Foreign Language Chinese Lesson Plan designed by Shan-Lee Liu, Ed. D.

<table>
<tr><td>Language Level</td><td colspan="2">Comprehensive Chinese</td><td>Grade</td><td>12</td><td>Date</td><td>11/9-13/2015</td><td>Day in Unit</td><td>40 - 44</td><td>Minutes</td><td>45-60</td></tr>
<tr><td>Unit Theme</td><td colspan="10">From prehistory to the end of the empire</td></tr>
<tr><td>Essential Question</td><td colspan="10">How do Chinese prehistory and the different empires impact on Chinese people’s daily life and their cultural belief in comparison with the western values and theories?</td></tr>
<tr><td>Daily Topic</td><td colspan="10">Day 1: Confucius’s life span philosophy and Erik Erikson’s theory of psychosocial development Day 2: Confucius’s filial piety philosophy and Charles Darwin’s scientific theory of evolution Day 3: Veterans’ day holiday Day 4: Laozi’s tao/ way philosophy and Urie Bronfenbrenner’s human ecology theory Day 5: Mengzi’s and Xunzi’s human nature philosophy as well as Lawrence Kohlberg’s moral development</td></tr>
<tr><td>STANDARDS</td><td colspan="10">LESSON OBJECTIVES</td></tr>
<tr><td rowspan="5">World-Readiness Standards for Learning Languages, 2015

Common Core State Standards Initiative: Preparing America’s Students for College & Career, 2015

ISTE Standards for Students, 2015</td><td>Communication</td><td>☑ Interpersonal
☑ Interpretive
☑ Presentational</td><td colspan="7">Students can:
1. Compare and contrast Confucius’s life span philosophy and Erik Erikson’s theory of psychosocial development
2. Discuss Confucius’s filial piety philosophy and Charles Darwin’s scientific theory of evolution
3. Veterans’ day holiday
4. Discuss the similarities and difference between Laozi’s tao / wu way philosophy and Urie Bronfenbrenner’s human ecology theory
5. Analyze Munzi’s and Xunzi’s human nature philosophy as well as Lawrence Kohlberg’s moral development</td></tr>
<tr><td>Cultures</td><td colspan="8">Use the Chinese history and representative figures to investigate, explain, and reflect on the relationship between the practices and perspectives between Chinese and American cultures and families.</td></tr>
<tr><td>Connections</td><td colspan="8">Build, reinforce, and expand their knowledge of other disciplines while studying the Chinese history, cultures and classic philosophy to develop higher-order thinking, problem-solving as well as critical and mega cognitive thinking skills.</td></tr>
<tr><td>Comparisons</td><td colspan="8">Use the cultures to investigate, explain, and reflect on the concept of cultures and the nature of languages as well as philosophy through comparison between Chinese history and their own.</td></tr>
<tr><td>Communities</td><td colspan="8">Use the cultures and Chinese history, philosophy learned both within and beyond the classroom to interact and collaborate within their own communities both in Boston and around the globe.</td></tr>
<tr><td></td><td>Common Core</td><td colspan="8">CCSS.ELA-LITERACY.SL.9-10.1.B: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate</td></tr>
</table>

© This document is the property of Shan-Lee Liu and is protected by the United States Copy Law and should not be copied or reproduced without Shan-Lee Liu express written permission.

		views), setting clear goals and deadlines for individuals and team.
	ISTE	2. Communication and collaboration: Students use digital media, Google Classroom and Google Forms to communicate and work collaboratively both within the classroom and at home to support independent learning and contribute to the learning of others.

Lesson Sequence	**Activity/Activities**	**Time**	**Materials/Resources/Technology**
Gain Attention / Activate Prior Knowledge	Students read an article from *This is China* or compare and contrast the data of key variables for their own research from *The economist Pocket World in Figures* or other resources for different topics, taking notes and discuss their reaction or analysis with elbow partners or having whole class discussion.	10	• Chapter 1 and 2, *This is China* (2010) p. 15-31 • *The Economi*st. (2015). *Pocket World in Figures* 2015 Edition. London: Profile Books Ltd. • Information literacy on line
Provide Input	**Day 1** - Teacher discuss Confucius's life span philosophy and Erik Erikson's theory of psychosocial development **Day 2** - Teacher describe Confucius's filial piety philosophy and Charles Darwin's scientific theory of evolution **Day 3** - Veterans' day holiday **Day 4** – Teacher analyze the similarities and difference between Laozi's tao / wu way philosophy and Urie Bronfenbrenner's human ecology theory **Day 5** – Teacher evaluate Munzi's and Xunzi's human nature philosophy as well as Lawrence Kohlberg's moral development	5	• Teacher made Power Points Presentation and different websites • Chinese Text Project. (2006-2015). Retrieved from http://ctext.org • Primary source, 2009 & 2006
Elicit Performance / Provide Feedback	**Day 1** - Students compare and contrast Confucius's life span philosophy and Erik Erikson's theory of psychosocial development **Day 2** - Students discuss what they know about mandate of heaven and their understanding toward Chinese prehistory period - Shang 商 **Day 3** - Veterans' day holiday **Day 4** - Students compare and contrast the similarities and difference between Laozi's tao / wu way philosophy and Urie Bronfenbrenner's human ecology theory **Day 5** – Students analyze Munzi's and Xunzi's human nature philosophy as well as Lawrence Kohlberg's moral development	5	Different handouts; Big posters; Tables and charts; Graphic organizer; Google Classroom assignments, Google Forms test and quiz; laptops folders, digital profiles on the blogs or websites.
Transition	Students listen to/sing a Chinese song while getting their assigned laptops	5	Music DVD in Mandarin Chinese, different websites

© This document is the property of Shan-Lee Liu and is protected by the United States Copy Law and should not be copied or reproduced without Shan-Lee Liu express written permission.

Provide Input	Teacher gives individual feedback and check-in/follows-up personally or on the Google Classroom or Google Forms regarding student's homework, class assignment, test and quiz and research projects.	10	Laptops, internet connection, Google Classroom, Google Forms and students created blogs or websites
Elicit Performance / Provide Feedback	Students make individual as well as group presentation. Turn in their homework, daily assignment, small/big group discussion; Revision and self assessment/reflection in classes; test and quiz using Google Forms; Posts on the Google Classroom or on the blog/website	5	Laptop, Google Classroom accounts
Closure	Teacher review the learning objectives of the day; students check off the assignment/assessment, turned in/check-in with teacher for assignment clarification in person or on the Google Classroom. Self reflection/correction on line or in person.	5	Daily/weekly/monthly assessment on Google Classroom/Google Forms/blog/website
Reflection – Notes to Self	Teacher will ask self what worked well, what doesn't and why not at the end of each day. What would be the changes I would make if I teach this lesson next time and why?		
Student Assessment	• Class reading, participation, discussion and reaction paper daily/weekly/monthly for formative assessment 25% • Google Classroom on line posting and submission regarding research project, created blog or website 25% • Individual/Group projects in class presentation, discussion and participation; Test and quiz using Google Forms 25% • Final project submission – survey of attitude scale on line among classmates using Google Form and Google Classroom 25%		

- Form adapted from Clementi, D. & Terrill, L. (2013). *The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design*. The American Council on the Teaching of Foreign Languages, Alexandria, VA

Resource

- Partnership for 21st Century Skills (2015). *World Languages 21st Century Skills Map.* [Website]. Retrieved from https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf

- Yuan, H. (Ed.) (2010). *This is China: The First 5,000 Years*. Berkshire Publishing Group, Great Barrington, Massachusetts.

- Primary Source. (Ed.)(2009). China *in the World: A history since 1644*. Cheng & Tsui Company, Boston.

- Primary Source. (Ed.)(2006). *The Enduring Legacy of Ancient China: Primary Source Lessons for Teachers and Students*. Cheng & Tsui Company, Boston

-

© This document is the property of Shan-Lee Liu and is protected by the United States Copy Law and should not be copied or reproduced without Shan-Lee Liu express written permission.

- The Center for Geographic Analysis at Harvard University. (2015). *ChinaMap.* [Website]. Retrieved from http://worldmap.harvard.edu/chinamap/

- The economist (2015). *Pocket World in Figures.* 2015 Edition. London: Profile Books Ltd.

- Chinese Text Project (2006-2015). Retrieved October 16, 2015 from http://ctext.org

© This document is the property of Shan-Lee Liu and is protected by the United States Copy Law and should not be copied or reproduced without Shan-Lee Liu express written permission.