



STARTALK Student Program Curriculum

Theme: Clothes and Propriety **Target Proficiency Level:** Beginners Level

Number of Hours: 3 hours per day; 5 days a week for a total of 6 weeks

Designed by: Dr. H. Lin Domizio (Director, Professional Teacher Training Program)

Brief Description of Program (including curricular context and goals)

What Enduring Understandings are Desired:

Refers to the big ideas that we want students to retain after they've forgotten many of the details.

Students will understand.....

1. – that dress neatly is a statement of propriety.
2. – that neatness is the best policy for friendship.

Students will be able to talk about what impressions one may have when one sees someone dress down, wearing untidy clothes, or dressing unfitting to a formal or informal occasion.

Chinese Expressions: **整潔是為人處世之本；衣著整潔就是尊重他人**

Note: This particular lesson written for this template is to be taught in the 6th week of this StarTalk Good Will Program.

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

What we want students to think about in student friendly language

To some extents

1. *that some types of clothes you wear may tell people about your state of mind and who you are.*
2. *that people consider it important to dress up for formal occasions.*
3. *that people consider it crucial to have policemen wore uniform.*
4. *that people may think you are rude if you come to a wedding banquet in sandals and dress down purposely.*
5. *that people feel uncomfortable when they see you wearing dirty, rugged clothes.*
6. *that people consider “the design of a T-shirt” is a statement of certain culture.*

Standards/Goals:

Major Standards:

Standard 1.1, 1.2, 1.3
Standard 2.1, 2.2
Standard 4.1, 4.2
Standard 5.1, 5.2

Supporting Standards:

Standard 3.1, 3.2

Content:

What we want students to know and understand

- that there are types of clothes categorized as casual, informal and formal.
- that dressing properly according to occasion is a statement of propriety.

SMAPLE STORYLINE of this lesson:

What should I wear for Chinese Auntie's Wedding?"

我該準備甚麼禮服參加中國姑姑的婚禮？

-- After receiving Chinese Auntie's wedding invitation, to be held on July 4th, to a classy and fancy hotel reception and dance party afterward. **Mark** invited his friends, John, Josephine, his high school girl friend, and Karen to shop with him in the Stonestown Galleria Mall for this incoming big occasion. Mark spotted 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 and others began to ask Mark whether these items are too casual, inappropriate or not to the occasion and that dressing properly to a given occasion shows one's respect and politeness to the host or the encounters.

Key Vocabulary: terms of clothes, measure words for set of clothes, trousers, shoes, outfits, terms of occasions, stative verbs reflecting comments of characters in this lesson

Skills:

What we want students to be

- *be able to interpret how other people feel about oneself if one wears inappropriately to a given occasion.*
- *be able to identify what occasions/events can be categorized as casual, semi-formal and formal*
- *be able to apply knowledge to talk about what are the best matches for a given occasion and why*

Connections to Other Disciplines:

Social study, ethics, moral/etiquette, visual appreciation, emotional expression

Technology Integration:

Pictures, images, Powerpoint presentation, Podcast/MP3 sound file, film excerpts

Assessments:

What evidence will show that students understand and can perform?

1_Performance tasks-

- **INTERPRETATION & APPLICATION:** that the students can match the term of clothes and what occasions they seem fitting and apply the knowledge to their behavioral actions
- **EMPATHY:** that the students can identify other people's feeling and perspective about the students themselves and others.

2_Quizzes, Tests, Prompts, Work Samples-

FORMATIVE TESTS

Quiz of this lesson: application of terms of dress in relation with given occasions

Tests: diagnostic test to check whether students need to slow down or move on

Prompts: a variety of test items, such as multiple choice, true or false, "what would you do if you are in xxx situation..." or roleplay situations will be given for practice.

SUMMATIVE TESTS

1_ A short **review test** in the end

2_ An **oral presentation** will be done by each student to report about the result of their interview on "Is this type of dress suitable for that occasion?"

In this project, each student present pictures of dresses/clothes and photos of events, and ask five people's responses to these matching examples. (e.g., what's your impression about this match, and what do you feel about someone dressing this set of clothes for that event/occasion?); students' presentations will be documented by video camera or digital camera.

3_Unprompted Evidence (observations, dialogues)

Students will be observed by both the classroom teacher and a volunteer (teaching fellow) on a routine daily basis. Students' progress will be checked on through dialogue exchanges and through their parents' notes on concern or acknowledgements.

4_Can do Statements From Linguafolio

- 1- Students can speak the terms of clothes and occasions
- 2- Student can listen, understand and interpret others' comments on fitting or unfitting match of clothes and events.
- 3- Students can write complete sentences on impressions of others toward one's own dressing preference or choices.
- 4- Student can read, understand and interpret others' responses and comments toward one's own matching choice between clothes and occasions (casual, semi-formal, and formal)

- 5- Students can understand that to yield a harmonious result, it is importance to pay attention to a host's need, others' need, and community's need.

Required Resources:

In-class: black board, pictures of dresses and events, video/digital camera.

Differentiation of Instruction:

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.

2. INDIVIDUALIZED ASSISTANCE: Students will be guided by volunteer interns in class and during breaks for questions.

3. STUDENT-CENTERED ASSESSMENTS: 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)

1. SKILL DEMAND - Beginners-level learners are expected to have immersing progress in their ability in knowledge gain, comprehension growth, ability of application for learned language to meet the needs communicative conversation. Learners are expected to have some increase of reflective self-knowledge.

Instructional Strategies:

Teachers are aware of students' demands in terms of their developmental stages in light of WHERE TO (Wiggins and McTighe, 2005). Instructional strategies include:

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 on WHERE TO:

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** teaching plans properly with flexibility to maximize initial learning and to sustain engagement toward a favorable outcome of learning.

Prior Knowledge:

What do they already know that will help them learn new information (Maybe

assessed with surveys, background info given at the beginning of the course or a review of past work that the student presents)

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This lesson is learned during the last week of the second half of summer session.

The students have learned about nine lessons including Number, Telling of time, Family, Body parts, Color, Food, Weather, Clothes, Holiday and Hobbies.

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.

Links to relevant web sites

[Magic Chinese](#) ; [SCCCS Teaching Chinese-I](#) ; [SCCCS Teaching Chinese-II](#)

Sub-theme(s)/unit(s)

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

- a. Receiving of and responding to an invitation
- b. Shopping & bargaining
- c. Giving Advice

Lessons that support the subtheme/unit:

Daily instructional plan

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