|  |
| --- |
| **30 Day Unit Plan** |
| **Theme/Topic:** **Numbers(week/date/time/daily schedule/schedule for a dinner appointment)** |
| **Goals** *(What should students know & be able to do by the end of the unit?)***:****1 Be able to count numbers from 1-1000****2 Be able to talk about the date of the week, the date, the year****3 Be able to read the Chinese calendar****4 Be able to talk about their birthday****5 Be able to talk about their daily schedules****6 Be able to schedule a dinner appointment for a birthday** |
| **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) |
| **1Ss will listen to the teacher talk about the day of the week; the date and the year and be able to write that down correctly****2 Ss will read a short paragraph telling someone’s schedule of the day and be able to get the key information after reading the whole paragraph** | **1 Ss will survey another classmate by asking and answering and then make a presentation about someone else’s daily schedule fluently.****2 Ss will be able to make a conversation to schedule for a dinner appointment concerning the reason, the time, the variety of food, etc.** | **Students will make a presentation telling their own daily schedule and one of their friends’ daily schedule as well.** |
| **Week 1** |
| **Weekly Can-Dos for Students:**(at least 1 & no more than 3)*Reference pg. 24-36* | 1 count numbers from 1 to 1002 ask and answer about the day of the week3 ask and answer about yesterday, today and tomorrow |
| **Formative Assessment Tasks:** | 1 Students are able to count numbers and play number games2 Students are able to make conversations talking about the day of the week3 Kahoot games for vocabulary revision of this week |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | Communication: Ss ask and answer questions concerning the day of the week; yesterday and tomorrowConnections: Ss will be able to use some knowledge of maths when playing number gamesCulture: Ss talk about the lucky and unlucky numbers in China and the US and talk about differences and similarities |
| **Vocabulary:** | Numbers from 1 to 20; seven days of the week; today; tomorrow and yesterday |
| **Grammar/Sentence patterns:***(write these in the target language)* | 今天是星期几/明天是星期几/昨天是星期几？今天是星期一/明天是星期二/昨天是星期天eerr |
| **Materials Needed:** |  Flash cards Ipads for kahoot |
| **Week 2** |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)**Reference pg. 24-36* | 1 count numbers from 1-1000 and be able to say about 10000, 100000, ...2 ask and answer about the date3 talk about their birthday in Chinese4 talk about their age |
| **Formative Assessment Tasks:** | 1 Students are able to play the number games with some maths problems to be solved in the target language2 Students are able to make conversations talking about the date3 Students are able to talk about the birthday and sing the birthday song in Chinese4 Students are able to talk about their age5 Students are able to read the Chinese calendar and complete the assignment after the reading comprehension |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | Communication: Students are able to communicate in Chinese talking about the dateCulture: Students understand to avoid some cultural taboo by not asking about one’s exact age and try to make comparisons between cultures  |
| **Vocabulary:** | 岁； 年；月；日；生日快乐；今天；明天；昨天 |
| **Grammar/Sentence patterns:** | 你多大了？今天是几月几日？昨天是几月几日？我十七岁。今天是2019年11月1 日 |
| **Materials Needed:** | Flash cardsPPTIndex cards |
| **Week 3** |
| **Weekly Can-Dos for Students:** *(at least 1 & no more than 3)**Reference pg. 24-36* | 1 tell the time of the day2 ask and answer about their daily schedules3 make a presentation introducing their own and one classmate’s daily schedule |
| **Formative Assessment Tasks:** | 1 Students are able to tell the time in Chinese2 Students are able to make conversations talking about their daily schedule3 Students are able to make a presentation introducing their own and one classmate’s daily schedule4 Students are able to understand what others are saying in terms of time in Chinese |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | Communication: Ss ask and answer about their daily schedulesComparison: St make comparisons of daily schedules between themselves and students in China |
| **Vocabulary:** | 点；分；起床；上学；放学；睡觉；这；朋友 |
| **Grammar/Sentence patterns:** | 你几点起床？你几点上学？你几点放学？你几点睡觉？这是我的朋友 |
| **Materials Needed:** | Flash cardsIndex cardsclock |
| **Week 4** |
| **Weekly Can-Dos for Students:***(at least 1 & no more than 3)**Reference pg. 24-36* | 1 kahoot game for vocabulary revision2 to ask and answer about likes and dislikes about food in different countries3 to schedule for a dinner appointment for a friend’s birthday |
| **Formative Assessment Tasks:** | 1 Students are able to ask and answer about their likes and dislikes about American/Chinese/Japanese/Mexican food2 Students are able to make conversations to schedule for a dinner appointment3 Students are able to play the kahoot games for vocabulary revision |
| **Standards:**CommunicationConnectionsCultureComparisonsCommunities | Communication: Students ask and answer about their likes and dislikes about food in different countries; Students make conversations to schedule for a dinner appointmentCulture: Students get to know about the food culture in China and why people share food on the dinner table and make comparisons between cultures |
| **Vocabulary:** | 美国菜；中国菜；墨西哥菜；日本菜；喜欢；吃；太好了；谢谢；再见 |
| **Grammar/Sentence patterns:** | 十一月一日是星期几？那天是我生日。我请你吃饭好吗？你喜欢吃美国菜还是中国菜？星期六几点？ |
| **Materials Needed:** | Ipads for kahootFlashcardsIndex cards |