A. Brief Description of Program

Provide an overview of your program. What will students experience during the program and what do you hope that your students will remember and be able to do after the program ends?

You may find it easier to respond to this question after completing the sections on Program Theme, Unit Subthemes, Standards and Expected Outcomes and Specific Knowledge and Skills.

Students will receive Chinese language instruction through virtual visit of Beijing, Ningbo, Wuhan and one high school and one university in China and participating in cultural activities in the afternoon and also in weekend for cultural exploration trips. Chinese language class is theme-based and target language immersed with real-life situations. Group work and project tasks are designed with the
equipment of virtual tools and multimedia materials using contents learned from class. Student will be paired with their language partners in China. Cultural activities will be organized by teachers from professional Chinese cultural areas to enhance the students' understanding of current Chinese culture and society. Students will watch movies, group research on present social issues in China; participate in hands-on exploration of the Chinese arts and craft, Traditional dancing, Chinese calligraphy, martial arts, and cooking. At the end of class, students will collaborate to develop two final projects: a poster demonstrating culture topics and an oral performance integrating contents from class.

<table>
<thead>
<tr>
<th>B. Program Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is the umbrella theme that frames the curriculum and provides context for language and culture learning.</td>
</tr>
</tbody>
</table>

| An Educational Tour to China – A Virtual Visit of Chinese Cities and Educational Institutes |

<table>
<thead>
<tr>
<th>C. Unit Subthemes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the subthemes that will address different aspects of the umbrella theme? These subthemes will facilitate student learning and enable students to demonstrate what they have learned.</td>
</tr>
</tbody>
</table>
D. Standards and Expected Outcomes

What will students know and be able to do in the target language and culture? Identify what students will do in terms of the standards. Ideally, all standards will be addressed, but there may be exceptions depending on the type of program that is being offered.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Standards</th>
<th>Students Can…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>1.1 Interpersonal</td>
<td>Students can greet people in a polite way and exchange family information. Students can ask for and get simple directions, making appointment with friends, order in a restaurant, exchange money, do simple shop and bargain, get a library card, exchange class information and make simple plan about where to go to class, when to go, ect. Students can meet some basic needs and make simple conversation in everyday situation.</td>
</tr>
<tr>
<td></td>
<td>1.2 Interpretive</td>
<td>Students can read simple information in email or notes about numbers, dates and times in Chinese.</td>
</tr>
<tr>
<td>Cultures</td>
<td>2.1 Practices</td>
<td>Students participate in hands-on activities including Martial Arts, dancing, making rice ball, calligraphy, etc. Students will also learn to express politeness in Chinese, use appropriate table manner and recognize Chinese style letter. Students can identify Chinese calligraphy, and traditional musical instruments.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>2.2 Products</td>
<td>Students can generate some differences Chinese high school and university systems, food, weather; traditional sports Comparing to American ones.</td>
<td></td>
</tr>
<tr>
<td>Connections</td>
<td>3.1 Knowledge of Other Disciplines</td>
<td>Students will build some knowledge about location of important Chinese cities, Chinese food, weather, arts, sports, and learn how to use modern technology including Google Map and Google earth, Adobe connect now, Concept-mapping tool, blog and LinguaFolio for Chinese learning.</td>
</tr>
<tr>
<td></td>
<td>3.2 Distinctive Viewpoints</td>
<td>Students will get some understanding about family structure in China, traditional Chinese thinking, and Chinese view of value.</td>
</tr>
<tr>
<td>Comparisons</td>
<td>4.1 Nature of Language</td>
<td>Students will demonstrate some understanding about difference between Chinese and English Sound systems and writing systems such as orthography, and morphology.</td>
</tr>
<tr>
<td></td>
<td>4.2 Nature of Culture</td>
<td>Students will demonstrate understanding about differences about US and China in weather, food, manner, high school and university life.</td>
</tr>
<tr>
<td>Communities</td>
<td>5.1 Beyond the School Setting</td>
<td>Students will practice learned language with their language partner in China, and use language in real-life situation. They will also go out to a local Chinese restaurant and store during cultural activities, family visits and field trips.</td>
</tr>
<tr>
<td></td>
<td>5.2 Life-long Learners</td>
<td>Students will be able to used learned Pinyin system to continue learning new characters, words. Students can read simple on-line materials with help of an on-line dictionary. Students will be motivated to explore more on Chinese culture and society.</td>
</tr>
</tbody>
</table>
### Specific Knowledge and Skills

What specific linguistic, cultural, and other subject matter knowledge and skills will students be learning as they work with this theme? (e.g., language functions, cultural knowledge/practices/perspectives, knowledge related to subject matter or concepts.) Identify what students will do in terms of, but not limited to, LinguaFolio-like Can Do statements that are aligned with the Standards for Foreign Language Learning in the 21st Century.

<table>
<thead>
<tr>
<th>Thematic Knowledge and Skills</th>
<th>Students Can</th>
<th>Students Use</th>
</tr>
</thead>
</table>
| Students can exchange with people in a polite way under various social settings. | Learnt expressions and methods of showing politeness:  
“Hello! How are you?  
Goodbye. See you later  
Thank you. You are welcome. Sorry. No problem. ” |  
Students can do self-introduction and family introduction. | Learnt expression, picture, designed family tree:  
“My name is…. What is your name?  
I am … years old, How old are you?  
I am … (nationality), Are you … (nationality)?  
Basic relation terms(You, me, he/she, they, classmates, friend, teacher, father, mother, sister, brother, grandma, grandpa)  
I have…, I do not have…  
Do you have..? How many… do you have?  
How old is…?  
What does he/she do? He/She is a doctor/student/teacher…  
Who is this/that?” |  
Students can express preference | Learnt expression and pictures:  
“I like…/ I don’t like….  
Do you like….?  
What do you think of cat/dog/ice-cream/coffee? I think cat/dog/ice-cream/coffee is great/ is not so good.” |  
Students can talk about hobbies and sports. | Learnt expression, multimedia materials:  
“Hobby terms (listen to music, watch game, watch movie, travel, dance, karaoke, run, swim, play basketball, play tennis, martial arts.)  
What’s your hobby? I like to …” |  
Students can ask for and get directions; | Learnt expression, map:  
“Famous scenic spots in China (summer palace, forbidden city, great wall, Beijing national opera house)  
Useful travel terms (train, bus, subway, taxi, hotel)  
Direction and location terms (east, west, north, south, northeast, southeast, southwest, northwest, left, right, behind, in front of, beside)  
Excuse me, how to get to…?  
Turn left, turn right, go straight ahead.” |
| Students can make appointment with friends. | **Learnt expression, time/location chart:**  
“Appointment expressions (telephone, when, time, have free time, exam, convenient, fine, no problem, you are welcome)  
The weather is nice, would you like to go … with me?  
What are you doing tomorrow morning/afternoon?  
When would you like to meet?  
When do you have time tomorrow?  
Can we meet at…?  
I’ll wait for you at…  
Where would you like to meet?  
Is … convenient for you?  
Do you know how to get to…?” |
| Students can order in a restaurant. | **Learnt expression and Chinese menu reading knowledge:**  
Common food terms (rice, chicken, egg, pork, beef, shrimp, steam bun, bread, ice-cream, fruit, vegetables, coke, coffee)  
Name of popular Chinese dishes (rice ball, porridge, dumpling, hot pot, sweet and sour soup, family style toufu)  
Eating utensils (chopsticks, bowls, plates, forks, knives)  
Welcome, how many?  
What would you like to eat? I would like order this/…  
I don’t eat…, does this dish have…?  
It is delicious! It tastes good. It does not taste good.  
I’m sorry I can’t use chopsticks.  
Check, please.” |
| Students can exchange money, shop and bargain. | **Learnt expression, Chinese money telling skill, bargain skills in China**  
“Shopping terms (present, souvenir)  
Color terms (red, white, black, yellow, blue, pink, green, brown)  
Clothing terms (pants, skirts, shirts, jeans)  
Can I exchange money/shop here?  
How much is it?  
Amounts of money  
No, too expensive, how about…?  
…is fine, here you are.  
What color do you like? I like…  
What size do you wear? I wear…  
The … is too big/too small. Does this have a bigger/smaller one?” |
| Students can get a library card. | **Words expression procedure, Learnt expression:**  
“Library expressions (borrow, student, student ID, library, librarian, library card, how long)  
Are you a student at UIOWA? Do you have a student ID?  
How long can I borrow the book, when do I need to return it?  
Can I use the card to …?” |
<table>
<thead>
<tr>
<th>Activity</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>First, give the librarian your student ID, then fill a form at last,</td>
<td>“First, give the librarian your student ID, then fill a form at last, he librarian give me a library card.”</td>
</tr>
<tr>
<td>he librarian give me a library card.”</td>
<td></td>
</tr>
<tr>
<td>Students can introduce some various scenic spots in Beijing.</td>
<td><strong>Learnt expression:</strong> “Famous scenic spots in China (summer palace, forbidden city, great wall, Beijing national opera house) Great wall is very long; it can be seen from the moon. There are so many people on great wall, the view is beautiful. Summer palace is a beautiful garden; there is a wood, a fountain, a lake and a palace in it. King lives in summer palace at summer. Forbidden city is very big, it has four entrances. The architectural is unique. Yellow is the royal color in the palace. Beijing opera house is very big; there are famous opera shows every day.”</td>
</tr>
<tr>
<td>Students can broadcast a weather report.</td>
<td><strong>Learnt expression, knowledge about weather broadcasting:</strong> “Four seasons (spring, summer, fall, winter, hot, cold, sunny, windy, cloudy, raining, snowing) Winter is not very cold, summer is very hot, spring rains a lot, and winter does not snow a lot. It is hotter/colder in…than… It is not as hot/cold in as in… How about the temperature in…? I like spring/summer/winter/fall”</td>
</tr>
<tr>
<td>Students can present on differences between China and US on selected</td>
<td><strong>Learnt expressions, knowledge about making comparison in Chinese:</strong> “Comparison items (food, weather, population) A is more/bigger/smaller/ than B. B is not as …as A.”</td>
</tr>
<tr>
<td>topics.</td>
<td></td>
</tr>
<tr>
<td>Students can exchange class information</td>
<td><strong>Learnt expression, schedule reading skill, Time and place expressions:</strong> “Class terms (required class, optional class, English, Chinese, Math, History, P.E., Traditional Chinese music, Traditional Chinese arts, difficult, easy) When do you go to school? I go to school at … What grade are you in? How many classes do you have? What class do you have? When is the traditional Chinese music/arts class? When/where do you eat lunch? What time does your school end? When do you go home?”</td>
</tr>
<tr>
<td>Students can tell numbers, dates and times in Chinese.</td>
<td><strong>Learnt expression:</strong> “dates and times expression(number 1-10, larger number counting, month, date, weekday, today, yesterday, tomorrow,”</td>
</tr>
</tbody>
</table>
| Students can understand class expressions. | Learnt expression:  
“Class starts now, please sit down.  
Hello teacher, hello students, welcome to class  
Read after me.  
How to say…in Chinese?  
Would you say it please?  
Very good/we should say…  
Class is now over.  
Good bye students, goodbye teacher.” |
<table>
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<tbody>
<tr>
<td>Students can read and understand Chinese radical, topic-related Chinese characters and words.</td>
<td>Knowledge about the sound and meaning of each radical, basic character formation rules</td>
</tr>
</tbody>
</table>
| Students can read simple questions, email, letter based on learned lessons. | Learnt question words (吗？好不好？怎么样？  请问…?).  
Chinese email structure knowledge  
Chinese letter and envelop formation |
| Students can read simple recipe, class schedule, budget plan. | Learnt expression about common Chinese dish ingredient  
Learnt expression and money counting in Chinese |
| Students can read a poem in Chinese. | Read and appreciate a Tang poem by Cui Hao about Yellow Crane Tower when they doing virtual tour of the Yellow Crane Tower in Wuhan.  
The Poem:  
昔人已乘黄鹤去，此地空余黄鹤楼。  
黄鹤一去不复返，白云千载空悠悠。 |
| Students can read Chinese map and ask questions. | Expression about direction, learnt place expression, learnt public transportation methods:  
“How many stops are there before …?  
Do I have to change bus/train/subway to go to…?” |

F. End of Program Performance Tasks

What culminating performance tasks will provide evidence that students have achieved the program learning objectives? Indicate how students will be assessed for each mode of communication through interpretive, interpersonal and presentational performance tasks.

- **Interpretive tasks** involve students in receptive communication of oral or written messages, in mediated communication via print and non-print material, or with listener, viewer, reader works with visual or recorded materials whose creator is absent.
**Interpersonal tasks** require direct oral communication between individuals who are in personal contact or direct written communication between individuals who come into personal contact.

**Presentational tasks** require students to engage in productive communication using oral or written language, produce spoken or written communication for people with whom there is no immediate personal contact or which takes place in a one-to-many mode, or author or create visual or recorded material for listeners or readers not personally known.

<table>
<thead>
<tr>
<th>Interpreptive tasks:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Task1: character meaning guessing game</td>
<td></td>
</tr>
<tr>
<td>Task2: Tour campus by reading Chinese map and multimedia resource</td>
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<tr>
<td>Task3: Read Class schedule at Ning Bo Foreign Affairs School</td>
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<tr>
<td>Task4: Read email feedback from language partner in China</td>
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<tr>
<td>Task5: Read Chinese dish recipe</td>
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<tr>
<td>Task6: Read other groups’ trip memo</td>
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<tr>
<td>Task7: understand a poem in Chinese</td>
<td></td>
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<tr>
<td>Task8: listening to weather report and draw weather chart</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Interpersonal tasks:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Task1: Greeting each other</td>
<td></td>
</tr>
<tr>
<td>Task2: Find a friend to make self-introduction</td>
<td></td>
</tr>
<tr>
<td>Task3: Role-play: meeting a Chinese friend at the airport</td>
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</tr>
<tr>
<td>Task4: Guessing Location with a classmate</td>
<td></td>
</tr>
<tr>
<td>Task5: Role-play: Order dishes in a Chinese restaurant</td>
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<tr>
<td>Task6: Activity: Interview about hobbies</td>
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<tr>
<td>Task7: Activity: figuring a way to meet with friends to go Huang He Lou</td>
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<tr>
<td>Task8: buying matching objects from a shop and shopping contest</td>
<td></td>
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<tr>
<td>Task9: Asking new words from classmates through a game:过五关斩六将</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentational tasks:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Task1: Draw a Chinese radical analyzing picture</td>
<td></td>
</tr>
<tr>
<td>Task2: present family tree and family-introduction concept map result to class</td>
<td></td>
</tr>
<tr>
<td>Task3: present on Beijing tour map</td>
<td></td>
</tr>
<tr>
<td>Task4: Write a letter to parents introducing high school in China</td>
<td></td>
</tr>
<tr>
<td>Task5: Group activity: Travel route design contest</td>
<td></td>
</tr>
</tbody>
</table>
Task 6: Write my extra-curriculum schedule during visiting a high School
Task 7: Compose a email to a language partner about Chinese architecture and get feedback
Task 8: Describe the process of getting a library card
Task 9: Making a weather report using podcast
Task 10: Create a short trip memo to friends
Task 11: Write 5 question to ask language partners about Wuhan and CCNU
Task 12: Write down your shopping money budget plan
Task 13: A short essay about difference between US and China presentational
Task 15. Oral performance on the experience of China trip

G. Other Types of Assessment and Evidence of Learning

Other types of assessment and evidence of learning may include a wide range of activities and products that provide meaningful evidence of learning, such as dialogue journals, reflective journals, posters, LinguaFolio self-assessment, role plays, presentations of visual or performance arts, portfolios, audio portfolios, e-portfolios, research projects, or videos. Include some assessment or reflection about students’ attitudes and perspectives toward the target language and culture.

<table>
<thead>
<tr>
<th>Examples</th>
<th>Brief description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Partner Communication</td>
<td>Students will introduce their learnt content to their language partner in China and get feedback. Students will post their designed contents on Blog and get feedback by other groups.</td>
</tr>
<tr>
<td>Blog posting</td>
<td></td>
</tr>
</tbody>
</table>

H. Instructional Strategies

How will your program ensure that the following best practices are incorporated into your program?

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use target language for instruction</td>
<td>Use learnt classroom expression to lead instruction. Use body language and pictures to lead instruction. Use technology to aid instruction, for example, use authentic recordings at a transportation station in China to instruct students on taking a train.</td>
</tr>
</tbody>
</table>
Facilitate student-centered learning | Students create with language and engage in the projects and tasks through cooperative group work. For example, students will work in group to create a trip memo using learnt words and expression from class after the final review class.

Ensure meaningful interaction inside and outside the classroom | Provide guide for each activity, and possible expression that students could choose and use. For example, for the Chinese family visit activity, teacher will provide a list of expressions that students could use while they visit. Students have to cross all the ones that they used and hand back to teacher. Students are also required to prepare questions that they would like to ask while visit with the guide of teacher.

Integrate language, culture, and content | Each class is theme-based which integrates culture, learning content and the target language. For example, the directions class has combined with Beijing opera, students will learn how to find the Beijing opera house at Beijing and also this traditional art in target language.

Differentiate instruction based on students’ need | Divided levels of practice activity based on students’ need and levels, activities are designed to gradually bring the students from voice to intermediate level. For Example, for each class, each step will have an activity that requires more complex understanding than the previous activity so to gradually lead the students to produce based on learned contents. Also, For example, for the travel agency route design activity, students will be provided both learnt expression and higher level expressions; they can choose to use the ones that they could handle. They can even create route by using information they could gather and understand from Google Map.

<table>
<thead>
<tr>
<th>Resources</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of textbook, if applicable</td>
<td>A total of 8 units selected from the following textbooks: Textbooks: Introduction to Standard Chinese Pronunciation. Ed. By Helen H. Shen (Textbook, Workbook, and CD) (all available in the IMU bookstore). LEARN CHINESE W/ME BK 1 W/2 CDS. By FU CHEN</td>
</tr>
</tbody>
</table>
### Technological tools

<table>
<thead>
<tr>
<th>Tools</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virtual tour</td>
<td>Beijing airport virtual tour tool</td>
</tr>
<tr>
<td>Virtual communication</td>
<td>Adobe ConnectNow</td>
</tr>
<tr>
<td></td>
<td>This program has video conference function, shared whiteboard and share software/screen</td>
</tr>
<tr>
<td>Radical website</td>
<td><a href="http://thechineseworld.org/radical/">http://thechineseworld.org/radical/</a></td>
</tr>
<tr>
<td>ICON course system</td>
<td>University of Iowa online course material and grade management system</td>
</tr>
<tr>
<td>Media bank/center</td>
<td>Multimedia materials about Beijing, Foreign Affairs School,</td>
</tr>
</tbody>
</table>

### J. Technology

If technology is part of your budget, how will that technology support instruction and enhance learning? The following multimedia and technology-based tools/materials will be used during instruction.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simulate hands-on online activities</td>
<td>Central China Normal University, Shanghai Expo and Chinese culture</td>
</tr>
<tr>
<td>Google earth/Google map</td>
<td>Travel league badge design</td>
</tr>
<tr>
<td>C-map</td>
<td>Tour Beijing and Ningbo with the assistance of these virtual tools</td>
</tr>
<tr>
<td>Blog</td>
<td>Online Concept-mapping tool</td>
</tr>
<tr>
<td>Electronic poster design</td>
<td>Course blog site which allows students to post materials and get feedback</td>
</tr>
<tr>
<td>Recorded authentic materials</td>
<td>Recorded authentic materials from scenes in China with a voice recorder, for example, instruction at the Chinese airport, conversation in a Chinese restaurant.</td>
</tr>
</tbody>
</table>
## Week 1 Theme: leaving for China

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Topic</th>
<th>Reading/Assignment</th>
</tr>
</thead>
</table>
| Day 1 7/6/2010 (TUE) | Morning    | Topic: Introduction  
1. Class Introduction  
2. Consent form and information card  
3. Pinyin L2-L3 (vowels & initial consonants part I, related to next day introduction class)  
4. Getting Chinese names  
5. Greetings/Classroom Expressions  
6. Pinyin practice song and finger exercises  
7. Greeting activity (performance-based assessment) | Fill out the Information table and questionnaire |
|            | Afternoon  | 1. Record a greeting mp3  
2. Movie: introduction to china/Chinese culture |                                                        |
|            | Evening    | 1. Homework |                                                                 | 1. Pinyin L2 and L3 exercises  
2. Prepare for course next day  
3. Prepare a few self and family photos. |
| Day 2 7/7/2010 (WED) | Morning    | Topic: Getting to know your group member  
1. Pinyin L4 & L6-7 (initial consonants part II & compound vowel part I, related to introduction class and next day class)  
2. LCWM I Unit1 (Self-introduction)  
3. Expressing preference in Chinese  
4. LCWM I Unit3 L17 (family)  
5. Task: 找朋友-self introduction  
6. Drawing family tree using concept map tool and photos and write down a short yourself introduction/family introduction, preference(performance-based assessment)  
7. Present your concept map result and introduce your family to other students |                                                        |
|            | Afternoon  | 1. LinguaFolio workshop: How to use LinguaFolio and add content as evidence.  
2. Add concept map result to LinguaFolio |                                                                 | 1. Pinyin L4, L6& L7 exercises  
2. Assignment on LCWM work book |
|            | Evening    | 1. Homework |                                                                 |                                                        |
| Day 3 7/8/2010 (THUR) | Morning    | Topic: Prepare for Traveling  
1. Pinyin L8-9 (Nasal Finals, related to numbers class)  
2. LCWM I Unit 4 L19-21(Numbers, Dates and Times)  
3. Buying Ticket  
4. At the airport  
5. Ticket buying activity  
6. Role play: at the airport (performance-based assessment) |                                                        |
|            | Afternoon  | Language Partner Activity: |                                                |                                                                 |
### Day 4 7/9/2010 (FRI)

**Morning**
- Topic: tour around Beijing city
  1. Pinyin L5 & L10 (Tones and Pinyin Rules, related to transportation class.)
  2. Review activity: Pinyin bingos
  3. Transportations: train, buses, taxi.
     1. Directions, find Great Wall
     2. Find National Opera House & Beijing Opera video
     3. Activity: Guessing location game
     4. Travel agency activity: route design contest for travel next day (performance-based assessment)

**Afternoon**
- 3. Design your own Beijing tour map
- 4. Upload map to LinguaFolio

**Evening**
- 1. Homework
  Do:
  1. Pinyin L8 ~ L9 exercises
  2. Assignment on LCWM work book
  3. Upload role play video

### Weekend 7/11/2010 Sunday

**Chicago Chinatown Tour:** visiting Chinese restaurants, tea house, bakeries, grocery stores
Use sentence pattern: how to say _____ in Chinese and learn how to say 10 items in Chinatown

**Day 2 Theme:** Visiting a High School in Ning Bo

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Topic</th>
<th>Reading/Assignment</th>
</tr>
</thead>
</table>
| Day 1 | 7/12/2010 (MON) | **Morning**  
Topic: Ning Bo city tour  
1. Tour TianYi Ge (learn 20 Chinese radicals)  
2. Task1: character meaning guessing game  
3. LCWM II unit 4 L16 (eating)  
4. Food items  
5. Activity: Choose favorite lunch dish of the week.  
6. At a restaurant in Ning Bo  
7. Role-play: order in a Chinese restaurant (performance-based assessment)  
8. Task: read Chinese dish recipe |
<table>
<thead>
<tr>
<th>Day 2 7/13/2010 (TUE)</th>
<th>Afternoon</th>
<th>1. Traditional Chinese food workshop (Ning Bo rice ball)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evening</td>
<td>1. Homework</td>
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</tbody>
</table>

### Morning

- Topic: Visit the Foreign Affairs School in Ning Bo (high school)
  1. Picture radical analysis
  2. Review 20 radicals
  3. LCWM II unit 1 L5 (our campus)
  4. Tour school campus using a Chinese map and multimedia resource
  5. Upload picture radical analysis to LinguaFolio

### Afternoon

1. Write a letter to parents introducing the high school in China (performance-based assessment).
2. Upload letter to linguafolio

### Evening

1. Homework

### Do:

1. Self-picture analysis of selected radical
2. Assignment on LCWM work book

### Day 3 7/14/2010 (WED) | Afternoon | 1. Chinese dance workshop |
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<tbody>
<tr>
<td></td>
<td>Evening</td>
<td>1. Homework</td>
</tr>
</tbody>
</table>

### Morning

- Topic: Visiting a Chinese art class in the FAS
  1. LCWM II unit 1 L3 (take music class)
  2. Extra-curriculum activity
  3. Activity: Read Class schedule at Ning Bo Foreign Affairs School
  4. Getting class information
  5. Task: My extra-curriculum activity schedule in Ningbo Foreign Affairs school (performance-based assessment)
  6. Present on your schedule

### Afternoon

1. Chinese dance workshop

### Evening

1. Homework

### Do:

1. Assignment on LCWM work book

### Day 4 7/15/2010 (THUR) | Afternoon | Language Partner: |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>1. What did you see in Ning Bo</td>
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<tr>
<td></td>
<td>2. discuss your travel plan in Wuhan</td>
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<td></td>
<td>3. Video conference with students in China</td>
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</tbody>
</table>

### Evening

1. Homework

### Do:

1. Handout assignment
2. Upload email to and from
| Day 1 | 7/19/2010 (MON) | Morning | Topic: Tour Wuhan City  
1. IC I L6 (Making appointment with friends)  
2. Visit Hung He Lou with friends  
3. Activity: figuring a way to meet with a Chinese friend to go Huang He Lou (performance-based assessment)  
2. Chinese Poem reading:  
A poem about Huang He Lou | Do:  
1. Handout Assignment  
2. Post your question on Class blog site. |
| Day 2 | 7/20/2010 (TUE) | Morning | Topic: campus tour at Central China Normal University  
1. IC I L8(school life in university)  
2. Morning exercises in Chinese universities  
3. Chinese martial arts and Ta-chi  
4. Task: compose five reason to learn Chinese martial arts (performance-based assessment) | Do:  
1. Handout Assignment |
| Afternoon | | | 1. Martial arts workshop | |
| Evening | | | 1. Homework | |
| Day 5 | 7/16/2010 (FRI) | Morning | Topic: Tour the school gym  
1. LCWM II unit 2 L8 (hobbies and sports)  
2. Activity: Interview about hobbies  
3. Activity: perform hobby game  
4. Tour FAS gym  
5. My favorite sports class (performance-based assessment)  
6. Prepare for Chinese family visit  
7. Review the list of expressions that you could use during family visit.  
Prepare question for family visit | |
| Afternoon | | Visit Chinese families  
1. Count the expression on the handout that you used during family visit.  
2. Write down the answers to the required question in Chinese, take photos and generate a report to upload. | |
| Evening | | 1. Homework | Do:  
1. Assignment on LCWM work book  
2. Upload your questions and answers to LinguaFolio | |

**Week 3 Theme: Visiting Wuhan and Central China Normal University**

**Day** | **Time** | **Topic** | **Reading/Assignment**
---|---|---|---
Day 1 | Morning | Topic: Tour Wuhan City  
1. IC I L6 (Making appointment with friends)  
2. Visit Hung He Lou with friends  
3. Activity: figuring a way to meet with a Chinese friend to go Huang He Lou (performance-based assessment)  
2. Chinese Poem reading:  
A poem about Huang He Lou | Do:  
1. Handout Assignment  
2. Post your question on Class blog site. |
Afternoon | 1. Compose 5 questions you want to know about Wuhan and university life in China that you would like to ask your new language partner in China. | | |
Evening | 1. Homework | | Do:  
1. Handout Assignment  
2. Post your question on Class blog site. |
Day 2 | Morning | Topic: campus tour at Central China Normal University  
1. IC I L8(school life in university)  
2. Morning exercises in Chinese universities  
3. Chinese martial arts and Ta-chi  
4. Task: compose five reason to learn Chinese martial arts (performance-based assessment) | Do:  
1. Handout Assignment |
Afternoon | 1. Martial arts workshop | | |
Evening | 1. Homework | | Do:  
1. Handout Assignment |
| Day 3 7/21/2010 (WED) | Morning | Topic: Weather in Wuhan  
1. LCWM I unit 4 L 23-24 (talking about weather)  
2. Hot summer in Wuhan  
3. cloth  
4. Task: Listen to a weather report  
5. design your weather report outline |  |
(performance-based assessment)  
2. Upload your podcast audio to LinguaFolio |  |
| Day 3 7/21/2010 (WED) | Evening | 1. Homework | Do:  
1. Get 3 podcast from other group, listen and fill the comment table |
| Day 4 7/22/2010 (THUR) | Morning | Topic: Visit CCNU Library  
1. IC I L 13 At the library  
2. Get a school library card  
3. Activity: describe the process of getting a library card  
(performance-based assessment) |  |
| Day 4 7/22/2010 (THUR) | Afternoon | Language Partner Activity:  
1. What did you learn in Wuhan  
2. What do you want to bring home  
3. Video conference with students in China  
4. Ask your language partner to respond to your questions on Class blog site. |  |
| Day 4 7/22/2010 (THUR) | Evening | 1. Homework | Do:  
1. Handout Assignment  
2. Post your Library card getting description to LinguaFolio |
1. LCWM I unit 5 L 25-27  
2. exchange money  
3. size  
4. color  
5. Activity: Guessing Color game  
6. bargain  
7. exchange money  
8. Activity: Buying matching objects activity (performance-based assessment)  
9. Activity: Shopping contest |  |
| Day 5 7/23/2010 (FRI) | Afternoon | 1. Group project: things that you bought during the contest, making a money budget plan  
3. Upload budget plan to LinguaFolio |  |
| Day 5 7/23/2010 (FRI) | Evening | 1. Homework | Do:  
1. Write a conversation about buying food in China. |
<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Topic</th>
<th>Reading/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weekend</strong></td>
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<tr>
<td>7/24/2010 Saturday</td>
<td>Visit Des Moines Chinese Garden</td>
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<tr>
<td><strong>Week 4 Theme: Homecoming and report performance</strong></td>
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</tbody>
</table>
| **Day 1** 7/26/2010 (MON) | Morning | Topic: My hometown  
1. Talk about Iowa  
2. Making comparison in Chinese  
3. Difference between China and Iowa (food, weather, etc.)  
4. Group project: Write a short essay about differences between China and Iowa. (performance-based assessment)  
5. Group reading each other's essay and give suggestion | |
| | Afternoon | 1. Chinese folk song workshop  
A song about hometown | |
| | Evening | 1. Homework | Do: 1. upload essay to linguaforlio  
2. self-review |
| **Day 2** 7/27/2010 (TUE) | Morning | Topic: Writing a trip memo to friends  
1. Review I  
2. Review game: 过五关斩六将  
3. Complete a trip memo together | |
| | Afternoon | 1. Group Project: Complete the trip memo by using learnt words and culture terms and pictures using C-map tool. (performance-based assessment) | |
| | Evening | 1. Homework | Do: 1. Uploading your concept map result to LinguaFolio  
2. Present your trip memo to your parents |
| **Day 3** 7/28/2010 (WED) | Morning | Topic: Preparing for final report  
1. Review II  
2. Group Project: Making a class poster (performance-based assessment)  
http://www.glogster.com/ | |
| | Afternoon | 1. Chinese calligraphy workshop | |
| | Evening | 1. Homework | Do: 1. Editing your poster  
2. Take picture of poster and upload to LinguaFolio |
| **Day 4** 7/29/2010 (THUR) | Morning | Topic: Final Project presentation  
1. Group Project: Preparing for oral performance skit | |

STARTALK 2010
### Student Program Curriculum Template and Guide

<table>
<thead>
<tr>
<th>Day</th>
<th>Morning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 5</td>
<td>Topic: Final report performance to parents</td>
</tr>
<tr>
<td>7/30/2010 (FRI)</td>
<td>1. Group project: oral performance skit preparation</td>
</tr>
<tr>
<td></td>
<td>2. China expo: poster section</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 5</td>
<td>Oral Performance with Parents (performance-based assessment)</td>
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<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>Afternoon</td>
<td>Language Partner Activity:</td>
</tr>
<tr>
<td></td>
<td>1. Talk about your trip memo and get feedback</td>
</tr>
<tr>
<td></td>
<td>2. Video conference with students in china</td>
</tr>
<tr>
<td></td>
<td>3. saying goodbye</td>
</tr>
<tr>
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<td>4. E-gift/card exchanging</td>
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<thead>
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<tbody>
<tr>
<td>Afternoon</td>
<td>Design a invitation card to invite your parent to come to your performance (performance-based assessment)</td>
</tr>
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</table>

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**Do:**
1. Prepare costume and props for oral performance
2. Memorize your skit
3. Upload your designed invitation card to LinguaFolio

**Day 5**<br>**7/30/2010 (FRI)**