

Student Program Curriculum

Basic Program Information

Host Institution:	Mandarin Institute
Program Title:	Mandarin Institute SFUSD Startalk Program
Curriculum Title:	Mandarin Institute SFUSD STARTALK Immersion
Language(s):	Chinese;
Grade(s) of Learners:	G6-8; G9-12;
Language Background:	Heritage; Non-heritage;
Program Setting:	Non-residential
Program Type:	Blended
Duration:	15 Days

Contact Hours: 90 Hours

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

Target Proficiency/Target Performance

Target Proficiency Level (by end of program):

Novice Range, Intermediate Range

Target Performance Level(s) (during and by end of program):

Intermediate low, Intermediate Mid

Program Overview and Theme

At the end of the program Discover San Francisco Chinatown, our students will have the communicative competence and confidence to engage in authentic dialogues with native speakers in real-world situations. Students will explore authentic practices and products in the San Francisco Chinatown community. They will learn about the history of Chinatown and Angel Island where a significant diaspora

of Chinese occurred and their cultural relevance to community standards. They will practice greetings so that they can address people they meet using appropriate register, titles, courtesy expressions, and gestures. They will explore, order and taste different regions of Chinese cuisine and teas. The students will compare and contrast historical and contemporary Chinatown with regions in China and the U.S. through spontaneous dialogues with their personalized tutors in China. The students will prepare a collaborative presentation on San Francisco Chinatown. As part of their cultural learning, our students will be creating a mural for the Chinatown community in conjunction with the Chinatown Community Development Center, Kearny Workshop and the Chinese Cultural Center. The creation of the mural will be a collaborative effort between our students, community members, art instructor, and teachers incorporating the three sub-themes of our program. The sub-themes are food, history and establishments in Chinatown, and Immigration. The students entering the Mandarin Institute SFUSD STARTALK Chinese Immersion program are currently attending or have just graduated from an elementary/middle school Chinese immersion program. Some students have graduated from a Cantonese Immersion program in 5th grade and have been studying Mandarin as a foreign language in middle school; the other students have been studying Mandarin since kindergarten.

Learning Goals	
NCSSFL-ACTFL Global Can-Do Benchmarks Be sure to label the mode and proficiency level of each statement.	Program Can-Do Statements or NCSSFL-ACTFL Can-Do Statements

Interpersonal Communication	
<p>(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.)(Intermediate Mid: I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.)</p>	1. I can ask and respond to simple questions about summer camp dates, times, places and events.
	2. I can give reasons for my food and drink preferences.
	3. I can order a meal.
	4. I can ask and answer questions related to my family immigration story.
	5. I can give some information about the Chinatown Community.
	6. I can be the first one to start a conversation.
	7. I can ask for information and details during a conversation.
	8. I can bring a conversation to an end.

	9. I can interview someone for a project or publication.
Interpretive Listening	
<p>(Novice High: I can recognize pieces of information and sometimes understand the main topic of what is being said.) (Intermediate Mid: I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear.)</p>	10. I can understand when someone describes physical descriptions from a photo or artwork as it relates to the establishments in Chinatown.
	11. I can understand peers' recorded descriptions about their family immigration story.
Interpretive Reading	
<p>(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.)</p>	12. I can understand simple captions under photos.
	13. I can understand basic information on ads, menus and posted specials.

(Intermediate Mid: I can understand the main idea of texts related to everyday life and personal interests or studies.)

Presentational Speaking

(Novice High: I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.)(Intermediate Mid: I can make presentations on a wide variety of familiar topics using connected sentences.)

14. I can describe a landmark or a place to visit in Chinatown using practical phrases and sentences.

15. I can present information about something I learned in the community.

16. I can give a short presentation about a tea ceremony.

Presentational Writing

(Novice High: I can write short messages and notes on familiar topics related to everyday life.)(Intermediate Mid: I can write on a wide variety of familiar topics using connected sentences.)

17. I can write about the main establishments in Chinatown using practical phrases and sentences.

18. I can write about an immigrant story.

19. I can craft a poster about my favorite food with written descriptions.

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

Summative Performance Assessment		
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 listen to descriptions of Chinatown establishments and match the descriptions to corresponding images.	Students will ask and answer questions with people on their community member interviews, daily excursions in Chinatown	Students create a community resource brochure for the Chinatown Community Development Center and the Chinese

<p>Students identify various illustrations/timelines/organizers when listening to recorded immigration stories. They will write descriptions to corresponding visual aids as well.</p>	<p>and on their weekly field trips. They will share and discuss information, reactions and opinions with their tutors in China via Skype and with their art instructor and each other as they discuss a collaborative art and community resource brochure project.</p>	<p>Cultural Center on their Chinatown learnings and research findings using images, facts and locations within their interest teams. Students compile information from their interviews with community members, classroom learning, research findings and excursions. The information will be used to inform the design of a mural in the Chinatown community.</p>
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STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

Learning Experiences			
No.	Program Can-Do Statements NCSSFL- ACTFL Can-Do Statements Learners can...These Can-Dos are from Stage 1 Learning Targets.	Language, Culture, Content Learners need to use...List the language chunks, vocabulary, grammatical structures, cultural knowledge, and content information that learners need to accomplish the stated Can-Dos listed in column 1.	Major Learning Experiences & Evidence Learners will experience & demonstrate...Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.
Interpersonal Communication			

<p>1</p>	<p>I can ask and respond to simple questions about summer camp dates, times, places and events.</p>	<p>Schedule, Chinese lessons, culture lessons, art lessons, computer center, Skype lessons, field trip, San Francisco Chinatown, Angle Island, Alley art, tea ceremony, community, to know, to visit, to design, to start, to end, main idea, reflection Structure: first ... then / Then ... finally . 课程表, 中文课, 文化课, 美术课, 电脑中心, 视讯对话, 电梯, 楼梯, 课外教学, 旧金山中国城, 天使岛, 巷道艺术, 茶道, 社区, 认识, 参观, 设计, 壁画, 开始, 结束, 下楼, 大意, 心得 Structure: 先 接着/ 然后 ... 最后</p>	<p># “Pardon Me, Do You Know...“: Students work in pair, rotate to ask each other a list of questions. For example, “what time do we have lunch/Skype? Which day do we have art class/field trip? How many days do we do Skype? How long is the lunch break?” etc. # Discuss the daily schedule with distance learning tutors, and answer related questions.</p>
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<p>2</p>	<p>I can give reasons for my food and drink preferences.</p>	<p>The four major branches (schools) of Chinese cuisine: Chuan cuisine, Lu cuisine, Yue cuisine, Huaiyang Cuisine Taste: sour, sweet, bitter, spicy, salty Nutrition: Healthy / Unhealthy Like / dislike ... 四大菜系, 川菜, 鲁菜, 粤菜, 淮扬菜, 代表味道: 酸, 甜, 苦, 辣 口味: 咸 / 淡 营养: 健康 / 不健康 喜欢 / 不喜欢...</p>	<p># Students talk in small groups about their likes and dislikes of Chinese food. # Students in small groups comment on different signature dishes from the 4 major schools of cuisine. # Meal-Order-Circle Time: (Student) Leader of the Day announces Today's Menu. If anyone has questions about the dishes the Leader of the Day and his/her group are responsible to explain. After discussion, they vote for their lunch dish.</p>
<p>3</p>	<p>I can order a meal.</p>	<p>Dishes : mushrooms fried vegetables, beef stew , roast duck , steamed fish , rice , dumplings , spring rolls , buns, fried rice ,</p>	<p>(Continue from above activity) Leader of the Day with his group place a lunch order on the phone for the class lunch choices.</p>

		<p>fried noodles,sour and spicy soup Drinks :(ice) water, tea , fruit juice , soda, coke Quantifiers : component (a) / bowl What would you like to order? I would like to order... What would you like to drink? Please wait a moment. 菜名: 蘑菇炒青菜, 炖 牛肉, 烧鸭, 蒸鱼, 米饭, 饺子, 春卷, 包子, 炒饭, 炒面, 酸辣汤 饮料: (冰)水, 茶, 果汁, 汽水, 可乐 量词: 份 (个) / 碗 您想吃 点儿什么? 我想点…… 您想喝点什 么? 请等一等。</p>	
<p>4</p>	<p>I can ask and answer questions related to my family immigration story.</p>	<p>Immigrant ancestors, from, process (of a journey), through (time or journey), passing across the</p>	<p># Students work in small groups to share information they collect from interviews. # Students have conversations with</p>

		<p>sea, the New World, settled, excitement, hardships, expand, entrepreneurship, consider improving the economic situation, education, the purpose of support, adaptation, take root, into Sentence pattern From + point of origin + to + destination of immigrants. 移民, 祖先, 来自, 历程, 经过, 漂洋过海, 新大陆, 落脚, 定居, 兴奋, 艰辛, 展开, 创业, 考虑, 改善, 经济状况, 求学, 目的, 支援, 适应, 落地生根, 融入 Sentence pattern 从+point of origin+来+destination的移民。</p>	<p>distance learning tutors to find out if they know someone who immigrated out of China to another country and their motivation.</p>
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<p>5</p>	<p>I can give some information about the Chinatown Community.</p>	<p>Vocabulary and phrases: San Francisco, tourist attractions, shops, restaurants, snack bars, fast food outlets, Association / clan, grocery stores, bakeries, parking, herb shop, tea houses, hotels, banks, schools, parks, streets , alley, busy, coming and going. Turn right, turn left, walk straight ahead usage: extremely (V + Fantastic) Vocabulary and phrases: 旧金山, 三藩市, 旅游景点, 商店, 餐厅, 小吃店, 快餐店, 同乡会 / 宗亲会, 杂货店, 糕饼店, 停车场, 草药店, 茶艺馆, 旅馆, 银行, 学校, 公园, 街道, 巷口, 车水马</p>	<p># Students talk about their daily excursions into Chinatown with their classmates at the end of the day or after a field trip. # Students talk about food, shops, attractions, landmarks in San Francisco Chinatown community with their distance learning tutors. # Students pair up and help each other to find the location using the verb phrases learned in class.</p>
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		<p>龙，人来人往。 向左转， 向右转，直走， usage: extremely (V+极了)</p>	
6	<p>I can be the first one to start a conversation.</p>	<p>Vocabulary and phrases: Interview, very grateful, takes time, trouble, provided the message, information, convenience, disturb, sorry, memorable and valuable experience, Expressions for initiate, sustain, and end an interview: Sorry to take up your valuable time! Sorry to bother / disturb you! Please talk about --- Thank you very much for your help. Very grateful to the information you provide. Thank you for accepting our</p>	<p># Students will pair up practice interviewing each other with proper interview expressions. # Students will interview and record one of their family members on their immigration story using proper interview expressions. # Students in small group will interview and video tape a Chinese senior immigrant of his/her story using proper register and interview expressions throughout the process.</p>

		<p>interview / interviews. Vocabulary and phrases: 接受访问, 采访, 十分感谢, 占用时间, 麻烦, 提供讯息, 资讯, 方便, 打扰, 抱歉, 难忘, 宝贵经验, Expressions for initiate, sustain, and end an interview: 抱歉占用您宝贵的时间! 抱歉麻烦 / 打扰您了! 请您谈谈——十分感谢您的帮忙。十分感谢您提供的资料。感谢您接受我们的访问 / 采访。</p>	
<p>7</p>	<p>I can ask for information and details during a conversation.</p>	<p>Same as 6</p>	<p># Students will pair up practice interviewing each other with proper interview expressions. # Students will interview and record one of their family members on their immigration story</p>

			<p>using proper interview expressions. # Students in small group will interview and video tape a Chinese senior immigrant of his/her story using proper register and interview expressions throughout the process.</p>
8	I can bring a conversation to an end.	Same as 6	<p># Students will pair up practice interviewing each other with proper interview expressions. # Students will interview and record one of their family members on their immigration story using proper interview expressions. # Students in small group will interview and video tape a Chinese senior immigrant of his/her story using proper register and</p>

			interview expressions throughout the process.
9	I can interview someone for a project or publication.	Same as 6	# Students will pair up practice interviewing each other with proper interview expressions. # Students will interview and record one of their family members on their immigration story using proper interview expressions. # Students in small group will interview and video tape a Chinese senior immigrant of his/her story using proper register and interview expressions throughout the process.
Interpretive Listening			

<p>10</p>	<p>I can understand when someone describes physical descriptions from a photo or artwork as it relates to the establishments in Chinatown.</p>	<p>Vocabulary and phrases: Fortune cookie factory, Golden Gate Bakery, Tin Hau Temple, call forwarding station (West Bank), corner garden square, arch.</p> <p>Vocabulary and phrases: 幸运饼干厂, 金进门饼屋, 天后庙, 电话转接站 (华美银行), 花园角广场, 牌坊?。</p>	<p># Students can match pictures with verbal descriptions. # Wait, Wait, Don't Tell Me: In this game, the whole class separates into two groups, compete with each other to find out the answer in the shortest time. Each group has a representative to sit in front guessing the answer from the clues given by his group members. # Give Me A Clue: Teacher gives one clue a time until students find the matching pictures or names of the establishments.</p>
<p>11</p>	<p>I can understand peers' recorded descriptions about their family immigration story.</p>	<p>Vocabulary and phrases: Interview, very grateful, takes time, trouble, provided the message,</p>	<p># Students can identify corresponding illustrations after listening to peers' immigration stories.</p>

information, convenience, disturb, sorry, memorable and valuable experience, Expressions for initiate, sustain, and end an interview: Sorry to take up your valuable time! Sorry to bother / disturb you! Please talk about --- Thank you very much for your help. Very grateful to the information you provide. Thank you for accepting our interview / interviews. Vocabulary and phrases: 接受访问, 采访, 十分感谢, 占用时间, 麻烦, 提供讯息, 资讯, 方便, 打扰, 抱歉, 难忘, 宝贵经验, Expressions for initiate, sustain, and end an interview: 抱歉占用您宝贵的时

		间！抱歉麻烦 / 打扰 您了！请您谈谈——十分感谢您的帮忙。十分感谢您提供的资料。感谢您接受我们的访问 / 采访。	
Interpretive Reading			
12	I can understand simple captions under photos.	From previous learning episodes regarding Chinatown establishments and Immigration stories.	# Match names of establishments with pictures # Match descriptions of establishment with pictures # Match immigration story descriptions(whole paragraph and in sentence slips) with illustration
13	I can understand basic information on ads, menus and posted specials.	Dishes: mushrooms fried vegetables, beef stew, roast duck, steamed fish, rice, dumplings,	# Students Read menus to make their daily lunch choices in Chinese restaurants

		<p>spring rolls, buns, fried rice, fried noodles, sour and spicy soup</p> <p>Drinks :(ice) water, tea, fruit juice, soft drinks</p> <p>Quantifiers: component (a) / bowl 菜名: 蘑菇炒青菜, 炖牛肉, 烧鸭, 蒸鱼, 米饭, 饺子, 春卷, 包子, 炒饭, 炒面, 酸辣汤 饮料: (冰)水, 茶, 果汁, 汽水</p>	
Presentational Speaking			
14	I can describe a landmark or a place to visit in Chinatown using practical phrases and sentences.	Famous attractions, missed, visit, travel, guide 著名景点, 错过, 参观, 旅游, 向导 不可不...; 必定要	# Students brainstorm places in Chinatown # Students work in small group to present attractions, establishments, community resource

			organizations, and other community icons.
15	I can present information about something I learned in the community.	Top, in short, in general, 最受欢迎, 总而言之, 一般	Small groups present the results of 5 random interviews on the street about their most favorite sites in Chinatown.
16	I can give a short presentation about a tea ceremony.	Tea ceremony, tea pot, tea cup, hot water, color Washed up,..... Dense, light, good smell, sweet First ... Next ... then ... (again) ... Last 茶道, 茶壶, 茶杯, 热水, 颜色, 冲, 泡, 品茶浓, 淡, 香, 甘 先... 接下来... 然后... (再)... 最后	This Is How I Serve Tea: Students in small group use posters to present the tea serving process.
Presentational Writing			

<p>17</p>	<p>I can write about the main establishments in Chinatown using practical phrases and sentences.</p>	<p>Vocabulary and phrases: Fortune cookie factory, Golden Gate Bakery, Tin Hau Temple, call forwarding station (West Bank), corner garden square, arch.</p> <p>Vocabulary and phrases: 幸运饼干厂, 金进门饼屋, 天后庙, 电话转接站 (华美银行), 花园角广场, 牌坊。</p>	<p># Four Corners: in classroom corners post main establishment pictures.</p> <p>Students in small groups go around and write down statements including, name, function, location, history, comment of the establishments. # Students work in small groups to write about a specific community in Chinatown to be part of the community resource brochure.</p>
<p>18</p>	<p>I can write about an immigrant story.</p>	<p>Immigrant ancestors, from, history, passing across the sea, the New World, settled, settled, excitement, hardships, expand, entrepreneurship, consider improving the economic situation,</p>	<p># Students write about their family immigration history. # Students rewrite a historical Chinese immigration story.</p> <p># Students write about a Chinese immigrants' story.</p>

		<p>education, the purpose of support, adaptation, take root, into Sentence pattern From + point of origin + to + destination of immigrants. 移民, 祖先, 来自, 历程, 经过, 漂洋过海, 新大陆, 落脚, 定居, 兴奋, 艰辛, 展开, 创业, 考虑, 改善, 经济状况, 求学, 目的, 支援, 适应, 落地生根, 融入 Sentence pattern 从+point of origin+来+destination的移民。</p>	
<p>19</p>	<p>I can craft a poster about my favorite food with written descriptions.</p>	<p>The four major branches (schools) of Chinese cuisine: Chuan cuisine, Lu cuisine, Yue cuisine, Huaiyang Cuisine Taste: sour, sweet, bitter, spicy, salty Nutrition: Healthy /</p>	<p># My Favorite Dish: Each student draws their favorite dish with description of name, taste, which branch (school) of cuisine it belongs to, the reason why you chose it.</p>

		<p>Unhealthy Like / dislike is Chuan/Lu/Yue/Haiyang cuisine. I like.....since..... ..is a healthy food since..... 菜系: 川, 鲁, 粤, 淮扬 味道: 酸, 甜, 苦, 辣 口味: 咸 / 淡 营养: 健康 / 不健康 喜欢 / 不喜欢...</p>	
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Materials & Other Resources

- Authentic signs on streets and menus in the restaurants
- Authentic flyers from local vendors
- iPads
- Computer lab, headsets with microphones
- Skype for Distance Learning
- Textbook series: Discovering Chinese Vol. 4, Integrated Chinese Level 1 Part 2
- Online resources: Video clips, Voyagers Blog, Art and Architecture - San Francisco
- Maps of Chinatown
- Tea Set and online websites as listed
- SnapLingo app to communicate with students in China
- Community in San Francisco Chinatown –Chinatown Community Committee, Chinese Culture Center, local merchants, wait staff, residents, and people in Chinatown Park who play Chinese checkers etc.

Daily Schedule

Schedule	Activity
9:45-10:00 am	Students arrive
10:00-11:20 am	<p>Expressions I can use for an Interview - Interview Expressions Chart 10:00-10:07 introduce TA and Teacher using “Get to Know People in Our Class” -- a list of 5 required interview questions, as teachers introduce themselves. Checking for understanding: Information Gap 10:07-10:15 introduce main theme, weekly themes (by teacher using picture clues posted on wall), Can-Do statements (students read the statements posted) and LinguaFolio (show website home page, explain function and how to set up account, distribute user name, remind students to post evidence daily in order to track their own progress). Checking for understanding: Assign each table member a number. Pick one number. The number in each group take turns answering questions asked. 10:15-10:25 Daily Can-Do 1: I can ask and respond to questions like, name, age, birthday, school and grade, city/country my ancestors originally from. Think-Write-Pair-Share (presentational- writing, interpersonal) 10:25-10:40 iPad: create and print out a one page profile with a picture of your partner, name, icons to portrait who he is. (interpretive - reading). 10:40-10:55 Present your work. (presentational –</p>

	speaking) 10:55-11:05 Summarize morning activities, review and have students read the 5 required questions 11:05-11:20 brief intro of Daily Can-Do 2: I can initiate, sustain, and end an interview.
11:20-12:30 pm	Order lunch in Chinese in Chinese restaurant
12:30-1:50 pm	Art Class- cultural activity involving community seniors for their stories for the Mural Project. Students will learn about the project and the process to interview the community seniors to inform the design of the mural.
1:50-3:10 pm	Allow Me to Interview You: With 5 required questions listed on a chart, interviewer will add 1 question of his choice in interviewing his assigned partner. Teacher provides a self-checklist for students to check each other whether they conduct the interview using opening greeting, self-introduction with name and organization, purpose, and closing. “Now that you have written your name in Chinese and pinyin on the name tag. (Show my own name tag with name in Chinese and pinyin.) You are going to interview and report back to the class your interviewee’s 6 pieces of information: name, birthday, grade/school, city he lives, where his family originally from, and a question of your choice. (point to a list of the 5 questions plus one open question) Your partner will be the one who has the same color paper as yours. (Go to a student whose paper has the same color as yours. Raise the paper to show the class.) You will start by greeting, introducing your name XXX and the agent you represent, explaining purpose of the interview, asking for permission, and showing your gratitude at the end. (Wall Chart with sentence examples for interview opening, self-introduction, and closure.)

	Now, let see one demonstration of how the interview begins and ends. (Teacher models an interview process with TA.) Allow students to pick one free choice of question to ask the interviewee. Students have free choice to use expressions that they are comfortable with or compose their own remarks with sentence starters.
3:10-3:50 pm	Skype with tutor in China - Students will use their 5 interview questions to engage their tutors in a dialogue and to share information about themselves. From here it will become a spontaneous dialogue.
3:50-4:00 pm	Quick Checklist: I can initiate a conversation by proper greeting and followed by self-introduction of name, institute you represent - Yes/Not Yet I can explain who I am and what institute I represent - Yes/Not Yet I can close a conversation - Yes/Not Yet Students write and post on the wall their own CAN-DO statements about: I can start, maintain, and end a conversation on a certain topic Students can add to LinguaFolio
4:00-5:00 pm	Instructors, Teaching Assistants and Program Director reflect on day and prepare for upcoming days