

<b>TEKS: Chinese Level 1</b> <b>Unit 1 – Introduction</b> <b>Hnayu Pinyin and Radical</b>	<b>TEKS:</b>	<b>Specifications:</b>
<p><b>INTERPRETIVE COMMUNICATION</b></p> <p>In the interpretive mode of communication, students demonstrate understandings of spoken and written communication within appropriate cultural contexts. Examples of this type of “one-way” Reading or listening include but are not limited to comprehension of digital texts, as well as printed, audio, and audiovisual materials.</p> <p>C2: Interpretive Communication: reading and listening. The student comprehends sentence-length information from culturally authentic print and digital materials and audio and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>a) demonstrate understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts;</p> <p>b) identify key words and details from fiction and nonfiction texts and audio and audiovisual materials;</p> <p>c) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials; and</p> <p>d) identify cultural practices from authentic print, digital, audio, and audiovisual materials.</p>	<p><b>Throughout all listed below, students will draw inferences and make connections to their own life and own culture.</b></p> <ul style="list-style-type: none"> <li>● C2: C: Understand and respond to basic Chinese radicals</li> <li>● C2:C: Watch a video and respond to questions</li> <li>● C2:A, C2:B, C2:C, C2:D: Listen, reflect, and respond to native Chinese speakers’ simple daily expressions</li> </ul>
<p><b>INTERPERSONAL COMMUNICATION</b></p> <p>In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this “two-way” communication include but are not limited to conversing face-to-face, participating in digital discussions and messaging, and exchanging personal letters.</p> <p>C1: Interpersonal Communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>a) ask and respond to questions about everyday life in spoken and written conversation:</p> <p>b) express and exchange personal opinions or preferences in spoken or written conversation</p> <p>c) ask and tell others what they need to do, should, or must do in spoken or written conversation</p> <p>e) participate in spoken conversation using culturally appropriate expressions, register, and gestures; and</p> <p>f) participate in written conversation using culturally appropriate expressions, register, and style.</p>	<ul style="list-style-type: none"> <li>● C1:A, C1:B, C1:E : Students will participate in a conversation with their teacher or classmates about common classroom expressions</li> </ul>

<p><b>PRESENTATIONAL COMMUNICATION</b></p> <p>In the presentational mode of communication, students present information, concepts, and ideas in spoken or written form to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include but are not limited to a presentation to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.</p> <p>C3: Presentational Communication: The student will present information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>a) state and support an opinion or preference orally and in writing; and</p> <p>b) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases and simple sentences.</p>	<ul style="list-style-type: none"> <li>● C3:A, C3:B: Students will be familiar with basic Chinese pronunciation</li> <li>● C3:A, C3:B: Students will be able to spell Chinese characters by using Pinyin.</li> <li>● C3:A, C3:B: Students will know basic information about the Chinese writing system</li> <li>● C3:A, C3:B: Students will be able to write a list of common radicals.</li> </ul>
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<b>Unit 1: Introduction</b> <b>Hanyu Pinyin and Radical</b>	Approximate Time: 6 weeks
<b>Unit Overview</b>	<p>In this unit, you will learn Hanyu Pinyin and a set of Chinese radicals. You will practice how to pronounce characters with Pinyin.</p> <p>By the end of this unit, you will also have acquired some basic daily expressions.</p>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>● The origin of Chinese characters</li> </ul>
<b>Conceptual Lens</b>	<ul style="list-style-type: none"> <li>● <b>Understanding, Responding to, and Producing Language</b> <ul style="list-style-type: none"> <li>○ Hanyu Pinyin</li> <li>○ Tones</li> <li>○ The Formation of Chinese characters</li> <li>○ Basic Chinese stroke</li> <li>○ Basic daily expressions</li> </ul> </li> <li>● <b>Using Language in Cultural Contexts</b> <ul style="list-style-type: none"> <li>○ General information about China and the Chinese Language</li> </ul> </li> </ul>
<b>Guiding Questions</b>	<p><b><u>Vocabulary</u></b></p> <ol style="list-style-type: none"> <li>1. Can you correctly sound out and write Chinese Radicals.</li> <li>2. Can you correctly sound out and write numbers one through ninety nine</li> <li>3. What are some expressions commonly used in the classroom?</li> </ol> <p><b><u>Grammar</u></b></p> <ol style="list-style-type: none"> <li>1. What is Hanyu Pinyin?</li> <li>2. What are the basic elements of a Chinese syllable?</li> <li>3. What kinds of letters are used in Pinyin?</li> <li>4. How do you sound out the Pinyin symbols?</li> <li>5. What are the five spelling rules for Hanyu Pinyin?</li> <li>6. How do you “spell” a Chinese word correctly?</li> <li>7. What is the Chinese writing system?</li> <li>8. How do you write a Chinese character?</li> <li>9. What is a “Chinese Radical”?</li> </ol> <p><b><u>Culture</u></b></p> <ol style="list-style-type: none"> <li>1. How were Chinese characters formed?</li> </ol>

	<ol style="list-style-type: none"> <li>2. What do you know about China (geography, population, economic and language)?</li> <li>3. Which famous tourist sites in China do you know?</li> </ol>
<p><b>Learning Targets</b> (Based on ACTFL Proficiently Guideline)</p>	<p><b>Proficiency Learning Targets</b> The student will be able to correctly...</p> <ul style="list-style-type: none"> <li>● pronounce Chinese syllables using Pinyin</li> <li>● pronounce and write common radicals.</li> <li>● use some common classroom expressions.</li> </ul> <p><b>Grammar Learning Targets</b> The student will be able to correctly...</p> <ul style="list-style-type: none"> <li>● use the five Pinyin spelling rules.</li> <li>● identify Chinese character formation.</li> </ul>
<p><b>Assessments</b></p>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>● Daily homework</li> <li>● Matching game</li> <li>● Finding a radical activity</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>● <u>Interpretive</u>: identify initial, final or tone for a syllable, understand the meaning of a radical.</li> <li>● <u>Interpersonal</u>: basic classroom conversations</li> <li>● <u>Presentational</u>: Writing common radicals</li> </ul>
<p><b>TEKS Addressed</b></p>	<p>See TEKS matrix above.</p>
<p><b>Topics of Unit 1</b></p>	<p><b>Vocabulary &amp; Grammar:</b></p> <ul style="list-style-type: none"> <li>● Pinyin</li> <li>● Radicals</li> <li>● Some useful classroom expressions</li> <li>● numbers</li> <li>● colors</li> <li>● animal names</li> <li>● body parts</li> </ul> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>● General information about China</li> <li>● Oracle script</li> </ul>

<p><b>Facts</b></p>	<ol style="list-style-type: none"> <li>1. Modern Standard Chinese (simplified Characters) will be studied.</li> <li>2. Hanyu Pinyin is a pronunciation system for Chinese. 25 letters from the Roman alphabet are used in Pinyin. There are four tones in Modern Standard Chinese. Tones play important role in Chinese.</li> <li>3. Chinese written script is called “characters”, which can be divided into six categories based on their formations. One character represents only one syllable.</li> <li>4. Chinese characters are grouped by their common elements, known as “radicals”. It is more effective to learn Chinese by starting from radicals.</li> </ol>
<p><b>Language of Instruction</b></p>	<p>Modern Standard Chinese Language  Expressions  Pinyin  Syllable  Pronunciation  Tone  Vowel  Consonant  Radical  Character  Word  Stroke  Number</p>
<p><b>List of Authentic Resources</b></p>	