Theme: Travel to China and back!                  Target Proficiency Level: Level 3

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 how to plan a trip and how to obtain the necessary information to travel.

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 the best travel plans take time and organization. They will also learn that China is a very varied country with extremes of climate and vegetation.

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………..
• What are the organizational steps necessary for travel?
• In what ways is traveling to China different from traveling to the United States?

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.
Cultures 2.2 Students will demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Supporting Standards:
Content:
*What we want students to know and understand*

**Key Vocabulary:** hotels, food, transportation (airplanes, trains, buses) weather conditions

**Skills:**
*What we want students to be able to do*

Plan a trip including itinerary, date, flight and expenses. Ask and answer questions about the times certain modes of transportation leave. Be able to read ads concerning travel information.

**Connections to Other Disciplines:**

**Technology Integration:** Students will use the Internet to research hotels, food, transportation and weather in China and other countries. They will also use programs on the computer to record trip information.

Assessments:

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

**Performance tasks** Students will role play being an American student going to China and a Chinese student coming to America. Students will describe their favorite place. In an interpersonal prompt, students will ask and give information on flights, hotels, places and culture.

**Quizzes, Tests, Prompts, Work Samples** Students will plan a 10 day trip to five countries in Asia including date, flight, itinerary and expenses. Create a dialogue of buying a ticket. Students will read Chinese travel agency advertisements. They will also read a letter from a Chinese student. Students will read ‘Three Monks.”

**Unprompted Evidence (observations, dialogues).** Observations of students working. Observation of students Chinese in class and in the lunchroom.

**Can do Statements From Linguafolio**
Listening: I can understand dome statement and questions. I can follow short conversations on topics familiar to me when people speak slowly and clearly. I may need the information repeated.
Reading: I can understand paragraphs about familiar topics and identify essential details. I can understand some authentic texts.
Person to Person Communication: I can create simple sentence and deal with uncomplicated situations. I can deal with some situations likely to arise when traveling in an area where the language is spoken. I can exchange some information related to basic personal topics. I can ask a few appropriate questions.
Spoken Production: I can connect basic sentences in a simple way in order to provide information about my personal preferences and needs, as well as some daily activities and events. I can relate, with some details, information about what I read and see.
Written Production: I can write simple sentences and questions about some aspects of my life. I can use descriptive adjectives to write about people and things.

**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 3 may teach some students in Levels 1 & 2, 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?** Students have a basic understanding of the travel experience from prior language study and from travel in the US. They also have weather and transportation vocabulary from prior Chinese language study.

*(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*

**Lessons that support the subtheme/unit:**
*Daily instructional plan*