



Arlington Public Schools STARTALK Curriculum Framework for Chinese

Theme: Trip to Beijing Olympics

Target Proficiency Levels:

Novice-Low, Novice-Mid and Intermediate Low

Number of Hours: 60 hours

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Brief Description of Program

In the three week unit, language learning is accomplished through listening, speaking, and doing. Priority will be placed on students' acquisition of communication skills through intensive language interaction with instructors and peers. This will be complemented with culturally enriched activities that introduce students to aspects of Chinese culture, such as calligraphy, flower arrangement, cooking, arts, crafts, Chinese music, dance (folk songs, lion dance), stories, cartoons, games and a fieldtrip to the Freer and Sackler Galleries of the Smithsonian Institution. This program will also integrate curriculum relating to the 2008 Summer Olympic Games in Beijing.

The curriculum will address themes within the context of The Five Cs (Communication, Culture, Connections, Comparisons, Communities) through the three-modes of communication (interpersonal, interpretive and presentational) in multiple activities within the following contexts:

- Functional language for basic communicative needs related to lesson topics
- Images, songs, sports, and dances of 2008 Beijing Olympic Games
- Transportation (getting passport and visa/ functional language)
- Shopping
- Touring in Beijing (Forbidden City and Great Wall)
- Personal hobbies or sports
- Chinese art work (calligraphy, flower arrangement, and Chinese Opera mask making, the tea ceremony, paper folding and cutting)
- Chinese cooking (Dumpling and Spring Roll,)

Lesson Topics

Greetings and Farewells
Family & Friends
Shopping
Transportation
Foods
Attending the Olympics
Touring
Calligraphy
Flower Arrangement
Chinese Music and Dance
Mask Making
Paper Cutting and Folding
Chinese Twelve Zodiac Animals

The curriculum will introduce students to contextually and culturally appropriate utterances. As an example, students in the exploratory class will learn to exchange greetings and leave-takings, use appropriate gestures and oral expressions and express gratitude and regret. Students will be introduced to the attitudes and values and customs of the Chinese culture. Students will learn about some basic elements of Chinese cultures, elements of geography and history, and simple Chinese language structures through these topics. In addition, students will participate in games, songs and be able to describe culturally based behavior practices such as proper conduct and manners toward teachers. Students will make connections with the Chinese culture and practice language structures through multimedia and technology. They will use the Internet as a resource in order to prepare presentations on culture related topics. Through the process of studying another culture, students will begin the process of noticing aspects that are both similar and dissimilar from their own. They will be able to talk about similarities and/or differences between the sound systems, the formal and informal manners of speech and differences in the writing system. Finally, students will be encouraged to communicate (at a very basic level) with each other and with native speakers of Chinese when opportunities arise in the community (on field trips).

What Enduring Understandings are desired?

We live in a diverse but increasingly interrelated world, in which unity, friendship, and cooperation comprise the true spirit of world citizens.

Language is a multifaceted, multilayered system of communication.

Speaking, Reading and Writing skills are developed by using the three modes of communication (interpersonal, interpretive and presentational)

The perspectives, practices and products of a people define their culture.

By studying another culture, one can better understand their own.

What Essential Questions Will Guide this Program and Focus Teaching/Learning?

- To what extent or in what ways is the Chinese language special and important?
- Why are words alone not sufficient for communication?
- What do you need to be able to do in another language to communicate?
- What is the connection between a peoples' perspectives and practices and their language?
- How does Dragon Dance demonstrate the concept of “Descendants of the Dragon”?
- What does the calligraphy mean to Chinese fine art and how do basic radicals relate to image (form), sound, and meaning?
- How does flower arrangement relate to Chinese culture?
- How does the tea ceremony relate to Chinese culture?
- How does one arrange a tour to Beijing for Olympic games and get around in Beijing?

National Foreign Language Standards:

1.1, 1.2, 1.3, 2.1, 2.2; 3.1; 4.1,4.2,5.1

Content:

Knowledge related to culture:

- Basic facts about the geography of China (Beijing and other big cities)
- Basic facts about the history of China (elements from the ancient to the modern)
- Basic facts about the language (formation of Chinese characters)
- Chinese cultural practices (foods, tea ceremony, calligraphy, flower arrangement, and paper folding)
- Chinese cultural symbols (dragon, phoenix, bamboo, flowers, pictograms such as fu and shou)
- Names of popular Chinese sports

Key Linguistic Structures/Grammar and Vocabulary:

1. Key Structures/Grammar:

Greetings

你好

好久不☒

幸会

你吃☒了☒

介紹一下

Getting Passport, Making Phone Call, Check-in, Going to hotel

☒☒照

☒理☒☒

行李托☒

☒旅☒

床

登机

打电话

Getting transportation

請問....在哪兒呢?

Shopping

☒☒西

我☒了.....

我花了.....錢

多少☒?

找我.....☒

Eating at the Chinese Restaurant

☒來一份.....

☒給我一杯.....

点菜

我☒客

这....好吃吗?

Olympic Games and Sightseeing

加油

哪兒好吃

哪兒好玩儿

奧☒会吉祥物有...

我最喜欢的☒☒是....

2. Key Vocabulary

我叫....你叫...她/他叫...

我姓....你姓...她/他姓...

你今年多大... 我/她/他今年多大...

多少.... 几个

奥运.

好吃.. 有意思
好玩儿不好玩
喜欢 不喜欢
一份. 一杯. 一個.
加油. 祝你....

Exemplary Skills:

- Greet and take leave
- Ask and answer targeted basic questions
- State likes and dislikes
- Give some basic descriptions
- Count (targeted to level)
- Locate different cities of China that have hosted Olympic Games on a Chinese map of the world.
- Talk about the 2008 Olympics mascots and their meanings. Identify mascots' names in Chinese characters.
- Talk about common sports Chinese students participate in. List sports.
- Interpret the pictograms for calligraphy
- Present basic facts about the Chinese modern and ancient art (bronze vessels, landscape painting, ceramic ware)
- Distinguish Chinese foods and regional cuisines

Connections to Other Disciplines:

- Geography: map skills
- History: Bronze age China (production of bronze vessels in Shang and Zhou dynasties), Tang dynasty (development of ceramics), Song dynasty (development of ceramics and landscape painting), 2008 Olympic Games
- Physical Education: sports
- Fine art: aesthetics of calligraphy and flower arrangement
- Music: Olympic theme song
- Dance: Lion dance, ribbon dance
- Sight Seeing in Beijing: Great Wall and Forbidden City

Technology Integration:

- Power point presentations, videos and Internet research on Chinese cultural related topics.

Assessments:**Performance tasks**

- Map labeling in Chinese
- Simple presentations on
 - a. Tour of China, lion dance, Chinese pop songs, flower arrangement, and calligraphy.
 - b. Introducing my favorite Chinese cuisine
- Talking with a classmate about hobbies (sports, animals, Chinese songs, and fine arts)
- Creating Chinese recipes
- Being a tour guide in China (describe highlights of selected sites or cities)

Quizzes, Tests, Prompts, Work Samples

- Listening comprehension
- Oral comprehension
- Posters on lion dance, Chinese pop singers, flower arrangement, and calligraphy
- Posters on Chinese twelve zodiacs.
- Posters on paper folding and cutting, and Chinese Opera mask

Unprompted Evidence (observations, dialogues)

- Classroom participation
- Performances in guessing games, Simon says, hangman, bingo, card games, and other Chinese games, interviews, and presentations
- Role plays

Can Do Statements from Linguafolio

I can

- Understand and answer simple questions and give simple responses;
- Identify peoples' names and vocabulary for family members;
- Exchange simple descriptions of what people look like;
- Use and say numbers in real life situations;
- Express what I like and do not like;
- Name activities and times in my daily schedule;
- Locate places on maps;
- Understand and make lists in Chinese
- Understand the purpose of simple everyday materials.

Required Resources:

- A map of the world in Chinese, and a globe
- Pictures or souvenirs, and images of 2008 Olympics (rings, mascots and pictograms)
- CD of the Olympic theme song, lion dance, modern Chinese street dance, and classical Chinese colored ribbon dance.
- Computers with internet connection
- Posters, color markers, color construction paper
- Calligraphy paper and brushes
- Dumpling wrappers utensils, cooking plates, and chopsticks
- Tea ceremony essentials
- Scissors and paper
- Flowers, and Chinese vases.
- Materials for construction of Lion dance: paper cartons, fabric, colored paints, pencils, scissors, sequins, pipe cleaners, masking tape, stapler.
- Materials for Ribbon dance: crepe paper, wooden dowels, transparent tape
- Butcher block paper for wall murals.

Differentiation of Instruction:

- To meet the needs of different learning style, new language items are presented with various forms of assistance, such as visual aids, written language (pinyin and characters), body movements, audio tapes, videos and manipulative.
- Provisions will be made so that students of different abilities in the same class have the flexibility to adjust or surpass the expectations for learning tasks in order for every student to maximize his/her growth and individual success.

Instructional Strategies:

- Scaffolding
- Teacher student interaction through questions and classroom discussions
- Pair work and group work
- Dialogues and presentations
- Role playing
- Hands on activities
- Games and competitions
- Video watching and music appreciation
- Self-assessment

What do they already know that will help them learn new information?

- Common knowledge of general geographic features, such as names and locations of **major** cities in China
- The world's interest in the 2008 Olympics that will serve as the motivation of this unit

- Basic knowledge about sports and Chinese fine arts

Links to relevant web sites:

- http://www.olympic.org/uk/games/index_uk.asp (numbers and maps for the Olympics)
- <http://www.youtube.com/watch?v=CKg0wSdkb94> (SHE 中国 (Zhong Guo Hua) - Sang by Me)
- http://www.olympic.org/uk/sports/index_uk.asp (Olympic sports)
- <http://www.youtube.com/watch?v=SoSt7B57uWQ> (2008 Beijing Olympics song "Welcome to Beijing" MV(full))
- <http://www.youtube.com/watch?v=2VKFOMyGsuo&feature=related> (Zhou, JieLun 周杰伦 - 千山万水 + 歌)

Products created by students:

Create a Hall of Chinese Culture Exhibition

- The class will put together a Hall of Chinese Culture Exhibition on a wall in the classroom. It will include all Chinese dances with their photos, finished products such as calligraphy, flower arrangement and portfolios.