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

Language Level	**Chinese 2: Novice Med – Intermediate Low weak**	**Grade**	**9-10**	**Date**	**10/5-9/2015**	**Day in Unit**	**16-20**	**Minutes**	**45-60**
Unit Theme	Talking about weather								
Essential Question	How could I learn Chinese effectively and move up my proficiency/performance level during this school year?								
Daily Topic	**Day 1:** language practice for 可是，但是, 还是 **Day 2:** Using connector 又 **Day 3:** Language practice using … 是 … **Day 4:** Three days weather forecast for Boston **Day 5**: Recap and narration for dialogue II								
STANDARDS	**LESSON OBJECTIVES**								
▪ 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	**Communication**	☑ Interpersonal ☑ Interpretive ☑ Presentational	**Students can:** 1. Practice using connectors 可是, 但是, 还是 2. Practice creating sentences using connector 又 3. Practice sentence making using … 是 … 4. Practice creating sentences for making three days weather forecast 5. Practice ask and answer questions for dialogue II recap and narration							
	Cultures	Use the languages to investigate, explain, and reflect on the relationship between the practices and perspectives in Chinese and American culture toward weather.							
	Connections	Build, reinforce, and expand their knowledge of other disciplines while using the languages to develop higher order as well as critical thinking and problem solving skills.							
	Comparisons	Use the languages and cultures to investigate, explain, and reflect on the concept of cultures and the nature of languages through comparison between Chinese weather in different cities and their own communities							
	Communities	Use the languages both within and beyond the classroom to interact and collaborate with different communities in Boston and around the globe.							
	Common Core	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 views), setting clear goals and deadlines for individuals and team.							
	ISTE	2. Communication and collaboration: Students use digital media and Google Classroom to communicate and work collaboratively in the classroom and at home to support independent							

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		learning and contribute to the learning of others.

Lesson Sequence	Activity/Activities	Time	Materials/Resources/Technology
Gain Attention / Activate Prior Knowledge	Students practice presentational speaking using NCSSFL-ACTFL Can-Do Statements with an elbow partner	10	NCSSFL (2015)
Provide Input	**Day 1** - Teacher models using connectors 可是, 但是, 还是 in sentences making **Day 2** - Teacher models creating sentences using connector 又 **Day 3** - Teacher models sentence making using … 是 … **Day 4** – Teacher models creating sentences regarding three days weather forecast **Day 5** –Teacher models ask and answer questions for dialogue II recap and narration	5	Liu, Y. Yao, T. Bi, N. Ge, L. & Shi, Y. (Eds.) (2010) Text Book pp. 24 - 27
Elicit Performance / Provide Feedback	**Day 1** - Students practice writing and speaking with their elbow partner using connectors 可是, 但是, 还是 **Day 2** - Students practice creating sentences using connector 又 **Day 3** - Students create presentational speaking using … 是 … **Day 4** - Students practice creating sentences regarding three days weather forecast **Day 5** – Students practice creating sentences for dialogue II recap and narration	5	• Liu, Y. Yao, T. Bi, N. Ge, L. & Shi, Y. (Eds.) (2010) Text Book • Student's Chinese notebooks
Transition	Students listen to/sing a Chinese song while getting their assigned laptops	5	Music DVD; different websites
Provide Input	Students will practice typing created sentences and paragraphs, save into created e-portfolios and upload into Google Classroom.	10	Laptops, ear phones with microphones
Elicit Performance / Provide Feedback	Students turn in their homework, daily/weekly assignment and assessment into e-portfolios and Google Classroom	5	Laptop, Google Classroom accounts
Closure	Teacher review the learning objectives of the day; students check off the Can-Do Statement accomplishment everyday.	5	Daily homework, weekly/moonthly assignment and assessment on line

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Reflection – Notes to Self	Teacher will ask self what worked well and what didn't work well and why at the end of each day. What would be the changes I would make if I teach this lesson next time and why? Students will self-assess and self reflect on their daily, weekly and monthly assignment and achievement.
Student Assessment	• Class participation and daily formative assessment 25% • Google Classroom on line posting and submission 25% • Listening and speaking assessment using Audacity or in person with elbow partners 25% • Reading, writing and typing assessment using Word and Google Doc. Submitted on line to 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

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- ACTFL. (2012). *ACTFL Proficiency Guidelines 2012 Chinese*. [Website]. Retrieved from http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/chinese

- ACTFL. (2012). *ACTFL Performance Descriptors for Language Leaners*. [Website]. Retrieved from http://www.actfl.org/sites/default/files/pdfs/ACTFLPerformance_Descriptors.pdf

- NCSSFL (2015). *NCSSFL-ACTFL Can-Do Statements and LinguaFolio® Self-Assessment Statements*. [Website]. Retrieved from http://ncssfl.org/secure/index.php?checklists

- 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

- 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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