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>1/5-1/8/2016</td><td>Day in Unit</td><td>69 - 72</td><td>Minutes</td><td>45-60</td></tr>
<tr><td>WIDA Level</td><td colspan="2">Level 5 & 6 – Bridge & Reaching</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Unit Theme</td><td colspan="10">Climate change/Research project topics</td></tr>
<tr><td>Essential Question</td><td colspan="10">• How would climate change/research project topic affect every living life on earth?
• How would your research project topic affect your daily life?</td></tr>
<tr><td>Daily Topic for the week</td><td colspan="10">Monday: holiday Tuesday: Asking and answering research questions for in-depth interview with at least two classmates Wednesday: Video-taping the in-depth interview. Thursday: Editing the in-depth interview using digital media software Friday: Uploading and publishing video clips to the created blogs and websites</td></tr>
<tr><td>STANDARDS</td><td colspan="10">LESSON OBJECTIVES</td></tr>
<tr><td>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:
<u>Monday: holiday</u>
<u>Tuesday</u>
Daily content objective - we are reexamining our research project questions for better in-depth interview answers from our interviewees.
Daily review objective – we are practicing recording video clips regarding our research in-depth interviews.
Weekly objective – we are interviewing at least two classmates regarding our research project in-depth interviews and to get better at questioning and answering research questions.
<u>Wednesday</u>
Daily content objective - we are recording video clips regarding asking and answering our research project questions
Daily review objective – we are uploading and down loading our video clips regarding our research project in-depth interviews
Weekly objective – we are practicing recording, uploading and editing our video clips regarding our research project in-depth interviews
<u>Thursday</u>
Daily content objective – we are learning by doing on how to edit our interview video clips using digital media software.</td></tr>
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			Daily review objective – we are uploading, downloading and editing our interview video using digital media software **Weekly objective** – We are practicing publishing our video clips regarding research project in-depth interviews **Friday** **Daily content objective** – we are learning by doing on how to post our interview video clips to our created blogs /websites. **Daily review objective** – we are uploading, downloading, editing and publishing our interview video using digital media software **Weekly objective** – We are practicing publishing and posting our video clips regarding research project in-depth interviews to our created blogs/websites.
	Cultures	Use the different research topics to investigate, explain, and reflect on the relationship between the practices and perspectives of Chinese and American cultures and families.	
	Connections	Build, reinforce, and expand their knowledge of other disciplines while studying the Chinese history, cultures, classic philosophy and contemporary issues to develop higher-order thinking, problem-solving as well as critical and mega-cognitive thinking skills for creating the research projects interview questions and answers	
	Comparisons	Use the research projects to investigate, explain, and reflect on the concept of cultures and the nature of languages as well as philosophy and contemporary issues through comparison between population investigated and population in the United States of America.	
	Communities	Use the area study and Chinese history, geography, classic philosophy and contemporary issues learned both within and beyond the classroom to interact and collaborate within their own communities both in Beijing, Boston and communities around the world.	
	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, giving presentation of alternate views), setting clear goals and deadlines for individuals and teams.	
	ISTE	2. Communication and collaboration: Students use digital media, information media, Google Classroom, Google Docs and Google Forms to communicate and work collaboratively both within and outside of the classroom as well as at home to support independent learning and contribute to the learning of others.	

Lesson Sequence	**Activity/Activities**	**Time**	**Materials/Resources/Technology**

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Gain Attention / Activate Prior Knowledge	• Students actively read and take notes for Chapter 2 – Qing Dynasty on the text book – This is China • Training video clips on-line for uploading, downing, editing, publishing and posting peer in-depth interviews to the blogs/websites	10	• Chapter 2, *This is China* (2010) pp. 64-72 • *The Economist.* (2015). *Pocket World in Figures* 2015 Edition. London: Profile Books Ltd. • Information literacy on line and digital media software installed on the classroom laptops
Provide Input	**Monday** – holiday **Tuesday** Teacher models in-depth interview research questions asking and answering skills for better result. **Wednesday** Teacher models how to record video interview clips for better visual and audial quality **Thursday** Teacher models uploading, downing and editing interview video clips to the classroom laptops with digital media software. **Friday** Teacher models how to publish and post video clips to the created blogs/websites	5	• Teacher made Power Points Presentation and different websites on-line • Chinese Text Project. (2006-2015). Retrieved from http://ctext.org • Primary source, 2009 & 2006
Elicit Performance / Provide Feedback	**Monday** – holiday **Tuesday** Students practice asking and answering in-depth interview research questions for better result. **Wednesday** Students practice recording video interview clips for better visual and audial quality **Thursday** Students practice uploading, downing and editing interview video clips to the classroom laptops with digital media software installed. **Friday** Students practice publishing and posting video clips to the created blogs/websites	5	Different handouts; Big posters; Digital tables and charts; Graphic organizer; Google Classroom, Google Forms; on-line digital media websites; Lynda.com training account; laptop e-portfolios, digital profiles on the created blogs or websites.

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Transition	Students sign out digital cameras, camcorders, tripods, microphones, speakers, classroom laptops for peer in-depth interviews	5	Digital cameras, camcorders, speakers, tripods, microphones, Classroom laptops, SD cards, USBs.
Provide Input for technology integration and application	Teacher gives individual/group projects feedback and check-in/follows-up personally or on the Google Classroom regarding student's homework, class assignment, test, 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 posting on-line regarding their research projects. Posting their research project in-depth interview video clips. Turn in their homework, daily assignment, small/big group discussion products; Revision and self-assessment/reflection during class discussion; test and quiz using Google Forms; Posts research projects on the Google Classroom and on their created blogs/websites	5	Laptop, Google Classroom accounts, Google Forms; self-created blogs/websites
Closure	Teacher review the learning objectives of the day; students check off the daily/weekly/monthly assignment/assessment, turned in/check-in with teacher for assignment clarification in person or on the Google Classroom. Self-assessment/reflection/revision on line posted into Google Classroom/self-created blogs/websites or in person in class with the teacher.	5	Daily/weekly/monthly assessment on Google Classroom/Google Forms/blogs/websites or in person in classes.
Reflection – Notes to Self	• Teacher will ask self what worked well, what didn't and why not at the end of each day. What would be the changes the teacher would make If she teach this lesson next time and why? • Students will do self-assessment/reflection/revision on line posted into Google Classroom/self-created blogs/websites or in person in class with the teacher every day.		
Assessment	• Class reading, participation, discussion and reaction papers writing/posting daily/weekly/monthly 25% • Google Classroom on line posting and submission regarding research projects, in-depth interview questions and answers 25% • Individual/Group projects for class presentation and discussion; Monthly test and pop quiz using Google Forms 25% • Research project submission – Word document/Google doc. for research projects and video clips postings on personal created blogs/websites 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

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Resource

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