

Teaching Chinese Resources Curriculum Framework 2008 StarTalk Good Will Program of SCCCS

**Program Curriculum Framework (TEMPLATE is illustrated by Beginners Level, see another file)
Drafted Matrix of Outlines for Advanced, Intermediate and Beginners Levels: FYI**

Focus of Training by Level	Beginners Level (Community Citizen) <ul style="list-style-type: none"> ❖ relationship between people and people ❖ responsible for knowing the need of self, others, occasions and community 	Intermediate Level (Global Citizen) <ul style="list-style-type: none"> ❖ relationship among groups, and how one group affect the rest of the world on the globe ❖ responsible for the effect of give-and-take, good will & reciprocity 	Advanced Level (Cultural Citizen) <ul style="list-style-type: none"> ❖ the evolution from the value of the past to that of the present time ❖ Responsible for the outgrow of the knowledge and skills of previous generation
Big Ideas	<p style="text-align: center;">整潔是為人處世之本； 衣著整潔就是尊重他人</p> <p>Translation on the big ideas:</p> <ol style="list-style-type: none"> 1. Neatness is the best policy for friendship. 2. Dress for the occasion is a statement of propriety. 	<p style="text-align: center;">整潔美觀就是禮貌； 選擇衣料，保護地球</p> <p>Translation on the big ideas:</p> <ol style="list-style-type: none"> 1. Dress well means respect. 2. Choose well lasts long. 3. Using and shopping environmentally safe materials for clothes is everyone's responsibility. 	<p style="text-align: center;">衣錦榮歸光宗耀祖； 衣鉢相傳，代代接續</p> <p>Translation on major Chinese famous expressions:</p> <ol style="list-style-type: none"> 1. EXPRESSINO-I: Wearing satin-and-silk costume and returning home with glory is the best way to glorify your ancestors. 2. EXPRESSINO II-Clothes and

			<p>the Bowl used by the Master Pass on Generation after Generation.</p> <p>3. EXPRESSION-III: Fashion is a statement of power</p>
Enduring Understanding	<ol style="list-style-type: none"> 1. Students will understand that wearing properly, in clean clothes, impresses a positive image of oneself on others' mind. 2. Respect of others means wearing clean and proper clothes and paying attention to others' need to maintain the social event. 	<ol style="list-style-type: none"> 1. Students will understand that a responsible global citizen pays attention to dress codes and uses only non-disastrous materials 2. Students will know the significance of global ecology: the relationship among the need of the mankind, animals and plants on the globe. 	<ol style="list-style-type: none"> 1. Students will understand the significance (power, ranks, authority, gender, social class) and symbolism of dress codes from the past to the present time China. 2. Students explore meaning of dress-related cultural expressions & understand the differences between expectations of Chinese traditional parents or a master of a school of thought, and the responsibility of their next generation.
Essential Questions	<ol style="list-style-type: none"> 1. Does how you dress reflect who you are? 2. What types of clothes are wore for casual , semi-formal, and formal occasions? 3. What are the reasons these people wear 	<ol style="list-style-type: none"> 1. In what way dresses reflect one's level of politeness and respect to others in events? 2. What do people read "you" according to your dressing manner and styles? 	<ol style="list-style-type: none"> 1. How does culture shape a nation's costume? 2. What is unique about style of clothes? What classifications of traditional Chinese clothes correspond to ethnicity, gender and

	<p>uniforms? (policemen, doctor, technicians, flight attendance)</p> <p>4. What are the impressions of your friends/ classmates when they see you look dirty, tired, in black, in red, or in blue, clean, chic, shining, stunning, formal?</p> <p>5. What does it mean by “wen-hua shan, T-shirt in Chinese”</p>	<p>3. Learn the following terms and judge their level of comfort in clothes to human body: Nylon, polyester, cotton, acrylic, wool liner/shell plastic</p> <p>4. Why environmental activities condemn those who consumed leather jacket and genuine fur coats?</p>	<p>social class status, power or authority?</p> <p>3. What are the differences in dress on types of occasions in ancient China and in contemporary China?</p> <p>4. Learn the significance of “passing on skills and knowledge” symbolized by “passing on the master’s robes and bowl.”</p>
<p>Standard Goals Major standards Supporting standards</p>	<p>Major: Standard 1.1, 1.2, 1.3 Standard 2.1, 2.2 Standard 4.1, 4.2 Standard 5.1, 5.2</p> <p>Supporting: Standard 3.1, 3.2</p>	<p>Major: Standard 1.1, 1.2, 1.3 Standard 2.1, 2.2 Standard 3.1, 3.2 Standard 4.1, 4.2 Standard 5.1, 5.2</p>	<p>Major: Standard 1.1, 1.2, 1.3 Standard 2.1, 2.2 Standard 3.1, 3.2 Standard 4.1, 4.2 Standard 5.1, 5.2</p>

Content	<ol style="list-style-type: none"> 1. Knowing who I am/I want to be, what, when, how, why, and which piece of clothes is fitting to what occasion. 2. Knowing the relationship among self and others in a community and what expectations each occasion has its own dress code. 	<ol style="list-style-type: none"> 1. Knowing how much one's own attitude toward maintenance of personal hygiene (dressing up or down, etc.) will affect other people's impression about who you are. 2. knowing whether one individual take responsibility in using and choosing clothing materials will have an impact on our environmental and global environment. 	<ol style="list-style-type: none"> 1. Knowing major significance, fashion and styles of men and women in ancient China and those of contemporary China. 2. knowing the relationships between dress codes and expectations. 3. knowing the symbolism and value attach to it in some of the ancient Chinese expressions in comparison with the situation in today's Chinese society.
Connections to other disciplines	self and other, social study, ethics, moral/etiquette, health	self and other, ethics, geography, biology, zoology, social etiquette and cultural politeness	Social study, ethnic study, culture anthropology, behavior, belief and value of inheritance
Technology Integration	pictures, images, Powerpoint presentation, internet, short film	pictures, images, Powerpoint presentation, internet, short film	pictures, images, Powerpoint presentation, internet, video/film
Assessments	Performance tasks evaluated by rubric system, observations & dialogue with the students, other quizzes, tests and student self reflections	Performance tasks evaluated by rubric system, observations & dialogue with the students, other quizzes, tests and student self reflections	Performance tasks evaluated by rubric system, observations & dialogue with the students, other quizzes, tests and student self reflections

Required Resources:	Black board, pictures, video, podcast/MP3 sound files	Black board, pictures, character cards, newsprints, video	Black board, internet, pictures, newsprints, video/film
Differentiation of Instruction:	<p>1. CONTENT OPTIONS AVAILABLE: Students will be able to choose three out of nine choices listed on a Tic Tac Toe board, based on one's own interests to link up their project.</p> <p>2. INDIVIDUAL ASSISTANCE: Students will be guided by volunteer interns in class and during breaks for questions.</p> <p>3. STUDENT CENTERED ASSESSMENT: Students will be given a variety of assessment tools to evaluate and to facilitate the progress of his/her language proficiency gain (e.g., routine greeting, chatting, observation, diagnostic feedback, tasks, prompts, quizzes, tests and projects)</p> <p>4. SKILL DEMAND- Beginners-level learners are expected to have immersing progress in their ability in knowledge, comprehension,</p>	<p>1. CONTENT OPTIONS AVAILABLE: Students will be able to choose three out of nine choices listed on a Tic Tac Toe board, based on one's own interests to link up their project.</p> <p>2. INDIVIDUAL ASSISTANCE: Students will be guided by volunteer interns in class and during breaks for questions.</p> <p>3. STUDENT CENTERED ASSESSMENT: Students will be given a variety of assessment tools to evaluate and to facilitate the progress of his/her language proficiency gain (e.g., routine greeting, chatting, observation, diagnostic feedback, tasks, prompts, quizzes, tests and projects)</p> <p>5. SKILL DEMAND- Intermediate-level learners are expected to gradually progress in their ability in explanation, interpretation, application, perspective analysis, empathy</p>	<p>1. CONTENT OPTIONS AVAILABLE: Students will be able to choose three out of nine choices listed on a Tic Tac Toe board, based on one's own interests to link up their project.</p> <p>2. INDIVIDUAL ASSISTANCE: Students will be guided by volunteer interns in class and during breaks for questions.</p> <p>3. STUDENT CENTERED ASSESSMENT: Students will be given a variety of assessment tools to evaluate and to facilitate the progress of his/her language proficiency gain (e.g., routine greeting, chatting, observation, diagnostic feedback, tasks, prompts, quizzes, tests and projects)</p> <p>4. SKILL DEMAND- Advanced-level learners are expected to hone their skills on explanation, interpretation, application, perspective analysis, empathy toward other kinds and increase</p>

	application of learned language toward other kinds during conversation and have some increase of self-knowledge.	toward other kinds and increase of self-knowledge.	of self-knowledge.
Instructional Strategies	<p>Being aware of students' demand in terms of their developmental stage in light of WHERETO (Wiggins 2003) for</p> <ol style="list-style-type: none"> 1. Standard-based learning 2. Student-centered teaching 3. Using task-based, performance-based approaches to ensure skill-getting, skill-using and communicability in class. 4. Operative from Where the objective of each lesson is going, Hook students' interest, Equip and help students to experience key concepts/issues, Revise and reconstruct their understanding of the key ideas and their work, Evaluate their work and its implications, Tailor teaching materials to 	<p>Being aware of students' demand in terms of their developmental stage in light of WHERETO (Wiggins 2003) for</p> <ol style="list-style-type: none"> 3. Standard-based learning 4. Student-centered teaching 5. Using task-based, performance-based approaches to ensure skill-getting, skill-using and communicability in class. 6. Operative from Where the objective of each lesson is going, Hook students' interest, Equip and help students to experience key concepts/issues, Revise and reconstruct their understanding of the key ideas and their work, Evaluate their work and its implications, Tailor teaching materials to meet the students' individual needs and ability to outgrow, and Organize 	<p>Being aware of students' demand in terms of their developmental stage in light of WHERETO (Wiggins 2003) for</p> <ol style="list-style-type: none"> 5. Standard-based learning 6. Student-centered teaching 7. Using task-based, performance-based approaches to ensure skill-getting, skill-using and communicability in class. 8. Operative from Where the objective of each lesson is going, Hook students' interest, Equip and help students to experience key concepts/issues, Revise and reconstruct their understanding of the key ideas and their work, Evaluate their work and its implications, Tailor teaching materials to meet the students' individual needs and ability to outgrow, and Organize

	<p>meet the students' individual needs and ability to outgrow, and Organize teaching plans properly with flexibility to maximize initial learning and sustain engagement toward a favorable outcome of learning.</p>	<p>teaching plans properly with flexibility to maximize initial learning and sustain engagement toward a favorable outcome of learning.</p>	<p>teaching plans properly with flexibility to maximize initial learning and sustain engagement toward a favorable outcome of learning.</p>
Prior Knowledge	<p>This lesson is learned during the last week of the second half of summer session.</p> <p>The students have learned about nine lessons including Number, Telling of time, Family, Body parts, Color, Food, Weather, Clothes, Holiday and Hobbies.</p> <p>This review lesson and the final project integrate the students' prior knowledge and skills as and intend to hook their interest in learning Chinese at an even higher level.</p>	<p>This lesson is learned during the last week of the second half of summer session.</p> <p>The students have learned about nine lessons including First Day of Class, Dormitory Life, Restaurants, Shopping, Specialized Interests, Blind Dating, Chinese Movies and TV, Travel to China.</p> <p>This review lesson and the final project integrate the students' prior knowledge and skills as and intend to hook their interest in learning Chinese at an even higher level.</p>	<p>This lesson is learned during the last week of the second half of summer session.</p> <p>The students have learned about nine lessons including Post Office, A Letter, Chinese Holidays, Sports, Family Life, Equal Opportunity, Health and Insurance, Environmental Protection.</p> <p>This review lesson and the final project integrate the students' prior knowledge and skills as and intend to hook their interest in learning Chinese at an even higher level.</p>

Links to relevant web sites	Magic Chinese SCCCS Teaching Chinese-I SCCCS Teaching Chinese-II	Magic Chinese SCCCS Teaching Chinese-I SCCCS Teaching Chinese-II	Magic Chinese SCCCS Teaching Chinese-I SCCCS Teaching Chinese-II
Sub-theme(s) units(s)	<i>The program may consist of one or more sub-themes/unit</i> a. Receiving of and responding to an invitation b. Shopping & bargaining c. Giving Advice	Title, social role, duty and honor in uniform: a. Experiencing different social roles and their function b. State of mind, joy and hardship of a policeman c. Work force, occupations and clothes	Prior Knowledge-- Sports, Family Life, Equal Opportunity, Health and Insurance, Environmental Protection Subthemes/units-- family tradition, parental expectation, individual's aspiration and ideal Stereotype and ethnicity
Lessons that support the subtheme/unit	<i>Daily instructional plan</i> Day I (Monday)—Receiving of an invitation Day II (Tuesday)— RSVP to an invitation Day III (Wednesday) — Inviting friends for clothes shopping Day IV (Thursday) — Shopping and bargaining Day V (Friday) — Giving advice	<i>Daily instructional plan</i> Day I & Day II Experiencing different social roles and their function Day III State of mind, joy and hardship of a policeman Day IV and Day V Work force and luxurious clothes and environmental disaster	<i>Daily Instructional Plan</i> Day I & Day II family tradition Day III Parental expectation, Stereotype and ethnicity Day IV and V Individual's aspiration and ideal

SAMPLE CONTENT: Storyline

Beginners Level

整潔是為人處世之本；衣著整潔就是尊重他人

(Responsible for the need of Self and Community)

EQ_Beginners Level: 穿拖鞋可以參加宴會嗎？ 甚麼場合穿甚麼衣服？

Text- What should I wear to Chinese Auntie's Wedding 參加中國姑姑的婚禮我該穿甚麼禮服呢？

-- storyline: After receiving Chinese Auntie's wedding invitation to be held on July 4th to a classy hotel reception and dance party afterward. With his parents' approval, **Mark** invited his friends, John, Josephine, his high school girl friend, and Karen to shop with him at the Stonestown Galleria Mall for this incoming big occasion. Mark spotted on a pair of Levi Jeans of brand new design and a Black Polo Shirt, and a pair of sandals on the side. Reminded by her past experience, Josephine asked Mark whether these items are appropriate to the occasion. All of them begin to have a conversation in the shop.

Intermediate Level: 整潔美觀就是禮貌；選擇衣料，保護地球 **(Citizen of the Global)**

EQ_Intermediate Level: 穿衣服跟禮貌有關係嗎？穿甚麼樣的衣服能保護環境？

為甚麼有人要穿貂皮大衣？

Going to a Vocational Fashion Show—Mark, Josephine, John, and Karen, Sean and Christy

Six students were invited to a social function plus fashion show required them each to choose a character's role with one particular vocational duty and dress up like that character as lively as one can. Here are the roles and these students chose to play: Mark- Policeman; John- Judge; Karen- Environmental Activist, Josephine- An extremely rich woman in her 60s who loves purchasing fur coats, Sean- cross-country track driver who wears leather jacket, Christy- Coast guard.

Now, you are invited to act as one of these six students. Please pretend that you are one of the characters and

- (1) state your respective duty, reflect the mind and emotion of the role you assume,
- (2) what power/authority/joy and/or hardship that character in that role may have, and
- (3) where this character is most like to work, when you walk on and across the stage for the Vocational Fashion Show
- (4) Should environmentalist be the only people who care about global warming or global warming?

Why they choose that role? What responsibility, power or authority does that role have? What does a uniform symbolize? What significance does a dress code have?

Advanced Level: 衣錦榮歸光宗耀祖; 衣鉢相傳, 代代接續 (Citizen of a Cultural Heritage)

EQ_Advanced Level: 個人服飾与榮耀地位有關嗎? 衣鉢相傳的意義何在?

Become A Lawyer, Doctor, Engineer or An Artist?

In a 10th grade class where a student Mark held a cultural heritage discussion about how one should balance one's family tradition and parental expectation. One Chinese parent named Guanghua was invited to share the expectation of his own parents, who were both doctors, toward himself and that made him a doctor as well. He also shared two other points in his talk: One, an ideal occupation in his mind when he was young yet unfulfilled, and second, what he may have expected his children to do yet he finally stopped giving his own children parental pressure. After Dr. Guanghua's talk, Mark invited his classmates to reflect on the talk and to share what their own parents' expectations are toward themselves, and whether they are allowed to make their own choice for future career options.

Stereotypical occupation by ethnicity--

Spanish parents- shop keeping, doctor

Chinese parents- lawyer, doctor, engineer,

Modern-day American parents-just enjoy being yourself

Japanese parents- Take care of the company of one's father's

German parents- scientist, researcher, technician

Australian- Movie star in Hollywood, wild-life adventurer, and sailors