

**Chinese 3 /Unit 2 -- My Day 我的一天 Lesson A, B & C:**

This is Unit 2 of 6 for the year. This is a 6-week unit. Students will learn how to express personal moods and interests, will learn how to express alternatives and exclamations, and will learn how to express comments and opinions. They will be able to give a compliment, make phone calls, and describe daily life.



**Essential Questions:**

- How do you express personal moods and interests?
- How can you give a compliment?
- How do you talk about the amount of time spent on an activity?
- How can you give and respond to suggestions?
- How do you express alternatives and exclamations?
- How do you make a phone calls?
- How do you express comments and options?
- How do you describe daily life?

Proficiency Target-Interpersonal Intermediate Mid (--)	Proficiency Target-Speaking Novice High	Proficiency Target-Listening Novice High	Proficiency Target-Reading Novice Mid (+)	Proficiency Target-Writing Novice Mid (+)
<p style="text-align: center;"><u>I Can Statements</u></p> <ul style="list-style-type: none"> <li>• I can participate in conversations on familiar topics using sentences and series of sentences.</li> <li>• I can talk about my daily routine.</li> <li>• I can give some information about activities I did.</li> </ul>	<p style="text-align: center;"><u>I Can Statements</u></p> <ul style="list-style-type: none"> <li>• I can present information about my life using phrases and simple sentences.</li> <li>• I can tell about a familiar experience or event using phrases and simple sentences.</li> </ul>	<p style="text-align: center;"><u>I Can Statements</u></p> <ul style="list-style-type: none"> <li>• I can often understand words, phrases, and simple sentences related to everyday life.</li> </ul>	<p style="text-align: center;"><u>I Can Statements</u></p> <ul style="list-style-type: none"> <li>• I can recognize words, phrases, and characters when I associate them with things I already know</li> </ul>	<p style="text-align: center;"><u>I Can Statements</u></p> <ul style="list-style-type: none"> <li>• I can list my daily activities and write lists that help me in my day-to-day life.</li> </ul>

**Assessments:**

Diagnostic:	Formative:	Summative:
<ol style="list-style-type: none"> <li>1. Pre-assessment</li> <li>2. Post assessment</li> <li>3. Class participation</li> <li>4. Q and A</li> <li>5. Essential questions</li> </ol>	<ol style="list-style-type: none"> <li>1. Vocabulary quizzes</li> <li>2. Oral dialogues/skit</li> <li>3. Quizlet Games</li> <li>4. Speaking and writing assignment</li> </ol>	<ol style="list-style-type: none"> <li>1. Unit test</li> <li>2. Performance-based assessment – Speaking or Writing</li> <li>3. Project</li> </ol>

**Standards to address in Unit:**

**Communication – Interpersonal Mode (IP)**

MLIII.IP1 The students exchange spoken and written information and ideas in the target language, with some originality and spontaneity, utilizing cultural references where appropriate.

- B. Share feelings and emotions.
- C. Exchange opinions and preferences.

MLIII.IP2 The students initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations.

- B. Begin to participate in oral and written activities reflecting the future and past.
- C. Exchange information through conversations, notes, letters, or e-mail on familiar topics.
- E. Begin to self-correct.

**Interpretive Mode of Communication (INT)**

MLIII.INT1 The students understand spoken and written language on newly acquired and familiar topics presented through a variety of media in the target language, including authentic materials.

- E. Understand simple connected discourse.

**Communication - Presentational Mode (P)**

MLIII.P1 The students present information orally and in writing using familiar and newly-acquired vocabulary, phrases, and patterns in increasingly complex sentences and strings of sentences.

- C. Write short, organized compositions in the present with increasing accuracy, using visual and technological support as appropriate.

MLIII.P2 The students present student-created as well as culturally authentic stories, poems, and/or skits in the target language.

- B. Prepare and present original essays, poetry, skits, or stories in the target language.

**Cultural Perspectives, Practices, and Products (CU)**

MLIII.CU1 The students understand and discuss perspectives, practices, and products of the cultures studied and how they are interrelated.

**Connections, Comparisons, and Communities (CCC)**

MLIII.CCC1 The students reinforce and broaden knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, and/or the arts.

MLIII.CCC3 The students strengthen knowledge of the English language through the study and analysis of increasingly complex elements of the target language.

MLIII.CCC4 The students improve language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.

- A. Extend target language skills and cultural knowledge through the use of media, entertainment, and technology.

<b>Know:</b>	<b>Understand:</b>	<b>Do:</b>
Terms related to daily routine, means of transport, extracurricular activities, film genres and communication tools	How to use the language Patterns "Adj. 死了"; "就要 VP 了"; "虽然 ..., 但是..."; "V 是 V, 可是"; "要是... 就..."; "V 不/没 + V"; "对... (没) 有兴趣" and "除了... 以外, 都..."	Listen to the expression of personal moods and interests, comments and options Read some messages, letters or advertisements regarding daily life to increase reading comprehension Write and speak about one's daily routine

**Major Concepts: (Consider all 4/5 Cs)**

<p align="center"><b>Concept 1</b></p> <p>express personal moods and interest. name transportation</p>	<p align="center"><b>Concept 2</b></p> <p>after schools activities types of part time jobs</p> <p>describe daily life routine</p>	<p align="center"><b>Concept 3</b></p> <p>talk about the amount of time spent on an activity.</p> <p>make a phone call</p>	<p align="center"><b>Concept 4</b></p> <p>express comments and opinions genre of movies ways of communication</p>	<p align="center"><b>Concept 5</b></p> <p align="center"><b>Culture:</b></p> <p>dress code and etiquette in Chinese schools. national higher education entrance exam leisure activities</p>
<p align="center"><b>Essential Vocabulary:</b></p>	<p align="center"><b>Essential Vocabulary:</b></p>	<p align="center"><b>Essential Vocabulary:</b></p>	<p align="center"><b>Essential Vocabulary:</b></p>	<p align="center"><b>Essential Vocabulary:</b></p>
<p>急死我了 难怪 没关系 死 校车 公交车 出租车 火车 飞机 骑自行车 开车 迟到 学校 等 坐起床 刷牙 洗脸 上厕所 换衣服 洗澡 早饭 午饭 晚饭 点心 对...兴趣</p>	<p>话剧 艺术 童子军 乐团 乐队 打工 志愿者 家教 店员 服务员 就要...了 给 都</p>	<p>时间 虽然... .. 但是 如果 要是 空 给 帮 上学 放学 学习 参加 出去 打电话</p>	<p>喜剧片 恐怖片 科幻片 动作片 剧情片 爱情片 卡通片 电话 发短信 打手机 发邮件 看视频 上网 收到 最近 除了 以外 部 场 封条 没什么</p>	

<p><b>Essential Structure:</b></p> <p>hyperbole adj + 死了          难怪          又 and 再</p> <p>对...有兴趣          什么时候</p>	<p><b>Essential Structure:</b></p> <p>repeated verb for a length of time          我吃饭吃了半个小时。</p> <p>sentence order          虽然...但是...          verb 是 verb, 可是... ..          erb 不 verb 都可以</p>	<p><b>Essential Structure:</b></p> <p>about to happen          就要吃饭了          虽然... 但是          要是... 就...</p>	<p><b>Essential Structure:</b></p> <p>除了...以外, 都...          除了... 以外, 也..</p>	<p><b>Essential Structure:</b></p> <p>知道 是不是          确定是不是</p>
<p><b>Text/Digital Resources</b></p>	<p><b>Text/Digital Resources</b></p>	<p><b>Text/Digital Resources</b></p>	<p><b>Text/Digital Resources</b></p>	<p><b>Text/Digital Resources</b></p>
<p><b>Artifact &amp; Evidence:</b></p>	<p><b>Artifact &amp; Evidence:</b></p>	<p><b>Artifact &amp; Evidence:</b></p>	<p><b>Artifact &amp; Evidence:</b></p>	<p><b>Artifact &amp; Evidence:</b></p>