Unit #2 - Greetings

Content Area: **World Language**
Course(s): **Chinese 1**
Time Period: **Semester 1**
Length: **2 weeks**
Status: **Published**

Standards

7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Enduring Understanding

1. Greetings in Chinese follow cultural protocols.***FL.NL.7.1.NL.IPERS*** - Interpersonal Mode of Communication- [Core Idea] - Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

2. Asking for personal information in Chinese requires an understanding of culturally appropriate manners. ***FL.NL.7.1.NL.PRSNT*** - *Presentational Mode of Communication- [Core Idea] - Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on*

a variety of topics.

Essential Questions

1. How do you greet a person you just met? And how do you reply to someone's greeting?
2. How do you politely start a conversation by asking someone's name and nationality?
3. What are Chinese question particles? What are their equivalents in English?

4. Why are building blocks so important when learning to write Chinese characters?
5. How do you apply the concept of Chinese radicals and stroke order to help understand the structure of Chinese characters?

6. What needs to take place for you to transfer from a pinyin reader/writer/speaker to a Chinese character reader/writer/speaker?

7. What are the meanings embeded in my Chinese name?

8. What are the Chinese "Five Elements?" □ □ □ □ □ (wood/fire/soil/gold/water), and what do these characters □ □ □ □ □ mean individually?

9. Why do Chinese people include these characters in their names?

Knowledge and Skills

The Performance Expectations for this unit are:

INTERPERSONAL MODE

- engage in the oral exchange of information, options, and ideas in a variety of time frames in formal and informal situations. FL.AL.7.1.AL.IPERS.1
- engage in the oral exchange of information and to clarify meaning by using a variety of strategies. FL.AL.7.1.AL.IPERS.2
- state and support opinions in oral interactions. FL.AL.7.1.AL.IPERS.3
- use a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of

topics. FL.AL.7.1.AL.IPERS.5

PRESENTATIONAL MODE

- engage in the written exchange of information, opinions, and ideas in a variety of frames in formal and informal situations. FL.AL.7.1.AL.PRSNT.2
- write formal and informal correspondence in a variety of media using appropriate formats and conventions FL.AL.7.1.AL.PRSNT.3
- uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics. FL.AL.7.1.AL.PRSNT.4
- self-monitor and adjust language production. FL.AL.7.1.AL.PRSNT.35

INTERPRETIVE MODE

- demonstrate comprehension of content from authentic audio, audiovisual, and visual resources. FL.AL.7.1.AL.IPRET.2
- demonstrate comprehension of a variety of vocabulary, including idiomatic and culturally authentic expressions. FL.AL.7.1.AL.IPRET.1
- identify the distinguishing features of authentic audio, visual, and audiovisual resources. FL.AL.7.1.AL.IPRET.3
- demonstrate and understand the features of target cultures and communities. FL.AL.7.1.AL.IPRET.4

Students will have knowledge of

1. 姓 as a verb as in “my surname is….. 我姓

2. 请问，你贵姓？ – Politely ask about someone's family name.

3. 呢 as a question particle in你呢？ How about you?

4. 叫 as a verb; to be called

5. 什么 as a question phrase

6. 是 as a verb - to be

7. 不 the negation adv that precedes a verb

8. 也 the adv that follows a subject and precedes a verb to indicate "too/also"

9. 吗 question particle that turns a remark/statement into a question

10. names of familiar nations/state - 中国，美国，英国，法国，日本，加州.....

11. names of major cities - 北京，纽约，上海

Transfer Goals

Students will be able to understand how to greet first-time acquaintances properly.

Students will be able to maintain a conversation and talk about themselves and others.

Resources

1. Textbook - Integrated Chinese; Videos and images for Cultural notes - https://ic.cheng-tsui.com/

2. Sorry, my Chiese is not good https://www.youtube.com/watch?v=2XTBwvi0h2E

3. Where is my friend? https://www.youtube.com/watch?v=X8VVB2Y2YWI

Assessments

https://docs.google.com/document/d/1lo2AIasvf4HI9gJfGI60hDv57y4d5XKz4Hmy8MukXIQ/edit

Modifications

https://docs.google.com/document/d/1cUIE1QRfV7jJNjgU2NdcW1x91UAyDENe/edit