Theme: Countries and Languages

Target Proficiency Level: Level 1

Number of Hours: One week, 20 hours

Designed by: STARTALK Glastonbury

Brief Description of Program (including curricular context and goals)
Students will learn about different countries and languages. They will also be able to ask questions and express desires in Chinese.

What Enduring Understandings are desired:
Refer 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 benefits of language study in their own lives and the benefits to their country. Students will understand that within each country there are similarities and differences among the various groups of people and that these groups may express themselves differently, sometimes using different languages.

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 ………...

• To what extent and in what ways can I use my language skills around the world?
• How does knowing another language help me understand other people?

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.
Communities 5.1 Students use the language both within and beyond the school setting.
Supporting Standards:
Connections 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Content:
What we want students to know and understand

Key Vocabulary: Names of countries, places, nationalities, and languages

Skills:
What we want students to be able to do
Read and label a map with country and place names. State where they have been and where they would like to go. Describe people in other countries.

Connections to Other Disciplines:
Geography - map skills
History – famous places, landmarks to visit around the world

Technology Integration: Students will do a Web search

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 be able to demonstrate where certain countries by pointing to them and giving their names in Chinese.

Quizzes, Tests, Prompts, Work Samples Students will create a map labeled in characters. Students will complete a survey of places they have visited and want to visit. Students will create a slide show/powerpoint. They will also complete reading comprehension passages.

Unprompted Evidence (observations, dialogues) Observations when working in groups. 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 a computer with Internet access and a projector for slide show/powerpoint.

**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, interpersonal activities, and individual and group work.

**What do they already know that will help them learn new information?** Students have a general knowledge of world geography including location of many countries on a map and personal travel experiences.

*(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 on a geographical area of China.

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