STARTALK Student Program Curriculum
Stanford University/Palo Alto Unified School District
Chinese 3 B, Week II

Week of: 6/30-7/03/08
Overall Theme: 年轻人的天地
Young People’s World
Week Two Theme: Staying in Touch with Friends, Near and Afar
Target Proficiency Level: Novice Mid – Novice High

Number of Hours: 20 hours

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Brief Description of Program (including curricular context and goals)
At the end of the second-week session, students will be able to express themselves in the three communicative modes in the following content areas: hosting a friend and being a guest in a Chinese cultural setting, planning a meal for a guest consider his/her eating habits, planning a social gathering, forming impressions and opinions and exchanging them with peers and friends.

What Enduring Understandings are Desired:
Students will understand

• The value of friendships and relationships with people, both next door and around the world.
• Cultural differences and expectations in hosting and being a guest in different cultures.

What Essential Questions Will Guide this Program and Focus Teaching/Learning:
• What are the qualities one looks for in a friend and how do you develop those qualities?
• What are the social/cultural activities that promote friendships and establish positive relationships?
• What role does culture play in establishing positive cross-cultural relationships?

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:
Characters: 换，决，定，方，把，父，母，亲，直，停，聊，简，单，

High-frequency words and phrases:
Sentence Patterns
1. 决定 to decide
2. 一方面。 2. 一方面 1) for one thing…, for another… 2) on one hand…, on the other hand…
3. 让 to let; to allow
4. 把 literally means “hold,” but does not carry a specific meaning here. It is used in a sentence to introduce an object ahead of a verb to emphasize how it is dealt with.
5. 一直 1) continuously 2) straight (in one direction)
6. 地 adj+ de often used after an adj/adv comprising two or more characters to serve as an adverbial phrase
7. 不得了 extremely
8. 然后 then, after that, afterwards
9. 一切 everything, all
10. 或 or, either…or…
11. 通常 usually
12. 准备 to prepare
13. 有的。。。有的。。。some…while some…
14. 一边（儿）。。。一边（儿）do one thing while doing another
15. 捣蛋 to make trouble
16. 过一阵子 after a while
17. 并不 not at all
18. 几乎 almost

Skills:
• Describe desirable qualities in forming friendships.
• Engage in cultural activities that facilitate establishing positive cross-cultural relationships.
• Compare and contrast the key characteristics and cultural values that Americans and Chinese look for in establishing friendships and relationships.
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 peers to identify the qualities that they seek in forming friendships

What evidence will show that students understand and can perform?

Performance tasks
- Students describe qualities of desirable friendships.
- Students establish positive professional relationships in internship settings.
- Students describe the importance of cross-cultural understanding in work settings.

Quizzes, Tests, Prompts, Work Samples
- 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
- Observation of student interactions with co-workers in internship settings
Unprompted Evidence (observations, dialogues)

- Role plays
- Paired-Activities
- Presentational Mode
- Students’ successful interactions with co-workers and clients in work settings

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)

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)

Sub-theme(s)/unit(s)
The program may consist of one or more sub-themes/units

Lesson 2 第 二 课
有朋自远方来
You peng zi yuanfang lai
(A friend from afar)

2.1 Extremely polite
客气得不得了

2.2 In Rome do as Romans do
入乡随俗

2.3 A hearty meal
吃得过

2.4 Everything is fine
一切都很好