



2014 STUDENT Program Curriculum Template

For step-by-step help in completing this document, please see the accompanying guide.

BASIC PROGRAM INFORMATION

Host Institution:	Howard Community College
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Program Title:	StarTalk Summer Languages Program
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Language(s):	Mandarin Chinese 101	Grade(s) of Learners: K-2, 3-5, 6-8, 9-12	High School
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Heritage Speakers?	Some	Non-Heritage Speakers?	Most
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Program Setting:	<i>Residential:</i> No	<i>Non-Residential:</i> Yes	<i>Distance/Online Component:</i> Yes	Canvas and E-Learning
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Duration:	<i>Weeks/Days:</i> 6 Weeks 6/23/14 – 7/31/14	<i>Contact Hours:</i> 96 Hours
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Target Proficiency Level: (by end of program)	Novice Mid	Target Performance Level(s): (during and by end of program)	Novice-Mid / Novice-High
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If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.

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STARTALK-endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment

STAGE 1: What will learners be able to do with what they know by the end of the program?

Program Overview and Theme

In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

Theme: “Journey on the Silk Road”

In this six weeks (96 hours) intensive language program for high school students, participants will experience an imaginary language journey on the Silk Road. Students will learn how to express like/dislike/preference of weather and food, talking about a particular task, asking for directions, buying and exchanging goods, buying gift for a birthday party and using different transportation to places along the Silk Road. Students will learn how to interact with others in a culturally appropriate way. Students will also acquire knowledge about the geography, ancient scientific and technological innovations, customs, festivals, and other traditional cultures along the Silk Road. They will participate in activities that connect with other disciplines that would be experienced along the Silk Road such as sports, arts, and culinary. They will describe things pertaining to daily life like weather, home, family, and friends. They will learn how to navigate along the Silk Road by asking for directions and interacting with people in markets, hotels and restaurants. Students will also participate in a field trip to engage first-hand with Chinese communities and visit Chinese stores, restaurants, bookstores, and market, etc. Students will be able to read and react to signs on shops, restaurant menus, etc. The program will culminate with the students learning Chinese traditions and practices as they plan and participate in Chinese culture activities and applying appropriate language and etiquette for such occasions. At the end of the program, students will compare what they have learned from the journey with what they are already familiar with in the U. S. Through this intensive program, students will have gained a cultural and linguistic awareness that will allow them to function in real life scenarios in the Chinese world.

Learning Targets

Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners' proficiency level(s) and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf. You will then be able to use LinguaFolio® Online to document the learning targets you've selected.

NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS <i>Be sure to label the mode and proficiency level of each statement.</i>	PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS <i>Number the Can-Do statements here and then transfer to Stage 3.</i>
Interpersonal Speaking	
Novice Mid: I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	<ol style="list-style-type: none"> 1. I can introduce myself and others. 2. I can greet and leave people in a polite way. 3. I can make some simple statements in a conversation. 4. I can ask some simple questions.
Novice High: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions	<ol style="list-style-type: none"> 5. I can talk with friends and family about my likes/dislikes and my reasons for signing up for a combination travel/homestay program. 6. I can exchange personal information with my travel companions, my leaders, and my host family. 7. I can talk about a few customs and traditions that I learned when interacting with native speakers of the language. 8. I can talk about the tourism aspects of the trip—places I visited and things I did. 9. I can talk about things to do in a city and give and ask for directions for getting around a city in the foreign country/region.
Presentational Speaking	

<p>Novice Mid: I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.</p>	<p>10. I can present information about myself and others using words and phrases. 11. I can express my likes and dislikes using words, phrases, and memorized expressions. 12. I can talk about my daily activities using words, phrases, and memorized expressions. 13. I can present information about familiar items in my immediate environment.</p>
<p>Novice High: I can present basic information on familiar topics using language I have practiced, using phrases, and using simple sentences.</p>	<p>14. I can present information about my life using phrases and simple sentences, 15. I can tell about a familiar experience or event using phrases and simple sentences. 16. I can present information about others using phrases and simple sentences. 17. I can present basic information about a familiar person, place, or thing using phrases and simple sentences.</p>
<p>Presentational Writing</p>	
<p>Novice Mid: I can write lists and memorized phrases on familiar topics.</p>	<p>18. I can fill out a simple form with some basic personal information. 19. I can list my daily activities and write lists that help me in my day-to-day life. 20. I can write about myself using learned phrases and memorized expressions. 21. I can write notes about something I have learned using lists, phrases, and memorized expressions.</p>
<p>Novice High: I can write short messages and notes on familiar topics related to everyday life.</p>	<p>22. I can write short notes using phrases and simple sentences. 23. I can write basic information about things I have learned. 24. I can ask for information in writing. 25. I can write information about my daily life in a letter, blog, discussion board, or email message.</p>

Interpretive Listening

Novice Mid:

I can recognize some familiar words and phrases when I hear them spoken.

26. I can understand a few courtesy phrases.
27. I can recognize and sometimes understand basic information in words and phrases that I have memorized.
28. I can recognize and sometimes understand words and phrases that I have learned for specific purposes.

Novice High:

I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.

29. I can sometimes understand simple questions or statements on familiar topics.
30. I can understand simple information when presented with pictures and graphs.
31. I can sometimes understand the main topic of conversations that I overhear.

Interpretive Reading

Novice Mid:

I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.

32. I can recognize words, phrases, and characters with the help of visuals.
33. I can recognize words, phrases, and characters when I associate them with things I already know.
34. I can identify family member words on a family tree.

Novice High:

I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.

35. I can usually understand short simple messages on familiar topics.
36. I can sometimes understand short, simple descriptions with the help of pictures or graphs.
37. I can understand simple everyday notices in public places on topics that are familiar to me.

You may add additional rows as necessary.

STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?

Summative Performance Assessment

Describe the *major summative* performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.

INTERPRETIVE TASK	INTERPERSONAL TASK	PRESENTATIONAL TASK
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.	Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
Students will read captions/brief explanations and connect that information to the appropriate visuals. They will listen to descriptions of people and places and identify the people and places that are being described.	Students will share real or virtual illustrated storybook pages and will talk with partners and/or native speakers. They will exchange personal information to get to know each other while discussing images shown in the storybooks.	Students will create physical or virtual storybooks and newsletters. They will include maps of their exchange cities/towns and images of important features.
<ul style="list-style-type: none"> • Students will have a final written exam that match the program objective. • Throughout the program, students will have unit quiz which access students' interpretive ability. 	<ul style="list-style-type: none"> • Students will have a final oral exam at the last week of the program. • Throughout the program, students will have unit oral and listening quiz. Oral and listening quizzes usually are task based activities. 	<ul style="list-style-type: none"> • Student will be able to present information in a written or oral format on several situations to their classmates, instructors and visitors. • Students will give a presentation of his/her illustrated story book. • Students will host a cooking day and introduce to others about some Chinese food. • Students will give a short speech entitled "Myself and My Family". • At the graduation day, students will participate in the drama: "Journey along the Silk Road" (singing, dancing, talking, and acting).

STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

Learning Experiences

In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program Can-Dos developed or identified in Stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2.

PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO STATEMENTS <i>Learners can ...</i>	LANGUAGE, CULTURE, CONTENT <i>Learners need to use ...</i>	MAJOR LEARNING EXPERIENCES & EVIDENCE <i>Learners will experience & demonstrate ...</i>
Copy these Can-Dos directly from Stage 1, Column 2. Use one row per Can-Do.	List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Dos listed in column 1.	Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.
Interpersonal Speaking		
1. I can introduce myself and others.	Hello, my name is ... First name, family name, where I live, my country of origin. This is my friend. His/her name is...	Students will work as pair: greet to each other politely; introduce to each other; ask and answer each other their name, nationality, and family origin.
2. I can greet and leave people in a polite way.	Hello/Thank you/Good-bye Culturally appropriate words Gestures	Students will greet others involved in the program in culturally appropriate ways. Students will observe native speakers greeting each other in film clips and in person.

		Students will reflect on what they observe. They will then assume various roles in an imagined family and will greet others in appropriate ways.
3. I can make some simple statements in a conversation.	<p>I am a student.</p> <p>My mom is a teacher.</p> <p>I am American.</p> <p>My dad is an engineer.</p> <p>I am flying to China next Month.</p> <p>My sister is a college student.</p> <p>I like listen to music during the weekend. How about you?</p> <p>I think watching movie is interesting.</p> <p>What is the weather like in Dun Huang?</p> <p>The weather in Beijing is...</p>	<p>Use visual and graph that instructor has prepared, student work as group to carry conversation after instructor and aids model a conversation.</p> <p>Teacher provides pictures of weather condition in cities along the Silk Road. Students then carry conversation describe each weather condition.</p>
4. I can ask some simple questions.	<p>What is your name?</p> <p>Are you a student?</p> <p>Where is the Silk Road Restaurant?</p> <p>How many people are there in your family?</p> <p>Are you a Chinese/American?</p> <p>Do you like Chinese/American food?</p> <p>Do you like . . . ?</p> <p>I like/do not like . . .</p> <p>I prefer . . .</p> <p>I like listen to music, how about you?</p>	<p>Students will interview different partners to determine their likes and dislikes.</p> <p>Student will note others who like the same things they do, and each student will attempt to identify the person in the class who is most like him or her.</p>
5. I can talk with friends and family about my likes/dislikes and my reasons for signing up	<p>Why do you want to participate in a travel?</p> <p>What will you do during the travel portion?</p>	<p>Teacher organizes students into “buzz groups” of three or four individuals to discuss</p>

<p>for a combination travel program.</p>	<p>Where will you go? I want to travel to the Silk Road. I like travel. What about you? What do you like to do during the summer? What do you like to drink? I like to drink water. I do not like coffee. I will meet new people. I will see new places and learn about the culture.</p>	<p>their reasons for wanting to travel, the activities they want to participate in, and the places they would like to visit. Each buzz group is assigned a specific topic — reasons for travel, activities, etc. In their buzz group, students discuss the assigned topic and come to a decision about the top three items within that category that are of interest to them. One person from each group is picked randomly to report the findings to the class.</p>
<p>6. I can exchange personal information with my travel companions, and my leaders.</p>	<p>What is your name? My name is . . . Where are you from? Where do you live? I am from . . . I live in . . . What do you like to do in your free time? I like to . . . What is your favorite type of music? Musical group? Artist? I prefer . . . Do you play sports? Which ones? Do you play on a team? I play . . . I don't play sports. Do you play a musical instrument? Which one? I am in a band. I don't play an instrument. Do you like to go to the movies? What is your favorite type of movie?</p>	<p>During the imaginary journey to the Silk Road, students meet and greet one another. They circulate and gather information about their travel companions. As they learn more about their travel companions, students who have three or more things in common form groups and report to the whole group about their commonalities and/or their differences. These lists are then used to create “find someone who” activities in which students interact to find the person in class who has done a certain thing. (Did you go to the movies/the museum? Yes, I went to . . . / No, I didn't go to . . .) In small groups students discuss the activities deciding if they were funny, sad, scary, awkward, etc.</p>
<p>7. I can talk about a few customs and</p>	<p>Xi An is the beginning point of the Silk Road.</p>	<p>In small groups, students work on a map of</p>

<p>traditions that I learned when interacting with native speakers of the language.</p>	<p>Xi An Jiao Zi is very famous. Where is Taklimakan Desert? Dun Huang Bazaar is very interesting. Chinese New Year food/custom Chinese paper cutting Chinese painting India spices/Persia carpet/Arabian food</p>	<p>the Silk Road. They contribute ideas verbally and assign one team member to record their ideas on a piece of chart paper.</p> <p>They talk about the main concepts, supporting details, and the relationships between target language customs and traditions.</p>
<p>8. I can talk about the tourism aspects of the trip—places I visited and things I did.</p>	<p>Are you from Xi An? Xi An is the beginning of the Silk Road. I would like to travel to Xi An. Dun Huang wall paintings are beautiful. Did you see . . . ? I saw . . . Did you visit . . . ? I visited . . . Did you climb the Great Wall? I climbed the Great Wall. Why is Dun Huang so famous? . . . is famous for . . . I like to travel to Xin Jiang...</p>	<p>Students each receive a card with the name of a famous site along the Silk Road where the target language is spoken. They circulate to ask and answer questions about the sites that their classmates have. They must ask at least five questions before they guess the name of the place. When they correctly guess a site, they collect that card. Students who surrender their cards, select another card from the pile of extra cards in the classroom.</p>
<p>9. I can talk about things to do in a city and give and ask for directions for getting around a city in the foreign country/region.</p>	<p>What would you like to do? I would like to . . . I prefer . . . I don't like . . . How do I find . . . ? Where is . . . located?</p>	<p>Students are given sentences about possible activities that they might do in a city before field trip.</p> <p>Students decide what they want to do and then work with a map to decide the order of the day's activities.</p>

	<p>We are going to ... today / tomorrow.</p> <p>Can you please give me directions to . . .</p> <p>Sequence expressions (first, next, then, finally)</p> <p>Turn right/left Go straight Corner Continue for . . . blocks/kilometers</p>	
Presentational Speaking		
<p>10. I can present information about myself and others using words and phrases.</p>	<p>Hello, every one. My name is...</p> <p>I am from...</p> <p>I am ... years old.</p> <p>My birthday is...</p> <p>This is my friend.</p> <p>His/her name is...</p> <p>He/She is from...</p> <p>He/She is a student.</p>	<p>Students will create mock student ID cards like those that might be used in the target culture. The cards include relevant data required by target culture schools and/or US schools.</p> <p>Students will prepare a short speech about himself/herself/ and his/her family.</p> <p>Students will give a short speech in the class titled "Myself and My Family".</p>
<p>11. I can express my likes and dislikes using words, phases, and memorized expressions.</p>	<p>Like/dislike about food, weather, color, and activity</p> <p>I like to play tennis.</p> <p>During the weekend, I like to listen to music and play basketball.</p> <p>I think watching movie is interesting.</p> <p>I like wear...color cloth...</p> <p>I like Chinese food.</p> <p>Do you prefer Chinese food or ...?</p> <p>It is sunny today in (Beijing/Nanjing...)</p> <p>Tomorrow...</p>	<p>In the activity center, each student work with the group, and present to others hi/her like/dislike concerning food, weather, color, and activities...</p> <p>Check weekly weather report for major cities in China.</p> <p>There is a Weather Wheel in the class. Students work as groups, each group take tern to give a weekly Weather Report.</p>

<p>12. I can talk about my daily activities using words, phrases, and memorized expressions</p>	<p>Telling time Numbers Calendar: year, month, date, and week Daily routine: When to get up, when to eat breakfast, and when to go to school I am tired. I got up at 8:00 today. Last night, I did not go to sleep until...</p>	<p>Students will create a daily routine chart and tell others in the group about his/her daily activities.</p>
<p>13. I can present information about familiar items in my immediate environment</p>	<p>Chinese painting Giant Panda: Describe Giant Panda: black, white, big, cute, lovely... Giant Panda is adorable. What Giant Panda like to eat/drink. What Giant Panda do not like to eat/drink.</p>	<p>Students will paint Giant Panda. Students will describe Giant Panda. Students will do research and find out why Giant Panda is a rare and endangered species (what causes the situation). Students will do research and find out what Giant Panda like/dislike/diet. Students will work as group and conduct a debate titled: Protect Giant Panda!</p>
<p>1. I can present information about my life using phrases and simple sentences,</p>	<p>Use vocabularies learned to present: first name, last name, nationality, status (high school student/college student), favorite subject, favorite food, favorite activity, etc.</p>	<p>Before a field trip to a Chinese community, ask students create a map for the destination, and do research on target restaurant and store. After the field trip, student will tell the class of his/her field trip experiences. Share with others of what he/she bought, color, size, and price, etc.</p>
<p>15. I can tell about a familiar experience or event using phrases and simple sentences.</p>	<p>Shopping related vocabularies: color, price, size Location/direction to Chinese restaurant Like/dislike for goods/foods/prices</p>	<p>Before a field trip to a Chinese community, ask students create a map for the destination. Students do some research and find an appropriate restaurant and some stores as</p>

	Pay money and give changes...	<p>target restaurant and store.</p> <p>After the field trip, student will tell the class of his/her field trip experiences.</p> <p>Students will tell others about the restaurant and stores he/she visited.</p> <p>Share with others of what he/she bought, color, size, and price, etc.</p>
16. I can present information about others using phrases and simple sentences.	Use previously listed vocabulary.	<p>Each student will consider a historical individual who serves as a personal hero and will explain to a partner why that person is a hero and the personality and character traits that make him/her a hero..</p> <p>Each student will research a historical character that he/she admires and will build the case that the individual is or is not worthy of his/her celebrity status. Students will then share that information with the class using simple sentences. For example, “Cai Lun invented the paper making method. He...”</p> <p>Working in groups, students will invent a superhero for their community and prepare a presentation on the personality of that person. They will also detail what the superhero would do to benefit their community, giving reasons why that action would be important to the community.</p>
17. I can present basic information about a familiar person, place, or thing using phrases and simple sentences.	<p>Places/countries/cities along the Silk Road.</p> <p>Name of a chosen country/city/place</p> <p>What special about the place</p> <p>Why you like the place...</p>	<p>Each student will choose to adopt a country/place/city, and find out something special about the place.</p> <p>Tell others about the place.</p> <p>Why you choose the place.</p>

Presentational Writing

<p>18. I can fill out a simple form with some basic personal information.</p>	<p>___ percent of the class likes (activity), and so do I.</p> <p>___ percent of the class does not like (activity), but I do.</p>	<p>Using sentence frames provided by the teacher, students will work in small groups to create survey questions to collect information about the class.</p> <p>When possible, this survey could also be taken by a group of peers in the target culture. Students will interview native speakers using the same questions and will compile the data and share the results of the survey.</p>
<p>19. I can list my daily activities and write lists that help me in my day-to-day life.</p>	<p>Chinese calendar: year, month, week, and date. Read clock in Chinese. days of the week/name of 12 months numbers (1-50) Tell time and Write dates in Chinese.</p>	<p>Students will use chopsticks pick up beans and count. Whoever picks up 50 beans first gets a prize.</p> <p>Use a Chinese calendar with zodiac.</p> <p>Students write numbers in Chinese on the Calendar.</p> <p>Students use abacus manipulate numbers.</p> <p>Students will create his/her own StarTalk Journey Calendar with activities for each day.</p>
<p>20. I can write about myself using learned phrases and memorized expressions.</p>	<p>Write simple biographical information as mentioned above</p>	<p>Students will create mock passport like those that might be used in China.</p> <p>Use cards include relevant data required by Chinese culture schools and/or US schools.</p>
<p>21. I can write notes about something I have learned using lists, phrases, and memorized expression.</p>	<p>List of food for Kitchen Day: Name of Chinese food: Ingredients Compare Chinese Chopsticks with American forks</p>	<p>Students will participate in the Kitchen Day.</p> <p>Students will learn how to make some traditional Chinese food.</p> <p>Students will eat the food they produced and</p>

		<p>invite some others to enjoy the food.</p> <p>Students will produce a manual for the Kitchen Day.</p> <p>Students will create a Invitation invite others to the Kitchen Day.</p>
22. I can write short notes using phrases and simple sentences.	Biographical information/Family Places in China/Chinese Food Sports/activities	Students will create scrapbook pages to share basic information about their biographical identities, their families, and favorite food/sports/activities.
23. I can write basic information about things I have learned.	Places along the Silk Road/color/price/size/weather/foods/activities	<p>Students will work together with others to create their own StarTalk Weekly Newsletter.</p> <p>On the StarTalk Newsletter, students write what they have learned and how they feel (their preference) for things they have learned.</p>
24. I can ask for information in writing.	Vocabulary relate to internet/school activity/subjects/weather	Students will email to someone in China that the instructor provided. Ask the person about weather condition, school condition, school cafeteria food, etc.
25. I can write information about my daily life in a letter, blog, discussion aboard, or email message.	Using vocabularies mentioned before	Exchange email/letter with pen pal in China about his/her daily life/school life/StarTalk activities, etc...
Interpretive Listening		
26. I can understand a few courtesy phrases.	Understand: Please, Thank You, Hello, and Goodbye in Chinese; and know how to respond to above phrases.	<p>Students will listen to recording on CANVAS, and then be assessed with Clicker activity.</p> <p>Students will watch short video clip and then</p>

		<p>be divided into small groups to practice and interacts with each other.</p> <p>Students will play “Telephone” game in Chinese.</p>
<p>27. I can recognize and sometimes understand basic information in words and phrases that I have memorized.</p>	<p>Biographical information Family, family members Places in city Weather/transportation</p>	<p>Students will listen to audio recordings containing basic biographical information (like those found at Audio Lingua (www.audio-lingua.eu) and will complete graphic organizers for that information.</p> <p>Students will listen to recording on CANVAS that instructor has prepared. They will confirm what they understand by making simple statements and indicating follow-up questions that could elicit more information.</p>
<p>28. I can recognize and sometimes understand words and phrases that I have learned for specific purposes.</p>	<p>Biographical information, family, food, weather, and career</p>	<p>Students will listen to audio recordings containing basic biographical information and will complete graphic organizers for that information.</p>
<p>29. I can sometimes understand simple questions or statements on familiar topics.</p>	<p>Biographical information/Family/Places in China Food/Weather Who, what, when, where, why</p>	<p>Students will listen to conversations between native speakers and will complete graphic organizers to capture basic information on each person.</p>
<p>30. I can understand simple information when presented with pictures and graphs.</p>	<p>Big city, small city, beautiful city.. Places along the Silk Road to visit ... (City) has _____, but ... (city) does not have _____. ... (City) is so beautiful...</p>	<p>Students will watch publicity videos for various cities and note the characteristics of each city according to what they see and hear. They will then use that information to decide which cities have the most in common with where they live.</p>
<p>31. I can sometimes understand the main topic of conversations that I over hear.</p>	<p>Birthday/birthday party/date/time/eating/drinking/chatting/watching movie/listen to Chinese music/gossip about celebrity/food/name of places...</p>	<p>Recording of native speakers talking about a Birthday Party that will take place next week. Students will then answer questionnaires about the main topic of the conversation, when and where will be the event, and</p>

		activities involved...
Interpretive Reading		
32. I can recognize words, phrases, and character with the help of visuals.	In (city), I can go to . . . What can you do in (city)? ... (hero) is from ... City.	Students will read materials about fictional and historical heroes and will begin to create word lists of characteristics associated with heroes. Students will play a Jeopardy Game (as team) to recognize words, phrases, and characters they have learned
33. I can recognize words, phrases, and characters when associate them with things I already know.	The typical family has (2.2) children. There are ____ percent that are (white). (City) is bigger than (city). ... is smaller than...	Students will look at data about typical families/populations/ethnic identities in Xi An and will compare that data to data for where they live. If necessary, students will read some of this information outside of class in English and will then work with structured sentence frames to talk about information in class. Students will look at graphs conveying population data about several places along the Silk Road and will be able to compare the sizes of those cities.
34. I can identify family member words on a family tree.	Vocabularies about family member: mother father, older/younger brothers, older/younger sisters... Older/younger/big/small...	Instructor will provide a family tree. Each student will make his/her own family tree with each family member. Students learn how Chinese people introduce family member in a culturally appropriate way. Students observe how Chinese people arrange each member on the Family Tree, such as older generation above younger generation, etc.

<p>35. I can usually understand short simple messages on familiar topics.</p>	<p>Message of Field Trip: When/where/what to bring/how much money needed...</p>	<p>Instructor will post message on CANVAS before the field trip with following information: destination of the field trip, purpose of the field trip, departure/arrival time, where and what to eat, how much money to bring, type of transportation, and bus number, etc.</p> <p>Students will response to the message according to his/her understanding.</p> <p>Teacher will confirm with the class for each category.</p>
<p>36. I can sometimes understand short, simple descriptions with the help of pictures and graphs.</p>	<p>Names of major places along the Silk Road (countries, cities...) (City) is bigger than (city). ... is smaller than...</p>	<p>Students will look at graphs conveying population data on various cities and will be able to compare the sizes of those cities.</p> <p>Students will read information about what employers want for the future and will list the traits that employers value.</p>
<p>37. I can understand simple everyday notices in public places on topics that are familiar to me.</p>	<p>Event/activity/time/location type of transportation...</p>	<p>StarTalk instructors will post announcement for scheduled special events, such as Sports Day, Field Trip, Kitchen Day, etc. Students will check the News Corner each week for special events and identify information that is important and familiar to them.</p> <p>Students are expected to identify information about type of transportation, type of food/drink, type of sports activity, and time of each event.</p>

You may add additional rows as necessary.

Materials & Other Resources

Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

《丝路之旅》 *Journey on the Silk road*

《中文听说读写》 *Integrated Chinese*

《中国文化常识》 *Common Knowledge on Chinese Culture*

《图说中国文化》 *Illustrated Introductions of Chinese Culture*

《快乐汉语》 *Happy Chinese*

Ti yan Han yu 100 ju. Lu zı you pian = Experiencing Chinese 100. Traveling in China

<http://www.youtube.com/watch?v=zTLmiD17mc0> 快乐汉语 Happy Chinese video series

<http://www.youtube.com/watch?v=dvtpD09R9q0> 一路花雨 Dance Drama “Along the Silk Road Series”

http://www.youtube.com/watch?v=jmeDo_geDgA 梁山伯与祝英台 Video Drama “The Butterfly Lovers”

Daily Schedule

Describe the typical daily schedule for a participant. Consider how to create a program day that creates a blend of different types of activities and learning experiences throughout the day.

TIME FRAME	ACTIVITY
• 8:30-8:40	• Warm up. Homework submission
• 8:40-9:40	• Major lesson + Activity + Exercises
• 9:40-10:00	• Tai Chi Swords/Dance/Music/Art
• 10:00-10:10	• Mini Break
• 10:10-11:10	• Major Lesson + Student Activity
• 11:10-11:30	• Major Break
• 11:30-12:20	• Student activities or presentations

- 12:20-12:30

- Wrap-up/ homework

You may add additional rows as necessary.