Theme: The Mystery of Travel: Living Arrangements and Transportation
Target Proficiency Level: Level 2

Number of Hours: One week, 20 hours

Designed by: STARTALK Glastonbury

Brief Description of Program (including curricular context and goals)
Students will learn where people live and how they get around.

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 how housing and transportation in China have changed over the years.

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...........

  • In what ways are housing arrangements similar and different in China and in America?
  • What means of transportation are the most convenient? How is that dependent on where one lives?

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:
Communities 5.1 Students use the language both within and beyond the school setting.
Communities 5.2 Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

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

**Key Vocabulary:** housing types, describing a house (rooms, size), finding housing, transportation vocabulary

**Skills:**
*What we want students to be able to do*
Describe types of housing and transportation. Ask and give directions.

**Connections to Other Disciplines:**
Art - architecture
Geography – maps
Science— which forms of transportation pollute more than others

**Technology Integration:** Students will use the Internet to gain knowledge of traditional Chinese court houses by reading online housing ads.

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

**Performance tasks** Students will role play scenarios about asking for and giving directions. Students will describe their imaginary dream house in China and its neighborhood as an interpersonal prompt.

**Quizzes, Tests, Prompts, Work Samples** Students will read housing ads in Beijing online. Students will draw a floor plan of a home and write a paragraph describing locations of the rooms.

**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 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, additional supplies to draw floor plans.

**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?** Students have an understanding that housing can vary depending upon many factors (income, climate, availability of material). They are also generally experienced at reading a map.

*(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://rent.focus.cn](http://rent.focus.cn)
- [http://www.yinyutang.org](http://www.yinyutang.org)

**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*