



77AERO:SBC Basic Unit Template

Subject/Course:	Chinese/Advanced (language level: approaching to near native)
Grade Level:	G9-G12
Topic/Concept:	Mini Story
Estimated Time Required:	4-5 weeks
Developed by:	Ada Chen

Desired Results:

1. What do we want students to know or be able to do? List standard(s) and relevant benchmark(s)?

1.1 Students will converse, provide and obtain information, express feelings, emotions, and ideas, and exchange opinions in the target language.

h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.

1.2 Students will understand and interpret writing and speech on a variety of topics in the target language.

d. Analyze target language literary works orally and/or in writing.

1.3 Students will present information, concepts, and ideas to listeners and/or readers on a variety of topics in the language studied.

c. Prepare and deliver oral presentations, such as speeches and debates, on various topics.

e. Create stories, poems, short plays, or skits based on themes, ideas, and perspectives from the target cultures.

3.1 Students will use the foreign language to reinforce and further their knowledge of other disciplines.

b. Integrate and apply skills from other disciplines, including technology, to the target language classroom and activities.

2. What are the enduring understandings that this unit is built upon?

- The power of literature empowers the human being.
- Working with literature can foster empathy in human beings.

3. What essential or unit questions will prompt curiosity and focus?

- Why is literature everlasting, influencing generation after generation?
- What would happen if literature were to disappear?
- How do we write a good, touching mini story?
- How do we appreciate the beauty or power of a good work of literature

4. In the context of this unit, what specific knowledge or skills do you want the students to acquire?

Knowledge:

- 1) the basic three elements of a novel and a mini-story: (character, story line, setting)
- 2) features of the mini-story

Skill:

- 1) Ability to observe every day life to collect resources to write a story
- 2) Use of the basic elements and features to compose a mini story

Evidence of Learning:

How will we know if students have achieved the desired result and can meet the standard(s) and benchmark(s)?

1. Provide a detailed description of the culminating task (summative assessment):

Task 1: You are an author of a book which has been made into a movie. You want to promote your book to a larger audience. You are making an oral presentation of your book. Create your presentation that includes:

- ✓ A brief introduction of the book
- ✓ A detailed analysis of the book, including the three elements of a novel
- ✓ Two highlights of the book, which can use segments of the movie as your visual aids
- ✓ Express your feeling about the movie as conclusion
- ✓ Q&A for your peers
- ✓ Receiving feedback from your peers

Task 2: You are a student writer writing a mini story to post to a youth literature magazine. Your story can be about your school life, peers, teachers, parents, social life, society problems you have observed -- anything realistic. Your story will be assessed according to the rubric.

Oral Presentation/peer assessment in Chinese

宣讲人: _____ 介绍作品: _____	
_____分 (1-10)	语言
	<input type="checkbox"/> 用词准确、有效 <input type="checkbox"/> 用词形象、生动、丰富 <input type="checkbox"/> 句子准确、完整 <input type="checkbox"/> 有复杂句，比如关联词、比喻句、拟人句、排比句等 <input type="checkbox"/> 我能听懂大部分的句子
_____分 (1-10)	内容
	<input type="checkbox"/> 内容准确、完整 <input type="checkbox"/> 内容展开有条理、有结构 <input type="checkbox"/> 内容很丰富 <input type="checkbox"/> 内容能打动我 <input type="checkbox"/> 我能听懂大部分的内容
_____分 (1-10)	演讲
	<input type="checkbox"/> 演讲时的姿势很端正 <input type="checkbox"/> 演讲时与观众有眼神交流 <input type="checkbox"/> 语音、语调有变化 <input type="checkbox"/> 我喜欢他/她的演讲 <input type="checkbox"/> 演讲没有 <u>paper-reading</u>
总分	_____/30

Oral Presentation/Peer Assessment in English

Presenter: _____ Book: _____	
_____/10 (1-10)	Language
	_____ word choice is correct and effective _____ word choice is rich, active and vivid _____ sentences are correct and complete _____ complex sentences and rhetoric devices are used _____ I can understand most of the language
_____/10 (1-10)	Message
	_____ message is complete and correct _____ message has rich details _____ the details are arranged in an organized and logical way _____ the message can touch me _____ I can understand most of the message
_____/10 (1-10)	Presentation
	_____ good posture _____ have constant eye contact _____ tones, pronunciation and intonation can facilitate your presentation _____ I like your presentation _____ No paper-reading
Total	_____/30

Mini-Story Writing Rubrics in Chinese

		5 分	3~4 分	1~2 分
Format (5 分)	微、 小说	字数 400~1000 个字，完全符合 小说的格式，而 且合适。	基本能看出小 说格式	不清晰、不适 当，基本上没 有格式的意识
		5 分	3~4 分	1~2 分
Message (15 分)	新 (5)	形式新、构思自 然有新意	形式或构思有 新意，但是不 够自然	看不出新意， 流水账，不吸 引人
	奇 (5)	结尾奇特、情节 发展符合情理	结尾“情理之 中，意料之外” 缺其一	逻辑混乱，或 者无结尾
	密 (5)	情节紧凑、在有 限时间有限的空 间里矛盾达到高 潮	情节有高潮， 但是不清楚， 节奏太慢	节奏太慢，没 有结构
		9~10 分	7~8 分	5~6 分
Language (10 分)		语言是清晰的、 适当的，能体现 人物性格；词汇 丰富、语言流畅	总体语言是清 晰的、准确的， 有一些错误， 但是基本的句 型是准确的。	有限的语言表 达，使用了一 定范围的词 汇，有许多错 误，简单句的 结构大都清 晰，

Mini-Story Writing Rubric in English

		5	3~4	1~2
Format (5 points)	mini, novel	<ul style="list-style-type: none"> • Number of characters: 400-1000 • Completely fit the mini novel format and appropriate 	Barely can see the novel format	Format is not correct or appropriate
	Features of Mini Story	5	3~4	1~2
Message (15 points)	new (5)	idea is new, original and reasonable	idea is new but not reasonable	can see any new ideas and not reasonable
	surprising ending (5)	ending is surprising, the story is developed reasonable and naturally	ending is not surprising enough or the story is not developed reasonable or naturally enough	the logic is messy or no ending at all
	fast pacing (5)	story is well paced, reaching to climax very quickly	taking too long to reach a climax, a loose organization	story is developed too slowly, there is no structure
		9~10	7~8	5~6
Language (10 points)		Language is clear, appropriate and correct. Story figure is well presented.	Language is generally clear and correct, there is some errors.	Limited word choice, simple sentences, many errors.

Instructional Plan:

Provide a plan of your instructional activities, including time and materials needed. Map out, in steps, how you will get from the introduction of the unit to its conclusion so that by the end, your students can succeed on the culminating task and meet the benchmarks. Be sure to include any formative assessments at the points in the plan when you will need them.

Day & Learning Target	Procedures	Materials and Resources
<p>Day 1</p> <p>1) Recognize that mini-story/novel is one type of literature</p> <p>2) Be able to understand the three basic elements of the novel</p>	<ul style="list-style-type: none"> ➤ Introduce short selections from mini story/novels ➤ Group discussion: interpretations, impressions from the sample readings and what features they have noticed. <p>Teacher models how to analyze a novel from the perspectives of three basic elements (character, story line, setting) and introduces the graphic of the three elements.</p> <ul style="list-style-type: none"> ➤ Teacher introduces another short selection from a mini story. Students in groups try to use the three basic perspectives to analyze the story verbally in 5 minutes. Teacher meets with groups to finalize the analysis. ➤ Conclusion of Day 1: Basic understanding of the mini story format. Review the three basic elements used to analyze novels. (The graphic of the story line is borrowed from the drama dept.) 	<p>a. mini story/novel sample (short pieces, some classical pieces)</p> <p>b. Figures of three elements. (see attachment)</p>
<p>Day 2</p> <p>Reinforce the idea of the three basic elements</p>	<ul style="list-style-type: none"> ➤ Review the three basic elements by watching a mini movie about school life. ➤ Students are put in groups to analyze the story presented by the movie. The Thinking Map graphic is used as well as the story line graphic. Verbal Sharing of what they found in pairs, in groups. ➤ Group writing exercise: As if they were the screen writer, what would the story be. Write the story on a big poster paper as a group. ➤ Conclusion: Watching and re-representing the movie has helped them to better understand the three basic elements or perspective of the story. 	<p>a. mini movie of school life</p> <p>b. Thinking map templates</p> <p>c. The figure of story line</p>
<p>Day 3</p> <p>Application</p>	<ul style="list-style-type: none"> ➤ Revision: "World Café" activity to share their interpretations of the story. 	<p>a. blank sheet of Thinking Maps</p>

<p>of the three elements to analyze a real piece of mini-story in groups and individually</p>	<ul style="list-style-type: none"> ➤ Introduce an authentic mini story to the whole class. Split the class into three groups, each group responsible for one element/perspective of the story. Worksheets of the elements are provided for note-taking. ➤ Teacher monitors their work. ➤ Share their work. After all, teacher gives immediate feedback about their work. ➤ Put up their completed worksheet to display their analysis and understanding of the story. ➤ Homework: reading comprehension exercise. 	<p>b. reading comprehension exercise sheet</p>
<p>Day 4 Practice new learned skills of interpreting mini story individually</p>	<ul style="list-style-type: none"> ➤ Review their homework. Speed Dating activity to review and correct their reading comprehension worksheet. ➤ Three authentic mini stories are introduced to the students. Students can choose one to read according to their interest. Give them 20-30 minutes work on the interpretation based on the three basic perspectives. Free writing about their understanding and analysis. ➤ Sharing: the students are grouped by story chosen, share their interpretation and analysis. ➤ Homework: Find one book that interests them, and the movie for the book as well. 	
<p>Day 5 Introduction of the culminating task 1: Presentation of their analysis of the choose story book and receive peer's questions and feedback.</p>	<ul style="list-style-type: none"> ➤ Individual talk to the teacher about their reasons for choosing the book and their feelings about the book and movie. ➤ Students will work on a presentation about the book. Just as if they were the author of the book, they are trying to promote their book in front of their potential readers. Their presentation should include a brief introduction; analysis of the book based on the three perspectives; at least two highlights of the book using movie clips as their visual aides to reinforce the effect of what they presented; their feelings and thoughts about the book. ➤ Q & A the audience must ask questions about the presenter's book, movie, presentation. ➤ Peer Assessment + Teacher Observation 	
<p>Day 6 Working on the presentation</p>	<ul style="list-style-type: none"> ➤ Recap the requirements of the task 1, and walk students through the procedures and grading criteria. ➤ Students will use their class time to work on the presentation with teacher's guided 	

	instructions and help.	
Day 7 Presentation Day	<ul style="list-style-type: none"> ➤ The students are placed groups. Same or categorically similar books are presented at the same time. ➤ Peers can go to the presentation stations which interest them. ➤ Presentation-Q&A-Feedback 	
Day 8 Introduction of the Culminating task 2: Write their own mini story	<ul style="list-style-type: none"> ➤ Introduction of the writing task, procedures of writing the mini-story, grading criteria and final product. ➤ Using Thinking Map to draft their story. See attachment of the templates of the thinking map. ➤ Individual talk with teacher about their draft thinking or design using the Thinking Maps 	The same thinking maps that are used to analyze the mini story.
Day 9 Working time	<ul style="list-style-type: none"> ➤ Teacher feedback about their rough draft or design, work on their writing. ➤ Teacher checks on progress. 	
Day 10 Peer Editing Individual Editing	<ul style="list-style-type: none"> ➤ The first draft is completed. ➤ Peer Editing: Mirroring Process 1) Group students, 3 or 4 to a group. 2) Process: one student reads his/her writing, no explanation, just reads the whole story. 3) His/her elbow peer summarizes the writing. 4) The student clarifies anything that the peer misses or misinterprets. 5) The other peers take turns sharing highlights they found in the story. 6) They also take turns to ask questions about the writing. No criticisms, no suggestions, only questions. 7) the student answers the questions, shares his/her reaction to the feedback about the highlights and to the questions. He/she tells his/her plan on how to edit the story. ➤ This Mirroring process will be finished within the groups. ➤ After the mirroring process, the students will work on their own individual editing. 	
Day 11 Further editing with teacher's feedback and instructed guidance	<ul style="list-style-type: none"> ➤ The students give their second draft to the teacher for feedback with 2 critical thinking questions for teachers to answer about their story. ➤ Students receive the teacher's feedback based on the criteria and answers to their questions, and work further on their story. 	

Day 12 Polish and Publish	<ul style="list-style-type: none"> ➤ The story is finalized. ➤ Students will print their finalized stories and turn them in. 	
Day 13 Selection of the best 20 stories within 3 classes	<ul style="list-style-type: none"> ➤ The students will be grouped to review all the stories collected from the other same-level classes, not just their own class. ➤ By comparing the standards, students assess, give a draft score, and pick the top 20 stories in each group. 	
Day 14 Closing the unit: Publish a mini-story journal	<ul style="list-style-type: none"> ➤ Teacher will be the last reviewer of all the stories, and will give final grade with reference to the students' opinions. ➤ The consensus of the best 20 stories will be collected and published into a students' mini story journal. ➤ All the students will be given one copy of the journal for their further reading. 	
Day 15 Summative Assessment: Unit Test	<ul style="list-style-type: none"> ➤ Oral: 3-minutes talk about the self reflection of this unit learning. Followed up with a conversation with teacher about this unit. ➤ Reading Comprehension Test: 4 mini stories with reading comprehension questions. 	

人物

描写：外貌、
语言、动作、
神态、心理

character

Descriptors: appearance,
language, movement, facial
expressions, emotions

情节



story line

beginning, development, climax,
ending

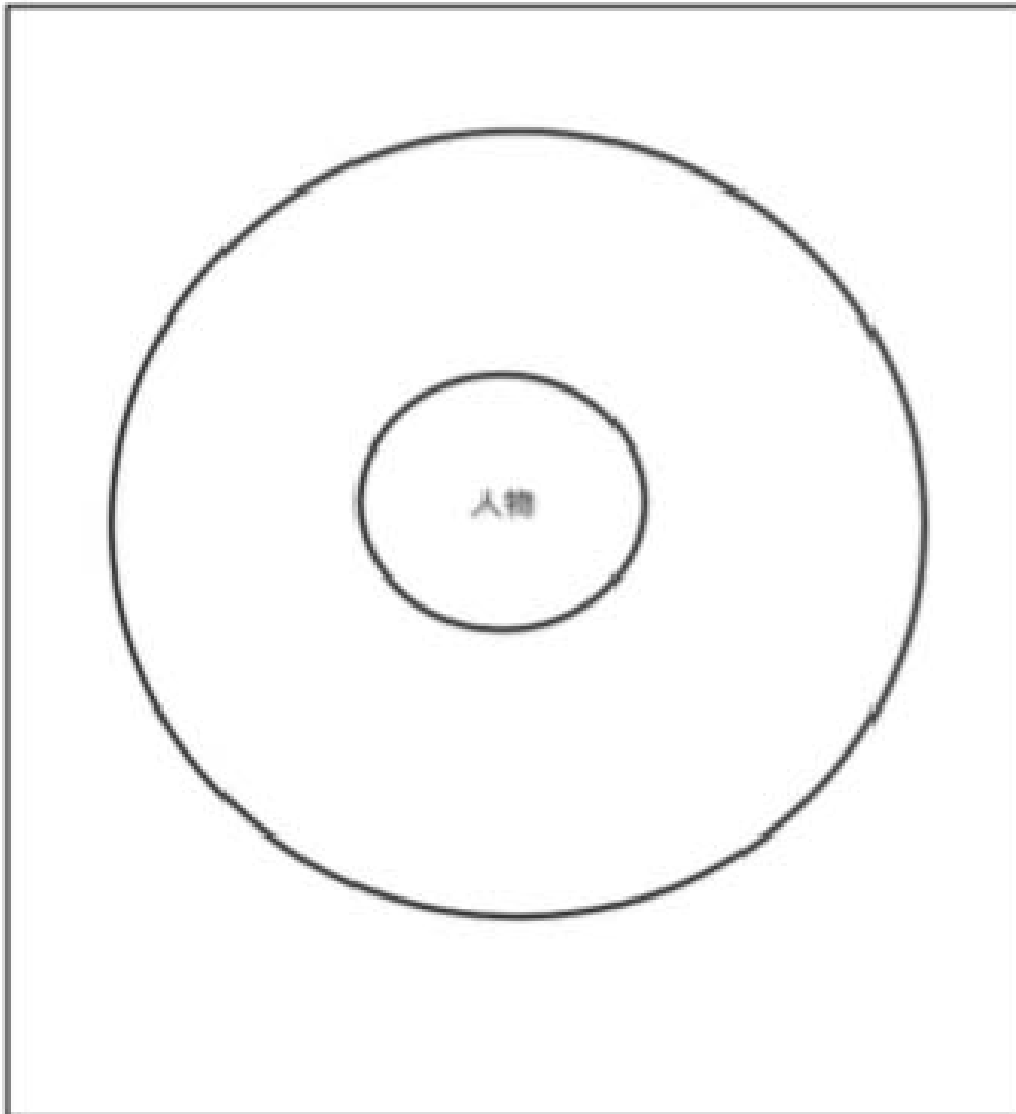
环境



setting

natural setting, social setting

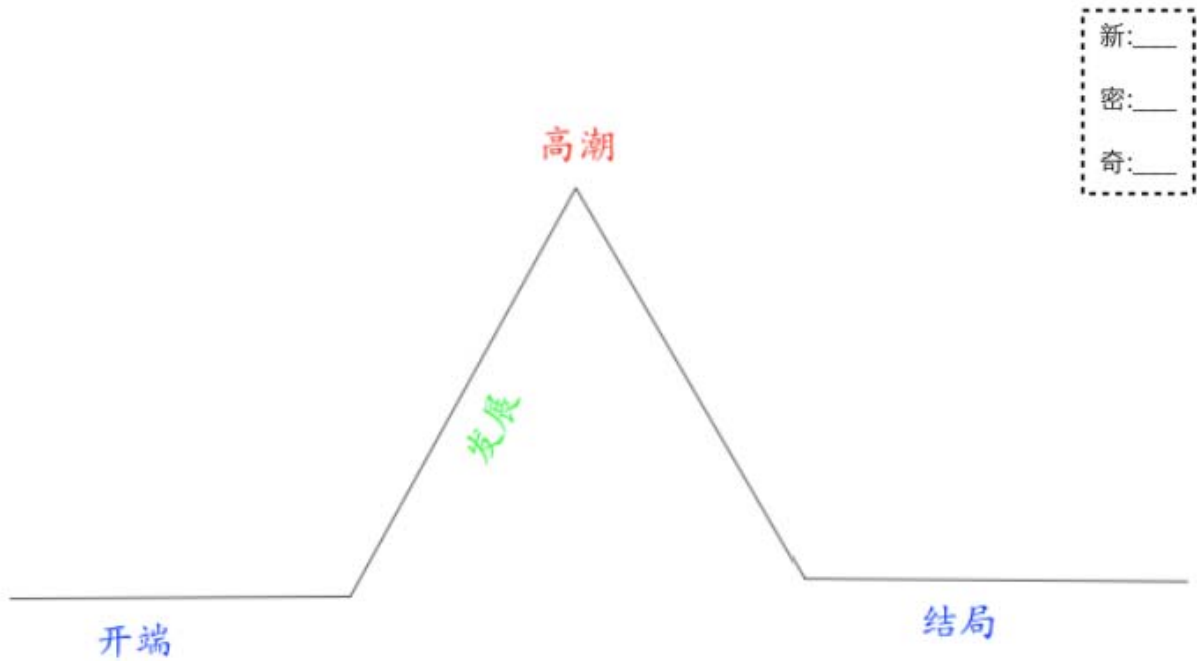
Graphic of Thinking Map



adjective of the characters

relevant details/ supporting details

characters



development

beginning

ending

climax

special features of mini stories:

new: fast paced: surprising ending:

环境



setting

natural setting

social setting