



STARTALK
CAIS Institute High School Summer Course
Curriculum

Theme:

Every one starts from here: Peer-to-peer communication through language learning

Target Proficiency Level:

Novice-low to novice-mid

Number of Hours:

160 hours for two sessions (80 hours/session)

Designed by: Yalan King, Megan Conley and Paul Jia

Brief Description of Program (including curricular context and goals)

The CAIS Institute Summer Intensive Chinese Immersion Program will provide a unique language learning opportunity to Bay Area high school students who are interested in beginning or furthering their study of Mandarin. The 2008 summer schedule will include two sessions of High School Intensive Summer Courses. Session I will be a Chinese level I course for students with very little or no Chinese language background. Session II will offer Chinese level I and Chinese level II for students of advanced beginner levels of Chinese proficiency. Participation in one session, with a passing grade, is the equivalent of 60 hours of foreign language course work. Students will earn 5 district course credits for foreign language from San Francisco Unified School District (SFUSD).

What Enduring Understandings are Desired:

Students understand: That learning a language is a gateway to global communication and cultural citizenship

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

What we want students to think about in student friendly language

To what extent or in what ways.....

- What does learning Chinese mean to me and how does this relate to my life?
- What are some differences in being educated in America and another country?
- How will I be a good global citizen?
- How does culture influence how we learn language?
- Can you learn a language without an understanding of the culture?

Standards/Goals:

Our students are expected to: *Be able to communicate with student peers in correct Chinese in a culturally appropriate manner.*

Major Standards:

National standards 5 C's

Goals and Standards for Foreign Language Learning

1. *Communication: Communicate in Chinese*

1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

1.2: Students understand and interpret written and spoken language on a variety of topics.

1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

2. *Cultures: Understanding of other cultures*

2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

3. *Connections: Connect with other disciplines and acquire information*

3.1 Students reinforce and further their knowledge of other disciplines through the foreign language

3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.

4. *Comparisons: Insight into the nature of language and culture*

4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their native language.

4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.

5. *Communities: Multilingual communities at home & around the world*

5.1 Students use the language both within and beyond the school setting.

5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Supporting Standards:

CA Foreign Language Framework/Language Learning Continuum

Level 1:

FUNCTION: *Students develop the ability to:*

- greet and respond to greetings;
- introduce and respond to introductions;
- engage in conversations;
- express likes and dislikes;
- make requests;
- obtain information;
- understand some ideas and familiar details;
- begin to provide information.

CONTEXT *Students can perform these functions:*

- when speaking, in face-to-face social interaction;
- when listening, in social interaction and using audio or video texts;
- when reading, using authentic materials, e.g., menus, photos, posters, schedules, charts, signs and short narratives;
- when writing notes, lists, postcards, and short letters.

TEXT TYPE *Students can:*

- use short sentences, learned words and phrases, and simple questions and commands when speaking and writing;
- understand some ideas and familiar details presented in clear, uncomplicated speech when listening;
- understand short texts enhanced by visual clues when reading.

ACCURACY *Students:*

- communicate effectively with some hesitation and errors, which do not hinder comprehension;
- demonstrate culturally acceptable behavior for Stage I functions;
- understand most important information.

CONTENT

Stage I often include some combination of the following topics:

- ***the self:*** family, friends, home, rooms, school, schedules, leisure activities, campus life, likes and dislikes, and pets and animals.
- ***beyond self:*** geography, weather and seasons, symbols, cultural and historical figures, numbers, days, dates, months, time, food and customs, transportation and travel.

CHINESE LEVEL I - BEGINNER

Students at this level have no previous exposure to Chinese. By the end of this four-week intensive course students will be able to complete the following tasks:

- Recognize more than 50 Chinese characters and write some Chinese characters
- Respond to simple questions on common daily topics such as greeting and self-introduction
- Converse in isolated words, lists of words, memorized phrases, and fragment discourses
- Convey basic knowledge in the content of numbers, colors, animals, and family members

CHINESE LEVEL II - ADVANCED BEGINNER

Students at this level have been exposed to Chinese constantly for more than one year or have attended the High School Intensive Summer Course level I. They can recognize more than 50 Chinese characters and write some Chinese characters. Students can generally respond to simple questions on common daily topics such as greeting and self-introduction. By the end of High School Intensive Summer Course level II students will be able to:

- Read 100 Chinese characters and write simple Chinese characters and phrases
- Participate in simple and direct conversations whose topics are related to daily activities and personal experience
- Communicate in formulaic sentences in familiar topics
- Have knowledge in the content area such as application of numbers (time and calendar), colors, animals, family members, weather, seasons, food, time, and places

Content:

Session I:

- Learn standard and formal introductions, fundamental greetings
- Identify a person and the country they are from
- Understand basic family structure through description of family members
- Understand basic Chinese writing system and Chinese Romanization system-*pinyin*

Session II:

- Highlight similarities and differences between American and Chinese classrooms/ educational expectations
- Descriptions of typical classroom settings, using descriptive vocabulary and appropriate measure words
- Understanding differences in cultural roles- in and out of the classroom
- A day in the life of a student in China

Key Linguistic Structures/ Grammar:

Unit One:

Greeting someone and say goodbye

你好！

妈妈，您好！

老师，再见！

Asking someone “How are you?”

你好吗！

你怎么样，好吗？

Possible replies to “How are you?”

挺好的/很好。

还可以。

挺好的，你呢？

Invite someone in:

请进！

Invite someone to sit down:

请坐！

坐吧！

Say “Thank you”:

谢谢！

Ask what someone’s name is:

(请问)，你叫什么名字？

她叫什么名字？

(请问)，你姓什么？

您贵姓？

Possible replies to questions about names:

我叫安娜。

他叫张建华。

我姓林。

Identify yourself and others:

我是林方。

我是学生。

我不是老师。

他是李国华。

他是我们的老师。

Ask who someone is:

他是谁？

Ask about and respond to questions about nationality:

您是哪国人？

你们是中国人的吗？

我是美国人。

不，我们是日本人。

Apologize and respond to someone's apology:

对不起！

没关系！

Ask if someone is learning Chinese and respond to such questions:

你们学汉语吗？

是，我们学汉语。

不，我们不学汉语。

Grammar and usage reference

Chinese names

Foreign names in Chinese

Foreign place names

Asking someone's name

Men (们) pluralizing suffix

Tone change when two 3rd tone syllables follow each other

Nǐ (你) and nín (您)

Ne(呢) used to make a tag question

Wǒ (我) as subject sometimes omitted if understood

Wèi (喂！) exclamation to attract attention

Ba (吧) used to soften tone of sentence

Xìng (姓) used to ask about family names

Bù (不) pronounced in different tone based on the following syllable

De (的) used to indicate possessive

Ma (吗) turns a statement into a question

Shì, ... (是, ...) Bù, ... (不, ...) compared with "Yes, ..." and "No, ..."

Nǐ guó rén? (哪国人?)

Unit Two

Introduce members of your family or a friend:

这是我爸爸。

这是我姐姐赵云。

那时我妹妹。

这是马丁。

这是我的朋友花子。

这是她弟弟。

Describe where someone goes to school:

他上小学。

他上中学。

他是大学生。

Ask and respond to questions about where you live:

你住哪儿？

我住广州。

Count to 10:

一、二、三、四、五、六、七、八、九、十。

Ask and respond to questions about how many brothers and sisters someone has:

你有哥哥吗？

你有几个兄弟姐妹？

(请问) ，你有兄弟姐妹吗？

我有两个哥哥，一个弟弟。

我有一个哥哥，还有一个姐姐。

我没有姐姐。

我只有一个妹妹。

Ask and respond to questions about someone's family members:

你家有什么人？

我家有爸爸、妈妈、奶奶和我。

Describe your own or someone else's pet:

这条鱼很小。

那只小狗真好玩。

Say you thought something mistakenly:

我以为你说他的狗呢！

Describe ownership

不是我的，是我朋友的。

Count from 11 to 99

Ask and answer questions about how old he or she is:

你多大了？

张先生，您多大了？

小朋友，你几岁了？

我二十七岁了。

我快五岁了。

Grammar and usage references:

Different terms for grandparents

De (的) in 我的，你的，他的，omitted

Japanese names in Chinese

Ge (个) used as a measure word

Nouns in Chinese generally have no plural form

Liǎng (两) used for “two” when followed by a measure word

When numerals 一、七、八 are pronounced in second tone

Use of verb to answer “yes” or “no”

Hái (还) used as adverb to mean “also”

Méi (没) used to negate “有”

Le (了) indicating that the action of the verb has happened

Le (了) indicating a change

Zhī (只) used as a measure word

Kě ...le (可... ... 了) used as an exclamation sentence

Jǐ (几) and *duōshǎo* (多少) to mean how many

Asking someone's age

Title follows last name

Kuài...le (快...了) indicating something will happen soon

Key Vocabulary for writing (Level 1):

你、好、我、是、叫、学、生、他、她、也、还、不、这、那、的、爸、妈、上、中、
一、二、三、四、五、六、七、八、九、十、家、有、没、哥、弟、姐、妹、兄、和、
几、个、人、岁、住、呢、吗、鱼、鸟、马、羊、猫、狗、大、小、朋、友

(total: 55 characters, possible combinations to be counted)

Unit Three

Identify places, objects and people:

这是我们的教室。

这是这是我的书包。

那是王华。

黄老师是我们他的英语老师。

Ask about ownership:

这是你的笔吗？

你知道这是谁吗？

Say you picked something up:

我捡到一支笔。

Say you thought something was lost:

我以为它丢了！

Respond politely to someone's thanks:

不谢！

不用客气！

Ask how to say something in another language:

“地图”英文叫什么？

“Map of China” 中文怎么说？

Announce the beginning and end of class:

上课了！

下课！

Ask for something to be repeated:

请你再说一遍。

Ask which one:

那个球是你的还是他的？

“课本”英文是“exercise book”还是“textbook”？

Ask if you can borrow a book:

借（给）我看看，好吗？

借（给）我一本，好吗？

Say which one of something you want:

我要这个。

我要这本（书）。

Ask what the date is:

今天是几月几号？

Express dates:

二零零八年六月二十三号。

Say goodbye by saying when you will meet again:

明天见！

明年见！

下个星期六见！

Wish somebody “happy birth day!”

祝你生日快乐！

Talk about time:

Grammar and usage reference

Repetition of verb: 我看看...

Diūle (丢了)

Terms for Chinese language: 汉语，中国话 and 中文

Classroom routine

Xiē (些)

Omission of noun following measure word

Measure word list

Zhèi (这), nèi (那) nǎi (哪)

Unit 4

Talk about time:

劳驾，现在几点了？

现在十点。

八点三十五分。

Expressing am and pm

早上六点

下午三点

Describe your daily routine:

我早上六点起床。

我七点去上学。

我三点五十分放学回家。

Describe what you do sometimes:

我有时候看书。有时候看电视。

Describe the sequence of your action:

我流点吃晚饭，然后做作业。

Talk about means of transportation:

他怎么去上学？

她坐汽车去上学。

Say what someone is doing:

他正在听音乐。

Discuss the weather:

今天天气怎么样？

今天很冷。

Grammar and usage reference

Sequence when expressing dates

Nà (那) meaning “in that case”

Ba (吧) asking for confirmation

Zuòchē (坐车) , and qíchē(骑车)

Key Vocabulary for writing (Level 2):

什、么、名、字、哪、很、谁、校、今、年、月、日、天、号、星、期、下、明、现、
在、点、午、分、半、早、起、床、方、回、晚、睡、觉、气、冷、热、岁、几、家、
正、在、住、看、书、文、汉、语、个、快、乐、作、业、做、去、打、球、
(total: 55 characters, possible combinations to be counted)

Skills: *Students develop the ability to*

- greet and respond to greetings
- introduce and respond to introductions
- describe family members
- count from 1 to 999
- describe daily routine
- talk about time, day and date
- talk about weather

Connections to Other Disciplines:

- Sociology: family structures, classroom structures
- Geography: identifying individuals countries of origin, weather
- Art: calligraphy and brush painting classes
- Physical education: martial art classes

Technology Integration:

- Internet research on specific topics for projects
- Typing software- learning to type in Chinese (using MS Word or NJ Star)
- Creating online e-pals via Skype (We will investigate the viability of doing this which may be limited due to communication capabilities and time differentials)
- Use of headsets with a microphone, talk and get voice recorded on the computer
- PowerPoint presentations, videos, and audio recordings related to unit themes
- Integration of LinguaFolio for students' personal audio records

Assessments:

What evidence will show that students understand and can perform?

Performance tasks: (IPA-Integrated Performance Assessment)

- Interpretive mode
 - Simple class presentations on:
 - Family tree
 - A day in the life of a student in China
 - Reading assigned articles (newspaper, magazine, ads, comics, short stories, pictures, schedules, menu, calendars)
 - Listen to a Chinese podcast on a related theme, mark the pictures that are mentioned in the podcast
 - Calendar mapping between students
 - Students mark the date on a map
 - Class nationality checklist- listen to a dialogue about where students are from and check the appropriate boxes
- Interpersonal mode
 - Writing an email response
 - Self introduction
 - Describe and learn about families
- Presentational mode
 - Create a diagram of a family tree
 - Create a personal ad for an e-pal/ scheduling of time Skype
 - Select courses and fill out a class schedule for next semester

Quizzes, Tests, Prompts, Work Samples

- Vocabulary quizzes
- Written dialogues (short)
- Oral and written tests
- Worksheets as class work and homework
- Computer typed works
- Audio recordings
- Projects of making posters and presentations
- Possible videos made by students

Unprompted Evidence (observations, dialogues)

- Classroom participation
- Observation of student dialogue/ interaction in target language
- Evaluation of classroom performance tasks

Can-do Statements From Linguafolio

Check the list from the binder and add the ones that they don't have.

Session I

- I can greet people in a polite way
- I can say hello to a person I don't know
- I can say hello to an adult
- I can say hello to my teacher
- I can say hello to someone my age or younger
- I can introduce myself to someone
- I can answer a simple question using a single word
- I can introduce myself and others using basic culturally appropriate greetings
- I can exchange information about myself, my family, and familiar things using simple phrases
- I can say my name and ask someone what his/her name is.
- I can identify the members of my family by relationships and ask someone about his/her family with a simple question.
- I can identify major cultural festivities

Session II

- I can ask simple questions and give simple responses on familiar topics such as:
 - What I like and dislike
 - What I am doing
 - Where I am going
 - When I am going to do something
 - Who someone is
 - What day it is
 - What the weather is like
- I can exchange information about myself, my family, and familiar things using simple phrases
- I can describe my classroom
- I can identify classroom objects
- Using simple terms, I can describe a typical day
- I can describe the weather
- I can ask and give the time, date, birth date, age and phone number

Required Resources:

- Hanyu For Beginning Students (textbook)
- Hanyu For Beginning Students (practice book)
- Hanyu for Beginning Students (character book)
- Calendar
- Computers with internet connection and headsets with microphone
- LCD projector
- World map and a map of China both in Chinese

- Markers and poster paper
- White board
- Pictures and posters for classroom decoration
- Different posters for setting the stage according to the content of lessons

Differentiation of Instruction:

Group work with mixed levels

Individual tutorial

Options of activities

Using multiple intelligence factors for different talents and needs

Instructional Strategies:

Communicative strategies and contextualized instruction in the target language, using the five-step lesson plan which includes the following five steps for each lesson:

- Setting the stage
- Comprehensive input
- Guided practice
- Application and Extension
- Assessment

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

(May be assessed with surveys, background info given at the beginning of the course or a review of past work that the student presents)

- Basic information about family structures
- Basic knowledge about a typical day in the classroom
- Ability to tell time and read dates
- Understanding of world geography

Links to relevant web sites:

1. www.mandarintools.com
2. www.zhongwen.com
3. www.yelloebridge.com
4. www.fahala.com

Sub-theme(s)/unit(s)

The program may consist of one or more sub-themes/unit(s)

- Unit 1: Hello! Introduction (session 1)
- Unit 2: Meet My Family (session 1)
- Unit 3: Our Classroom (session 2)
- Unit 4: Daily Routine (Session 2)

Lessons that support the subtheme/unit:

Unit 1

- Interpretive mode
 1. Listen and mark checklist of nationalities of the students speaking
 2. Listen and mark checklist of people greeting or saying good-bye
- Interpersonal mode
 1. Greet and respond to greetings properly
 2. Ask and answer questions about each other's nationality
- Presentational mode
 1. With the help of pictures, introduce people from different countries
 2. Perform or act out dialogues that resemble real life situation of meeting people from different countries

Unit 2

- Interpretive mode
 1. Place in order pictures of different family members according to verbal directions
 2. Draw or check off list of different numbers of pets based on listening
- Interpersonal mode
 1. Ask and answer each other questions about family members like how many and who they are
 2. Ask and answer questions about their own pets
- Presentational mode
 1. With help of a family photo, describe family members
 2. With help of different pictures, describe pets about their look, size and quality

Unit 3

- Interpretive mode
 1. Put small pictures of different school objects in the required location or on a larger picture
 2. Check off list of different people and their birthdays based on the verbal instruction
- Interpersonal mode
 1. Ask and answer questions about who something belongs to
 2. Ask and answer each other questions about each other's birthday
- Presentational mode
 1. With help of different pictures, describe their classroom or own rooms in the house
 2. With help of pictures, describe what gifts a person gets at his/her birthday party

Unit 4

- Interpretive mode
 1. Listen and check off list of different days and weathers for those days
 2. Based on verbal instructions, match the times and activities about somebody's daily routine
- Interpersonal mode
 1. Ask and answer each other questions about time
 2. Ask and answer each other questions about what one does at different times
- Presentational mode
 1. With help of pictures, describe what activity is going on and at what time
 2. With help of pictures, describe one's daily routine