

| <b>TEKS: Chinese Level 3 PAP</b><br><b>Unit 1: Birthday Party</b>   | <b>TEKS:</b>  | <b>Specifications:</b>   |
|---|---|--|
| <p><b>INTERPRETIVE COMMUNICATION</b><br/>           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><b>Interpretive Communication:</b> reading and listening. The student comprehends connected statements from culturally authentic print and digital 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> | <ul style="list-style-type: none"> <li>a) Demonstrate understanding of authentic print, digital, audio and audiovisual materials in a variety of contexts;</li> <li>b) paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;</li> <li>c) infer meaning of unfamiliar words or phrases in texts, audio, and audiovisual materials; and</li> <li>d) compare and contrast cultural practices and perspectives from authentic print, digital, audio, and audiovisual materials.</li> </ul>   | <p><b>Throughout all listed below, students will draw inferences and make connections to their own life and own culture.</b></p> |
| <p><b>INTERPERSONAL COMMUNICATION</b><br/>           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><b>Interpersonal Communication:</b> 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 short statements, sentences, and strings of sentences using appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>   | <ul style="list-style-type: none"> <li>a) ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation</li> <li>b) express and exchange personal opinions, preferences, and recommendations with supporting statements in spoken and written conversation;</li> <li>c) ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation</li> <li>d) articulate requests, offer suggestions, and develop plans with supporting elaborative statements in spoken and written conversation;</li> <li>e) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures; and</li> <li>f) interact and react in writing using culturally appropriate expressions, register, and style</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><b>Presentational Communication:</b> speaking and writing. The student presents information orally and in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p> | <ul style="list-style-type: none"> <li>a) express and defend an opinion or preference orally and in writing with supporting statements and with recommendations</li> <li>b) narrate situations and events orally and in writing using connected sentences with details and elaboration; and</li> <li>c) inform others orally and in writing about a variety of topics using connected sentences with details and elaboration</li> </ul> |  |
|---|---|--|

\*\* The TEKS highlighted above are those that we focus on as summative assessments in this unit.

|  |  |
|--|--|
| <p><b>Unit 1:</b><br/> <b>Birthday Party (IC Lesson 14)</b><br/> 1. Let's go to a Party<br/> 2. Attending a Birthday Party</p> | <p>Approximate Time: 4 weeks</p>   |
| <p><b>Unit Overview</b></p>  | <p>Once a while, you may wish to host a party or to attend your friend's party. You may wonder how to invite your friends to the party, or you may need to find out how to join your friend's party. You may also need to find out what kind of gifts you should bring for your host and what you should say to your host.</p> <p>In this unit we will talk about birthday parties. You will learn new vocabulary, expressions, grammar and Chinese customs for birthday celebrations. You can apply what you learn to set up a get-together, to send an informal or formal party invitation to your friends, to choose an appropriate gift for the party, or to say thank you when you receive a gift.</p> <p>By the end of this unit, you will have acquired the language and cultural skills necessary to communicate about the event in oral conversation, text and email.</p> |
| <p><b>Enduring Understandings:</b></p>   | <ul style="list-style-type: none"> <li>● Gift giving and receiving customs vary between different cultures;</li> <li>● Language proficiency fosters personal connections.</li> <li>● Correct grammar and vocabulary use is necessary for effective communication.</li> </ul>   |
| <p><b>Conceptual Lens: Communication and Relationships</b></p>   | <ul style="list-style-type: none"> <li>● <b>Understanding, Responding to, and Producing Language</b><br/> Grammar and syntax<br/> Pronunciation<br/> Translation and interpretation<br/> Idiomatic expressions and appropriate vocabulary.</li> <li>● <b>Using Language in Cultural Contexts</b><br/> Dinner etiquette<br/> Legend of the Chinese zodiac</li> </ul>  |
| <p><b>Guiding Questions:</b></p>   | <p><u>Vocabulary, Grammar, Culture:</u></p> <ol style="list-style-type: none"> <li>1. How do you ask friends to go to a birthday party with you?</li> <li>2. What kind of things should be taken to a get-together?</li> <li>3. How do you ask for or offer a ride?</li> <li>4. How do you thank people for their gifts?</li> <li>5. How do you talk about the year of one's birth?</li> <li>6. How do you describe someone's facial features?</li> </ol>  |

|  |   |
|--|---|
|  | <p>7. How are birthdays usually celebrated in different cultures?<br/> 8. What are some common gifts for a party?<br/> 9. How do people respond to when receiving a gift?<br/> 10. What are the Chinese zodiac signs and the related legends?</p>   |
| <p><b>Learning Targets</b><br/> <b>(based on the ACTFL Proficiency Guidelines)</b></p> | <p><b>Proficiency Learning Targets</b><br/> <b>The student will be able to ...</b></p> <ul style="list-style-type: none"> <li>● Ask a friend to go to a party;</li> <li>● Suggest or inquire about a time, place, and method of transportation</li> <li>● Give a birthday greeting;</li> <li>● Thank people for their gifts;</li> <li>● Talk about the year of someone’s birth and Chinese zodiac;</li> <li>● Describe someone’s facial features;</li> </ul> <p><b>Grammar Learning Targets</b><br/> <b>The student will be able to ...</b></p> <ul style="list-style-type: none"> <li>● Describe ongoing actions</li> <li>● Describe the duration of an action</li> <li>● Use phrases to identify a person, thing, or a place</li> <li>● Use 是...的 to describe an occurred action</li> </ul> |
| <p><b>Assessments:</b></p>   | <p><b>Formative:</b><br/> Will include but are not limited to the following activities: Quick Write; Flash Cards, KWL chart; Piece it Together, quizzes.</p> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>● <u>Interpretive</u>: Students will interpret conversations, short texts, and emails about a party;</li> <li>● <u>Interpersonal</u>: Students will be able to carry on conversations, write a short text and an email about a party;</li> <li>● <u>Presentational</u>: Students will be able to briefly describe a person’s appearance and characteristics.</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:</b><br/> Fruits<br/> Snacks and drinks for party<br/> Greeting &amp; appreciation<br/> Facial features</p> <p><b>Grammar:</b><br/> <b>The student will be able to correctly...</b><br/> Use 呢 to indicate an action in progress;<br/> Use verb phrases / Sbj-Predicate phrases as attributives<br/> Describe the duration of an action<br/> Describe or inquire about the time / place / manner of an happened action with “是... 的”;<br/> Use 还 as adverb (meaning “still” in a sentence;<br/> Use the structure “又... 又...” with two positive or two negative adjectives.</p> <p><b>Culture:</b><br/> Birthday celebration<br/> Chinese zodiac year<br/> Gift giving and receiving conventions</p> |
| <p><b>Facts</b></p>                   |   |
| <p><b>Language of Instruction</b></p> |   |
| <p><b>List of Resources</b></p>       | <p>Integrated Chinese Textbook (Level 1 Part 2 3rd Ed)-<br/> Lesson 14: Brithday Pary p.101-132<br/> Integrated Chinese Workbook (Level 1 Part 2 3rd Ed)-<br/> Lesson 14 Part one and two Audio CD –<br/> Textbook and Workbook of Lesson 14<br/> Video of Lesson 14<br/> Vocabulary List<br/> Grammar Notes<br/> Worksheets</p> <p><a href="http://moodle.hpisd.org/">http://moodle.hpisd.org/</a></p>   |