



STARTALK Student Program Curriculum
Stanford University/Palo Alto Unified School District
Chinese 3 B Overview

Theme: 年轻人的天地

Young People's World

Target Proficiency Level: Novice Mid – Novice High

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 to express themselves in the three communicative modes in the following content areas: vacation activities, leadership and student leaders, after-school and extracurricular activities, computers and the internet (facebook, YouTube, etc.), being a host and guest in a Chinese cultural setting, eating habits, social gatherings, forming impressions and opinions on various topics, part time jobs, internships and working conditions, shopping and managing money, parties, decision-making, behavior and reactions, resolving conflicts and solving problems, and reacting to unpleasant experiences.

What Enduring Understandings are Desired:

Students will understand

- *Youth as a stage of life.*
- *The transition from childhood to adulthood and its accompanying challenges and opportunities.*
- *Cultural differences and expectations of youth across cultures.*
- *The importance of communicating in culturally-appropriate ways with members of the Chinese-speaking community, regardless of the stage of life one is in.*

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

- *What is it like to be a teenager in a Chinese-speaking community and America?*
- *Why are the social/cultural activities that teenagers participate in different from one cultural context to another?*
- *What role does culture play in the activities and social interactions that teenagers participate in?*

Standards/Goals:

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

Content:

Knowledge:

- *Frequently-used language in the daily life of teenagers in a Chinese cultural setting*
- *Anecdotes based on ancient Chinese stories and legends*
- *Sentence patterns*

Key Vocabulary:

Chinese characters: See Weeks 1-4

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

Skills:

- *Describe popular activities in a young person's world.*
- *Engage in typical teenage Chinese cultural activities.*
- *Define and discuss conflicts related to generation gaps.*
- *Plan to host a Chinese guest and know how to be a guest in a Chinese family.*
- *Relate the world of school with the world of work, including application of knowledge and skills in a work-setting, such as interacting with clients, managing and allocating resources and conducting financial transactions.*
- *Express opinions on a variety of work-related topics.*
- *React in a constructive and culturally-appropriate manner to resolve an unpleasant situation.*

Connections to Other Disciplines:

- **Sociology**
- **Mathematics**
- **Cultural Anthropology**
- **Career and Technology Education**
- **Business, commerce and finance**

Technology Integration: (Computer lab)

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

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*
- *Student-conducted interviews of business representatives during internships*
- *Successful completion of internship tasks in business contexts*
- *Successful delivery of Capstone Project integrating learning acquired in the classroom and the internship*
- *Stamp test for summative assessment*

What evidence will show that students understand and can perform?

Performance tasks

- *Successful completion of internship tasks*
- *Successful delivery of reports on what was learned in and beyond the classroom*
- *Student Capstone Projects demonstrating enduring understanding resulting from the program*

Quizzes, Tests, Prompts, Work Samples

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Unprompted Evidence (observations, dialogues)

- Role plays
- Paired-Activities
- Presentational Mode

Can do Statements From Linguafolio

- **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.

I can understand some simple questions when accompanied by appropriate non-verbal clues and visuals.

- I can comprehend when asked how old I am, what my name is, and where I live.

- I can understand when someone asks me what sports I play, which hobbies I have, and what I like to do in my free time.

I can follow some simple directions or instructions, especially when people use gestures.

- I can follow simple directions on a city map when told how to get there.

- I can follow instructions for baking a cake or drawing a picture when I am doing this step by step with opportunity to ask for repetition.

I can comprehend the main idea and key points when overhearing a conversation.

- **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.

I can understand the purpose of simple, everyday materials.

- I can recognize advertisements, brochures, menu lists, schedules, greeting cards, and business cards.

- I can comprehend the message in greeting cards (e.g. birthday, New Year's, thank you).

- I can identify destinations and major attractions in travel brochures.

I can understand the main idea and a few details in texts I read.

- I can read some comic strips and follow the story line.

- I can comprehend some short descriptions or reviews in TV or entertainment guides.

- I can locate places on city maps.

- **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.

I can exchange information using simple texts, graphs, or pictures.

- I can ask about and identify familiar things in a picture.

- I can ask about and identify important information in a graph.

- I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets.

I can ask for and give directions with the help of a map or other visual aid.

- I can ask for directions to a place.

- I can tell someone how to get from one place to another (e.g. go straight, turn left, turn right).

- I can tell someone where something is located (e.g. next to, across from, in the middle of).

- **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 familiar experience or event in simple terms.

- I can describe what I do during the weekend.

- I can describe the key elements of an event.

Presentational Writing

I can write about myself using learned phrases and memorized expressions.

- I can list and describe my likes and dislikes.

- I can list and describe my family members,.

- I can list and describe my free-time activities
 - I can describe my favorite food and clothes and state why.
- I can describe a conflict on my schedule .
- I can write sentences to describe aspects of my, my family and friends' everyday life.
- I can express my opinion in writing on familiar topics.
- I can express my opinion about friends, family, and school (e.g. cell phones in school).
 - I can express my opinion about a cultural topic (e.g. Chinese comics)
 - I can describe and express my opinion about my Chinese-learning and using Chinese in my internship experience.

Required Resources:

Ni Hao 4- Textbook –Chinese Language Course – Advanced Level (ISBN 1876739002)
 Student Workbook 4-Advanced Level (ISBN 1876739-01-0), Audio CD (ISBN 978 1876739 041)
 Teacher's Handbook 4- Advanced Level (ISBN 978-1-876739-02-7), CD-ROM Language Lab Software, CD-ROM Game Software

iPods, Language Lab with Computers and Professional Internship Venues

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
 - Differentiated placement in internships based on student interest and ability

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 (e.g. internships)
- Differentiated instruction and assignments based on students' learning styles and academic abilities
- Employ real-world tasks to assess formative and summative student performance
- Monitor student performance in internship settings and provide support to ensure positive learning experiences for the students.

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)