

Unit 4&5

My Daily Life



Unit Introduction

Topics to be covered in Unit 4 are Time, Daily Routines, Means of Transport, Colours, Clothing and Parts of the Body. Apart from basic speaking and listening skills, skills of reading and writing will also be focused when we get more familiar with structural conventions. We will learn 8-10 Hanzi per topic.

Unit Priority Standards

- I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts
- I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.

Unit Transfer Goals

- Communicate effectively demonstrating cultural competence in order to function in a variety of situations and for multiple purposes in local and global communities.
- Investigate, explain and reflect on aspects of the target culture and language present in authentic materials in order to access and evaluate diverse perspectives.
- Reflect on the nature of language in order to develop effective language-learning strategies.

Unit Essential questions
1. Does practice make perfect: What role does accuracy play in communications?

2. How to improve my proficiency in the utilization of language in real-life scenarios?	
Acquisition of Knowledge Skill	
<i>Students will know...</i> <ol style="list-style-type: none"> 1. Language correction is key to making communication possible. 2. Understanding how languages work helps us to develop strategies that allow us to acquire another language successfully. 3. When organising sentences, we should pay attention to the similarities as well as differences between Chinese and other languages we speak. 4. Tense is indicated by time expression in Chinese. There is no change in the verb. 5. Sentence order: Subject + Time + Verb1 +Verb 2. (Verb 1 serves as a method) 	<i>Students will be skilled at...I can...</i> <ol style="list-style-type: none"> 1. Developing an understanding of the formation of the Chinese characters and the radicals. 2. Prepare and deliver a presentation in front of a large audience. 3. Maintaining conversations about topics covered this term. 4. Writing longer paragraphs to introduce a person. 5. Making a presentation to introduce family. 6. Talk about one's favorite colour and cloth style. 7. Make a presentation on the design of your dream school uniform. .

Unit Plan

Week 1:	Time
Learning Target(s):	<input type="checkbox"/> Use different expression to tell the time.
Acquired Knowledge:	<input type="checkbox"/> Ask and tell the time. <input type="checkbox"/> Use the word 'half, one quarter, three quarters and fall short of' to tell the time.
Skills, Activities, Due Dates and Assessments:	Learning check: - Reading aloud Performance Task: - Interpersonal speaking

Week 2:	Daily Routines
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Learning Target(s):	<input type="checkbox"/> To tell the time with am. pm. <input type="checkbox"/> To name a range of daily activities. <input type="checkbox"/> To make a presentation about family's daily routines
Acquired Knowledge:	<input type="checkbox"/> Time expressions with am/pm in Chinese <input type="checkbox"/> Basic Radicals <input type="checkbox"/> Sentence order: Subject + Time + Verb.
Skills, Activities, Due Dates and Assessments:	Learning check: - Hanzi and sentences Performance Task: - Presentational Speaking: My Daily Routines

Week 3:	Means of Transport
Learning Target(s):	<input type="checkbox"/> To name a range of means of transport. <input type="checkbox"/> To exchange how one gets to a place by different means of transport.
Acquired Knowledge:	<input type="checkbox"/> Basic Radicals <input type="checkbox"/> Sentence order: Subject + Time + Verb1 + Verb2. (Verb 1 serves as a method)
Skills, Activities, Due Dates and Assessments:	Learning check: - Hanzi and sentences Performance Task: - Presentational Speaking: How I get to

Week 4:	Colours
Learning Target(s):	<input type="checkbox"/> To exchange information about personal preferences for colors.
Acquired Knowledge:	<input type="checkbox"/> Descriptive sentence structure

Skills, Activities, Due Dates and Assessments:	Learning check: <ul style="list-style-type: none"> - Reading aloud - Hanzi and sentences Performance Task: <ul style="list-style-type: none"> - Interpretative listening - Interpersonal speaking - Interpersonal writing
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Week 5:	Clothing 1
Learning Target(s):	<input type="checkbox"/> To name a range of clothing, for example, shirt, T-shirt, pants, skirts, etc. <input type="checkbox"/> To introduce what a person wears.
Acquired Knowledge:	<input type="checkbox"/> Basic Radicals <input type="checkbox"/> Yes-or-no questions and responses
Skills, Activities, Due Dates and Assessments:	Learning check: <ul style="list-style-type: none"> - Hanzi and sentences Performance Task: <ul style="list-style-type: none"> - Interpretative listening - Presentational speaking - Presentational writing

Week 6:	Clothing 2
Learning Target(s):	<input type="checkbox"/> To consolidate the words and sentence structures of clothing. <input type="checkbox"/> To describe a person's clothing and colours.
Acquired Knowledge:	<input type="checkbox"/> Basic Radicals <input type="checkbox"/> Descriptive sentence structure
Skills, Activities, Due Dates and Assessments:	Learning check: <ul style="list-style-type: none"> - Hanzi and sentences Performance Task: <ul style="list-style-type: none"> - Interpretative listening - Presentational speaking

Week 7:	Parts of the Body
Learning Target(s):	<input type="checkbox"/> Describe one's appearance.
Acquired Knowledge:	<input type="checkbox"/> Basic Radicals <input type="checkbox"/> Descriptive sentence structure
Skills, Activities, Due Dates and Assessments:	Learning check: <ul style="list-style-type: none"> - Speed Reading - Hanzi and sentences Performance Task: <ul style="list-style-type: none"> - Interpretative listening - Interpretative reading - Presentational speaking - Presentational writing

Assessment Details

Evidence	
I will check students' understanding throughout the unit by...	
Summative Performance Tasks <ul style="list-style-type: none"> • Interpretive listening • Interpretative reading • Interpersonal speaking • Presentational speaking • Presentational writing • Interpersonal writing Standards Aligned Linked Rubric	Formative Learning Check <ul style="list-style-type: none"> • Vocab & Grammar • Project Information about all graded quizzes will be provided to the students prior to the quiz day. Rubrics