

Chinese 2 / Unit 5 – Chapters A & B: Good Weather 天气				
This is the 3/6 unit for the year. This is a 6-week unit. Students will learn how to describe and discuss weather and temperatures, describe and discuss the seasons of the year, Talk about future events.				
<p>Essential Questions: How do you ask about the weather? How do you describe the weather? How to ask and state the temperature?</p> <p>Foundation E : What are features of China’s natural landscape and locate them on a map? How do you locate the Great Wall and the Grand Canal on a map?</p>				
Proficiency Target-Interpersonal Intermediate Low	Proficiency Target-Speaking Novice-Mid(+)	Proficiency Target-Listening Novice-Mid(+)	Proficiency Target-Reading Novice-Mid	Proficiency Target-Writing Novice-Mid
<p><u>I Can Statements</u></p> <ul style="list-style-type: none"> I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature 	<p><u>I Can Statements</u></p> <ul style="list-style-type: none"> I can list my favorite free-time activities and those I don’t like. I can talk about what I do on the weekends. 	<p><u>I Can Statements</u></p> <ul style="list-style-type: none"> I can recognize some common weather expressions. I can understand when people introduce themselves. 	<p><u>I Can Statements can identify</u></p> <ul style="list-style-type: none"> I can check off words or phrases on a to-do list, grocery list, or scavenger hunt list. 	<p><u>I Can Statements</u></p> <ul style="list-style-type: none"> I can fill out a simple schedule. I can label activities and their times in my daily schedule. I can create a list of topics or categories using vocabulary I have learned.
Assessments:				
<p>Diagnostic:</p> <ol style="list-style-type: none"> Essential questions Pre-assessment Class participation Q&A Digital components from the Supersite 		<p>Formative:</p> <ol style="list-style-type: none"> Vocabulary quizzes Oral dialogs Games and songs Labeled drawings Listening practice 		<p>Summative:</p> <ol style="list-style-type: none"> Unit test Performance-based assessment – Speaking or Writing Project
<p>Standards to address in Unit:</p> <p>I. Communication</p> <p>Interpersonal Mode of Communication (IP)</p> <p>MLII.IP1 The students exchange spoken and written information in the target language, utilizing cultural references where appropriate. The students:</p> <p>B. Express feelings and emotions.</p> <p>G. Ask questions and provide responses about plans and events.</p> <p>MLII.IP2 The students demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in the target language.</p>				

A. Initiate, participate in, and close an oral or written exchange.

Interpretive Mode of Communication (INT)

MLII.INT1 The students understand spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials.

A. Identify main ideas and essential details when reading and listening.

Presentational Mode of Communication (P)

MLII.P1 The student's present information orally and in writing using familiar and newly-acquired vocabulary, phrases, and patterns.

C. Write short, organized compositions, using visual and technological support as appropriate.

MLII.P2 The students present rehearsed and unrehearsed material in the target language, such as skits, poems, short narratives, and songs.

A. Demonstrate Novice-Mid to Novice-High proficiency in pronunciation and intonation when presenting material.

II. Cultural Perspectives, Practices, and Products (CU)

MLII.CU1 The students understand perspectives, practices, and products of the cultures where the target language is spoken and how they are interrelated.

A. Participate in real or simulated cultural events, such as family activities and holiday celebrations.

III. Connections, Comparisons, and Communities (CCC)

MLII.CCC1 The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another.

A. Compare and contrast traditions, such as holidays, foods, and celebrations.

C. Compare and contrast the geography of the countries of the target language and the students' own country and discuss its impact on culture

MLII.CCC2 The students demonstrate an understanding of the similarities and differences between the culture(s) studied and those of the students' own culture.

Know:	Understand:	Do:
Weather and season vocabulary in general simple weather report.	The different between 摄氏 and 华氏。 Know to use language patterns 又...又... Understand the metric system in China	Read and write simple words and phrases relate to the weather in Chinese. Describe the weather. Ask about the weather Describe the climate and season.

Major Concepts: (Consider all 4/5 Cs)

Concept 1	Concept 2	Concept 3	Concept 4	Concept 5
Describe and discuss temperatures and the weather.	Describe and discuss the seasons of the year Culture: climate in China	Talk about events in calendar	State flavors of ice creams	State conditions of temperature appliances Make comparisons between objects

<p>Essential Vocabulary:</p> <p>晴天/阴天/多云/下雪/打雷/下雨/刮风/</p>	<p>Essential Vocabulary:</p> <p>春天/夏天/秋天/冬天/冷/凉/</p>	<p>Essential Vocabulary:</p> <p>上上个星期/上个星期/这个星期/下个星期/下下个星期</p>	<p>Essential Vocabulary:</p> <p>冰淇淋/香草/巧克力/草莓/抹茶</p>	<p>Essential Vocabulary:</p> <p>总是/坏/又/比较/温暖/热/空调/暖气/摄氏/华氏</p>
<p>Essential Structure:</p> <p>怎么样?</p>	<p>Essential Structure:</p> <p>又...又 比较 太...了</p>	<p>Essential Structure:</p> <p>会 见</p>	<p>Essential Structure:</p> <p>什么口味的?</p>	<p>Essential Structure:</p> <p>坏了</p>
<p>Text/Digital Resources</p>	<p>Text/Digital Resources</p>	<p>Text/Digital Resources</p>	<p>Text/Digital Resources</p>	<p>Text/Digital Resources</p>
<p>Artifact & Evidence:</p>	<p>Artifact & Evidence:</p>	<p>Artifact & Evidence:</p>	<p>Artifact & Evidence:</p>	<p>Artifact & Evidence:</p>