

TEKS: Chinese Level 1 Unit 3 – Family	TEKS:	Specifications:
<p>INTERPRETIVE COMMUNICATION 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>Throughout all listed below, students will draw inferences and make connections to their own life and own culture.</p> <ul style="list-style-type: none"> ● C2:C: Listen and respond to a conversation about a family ● C2: C: Read and respond to a list of requests for a family ● C2:C: Watch videos and respond to questions ● C2:A, C2:B, C2:C, C2:D: Listen to, reflect on, and respond to Chinese native speakers talking about their families in Chinese
<p>INTERPERSONAL COMMUNICATION 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"> ● C1: A, C1: B, C1: E, C1:F : ask questions to each other and respond to one another, express and exchange opinions and preferences about family <ul style="list-style-type: none"> ○ Questions and discussions ○ Table Interviews ○ Family picture ● C1:A, C1:B, C1:F : ask questions to each other and respond to one another through text messages or email to express and exchange opinions and preferences stressing cultural differences between families in the U.S. and in China. ● C1:A, C1:B, C1:E : participate in a conversation with their teacher or classmates about a celebrity’s family.

PRESENTATIONAL COMMUNICATION

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.

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:

a) state and support an opinion or preference orally and in writing; and

b) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases and simple sentences.

- C3: B: introduce their families using a poster

Unit 3: Family	Approximate Time: 6 weeks
Unit Overview	<p>While everyone has a personal definition of “family,” family structures can be different between and even within cultures.</p> <p>What’s your family like? How many people are in your family? Where does your family live? How does your family compare to other people’s families? How are you culture and your family interrelated?</p> <p>In this unit, you will learn new vocabulary, expressions, and grammar that will enable you to communicate about family, as well as cultural similarities and differences. You will apply new and previously learned vocabulary and grammar to read and respond to descriptions about families, to write a message highlighting cultural differences, and to introduce your family in an oral presentation and a poster.</p> <p>By the end of this unit, you will have acquired the language skills necessary to communicate about family members and family life in authentic situations.</p>
Enduring Understandings	<ul style="list-style-type: none"> ● Family traditions and structures vary by culture. ● The role and importance of family is reflected through a country’s culture. ● Culture may influence familial roles and responsibilities. ● The role of the family can be influenced by cross-cultural integration and globalization. ● Language proficiency fosters personal connections. ● Correct grammar and vocabulary use is necessary for effective communication.
Conceptual Lens	<ul style="list-style-type: none"> ● Understanding, Responding to, and Producing Language <ul style="list-style-type: none"> ○ Description of family size and structure ○ Outline of basic kinship terms ○ Common professions ○ Common Expressions ○ Appropriate Vocabulary ○ Measure words ○ Negative adverbs ○ Possessive words ○ Question pronouns ○ Adverbs ○ “to have” and “ to exist”

	<ul style="list-style-type: none"> ● Using Language in Cultural Contexts <ul style="list-style-type: none"> ○ Family Size, and Relationships ○ Titles ○ Cultural Awareness and Appreciation ○ Diversity ○ Etiquette
<p>Guiding Questions</p>	<p><u>Vocabulary</u></p> <ol style="list-style-type: none"> 1. How do you describe your family? 2. How do you state your family members' relationships to yourself and one another? 3. What nouns can you use when you talk about one's profession? <p><u>Grammar</u></p> <ol style="list-style-type: none"> 1. How do you express the quantity of a noun? 2. How do you use question pronouns appropriately in sentences? 3. How do you use the adverb “都” in a negative sentence with the structure “not all of ...” or “none of ...”? 4. Which negative adverb should be used in a “to have” / “to exist” sentence? 5. How do you use 二 and 两 appropriately? <p><u>Culture</u></p> <ol style="list-style-type: none"> 1. What is the typical family structure in the US and in China? 2. What is different when people mention their family members between American and Chinese cultures? 3. What is an appropriate question to ask when people first meet?
<p>Learning Targets (Based on ACTFL Proficiently Guideline)</p>	<p>Proficiency Learning Targets The student will be able to correctly...</p> <ul style="list-style-type: none"> ● talk or write about the members of his/her family and ask about someone else's family ● use a family photo to talk about his/her family or someone else's family ● employ basic kinship terms ● say some common professions <p>Grammar Learning Targets The student will be able to correctly...</p> <ul style="list-style-type: none"> ● Explain and use 都不 and 不都. ● Explain and use two of the main negative adverbs

	<ul style="list-style-type: none"> ● Explain the differences between negative words in English and Chinese. ● Express ownership using the possessive particle 的. ● Identify the meaning of 有 ● Explain and use measure words. ● Recognize the difference between 二 and 两 ● Use the question words 谁, 哪儿, 什么, and 几. ● Find and list radicals from characters.
Assessments	<p>Formative:</p> <ul style="list-style-type: none"> ● Info-gap ● Fill in the blanks ● Census interview <p>Summative:</p> <ul style="list-style-type: none"> ● <u>Interpretive</u>: listening and reading comprehension quizzes ● <u>Interpersonal</u>: Conversation about Family, ● <u>Presentational</u>: poster and oral presentation about family
TEKS Addressed	See TEKS matrix above.
Topics of U3: Family	<p>Vocabulary & Grammar:</p> <ul style="list-style-type: none"> ● Family ● Family Relationships ● Numbers ● Professions ● Verbs and negative adverbs ● Adverb ● Measure words ● Possessor ● Question pronouns <p>Culture:</p> <ul style="list-style-type: none"> ● Role/Size of Family ● School system
Facts	<ol style="list-style-type: none"> 1. The particle 的 shows ownership or possession. It can be used as the “ ‘s ” structure in English. 2. The particle 的 is often omitted in colloquial speech after a personal pronoun and before a kinship term. 3. In Chinese a numeral is usually not followed immediately by a noun. A measure word is used between a demonstrative pronoun and a noun. 4. Many nouns are associated with special measure words.

	<ol style="list-style-type: none"> 5. The word order remains the same in statements and questions. The question word shouldn't be placed in the beginning of a question as it is in English, except when the question word is the subject. 6. There are different meanings of the word 有. It can mean “ to have/ to possess” and “ to exist”. 7. 有 is always negated with 没. 8. 两 , instead of 二 , is used in front of measure words to express a quantity.
<p>Language of Instruction</p>	<p>Statement Question Expressions Question Word Question particle Subject Object Noun Verb Adverb Negative adverb Radical Pronunciation Measure word</p>
<p>List of Authentic Resources</p>	