



## Hunter College STARTALK Student Program Curriculum

### **Theme: Talk to You Online!**

The theme will highlight two goals: building friendship and making connections with teenaged students in China through online communication in the target language.

**Target Proficiency Level:** Beginning level will reach Novice-mid or high; Intermediate level will reach Intermediate-low or mid

**Number of Hours:** Not-for-credit students: 120 hours; 3-credit course students: 160 hours; 6-credit course students: 190 hours

**Designed by:** Der-lin Chao

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

This program focuses on helping students learn and use Chinese via three communication modes to increase mutual understanding between teenage students in the U.S. and China. Students will learn about one another's daily lives, classes, schools, communities, and cities of origin. They will not only apply the language skills they acquire to explore similarities and differences in these areas, they will also focus on reporting on the progress of the Olympic Games, an event taking place in China this summer. In addition, students will work with their language partners on a language and culture project to help each other understand one specific topic related to their native culture in fun and enjoyable way.

### **Enduring Understandings that are Desired:**

*Refers to the 'big ideas' that we want students to retain after they have forgotten many of the details.*

*Students will understand.....*

- Through exploring everyday life and current events taking place this summer, teenage students will come to appreciate the fact that, regardless of differences in races, customs, religions, and so forth, people from different countries can work together for the common good.
- Teenagers will experience the advantage of being able to communicate in the target language and understand how possessing language skills can enable them to establish friendships and gain a deeper understanding of the target culture.
- Teenagers will learn that once they are equipped with the ability to speak and read a foreign language, they are more connected with the world.

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

*What we want students to think about, in student-friendly language*

*To what extent or in what ways.....*

- How is my life similar to/different from those of my classmates? To what extent does the program impact me in relation to my family and community?
- How is my life similar to/different from those of other teenagers in China? To what extent does the program impact me in relation to my view of China?
- How is my view of the world similar to/different from those of other teenagers in China? To what extent does the program impact me in relation to my view and their view of the world?

## **Standards/Goals:**

### **Major Standards:**

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Chinese.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics in Chinese.

Standard 2.1: Students demonstrate an understanding of the relationship between the cultural practices and perspectives of the Chinese-speaking world.

Standard 5.1: Students use the Chinese language both within and beyond the school setting.

### **Supporting Standards:**

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Standard 2.2: Students demonstrate an understanding of the relationship between the cultural products and perspectives of the Chinese-speaking world.

Standard 3.2: Students acquire information and recognize distinctive viewpoints that are available only through studying Chinese language and culture.

Standard 4.1: Students demonstrate an understanding of the nature of language by comparing the Chinese language with their own.

Standard 4.2: Students demonstrate an understanding of the concept of culture by comparing Chinese culture with their own.

Standard 5.2: Students show evidence of becoming lifelong learners by using Chinese for personal enjoyment and enrichment.

## **Content:**

*What we want students to know and understand*

Students will learn about diverse family structures, daily activities, food, educational practices, hobbies, leisure activities, weather, and festivals in China, and their

responsibilities as a world citizen. They will learn about all this through the lens of their language partners, who are also teenagers.

**Key Vocabulary:**

Words related to each theme are:

- family members
- school environment-related words
- country names
- sports terms
- numbers
- times and dates
- transportation words
- currency units
- colors
- foods

**Skills:**

*What we want students to be able to do*

- For conversation skills, students will be able to ask and understand questions; interpret and provide descriptions, narrations and comparisons; and conduct projects and presentations related to Chinese culture and society.
- For literacy skills, students will be able to write and type Chinese characters, form sentences and passages, read authentic materials in the target language, watch cartoons or films with Chinese/English subtitles, and write compositions related to a topic of their choice on Chinese culture and society.

**Connections to Other Disciplines:**

Art, music, geography, literature, film, health, education, and other social studies topics

**Technology Integration:**

MP3  
Internet searches  
PowerPoint  
Software for typing Chinese characters  
Skype  
Webcams  
E-mail  
Blogs  
Video  
Designing a personal website

**Assessments:**

*What evidence will show that students understand what they have learned and can perform relevant learning tasks?*

### **Performance Tasks**

- Interpersonal:
  - Students interview their classmates and language partners in China to find out about their daily lives.
  - Students interview people in the Chinese community and their language partners in China to find out about their daily lives.
- Interpretive: Students watch video clips and see pictures or read stories about the daily lives of people in China.
- Presentational: Students create a PowerPoint presentation describing their daily life and comparing it with the lives of other teenagers in China.

### **Quizzes, Tests, Prompts, and Work Samples**

- Formative tests to ensure students understand the main ideas and important details of print and non-print input materials
- Work samples of their recorded interviews with language partners
- Work samples of their website, PowerPoint and video presentations
- Games and contests used for quizzes and tests
- Weekly presentations
- Individual projects to better understand Chinese culture and society
- Performance in Chinese art, music, skits, dance, and other tasks

### **“Can Do” Statements From LinguaFolio**

I can:

- understand and answer simple questions and give simple responses;
- identify people’s names;
- provide simple descriptions of people’s appearances;
- use and say numbers in simple situations;
- express what I like and do not like;
- name activities and times in my daily schedule;
- locate places on maps;
- understand and make lists in Chinese; and
- understand the purpose of simple everyday materials.

### **Required Resources:**

- A map of the world in Chinese
- Handouts with key vocabulary, sample interview questions, and activities
- Website space to store information and students’ work
- Pictures taken by students
- CDs of songs
- Computers with Internet connections and visual projectors
- Posters, colored markers, and colored construction paper

### **Differentiation of Instruction:**

- To meet the needs of students with different learning styles, new language items will be presented with various forms of supporting material, such as visual aids, written language (pinyin and characters), body movements, sign language, audio tapes, videos and manipulatives.

- Students of different abilities will have the flexibility to adjust or surpass expectations for learning tasks so that every student can maximize his/her growth and individual success.

### **Instructional Strategies:**

- Scaffolding
- Using the movements of Chinese sign language to help students acquire spoken Chinese, to maximize use of the target language
- Fostering student-centered and activity-based instruction
- Providing model questions and answers for interviews
- Allowing individual work, pair work and group work
- Assigning group projects
- Enhancing students' communication skills via dialogues and presentations
- Role playing a cartoon story for fun and performance
- Supplementing conversation skills with Web-based multimedia learning materials to develop literacy skills
- Tracking individual students' learning progress during the online instruction sessions
- Using games and competitions to motivate students
- Watching videos and singing songs in the target language of students' choice
- Writing reflections in personal blogs

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

*(May be assessed via surveys, background information collected at the beginning of the course, or a review of past work that the student presents)*

- The 7-12 graders' academic subjects that are connected to the five language and culture themes
- Survey results from technology and language background information collected in the application forms
- Survey results on previous learning experiences (formal and informal) collected in the application forms

### **Links to relevant Web sites:**

[www.chineseliteracy.net](http://www.chineseliteracy.net)

[www.youtube.com](http://www.youtube.com)

[www.google.com](http://www.google.com)

[www.yahoo.com](http://www.yahoo.com)

[www.skype.com](http://www.skype.com)

Websites with Chinese dictionaries

Students' personal websites

### **Sub-themes/units:**

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

The sub-themes are: Self and Families, Schools and Professions, Leisure Activities and Festivals, Cities and Societies, and Countries and the World. Each one is outlined below:

### **Lessons that support the sub-themes/units:**

- Give each student a Chinese name and ask students to introduce their name in common compound words. Students have to find common compound words to introduce the names of their language partners.
- Show pictures of one's own and one's language partner's family members and make comparisons among them.
- Show pictures of one's own and one's partner's school and make comparisons.
- Show maps of one's own and one's partner's neighborhoods and make comparisons.
- Use pictures to show drinks and snack foods American and Chinese teenagers enjoy.
- Use posters or pictures to show how students in New York and China go to school, via which modes of transportation.
- Make presentations on favorite sports to play and watch.
- Go on a field-trip to Chinatown and make a webpage in Chinese to introduce Chinatown in New York City to their language partners.
- Talk about favorite Chinese dishes and experiences in Chinese restaurants.
- Go on a field-trip to the Metropolitan Museum of Art and make a presentation about the Chinese Collection.
- Show pictograms of 2008 Olympics sport icons and discuss what sports American and Chinese teenagers enjoy.
- Ask students to track the winning teams of the Olympic Games and post the results on their personal webpages.