



STARTTALK Student Program Curriculum

JumpStart: Summer Chinese Language Institute (July 7 – 25, 2008)
Crane House-the Asia Institute, Inc.
Louisville, Kentucky

Theme: Pride of Kentucky and Discovery of China

Target Proficiency Level: Novice-Low to Novice-Mid

Number of Hours: 45

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Brief Description of Program

In the camp, Novice-Low to Novice-Mid high school students will have the opportunity to learn and develop basic proficiency in Mandarin Chinese and make a connection between their own lives and culture and those of the Chinese people. Specifically, the program is scaffolded with three theme-based teaching/learning units:

- 1) I am Kentuckian. Are you?
- 2) A Taste of KFC and Peking Duck.
- 3) Go Derby! Go Beijing!

Through these theme-based teaching/learning units, students will become aware of the cultural diversity of the world, understand that diversity constitutes not only differences but also similarities among people and across cultures, and learn that acquiring a foreign language will help them live productively in such an increasingly diversified world.

What Enduring Understandings Are Desired:

- ◇ Students will become aware that the nations and peoples of the world are becoming more connected and interdependent and that their living environment and community are becoming culturally diversified.
- ◇ Students will learn that it is important for people to understand and respect each other's culture and value systems in today's increasingly globalized and diversified societies.
- ◇ Students will understand that acquiring a foreign language, such as Chinese, will well prepare them for diversity and globalization.

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

- 1) What is important for people from other countries to know about you, your family and community?
- 2) What should people know about Kentucky?
- 3) What would people from China want other people to know about their country?
- 4) In what ways are Kentucky and China similar?

- 5) What role does food culture play in the lives of people in China?
- 6) What role do sports and similar activities play in your life?

National Foreign Language Standards:

1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3.

Content:

Knowledge:

- ◇ Knowing the ways to exchange greeting and introduction culturally
- ◇ Basic facts about some cultural icons in Kentucky and China
- ◇ Names of sports
- ◇ Names of food
- ◇ The relevant structures to carry out linguistic functions

Key Vocabulary:

- ◇ Vocabulary regarding meeting, greeting, self-introduction, family, friends, visiting, and days and dates
- ◇ Vocabulary regarding Ali, KFC, Derby, Chinese food, the Great Wall, Forbidden City, and other cultural icons in Kentucky and China
- ◇ Vocabulary regarding Olympics, sports, and U of L and UK sports teams

Skills:

- ◇ Conduct simple yet colloquial conversations in cultural and cross-cultural socializations
- ◇ Identify and locate verbally and in writing certain food and restaurants, and cultural icons in Kentucky and China
- ◇ Describe verbally and in writing common sports they participate in and sports events in the 2008 Olympics
- ◇ Talk about personal preferences regarding sports teams in Kentucky
- ◇ Develop basic proficiency in the four communicative skills around the unit-themes.

Connections to Other Disciplines:

- ◇ Geography
- ◇ History
- ◇ Physical education
- ◇ Social studies
- ◇ Fine art

Technology Integration:

- ◇ Power point presentations, internet, maps, videos/audios, and video games

Assessments:

Performance Tasks:

- ◇ Food ordering or labeling at a Chinese restaurant
- ◇ Food labeling for KFC in Chinese
- ◇ Identifying names of sports in the Chinese website of the 2008 Olympics
- ◇ Making a schedule for UofL sports activities in Chinese
- ◇ Creating a welcome-to-the-Derby situation in Chinese
- ◇ Preparation/rehearsal for the camp showcase in Chinese

Quizzes, Tests, Prompts, Work Samples

- ◇ Vocabulary quizzes
- ◇ Listening comprehension
- ◇ Camp showcase
- ◇ STAMP test

Unprompted Evidence

- ◇ Classroom participation
- ◇ Performances in fieldtrips

Can Do Statements from Linguafolio

I can

- ◇ introduce myself and someone else;
- ◇ respond appropriately to an introduction (e.g., “I am happy to meet you.”);
- ◇ ask simple questions and give simple responses on such topics as what I am doing, where I am going, who some is, and what day it is;
- ◇ identify people’s names;
- ◇ identify the members of my family by relationships and ask someone about his/her family with a simple question;
- ◇ exchange simple descriptions of what people look like (e.g., tall, short, brown hair, black eyes);
- ◇ exchange simple descriptions about personality (e.g., happy, funny, serious);
- ◇ use and say numbers in simple situations;
- ◇ exchange information that requires counting (e.g., playing a board game, saying the score of a sport game);
- ◇ express what I like and do not like;
- ◇ name/order food, ask simple questions and give simple responses on food/eating;
- ◇ locate certain well-known places on maps of Kentucky and China, and exchange simple descriptions about famous Kentuckians and Chinese;
- ◇ ask and understand how much something costs;
- ◇ ask and give the time, date, birth date, age, and phone numbers;
- ◇ understand and make lists in Chinese;
- ◇ understand the purpose of simple everyday materials.

Required Resources:

- ◇ Computer with internet connection
- ◇ Daily classroom learning material

- ◇ Maps, film, and photos of China, Kentucky, and sports teams
- ◇ Museums and restaurants for visit and observation

Differentiation of Instruction:

- ◇ Various forms of teaching assistance, such as audio and video materials, computer games, and character working sheets, will be used in classroom activities to meet the needs of different learning styles.
- ◇ To maximize their personal growth in learning, individuals of different abilities in the same group are allowed to have flexibilities to adjust or surpass the expected learning tasks.

Instructional Strategies:

- ◇ Teacher-student interaction through classroom discussions and presentations
- ◇ Interactive computer programs incorporated in classroom and laboratory activities
- ◇ Audio/video materials and games
- ◇ Role playing in classrooms and the final showcase
- ◇ Self-assessments
- ◇ Field trips to cultural and sports sites
- ◇ All the hands-on linguistic and cultural activities above will be developed around the three unit-themes, and create a consistent and integrated language environment to support students' learning and using Chinese during the camp period and beyond
- ◇ All the hands-on linguistic and cultural activities above will also provide enough linguistic repetition and patterns that will help students comprehend certain basics in Chinese such as Pinyin, radicals, and essential structures of characters

What Do They Already Know That Will Help Them Learn New Information?

- ◇ Common knowledge of general socialization
- ◇ Basic knowledge of world geography and history
- ◇ Basic knowledge of sports
- ◇ Interests in the Olympic Games

Links to Relevant Web Sites:

- ◇ The web site of The Kentucky Core Content for Assessment
- ◇ The web site of the 2008 Olympics
- ◇ The web site of Churchill Downs (the Kentucky Derby)
- ◇ STAMP (Standards-based Measurement of Proficiency)

Lessons That Support the Theme-based Units:

The Chinese language learning at the camp is designed around three theme-based units in three weeks: (1) I am Kentuckian. Are you? (2) A taste of KFC and Peking Duck. (3) Go Derby! Go Beijing! The following daily lesson outlines are developed according to these units of study by camp instructors under the guidance of the Lead Teacher and Project Consultant (at the two-day pre-camp teachers training session) and reflect what will be carried out throughout the program:

(1) Theme 1 – I am Kentuckian. Are you?

Goals: Learning the ways to exchange greeting and introduction in Chinese, commanding the pinyin, and knowing the essential features of the Chinese Language. Being able to introduce oneself, his/her family and the Louisville community to each other in simple yet colloquial spoken Chinese at the end of this unit.

Day 1: Students will learn how to pronounce words/short phrases in pinyin.

Day 2: Students will learn more greeting and introductory words and expressions in pinyin.

Day 3: Student will learn main place names and geographical features of the Great Louisville area via pinyin and characters.

Day 4: Students will know the basic features of Chinese, e.g., the pinyin system, tones, and characters via examples from what they've learned.

Day 5: Students will review what they've learned by role playing and other types of exercises.

(2) Theme 2 – A Taste of KFC and Peking Duck

Goals: Learning Chinese names of Chinese and American food and facts about some cultural icons in Kentucky and China. At the end of this unit, being able to identify and name certain food and restaurants in Chinese, personal likes/dislikes in food, and to introduce some essential cultural icons in Kentucky and China in both spoken and written Chinese.

Day 1: Students will learn a group of elementary vocabulary items in the subject of Chinese and American food/eating and how to make a simple food order in spoken and written Chinese.

Day 2: Students will learn the numbers and units, basic measure words, and phrases and sentences in food ordering.

Day 3: Students will review and learn more vocabulary items and phrases and sentences in food/eating, tell the difference and similarity between Chinese and American food/eating, as well as do some role playing.

Day 4: Students will learn famous personal and place names in Kentucky and China both via pinyin and characters, and know basic facts about these people and places.

Day 5: Review what they've learned by creating some situational role playing, e.g., ordering KFC in a KFC restaurant at the Great Wall and eating Peking Duck at the famous Quanjude in Beijing.

(3) Theme 3 – Go Derby! Go Beijing!

Goals: Learning in Chinese about common sports students usually participate in, the Kentucky Derby, and sports events in the 2008 Olympics. At the end of this unit, being able to identify and briefly describe in spoken Chinese certain common sports, sports events in Kentucky Derby and the 2008 Olympics, personal likes/dislikes in sports, and identify certain Kentucky sports teams in written Chinese.

Day 1: Students will learn how to tell their favorite sports.

Day 2: Students will learn how to tell what sports events they like to watch and who are their favorite athletes.

Day 3: Students will review ways to express their likes and dislikes in participatory and spectator sports and learn to explain why.

Day 4: Students will review Derby vocabulary and expressions as well as some conjunction words like “because” and “therefore.”

Day 5: Students will participate in the final showcase, the STAMP test, and graduation ceremony.

These theme-threaded lessons, taught and learned through classroom hands-on activities and lab interactive computer programs, will be enhanced by weekly planned field trips—e.g., a trip to a Chinese restaurant and the Kentucky Derby Museum at the Churchill Downs, by such teacher-student interactive, hands-on activities as food ordering and labeling, Chinese folk dance and taiji, identifying names of sports in the Chinese website of the 2008 Olympics, and making a schedule for UofL sports teams, by video programs such as the film titled *Iron and Silk* and a documentary on the preparation for the 2008 Olympics, and by the Student Showcase (at the end of the camp with parents’ participation).