Standard Based Sample Unit Plan Designed by Shan-Lee Liu, Ed. D.

<table>
<tr><td rowspan="2">Language and Level / Grade</td><td rowspan="2">Mandarin Chinese 4/Comprehensive Chinese – IM-
WIDA ELD Level 3 - 4
Grade 11 & 12</td><td>Approximate Length of Unit</td><td>One month</td></tr>
<tr><td>Approximate Number of Minutes Weekly</td><td>45 minutes per day
5 days per week</td></tr>
<tr><td>Theme/Topic</td><td colspan="3">Air quality and living condition in Boston and in Shanghai during September 2015</td></tr>
<tr><td>Essential Question</td><td colspan="3">How is healthy living defined in Boston and in Shanghai?</td></tr>
<tr><td>Goals</td><td colspan="3">*Content Objectives:
Students will be able to use real data in real time to compare and contrast the air quality in Boston and in Shanghai during September 2015 using pictures, photos, Venn diagrams, tables or charts in a persuasive essay or report.
*Language Objectives:
Students will be able to use Chinese/English to analyze the real data in real time to compare and contrast the air quality in Boston and in Shanghai during September 2015 using Venn diagrams, tables or charts using persuasive language to create an essay, report, power point presentation or a blog.
*Language Objectives Differentiation for Proficiency Level:
WIDA level 3 moving toward Level 4 students will be able to use Chinese/English to summarize information collected from reliable resource and differentiate between fact and opinion to create a persuasive essay, report, power point presentation or a blog regarding air quality in Boston and in Shanghai.</td></tr>
<tr><td rowspan="2">Summative Performance Assessment</td><td colspan="3">Interpretive Mode</td></tr>
<tr><td>Chinese NH/WIDA Level 3
SWBAT differentiate between fact and opinion regarding the data from reliable sites from Boston, U. S. A. and Shanghai, China and compose their own graphs, charts or tables to compare the air quality in Boston and in Shanghai in Chinese/English and add to the student’s e-portfolio</td><td>Chinese IL/WIDA Level 4
SWBAT record and report their comparison of air quality and living standards between Boston and Shanghai and write a summary in Chinese/English to take a stand and use evidence to support their position and add this summary to their e-portfolio</td><td>Chinese IM-/WIDA Level 5
SWBAT interpret, synthesize and draw their own conclusions in Chinese/English from different resources and findings based on the facts and real data gathered from their own research written in Chinese/English and add this to their e-portfolio</td></tr>
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	Presentational Mode	Interpersonal Mode
	SWBAT • Present their finding in class to their peers using power point presentation, Google doc, video, attitude scales, pie charts, live data scales, tables included in their multi-media presentation. • Listen to other's presentation and write down a reaction paper for one thing they like about, one thing they want to see more of and a personal summary about the topic. • Collect all the information gathered and essay written into student's individual e-portfolio • Photoshop photo making • Video making/presentation	SWBAT conduct • Word wall – work together as partners • Think-pair-share – sentence charts with pictures, photos, characters and Pinyin • Pros and Cons debate – Boston's vs. Shanghai's air quality. CDoes it getting better or getting worse? • Air pollution: Chinese national or Shanghai's Air Quality Attitudes scale of 10 peers toward air pollution in Boston and Shanghai • 2 Peer interviews about air quality in Boston and in Shanghai • Air Quality Index data
Cultures	**Product:** Word cards with picture, DVD or photos related to daily air quality **Practice:** 比手画脚 name that picture without talking **Perspective:** individual/family/society/national value and attitudes toward classic Confucius theory between Bostonian and residence in Shanghai	
Connections	**Making Connections**	**Acquiring Information and Diverse Perspectives**
	SWBAT connect what they learned in Chinese classes and Comprehensive Chinese classes with English Language Art, Math, Science, History, Social Study, Science, engineering and Technology	SWBAT read, write, listen, speak, comprehend and use communicative strategies in Chinese/English for different subjects using technology and real life skills
Comparisons	**Language Comparisons**	**Cultural Comparisons**
	SWBAT compare and contrast the similarity and difference between English/Chinese vocabulary and	SWBAT support their reasoning using evidence from the text while analyzing the cultural similarity and difference

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	grammar usage using reasoning language based on lab reports.	between Boston in the United States and Shanghai in China.
Communities	**School and Global Communities**	**Lifelong Learning**
	SWBAT evaluate the air quality between Boston Latin School in Boston, U. S. A. and Shanghai, China based on the data reported during December 2013 Eastern China Smog.	SWBAT continue monitoring the air quality both in Boston and in Shanghai to make our world a better place for everyone to live.
Connections to Common Core	**Common Core State Standards**	
	Students will be able to summarize, represent, and interpret data on two categorical and quantitative variables CCSS.Math.Content.HSS.ID.B.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. CCSS.Math.Content.HSS.ID.B.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.	
	Students will be able to demonstrate their ability regarding integration of knowledge and ideas. CCSS.ELA-LITERACY.RST.11-12.8 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse pen pals on grades 9-10 topics including different texts and issues, building on others' ideas and expressing their own clearly and persuasively.	
21st Century Skills	**Critical Thinking and Problem Solving** Students as inquirers frame, analyze, and synthesize information as well as negotiate meaning across language and culture in order to explore problems and issues from their own and different perspectives. https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf	

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ISTE Standards for Students	**Research and Information Fluency** Students apply digital tools to gather, evaluate and use information. a. Plan strategies to guide inquiry. d. Process data and report result **http://www.iste.org/standards/iste-standards/standards-for-students**

Toolbox

Language Functions	Related Structures / Patterns	Vocabulary Expansion
Tier 1		
Identify	Transition words	Air 空气, pollution 污染, weather 天气, Shanghai 上海, province 省, Yangtze River Delta 长江三角洲, coal burning 燃煤, fossil fuel 石化, renewable 再生, green energy 绿色能源, automobile exhaust emissions 汽车排放废气, 10-billion-renminbi 十亿人民币, US dollar 美元
Tier 2		
Explain	Connectors	In order to 由于, due to the fact 事实上, because/due to 因为 … 所以, based on 根据, basically 基本上
Tier 3		
Support reasoning using evidence from the text	Specific vocabulary	Smog 雾霾/沙尘暴, air masses 大气, airborne pollutants 空气污染源, industrial emission 工业废气, microgram 微量, cubic meter 立方尺, coal combusting 煤燃气, factory emissions 工业废气, $PM_{2.5}$, astringent 收敛剂

Key Learning Activities/Formative Assessments

Key Learning Activity/Formative Assessment	How does this activity support the unit goals or performance tasks?	Mode of Communication	**Cross-cultures/Interculturality** **S**elf **C**ommunity **W**orld

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Read Aloud in Chinese /English	Reinforce students speaking and listening, reading and writing skills in Chinese/English	Interpretative (Word Card with picture)	Self
Cubing for verb, descriptive words, measuring words and connectors for Chinese/English	Practice grammar sequence for Chinese/English	Communicative (think-pair-share)	Chinese/languages other than English speaking communities in Boston
Stop-drop-and-write in Chinese/English for personal life story	Students will practice daily for their literacy and comprehension skills using classroom laptops typing Chinese/English practicing information, media and technology literacy	Presentational (multi-media presentation in class and save into individual e-portfolio)	Cross-cultural comparison between Boston communities, U. S. A. and Shanghai, China

Resources	**Technology Integration**
Clementi, D. & Terrill, L. (2013). *The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design. The ACTFL Guide for Professional Language Educators* by Clementi & Terrill, pp. 100 – 101. Retrieved from http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning WIDA Consortium. (2012). Can Do Descriptors: Grade Level Cluster 9-12. Retrieved from file:///C:/Users/liushanlee/Downloads/Booklet9-12.pdf	SWBAT demonstrate 21st century skills for Global Awareness as well as Financial, Economic, Business and Entrepreneurial Literacy. Retrieved from https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf SWBAT integrate technology into their daily language and culture study. International Society for Technology in Education (ISTE). (2015). ISTE Standards for Students. Retrieved from http://www.iste.org/standards/iste-standards/standards-for-students

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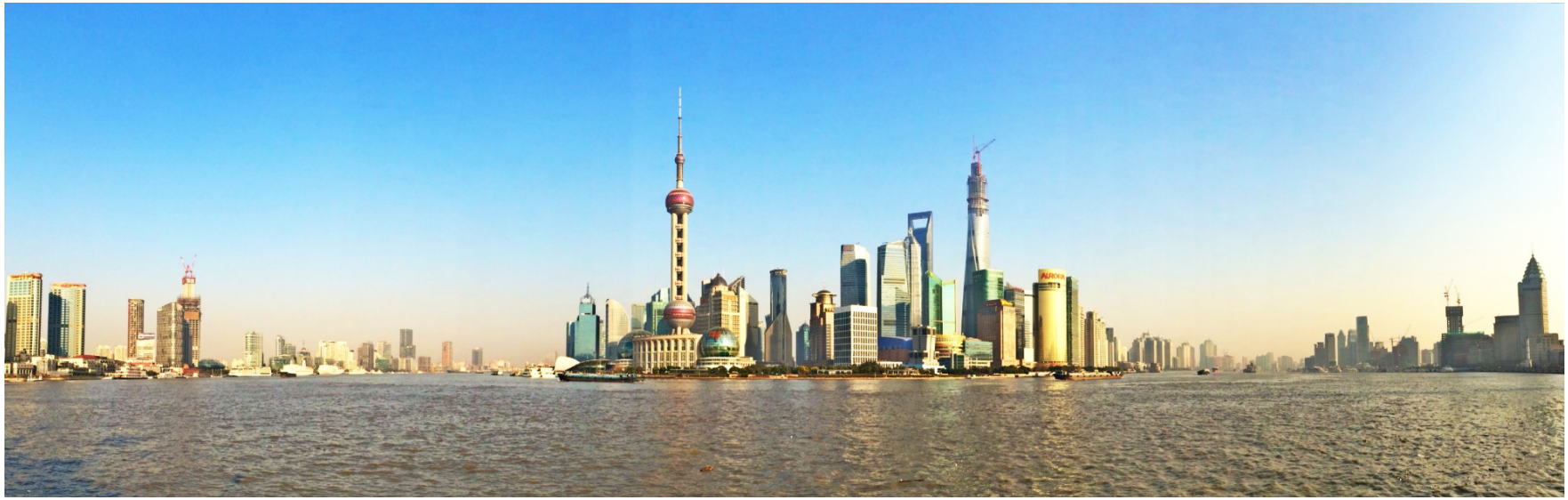

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