



**STARTALK Student Program Curriculum
Stanford University/Palo Alto Unified School District
Chinese Level 2 A Overview**

Theme: 我的课余生活
My Extra-curricular Life

Target Proficiency Level: Novice Low to Novice Mid

Number of Hours: 95 hours

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Brief Description of Program (including curricular context and goals)

At the end of the four-week session, students will be able 1) to talk about dates, friends and family members' birthdays; to communicate about time, daily routines and express opinions about time; to discuss their home environment, including their house, rooms and furniture; to describe the condition and relative position of things; to talk about clothing, including colors and clothing types; to describe how clothes fit and how to tell about particular types of clothing they want; to talk about buying goods in various settings and how to ask prices and about the availability of goods, express opinions about goods and making choices; to hold a basic conversation when visiting a Chinese family; to hold basic telephone conversations for many occasions; to hold basic conversations at a restaurant or as a guest of a Chinese family; to write notes, explain causes, and express frequency and offer choices; to talk about the weather, the duration and characteristics of the seasons and to understand a simple weather report; and to write a diary using a variety of language structures

What Enduring Understandings are Desired:

Students will understand

- *the importance of a balanced life that includes extra-curricular activities and civic involvement.*
- *The importance of communicating in culturally-appropriate ways of interacting with diverse members of the Chinese-speaking community.*
- *That different contexts (social, professional) require different registers.*

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

- *To what extent or in what ways do Chinese and Americans view the concept of extra-curricular activities and civic involvement?*
- *How important is effective communication to obtain what they desire?*
- *What is the role of culture in effective communication?*

Standards/Goals:

- 1. Major Standards: C1.1, C1.2, C1.3**
- 2. Supporting Standards: C2, C3, C4, C5**

Content:**Knowledge:**

- *Frequently-used language in daily life/ and extra-curricular activities.*
- *Sentence patterns*

Key Vocabulary:

Chinese characters: See Weeks 1-4 sections

High-frequency words and phrases: See Weeks 1-4 sections

Skills:

- *Describe extra-curricular activities*
- *Engage in Chinese cultural activities*
- *Celebrate major personal and national holidays*
- *Participate in festival activities appropriate for different social events and holidays*
- *Plan a visit to a friend's house and describe appropriate guest behavior*
- *Plan to go shopping and how to barter*
- *Make a restaurant reservation and/or place a phone order for food*
- *Describe the weather and summarize the basic components of a weather report*
- *Talk about what you are doing and when.*
- *Describe activities that take place in different rooms of a Chinese house and garden.*
- *Compare the western and Chinese lunar calendars.*

Connections to Other Disciplines:

- **Mathematics**
- **VPA**
- **History/SS**
- **Science**

Technology Integration: (Computer lab)

- *Listening activities*
- *Timed-response activities*
- *I-Pod activities(Computer lab and home)*
- *PowerPoint presentations*
- *E-mail exchanges*

Assessments:

- *Students do Bellwork activities at beginning of class to assess prior knowledge*
- *Comprehension checks to ensure continuous understanding*
- *Pronunciation and tonal checks to ensure accurate production of sounds*
- *Recognition of Chinese characters (hanzi) introduced*
- *Writing of Chinese characters using correct stroke order*
- *Timed-response activities in computer lab*
- *Oral response activities to given prompts*
- *I-Pod based assignments to check comprehension beyond the classroom*
- *Stamp test for summative assessment*

What evidence will show that students understand and can perform?

Performance tasks

- *Talking with classmate about extra-curricular activities*
- *Presentations on simulated TV weather report*
- *Application of learned content in game format (i.e. Jeopardy)*

Quizzes, Tests, Prompts, Work Samples

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Unprompted Evidence (observations, dialogues)

- Role plays
- Student interactions
- Students' personal experiences in a Chinese restaurant during the program's field trips

Can do Statements From Linguafolio

- **Interpretive Listening**
I can follow a description of a typical day when visual support is provided
I can follow a command, especially when people use gestures.
I can understand the difference between a question and a statement.
I can understand names of objects in my immediate environment such as words for familiar objects found in classrooms.
- **Interpretive Reading**
I can connect some characters to their sounds and meanings.
I can follow along on the page when something familiar is read out loud.
 - Identify months, days of the week and certain holidays/festivals in calendars
 I can interpret learned characters and reply with appropriate responses.
- **Interpersonal Speaking**
I can introduce myself and others using basic culturally appropriate greetings.
 - I can introduce myself and someone else.
 - I can respond appropriate to an introduction (e.g. "I am happy to meet you.").
 - I can share some information about me, other members of my family, friends and free-time activities with others.
 - I can ask and tell about family members and their characteristics (e.g. tall, short, funny, serious.)
 - I can ask and tell about friends, classmates, and teachers.
- **Presentational Speaking**
I can present personal information about myself and others using words and simple phrases.
 - I can state my name, age, and where I am from.
 - I can give my phone number, home address, and email address.
 - I can say things about my physical appearance.
 - I can say things about my personality.

- I can say things about my and my immediate world.
I can express my likes and dislikes.
- I can express which sports I like and don't like.
- I can express my favorite free-time activities and those I don't like.
- I can state my favorite foods and drinks and those I don't like.
- I can express some of my personal likes and dislikes.
- **Presentational Writing**
I can write about myself using learned phrases and memorized expressions.
 - I can list my likes and dislikes.
 - I can list my family members.
 - I can list my free-time activities.
 - I can list my favorite food and clothes.
 - I can create a simple schedule or calendar with days and numbers.
 - I can write phrases and simple sentences to describe aspects of my everyday life.
 - I can write about me, my family, friends and my daily life

Required Resources:

Ni Hao 2- Textbook –Chinese Language Course – Elementary Level (ISBN 978 187639126)

Student Workbook-Elementary Level (ISBN 978 1876739133), Audio CD (ISBN 978 1876739164).

Teacher's Handbook 1 (ISBN 978 1876739140), CD-ROM Language Lab Software, CD-ROM Game Software

Language Lab equipped with computers, and iPods.

Differentiation of Instruction:

- Instruction will reflect the following strategies aimed at meeting students' diverse-learning styles and academic abilities, such as
 - Collaborative group work
 - Paired work
 - Individualized work focusing on students' strengths and needs
 - Use of visuals and gestures
 - Technology
 - Instructional strategies addressing multiple intelligences
 - Differentiated tasks to demonstrate student understanding

Instructional Strategies:

- Providing input in a contextualized manner to facilitate understanding and learning
- Frequent comprehension checks to check for understanding
- Guided practice to support students in apply new language and recycle previously-learned language
- Continuous formative assessment of student progress in acquiring the language and culture
- Opportunities to apply the language both in and outside of classroom settings
- Differentiated instruction and assignments based on students' learning styles and academic abilities

- Employ real-world tasks to assess formative and summative student performance

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)

- Diagnosis of previous student knowledge and skills, both at the beginning of each unit of instruction as well as each daily lesson

Links to relevant web sites:

Chinese Pod (www.Chinesepod.com)

Better Chinese (www.Betterchinese.com)