



## **STARTALK Student Program Curriculum Template**

**Theme: Global Citizens in the 21<sup>st</sup> Century: Beijing and Beyond**

**Target Proficiency Level: Novice-Low**

**Number of Hours: 240**

**Designed by: China Institute in America**

**Brief Description of Program** (including curricular context and goals)

China Institute's 2008 Chinese Language Summer Immersion Academy in New York City will utilize current technologies such as webcams, blogs, vodcasts, digital storytelling, Skype, and/or other means to allow its NYC-based high school students to collaborate with the high school students participating in China Institute's 2008 Summer Study in Beijing program (which is funded by DOS). Both sets of students will study and research the implications of global citizenship in the 21<sup>st</sup> century, using Chinese and American perspectives as their lens, respectively. The students will explore the life styles and culture of Chinese living in China, compared with Chinese living abroad; Americans living in the U.S. compared with Americans living in China. They will also track the diaspora of Chinese people around the world so that they can come to understand that the knowledge they gain about the Chinese language and culture will be useful not only in relationship to China itself, but also in relation to many countries throughout the world, where Chinese expatriates have settled.

The theme will be implemented through three-mode communication activities in the following contexts:

- Places and countries that Chinese people are residing in the world;
- Common life styles/cultures of Chinese
- Life styles/cultures of the students' families
- Personal preferences

**What Enduring Understandings are Desired:**

Students will understand the following:

- We live in a diverse but increasingly interrelated world.
- We live in an increasingly global society, where cross cultural communication skills are not only an asset but increasingly are also necessary.
- Foreign languages facilitate cross cultural understanding not only for surface communications, but also as a means of understanding the larger context and culture of other civilizations.

- Harmony of humanity with nature and harmonious relationships among people are the common desires of people throughout the world.

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

- What does global citizenship mean to me?
- How does the Chinese culture differ from or relate to mine?
- How will the understanding of the Mandarin Chinese language and culture be useful for me in relation to China as well as the world?

### **Standards/Goals:**

**Major Standards:** 1.1, 1.2, 1.3, 2.1, 2.2, 4.1, 4.2

**Supporting Standards:** 3.1, 3.2, 5.1, 5.2

### **Content:**

#### **Knowledge:**

- Basics of contemporary Chinese culture and society
- Basics of contemporary Chinese lifestyles
- Global geography
- Global history of Chinese immigrants
- Beijing Olympics
- Computer technology-application of internet

#### **Key Vocabulary:**

- **Basic numbers:** 一、二、三、四、五、六、七、八、九、十、几、两、百
- **Time/dates:** 年、月、日、星期、号、天点钟、半、早上、中午、晚上、周末、今年
- **Basic form of address:** 先生、小姐、老师、学生、中国人、美国人、爸爸、妈妈、男孩子、弟弟、女孩子、女儿、儿子、妹妹、哥哥、姐姐
- **Basic colors:** 红、黄、绿、蓝、黑
- **Basic pronoun:** 您、我、他、她、我们、你们、他们/她们
- **Basic greeting:** 你好、再见
- **Basic nouns:** 名字、家、照片、生日、岁、晚饭、东西、衣服、块、毛、分、日记、早饭、教室、午饭、宿舍、菜、肉、面条、米饭、飞机、票、飞机场、公共汽车、地铁、车站、出租车
- **Basic verbs:** 是、叫、做、买、要、去、走、坐、吃、看、想、有、觉得、起床、报、到、点菜、结帐、付钱、找钱、打球、看书、睡觉、请问、贵姓、下车、开车、送、告诉
- **Basic adjective & adverb:** 太、贵、便宜、好、中、新、有时候、好吃、有意思
- **Other basic expressions:** 呢、什么、吗、不、也、那、张、的、这、这个、谁、没有、和、多大、还是、可是、件、条、号、这儿、一共、多少、那儿、正在、时候、已经、算了、或者、先、然后、最后、还是

**Skills:**

- Present basic facts about the Chinese culture,
- Talk about Chinese people's lives across countries,
- Locate countries that have large populations of Chinese immigrants;
- Compare and contrast Chinese people's cultures/lives and that of the students'.

**Connections to Other Disciplines:**

Geography, social science, fine arts, music, sports, current world events, and computer science

**Technology Integration:**

Internet, video, vodcasts, webcams, blogs, digital storytelling and/or Skype.

**Assessments:**

*What evidence will show that students understand and can perform?*

**Performance tasks**

- Map labeling in Chinese
- Inter-personal tasks:
  - Students interview their classmates and students in Summer Study Abroad program to find out about their daily lives.
  - Students interview people in the Chinese community to find out about their daily lives in China and in America.
- Interpretive: Students research on the Internet, watch video clips from their Beijing counterparts, see pictures or read stories about the lives and culture of people in China and elsewhere.
- Presentational:
  - Life styles of Chinese people in the world compared with that of Americans
  - Similarities and differences of Chinese culture and lifestyles as experienced by actually living in Beijing as compared with that of news or other accounts of what Beijing is like.

**Quizzes, Tests, Prompts, Work Samples**

- Formative tests to ensure students understand the main idea and important details of print and non-print input materials. Quizzes.
- Work samples of their recorded interviews with classmates and community members.
- Summative tests - presentations and portfolios: students will prepare appropriate posters with pictures and text. Students will create posters on one or several aspects of the life of Chinese immigrants and have a joint display one day in the class. All pictures in the posters will carry short sentence-level descriptions in Chinese. Assessing students' knowledge of the relevant vocabulary, short descriptions and narrations in the target language and the accuracy of their content

**Unprompted Evidence (observations, dialogues)**

- observation during class interviews;
- class presentations

### **Can do Statements From Linguafolio**

- I can ask simple questions and give responses
- I can identify people's names and countries;
- I can ask what and where questions
- I can exchange simple descriptions of what people look like
- I can present personal information about myself and others
- I can say things about my life
- I can understand short simple descriptions especially if there are pictures
- I can understand the purpose of simple everyday materials
- I can locate places on the map
- I can understand and use simple numbers
- I can make lists
- I can express likes and dislikes

### **Required Resources:**

Internet, newspapers (China Daily, New York Times, etc.), videotapes, encyclopedia

### **Differentiation of Instruction:**

Even though China Institute's STARTALK program is gearing towards Novice-Low Chinese learners, we still anticipate seeing different levels in terms of students' learning pace as program develops. To address the issue, we formed a team of three teachers: one lead teacher and two co-teachers to work closely with the students. After the lead teacher introduces the key language points and main cultural notes of the lesson of the day, the big class will break down into two smaller groups with one co-teacher in each group assisting students in comprehending and practicing the language/knowledge taught that day. The composition of the smaller group will be changing deliberately and regularly based on student's self-assessment and teachers' collective assessments of the individual student to ensure a positive learning collaboration between students with different levels of learning abilities. Additionally, we will designate one hour "language clinic" every day for the student that has difficulties with or questions about the language to work one-on-one with the teachers. Peer tutoring and group project will also help students learn more effectively.

In addition to the learning pace difference, we are fully aware of various learning styles that students will bring into the classroom. We develop lesson units with consideration of different styles of learners, namely visual learners, auditory learners and tactile/kinesthetic learners. We incorporate art projects and calligraphy/watercolor painting classes into language class to encourage visual and tactile learners to participate and study the language and culture; we introduce games and Kong Fu/Taijiquan class to stimulate tactile learners to understand the language/culture. During the language class, the teachers will use techniques such as body language, visual aids, mime/acting out and computer technology (smart board and internet) to facilitate learning.

### **Instructional Strategies:**

1. Using group activities/games to encourage students to learn with fun.
2. Use “KWL” Chart to activate students prior the introduction of the lesson.
3. Hands-on group projects can get all students with various learning styles involved.
4. Various ways of communications, such as via class participation, small group discussion, face-to-face meeting, and internet between the teachers and the student are encouraged to ensure a smooth learning process of the students.
5. Applying computer technology, such as “smart board,” power point presentation, Chinese learning software etc. as visual aids to facilitate learning.
6. Have students work in pairs to utilize the Venn Diagram.
7. Introducing Chinese art and Kong Fu class in addition to the language class to reinforce the key languages taught. Instructors of art and Kong Fu class will work closely with the language teachers to ensure the Chinese language learned in classroom will be used and repeated in the art and Kong Fu class.

### **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)*

Prior to the program, the teachers will gain a general understanding of the students’ backgrounds by reviewing the applications, which contains information on not only their academics but also their extra curriculum activities. Recommendations from the foreign language teachers and social study teachers of the students will provide key information for the STARTALK program teachers and administrator to understand the students’ personalities, learning styles, weakness and strength. All the information will help us tailor our STARTALK curriculum to the needs of the students.

### **Links to relevant web sites:**

<http://www.dragonwise.hku.hk/dragon2/schools/archives/stroke.php>  
<http://edu.ocac.gov.tw/culture/biweekly/service2.asp?weekno=550>  
<http://edu.ocac.gov.tw/interact/ebook/digitalPublish2/do/song2-03.swf>  
<http://www.ezlearnchinese.com/supple.html>  
<http://www.mandarintools.com/>  
<http://www.csulb.edu/txie/ccol/content.htm>  
<http://chinese-tools.com>

### **Sub-theme(s)/unit(s)**

*The program may consist of one or more sub-themes/unit*

The program consists of three sub-themes and six units:

1. Sub-theme 1: Cross-cultural understanding
  - a. Unit 1: Introduction of China and ourselves
  - b. Unit 2: Introduction of Chinese Language and culture
2. Sub-theme 2: Practical cross-cultural communications
  - a. Unit 1: Chinese lifestyles

- b. Unit 2: Chinese cuisine
- 3. Sub-theme 3: Harmony of humanity
  - a. Unit 1: The 2008 Olympics in Beijing
  - b. Plan a trip to China

**Lessons that support the subtheme/unit:**

*Daily instructional plan*

See Attachment for the tentative daily instructional plan.