

# STUDENT PROGRAM LEARNING PLAN **STARTALK**

For step-by-step help in completing this document, please see the accompanying annotated learning plan and sample learning plan.

<b>Date:</b>	<b>7/15</b>	<b>Grade Range of Learners:</b>	<b>9-12th</b>
<b>Total Number of Minutes:</b>	<b>60</b>	<b>Targeted Performance Level:</b>	<b>ACTFL Intermediate Low</b>

**LEARNING GOALS**  
*What Can-Do statement(s) from the curriculum template does this lesson address?*

I can ask and respond to questions while participating in school activities.  
 I can express my likes and dislikes of school activities and subjects with reasons.  
 I can order food at a school cafeteria.  
 I can compare a typical American school with a typical Chinese school in different aspects that are of particular interests to me.

**OPENING ACTIVITY**  
*How will you capture the students' energy and commitment for this lesson?*

Warm-up review Q&A with students in target language. Review the key structures and content of the previous class, including schedule after Chinese class, how to improve Chinese and the celebrities of different field.

<b>STAGE 1</b> What will learners be able to do with what they know by the end of this episode?	<b>STAGE 2</b> How will learners demonstrate what they can do with what they know by the end of this episode?
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**EPISODE 1**

<b>Learning Targets</b> <i>What specific can-do addresses this episode?</i>	<b>Culture, Content &amp; Language</b> <i>What do learners need to know to meet the can-do?</i>	<b>Checking for Learning</b> <i>How will you know that learners have met the learning target for this episode?</i>
I can ask and respond to questions while participating in school activities.	Learners will know subject adjectives (□ difficult, 有意思 interesting, 容易 easy, etc.) and sentence pattern to compare - A 比 B adj.	Learners will correctly arrange their courses from easiest to most difficult. <i>interpretive</i>  Learners compare the subjects and school in China and US with proper adjectives and

I can express my likes and dislikes of school activities and subjects with reasons.

Learners will know superlatives (最 most, 有点儿 a little, 很 very, 非常 extremely)

Learners will be able to compare the level of difficulty between subjects.

comparative sentences. *Interpretive*,

Role-play: student and teacher, including the overall impression of the Chinese high school with sentence structures (A 比 B adj. 多了/一点儿). *Presentational*

## EPISODE 2

### Learning Targets

*What specific can-do addresses this episode?*

I can order food at a school cafeteria.

### Culture, Content & Language

*What do learners need to know to meet the can-do?*

Learners will need to know food vocabulary (蛋花□ egg drop soup, 猪肉 pork, 炒面 fried noodle, 牛肉 beef, □子 dumplings, □肉 chicken, 炒□ fried rice, 素菜 vegetables, etc)

Learners will need to know the past perfect tense pattern (V+□, 没+V+□) Have you eaten..?

Learners will need to know good adjectives (好吃 delicious, 健康 healthy, etc)

### Checking for Learning

*How will you know that learners have met the learning target for this episode?*

Learners will get to know the difference between 荤菜 and 素菜, and match the correct pictures with teacher's order. *Interpretive*.

Learners will order food in a Chinese school cafeteria. *Interpersonal*.

Learners will ask questions each other about school cafeteria in pairs, with the proper use of measure words. *Interpersonal*.

## EPISODE 3

### Learning Targets

*What specific can-do addresses this episode?*

I can compare a typical American school with a typical Chinese school in extracurricular activities.

### Culture, Content & Language

*What do learners need to know to meet the can-do?*

Learners will need to know extracurricular activities vocabulary: □外活□ extracurricular activity, □ team, □球□ (basketball team), 啦啦□ (cheer leading team), etc.

Learners will need to know extracurricular adjectives

### Checking for Learning

*How will you know that learners have met the learning target for this episode?*

Learners will talk about their extracurricular activities of Chinese students, and provide information such as frequency, sequence of events, and reasons. *Interpretive*.

Learners will be able to schedule the extracurricular activities for their partner according to interactive interview. *Interpersonal, Presentational*.

with the sentence pattern  
“对...有兴趣”

Learners will need to know  
timing words, before and  
after to give events  
sequences (以前, 以后)

**Add additional learning episodes as needed by copying a learning episode box.**

### **MATERIALS NEEDED**

*What supplies and materials will you need to successfully implement this learning plan?*

1. Images showing words that are Chinese food vocabulary (images: Chinese food menu)
2. A video clip for students to better understanding the cafeteria culture
3. PowerPoint Slides (30)
4. Computer, headphones, course delivery platform WiziQ
5. Startalk UVa Text

### **REFLECTION/NOTES TO SELF**

*Did all learners meet the learning goals of the lesson? What will you do to adapt for those who are not learning? What might you do in subsequent lessons?*

TBT

**While only Stage 1 and Stage 2 are required for STARTALK purposes, programs are encouraged to use Stage 3 as a planning tool in ways that best meet the needs of their instructors.**

### **STAGE 3**

**What will prepare learners to demonstrate what they can do with what they know?**

*Do the learning activities allow students to move from input to shared/guided practice and then to independent application of new learning? Do all activities make the best use of instructional time to maximize student learning and take an appropriate amount of time considering the age of the learner? Do the learning activities provide variety to enable a lively pace for the lesson?*

### **LEARNING ACTIVITIES FOR EPISODE 1**

*What activities will be used to ensure learners accomplish the learning targets from Episode 1?*

1. Review the key structures and content of the previous class.
2. Compare the history, class schedule, student number in China and US to practice new adjectives and sentence structures (A 比 B adj. 多了/一点儿).
3. Role-play: student and teacher, including the overall impression of the Chinese high school with sentence structures (A 比 B adj. 多了/一点儿).

**TIME:  
20min.**

## LEARNING ACTIVITIES FOR EPISODE 2

*What activities will be used to ensure learners accomplish the learning targets from Episode 2?*

1. Teacher will show slides of images of common food in student cafeteria.
2. Learners will be able to read the menu and order food.
3. Students will perform a dialogue between cafeteria staff and students on order.
4. Learners will compare the culture of cafeteria between China and US.

**TIME:**  
**20min.**

## LEARNING ACTIVITIES FOR EPISODE 3

*What activities will be used to ensure learners accomplish the learning targets from Episode 3?*

1. Learners will talk about their extracurricular activities of Chinese students, and provide information such as frequency, sequence of events, and reasons. Interpretive.
2. Learners will be able to schedule the extracurricular activities for their partner according to interactive interview. Interpersonal, Presentational.
3. \*If time allows, teacher will show one video clip to encourage students perform a song with students from “No. 4 Beijing High School”.

**TIME:**  
**20min.**

**Add additional learning activities for each episode as needed.**