

Chinese 3 /Unit 3 -My Friends are Awesome 我的朋友真棒 Lesson A, B & C:

This is Unit 3 of 6 for the year. This is a 6-week unit. Students will learn and often understand words, phrases, and simple sentences related to physical traits of a person and personality, learn how to describe a person's feelings and life, learn how to suggest interesting things to do with friends and learn how to ask and explain how things are going. Students will be able to make comparisons, invitations and ask for and provide reasons.



Essential Questions:

- How do you describe a person's feelings?
- How can you suggest interesting things to do with friends?
- How do you make comparisons?
- How do you ask and explain how things are going?
- How do you ask for and provide reasons?
- How do you make invitation?
- How do you describe one's or someone else's 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><u>I Can Statements</u></p> <ul style="list-style-type: none"> • I can participate in conversations on familiar topics using sentences and series of sentences. • I can talk about my interests and hobbies. • I can ask for information, details, and explanations during a conversation. 	<p><u>I Can Statements</u></p> <ul style="list-style-type: none"> • I can present basic information on familiar topics using language I have practiced using phrases and simple sentences. • I can talk about others' likes and dislikes 	<p><u>I Can Statements</u></p> <ul style="list-style-type: none"> • I can sometimes understand simple questions or statements on familiar topics. • I can sometimes understand if people are referring to me. 	<p><u>I Can Statements</u></p> <ul style="list-style-type: none"> • I can recognize words, phrases, and characters when I associate them with things I already know. 	<p><u>I Can Statements</u></p> <ul style="list-style-type: none"> • I can write about myself using learned phrases and memorized expressions.

Assessments:

Diagnostic:

1. Pre-assessment
2. Post assessment
3. Class participation
4. Q and A
5. Essential questions

Formative:

1. Vocabulary quizzes
2. Oral dialogues/skit
3. Quizlet Games
4. Speaking and writing assignment

Summative:

1. Unit test
2. Performance-based assessment – Speaking or Writing
3. Project

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.

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.

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.

A. Identify main ideas and supporting details from a variety of sources.

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.

A. Participate in real or simulated cultural events.

B. Discuss patterns of behavior typically associated with culture(s).

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.

Know:	Understand:	Do:
Words, phrases, and simple sentences related to physical traits of a person and personality Terms related to make comparisons, invitations and ask for and provide reasons. Terms related to ask and explain how things are going Cultural	How to use the language Patterns “V 得 + complement”; “... 比 ... + Adj. + 一点儿”; “... 没有... + 这么/那么 + Adj.”; “... 跟 ... 一样 Adj.”; “还没(有) + VP”; “Adj. + 得”; “到 ... 来/去”; “不只 VP1 还 VP2” i	Present the words, phrases, and simple sentences related to physical traits of a person and personality Listen to conversations related to person's feelings, interesting things to do and comparisons Read paragraphs regarding physical traits of a person, likes and dislikes and school life to increase reading comprehension Write

information about Chinese Neighborhoods Traditional Hutongs and Modern Communities		invitation letters and paragraphs that describe likes, dislikes and provide reasons. Make phone calls
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Major Concepts: (Consider all 4/5 Cs)

Concept 1	Concept 2	Concept 3	Concept 4	Concept 5
describe a person's personalities ask and describe a person's build distinguish words for male female at different stage	make comparisons	ask for and provide reasons	make phone calls make invitation	culture describe one's life sports school Chinese neighborhood, traditional hutongs modern communities

Essential Vocabulary:	Essential Vocabulary:	Essential Vocabulary:	Essential Vocabulary:	Essential Vocabulary:
内向 外向 热情 开朗 结实 壮 高 矮 胖 瘦 苗条 长得 男人 男生 男孩 女生 女人 女孩	比 一样 更 跟熟 改天 得	学姐 学妹 学长 学弟 补习 校友 非常 特别 还没有 事情 文科 理科 机会 以前 请 见面 棒	拨电话 挂电话 接电话 等一下 打错了 找... .. 哪位? 散步 讲 这儿 那儿 这里 那里 地方 故事 爱心 教 陪	

<p>Essential Structure:</p> <p>长得怎么样？ 又高又壮</p>	<p>Essential Structure:</p> <p>跟... 一样 比...更 adj. 会 and 能</p>	<p>Essential Structure:</p> <p>得... ... severity of adj. 累得不想起床的 as a modifier 到...来 到...去</p>	<p>Essential Structure:</p> <p>不只... 还... 叫... 再... 您哪位？ 你找谁？</p>	<p>Essential Structure:</p> <p>爱人如己</p>
<p>Text/Digital Resources</p>	<p>Text/Digital Resources</p>	<p>Text/Digital Resources</p>	<p>Text/Digital Resources</p>	<p>Text/Digital Resources</p>
<p>Artifact & Evidence:</p>	<p>Artifact & Evidence:</p>	<p>Artifact & Evidence:</p>	<p>Artifact & Evidence:</p>	<p>Artifact & Evidence:</p>