




Language Level	Chinese 4: Intermediate low Intermediate med weak	Grade	11	Date	9/28-10/2/2015	Day in Unit	11-15	Minutes	45-60
Unit Theme	Talking about Chinese holidays								
Essential Question	How can I learn Chinese more effectively and move up my language and culture performance/proficiency level during this school year?								
Daily Topic	Day 1: Grammar usage of V 起来 Day 2: usage of V 得出来 (be able to tell) Day 3: usage of 气氛 (atmosphere) Day 4: usage of 传统 (tradition) Day 5: usage of using 热闹 (lively)								
STANDARDS	LESSON OBJECTIVES								
<ul style="list-style-type: none">  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	<input checked="" type="checkbox"/> Interpersonal <input checked="" type="checkbox"/> Interpretive <input checked="" type="checkbox"/> Presentational	Students can:						
	Cultures	Use the languages to investigate, explain, and reflect on the relationship between the practices and perspectives in Chinese and American culture toward different Chinese holidays.							
	Connections	Build, reinforce, and expand their knowledge of other disciplines while using the languages to develop high-order as well as critical thinking and solve problems 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 different Chinese holidays and their own.							
	Communities	Use the languages both within and beyond the classroom to interact and collaborate within their own 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 learning and contribute to the learning of others.							

Lesson Sequence	Activity/Activities	Time	Materials/Resources/Technology
Gain Attention / Activate Prior Knowledge	Students practice sentences making using NCSSFL-ACTFL Can-Do Statements in writing, typing and speaking with an elbow partner.	10	NCSSFL (2015)
Provide Input	<p>Day 1 - Teacher model speaking, grammar and sentence structure for the usage of V 起来</p> <p>Day 2 - Teacher model speaking, grammar and sentence structure for the usage of V 得出来 (be able to tell)</p> <p>Day 3 - Teacher model speaking, grammar and sentence structure for the usage of 气氛 (atmosphere)</p> <p>Day 4 – Teacher model speaking, grammar and sentence structure for the usage of 传统 (tradition)</p> <p>Day 5 – Teacher model speaking, grammar and sentence structure for the usage of 热闹 (lively)</p>	5	Liu, Y. Yao, T. Bi, N., Shi, Y., Ge, L. & Bi, N. (Eds.) (2010) DVD and text book level 2 Part 2, pp. 20-23
Elicit Performance / Provide Feedback	<p>Day 1 - Students practice creating sentences using V 起来</p> <p>Day 2 – Students practice creating string of sentences using V 得出来 (be able to tell)</p> <p>Day 3 – Students practice creating sentences using 气氛 (atmosphere)</p> <p>Day 4 – Students practice creating sentences using 传统 (tradition)</p> <p>Day 5 – Students practice creating own sentences using 热闹 (lively)</p>	5	<ul style="list-style-type: none"> • Liu, Y. Yao, T. Bi, N., Shi, Y., Ge, L. & Bi, N. (Eds.) (2010) DVD and text book level 2 Part 2 • Student’s Chinese notebooks
Transition	Students listen to/sing a Chinese song while getting their assigned laptops	5	Music DVD in Mandarin Chinese
Provide Input	Teacher model conversation regarding Chinese holidays and NCSSFL-ACTFL Can-Do Statements topics regarding self, family and school.	10	Formative assessment - checking student’s speaking in class; writing on student’s Chinese note book; typing on Google Classroom; speaking using Audacity and with elbow partners
Elicit Performance / Provide Feedback	Students practice writing, typing and recording the dialogue and Can-Do Statements using connectors and idioms; upload homework/daily assignment/weekly assessment to Google Classroom	5	Laptops, ear phones with microphones, Google Classroom assignment using Word & Audacity

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

Closure	Teacher review the learning objectives of the day; students check off the Can-Do Statements, string of sentences and paragraphs regarding Chinese holidays, self, family and school for their accomplishment everyday.	5	Daily/weekly/monthly assessment on line
Reflection – Notes to Self	Teacher will ask self what works well and what doesn'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?		
Student Assessment	<ul style="list-style-type: none"> • 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

- Liu, Y., Yao, T., Bi, N., Shi, Y Ge, L. & Bi, N. (Eds.) (2010). *Integrated Chinese. Level 2, Part 2*. Third Edition. Textbook & DVD. Boston: Cheng & Tsui Company.
- 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 Learners*. [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>