




<b>Language Level</b>	<b>Chinese 4: Intermediate low Intermediate med weak</b>	<b>Grade</b>	<b>11 &amp; 12</b>	<b>Date</b>	<b>4/11-15/2016</b>	<b>Days in Unit</b>	<b>130-134</b>	<b>Minutes</b>	<b>45-60</b>
<b>WIDA Level</b>	<b>Level 5 &amp; 6 – Bridge &amp; Reaching</b>								
<b>Unit Theme</b>	Discussion regarding environmental protection and energy conservation								
<b>Essential Question</b>	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?								
<b>Daily Topic</b>	<b>Monday:</b> Discussion regarding dialogue part 3 <b>Tuesday:</b> Discussion regarding green energy and recycling at the BLS <b>Wednesday:</b> Discussion regarding energy conservation and environment protection in our communities <b>Thursday:</b> Discussion regarding vocabulary and sign reading of lesson 16 <b>Friday:</b> Quiz; Discussion regarding culture highlights on energy conversation and environmental protection in Boston, U.S.A. and in Beijing, China								
<b>STANDARDS</b>	<b>LESSON OBJECTIVES</b>								
<ul style="list-style-type: none"> <li> <a href="#">World-Readiness Standards for Learning Languages, 2015</a></li> <li> <a href="#">Common Core State Standards Initiative: Preparing America's Students for College &amp; Career, 2015</a></li> <li> <a href="#">ISTE Standards for Students, 2015</a></li> </ul>	<b>Communication</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Interpersonal</li> <li><input checked="" type="checkbox"/> Interpretive</li> <li><input checked="" type="checkbox"/> Presentational</li> </ul>	<p><b>Students can:</b></p> <p><b>Monday:</b>  <b>Daily content objective</b>                      We will practice active reading, writing, listening, speaking and sentence making regarding lesson 16 dialogue part 3  <b>Daily review objective</b>                      We will practice interpersonal speaking with partner regarding how we conserve energy at school  <b>Weekly objective</b>                      We are practicing speaking, listening, reading, writing and typing the conversation skits using Power Point Presentation and webcam.</p> <p><b>Tuesday</b>  <b>Daily content objective</b>                      We will practice active reading, writing, listening, speaking and sentence making regarding green energy and recycling at the BLS  <b>Daily review objective</b>                      We will practice interpersonal speaking with partners and recording it using webcam  <b>Weekly objective</b>                      We are recording our conversational skits regarding how we conserve energy at</p>						

		<p>home and in school into created e-books</p> <p><b><u>Wednesday</u></b>  <b>Daily content objective</b>                  We will practice active reading, writing, listening, speaking and sentences making regarding energy conservation and environment protection in our own communities</p> <p><b>Daily review objective</b>                  We will perform interpersonal speaking with partners regarding how we recycle at home and at school into our e-books</p> <p><b>Weekly objective</b>                  We are practicing digital story telling regarding conversational skits we created into our e-books.</p> <p><b><u>Thursday</u></b>  <b>Daily content objective</b>                  We will practice active reading, writing, listening, speaking and sentence making regarding vocabulary and sign reading of lesson 16</p> <p><b>Daily review objective</b>                  We will download our conversational skit video and practicing editing using Premiere Element 12</p> <p><b>Weekly objective</b>                  We are posting our conversational skits video recording to U-tube and published it to our created blog/website and e-books.</p> <p><b><u>Friday</u></b>  <b>Daily content objective</b>                  We will practice active reading, writing, listening, speaking and sentence making regarding energy conversation and environmental protection in Boston, U.S.A. and in Beijing, China</p> <p><b>Daily review objective</b>                  We will download our conversational skit video and practicing editing using Premiere Element 12</p> <p><b>Weekly objective</b>                  We are publishing our conversational skits video recording to our created blog/website and e-books</p>
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	<b>Cultures</b>	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	
	<b>Connections</b>	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.	
	<b>Comparisons</b>	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, in school as well as everywhere in our everyday life	
	<b>Communities</b>	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 equity in our society and around the world	
	<b>Common Core</b>	<ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-LITERACY.SL.11-12.1.A: Comprehension and Collaboration</a></li> </ul> 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 topics or issues to stimulate thoughtful and well-reasoned exchange of ideas.	
	<b>ISTE</b>	2. <a href="#">Communication and collaboration:</a> Students use digital media, Google Classroom, Google Doc, Slide 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.	
<b>Lesson Sequence</b>	<b>Activity/Activities</b>	<b>Time</b>	<b>Materials/Resources/Technology</b>
<b>Gain Attention / Activate Prior Knowledge</b>	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, created e-books and blogs/websites regarding discussion of energy conservation and environmental protection at home and in school.	10	NCSSFL (2015)
<b>Provide Input</b>	<b>Monday</b> – Teacher models active reading, writing, listening, speaking and sentences making regarding lesson 16 dialogue part 3 <b>Tuesday</b> - Teacher model active reading, writing, listening, speaking and sentences making regarding green energy and recycling at the BLS <b>Wednesday</b> – Teacher models active reading, writing, listening, speaking and sentence making regarding energy conservation and environment protection in	5	Liu, Y. Yao, T. Bi, N., Shi, Y., Ge, L. & Bi, N. (Eds.) (2010) DVD and text book level 2 Part 2, pp. 182 - 188

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	<p>our own communities</p> <p><b>Thursday</b> – Teacher models active reading, writing, listening, speaking and sentence making regarding vocabulary and sign reading of lesson 16</p> <p><b>Friday</b> – Teacher models active reading, writing, listening, speaking and sentence making regarding energy conversation and environmental protection in Boston, U.S.A. and in Beijing, China</p>		
<b>Elicit Performance / Provide Feedback</b>	<p><b>Monday</b> – Students practice active reading, writing, listening, speaking and sentences making regarding lesson 16 dialogue part 3</p> <p><b>Tuesday</b> – Students practice active reading, writing, listening, speaking and sentences making regarding green energy and recycling at the BLS</p> <p><b>Wednesday</b> – Students practice active reading, writing, listening, speaking and sentence making regarding energy conservation and environment protection in our own communities</p> <p><b>Thursday</b> – Students practice active reading, writing, listening, speaking and sentence making regarding vocabulary and sign reading of lesson 16</p> <p><b>Friday</b> – Students practice active reading, writing, listening, speaking and sentence making regarding energy conversation and environmental protection in Boston, U.S.A. and in Beijing, China</p>	5	<ul style="list-style-type: none"> <li>• Liu, Y. Yao, T. Bi, N., Shi, Y., Ge, L. &amp; Bi, N. (Eds.) (2010) work book level 2 Part 2</li> <li>• Student’s Chinese notebooks</li> </ul>
<b>Transition</b>	Students have the teacher checking their Chinese notebook for writing then getting their assigned laptops for typing and technology use	5	<ul style="list-style-type: none"> <li>• Student Chinese notebooks</li> <li>• Classroom laptops</li> </ul>
<b>Provide Input for Technology Integration</b>	Teacher model conversational skit video making, editing and posting; self-editing and revision for conversational skit and posting using NCSSFL-ACTFL Can-Do Statements within intermediate level topics regarding discussion of environmental protection and energy preservation	10	Google Classroom, on-line blog posting, e-book creation; checking for understanding on students’ speaking, writing, listening, reading, typing and 21 <sup>st</sup> century technology skills
<b>Elicit Performance / Provide Feedback</b>	Students practice interpersonal speaking and writing, listening and reading, typing and recording the conversational skits; review topics of Can-Do Statements including the usage of transitional words, connectors and idioms; upload homework/daily/weekly/monthly assignments to the Google Classroom and self-created blogs/websites as well as creating our own e-books	5	Laptops, ear phones with microphones, Google Classroom accounts; Word, Audacity and movie clips document as well as created academic blogs/websites

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<b>Closure</b>	Teacher review the learning objectives of the day; students check off the Can-Do Statements; create narrative writing regarding environmental protection and energy conservation at home as well as in school.	5	Daily/weekly/monthly assignments; e-portfolios on classroom laptops and in Google Classroom as well as on created blogs/websites and e-books
<b>Reflection – Notes to Self</b>	<ul style="list-style-type: none"> <li>• 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?</li> <li>• Students will do self-assessment and self-reflection on their daily, weekly and monthly assessment and assignment.</li> </ul>		
<b>Student Assessment</b>	<ul style="list-style-type: none"> <li>• Class participation and daily formative assessment, bi-weekly and monthly summative assessment 25%</li> <li>• Google Classroom on line essay writing and conversational skits posting and submission to the blogs/websites and e-books publishing 25%</li> <li>• Listening and speaking assessment using video clips and post it to the Google Classroom 25%</li> <li>• Reading, handwriting and typing assessment using Word document, Power Point Presentation and Google Docs &amp; Slides with the teacher in the classroom; Essay reading &amp; writing and conversational skit submission on line to the Google Classroom and to the created blog/website and created e-books 25%</li> </ul>		

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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