Theme: Geographical Environment  
Target Proficiency Level: Level 3

Number of Hours: One week, 20 hours

Designed by: STARTALK Glastonbury

Brief Description of Program (including curricular context and goals)
Students will learn the geography of China.

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 that the geography of China is one of the most varied on the Earth.

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 is the geography of China similar to the geography of the United States?
• To what extent is the geography of northern and southern China different? How does that affect food production?

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.
Connections 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.
Comparisons 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
Supporting Standards:

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

**Key Vocabulary:** autonomous regions, major cities and rivers, geographical terms, directions

**Skills:**
*What we want students to be able to do*
Describe the geography of China. Name regions, cities, and rivers. Obtain, share and compare knowledge of places in China and other countries.

Connections to Other Disciplines:
Geography – maps, locations
Botany—the effect of topography on food

Technology Integration: Students will use Google Earth to view the landscape of China.

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

**Performance tasks** Students will present information about a city including the food, crops, and weather. Students will role play travel to a different region as a tourist and a native speaker asking and giving information about the place. Students will compare and contrast the geography of different regions of China and their comparisons to the U.S. in an interpersonal prompt.

**Quizzes, Tests, Prompts, Work Samples** Students will choose one country to write a report on including introducing its area, population, capital city, major cities and history in Chinese. Students will complete readings from the Chinese text book.

**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 geographic features. They also were introduced to very basic Chinese geography in Level 1 so that will help them to learn new information.

(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: www.earth.google.com

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