|  |  |  |  |
| --- | --- | --- | --- |
| **30 Day Unit Plan** | | | |
| **Theme/Topic:** 4 Seasons and Weather | | | |
| **Goals** *(What should students know & be able to do by the end of the unit?)***:**  1. Students can describe the weather in Chinese  2. Students can introduce the four seasons and describe their favorite season and the reasons.  3. Try to be a weather man and report the weather of Chicago. | | | |
| **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) |
| The students can get the main information from the weather forecast, such as the temperature etc. | | Students can make dialogues about the weather. | Make a poster and do a presentation about their favorite season. |
| **Week 1** | | | |
| **Weekly Can-Dos for Students:**  (at least 1 & no more than 3)  *Reference pg. 24-36* | Students can describe the weather in Chinese, such as sunny, rainy, cloudy | | |
| **Formative Assessment Tasks:** | Match the Chinese words with pictures, and can point at the right picture when I read out the word. | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Students can understand the key sentences and weather vocabulary.  Students can talk with their classmates about the weather. | | |
| **Vocabulary:** | Sunny 晴 天 cloudy 多 云 rainy 下 雨 天 snowy 下 雪 天 windy大 风 lightening闪 电 | | |
| **Grammar/Sentence patterns:**  *(write these in the target language)* | 今天天气怎么样？What is the weather like today?  今天是晴天。 Today is sunny.  。 | | |
| **Materials Needed:** | Flash cards , PPT, handouts | | |
| **Week 2** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | Can The students can be a weatherman to report the weekly weather of Chicago  Ca | | |
| **Formative Assessment Tasks:** | Students can work in pairs to do the weather report. | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Make a conversation with others  Describe the different weather | | |
| **Vocabulary:** | 气温 摄氏度 华氏度 从 到  q | | |
| **Grammar/Sentence patterns:** | *今天是阴天／晴天。。。气温从。。。到。。。*  *明天是。。。 气温从。。。到。。。* | | |
| **Materials Needed:** | Handouts , pictures . | | |
| **Week 3** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | The students can understand the meaning of different seasons | | |
| **Formative Assessment Tasks:** | The students can make a dialogue about their favorite seasons | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Students will match the weather with the pictures on the handouts  Students will work in pairs to talk about their favorite season.  Students will make conversations about season. | | |
| **Vocabulary:** | 春 天, 夏 天, 秋 天, 冬 天(spring summer fall winter)  热, 冷, 凉, 暖 (hot, cold, cool, warm) 四 季 (four seasons) | | |
| **Grammar/Sentence patterns:** | 我喜欢。。。因为。。。 | | |
| **Materials Needed:** | Handouts | | |
| **Week 4** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | The students can work in group and make a poster and then do a presentation about their favorite seasons | | |
| **Formative Assessment Tasks:** | St Students can work in groups and make a poster and do a presentation. | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Students can talk about weather fluently and describe it in simple words and sentences | | |
| **Vocabulary:** | 冷，热，暖和 既不。。。也不。。。 | | |
| **Grammar/Sentence patterns:** | 既不。。。也不。。。 | | |
| **Materials Needed:** | Poster | | |