



2014 Student Program Curriculum Template

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

Basic Program Information

Host Institution:	STARTALK Central
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Program Title:	Must-Go Cities in China
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Language(s):	Mandarin	Grade(s) of Learners:	8-12
			K-2, 3-5, 6-8, 9-12

Heritage Speakers?	No	Nonheritage Speakers?	Yes
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Program Setting:	<i>Residential:</i>	<input checked="" type="checkbox"/>	<i>Nonresidential:</i>	<input type="checkbox"/>	<i>Distance/Online Component:</i>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Other (please specify):</i>						

Duration:	<i>Weeks/Days:</i>	15 days	<i>Contact Hours:</i>	90
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Target Proficiency Level: (by end of program)	Novice High	Target Performance Level(s): (during and by end of program)	Novice High/ Intermediate Low
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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.

Curriculum Designed by:	ASU STARTALK Instructional Team
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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 in 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 and what to do 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 online/authentic materials 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.

<p align="center">NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS</p> <p align="center"><i>Be sure to label the mode and proficiency level of each statement</i></p>	<p align="center">PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</p> <p align="center"><i>Number the can-do statements here and then transfer to stage 3</i></p>
<p>Interpersonal Speaking</p>	
<p>Novice High: I can communicate and exchange information about familiar topics using simple sentences. I can usually handle short social interactions in everyday situations by asking and answering simple questions.</p>	<p>1. I can exchange some personal information about myself and my family including home address and e-mail</p>
	<p>2. I can exchange information about things interesting about me and my family (likes and dislikes)</p>
	<p>3. I can ask and respond to simple question about dates, times, places, and events on schedules, posters, and tickets.</p>
	<p>4. I can ask and respond to simple questions about cities, such as their population, and landmarks.</p>
	<p>5. I can ask and respond to simple questions about geography feature (where is the city located).</p>
	<p>6. I can ask about and comment on a new food that I have tried.</p>
	<p>7. I can ask about and identify important information about the weather using a map.</p>
	<p>8. I can ask about and respond to questions about clothes that I can bring with me during the trip.</p>
	<p>9. I can ask and respond to simples questions about travel brochure, such as where to go, when to go, what landmark to see, what to eat and what to wear</p>

Presentational Speaking

Intermediate Low: I can present basic information on familiar topics using language I have practiced using strings of sentences.

10. I can introduce myself and describe my family and friends.

11. I can talk about my favorite activities and talk about my interests (favorite musical groups, books, video games, etc.).

12. I can describe my travel schedule such as where to go, when to go and how to get there.

13. I can describe a landmark and/or a place I plan to visit and say what I am going to do there.

14. I can introduce a new food to others and explain why I like or don't like the dish.

15. I can talk about weather based on authentic weather report.

16. I can describe what clothes to wear in certain weather

17. I can present information about the city I am going at a travel fair.

Presentational Writing

Intermediate Low: I can write messages and notes on familiar topics related to everyday life with strings of sentences.

18. I can introduce myself, my family, and my friends.

19. I can share information about my activities and experiences by writing a message on a postcard, sending a text message, or posting on Instagram.

20. I can design a travel plan including dates, places to go, features of the places such as their population and landmarks.

21. I can design an ideal menu that primarily features local dishes.

22. I can create a weather chart to compare the differences of weather between the city I am going and my hometown.

23. I can prepare a packing list for the things I am going to bring with me.

24. I can present information about the city I am going to others through blog.

Interpretive Listening

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.

25. I can understand some personal information when I hear others introduce themselves.

26. I can understand a few details about what others are doing and when.

27. I can sometimes recognize details about a travel experience when I hear an ad for a travel experience.

Interpretive Reading

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.

28. I can identify destinations and major attractions in travel brochures and on travel websites.

29. I can understand menu and its features about local food when I see the brochures and ads from restaurants.

30. I can identify the main idea of what someone else did when I read a journal entry.

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 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
<p>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</p>	<p>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>
<p>You have the opportunity to visit a city in China during your summer vacation. Listen to and / or read descriptions of and/or watch videos about four Chinese cities with relevant information such as the locations, dates and durations of the trips, famous landmarks, cost of the trip and food. Then, complete a graphic organizer comparing the cities. In simple sentences, answer a few questions about your interests, select a city, and give at least two simple reasons 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 sentences about the information of the city based on the research you have done online/ authentic materials. You respond to posts from family members for the questions they have.</p> <p>However, your family members have different preferences. Have a conversation (in role play format) where you talk about the advantages and disadvantages of each city. Compromise.</p>	<p>Design a brochure with at least 6 pieces of important information in simple sentences for a travel fair about the city you want to travel to.</p> <p>Based on the content of the brochure, create a multimedia presentation for audiences who might 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>
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.

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

1. I can exchange some personal information about myself and my family including my home address and e-mail.

What is your name?

My name is . . .

Where are you from? Where do you live?

I am from . . . / I live in . . .

What state/country is that in?

How far is it from NYC, LA, Chicago, Beijing, Chengdu, etc.?

How old are you?

I am . . . years old.

When is your birthday?

I was born on . . . And you? You are older/younger than I am.

Where do you go to school?

I go to...

What grade are you in?

I'm in grade ...

Do you have brothers and sisters?

Yes, I have . . .

No, I am an only child.

How old are your siblings?

Are you the oldest? The youngest?

Who do you want to go to China with?

Inside/outside circle activity

Speed dating activity

Who am I: Attach a sticky note to each student's back with the name of a famous person from the target culture. Students circulate to ask and answer questions to find out who they are. They may not guess a name until they have asked ten questions. Students do this as a role play in the first and second person.

People at a party: Pair students (student A and student B) Give students a picture that shows a scene with several people at a party or other event. Working together, they help one another identify the ten people by asking and answering questions about the people pictured. Each partner has an information sheet that gives details on some of the people pictured. His or her partner has information on the others.

Timeline activity: Interview a classmate to find out five important dates in his/her life; then create an illustrated timeline reflecting the

		<p>information. Share with the class.</p> <p>Information gap task:</p> <p>Distribute pictures of different people to the students. The teacher should create a fact card that has basic information about the people, but should not share this information with the students until they have completed the activity. Working in pairs, students discuss the photo to come to agreement on the person's age, whereabouts, nationality, and the language(s) the person speaks. Once the students have decided on the information they feel is correct based on the photo, they confirm with the actual facts.</p> <p>Information gap task: Students work in pairs to identify the members of a family. Students designated A and students designated B receive the same picture of a family at a celebration. Each student has different clues about individual people. Students ask and answer questions about the people to ascertain their identities. Once completed, the pairs discuss how they discovered each person's identity.</p>
<p>2. I can exchange information about things interesting about me and my family (likes and dislikes)</p>	<p>What do you like to do? Do you want to . . . ? Let's go to . . . , and then we can . . .</p> <p>Activities</p> <p>Types of movies/video games</p> <p>Musical groups</p> <p>What type of music do you prefer and why?</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 minutes to ask questions. Then, they move on to ask another person.</p> <p>Maintain the conversation: Students work together in pairs to hold simple conversations on activities and interests by asking questions and commenting on their partners' responses.</p>
<p>3. I can ask and respond to simple question about dates, times, places, and events on schedules, posters, and tickets.</p>	<p>When will you go to China?</p>	<p>Using an authentic online weather site from the target region/country, students ask and answer questions about dates, times, and places.</p>

	<p>When do you leave for China? I leave on . . . at . . .</p> <p>Where do you plan to go? I plan to go to . . .</p>	<p>Students work in small groups to design their itinerary. The group creates a visual itinerary showing each step of their journey to the city. Groups pair up to share their schedules with one another to see what is similar and what is different.</p>
<p>4. I can ask and respond to simple questions about cities, such as their population, and landmarks.</p>	<p>What's the population in . . . ? It's ...</p> <p>What are the landmarks? In ..., ... is famous.</p>	<p>Students interview native speakers at the camp to get detailed information about the city he/she is from, including its population and landmarks. They have picture clue cards and ask questions until they can figure out what city it is. The teacher should create cards based on real city that the students are going to visit.</p>
<p>5. I can ask and respond to simple questions about geography feature (where is the city located).</p>	<p>Where is the city located? It is in the northeast/... of China.</p> <p>How will you get there? I will get there by . . .</p>	<p>Map the city: Student use map to identify the cities they are going to visit. They need to share with people at the travel fair about the features of the cities, including their population and landmarks.</p> <p>A group of students is given a schedule for the day. They discuss what are the best transportation tools to use to take them to their destination.</p>

		<p>A small group of students has the daily schedule and they really want to make a change in the daily agenda about the transportation tool they are going to use. A native speaker plays the role of the group leader. Students in the group attempt to convince the group leader to make at least one change in the agenda. The native speaker plays along, keeping the conversation at the level of the students.</p>
<p>6. I can ask about and comment on a new food that I have tried.</p>	<p>I like . . . to eat and . . . to drink. What is this? What's in this dish? Do you like . . . ? I don't know. I would like to try . . . Names of regional dishes and key ingredients What are we having/eating for breakfast/lunch/dinner? What should we have? What about . . . No, I am allergic to . . . Let's eat/have Order food in a restaurant; Make comments on the dishes;</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. Students should go beyond just the name of the dish by naming and commenting on the key ingredients in the dish.</p> <p>Each group of students is in charge of planning a specific meal for the trip. The meal must be healthy and must include at least two regional foods. Students offer suggestions and accept and reject ideas until they agree on the menu.</p> <p>Set up a market/store with authentic items from the target culture. Acting as sellers and buyers, students role play a variety of transactions. This market/store may serve as the actual store during the program where students "purchase" daily snacks, toys, etc. using money earned during the program activities.</p>

<p>7. I can ask about and identify important information about the weather using a map.</p>	<p>What's the weather like in . . . ? It's hot, cold, warm, cool, etc. It's windy, rainy, overcast, etc. We won't be able to It's going to rain. It's going to be too hot to . .</p>	<p>Using an authentic online weather site from the target region/country, students ask and answer questions about the conditions that are occurring there. They talk about what activities may be possible and express preferences about the ones they would like to try based on current conditions.</p> <p>They compare the weather of target city with their hometown and share their comparison at the travel fair by using graphic chart to show the similarities and differences.</p>
<p>8. I can ask about and respond to questions about clothes /accessories that I can bring with me during the trip.</p>	<p>What shall I bring with me? I'd like to bring...with me, because the weather in ... (city) is hot/cold in....(season). Can I wear ... in ...? We won't be able to wear... because it is... (Weather).</p>	<p>Students create a packing list for the trip, such as the clothes /accessories they need to pack and why; they share their packing list with their travel companions.</p> <p>Students identify information from authentic online shopping. They post this information at their blog and respond to people's posts. The information includes what to buy if he/she wants local clothes/ accessories/ souvenirs for their families and friends.</p>

<p>9. I can ask and respond to simple questions about travel brochures, such as where to go, when to go, what landmarks to see, what to eat and what to wear</p>	<p>Where do you plan to go? Why?</p> <p>When will you go?</p> <p>What are you going to see/do there?</p> <p>What food do you want to eat when you get there?</p> <p>What will you bring with you?</p>	<p>Students design a travel brochure to attract more people with similar interests to go with them. At the travel fair, he/she responds and comments on the questions people ask.</p>
<p>Presentational Speaking</p>		
<p>10. I can introduce myself and describe my</p>	<p>Biographical information (listed earlier)</p>	<p>Students create a multimedia presentation to introduce him/herself and his/herself families to the people who he/she meets at the travel fair.</p>

<p>family and friends.</p>	<p>Mother, father, brother, sister, grandfather, grandmother, cousin, friend (female/male)</p> <p>Tall/short</p> <p>Hair types: Long, short, curly, straight, frizzy, ponytail, braids, etc.</p> <p>Eye color: Brown eyes, blue eyes, green eyes, hazel eyes</p> <p>Outgoing/introverted</p> <p>Talkative/quiet</p> <p>Athletic/sedentary</p> <p>Mischievous</p> <p>Likes to play games on a computer</p> <p>Watches television</p> <p>Plays soccer, tennis, basketball, etc. at... (location) with...(someone)</p>	<p>They include personal information and take the opportunity to introduce their family members and/or friends.</p> <p>Students record introductions to introduce themselves to their 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.</p>
<p>11. I can talk about my favorite activities and talk about my interests (favorite musical groups, books, video games, etc.).</p>	<p>Play sports</p> <p>Ride my bike</p> <p>Play video games</p> <p>Watch television</p> <p>Go to the movies</p> <p>Meet friends at the mall</p> <p>Shop</p> <p>Swim</p> <p>Listen to music</p> <p>Play the piano, violin, guitar</p> <p>I like . . . rap it is ...</p>	<p>Students create a podcast or vodcast to share with the travel companion who want to get to know them before they visit the cities in the summer.</p>

<p>12. I can describe my travel schedule such as where to go, when to go and how to get there.</p>	<p>I am going to..</p> <p>I will leave on..</p> <p>I will take...</p>	<p>Student design an itinerary about the city they plan to go. They present their itinerary to their friends / travel companions.</p>
<p>13. I can describe a landmark and/or a place I plan to visit and say what I am going to do there.</p>	<p>It is located near, close to, far from, next to, across from, to the right of, etc.</p> <p>It is made of rock, bronze, steel, etc.</p> <p>It is circular, square, rectangular, spread out, small, big, etc.</p> <p>Interesting, boring, exciting, busy, crowded, etc.</p> <p>I am going to . . . because it is ...</p> <p>Activities and interests (listed earlier)</p>	<p>Students assemble an electronic photo album of the sites they want to visit for the travel fair. They record a travelogue with descriptions of the landmarks and places including personal comments and preferences.</p>
<p>14. I can introduce a new food to others and</p>	<p>The name of this dish is . . .</p>	<p>Students work together in small groups to present</p>

<p>explain why I like or don't like the dish.</p>	<p>It has . . . It is healthy/unhealthy because . . . It is sweet/salty. I like it because I love . . .</p>	<p>a local dish to the class. If possible, they prepare the dish taking pictures at each step. They then explain what is in the dish, showing appropriate images. They conclude by giving their opinions of the dish.</p>
<p>15. I can talk about weather based on authentic weather report.</p>	<p>The weather in ...is hot, cold, warm, cool, etc. It's windy, rainy, overcast, etc. We won't be able to It's going to rain. It's going to be too hot to . .</p>	<p>Students create weather forecast for the city they are going to visit. They present the weather forecast to their travel companions.</p>
<p>16. I can describe what clothes to wear in certain weather.</p>	<p>I'd like to bring...with me, because the weather in ... (city) is hot/cold in....(season).</p>	<p>Students prepare a suitcase of clothes that they are going to bring with them for the trip. They describe what they pack and explain why.</p>
<p>17. I can present information about the city I am going at a travel fair.</p>	<p>I am going to visit . . . It is located in . . . near . . . I want to see/go . . . I will leave on . . . Some interesting facts are . . (food, weather, things to pack /buy.</p>	<p>At the travel fair, students create a brief documentary that highlights the sites they are going to visit. They need to show the most interesting parts.</p>

Presentational Writing

18. I can introduce myself, my family, and my friends.

My name is . . .

I am from . . .

My birthday is . . .

I am . . . years old.

I go to ... school.

I am in grade ...

I like...

I have . . . people in my family. I have a mother, father, sister, brother, etc.

Students fill out a registration form in the target language.

Students work in small groups to design a fact sheet about themselves and their families.

	<p>I am an only child.</p> <p>My family is small/large.</p> <p>My mother has . . . hair and eyes. She is . . .</p> <p>My father . . .</p> <p>My sister . . .</p> <p>My brother . . .</p> <p>I want to go to China with my... because he/she is funny, athletic, smart, etc.</p>	<p>Students select or are assigned a famous person or figure involved with current events from the target culture. They complete a simple biographical outline on that person. These fact sheets are used for the <i>Who am I</i> game mentioned earlier.</p> <p>By the end of the lesson, students write a simple statement about who they decide to go to China with and why.</p>
<p>19. I can share information about my activities and experiences by writing a message on a postcard, sending a text message, or posting on Instagram.</p>	<p>I like swimming, walking, biking, playing sports, singing, visiting . . . , hiking, etc.</p> <p>I like/prefer/don't like . . . because it is...</p> <p>Greetings from . . .</p>	<p>Students write blog posts about things interesting to them. They talk about their experiences and their preferences.</p> <p>Students write postcards or send text messages to family and friends from the different places they visit on the trip.</p>

<p>20. I can design a travel plan including dates, places to go, features of the places such as their population and landmarks.</p>	<p>I will leave for China on...(date) I will go to...(city) There are ... (population) in...(city) ... (landmark) is famous in ... (city) I want to visit ...(landmark) because...</p>	<p>Students work in small groups to design the ideal trip for their visit to China. They create a presentation that can be shared with the other groups. The information is shared in stations around the room. As the groups circulate, they write questions requesting additional information. The original group must create a FAQ sheet to respond to the questions.</p>
<p>21. I can design an ideal menu that primarily features local dishes.</p>	<p>Regional dishes Key ingredients Sequence words to show order of dishes Features / flavors of dishes</p>	<p>Students work in groups to create a visual menu that includes both pictures and captions for local food. Students strive to create a visual menu that entices others to try various regional dishes.</p>

		Students collaborate to plan foods that features the city they are visiting. They present the information using visuals and target language in ways that guests who do not speak the target language will understand. Students might do this even if they are not serving the foods; they can explain to parents and guests what a featured dish of the city might be like.
22. I can create a weather chart to compare the differences of weather between the city I am going and my hometown.	<p>On (dates) , the highest / lowest temperature in ... (target city) is... It is...</p> <p>However, the highest / lowest temperature in ... (hometown) is... It is...</p> <p>I like ... better because...</p>	Students write e-mails to friends talking about the weather in the target city and his/her hometown. He/she talks about their preferred weather and explain why.
23. I can prepare a packing list for the things I am going to bring with me.	<p>On (dates) , the highest / lowest temperature in ... (target city) is... It is...</p> <p>I am going to bring... with me. It is good for...</p>	Students work in groups to design a packing list for the trip. On the packing list, it has captions about what the item is good for.

<p>24. I can present information about the city I am going to others through blog.</p>	<p>The must-go city is . . . 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>Interpretive Listening</p>		
<p>25. I can understand some personal information when I hear others introduce themselves.</p>	<p>Expressions denoting age</p> <p>Free-time activities</p> <p>Names and relationships of family members</p>	<p>Students listen to their travel mates' introductions and make a camp Facebook page for everyone to use.</p> <p>Students identify various people from verbal</p>

	Descriptions of family members (appearance and personality)	descriptions.
26. I can understand a few details about what others are doing and when.	Activities and interests Expressions for locations Time-related expressions (days, hour, etc.)	Students complete an activity grid based on what they hear from the teacher. They then answer questions using the information in the grid. For example: <i>What activity does he like? Who with he do the activity with? How often does he do the activity? Where does he do the activity?etc.</i>
27. I can sometimes recognize details about a travel experience when I hear and/or view an ad for a travel experience.	Activities and interests Weather Places Food	Students travel vicariously using Google Earth. The teacher provides a simple narration of what they are seeing and students demonstrate comprehension by completing a graphic organizer. Students hear various details about travel experiences and match the event to an image. Students watch ads/commercials for various travel opportunities and listen for key details. They select the top three destinations of interest to them and say why based on what they heard.
Interpretive Reading		
28. I can identify destinations and major attractions in travel brochures and on travel websites.	Name of city Purpose of brochure Dates Daily schedule Activities This is . . . It is located in . . . In that area (mountains, seashore, city, desert, etc.) we can learn to sand ski, swim in an ocean, fish, hike, parasail, etc. Names and descriptions of monuments/sites that students will visit during the summer trip	Students work in pairs to locate a city in China. They create a list of the top five reasons for or against going to the city. Students work in pairs to read a selection of online camp brochures/websites. They scan the materials and determine their top three programs. They then try to convince more people to go with them at a travel fair. They assemble pictures that highlight the features of the city and write or match brief captions to build interest and excitement.

		Students take a gallery walk to study the posters representing the city chosen by classmates and vote on the top three. They mingle to find others who have the same choices and form groups to share reasons for the decisions they made.
29. I can understand menu and its features about local food when I see the brochures and ads from restaurants.	Food /Flavors/ ingredients Comments on featured dishes	Students read random descriptions of featured dish and match the description in correct order .
30. I can identify the main idea of what someone else did when I read a journal entry.	Use previous travel journal / online materials focusing on travel itinerary, activity highlights etc.	Students read online or print travelogues to plan their own unique itineraries for the summer trip. They post their itineraries online (Edmodo, Wikispaces, Fakebook, Ning, kidblog, of the camp website). Students read and comment on their classmates ideas.

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.

Resources are not listed here since resources would be language specific according to the needs of the individual program.

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

Daily Schedule

Describe the typical daily schedule for a participant.

TIME FRAME	ACTIVITY
<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 (vary)
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.