



**STARTALK Student Program Curriculum  
DePaul University, Chinese Language Academy**

**CLA Team members: Haiyan Fu, Yvonne Lau, Weixin Shi, Yingcai Xu**

**Theme:**

Me and My World

**Target Proficiency Level(s):**

A multiple level class:

Students without prior learning experience:

Novice high to Intermediate Low

Student with prior learning experience:

Intermediate Low to Intermediate Mid

**Number of Hours:**

100 contact hours

**Designed by:**

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

The whole program will be under one theme: **Me and My World**. The students will use the target language to explore and express the ideas of who they are, their immediate surroundings and communities as well as the communities-at-large, the associations and connections of themselves with the communities through 3-mode communication activities in the contexts of 4 subthemes:

- I am glad to meet you!
  - Greetings
  - Self-introduction including name, age, telephone number
  - General information about family
  - Physical attributes and features, conditions of well-being;
- We live in Chicago, what about you?
  - Nationality, ethnicity, immigration and native language(s)
  - Geographic and residential locations
  - School
  - Occupation;
- My life and yours
  - Important dates in personal and world history

Daily Schedule: Time/Activities/Location/Means  
Hobbies, intentions, and personal preferences  
School life and co-curricular activities;

- Let's go!  
Making plans or appointments  
Socializing  
Evaluating or making comments  
Shopping and bargaining.

### **What Enduring Understandings Are Desired:**

Student will understand:

Everyone lives in connection with one another. Compassion through communicative interaction leads to mutual respect, appreciation and harmony.

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

- Who am I? What's special about me and what do I share in common with others?
- To what extent or in what ways am I connected to others in my community and in the world?
- What can I do to become a productive and responsible world citizen?

### **Standards/Goals:**

Major Standards: National Foreign Language Standards  
1.1.; 1.2.; 1.3.; 2.1.; 2.2.; 3.1.; 4.1.; 4.2.; 5.1.; 5.2.

Supporting Standards: Illinois Foreign Language Standards  
28 A. B. C. D.; 29 A B E; 30 A

### **Content:**

#### **Sub-Unit 1: I am glad to meet you!**

Greetings  
Self-introduction including name, age, telephone number  
General information about family  
Physical attributes and features, conditions of well-being;

#### **Communication**

#### **Key Structures/Grammar**

语音- 拼音系统Pinyin and Phonetic System

汉字

自我介绍:

你好! (形容词作谓语)

我姓（叫）。。。

我是。。。

我。。。岁。

这是。。。

我的电话。。。

我家住在。。。

我家有。。。

疑问句:

是非句

特殊疑问句

### **Key Vocabulary:**

数字 1-10 (100)

人称代词 (单数, 复数)

指示代词: 这, 那

疑问词: 吗? 呢?

动词: 是, 姓, 叫, 有

形容词: 好, 忙, 等

名词: 家庭成员, 老师, 朋友, 等

副词: 不, 没, 很, 也, 都

连词: 和

的

量词: 个

### **Skills:**

**Exchange and comprehend personal information in simple and short sentences;**

Such as:

Extend greetings appropriately to different people

Initiate and conduct self-introduction

Describe physical conditions and simple personal features

Identify, inquire, and express name, simple titles, age and phone number

Count and comprehend numbers

Express and inquire about number of family members

Inquire and obtain personal information

Report and present information gathered

**Use Chinese word processor to create and edit texts;**

**Comprehend and produce correct Pinyin in spelling and in pronunciation (with tones);**

**Recognize and write characters and texts;**

### **Culture:**

Name  
Address a person in Chinese: Title before Surname  
Different ways of greeting  
Appropriate social behaviors and conventions  
Chinese writing symbols  
Kung fu and martial arts

**Comparison:**

Identify social, cultural, and linguistic differences and similarities  
Understand characteristic Chinese linguistic elements in contrast to English:

Pronunciation, tones, writing symbols, sentence structures

**Connections to Other Disciplines:**

Social studies  
Literature and the arts  
Computer and technology use

**Community**

Individual, local, and world communities.

**Sub-Unit 2: We live in Chicago, what about you?**

Nationality, ethnicity, immigration and native language(s)  
Geographic and residential locations  
School  
Occupations

**Communication**

**Key Structures/Grammar**

我家有。。。个人。  
我有叔叔没有姑姑。  
我家住在芝加哥。芝加哥在美国的中西部。  
我是美国人，你呢？  
我说英语和汉语，也说一点西班牙语。  
中国在亚洲。  
我是大学生。  
我在德堡大学上学。

疑问句:

是非句

特殊疑问句

**Key Vocabulary:**

疑问词: 吗? 呢? 什么, 在哪, 谁, 谁的  
动词: 是, 姓, 叫, 有, 说, 等  
形容词: 好, 忙, 等

名词：家庭成员，亲戚，国家，语言，地理位置，职业，地点，等

**Skills:**

**Express and inquire information in communicative interactions;**

**Report and present obtained information in coherent discourse:**

Topics include family, extended families, relatives,  
Nationality, ethnicity, and languages, profession/occupation and  
location

**Identify and describe country, language, and geographical locations;**

**Use Chinese word processor to create and edit texts;**

**Use online resources and other computer technologies for publication;**

**Culture**

Family structures

Human geographical knowledge about China

Chinese food

**Comparison**

Family Structure

Formation of nouns

**Connections to Other Disciplines:**

Social studies:

Geography

American Studies: immigration and transnationalism,

History: family and community histories,

Sociology: family, acculturation, and occupations;

**Community**

Race, ethnicity, citizenship, and language

Chinese American communities in Chicago –diverse characteristics;

**Sub-Unit 3: My life and yours**

Important dates in history: personal and world

Daily Schedule: Time/Activities/Location/Means

Personal Preference, hobbies and intentions

School life and co-curricular activities;

**Key Structures/Grammar**

时间

年，月，日，钟点

常规行为

我做什么？

我（时间，地点，方式）做什么？

我常做什么？

喜欢做什么？

能愿:

想, 要做什么?

应该, 得, 等

会, 能, 可以

程度补语:

做得怎么样?

条件:

因为。。。所以。。。

要是。。。就。。。

虽然。。。可是。。。

先。。。然后。。。, 再。。。

又。。。又。。。。

一边。。。一边。。。。

疑问句:

是非句

特殊疑问句: 什么时候, 几点, 怎么, 去哪? 跟谁?

### **Key Vocabulary:**

疑问词: 什么时候, 几点, 怎么, 去哪? 跟谁?

动词: 行为动词

形容词: 早晚, 快慢, 等

名词: 时间词

交通工具

学校, 学习科目, 课外活动, 等

副词: 不太, 很, 非常, 特别, 等

能愿动词:

### **Skills:**

Express and inquire information on time through communicative interactions;

Identify, report and present time/dates of important historical events in China and US;

Express and inquire information on daily schedule through communicative interactions;

Identify, report and present daily schedule and activities

Express and inquire information on personal preference through communicative interactions;

Identify, report and present information on personal preference;

Evaluate and comment on activities;

Use Chinese word processor to create and edit texts.

### **Culture**

Chinese teenagers' daily and school life experiences  
Chinese holidays and food

### **Comparison**

Linguistic elements:

Formation and use of time in a sentence

Location and means in a sentence

Compare with Chinese high school students' life

### **Connections to Other Disciplines:**

History

Sport events

International travel

### **Community**

Local and international travel

### **Sub-Unit 4: Let's go!**

Making plans or appointments

Socializing with others

Evaluating or making comments

Shopping and bargaining.

### **Communication**

#### **Key Structures/Grammar**

能愿:

想, 要做什么?

应该, 得, 等

会, 能, 可以

程度补语:

做得怎么样?

买东西:

价格, 颜色, 描述

这个怎么样?

讨价还价

多少钱?

条件:

因为。。。所以。。。

要是。。。就。。。

虽然。。。可是。。。

先。。。然后。。。, 再。。。

又。。。又。。。

一边。。。一边。。。

疑问句:

是非句: 有没有? 能不能?

特殊疑问句:

为什么, 怎么样? 多少钱?

**Key Vocabulary:**

动词: 行为动词

形容词: 贵, 便宜, 好看。新旧, 等

名词: 学习用具, 衣服, 价格, 颜色, 等  
量词

**Skills:**

Identify, describe report and present information on objects:

Express and inquire information on objects through communicative interactions

Color, Price, Quantity, etc.

Make plans (time, means, location related to preferred activities) through communicative interactions

Evaluate and comment on objects

Bargain

Use Chinese word processor to create and edit texts

Use online resources

**Culture**

Currency

Currency exchange

Market/bargaining in China

**Comparison**

Currency

Advertising

**Connections To Other Disciplines**

Math

Consumer Education

Art

**Community**

International trade

**Teaching Integration:**

Considerations on different learning styles and abilities

**Assessments:**

Formative assessments:

Daily dictation

Listening comprehension

Written quizzes

Authentic/Alternative assessments

## Portfolio

### 4 Weekly Projects including:

Week One – Making a Family Album

Week Two – My Family Album – My Immigrant or My Chicago Experiences

Week Three – A Day in My Life – My Daily Schedule and Activities

Week Four – The World as a Marketplace – Shopping and Negotiating;

Other performance-task based evaluations;

Performance Tasks:

Quizzes, Tests, Prompts, Work Samples

Unprompted Evidence (observations, Dialogues)

Entrance and Exit Assessments (Linguafolio)

## **Can Do Statements:**

### **Beginner's Level:**

**Outcomes:** Student is expected to achieve ACTFL Novice-high level of proficiency (3 modes of communication) by the end of the program.

- Student can command phonetic system: Pinyin, 150 characters and related compounds in terms of reception and production.
- Student can command correct pronunciation, tones, and express ideas in simple sentence forms with fluency, accuracy, and appropriateness
- Student can express ideas and communicates in 3-mode of communication
- Student can understand, appreciate and connect social, cultural, and regional variations in language use.

### **Performance Indicators:**

- Student can comprehend, respond to, and initiate greetings, commands, and simple daily life inquiries in spoken and written forms.
- Student can identify, comprehend, describe, and report basic physical needs, daily routines and activities with time, places, and means; some body parts and functions; weather and geographic locations; number and simple mathematical problems; color, money, and items that relate to shopping experiences; and information on age, family, languages, and countries in spoken and written forms.
- Student can identify, understand, compare, and demonstrate some forms of arts, music, customs, and holidays of Chinese culture, and some cultural, social, and personal variations in daily language use; and uses the language and social cultural information in contexts appropriately.
- Student can identify, locate, and relate to areas and cultural practices of the Chinese speaking communities locally and internationally.

- Student can use various media and internet soliciting information, using Chinese word processor to create texts and power-point presentations.

**Intermediate Level:** Student achieves Intermediate-Mid Level of proficiency by the end of the program

**Outcomes:**

- Student can recognize and write 400 characters and related compounds in terms of reception and production.
- Student can comprehend and command the use of some complex sentence patterns.
- Student can develop and connect sentences into coherent discourses that express general situations and ideas as well as specific events and past experience.

**Performance Indicators:**

- Student can describe, evaluate, judge, and comment on actions, professions, and career choices, indicates preferences and possessions, expresses feelings and future plans.
- Student can compare people, countries, objects, and actions that are different or similar, indicates degrees of such differences or similarities.
- Student can comprehend and present stories and reports through various media on topics such as weather, health, sports, travel, giving and receiving directions, describing locations and scenes.
- Student can use various media and internet soliciting information, using Chinese word processor to create texts and power-point presentations.

**Required Resources:**

Textbooks and references  
 Maps  
 Language lab facilities  
 Chinese word processor  
 Internet connection  
 Chinese movies  
 Others

**Differentiation of Instruction:**

**For Multiple Levels**

Provide vocabulary lists and other materials that allow students of various levels to learn at different paces for the same topics and language tasks

Design cooperative tasks that allow student of different levels to work together

**For Different Learning Styles**

Provide comprehensive inputs in various forms and emphasize various intelligences such as visual, verbal, musical, special, etc., to scaffold learning

Design language tasks that enable and allow employment and demonstration of different learning styles

### **For Different Abilities (Inclusion)**

#### **Instructional Strategies:**

DePaul's STARTALK Chinese Language Academy (CLA) targets students with various learning experiences from beginners to some linguistic functions. DePaul's CLA curriculum will be distinguished by these key instructional strategies and approaches:

- emphasizes student-centered, real life situations and task-based, proficiency-oriented communicative activities;
- encourages use of authentic materials, various media, and information technology;
- uses approaches that enable different learning styles, creative and cooperative learning, functional use of Chinese language, and critical thinking;
- makes modification for diverse learners;
- enhances motivation and self-expression through differentiation as well as cooperative learning;
- implements cohesive and transitional teaching and learning through reviewing, recycling, and spiraling of content of teaching and learning, teacher modeling, and scaffolding, and structured instructions.

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

Correspondent with descriptions in weekly/daily planning

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

#### **Sub-theme(s)/Units:**

- I am glad to meet you!  
Greetings  
Self-introduction including name, age, telephone number  
General information about family  
Physical condition and features;
- We live in Chicago, what about you?  
Nationality, language, ethnicity and immigration  
Geographic and residential location  
School  
Occupation;
- My life and yours  
Important dates in history: personal and world.  
Daily Schedule: Time/Activities/Location/Means  
Personal Preferences, hobbies, and intentions  
School life and co-curricular activities
- Let's go!

Making plans or appointments  
Socializing  
Evaluating or making comments  
Shopping and bargaining.

**Lessons that support the subtheme/Units:**  
(Daily Instructional Plan)

Week One

Day 1  
Day 2  
Day 3  
Day 4  
Day 5

Week Two

Day 1  
Day 2  
Day 3  
Day 4  
Day 5

Week Three

Day 1  
Day 2  
Day 3  
Day 4  
Day 5

Week Four

Day 1  
Day 2  
Day 3  
Day 4  
Day 5

