Theme: Greetings & Introductions

Number of Hours: One week, 20 hours

Designed by: STARTALK Choate Rosemary Hall

Brief Description of Program (including curricular context and goals)
Students will receive an introduction to the Chinese language as they learn simple greetings and basic communication phrases in oral and written examples.

What Enduring Understandings are Desired:
*Refers to the big ideas that we want students to retain after they’ve forgotten many of the details.*

*Students will understand………..*

Students will understand that greetings in different languages share many commonalities while using different words and body language.
Students will also understand that there are different times zones and that time has different interpretations for people around the globe.

What Essential Questions Will Guide this Program and Focus Teaching/Learning:
*What we want students to think about in student friendly language*

To what extent or in what ways………..

- Who are the Chinese?
- How are the Chinese the same and different from Americans in their initial introductions?
- What is interesting about the Chinese written language?

Standards/Goals:

**Major Standards:**
Communication 1.1 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Cultures 2.1 Students demonstrate and understanding of the relationship between the practices and perspectives of the culture studied.

**Supporting Standards:**
Communities 5.1 Students use the language both within and beyond the school setting.
Content:
*What we want students to know and understand*

**Key Vocabulary:** How are you? Names, time, address, dates, days of the week, numbers

**Skills:**
*What we want students to be able to do*
Ask and respond to simple greetings, questions about the time, addresses, and dates.

**Connections to Other Disciplines:**
Geography – asking about addresses, as if in China.
English/Language Arts – informal letter writing

**Technology Integration:** Students will do a Web search for this unit.

**Assessments:**
*What evidence will show that students understand and can perform?*

**Performance tasks** Students will create a skit to engage themselves in role playing.
Students will participate in and conduct interviews with each other and other adults (teachers in the program).

**Quizzes, Tests, Prompts, Work Samples** Students will fill out a mock visa application.
Students will fill out surveys. They will also write letters to a pen pal. Students will also complete a culminating project.

**Unprompted Evidence (observations, dialogues)** Paired conversations, class participation, lunchtime interactions with teachers.

**Can do Statements From Linguafolio**
Listening: I can understand everyday words, phrases, and questions about me and my personal experiences when people speak slowly and clearly.
Reading: I can understand familiar words, phrases, and simple sentences.
Person to Person Communication: I can ask and answer simple question on familiar topics (introductions) using structures already learned. I can interact using memorized words and phrases.
Spoken Production: I can use simple phrases and sentences to provide information about myself and my immediate environment.
Writing: I can provide information about me and my immediate surroundings by writing simple notes and messages using memorized or learned phrases.
**Required Resources:** Computers with Internet access for Web search. General classroom supplies (pen, paper, whiteboard, etc)

**Differentiation of Instruction:** This will depend on an individual student’s needs. When working in groups or in paired conversations, students can be grouped in a way that will enable them to succeed. Sometimes they will work with students of the same level and ability, other times they will interact with students of differing abilities.

**Instructional Strategies:** Varied. Teacher presentation of materials, class discussions, TPR, interpersonal activities, interaction with community members, and individual and group work.

**What do they already know that will help them learn new information?** Most students have a basic background of language study in one or two other languages.

*(May be assessed with surveys, background info given at the beginning of the course or a review of past work that the student presents.)*

**Links to relevant web sites:**

**Sub-theme(s)/unit(s)**

*The program may consist of one or more sub-themes/unite*

Not Applicable

**Lessons that support the subtheme/unit:**

*Daily instructional plan*

Not Applicable