



Frederic County Public Schools STARTALK Student Program Curriculum

Theme: Seeing the World in Beijing

Number of Hours: 65 hours

Proficiency Level: Novice Low

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Brief Description:

Students will plan and prepare for a trip to China. This will include: Identifying what needs to be done to get there (passport, visa, plane ticket, China's location and some major cities, basic communicative utterances (name, greetings, dates, etc) of some important cultural components, and knowledge about the Olympics. Communicative activities will involve interpersonal, interpretive, and presentation communication.

What Enduring Understandings Are Desired:

- Chinese is an easy and important language to know.
- Learning Chinese is an enjoyable experience.
- Chinese culture is very interesting and has had global impact.
- Americans can't go one day without encountering one thing that was made in China.
- People who are different are really like us.
- Learning a language is like preparing for the Olympics—it is about practice, personal discipline, and achievement.

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

- What amount of aural, oral, and written comprehension and production proficiency is reasonable to expect after 13 days of appropriately delivered instruction?
- What level of cultural understanding and sensitivity do we expect students to achieve during this time frame?
- In what ways can we differentiate instruction based on the assumption that some students will have had some exposure to the Chinese language and others none?
- How can we ensure that we are addressing the students' different learning styles and abilities?

Standards/Goals:

Major Standards: 1.1, 1.2, 1.3, 2.1, 2.2 (Communication and Cultures)

Supporting Standards: 3.1, 3.2, 4.1, and 4.2 (Connections and Comparisons)

Content:

Key Linguistic Structures/Vocabulary*:

- Asking and responding to previously learned/memorized questions pertaining to basic personal information: greetings, name, age, likes/dislikes

- Affirmative and negative responses
- Responding to basic commands
- Understanding and stating the date (July & August), numbers (1-31), and weather*
- Use of a limited number of vocabulary: family members, colors, sports, food
- Subject pronouns

* Proficiency level will vary from one student to another.

Key Concepts:

- Location of China, major cities of China, and neighboring countries
- Basic facts about the 2008 Olympics and its background, and the five *Fuwa*
- What is a passport and visa and why are they used and why are they are needed
- General understanding of Chinese history and the dynasties
- Importance of Chinese culture: calligraphy and painting, Tai Chi and martial arts, tea and the tea ceremony, Tangrams, Abacus

Connections to Other Disciplines: geography, history, art, music, dance, athletics & martial arts, current world events, mathematics, food, life skills

Technology Integration: language practice in the computer lab, videos, Internet research on the Olympics and student-selected project topics related to China, the Chinese people, and/or their culture.

Assessments:**Performance Tasks:**

- Student developed projects, student performances at the final closing ceremony to include (a limited number of) dialogs and presentations in Chinese, martial arts routine, a dance, songs, displays of completed craft projects

Quizzes, Tests, Prompts, Work Samples

- Dialog presentations
- Vocabulary quizzes,
- Written characters
- Student oral presentations pertaining to self and interests.
- Dialogue Journals
- Parents' comments on student homework sheets. (Homework will consist of the students teaching their parents the new Chinese expressions.)

Unprompted Evidence (observations, dialogues)

- Student responses to teacher's questions and oral commands, students
- Active participation in cultural presentations and activities,
- Informal parent and student comments,
- Students' involvement (including use of chopsticks and willingness to eat new dishes) in the lunch at the restaurant in Chinatown.

Can do Statements From Linguafolio

- We're not there yet. Most don't apply to the lowest levels of proficiency.

Required Resources:

- Maps
- Muzzy (distributed by Early Advantage)
- Several music CDs, and DVDs (culture, geography, history)
- Trade books (e.g., One Year in Beijing)
- Flash cards
- White boards and markers (for writing characters)
- *Ni hao* text and audio program, or a similar one.
- Craft materials, pens& ink (calligraphy, tea, balls for Tai Chi routine, chopsticks)
- Tangrams, abaci, Chinese games, Olympic materials

Differentiation of Instruction:

- Class rosters determined by students' experience with Chinese, interests, age, and or other factors to be determined.
- Instructional assistants will be used to provide greater depth of instruction for identified students.
- Student-selected project topics
- A variety of games and some activities will lend themselves to student choice

Instructional Strategies:

- Refer to the “Characteristics of Effective Foreign Language Instruction” (NADSFL, revised 1999)
- Any and all of the strategies that support the above referenced document, including cooperative learning, TPR, differentiation of instruction, multiple intelligences, addressing different learning styles, etc.

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

- Pre-assessment and student comments on the application's essay will determine this.

Links to relevant web sites:

- To be determined

Sub-theme(s)/unit(s)

- Passports, visas, and the other trip-related tasks
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- Tea Ceremony
- Abacus
- Tangrams
- Chinese food and dining customs

Lessons that support the subtheme/unit:

**FREDERICK COUNTY PUBLIC SCHOOLS CHINESE CENTER
REVISED DAILY SCHEDULE**

8:15-8:30	Question to reflect on all day (on board and present)
8:30-8:45	Warm-up & review of language concepts from previous day, TPR
8:45-9:15	New language material, TPR activity, and/or song or game
9:15-9:45	Start of Trip/History/Geography/People discussion/application
9:45-10:00	Break
10:00-10:45	Centers: 45 minutes in each (A)
10:45-11:30	Computer lab practice (B)
11:30-12:30	LUNCH and games
12:30-13:00	Language practice with Muzzy
13:00-13:30	Culture discussion/presentation*
13:30-14:00	Cultural craft activity—or—culture presentation continued
14:00-14:15	Clean up (cont.) / Break
14:15-14:45	Language practice of new material, dialogues
14:45-15:00	Journal writing
15:00-15:45	Staff meeting/reflection

* To accommodate a major presenter's schedule, this may be moved to the morning