

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

<b>Language Level</b>	<b>Chinese 2: Novice High - Intermediate Low weak</b>	<b>Grade</b>	<b>9-10</b>	<b>Date</b>	<b>September 2016</b>	<b>Days in Unit</b>	<b>4 weeks/ a month</b>	<b>Minutes Per lesson</b>	<b>45-60</b>
<b>Language Target</b>	<b>By the end of Chinese 2 year – Intermediate Med</b>				<b>May 2017</b>				
<b>WIDA Level</b>	<b>Level 5 &amp; 6 – Bridge &amp; Reaching</b>								
<b>Unit Theme/ Performance Objective</b>	We can have a conversation about our favorite sports and exercise routine; describe popular sports/Olympic Sports in Boston; narrate stories regarding celebrities of sports stars in Massachusetts; compare and contrast American football and soccer game/Tennis and table tennis games ... etc.								
<b>Essential Question</b>	How can I use connectors, measuring and transitional words more effectively in the connected sentences/string of sentences created to describe my favorite sports, exercise routine and sports stars in comparison with different sports?								
<b>Learning Targets</b>	<b>Mondays:</b> Create dialogue regarding favorite sports <b>Tuesdays:</b> Ask and answer questions regarding exercise routine <b>Wednesdays:</b> Describe popular sports/Olympic stars around Boston/in Massachusetts <b>Thursdays:</b> Narrate story regarding sports star/celebrities in U.S.A./China/around the world <b>Fridays:</b> Create e-book/blog posting to report/tell a story regarding my/family/school/community/cross-cultural favorite sports								
<b>Performance indicators</b>	<b>Presentational</b> – We can present information/express daily routines about our favorite sports. <b>Interpersonal</b> – We can ask for /give information about our popular sports/Olympic stars around Boston/in Massachusetts. <b>Interpretive</b> – We can express preference and opinions on our blogs/tweet/face book after listening to/reading a news posted/tweeted/broadcast on line regarding our favorite sports/Olympic stars								
<b>STANDARDS</b>	<b>LESSON OBJECTIVES</b>								

<p>✚ <a href="#">World-Readiness Standards for Learning Languages, 2015</a></p> <p>✚ <a href="#">Common Core State Standards Initiative: Preparing America's Students for College &amp; Career, 2015</a></p> <p>✚ <a href="#">ISTE Standards for Students, 2015</a></p>	<p><b>Communication</b></p>	<p><input checked="" type="checkbox"/> Interpersonal</p> <p><input checked="" type="checkbox"/> Interpretive</p> <p><input checked="" type="checkbox"/> Presentational</p>	<p><b>Students can:</b></p> <p><b>Mondays:</b></p> <p><b>Daily content objective</b> We will practice active reading, writing, listening, speaking and typing in order to create a conversation regarding favorite sports word wall/bank/sentence starters/connectors/idioms</p> <p><b>Daily review objective</b> We will practice creating presentational/interpersonal skit from a various topics for our e-books regarding our favorite sports</p> <p><b>Performance/Assessment objective</b> We are creating different word bank/sentence starters/connectors/idioms to use for our e-books regarding our favorite sports</p> <p><b>Tuesday</b></p> <p><b>Daily content objective</b> We will read/listen to a news article/posting regarding our favorite sports/Olympics stars</p> <p><b>Daily review objective</b> We will practice reading/listening regarding different news/postings we searched on-line for our e-books</p> <p><b>Performance/Assessment objective</b> We are self/peer editing with partners for our blog/e-book postings created for our blog/e-books and record it using webcam regarding our favorite sports/Olympics stars</p> <p><b>Wednesday</b></p> <p><b>Daily content objective</b> We will practice active reading, writing, listening, speaking and typing to describe our popular sports/Olympics stars around Boston/in Massachusetts</p> <p><b>Daily review objective</b> We will create different presentational/conversation skits for our e-books/blogs with movie over</p> <p><b>Performance/Assessment objective</b> We are recording the conversation/presentational skit using webcam and practice self/peer editing it.</p>
---	-----------------------------	--	---

			<p><b>Thursday</b>  <b>Daily content objective</b>                  We will practice active reading, writing, listening, speaking and typing regarding narrate stories of our favorite sports stars/Olympics celebrities  <b>Daily review objective</b>                  We will record the conversation skits/presentational movie with partners in class and practice self/peer editing it.  <b>Performance/Assessment objective</b>                  We are practice recording the presentational story-telling/conversation skits with partners and learning how to edit the video clips regarding our favorite sports/Olympics Stars  <b>Friday</b>  <b>Daily content objective</b>                  We will practice active reading, writing, listening, speaking, searching and typing regarding create e-book/blog posting to report/tell a story about my/family/school/community/cross-cultural favorite sports/Olympics stars  <b>Daily review objective</b>                  We will perform the presentational/conversation skits with partners in class and upload it to U-tube to publish.  <b>Performance/Assessment objective</b>                  We are practice recording the conversation skits with partners using power point presentation &amp; webcam and post it to our e-books and our blog/website.</p>
	<b>Cultures</b>	Use the languages to investigate, explain, and reflect on our relationship between the practices and perspectives in Chinese and American culture toward sports	
	<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 problem solving skills related to our favorite sports	
	<b>Comparisons</b>	Use the languages and cultures to investigate, explain, and reflect on our concept of cultures and our nature of languages through comparison between Chinese and American favorite sports	
	<b>Communities</b>	Use our languages both within and beyond the classroom to interact and collaborate with different communities in Boston, U. S. A., Beijing, China, Kaohsiung, Taiwan and around the globe.	
	<b>Common Core</b>	<p><u>CCSS.ELA-LITERACY.SL.9-10.1.B:</u>                  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</p>	

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

		for individual and team goals as needed.	
	<b>ISTE Standards for Students</b>	2. Communication and collaboration: Students use digital media, information literacy, Google Classroom, Forms, Doc and Slide 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 Content Knowledge</b>	Students practice presentational and interpersonal speaking/writing, interpretive reading and listening using NCSSFL-ACTFL Can-Do Statements for intermediate/advance level to create conversational skits and write essay with elbow partners to have conversation and describe/narrate various familiar and unfamiliar topics related to our favorite sports/Olympics stars	10	<a href="#">NCSSFL (2015)</a>
<b>Provide Input</b>	<p><b>Mondays</b> – Teacher models active reading, writing, listening, speaking, searching and typing regarding creating a conversation regarding favorite sports word wall/bank/sentence starters/connectors/idioms.</p> <p><b>Tuesdays</b> - Teacher models active reading, writing, listening, speaking and typing regarding asking and answering questions regarding my favorite exercise routine.</p> <p><b>Wednesdays</b> – Teacher models active reading, writing, listening, speaking and sentence making regarding describing our popular sports/Olympic stars around Boston/in Massachusetts</p> <p><b>Thursdays</b> – Teacher models active reading, writing, listening, speaking and sentences making regarding narrating story-telling regarding our favorite sports star/celebrities in U.S.A./China/around the world</p> <p><b>Fridays</b> – Teacher model active reading, writing, listening, speaking and performing regarding creating e-book/blog posting to report/tell a story regarding my/family/school/community/cross-cultural favorite sports/Olympics Stars</p>	5	Reading & listening: Liu, Y. Yao, T. Bi, N. Ge, L. & Shi, Y. (Eds.) (2010) Text Book & DVD. Pp. 227- 233

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

<b>Elicit Performance / Provide Feedback</b>	<p><b>Mondays</b> – Students practice active reading, writing, listening, speaking and sentence making regarding creating a conversation about favorite sports word wall/bank/sentence starters/connectors/idioms.</p> <p><b>Tuesdays</b> – Students practice active reading, writing, listening and speaking regarding asking and answering questions about my favorite exercise routine.</p> <p><b>Wednesdays</b> – Students practice active reading, writing, listening, speaking and sentence making regarding describing our popular sports/Olympic stars around Boston/in Massachusetts</p> <p><b>Thursdays</b> – Students practice active reading, writing, listening, speaking and sentences making regarding narrating story-telling about our favorite sports star/celebrities in U.S.A./China/around the world</p> <p><b>Fridays</b> – Students practice active reading, writing, listening, speaking and performing regarding creating e-book/blog posting to report/tell a story about my/family/school/community/cross-cultural favorite sports/Olympics Star</p>	5	<ul style="list-style-type: none"> <li>• Student’s Chinese notebooks</li> <li>• Google Classroom accounts</li> </ul>
<b>Transition</b>	Students have the teacher checking their Chinese notebook for writing then getting their assigned laptops for typing practice and technology learning	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 discusses the daily, weekly and monthly projects – conversation skits students created for their e-books; making video clips; saved into created e-portfolios and uploaded into Google Classroom and students created blogs/websites	10	Laptops, ear phones with microphones, USBs
<b>Elicit Performance / Provide Feedback</b>	Students turn in their daily homework, weekly and monthly assignments regarding created conversational skits; formative and summative assessment download into e-portfolio on the classroom laptops; upload it to the Google Classroom and students created blogs/websites.	5	Laptops, Gmail and Google Classroom accounts and student created academic blogs/websites
<b>Closure</b>	<ul style="list-style-type: none"> <li>• Students turn in their daily homework, weekly and monthly assignments regarding created conversational skits; formative and summative assessment download into e-portfolio on the classroom laptops; upload it to the Google Classroom and students created blogs/websites.</li> </ul>	5	Daily homework, weekly/monthly assignments; test per month and quiz every week as well as frequent formative assessment in person or on line every day.
<b>Reflection – Notes to Self</b>	<ul style="list-style-type: none"> <li>• Teacher will ask self what worked well and what didn’t work well and why at the end of each day. What would be the changes the teacher would make if 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>		

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

<b>Assessment - Daily/Weekly/Monthly</b>	<ul style="list-style-type: none"><li>• Class participation and daily formative assessment and weekly, monthly summative assessment 25%</li><li>• Google Classroom on line posting and e-book submission to the blog/website 25%</li><li>• Listening and speaking assessment using video clips and postings 25%</li><li>• Reading, writing and typing assessment using Word document, Power Point Presentation and Google Docs, Google Slides or Google Forms with the teacher in the classroom and submission on line to the Google Classroom and to the created blog/website 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

- Liu, Y., Yao, T., Bi, N. Ge, L. & Shi, Y (Eds.) (2010). *Integrated Chinese*. Level 1, 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](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 21<sup>st</sup> Century Skills (2015). *World Languages 21<sup>st</sup> Century Skills Map*. [Website]. Retrieved from [https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21\\_worldlanguagesmap.pdf](https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf)
- International Society for Technology in Education (ISTE). (2015). *ISTE Standards for Students*. [Website]. 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](http://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](http://www.wida.us).
- Adair-Hauck B., Glisan, E. & Troyan, F. (2013). *Implementing Integrated Performance Assessment*. The American Council on the Teaching of Foreign Language.

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

- 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.
- Venables, D. R. (2014). *How teachers can Turn Data into Action*. ASCD. Alexandria, Virginia, U. S. A.
- Sauer, T. et. al. (2016). A revised unit plan from a template on [www.LearningShifts.com](http://www.LearningShifts.com) designed with Thomas Sauer and teachers in Shelby County schools, Tennessee as well as Ceasar Rodney High School, Delaware.