



**STARTALK Student Program Curriculum
Stanford University/Palo Alto Unified School District
Chinese 2 A, Week IV**

Week Four: 7/14-7/18

Overall Theme: 我的课余生活

My Extra-curricular Life

Week Four Theme: Dining out and a friend's home

Target Proficiency Level: Novice Low to Novice Mid

Number of Hours: 25 hours

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Brief Description of Program (including curricular context and goals)

At the end of the fourth-week session: the student will hold basic conversations at a restaurant or as a guest of a Chinese family; talk about food as related to the weather, traditional holiday and seasonal cuisine and the impact of the weather on food choices. Students will view a TV weather report and relate what people might be eating and what fruits and vegetables might be available based on given weather conditions.

What Enduring Understandings are Desired:

Students will understand

- *How weather and climate shape eating habits.*
- *The role of food in different traditional celebrations.*
- *The major staples in the Chinese diet.*

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

- *What constitutes a typical daily diet for Chinese living in different regions of China?*
- *What foods would you expect to eat in China in a given season?*
- *What is the relationship between the Chinese and American diet?*

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:

High-frequency words and phrases:

Skills:

- *Acquire essential vocabulary, phrases and sentences for describing different food items, climate and weather conditions.*
- *Describe the typical foods that would be served in China for meals and snacks.*

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 Bell-work 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

- *Read a menu, order food and calculate costs of meals.*
- *Describe favorite dishes and explain why.*
- *Demonstrate appropriate eating manners in a family and formal setting.*
- *Relate different foods to different holiday celebrations and seasons of the year.*

Quizzes, Tests, Prompts, Work Samples**Move down from assessment****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 (representative)

- Interpretive Listening

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.
I can identify a short audio announcement relating the time and place of a movie or sporting event.
I can follow a description of a typical day when visual support is provided.

- 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 calendarsI 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.
 - I can describe a visit to a friend’s house.

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

iPods and Language Lab with Computers

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)

Sub-theme(s)/unit(s)

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

Lesson 9 第九课

天气

Tianqi

(Weather)

9.1 What's the weather today?

9.2 Beijing's weather

9.3 Weather report

9.4 It is raining again