ACTFL/CLASS Glastonbury
STARTALK Student Program Curriculum

Theme: Hobbies  
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 to describe hobbies and activities and different skill levels for each.

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 people in many countries have different ways to spend their free time. Students will understand that leisure activities add to a person’s career and life-long learning experiences.

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 can students spend their free time?
• How are leisure activities different in Chinese and American societies?

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: hobbies, activities, skill level (beginner, intermediate, etc), schedules

Skills:
What we want students to be able to do
Describe hobbies and activities and ask others about how they spend their free time.

Connections to Other Disciplines:
The Arts – as a potential hobby/activity (visual arts, dance, theater, music)
Physical Education – as a potential hobby/activity such as individual and group sports
English/Language arts – reading as a potential hobby/activity
Consumer Science (culinary arts, needlework, woodworking)
Mathematics – planning a schedule

Technology Integration: Students will create a Web page

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

Performance tasks Students will create a skit/role play to demonstrate their linguistic abilities. Students will participate in and conduct interviews. Students will present information related to their daily lives and activities. Students will ask questions of students after their presentations. Students will evaluate each other on their oral presentations.

Quizzes, Tests, Prompts, Work Samples Students will create a Web page. They will also complete “A Day in My Life” activity. Students will also complete reading comprehension passages with questions and answers.

Unprompted Evidence (observations, dialogues). Paired conversations, class participation, 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

**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, TPR demonstrations of hobbies, interpersonal activities, interaction with community members, and individual and group work.

**What do they already know that will help them learn new information?** Students have a general understanding of scheduling activities and have various hobbies in their own lives.

*(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*