



**Howard Community College, 2008
STARTALK Program Chinese Curriculum.**

Themes: My Face, Your Face, Our Face

My family and my community

A Trip to China

Celebration: A Birthday Party and Moon Festival, Chinese Valentines

Target Proficiency Level : Novice beginner

Number of Hours: 60

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Brief Description of Program

Through active student participation, students will be able to perform oral and written tasks focusing on themes developed in class. Students should be able to demonstrate an understanding of Chinese culture within the framework of specific situations where they will be expected to show that they can function in the various tasks that define the overall themes. They will be able to compare themselves and their culture to Chinese culture in order to better appreciate difference. Through exposure to song, dance and games, field trips and speakers students will connect to the broader Chinese community.

What Enduring Understandings are Desired:

Through participation in STARTALK Chinese, students will gain an understanding of peoples, how they are alike and how they are different. Students should be exposed to the differences between eastern and western peoples and their cultures and understand the role of language and the importance of learning it as the bridge between the two. Students should remember certain functional expressions in Chinese, key etiquette for communication and cultural values. Students should begin to understand who they are in their own culture and begin their language journey in order to appreciate another language system and the peoples who communicate within that system. Desire and confidence to learn more, advancing in the language is an important aspect of the STARTALK program.

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

What are the main cultural elements/presentations that will motivate the learning of language?

What thematic or situational themes are appropriate to high school students and will seem useful to them?

Standards/Goals:

Communication

- 1.1 Students can ask for and give information, express feelings and exchange opinions
- 1.2 Students can understand and respond to a variety of language situations

Culture

- 2.1 Students will show that they understand differences in how peoples think and act
- 2.2 Students will see the differences in the products of other cultures: food, dress, writing, etc. (eg. Peking opera)

Connections

- 3.1 Students will see the relationship to issues of sociology, current world events, and other disciplines through discussion, media including news, youtube, magazines.
- 3.2 Students will be able to express their viewpoint on issues about China and understand that the Chinese might have different opinions through newspaper articles

Comparisons

- 4.1 Students will understand how language differs in structure and reflects a difference in thinking, for example Chinese radicals/character formation
- 4.2 Students will see cultural differences in comparing cultural products and perspectives to their own cultures through song, field trips, movies, art experiences.

Communities

- 5.1 Students will use language in listening and speaking in simulated travel to China or Taiwan, in exchanges with other native speakers and through visits to Chinese communities.
- 5.2 With a strong foundation in language and culture students should be able to build on their learning by continuing their studies in formal and informal settings.

Supporting Standards:

Enjoy the language and appreciate the opportunity to be with it.

Content:

Key Vocabulary: greetings, functional expressions, family, numbers, people and professions, question words, countries, sports, likes and dislikes, directions, food, clothing, transportation

Skills:

Speak at a basic level and be understood
Ask simple questions and understand the basic meaning of the answer given
Write key words using Chinese characters reflective of the 4 major themes
Sing Chinese songs and understand the basic meaning of popular current songs
Read simple directions encountered as part of travel for understanding
Recognize differences in culture, accepting difference in a non judgemental way.

Connections to Other Disciplines:

Numbers connect to different mathematical systems
With the theme of celebration, religion and certain anthropological themes will arise.
Though the family and community theme students will see a sociological perspective on values.
Education and how people learn will emerge in discussion of the community where schools will be a sub topic

Technology Integration: iPods, web exercises, media such as video, Youtube, in class computer entry using Chinese characters and on-line dictionaries

Assessments:

What evidence will show that students understand and can perform?

Performance tasks

Oral presentation, skits, written exercises, response to oral directions, read aloud with correct tone and accent, participate in cultural discussion and activities

Quizzes, Tests, Prompts, Work Samples

short quizzes or prompts every class, test every week, posters, Chinese notebook and flashcards

Unprompted Evidence (observations, dialogues)

question/answer activities, group/pair work, games, songs

Can do Statements From Linguafolio

I can introduce myself or a friend and talk about where I'm from, how old I am and what I like.

I can describe my family, who they are and their profession, their likes or dislikes.

I can plan a trip to China including activities associated with those places including sports, schools, clothes, and bargaining.

I can negotiate costs.

I can order food and use chopsticks to eat it.

I can identify various cities in China.

I can give the date and time.

Required Resources:

IQ Chinese software

Essential Chinese Characters for Everyday Use-Volume 1

Differentiation of Instruction:

presentations, group/pair work, using visuals, using technology, repetition, exercises

Instructional Strategies:

Using current audiovisual materials from media
Exposing students to various instructors through rotation
Using the country background of instructors and aides in cultural presentations
Teaching all students how to access information for themselves
Incorporating various technologies
Involving students in creating with the language
Taking instructional cues from student interest
Dramatization

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

Students will have to have studied another language and already be familiar with language learning strategies. Students will have taken a culture quiz at orientation that will be the point of departure for building a cultural competence.
Students should be competent on organizational skills, basic course management.
Some students will have a heritage background and already know some characters and basic expressions in Chinese.
Students will have been exposed to media...movies, geography, history, food and current issues

Links to relevant web sites:

www.travelchinaguide.com/map/chinamap.htm
www.chinaodysseytours.com/fag/3.html
www.mandarintools.com

www.zhongwen.com

www.chinapage.com

www.tooler4kids.com/China/index.htm

www.nicemeal.com

www.squidoo.com/gongfutea

www.china-travel-tour-guide.com/about-china/martial-arts.html

Sub-theme/unit

Unit I: numbers, functional vocabulary,

Unit II. relatives and titles

Unit III competition and fan involvement in sports

Unit IV: story of Chinese Valentines Day

Lessons that support the subtheme/unit:

I. dates, age, counting, money

II. Unit 11 title relationships, hobbies, their story and their description (using my and adjectives)

III. use games in order to use words involved in competition eg. “Go, go, go”
“good job” “first place” I won, you lose

IV. comparison with American Valentine’s day: practices, products, difference in dates, sing a love song.