

TEKS Chinese Level 3 PAP: Unit 3: Going out (Lesson 16)	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>Interpretive Communication: 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"> a) Demonstrate understanding of authentic print, digital, audio and audiovisual materials in a variety of contexts; b) paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials; c) infer meaning of unfamiliar words or phrases in texts, audio, and audiovisual materials; and d) compare and contrast cultural practices and perspectives from authentic print, digital, audio, and audiovisual materials. 	<p>Throughout all listed below, students will draw inferences and make connections to their own life and own culture.</p>
<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>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 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"> a) ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation b) express and exchange personal opinions, preferences, and recommendations with supporting statements in spoken and written conversation; c) ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation d) articulate requests, offer suggestions, and develop plans with supporting elaborative statements in spoken and written conversation; e) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures; and f) interact and react in writing using culturally appropriate expressions, register, and style 	

<p>PRESENTATIONAL COMMUNICATION</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>Presentational Communication: 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"> a) express and defend an opinion or preference orally and in writing with supporting statements and with recommendations b) narrate situations and events orally and in writing using connected sentences with details and elaboration; and c) inform others orally and in writing about a variety of topics using connected sentences with details and elaboration 	
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** The TEKS highlighted above are those that we focus on as summative assessments in this unit.

Unit 3: Going out (Lesson 16) 1. Seeing a Movie 2. Turning Down an Invitation	Approximate Time: 4 weeks
Unit Overview	Hanging out with friends is fun. In this unit, you will learn new vocabulary, expressions, and grammar that will enable you to talk about your social activities. You can describe how long you have known someone, what kind of relationship you have with your friends, and what the cultural similarities and differences are between you and your friends. You will apply new and previous vocabulary and grammar to invite someone to do an event with you, make arrangements for your social activities, accept a date courteously or decline a date politely.
Enduring Understandings:	<ul style="list-style-type: none"> ● Courtesy and manners are important in our social life. ● Language proficiency fosters personal connections. ● Correct grammar and vocabulary use is necessary for effective communication.
Conceptual Lens: Relationships/Community	<ul style="list-style-type: none"> ● Understanding, Responding to, and Producing Language Grammar and syntax Pronunciation Translation and interpretation Idiomatic Expressions and appropriate vocabulary. ● Using Language in Cultural Contexts Legend of the Cowherd and the Weaving Girl Valentine’s Day in China
Guiding Questions:	<u>Vocabulary, Grammar, Culture</u> 1. What activities do you prefer to do when you hang out with your friends? 2. How do you ask someone to hang out with you? 3. How do people reject an invitation in different cultures? 4. How do you end an unwanted phone conversation?
Learning Targets (based on the ACTFL Proficiency Guidelines)	Proficiency Learning Targets The student will be able to ... <ul style="list-style-type: none"> ● Arrange an outing with a friend;

	<ul style="list-style-type: none"> ● Comment on the effort it takes to make arrangements for an activity ● Ask someone to go out with you; ● Accept or turn down a date. ● Express your impressions of someone else <p>Grammar Learning Targets The student will be able to ...</p> <ul style="list-style-type: none"> ● Use descriptive complements to describe the subject in a sentence; ● Use potential complements to indicate a possible result; ● Use directional complements to indicate the direction of a movement.
<p>Assessments:</p>	<p>Formative: Will include but are not limited to the following activities: Quick Write; Flash Cards, KWL chart; Piece it Together, quizzes.</p> <p>Summative:</p> <ul style="list-style-type: none"> ● <u>Interpretive:</u> ● <u>Interpersonal:</u> ● <u>Presentational:</u>
<p>TEKS addressed</p>	<p>See TEKS matrix above.</p>
<p>Topics of Unit 3</p>	<p>Vocabulary & Grammar: Invitation Accepting an invitation Courteously rejecting a request or make an offer descriptive complements potential complements directional complements</p> <p>Culture: Qi Xi – Chinese “Valentine’s Day” Legend of “Cowherd and Weaving Girl”</p>
<p>Facts</p>	

Language of Instruction	
List of Resources	Integrated Chinese Textbook (Level 1 Part 2 3rd Ed)- Lesson 16: Going out p.169-198 Integrated Chinese Workbook (Level 1 Part 2 3rd Ed)- Lesson 16 Part one and two Audio CD – Textbook and Workbook of Lesson 16 Video of Lesson 16 Vocabulary List Grammar Notes Worksheets http://moodle.hpisd.org/