ACTFL/CLASS Glastonbury
STARTALK Student Program Curriculum

**Theme:** Unlock the Mystery of Travel: Eating  
**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 what people eat in China and learn about dining in a restaurant.

**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 how meals are different in different countries. Students will learn how food that is eaten is dependent upon local agriculture. Students will learn how different cultures use utensils differently for eating.

**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 are meals different in China and America?
- How do the foods eaten depend upon local agriculture?
- To what extent does culture affect the type of foods people enjoy?
- What, if any, are the social functions of eating? How do they compare from country to country?

**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.
Comparison 4.2 Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

Communities 5.1 Students use the language both within and beyond the school setting.

**Supporting Standards:**
Communities 5.2 Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

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**Content:**

*What we want students to know and understand*

**Key Vocabulary:** food items, restaurant vocabulary, question words used for ordering, polite phrases for ordering

**Skills:**

*What we want students to be able to do*

Order at a restaurant from an authentic Chinese menu. Be able to talk about the ingredients in a typical dish.

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**Connections to Other Disciplines:**

Family and consumer science – food and nutrition  
Business – marketing and advertising  
Math - budget

**Technology Integration:** Students will use the Internet to order from an online menu with an imaginary budget.

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**Assessments:**

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

**Performance tasks** Students will create and present a TV commercial about a food product or a restaurant in China. Students will role play a restaurant experience.

**Quizzes, Tests, Prompts, Work Samples** Students will order food from an online menu using an imaginary budget. Students will make a shopping list for a friend’s birthday party. Students will create an advertisement about a food product or restaurant in China. Students will create a store menu as owners of a Chinese restaurant. Students will compare a typical Chinese meal with the American food pyramid and see how many food groups are part of a meal. Write a recipe of a typical Chinese dish.

**Unprompted Evidence (observations, dialogues).** Observations of students working. Teacher observation of classroom use of Chinese when talking to others in the class. Observe the use of chopsticks when eating Chinese food.
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 and additional material for commercials.

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 a basic understanding of the eating in a restaurant and will be able to transfer that information to their learning. Most students have also eaten in a Chinese restaurant and will use that experience to learn new information.

Links to relevant web sites:
http://www.mcdonalds.com.cn/

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