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

Language Level	**Chinese 4: Intermediate low Intermediate med weak**	**Grade**	**11 & 12**	**Date**	**3/21-24/2016**	**Days in Unit**	**116-119**	**Minutes**	**45-60**
WIDA Level	**Level 5 & 6 – Bridge & Reaching**								
Unit Theme	Discussion regarding environmental protection and energy preservation								
Essential Question	How can I use connectors, transitional words and idioms more effectively in the essay writing or blog posting I created regarding environmental protection and energy preservation?								
Daily Topic	**Monday:** Discussion regarding taking public transportation whenever we can **Tuesday:** Discussion about turn off the light and water whenever possible **Wednesday**: Discussion regarding recycle **Thursday:** Discussion regarding bring own bags when shopping **Friday**: Discussion about reduce – not use disposable utensils.								
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:** **Monday:** **Daily content objective** We will practice active reading, writing, listening, speaking and sentence making regarding taking public transportation whenever we can **Daily review objective** We will practice interpersonal speaking with a partner regarding how we save energy at home **Weekly objective** We are practicing speaking, listening, reading, writing and typing the conversation skit using Power Point Presentation with voice over **Tuesday** **Daily content objective** We will practice active reading, writing, listening, speaking and sentence making regarding turning off the light and water whenever possible **Daily review objective** We will practice interpersonal speaking with a partner and recording it using webcam **Weekly objective** We are recording our conversational skit regarding how we save water and and							

© 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.

			energy at home and at school **Wednesday** **Daily content objective** We will practice active reading, writing, listening, speaking and sentences making regarding how we recycle at home and at school **Daily review objective** We will perform interpersonal speaking with a partner regarding how we recycle at home and at school **Weekly objective** We are practicing digital story telling regarding conversational skit we made and practicing edit it. **Thursday** **Daily content objective** We will practice active reading, writing, listening, speaking and sentence making regarding reuse – bring own bag for shopping **Daily review objective** We will download our conversational skit video and practicing editing using Premiere Element 12 **Weekly objective** We are posting our conversational skit video recording to our created blog or website **Friday** **Daily content objective** We will practice active reading, writing, listening, speaking and sentence making regarding reduce – not to use disposable utensils **Daily review objective** We will download our conversational skit video and practicing editing using Premiere Element 12 **Weekly objective** We are posting our conversational skit video recording to our created blog or website
	Cultures	Use our languages to investigate, explain, and reflect on the relationship among the practices, perspectives and products in Chinese and American cultures toward environmental protection and energy conversation	

© 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.

	Connections	Build, reinforce, and expand our knowledge of other disciplines while using our languages to develop higher-order as well as critical-thinking and problems-solving skills.
	Comparisons	Use our languages and cultures to investigate, explain, and reflect on the concept of cultures and the nature of languages through discussion of recycling and green energy in different cities and in Boston to promote energy conservation at home, at work as well as in everyday life
	Communities	Use our languages both within and beyond the classroom to interact and collaborate within our own communities in Boston and around the globe to promote gender equality in our society and around the world
	Common Core	• CCSS.ELA-LITERACY.SL.11-12.1.A : Comprehension and Collaboration Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	ISTE	2. Communication and collaboration: Students use digital media, Google Classroom and Google Forms 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 story writing using NCSSFL-ACTFL Can-Do Statements in the intermediate level for reading, writing, typing, listening and speaking with elbow partners, in small groups, to the whole class and post it on line to the Google Classroom and the created blogs regarding discussion of energy conservation and environmental protection at home and in the work force	10	NCSSFL (2015)
Provide Input	**Monday** – Teacher models active reading, writing, listening, speaking and sentences making regarding taking public transportation whenever we can **Tuesday** - Teacher model active reading, writing, listening, speaking and sentences making regarding turning off the light and water whenever possible **Wednesday** – Teacher models active reading, writing, listening, speaking and sentence making regarding how we recycle at home and at school **Thursday** – Teacher models active reading, writing, listening, speaking and sentence making regarding reuse – bring own bag for shopping	5	Liu, Y. Yao, T. Bi, N., Shi, Y., Ge, L. & Bi, N. (Eds.) (2010) DVD and text book level 2 Part 2, pp. 162 - 164

© 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.

	Friday – Teacher models active reading, writing, listening, speaking and sentence making regarding reduce – not to use disposable utensils		
Elicit Performance / Provide Feedback	**Monday** – Students practice active reading, writing, listening, speaking and sentences making regarding taking public transportation whenever we can **Tuesday** – Students practice active reading, writing, listening, speaking and sentences making regarding turning off the light and water whenever possible **Wednesday** – Students practice active reading, writing, listening, speaking and sentence making regarding how we recycle at home and at school **Thursday** – Students practice active reading, writing, listening, speaking and sentence making regarding reuse – bring own bag for shopping **Friday** – Students practice active reading, writing, listening, speaking and sentence making regarding reduce – not to use disposable utensils	5	• Liu, Y. Yao, T. Bi, N., Shi, Y., Ge, L. & Bi, N. (Eds.) (2010) work book level 2 Part 2 • Student's Chinese notebooks
Transition	Students have the teacher checking their Chinese notebook for writing then getting their assigned laptops for typing and technology use	5	• Student Chinese notebooks • Classroom laptops
Provide Input for Technology Integration	Teacher model conversational skit video making, editing and posting; self-editing and revision for conversational skit video making and posting using NCSSFL-ACTFL Can-Do Statements within intermediate level topics regarding discussion of environmental protection and energy preservation	10	Google Classroom and on-line blog posting - checking on students' speaking, writing, listening, reading, typing and 21st century technology skills
Elicit Performance / Provide Feedback	Students practice interpersonal speaking and writing, listening and reading, typing and recording the conversational skip postings and using Can-Do Statements including transitional words, connectors and idioms; upload homework/daily/weekly/monthly assignments to the Google Classroom and self-created blogs/websites.	5	Laptops, ear phones with microphones, Google Classroom accounts; Word & Audacity document as well as created academic blogs/websites
Closure	Teacher review the learning objectives of the day; students check off the Can-Do Statements; create narrative writing regarding gender equality at home, at work and in school	5	Daily/weekly/monthly assignments; e-portfolios on classroom laptops and in Google Classroom as well as on created blogs/websites.
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? • Students will do self-assessment and self-reflection on their daily, weekly and monthly assessment and assignment.		

© 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.

Student Assessment	• Class participation and daily formative assessment and monthly summative assessment 25% • Google Classroom on line narrative writing and conversational skit posting and submission to the blog/website 25% • Listening and speaking assessment using video clips or in class test and quiz with the teacher 25% • Reading, writing and typing assessment, test and quiz using hand writing as well as typing using Word document, Power Point Presentation and Google Docs with the teacher in the classroom. Narrative writing and conversational skit submission on line to the Google Classroom and to the created blog/website 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 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
- WIDA. (2014). WIDA Consortium: ELD Standards 2012 Edition Update. [Website]. Retrieved January 1, 2016 from https://www.wida.us/DownloadDocs/standards/2012Amplification/2012Tutorial/player.html Copyrighted by the Board of Regents of the University of Wisconsin System.
- Liu, S. (2015). *BLS Chinese.* [Website]. Retrieved January 1, 2016 from www.blschinese.weebly.com
- Vatterott, C. (2015). *Meaningful Assessment for Standards-Based Learning: Rethinking Grading*. ASCD. Alexandria, VA USA
- WIDA. (2014). *2012 Amplification of The English Language Development Standards. Kindergarten - Grade 12*. Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium – www.wida.us.
- Adair-Hauck B., Glisan, E. & Troyan, F. (2013). *Implementing Integrated Performance Assessment*. The American Council on the Teaching of Foreign Language.

© 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.

- Sandrock, P. (2010). *The Keys to Assessing Language Performance: A Teacher's Manual for Measuring Student Progress*. The American Council for on the Teaching of Foreign Languages, Alexandria, VA
- Brookhart, S. M. (2013). *How to Create and Use Rubrics for Formative Assessment and Grading*. ASCD, Alexandria, Virginia, USA.
- McTighe, J. & Wiggins, G. (2013). Essential Questions: Opening Doors to Students Understanding. ASCD, Alexandria, Virginia, USA.

© 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.