ACTFL/CLASS Glastonbury
STARTALK Student Program Curriculum

Theme: Physical Descriptions
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 physical appearance using adjectives, colors, and body parts.

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 the importance of using precise words when describing people and things to others.

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………..*

- Who are we?
- Why should we be accurate, but considerate, when describing someone?
- How can poorly thought-out descriptions lead to misunderstandings?

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.

**Supporting Standards:**
Communities 5.1 Students use the language both within and beyond the school setting.
Content:
*What we want students to know and understand*

**Key Vocabulary:** colors, body parts, adjectives with body parts, emotional descriptions

**Skills:**
*What we want students to be able to do*
Describe physical appearance using colors, adjectives, and body parts.

**Connections to Other Disciplines:**
Science – anatomy of the human body
Psychology – the importance of accuracy and politeness

**Technology Integration:** Students will create a slide show/powerpoint.

**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 present a slide show of self.

**Quizzes, Tests, Prompts, Work Samples** Students will create a slide show of themselves. They will also create a picture of a person and label the common body parts. Students will also complete/interpret reading comprehension passages and answer questions. Students will ask and answer each other’s questions.

**Unprompted Evidence (observations, dialogues).** Teacher observations of student work. Paired conversations, class participation, questions asking for information in class.

**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.
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, TPR, 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 anatomy and will be able to use mime to help elicit the names of body parts.

(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