Unit #3 - Family and Professions □ □□□□□

Content Area: **World Language**
Course(s): **Chinese 1**
Time Period: **Semester 1**
Length: **3 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.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. Understand Chinese family structure and culturally appropriateness when asking about other people's family members and professions.***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.*

2. Understand the relationship between a Chinese family tree and a male-centered society.***WL.NL.7.1.NL.IPRET*** *- Interpretive Mode of Communication - [Core Idea] - Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.*

Essential Questions

1. What is a typical Chinese family structure?

2. What cultural perceptions can be derived from a Chinese family tree diagram?

3. Why do Chinese people mention their father or mother first when talking about family members?

4. How would you describe your own family members?

5. What are some common occupations in Chinese?

6. How do you ask about someone's family members and their professions in a culturally appropriate manner?

7. What is a "measure word" in Chinese language?

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. Possessive particle - □

2. Measure words – most commonly used – □ and specific for family members -□

3. Questioning Pronoun as “who □” and “whose □□”; Questioning word for quantity – “how many □”

4. The verbs “to have □” and its specific negation adv “not - □” to turn it to “not to have”

5. “two” vs “(counting) two that followed by measure word” - □ vs □

6. Series comma “□” that connects a series of equal parts, “and – □” that connects the second last and the last equal parts

7. Both/all as adv □ □ – as a pronoun-like summarization word that is used at the end of an enumeration

8. Combining "and" and "both/all" plus the predicates (both positive and negative) – such as both/all are, both/all are not, both/all have, both/all do not have……

9. Differentiation between question partcles and question pronouns

Cultural Note:

a). Does Chinese family tree structure indidate that China is (or at least once was) a male-centered society?

b). How are Chinese women's roles evolving in terms of their professional lives?

Resources

1. Textbook - Integrated Chinese; videos and pictures - https://ic.cheng-tsui.com/

2. Kangxi 214 radicals table - http://www.xiaoma.info/bushou.php?ext=1

3. □□ - □□□□ - Kid's Song - Two Tigers - https://www.youtube.com/watch?v=GkHbhfc7qHQ

4. Frozen theme song in Chinese https://www.youtube.com/watch?v=qjhr8qwPgfc

Transfer Goals

Students will be able to explain the Chinese family tree structure.

Students will be able to demonstrate their knowledge of Chinese culture.

Assessments

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

Modifications

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