

Unit Plan

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Unit Title:	One Belt One Road Transportation	Grade(s)/Class:	Grades 4-6 (9-11 years old)	Proficiency Level:	Novice High	Time Period:	
Step 1: Identify Desired Results							
Big Idea: <i>(What you want students to remember after they've forgotten the details of the unit.)</i>	Means of transportation changed overtime, China's policy "One Belt One Road" help develop many new means of transportation through Europe and Asian countries.		Essential Questions: <i>(These are initial questions to provide students at the start of the unit to think about the big idea.)</i>	<ol style="list-style-type: none"> 1. What is OBOR? 2. What means of transportation do people use for OBOR? 3. What's the differences between today's transportation and transportation in ancient time? 			
World Language Standards:	<p>1.1.N.SL.i Ask for and obtain information in everyday situations in the target language about time, place, price, size, relating to restaurants, stores, transportation, and services.</p> <p>1.1.N.SL.k Share opinions and preferences in the target language with their classmates.</p> <p>1.3.N.S.c Record materials in the target language, such as a puppet show, fashion show, or weather report.</p> <p>2.1.N.F.c Describe how daily needs are met within a community or culture in which the language is spoken (housing, shopping, food preparation, transportation, health care, access to public services)</p> <p>4.2.N.a Identify basic target culture practices and compare them to one's own.</p>						
Content Standards:	<ul style="list-style-type: none"> · 1—G4.0.1 Use components of culture (e.g., food, language, religion, traditions) to describe diversity in family life. 						

<p>To Students will understand that... (Important concepts that students need to understand. This is tied to the big idea.)</p>	<p>Students will know ... (Important knowledge, facts, key concepts students should master.)</p>	<p>Students will be skilled at ... (Important skills and processes students should be able to do at the end of this unit.)</p>
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<p>There are many countries involved in the OBOR project. In ancient time, people rode horses, camels and elephants, or took boats between countries in the Silk Road exploration in order to trade for goods. Today, people take trains, planes, high-speed rails and boats to trade goods between countries.</p>	<p>Key words and sentences relating to the transportations involved in the OBOR project.</p> <p>words :</p> <p>坐, 骑, 坐飞机, 坐高铁, 坐火车, 坐船, 骑马, 骑骆驼, 骑大象, 快, 慢, 舒服, 又, 因为, 去, 它, 中国, 印度, 意大利, 俄罗斯, 英国</p> <p>Sentences:</p> <p>你要去哪里?</p> <p>我要去.....。</p> <p>你怎么去.....?</p> <p>我(坐飞机)_去_(英国)。</p> <p>我喜欢(坐高铁)_ , 因为它又快又舒服。</p> <p>我从..... (骑马) 到.....。</p>	<p>How to exchange information about take transportation to one destination.</p> <p>How to share opinions about the reason why they choose certain kind of transportation.</p>
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Step 2: Assessment Descriptions

<p>Performance Task(s): (This is the summative assessment task that students will perform in order to show they have mastered the big idea and the understandings.)</p>	<p>Other Task(s): (These are the formative assessment tasks that students will perform in order to show they have mastered the big idea and the understandings.)</p>
<p>· Final Project Every student designs their own travel plan and their means of transportation. Work in pairs to exchange the information about their plan using the sentence structure learned. Each group of two needs to practice and record their conversation as a unit project.</p>	<p>· Observation assessment:</p> <ul style="list-style-type: none"> ● Can students use the target language correctly and appropriately in classroom activities? ● Can student choose the appropriate transportation for different situation? ● Can student answer the teacher's appropriately?

Step 3: Planned Learning Experiences & Instruction

(Add as many lessons as needed. These are key experiences that will be further developed within lesson plans development. Also, include a brief description of lesson or outline the lesson.)

Lesson 1	<ul style="list-style-type: none">• Unit hook• Learn the vocabulary of transportation• Share likes and dislikes about transportation and explain the reason why in Chinese
Lesson 2	<ul style="list-style-type: none">• Review means of transportation• Learn the countries• Share plans of going to a destination and choose their transportation.
Lesson 3	<ul style="list-style-type: none">• Review• Introduce the sentence 从..... (transportation) 到.....。• Tell a story of an ancient traveller and a story of a modern traveller
Lesson 4	<ul style="list-style-type: none">• Unit project