**CHINESE FLAGSHIP SECONDARY CURRICULUM**

**CHINESE – Level 2**

**Unit 1: My School Life**

**Topic 1: My Daily Schedule**

**What will students be able to do by the end of the topic?**

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|  **Speaking/****Listening**(interpersonal and presentational) | · Students can specify when they participate in certain activities.· Students can use time adverbials or conjunctions to describe the sequence of daily routines and schedules.· Students can conduct a conversation discussing their daily routines and schedules. |
| **Reading** (interpretive) | · Students can interpret given course schedules.· Students can demonstrate understanding of short passages describing someone’s daily routine, schedule, and/or activities. |
| **Writing** (presentational) | · Students can write about their schedule based on their choices of classes and activities.· Students can write a short paragraph describing the sequence of different routine activities and school schedules.· Suggested characters to write:  起床、刷牙、洗脸、洗澡、吃饭、上学、上课、放学、回家、睡觉、做作业、从、到、先、再、然后 |

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| **Vocabulary** | **Phrases/Grammar** |
| 起床 wake up, get out of bed刷牙 brush teeth洗脸 wash face洗澡 bathe/shower吃饭 eat meals上学 go to school上课 go to class放学 school out (upon dismissal)回家 go home做作业 do homework睡觉 sleep先 first再 then/again然后 thereafter从 from到 to | Phrases:我六点起床。Variation: 我每天六点起床。我从十一点到十一点半吃午饭。我先做作业，然后吃晚饭。我先吃饭再洗澡。Grammar:Word order: STVO (subject + time + verb + object)Prepositions: 从… 到…Sequential conjunction 然后Sequential adverbs: 先，再  |

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| **Planning for Instruction** |
| **What instructional activities will be used?** |
| **Lesson 1: My Daily Routine****Objective:** Students can name and list their daily routine activities.**Vocabulary:** 起床、洗脸、刷牙、洗澡、吃饭、上学、上课、放学、回家、做作业、睡觉 *Note: this unit/topic begins with a review of telling time (e.g., 现在几点？) and different segments of the day (e.g., 早上、下午、晚上, etc.), which activities are not recorded in this lesson plan as they were presumed taught in level 1.**Teach Vocabulary:*  * PPT “[我的一天](https://docs.google.com/presentation/d/19uCa1aPZs5Lxb_Lgn9fTBYjKB_lQA1n71xpf6yogpxY/pub?start=false&loop=false&delayms=3000)”
* [Vocabulary Sheet](https://docs.google.com/document/d/1Xnn9IietaFT9YGAb1anAcHDQnY7RxsHOpMKHS-m9BKA/edit)
* [Flashcards](https://docs.google.com/document/d/1tyh_LpP2dpcWZHj2nxcp7KNkX3r96HJ3wwLc4wVSKZE/edit)

*Activity A:** Comprehensive Charades – Speaking and Writing Variations ([link](https://docs.google.com/document/d/1mofSdhmXZgwS70qjsuKl1xZJDCPiFEvi-v6msiymDgw))

 *Activity B:** Survey/Conversation Activity ([link](https://docs.google.com/document/d/1LbY05XFLRTrDOv0AGSNf8IHEv-XKJe4Zp-GrNipul9c/edit))

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| **Lesson 2: My Daily Schedule****Objective:** Students can specify when they do certain daily activities**Vocabulary:** 从、到 *Teach Vocabulary:*  * Review daily routine activity words (PPT “[我的一天](https://docs.google.com/presentation/d/19uCa1aPZs5Lxb_Lgn9fTBYjKB_lQA1n71xpf6yogpxY/pub?start=false&loop=false&delayms=3000&slide=id.p23)”, same as lesson 1 above)
* PPT 从 [time 1] 到 [time 2] (PPT “从到” [link](http://drive.google.com/open?id=1n8wGd1HStzr6iQzeBJKysYDgImN-Kb5m2bouAcPM4uc), slides #1-5)
* PPT 从 [time 1] 到 [time 2] ＋ [action] (same link as above, slides #6-15)

 *Activity 1:** “Silly” Sentence Making ([link](https://docs.google.com/document/d/1QJg173ZivDilt-zBV7OXHX6nywTm3QDJM_8jAf8ReG8/edit))

 *Activity 2:** Collaborative Writing and Storytelling ([link](https://docs.google.com/document/d/1HsWk3kiE__jTdI3700fdtdtNEyHI8y1Uy_FSumN2KCY))

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| **Lesson 3: Daily Activities****Objective:** Students can describe daily schedules in sequential terms **Vocabulary:** 先… 再; 然后…**.** *Teach Vocabulary:*  * Review daily routine activity words (PPT “我的 一天”, same as lesson 1 above)
* Optional review (hobby words, such as play sports, from level 1)
* PPT [先、再、然后](https://docs.google.com/presentation/d/14c-BucZtL674eiNgZwVNtf-2E4dmWyF0YxAMrdm7nRA/pub?start=false&loop=false&delayms=3000)

 *Activity 1:** [Conversing About My Daily Activities](https://docs.google.com/document/d/1NB_d-CmAJYno1kEVlPsXpiNAgbpWIllbTRTRu6L9g18)

 *Activity 2:** [Story Writing and Sharing – Group and Individual Twists](https://docs.google.com/document/d/1fcVS_12M0nYTMbf0AafzbsWJl2o9-kypFvVFB38NvsU/edit)

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| **Lesson 4: My Daily Schedule** **Objective:** Students can apply learned vocabulary and patterns to accomplish reading and writing tasks**Vocabulary:** Review 从… 到… & 先、再、然后*Teach Vocabulary:*  * Review daily routine activity words (same link as lesson 1 above, use PPT or flashcards)
* Review patterns: 从… 到… & 先、再、然后 (same link as lessons 2 & 3 above)
* Optional: Review “ Chinese 1” vocabulary (e.g., 打篮球、游泳、中文、英文, etc.)

*Activity 1:** Jigsaw Reading – an Information Gap Reading Activity ([link](https://docs.google.com/document/d/1gKqAPm-qoFkLF3mDBW9oOJIcOmPrQgjG6zbd-S39f7c/edit))

 *Activity 2:** [Writing Activity: An American Secondary Student’s Daily Life (link)](https://docs.google.com/document/d/1scXZYzodIyg3TFbehnd-RrvEfMQqbp569w7bvWLOxbc/edit)

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| **Culture Activity***Activity:** Activity Name: Chinese 12th graders’ life and 高考
* [Activity instruction](https://docs.google.com/document/d/1Pfn5FpB6dLmJ3KcAuwPjhXUkIoKYl3JdCXRxUzfAcFg/edit)
* Video clip (link inside the “activity instruction”)

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