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| **30 Day Unit Plan** | | | |  |
| **Theme/Topic:** Food and measure words | | | |  |
| **Goals** *(What should students know & be able to do by the end of the unit?)***:**  **1. Students will be able to know the pinyin of the words learnt and how to read them**  **2. Students can tell the food and measure words in Chinese.**  **3. Students can write pinyin and the Chinese characters they have learnt.**  **4. Students can use correct measure words for different things.**  **5. Students can talk about their favorite food and tell the reasons.**  **6. Students can ask others’ favorite food and the reasons.** | | | |  |
| **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) |  |
| **1.The teacher shows different food including fruits, vegetables, and meat main food to students using objects or cards and students say the food in English.**  **2. The teacher translates the English words into Chinese words and explain basic words to students.**  **3. Quizlet. Students do flashcards, match, and Quiz. Live on Quizlet, which helps them practice reading and listening.**  **4. Students do a picture game. The teacher puts the pictures with food on the wall. Students look at the pictures and take turns to ask and answer what the food is in Chinese in pairs. In this way they will practice both vocabulary and sentence patterns.**  **5.Listen and circle. Students circle on the exit tickets.** | | **1.Teamwork Competition. Students answer questions and win points for their team.**  **2.Copy and trace on the Chinese characters.**  **3.Relay race. Students speak Chinese to another one by one.**  **4. Oral test. Ask and answer questions.** | **1.Role play.**  **Students work in groups practicing questions.**  **2. Quizlet. Match the words online.**  **3. Presentation. Students work in groups to practice and present to the whole class.**  **4. Interview. Students interview classmates and hand in an interview paper.**  **5.Exit ticket. Students write Chinese characters.** |  |
| **Week 1** | | | |  |
| **Weekly Can-Dos for Students:**  (at least 1 & no more than 3) | Students can listen and recognize the measure words: ge, ming, jian, ba, shuang, zhang, bei, ping, kuai, jin, liang, ben, zhi, ciao, jia in Chinese. | | | |
| **Formative Assessment Tasks:** | Teacher shows flashcards first.  Teacher hands out a piece of paper with a measure word on it.  Students work in groups, practicing the words.  Play kahoot to see if students master the words. | | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Communication: Students can tell the measure words in Chinese.  Connections: Students can connect the measure words from English to Chinese  Culture: Students know the differences between Chinese and American measure words.  Comparisons: Students can use correct measure words for different objects.  Communities: Students can ask and answer what the object is by using the correct measure words and sentence patterns. | | | |
| **Vocabulary:** | 个， 名，双，本，张，条，件，辆，只，把，家，瓶，杯，块，斤 | | | |
| **Grammar/Sentence patterns:**  *(write these in the target language)* | 这是什么 这是一 + measure word + object 。 | | | |
| **Materials Needed:** | Smart board, ppt, handouts, quiz let | | | |
| **Week 2** | | | |  |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)* | Students can tell and write the basic measure words in pinyin and characters.  Students can say describe one object using the sentence patterns and measure word in Chinese correctly. | | | |
| **Formative Assessment Tasks:** | Group Competition. Students listen and answer questions and win points for their groups.  Play quizlet practicing. | | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Communication: Students use the words they have learned to make up words and sentences.  Culture: Students learn about the formation of Chinese Characters. | | | |
| **Vocabulary:** | 量词，这， 是， 什么， 个， 名，双，本，张，条，件，辆，只，把，家，瓶，杯，块，斤 | | | |
| **Grammar/Sentence patterns:** | 这是什么？这是一 + measure word + object  我有一 + measure word + object | | | |
| **Materials Needed:** | Smartboard, ppt, handouts | | | |
| **Week 3** | | | |  |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)* | Students can understand the new words about fruit. Students can say more fruit they like. | | | |
| **Formative Assessment Tasks:** | Flashcards. I speak Chinese and students respond in English.  Play kahoot practicing vocabulary.  Play bingo to practice vocabulary. | | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Communication: Students can make a short conversation talking about what fruit they like.  Culture:Chinese fruit and western fruit. | | | |
| **Vocabulary:** | 水果，苹果，芒果，香蕉，梨子，桔子，橙子，李子，桃子，椰子，草莓，蓝莓，黑莓，蔓越莓，西瓜，柠檬，荔枝 | | | |
| **Grammar/Sentence patterns:** | 1. 这是。。。/这不是。。。  2. 这是。。。。吗？ 是的/不是。  3. 我喜欢。。。/我不喜欢。。。  4. 我最喜欢。。。/我最不喜欢。。。 | | | |
| **Materials Needed:** | smart board, video， ppt, handouts | | | |
| **Week 4** | | | |  |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)* | Students can say the words they have learnt.  Students can write the words in pinyin and Chinese characters.  Students can understand the new words about food. Students can say more food they like.  Review the words and sentences learned. | | | |
| **Formative Assessment Tasks:** | Students play Quizlet Live in groups and practicing the new words. | | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Communication: Students know how to say the food in Chinese.  Culture: Chinese food.  Comparisons: Students know the tradition food for different peoples and festivals. | | | |
| **Vocabulary:** | Review all the words and sentences and oral test. | | | |
| **Grammar/Sentence patterns:** | 大家好， 我叫， 我来自，我今年… 岁。 很高兴认识你。 我喜欢..颜色， 我喜欢…. | | | |
| **Materials Needed:** | Smartboard, ppt, handouts | | | |

**Sample 30 Day Unit Plan:** French, Novice-Mid High

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| **30 Day Unit Plan** | | | |
| **Theme/Topic:** A Well-Balanced Lifestyle | | | |
| **Goals** *(What should students know & be able to do by the end of the unit?)***:**   * Describe their daily schedule * Ask and answer questions about daily routines * Compare lifestyle routines * Express frequency saying when and how often they do certain things * Express opinions about daily activities, schedules * Make suggestions about ways to be healthy | | | |
| **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 read a blog written by a French teenager where he discusses his activities and compare with popular activities in the U.S. * SS will watch a commercial for a product that promises to make life less stressful and analyze the effectiveness of the message | | * SS will survey at least 5 classmates on activities that they do during the week. Make a graph that shows the most popular activities. | * SS will create a presentation based on multiple sources of information highlighting ways to promote a balanced lifestyle for teenagers; share with another French class. |
| **Week 1** | | | |
| **Weekly Can-Dos for Students:** *(at least 1 & no more than 3)*  *Reference pg. 24-36* | * Describe their daily schedule * Ask and answer questions about daily routines | | |
| **Formative Assessment Tasks:** | * Comprehension checks for TPRS * Flyswatter game with new vocabulary * Teacher observation as students survey one another about daily activities | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | * Communication: SS write questions and interview classmates about activities that they do during the week. * Culture: SS discuss the importance of cafés to French teenagers | | |
| **Vocabulary:** | * Review: Days of the week, school subjects * Vocabulary Focus: sports, activities | | |
| **Grammar/Sentence patterns:**  *(write these in the target language)* | * (*le*) *lundi*… (on Mondays) * qui, que, quoi, quel, quelle, quels, quelles (interrogative pronouns and adjectives) | | |
| **Materials Needed:** | * Textbook Ch. 6 * Blog post from a French teenager * Teacher-made flashcards | | |