

Student Program Curriculum

Basic Program Information

Host Institution:	Mandarin Institute
Program Title:	Mandarin Institute SFUSD Startalk Program
Curriculum Title:	Mandarin Institute SFUSD STARTALK HS III
Language(s):	Chinese;
Grade(s) of Learners:	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

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

Novice High, Intermediate low

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 Street 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 High School Level III Chinese program have completed two – three years of high school Chinese which aligns to first/second semester of third year Mandarin in the San Francisco Unified School District. Some students have graduated from a Cantonese Immersion program and have been studying Mandarin as a foreign language throughout middle school but require additional Mandarin support.

Learning Goals

<p align="center">NCSSFL-ACTFL Global Can-Do Benchmarks</p> <p>Be sure to label the mode and proficiency level of each statement.</p>	<p align="center">Program Can-Do Statements or NCSSFL-ACTFL Can-Do Statements</p>
<p>Interpersonal Communication</p>	
<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.)</p>	<p>1. I can ask and respond to simple questions about dates, times, places, and events.</p>
	<p>2. I can respond to simple questions based on graphs or visuals that provide information containing Chinese immigrants' Gold Rush time.</p>
	<p>3. I can order a meal.</p>
<p>Interpretive Listening</p>	
<p>(Novice High: I can recognize pieces of information and sometimes understand the main topic of what is being said.)</p>	<p>4. I can understand some facts about different types of cuisine.</p>

<p>(Intermediate Low: I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.)</p>	<p>5. I can understand basic statements about Chinatown seniors' life when I am interviewing them.</p>
<p>Interpretive Reading</p>	
<p>(Intermediate Low: I can understand the main idea of short and simple texts when the topic is familiar.)</p>	<p>6. I can understand basic information on Chinatown history from different websites.</p>
<p>Presentational Speaking</p>	
<p>(Intermediate Low: I can present information on most familiar topics using a series of simple sentences.)</p>	<p>7. I can present my ideas about something I have learned about tea culture.</p>
	<p>8. I can retell “华工修筑铁路的故事” using the picture slides as aids. (Railway construction laborers story)</p>

Presentational Writing	
(Novice High: I can write short messages and notes on familiar topics related to everyday life.)	9. I can write about something I learned the short video clip about the Angel Island Chinese immigrants.
	10. I can write a reflection about the Chinatown Walking Tour that I participated in.

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 artwork and give oral presentations on their Chinatown learnings and research findings using

Students analyze the differences of the modernization of fast food in China and the US by visiting establishments, viewing videos, images and websites.

and on their weekly field trips. They are collecting the relevant information about San Francisco Chinatown and community for the Mural Project. They are required to record their findings and discuss information, reactions, and opinions with their tutors in China via Skype and with their art instructor and each other.

images, facts and locations within their cross level interest groups. Students compile a set of images from their excursions and interviews in Chinatown. The images will be used to design a mural in the Chinatown community.

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			

1	I can ask and respond to simple questions about dates, times, places, and events.	Previous knowledge	“Facts about Me” Students will use their previous knowledge to share their birth country, birthday, hobbies and other information.
2	I can respond to simple questions based on graphs or visuals that provide information containing Chinese immigrants’ Gold Rush time.	Gold, teamwork, water technology Hard-working, complain 淘金, 团队合作, 水利技术 勤劳, 抱怨	“Gold Rush Story Teller” Students will tell a complete story based on the 6 given pictures regarding “Gold Rush”.
3	I can order a meal.	à la carte, vegetarian / meat, finished, Five flavors (sour, sweet, bitter, spicy, salty) pay 点菜, 来, 素/肉, 完, 五味(酸, 甜, 苦, 辣, 咸) 付钱	“Food survey” group activity Students use survey form to interview three classmates about their food preference and report to the class the results.

Interpretive Listening			
4	I can understand some facts about different types of cuisine.	Eight Chinese cuisine, cooking methods North and South different cuisines 中国八大菜系, 烧菜方法 南北方菜系的不同	1. Listening activity After students listen to the Chinese cuisine audio prepared by the teacher, they need to finish a follow-up worksheet (matching and fill-in). 2. Chinese cuisine table A group of students will finish a google doc. form about Chinese cuisine together to reflect on the different tastes of each type of Chinese cuisine.
5	I can understand basic statements about Chinatown seniors' life when I am interviewing them.	Immigration history, family On Impression 移民历史, 家族 对... 的印象	Interview Chinese Seniors at the I-Hotel. Students will prepare the relevant questions and actively engage in the

			conversation with the Chinese seniors at the I-Hotel.
Interpretive Reading			
6	I can understand basic information on Chinatown history from different websites.	Chinatown, snack shop, a Chinese-American, Overseas, the true picture 唐人街, 小吃铺, 美籍华人华侨, 真实画面	“Jigsaw Puzzle” Each group of students are given a different paragraph about S.F. Chinatown’s history and Chinese immigrants’ life from different websites. They will read together and summarize their paragraph and report it to the whole class.
Presentational Speaking			

7	I can present my ideas about something I have learned about tea culture.	Tea sets, tea seed, trial tea and watch tea 茶具, 茶种, 泡茶 审茶, 观茶, 品茶	After students review the teacher's presentation about tea culture, students are divided into 3 groups to illustrate the tea making process and then present to the whole class about how to make tea and the significance of the tea culture.
8	I can retell “华工修筑铁路的故事” using the picture slides as aids. (Railway construction laborers story)	Laborers, construction, railways, channels, Hard, Pacific Railroad, celebration, Contribution, Monument 华工, 修筑, 铁路, 通道 辛苦, 太平洋铁路, 庆典 贡献, 纪念碑	Retell a story Students will work in pairs to retell the “华工筑铁路的故事” using the picture slides as aids. (Chinese workers building the railway story)
Presentational Writing			

<p>9</p>	<p>I can write about something I learned the short video clip about the Angel Island Chinese immigrants.</p>	<p>Immigration, bitter history 移民, 辛酸史</p>	<p>Students will watch a video clip about Angel Island Chinese immigrant Tyrus Wong and then find a partner to write a summary of his immigrant story.</p>
<p>10</p>	<p>I can write a reflection about the Chinatown Walking Tour that I participated in.</p>	<p>San Francisco's China Town, travel snack bar, bakery, beverage shop tea shops, murals, souvenirs 旧金山中国城出游 小吃店, 饼家, 饮料店 茶艺店, 壁画, 纪念品 Lifestyle and cultural significance of residents in Chinatown.</p>	<p>1. Students will make a tri-fold brochure with descriptions of the landmarks and places including significant cultural aspects, personal comments and preferences. 2. Students observe the cultural significance and lifestyle of the residents of Chinatown during a walking tour field trip and report their observations.</p>

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 • Text book series: Discovering Chinese Vol. 4, Integrated Chinese Level 1 Part 2, Meizhou Huayu Book 5, Chaoyue • Video clips • Modified reading materials from various websites • Maps of Chinatown • Tea Set • Community in San Francisco Chinatown – local merchants, wait staff, residents, and seniors at I-Hotel, etc. • eChineseLearning tutors and program director • several community organizations

Daily Schedule

Schedule	Activity
9:45-10:00 am	Students arrive
10:00-11:20 am	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)

	<p>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 – 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.</p>
<p>11:20-12:30 pm</p>	<p>Order lunch in Chinese in Chinese restaurant</p>
<p>12:30-1:50 pm</p>	<p>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</p>

	<p>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.</p>
1:50-3:10 pm	<p>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.</p>
3:15-3:50 pm	<p>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.</p>
3:50-4:00 pm	<p>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</p>

4:00-5:00 pm	Instructors, Teaching Assistants and Program Director reflect on day and prepare for upcoming days
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