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

Language Level	**Comprehensive Chinese**	**Grade**	**12**	**Date**	**3/28-4/1/2016**	**Day in Unit**	**120 - 124**	**Minutes**	**45-60**
WIDA Level	**Level 5 & 6 – Bridge & Reaching**								
Unit Theme	• The export and import between China and the United States of America throughout history • The economic development through major production in China and in the U. S. A. • Personal investment planning for the future in life with $10,000								
Essential Question	• The when, where, who, what, why and how people export and import between China and the United States of America • What are the major product, idea, culture and technology people like to trade? • What are the evidence/artifacts exist in different Museums, collections or trades regarding the export/import between China and the Unites States? • What are the similarity and difference between China and the U.S.A. regarding economic development in the recent years? • What are our plans regarding how we invest in our future?								
Daily Topic for the week	**Monday:** What are our plans to invest in our future with $10,000 dollars? (Power Point Presentation with voice over) **Tuesday:** What are the priority regarding our investment for our future? (Using Power Point Presentation or Poll Everywhere) **Wednesday:** What are we investing in our education for our future? **Thursday**: What are we investing in our environment for our future? **Friday**: What are we investing in our energy for our future generation?								
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 are presenting our investment plan using Power point presentation with voice over or presenting in class **Daily review objective** – we are practicing using Excel and Power Point presentation with voice over to share our ideas regarding investment for our future. **Weekly objective** – we are practicing using Premiere Element 12 to create our digital story telling regarding investment for our future **Tuesday** **Daily content objective** - we are presenting our investment with graph and table using Excel and/or Power Point Presentation with voice over **Daily review objective** – we are practicing sharing information and finding on							

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			line and make categorization using Poll Everywhere regarding our research projects **Weekly objective** – we are practicing sharing our idea regarding our research finding with digital graphic organizers and Power Point Presentation with Voice Over. **Wednesday** **Daily content objective** - we are practicing sharing our idea regarding our investment in education for our future **Daily review objective** – we are practicing sharing our research finding with evidence, APA style resource and digital media **Weekly objective** – we are practicing sharing each other's perspectives for our research and using Premiere Element 12 to edit video clips we created **Thursday** **Daily content objective** – we are practice sharing our finding regarding our investment in our environment for our future **Daily review objective** – we are practice sharing our research finding with evidence, APA style resource and digital media on line **Weekly objective** – we are practicing sharing each other's perspectives for our research and using digital media to tell our story **Friday** **Daily content objective** – we are practice sharing our finding regarding our investment in our energy use for our future **Daily review objective** – we are practice sharing our research finding with evidence, APA style resource and digital media on line **Weekly objective** – we are practicing sharing each other's perspectives for our research and using digital media to tell our story
	Cultures	Use the different research projects to investigate, explain, and reflect on the relationship between the practices, products and perspectives of Chinese and American investment.	
	Connections	Build, reinforce, and expand our 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 regarding investment in China and in the United States of America.	
	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	

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		economic development in China and in the United States of America regarding investment.
	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 Boston and among different 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, info-grams, Google Classroom, Google Doc 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**
Gain Attention / Activate Prior Knowledge	• Students actively read and take notes for Chapter 4 –*China Today* from the text book – This is China • Information literacy and evidence search online for key words and major concept, product regarding economic development of investment in China and in the United States of America.	10	• Chapter 4, *This is China* (2010) PP. 7111 - 126 • *The Economist*. (2015). *Pocket World in Figures* 2015 Edition. London: Profile Books Ltd. • Information literacy on line and digital media software training for the research projects
Provide Input	**Monday** Teacher model presenting our investment plan using Power point Presentation with voice over or presenting the in class **Tuesday** Teacher models presenting our investment with graph and table using Excel and/or Power Point Presentation with voice over **Wednesday** Teacher models sharing our class idea regarding investment in education for our future **Thursday** Teacher models sharing our idea regarding our investment in our environment for our future **Friday**	5	• Teacher made Power Points Presentation, students created video clips, blog or websites and different websites on-line • *Chinese Text Project*. (2006-2016). Retrieved from http://ctext.org • Primary source, 2009 & 2006 • *ChinaMap* (2015) • Information literacy on line.

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	Teacher models sharing our class idea regarding our investment in our energy use for our future		
Elicit Performance / Provide Feedback	**Monday** Students practice presenting our investment plan using Power point Presentation with voice over or presenting the in class **Tuesday** Students practice presenting our investment with graph and table **Wednesday** Students practice sharing our idea regarding our investment in education for our future **Thursday** Students practice sharing our idea regarding our investment in our environment for our future **Friday** Teacher models sharing our class idea regarding our investment in our energy use for our future	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.
Transition	Students sign out digital cameras, camcorders, tripods, microphones, speakers, classroom laptops for video making/digital story telling	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 Docs. Google Drive and student created blogs or websites
Elicit Performance / Provide Feedback	Students make individual posting on-line regarding their research projects. Posting their research project for in-depth interview video clips. Turn in their homework, daily assignment, group discussion posters; Revision and self-assessment/reflection during class discussion; test and quiz using Google Forms; Posts research projects and reaction papers on the Google Docs, and Google Classroom as well as on their self created blogs/websites	5	Laptop, Google Classroom accounts, Google Forms, Google Drive, shared group Google Docs; self-created blogs/websites

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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 assignments; clarification in person or on the Google Classroom, school e-mails. Self-assessment/reflection/revision on line postings into Google Classroom/self-created blogs/websites or in person in class discussion with the teacher.	5	Daily/weekly/monthly assessment on Google Classroom/Google Forms/shared Google Docs/self created blogs/websites or in person in class discussion.
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 teaches this lesson next time and why? • Students will do self-assessment/reflection/revision on line posted into Google Classroom/self-created blogs/websites, school e-mails or in person in class with the teacher every day.		
Assessment	• Individual 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 group projects 25% • Individual/Group projects class presentation and in-class discussion; Monthly test and pop quiz using Google Forms 25% • Research project submission – Word document/Google doc./shared group 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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