



2014 Student Program Curriculum Template

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

BASIC PROGRAM INFORMATION

Host Institution:	Arizona State University				
Program Title:	Must-go Cities in China!				
Language(s):	Mandarin Chinese		Grade(s) of Learners: K-2, 3-5, 6-8, 9-12	8-12	
Heritage Speakers?	Yes		Nonheritage Speakers?	Yes	
Program Setting:	<i>Residential:</i>	x	<i>Nonresidential:</i>		<i>Distance/Online Component:</i>
	<i>Other (please specify):</i>				
Duration:	<i>Weeks/Days:</i>	15 days	<i>Contact Hours:</i>	90	
Target Proficiency Level: (by end of program)	Novice Mid		Target Performance Level(s): (during and by end of program)	Novice Mid/Novice High	
<p>If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.</p>					
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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?

Students will plan a family trip to a city of China where the target language is spoken. Working in small interest groups, they will be assigned a destination, then make preparations including securing travel documents, creating an itinerary, and planning how to travel within the city. Students will begin with practicing greetings and introducing their family members so that they can address people they meet using appropriate register, titles, courtesy expressions, and gestures. They will set a date for the trip and plan a schedule that outlines tasks that need to be completed prior to the trip. They will identify resources needed to complete a timeline and itinerary, and then agree on the person responsible for each task. Students then will spend time researching various locations, visiting websites, and watching videos from the region. After students have collected the information and completed each of the steps involved in planning the trip, they will use the information to prepare a multimedia presentation to convince other family members to agree on their chosen city and the trip which will build international understanding while increase opportunities for cultural exchange.

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

PROGRAM CAN-DO STATEMENTS

<i>Be sure to label the mode and proficiency level of each statement</i>	OR NCSSFL-ACTFL CAN-DO STATEMENTS <i>Number the can-do statements here and then transfer to stage 3</i>
Interpersonal Speaking	
<p>Novice mid: I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.</p>	<p>1. I can greet people using memorized phrases, proper register, and appropriate cultural gestures. I can express pleasure in meeting others.</p>
	<p>2. I can tell someone my name and ask someone his/her name. I can exchange some personal information, such as my name, age, birthday, where I live.</p>
	<p>3. I can tell others the cities I know and the one I would like to visit.</p>
	<p>4. I can ask and respond to some simple questions about the target Chinese cities, such as the location, the population, landmarks, food, souvenirs, and the weather.</p>
Presentational Speaking	
<p>I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions. (novice mid)</p> <p>I can present basic information on familiar topics using language I have practiced using phrases and simple sentences. (novice high)</p>	<p>5. I can state my name, age, where I live, and my travel destination city in China.</p>
	<p>6. I can introduce my family member to others.</p>
	<p>7. I can state basic information of the city I would like to visit such as its population, landmark, transportation and food.</p>
	<p>8. I can state a few weather expressions, name the seasons that pertain to the city I will visit in the target country, and compare the weather of the city to the weather where I live.</p>
	<p>9. I can name clothing items I will need for the trip.</p>
Presentational Writing	

I can write lists and memorized phrases on familiar topics. (novice mid)	<p>10. I can fill out a form with some basic personal information when applying for a passport/visa in Chinese characters.</p> <p>11. I can write captions about pictures I can find online about the city I would like to visit in Pinyin.</p> <p>12. I can name the cities in the target country I know and state a simple fact about the one I would like to visit in Pinyin.</p> <p>13. I can make a simple schedule for the trip to the city I would like to visit and prepare a packing list for the things I will bring with me in Pinyin.</p>
Interpretive Listening	
I can recognize some familiar words and phrases when I hear them spoken. (novice mid) I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information. (novice high)	14. I can understand some personal information when I hear others introduce themselves and their families.
	15. I can recognize and understand some basic information conveyed by words and phrases that I have memorized.
	16. I can understand some simple questions or statements on familiar topics related to target cities.
	17. I can understand simple information when presented with maps, pictures, and graphs.
Interpretive Reading	
I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read. (novice mid)	18. I can recognize words, phrases, and characters with the help of visuals.
	19. I can recognize words, phrases, and characters when I associate them with things I already know.

Summative Performance Assessments

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.
<p>You have the opportunity to visit a city in China during the summer vacation. Listen to and / or read short and simple descriptions with the help of visuals about four Chinese cities with relevant information such as the locations, dates and durations of the trips, and famous landmarks, and food. Then, You complete a graphic organizer comparing the cities. Answer a few questions about the facts of the cities, select a city, and give one simple reason in memorized phrases or simple sentences about why it is the best place to go.</p>	<p>You want your family to go with you to the city that you have chosen. On daily basis, you post blog entries in simple phrases or a couple of simple sentences in Pinyin and/or characters about the information of the city you are going to visit. In simple phrases/simple sentences in Pinyin/or characters, you respond to posts from family members questions they have.</p> <p>However, different family members have different preferences. Have a conversation (in role play format) where each person gives one reason why he/she wants/does not want to go to that city. The city that is preferred by most people will be selected as the city of destination.</p>	<p>Design a brochure with at least 4 pieces of important information in simple phrases or simple sentences for a travel fair about the city you want to travel to.</p> <p>Based on the content of the brochure, make a simple multimedia presentation advertising the city you have chosen to people who might also want to travel to your chosen city.</p>

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 OR 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 and demonstrate . . .</i>
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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 in order 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.
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Stage 3 may have more learning experiences than are possible given the time frame. The intent was to offer a representative sample knowing that different programs would have to adapt to address differences in languages and materials.

Interpersonal Speaking

<p>1. I can greet people using memorized phrases, proper register, and appropriate cultural gestures. I can express pleasure in meeting others.</p>	<p>Hello Goodbye</p> <p>How are you?</p> <p>Nice to meet you.</p> <p>I am happy to be here in . . .</p> <p>Culturally appropriate language and gestures</p>	<p>Students practice greetings using an inner/outer circle strategy. The teacher invites community members to the class; students greet each person using appropriate titles and register, and respond to their questions.</p> <p>To prepare for the family trip, students practice greetings with the teacher and with classmates. The teacher assigns each student a role (adult, child, etc.). They assume the identity of the various people as they meet and greet one another.</p> <p>Assuming the roles of various people they may meet on their trip, students talk with one another to find the identity of each person in the class. They complete a <i>Find Someone Who</i> survey sheet.</p>
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<p>2. I can tell someone my name and ask someone his/her name. I can exchange some personal information, such as my name, age, birthday, where I live.</p>	<p>My name is . . .</p> <p>What is your name?</p> <p>I live in . . .</p> <p>My birthday is . . .</p> <p>I am . . . years old.</p> <p>I like to (activity name)</p>	<p>Students will meet several different people on their trip and need to practice meeting others. They first interact as themselves and get to know each other. They then assume the identities of others they are likely to meet.</p> <p>Ice Breaking: To know each other, students sit together to play ice breaking game. They can ask what they like to do. Each person has one minute to ask questions. Then, they move on to ask another person.</p> <p>Role play: Students take part in a scenario/role play situation that they might encounter such as at the passport office or at customs when arriving in China. They answer personal identity questions typically asked in these situations. The teacher or other native speaker plays the role of the agent.</p>
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<p>3. I can tell others the cities I know and the one I would like to visit.</p>	<p>City names</p> <p>I know... these cities.</p> <p>I want to go to ... with my family.</p> <p>Where do you want to go?</p>	<p>Students brainstorm the cities of China they know and create a concept map of ideas about the target cities they might like to visit.</p> <p>Three-step interview: Divide four-member groups into two pairs: A and B, C and D. In step 1, A interviews B while C interviews D. In step 2, reverse roles: B interviews A while D interviews C. In step 3, share-around: each person shares information about his/her partners in the group of 4 about the cities they want to visit.</p>
<p>4. I can ask and respond to some simple questions about the target Chinese cities, such as the location, the population, landmarks, food, souvenirs, and the weather.</p>	<p>The city is ...</p> <p>Where is it?</p> <p>The city is in ...</p> <p>What is the population of the city?</p> <p>The city has (population number)</p> <p>What can you see there?</p> <p>The landmark(s) are ...</p> <p>How is the food/weather/transportation?</p> <p>The food is ...</p> <p>The weather is hot/cold</p> <p>I need to bring ... (clothes)</p> <p>Do you have...(clothing) with you?</p> <p>The city has (souvenir name)</p>	<p>Students work in small groups to discuss the pictures of the target cities. Each student has one picture. They ask and answer questions to learn more about the cities on the images.</p> <p>Each student is given a visual image of a featured food or a dish of the city they are visiting. Students mingle to identify foods they like and foods they want to try.</p> <p>Students work in small groups to discuss about what kind of souvenirs they can get from different cities.</p> <p>Students pair up. Each student has a visual suitcase with several items. They meet at the airport. Students exchange information such as what they have in their suitcases, why they bring these, the weather condition of the places they are going, etc. They ask questions until they discover three items they have in common and one item that they forgot to pack for a trip. For example: <i>Do you have a . . . Yes, I have a . . . No, I don't have . . .</i></p>

Presentational Speaking

5. I can state my name, age, where I live, and my travel destination city in China.

My name is . . .
I am . . . years old.
I live in . . .
I am in grade...
My school is ...
I am tall/short ...
Hair (color), eyes,
I like (to) ...
I want to travel to . . .

Students introduce one person to the entire group using culturally appropriate language and gestures.

Students assemble a collage that is done in the shape of a self-portrait. The self-portrait includes symbols and/or pictures that represent key elements of their identity. They use that portrait to introduce themselves.

6. I can introduce my family member to others.

There are ... people in my family.
They are ... (Mother, father, brother, sister, grandfather, grandmother, daughter, son, etc.)

Students record introductions to introduce themselves and their families to find travel companions. They may use a podcast/ a vodcast/ an i-movie/ a photo story to create an avatar, or add an introduction on Voice Stream in response to a travel companion's' request.

Students create a multimedia presentation including an introduction of himself/herself and his/her families. They post the presentation online for the sake of finding a tour guide for the city they would like to visit.

<p>7. I can state basic information of the city I would like to visit such as its population, landmark, transportation and food.</p>	<p>The city is ...big/small/old/young/beautiful...</p> <p>The city is in ...</p> <p>The population of the city is ...</p> <p>(Name of landmarks) is ...</p> <p>(Name of food) is delicious.</p> <p>The weather is hot/cold</p> <p>(Name of souvenir) is/are ...</p>	<p>The teacher selects a variety of pictures that represent images of the target cities. Students work in small groups. Each group selects a couple of pictures that are of interest to them. They work together to describe the pictures, commenting on landmarks, weather, food and souvenirs in the images.</p> <p>Pass the picture: Each person in a group has an image of a target city. The teacher asks a question, e.g., <i>What is the name of its landmark?</i> Students record their answers using an iPad, iPod, or a digital recorder. Then they pass the electronic device to the next student. The teacher continues asking questions and students continue recording responses. At the end, each group verbally describes each image.</p>
<p>8. I can state a few weather expressions, name the seasons that pertain to the city I will visit in the target country, and compare the weather of the city to the weather where I live.</p>	<p>Seasons</p> <p>Months</p> <p>It is sunny/cloudy/windy/raining/snowing...</p> <p>It is a little/ very hot/cold</p>	<p>Students draw weather maps of the target cities. They film themselves reporting on the weather and comparing conditions with those in the area where they live in the United States.</p> <p>Follow the pattern: Working in small groups, students follow a pattern given by the teacher. Each student says three sentences that include a month, season, and weather expression. For example: <i>It is February. It is winter. It is snowing. It is April. It is spring. It is raining.</i></p>

<p>9. I can name clothing items I will need for the trip.</p>	<p>I will bring ...</p> <p>Clothing items such as pants, shorts, shirts, sneakers, shoes, sweater</p> <p>Consider: Culturally appropriate clothing and clothing apparel unique to actual site</p>	<p>Students are given different pictures of various activities in the target cities. They take turns telling what they will pack for the different activities.</p> <p>Students take turns to act as the natives of the target cities. They need to make a presentation about what people need to bring when they visit these cities according to the yearly weather condition of the city and have the presentation video-taped. Also, there is a 1-minute Q&A session after each presentation to answer question regarding this topic from other students.</p>
<p>Presentational Writing</p>		
<p>10. I can fill out a form with some basic personal information when applying for a passport/visa.</p>	<p>My name is . . .</p> <p>Male/female</p> <p>I am . . . years old.</p> <p>I live in . . .</p> <p>I am traveling to . . . for . . . days/weeks.</p> <p>I like/I dislike</p> <p>Words like passport and visa</p>	<p>Students prepare a mock passport and/or a visa for travel. They write the personal information required for these documents.</p>

<p>11. I can write captions about pictures I can find online about the city I would like to visit.</p>	<p>Place names/landmarks</p> <p>Food name</p> <p>Weather expressions</p> <p>Souvenir items</p>	<p>Students create a wall of images of the city they want to visit. They work together to caption the images using as much language as they can. The teacher may provide sentence starters. For example: <i>This is a picture of (city). It is pretty. This is a panda. It is black and white. It is raining.</i></p>
<p>12. I can name the cities in the target country I know and state a simple fact about the one I would like to visit.</p>	<p>I want to go to. . . because . . .</p> <p>Its landmark is...</p> <p>It is (weather condition) and I can do (activity).</p> <p>The food is . . . and I love the (dish).</p>	<p>Students prepare a brochure for a travel fair to highlight the city they plan to visit. They want to attract more people to go with him/her. The teacher may want to provide a sentence pattern that includes a high frequency of regular and irregular verb forms. Each student should try to list the three best things about the must-go city. The brochure will comment on activities, landmark, food, weather etc. of the target city.</p> <p>Students write blogs to share with the reader key information of the cities they would like to visit with links to appropriate resources. Students follow other students' blogs and then appropriately respond to others' questions and comments as well.</p>
<p>13. I can make a simple schedule for the trip to the city I would like to visit and prepare a packing list for the things I will bring with me.</p>	<p>I will leave on (date) and return on (date) ...</p> <p>I will go there by (transportation) ...</p> <p>I will bring ... with me.</p>	<p>Students work in groups to design a travel note (in the form of a chart) illustrating the departure and return date, transportations, and a packing list for the trip.</p>

Interpretive Listening

<p>14. I can understand some personal information when I hear others introduce themselves and their families.</p>	<p>Expressions for self-introduction</p> <p>Family terms of address</p>	<p>Students listen to their new friends' introduction and then write a blog about who they just met today and who they want to travel with.</p>
<p>15. I can recognize and understand some basic information conveyed by words and phrases that I have memorized.</p>	<p>Place name</p> <p>Food name, flavor</p> <p>Means of transportation</p> <p>Weather and clothing</p> <p> Seasons, months, days of the week</p>	<p>Students design and assemble a word wall for the classroom to display key vocabulary. The teacher uses different words and phrases and students take turns pointing to what the teacher is saying. Gradually students take over calling the words and phrases.</p> <p>Students are asked whether they love, like, dislike, or hate certain weather conditions, seasons, days of the week, food, flavors and means of certain transportations. The four corners of the classroom represent the different opinions. The students move to the corners that correspond to their opinions.</p> <p>Clothing activity: The teacher distributes small pictures of clothing items to the students and a category grid. As he/she calls out the name of an item, the students place the items in pre-determined categories (hot weather or cold weather; in August or in January).</p>

<p>16. I can understand some simple questions or statements on familiar topics related to target cities.</p>	<p>Where is it? It is in ... What is its population? Its population is ... How can we go to this city? We can go there by (transportation) ... Name of landmark is big/beautiful How is the food there? (Name of dishes) is delicious/spicy/sweet How is the weather there? I need to bring (clothing) with me.</p>	<p>Each student receives a baggie with sentence strips in the target language. Each sentence strip is a response to a personal identity question. As the teacher reads a question or makes a comment, the students find the corresponding response and they stand up when they are ready to display the sentence strip.</p> <p>I spy: Student play using food, landmarks, means of transportation, weather expressions and clothing. For example: <i>I spy Great Wall</i> . <i>I spy a giant panda</i>. This game can be made more interactive if students are given a baggie with a set of images. In this scenario, each student holds up the correct image when it is called.</p>
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<p>17. I can understand simple information when presented with maps, pictures, and graphs.</p>	<p>North, south, east, west Place names Landmarks Food names Souvenirs Weather expressions</p>	<p>The teacher creates a floor map using a plastic shower curtain. Students follow directions given by the teacher moving from place to place among the target cities they will visit. They will “travel” to various locations (cities, landmarks, attractions, etc.).</p> <p>Students hold up pictures of target cities as the teacher describes each one. For example, to clue the students to hold up an image of a landmark of a target city, a teacher might say, <i>This is a high tower...</i></p>
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<p style="text-align: center;">Interpretive Reading</p>		
<p>18. I can recognize words, phrases, and characters with the help of visuals.</p>	<p>Place names Landmarks Food names Souvenirs Weather expressions and clothing Months and seasons</p>	<p>Students will read authentic text and match simple descriptions of target cities to images.</p> <p>Working in pairs, students organize a travel plan including travel schedule, transportations, must-go attractions, must-try food and a packing list. They then post their travel plan on a board around the classroom for classmates to view and compare with their own.</p>
<p>19. I can recognize words, phrases, and characters when I associate them with things I already know.</p>	<p>Place names Landmarks Food names Souvenirs Weather expressions and clothing Months and seasons</p>	<p>Students read a travel brochure or promotional flyer about Chinese cities. They answer a series of questions in English about what they learned about the cities.</p> <p>Complete Game: Students work in pairs. One tells the other one about his/her preference about Chinese food. And then the other one recognizes the food entrée on the Chinese menu, pointed it out his/her partner to see if it is correct. One point for this pair.</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.

map of China, Chinese money, souvenirs, Chinese calendar, online travel brochures and promotional flyers, videos and websites featuring weather forecast and tourist attractions, restaurant menus, flight/train schedules, etc.

Daily Schedule

Describe the typical daily schedule for a participant.

TIME FRAME	ACTIVITY/CONTENT
<i>A timeline is not shown here since individual programs will have to adapt this curriculum to meet their individual needs. A sample time frame is shown in the 2014 Guide to the Student Program Curriculum Template.</i>	
8:00-8:45 am	breakfast
9:00 am-12:00 pm	language class
12:00-1:30 pm	lunch
1:40-4:15 pm	language class, project, cultural activities, linguofolio
4:30-5:30 pm	gym
5:45-7:30 pm	dinner and free time
7:30-9:30 pm	evening activities

You may add additional rows as necessary.