**ACTFL/CLASS Choate Rosemary Hall**
**STARTALK Student Program Curriculum**

**Theme:** Unlocking the Mystery of Travel: Getting Ready  
**Target Proficiency Level:** Level 2

**Number of Hours:** One week, 22 hours

**Designed by:** STARTALK Choate Rosemary Hall

**Brief Description of Program** (including curricular context and goals)
Students will learn how to get ready to travel including compiling passport materials, making lists of places to go in China, and describing the weather and seasons they will encounter.

**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 the need to plan when taking a trip out of the country. They will also understand the roles of government institutions in travel (passports, visas, immigration, banks, etc.).

**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........*

- Why is it important to have documents that identify you when you travel to another country?
- In what ways can you learn about a country before going there?
- What is the value is planning?

**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.

Communication 1.3 Students present information, concepts and ideas to an audience of listeners or readers 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.
Communities 5.1 Students use the language both within and beyond the school setting.

Supporting Standards:
Communities 5.2 Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.
Connections 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

Content:
What we want students to know and understand

Key Vocabulary: passport, visas, immigration and customs, major cities in China, weather, seasons, and clothing

Skills:
What we want students to be able to do
Recognize major cities in China as travel destinations. Describe the weather and the seasons. Understand information on a passport.

Connections to Other Disciplines:
Geography- major cities in China
Science - weather

Technology Integration: Students will use the Internet to read authentic weather reports.

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

Performance tasks Students will role play a TV weather forecaster and describe the day’s weather in China or in the United States. They will role play going through immigration and customs.

Quizzes, Tests, Prompts, Work Samples Students will write a postcard to a pen pal in China describing the weather in their hometown and personal activities in different seasons.

Unprompted Evidence (observations, dialogues). Talking about the climate and weather patterns in their hometowns. Teacher observation of classroom use of Chinese when talking to others in the class.

Can do Statements From Linguafolio
Listening: I can understand phrases, short sentences, simple questions, and frequently used expressions within familiar situations. I can figure out the main point in short, clear, simple messages and announcements. I may need the information repeated.

Reading: I can understand very short, simple texts about everyday material. I look for cognates and radicals to help me determine meaning.

Person to Person Communication: I can exchange information about simple and routine tasks involving familiar topics and activities. I can handle short social interactions, even though I may have difficulty sustaining the communication by myself.

Spoken Production: I can use a series of phrases and sentences to provide basic information about myself and my personal experiences.

Written Production: I can write short, simple notes and messages, and complete forms providing basic information about me and my personal experiences.

Required Resources: General classroom supplies (pen, paper, whiteboard, etc) and a computer with Internet access

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. Students in Level 2 may teach some students in Level 1, thus boosting their confidence and helping them to “relearn” material.

Instructional Strategies: Varied. Teacher presentation of materials, class discussion, interpersonal activities, 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 possibly two other languages. Students have a basic understanding of weather patterns. Many also have a basic exposure to completing forms. This knowledge they will be able to transfer to completing passport and visa forms.

(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:
  http://www.cma.gov.cn/cma_new/tqyb/
  http://weather.china.com.cn/

Sub-theme(s)/unit(s)
The program may consist of one or more sub-themes/units

Lessons that support the subtheme/unit:
  Daily instructional plan