是....(I am...)” 4.Students can find their Chinese zodiac from slides.</p> <p><i>-Self- Introduction</i> Students will introduce themselves with the sentence pattern “你是谁？(Who are you?) 我是....(I am...)”</p> <p><i>-Moon Festival</i> Students can tell the story of the Moon Festival.</p>
Week 1		
<p>Weekly Can-Dos for Students: (at least 1 & no more than 3) Reference pg. 24-36</p>	<p>By the end of this lesson, students will be able to (SWBAT)...</p> <p>(content) understand the greeting sentence “你好！(Hello!)你好吗？(How are you?) 早上好！(Good morning!) 晚上好！(Good evening!)” and sentence patterns “你是谁？(Who are you?) 我是....(I am...)” to ask and answer the questions about others’ names. (language) use the above to greet and introduce themselves. (skills) Sing the song of the topic “你Ni 好Hao 歌Ge (Hello song).”</p>	

Formative Assessment Tasks:	Students will do actions to show the greeting words which they heard from the teacher. Students will sing the song of “你Ni 好Hao 歌Ge (Hello song)”. Students will introduce themselves with the sentence pattern “你是谁? (Who are you?) 我是...(I am...)”
Standards: Communication Connections Culture Comparisons Communities	Communication: Students can greet people with their target language. Comparisons: Students can tell the difference of the greetings.
Vocabulary:	你好! (Hello!)你好吗? (How are you?) 早上好!
Grammar/Sentence patterns: (write these in the target language)	我是...(I am...)你是谁? (Who are you?)
Materials Needed:	1. Google slides 2. YouTube video: https://www.youtube.com/watch?v=m_rDIzj6DRE 3. Magic Microphone(teaching prop)
Week 2	
Weekly Can-Dos for Students: (at least 1 & no more than 3) Reference pg. 24-36	By the end of this lesson, students will be able to (SWBAT)... (content) Understand the sentence pattern我是...(I am...) to ask and answer the questions about others' names and “他是(He/ She is _____)” to introduce their classmates. Also learn the twelve animals from the Chinese Zodiac. (language) Use the above sentence 我是...(I am...) to introduce themselves. (skills) Write their name card.
Formative Assessment Tasks:	1. Students will finish the name card to show they know the meaning of sentence pattern "我是...(I am...)" and can recognize the characters. 2. Students will introduce themselves with the sentence pattern “你是谁? (Who are you?) 我是...(I am...)” 3. Students can find their Chinese zodiac from slides.
Standards: Communication Connections Culture Comparisons Communities	Communication: Students can greet people with their target language. Comparisons: Students can tell the difference of the greetings.
Vocabulary:	(Hello!)你好吗? (How are you?) 早上好!
Grammar/Sentence patterns:	我是...(I am...)你是谁? (Who are you?), 他是(He/ She is _____)
Materials Needed:	1. YouTube video https://www.youtube.com/watch?v=m_rDIzj6DRE 2. name cards 3. markers 4. Google slides 5. Youtube Video https://www.youtube.com/watch?v=Iw0adpGLIdk
Week 3	
Weekly Can-Dos for Students: (at least 1 & no more than 3)	By the end of this lesson, students will be able to (SWBAT)... (content) understand the spirit of Moon Festival and know the story of Moon Festival. (language) say “中秋节快乐(Happy Moon Festival) and 月饼(Moon Cake)” in Mandarin. (skills) finish the moon cake coloring and trace the characters in the worksheet.

<i>Reference pg. 24-36</i>	
Formative Assessment Tasks:	<p>1. Students can greet people with “中秋节快乐(Happy Moon Festival)” during the Moon Festival holiday. https://www.youtube.com/watch?v=HgxyLVuhuU</p> <p>2. Students can tell the story of the Moon Festival.</p> <p>3. Students are able to trace the characters and write in the right order.</p>
Standards: Communication Connections Culture Comparisons Communities	<p>Communication: Students can greet people with “中秋节快乐(Happy Moon Festival)” during the Moon Festival holiday.</p> <p>Culture: understand the spirit of the Moon Festival and know the story of Moon Festival.</p>
Vocabulary:	月饼(Moon Cake)
Grammar/Sentence patterns:	中秋节快乐(Happy Moon Festival)
Materials Needed:	<p>1. YouTube video The Legend of Moon Festival Mid-Autumn Festival</p> <p>2. websites: 月 https://www.hanzi5.com/bishun/6708.html 饼 https://www.hanzi5.com/bishun/997c.html</p> <p>3. white board</p> <p>4. markers</p>
Week 4	
Weekly Can-Dos for Students: <i>(at least 1 & no more than 3)</i> <i>Reference pg. 24-36</i>	<p>By the end of this lesson, students will be able to (SWBAT)...</p> <p>(content) Understand the sentence pattern “他是谁?(Who he/ she is?)”, “他是 (He/ She is ____.)”, “是(Yes.)” and “不是(No.)”</p> <p>(language) Use the sentence 他是 _____. (He/ She is _____.) to introduce their classmates. And will be able to use “是(Yes.)” and “不是(No.)” to answer the questions.</p> <p>(skills) Can identify the characters of 我 (I), 你 (You), 他 (He/ She).</p>
Formative Assessment Tasks:	<p>1. Students will introduce their classmates with the sentence pattern 他是 _____. (He/ She is _____.)</p> <p>2. Students can understand the teacher's question and use the right words “是(Yes.)” and “不是(No.)” to answer it.</p> <p>3. Students can finish the worksheet “你(you) 我(I) 他(He/She)”.</p>
Standards: Communication Connections Culture Comparisons Communities	<p>Communication: Students can use the new sentence pattern to talk to others.</p> <p>Connections: Students can have the connection with their classmates by practicing the dialogue.</p> <p>Comparisons: Students will be able to tell the difference between “是(Yes.)” and “不是(No.)”.</p>
Vocabulary:	是(Yes.)”, “不是(No.), 我 (I), 你 (You), 他 (He/ She)
Grammar/Sentence patterns:	他是 _____. (He/ She is _____.)
Materials Needed:	<p>1. YouTube video https://www.youtube.com/watch?v=m_rDIzi6DRE</p> <p>2. Google slides</p> <p>3. worksheets</p>