

<b>TEKS Chinese Level 3 PAP: Unit 8: New School Year</b>	<b>TEKS:</b>	<b>Specifications:</b>
<p><b>INTERPRETIVE COMMUNICATION</b> 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> 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>	
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\*\* The TEKS highlighted above are those that we focus on as summative assessments in this unit.

<p><b>Unit 8:</b> New School Year (IC L2P1 Lesson 1 &amp; 2)</p>	<p>Approximate Time: 4 weeks</p>
<p><b>Unit Overview</b></p>	<p>When a new school year comes, students will be busy setting up their class schedules, meeting new friends on campus, or even moving into school dorms. How does a student deal with new changes and challenges in his or her life? How do they ask questions, find out useful information, or make friends in a new environment by using their language skills? In this unit, students will study the vocabulary, expressions and grammar that can enable them to communicate with other students and get to know a new school campus. They will apply what they learn to introduce themselves, explain how to write their Chinese names, talk about their own cultural background, discuss housing references and ask about campus services or other related information.</p>
<p><b>Enduring Understandings:</b></p>	<ul style="list-style-type: none"> <li>● Changes in life cannot be avoided;</li> <li>● People sometimes feel nervous when changes occur;</li> <li>● Social connections can build up self-esteem;</li> <li>● Globalization and interconnectedness allow us to be more aware of differences in people from various 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: Traditions</b></p>	<ul style="list-style-type: none"> <li>● <b>Understanding, Responding to, and Producing Language</b> <ul style="list-style-type: none"> <li>Grammar and syntax</li> <li>Pronunciation</li> <li>Translation and interpretation</li> <li>Idiomatic expressions and appropriate vocabulary.</li> </ul> </li> <li>● <b>Using Language in Cultural Contexts</b> <ul style="list-style-type: none"> <li>Chinese last name</li> <li>Cultural</li> <li>Awareness and appreciation</li> <li>Diversity</li> <li>Etiquette</li> </ul> </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 explain which characters are used in your Chinese name when you first time meet someone?</li> <li>2. Where were you or your parents born and where did you or your parents grow up?</li> <li>3. What are the benefits and disadvantages for students living on or off campus?</li> <li>4. What do your living quarters look like? What kinds of furniture are in it? How many rooms are there? What is your neighborhood like?</li> <li>5. How do you politely express a dissenting opinion?</li> <li>6. Where should a time phrase be located in a sentence?</li> <li>7. How do you indicate that an action has occurred in a statement?</li> </ol>
<p><b>Learning Targets (based on the ACTFL Proficiency Guidelines)</b></p>	<p><b>Proficiency Learning Targets</b> The student will be able to ...</p> <ul style="list-style-type: none"> <li>● Verbally explain how to write a character;</li> <li>● Ask and answer questions about where someone was born and grew up;</li> <li>● Discuss preferences for living on or off campus;</li> <li>● Describe your living quarters;</li> <li>● Express a contrary view politely.</li> </ul> <p><b>Grammar Learning Targets</b> The student will be able to ...</p> <ul style="list-style-type: none"> <li>● Use the dynamic particle 了 to indicate that an action has occurred;</li> <li>● Use the construction of “是... 的...” to bring attention to a focus element about the time, place, manner, or purpose of an action or event that has occurred;</li> <li>● Use the conjunction “除了...以外” to express the meaning “in addition to” or “besides”;</li> <li>● Use 再说 to provide additional reasons for doing or not doing something;</li> <li>● Use “small words” to connect sentences in a paragraph;</li> <li>● Use existential sentences to describe a place;</li> <li>● Make a general statement about a relative degree or extent with 比较;</li> <li>● Understand the statements in which the conjunctions are omitted.</li> </ul>
<p><b>Assessments:</b></p>	<p><b>Formative:</b> 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>: Identify a person based on provided information.</li> <li>● <u>Interpersonal</u>: Carry on a conversation or respond to an email regarding campus services and student housing information.</li> <li>● <u>Presentational</u>: Talk about opinions on campus life.</li> </ul>
<b>TEKS addressed</b>	See TEKS matrix above.
<b>Topics of Unit 8</b>	<p><b>Vocabulary &amp; Grammar:</b></p> <ul style="list-style-type: none"> <li>Chinese characters &amp; radicals</li> <li>Country names</li> <li>Furniture</li> <li>Floor plan of a house or apartment</li> <li>Neighborhood and community</li> <li>School dorms</li> </ul> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>Chinese name</li> </ul>
<b>Facts</b>	
<b>Language of Instruction</b>	
<b>List of Authentic Resources</b>	