Theme: Family/Jobs  

Target Proficiency Level: Level 1

Number of Hours: One week, 20 hours

Designed by: STARTALK Choate Rosemary Hall

Brief Description of Program (including curricular context and goals)
Students will learn about people through family and occupational roles.

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

Students will understand the importance of family in the lives of the Chinese people. Students will understand how Chinese families are similar and different from American ones.

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..........

- How are Chinese and American families the same and different?
- How are American and Chinese jobs the same and different?
- How has the change in the economies of both groups affected families?
- What changes in jobs have occurred in China over the past 30 years?

Standards/Goals:

Major Standards:
Communication 1.1 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Communication 1.2 Students understand and interpret written and spoken language on a variety of topics.
Cultures 2.1 Students demonstrate and understanding of the relationship between the practices and perspectives of the culture studied.
Comparisons 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

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: Family names, ages, introductions, counting vocabulary, grades, and occupations

Skills:
What we want students to be able to do
Introduce themselves and family members by title, age, and occupation. Describe family by how many members there are, their ages, and their occupations.

Connections to Other Disciplines:
Social Studies – occupations and economics

Technology Integration: Students will use electronic media in the research and presentation of material.

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. Students will prepare a presentation of family members.

Quizzes, Tests, Prompts, Work Samples Students will create a family scrap book. They will complete reading comprehension passages and answer questions.

Unprompted Evidence (observations, dialogues) Paired conversations, class participation, teacher observation of lunchtime interactions with other students.

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: General classroom supplies (pen, paper, whiteboard, etc) and additional art materials for scrapbook creation.

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 different abilities.

Instructional Strategies: Varied. Teacher presentation of materials, class discussions, use of realia, 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. Students are familiar with basic family structures as well as relationships. They also have an understanding of occupational fields.

(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/units:
Jobs in China, the economies of America and China

Lessons that support the subtheme/unit:
Daily instructional plan
When learning how to describe occupations of family members, students will focus on jobs that are specific or common to Chinese families.