|  |  |  |  |
| --- | --- | --- | --- |
| **30 Day Unit Plan** | | | |
| **Theme/Topic:**  **countries, nationalities and languages** | | | |
| **Goals** *(What should students know & be able to do by the end of the unit?)***:**   1. **Students will be able to identify eight different countries.** 2. **Students will recognize the flags of each country.** 3. **Students will be able to identify the languages people speak in different countries.** 4. **Students will be able to make a dialogue about different people and where they are from, what languages they speak.** | | | |
| **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) |
| **Students and read the names and identify the different countries.** | | **Students draw the flags of the countries and write the name of the country under each flag.** | **Students make a dialogue about where they come from and what language they speak.** |
| **Week 1** | | | |
| **Weekly Can-Dos for Students:**  (at least 1 & no more than 3)  *Reference pg. 24-36* | Students can identify the flags of each countries. Students can match the national flags with the countries. | | |
| **Formative Assessment Tasks:** | Students do the match of national flags and the countries. | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Connections: students can describe the colors of the flags which they have already learned the colors.  Comparisons: students can compare the different colors of the flags. | | |
| **Vocabulary:** | 国家，中国，美国，墨西哥，加拿大，英国，西班牙，日本  Country, China, America, Mexico, Canada, England ,Spain, Japan | | |
| **Grammar/Sentence patterns:**  *(write these in the target language)* | What country is this?  这是什么国家？ | | |
| **Materials Needed:** | Flash card, ppt, video | | |
| **Week 2** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | Students can read the names of the countries without the help of PINYIN.  Students can use the new sentence patterns to ask and answer questions on countries. | | |
| **Formative Assessment Tasks:** | Words quiz  I organize a real situation through which they are going to use the language they learned. | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Communication: students ask each other “你来自哪个国家？ “ and they have to use “我来自。。。”  Culture: what color can represent the country？ For example, red can represent China… | | |
| **Vocabulary:** | 国家，中国，美国，墨西哥，加拿大，英国，西班牙，日本  Country, China, America, Mexico, Canada, England ,Spain, Japan | | |
| **Grammar/Sentence patterns:** | 你来自哪个国家？我来自。。。  Which country are you from? I am from … | | |
| **Materials Needed:** | Flash card, ppt, video | | |
| **Week 3** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | Students can identify the nationality and language of the countries they learned. | | |
| **Formative Assessment Tasks:** | I will give a situation to act out to other students. They will have 5 minutes to revise the ways of introducing themselves and then start a dialogue about who they are and from which country, what language they speak. | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Communication: students can start a dialogue about who they are and from which country, what language they speak.  Culture: students learn about the population of each language people use. | | |
| **Vocabulary:** | 中文，英文，西班牙文，日文，法文，  Chinese, English, Spanish , Japanese , French | | |
| **Grammar/Sentence patterns:** | 你说什么语言？  我说。。。  What language do you speak?  I speak… | | |
| **Materials Needed:** | PPT, FLASH CARD | | |
| **Week 4** | | | |
| **Weekly Can-Dos for Students:**  *(at least 1 & no more than 3)*  *Reference pg. 24-36* | Students can complete vocabulary and words with a missing character.  Students can do reading comprehension to be able to read and understand a dialogue in Chinese about countries, people and language. | | |
| **Formative Assessment Tasks:** | Oral activity about greetings and introducing themselves to other people | | |
| **Standards:**  Communication  Connections  Culture  Comparisons  Communities | Communication: students can greet each other, and introduce themselves to other people.  Culture: show students some symbols of each country. | | |
| **Vocabulary:** | Review: 国家， 中国，美国，墨西哥，加拿大，英国，西班牙，日本  中文，英文，西班牙文，日文，法文， | | |
| **Grammar/Sentence patterns:** | Review: 你来自哪个国家？我来自。。.  你说什么语言？我说。。。 | | |
| **Materials Needed:** | PPT, video, work sheet | | |