ACTFL/CLASS Glastonbury
STARTALK Student Program Curriculum

Theme: Current Events and Entertainment

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 about current events and entertainment and their effects on everyday life in modern 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 that current events are now worldwide events and are seen almost instantaneously on the Internet.

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 do current events affect society?
  • In what ways does entertainment news affect society?
  • How does the news affect public opinion?

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.
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:** modes of communication, types of media, the Internet, hobbies, TV programs

**Skills:**
*What we want students to be able to do*
Identify modes of communication and types of media. Interpret current events and their importance. Compare entertainment in China with entertainment in the US.

**Connections to Other Disciplines:**
History – past and present
Social studies – current events

**Technology Integration:** Students will analyze the role of technology in society today. Students will use the Internet to read about current events.

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

**Performance tasks** In an interpersonal pre-assessment prompt, students will discuss the changes brought to their lives through technology. Students will present information on their favorite TV show or hobby. Students will engage in a debate about topics such as cell phone use in school and in public. Students will be able to talk briefly about their favorite hobby.

**Quizzes, Tests, Prompts, Work Samples** Students will read about Confucius and Xuarzang, the Buddhist scholar of the Tong dynasty. Students will write an introduction of one or two famous people including their profession, nationality, hobbies, and contributions to society. Students will write a review of a Chinese show, artist, musical group, or other entertainment group.

**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 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 a basic understanding of hobbies from prior Chinese study and from American culture. They also have had exposure to the media, entertainment, and current events. Because this is the year of the Olympics, students are more aware of China in the news. This will enable them to digest 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.nytimes.com

**Sub-theme(s)/unit(s)**

*The program may consist of one or more sub-themes/units*

Entertainment

The Olympics

**Lessons that support the subtheme/unit:**

*Daily instructional plan*

types of shows, media, and opinions