



SFSU STARTALK Student Program Curriculum Template

Theme: Journey to the West

Target Proficiency Level: Novice- Mid

Number of Hours: 20

Designed by: SFSU Startalk Team

Brief Description of Program

Students will read comic version of Journey to the West and be able to

- Understand and enjoy the story
- Retell the story
- Discuss the story
- Create their own comics, digital story
- Act out the story

What Enduring Understandings are Desired:

Students will understand Chinese folk religion, mythology, value system, fantasy, magic, humor, and the pantheon of [Taoist](#) immortals and [Buddhist](#) bodhisattvas.

What Essential Questions Will Guide this Program and Focus Teaching/Learning:

- In what way is the West journey important?
- What are the main characters in Journey to the West? Who do you like the most? priest Xuanzang, Monkey, greedy Pig, or Friar Sand? Why?
- Which adventure do you find most interesting and fascinating? Why?

Standards:

Major Standards: 1.1, 1.2, 1.3, 2.1, 2.2: 3.1

Supporting Standards: 4.1, 4.2, 5.1

Content:

Chinese mythology, fantasy, magic, humor, and major characters in the story.

Key Vocabulary:

玉皇大帝, 觀音菩薩, 齊天大聖, 孫悟空, 唐三藏, 唐僧, 豬八戒, 沙悟淨, 四大名著, 小說, 故事, 西天取經, 花果山, 妖魔鬼怪, 經歷, 旅途, 路程, 有驚無險, 佛教, 七十二變, 金剛杖, 冒險, 經歷, 成功, 失敗, 想盡辦法, 功夫, 師兄, 師弟, 師傅, 歷史, 努力, 處變不驚, 害怕, 膽子, 解決, 解救。

Skills:

- Students will be able to retell the amazing adventures of Priest Xuanzang, Monkey, greedy Pig, or Friar Sand
- Discuss the story
- Act out the story

Connections to Other Disciplines:

- Geography: Map Reading and drawing
- History and culture: Tang Dynasty life, history and culture

Technology Integration:

- Students develop/ use Podcasts, digital /audio stories.
- Create graphical novel/stories
- Expand learning with ipod and photo or digital “comic” layout stories
- Use digital stories created online

Assessments**Performance tasks:**

- Create a map of Journey to the West
- Create their own comics and digital story of Journey to the West
- Perform story

Quizzes, Tests, Prompts, Work Samples

- Vocabulary quizzes
- Listening Comprehension
- Poster of map of Journey to the West
- Create own comic

Unprompted Evidence

- Observations
- Regular dialogues with students about reading progress.

Can Do Statements From Linguafolio

- I can understand some of what people say in a conversation when they are talking about familiar things.
- I can understand the main idea of short simple descriptions, especially if there are pictures or graphs.
- I can ask and answer simple questions on very familiar topics, such as likes and dislikes.
- I can describe familiar people, places and things in simple ways.

Required Resources:

- each student will have own comic version of Journey to the West
- posters, color markers, color construction paper to make comic

Differentiation of Instruction:

- To meet the needs of different learning styles, new language items are presented with visual aids
- Students will be able to act out the story

Instructional Strategies:

- students will get a chance to read the story
- teacher student interaction through questions and classroom discussions
- dialogues and presentations
- create own comic
- role playing

What do they already know that will help them learn 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)

Harry Potter series (magic), Gulliver's Travel (journey), and the student's own traveling experience.

Links to relevant web sites:

- <http://baike.baidu.com/view/2583.htm>
- <http://zh.wikipedia.org/wiki/%E8%A5%BF%E6%B8%B8%E8%AE%B0>
- <http://www.chiculture.net/php/frame.php?id=/cnsweb/html/0417>

Sub-theme(s)/unit(s)

Magical World

Lessons that support the sub theme/unit:

Daily instructional plan