



**ACTFL/CLASS Glastonbury
STARTALK Student Program Curriculum**

Theme: The Young Generation

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 gain an understanding of the young generation and its role in changing society.

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 issues facing the youth of today are similar and different from issues in the past.

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 does the young generation fit into society?
- In what ways can you relate to the past historical events of China?
- How is today's young generation similar to and different from previous young generations?

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.

Supporting Standards:

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: love, distress, emotions, friendship, crime, ambitions, and ideals

Skills:

What we want students to be able to do

Express feelings on issues important to today's youth. Recognize issues important to today's youth. Predict how those issues may change in the future.

Connections to Other Disciplines:

Social studies – current events

Arts -- changing view of the arts

Technology Integration: Students will use the Internet to read about current events. Students will use the Internet to research past events that have impacted Chinese society (Tiananmen Square)

Assessments:

What evidence will show that students understand and can perform?

Performance tasks Students will engage in conversation about daily stresses which occur in school, at home, at work. They will talk about relationships and their worries about their futures. Students will role play scenarios of communication with parents and friends (new and old). They will also perform a mock job interview with a partner.

Quizzes, Tests, Prompts, Work Samples Students will write an essay about what they are going to do in the future and any obstacles they might encounter. Students will research an important historical person responsible for an event and create a set of questions they would like to ask that person if they were alive in today's society.

Unprompted Evidence (observations, dialogues). Students will informally discuss historical events from China and how they think they would have reacted had they been in the same situation and what reactions would they expect from today's youth. They will also compare to what they know of American history and how youth movements in the world (e.g., France, 1968; USA, 1968; Mexico City, 1968; the Children's Crusade, 1212; American students in the Civil Rights Movement, 1960 - 1963) have resulted in changes.

Can do Statements From Linguafolio

Listening: I can understand some 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 some understanding of Chinese history from past study. They have knowledge of how movements have affected history.

(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.nytimes.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