Hurst Euless Bedford ISD
STARTALK Student Program Curriculum

Theme: Discover Asia! **Target Proficiency Level: Novice Level**

Number of Hours: 72 hours

Designed by: Hurst Euless Bedford ISD

Brief Description of Program (including curricular context and goals)
Rising 7th grade students will be introduced to either Hindi or Mandarin so that they achieve novice level proficiency based on Level 1 standards developed by the Texas Education Agency. In addition, students will have a strong knowledge based foundation the cultures of South and East Asia.

What Enduring Understandings are desired?

Students will understand:

- ✓ How language as a tool of communication provides important insights into other cultures
- ✓ How understanding other cultures helps us strengthen our awareness of our own culture.
- ✓ How language helps us identify similarities and differences between cultures so that our global cultural understanding increases.
- ✓ How language helps us understand common values that cultures share.
- ✓ How language helps us understand that meaning is conveyed through phrasing, intonation, and syntax. Language helps us understand that just because you can translate the words doesn't mean that you understand the speaker.

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

- ✓ What is culture and how do cultures expand?
- ✓ What symbols or rituals represent the cultures of India and China? How are these symbols or rituals different from ours? How are they the same?
- ✓ What happens when different cultures meet?
- ✓ What are the common values or traditions among different cultures?

Standards/Goals:

Major Standards: These standards will apply to all 3 units. The supporting standards will apply to specific units.

LOTE (Languages other than English) standards for Level I language study developed by the Texas Education Agency:

[1](1) Communication. The student communicates in a language other than English using the skills of listening, speaking, reading, and writing.

(2) Cultures. The student gains knowledge and understanding of other cultures.

(3) Connections. The student uses the language to make connections with other subject areas and to acquire information.

(4) Comparisons. The student develops insight into the nature of language and culture by comparing the student's own language and culture to another.

(5) Communities. The student participates in communities at home and around the world by using languages other than English.

Supporting Standards:

Communication: The student is expected to:

> **Units1-3** A) Engage in oral and written exchanges of learned material to socialize and to provide and obtain information;
>
> (B) Demonstrate understanding of simple, clearly spoken, and written language such as simple stories **(Unit 2)**, high-frequency commands, and brief instructions when dealing with familiar topics **(Units1-3)**; and
>
> **Units1-3** (C) Present information using familiar words, phrases, and sentences to listeners and readers.

Cultures: The student is expected to:

> **Units2-3** (A) Demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and
>
> **Units2-3** (B) Demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.

Connections: The student is expected to:

> **Units1-3** (A) Use resources (that may include technology) in the language and cultures being studied to gain access to information; and
>
> **Units1-3** (B) Use the language to obtain, reinforce, or expand knowledge of other subject areas.

[1] LOTE Standards of the Texas Education Agency, Levels I and II

Comparisons: The student is expected to:

Units 1-3(A) Demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;

Units 1-3 (B) Demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and

Units 1-3 (C) Demonstrate an understanding of the influence of one language and culture on another.

Communities: The student is expected to:

Units 2-3(A) Use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and

Units 2-3 (B) Show evidence of becoming a lifelong learner by using the language for personal enrichment and career development.

Content:

Key Vocabulary:

Greetings, family members, names of countries, colors, time, food, games, numbers and time

Skills:

- ✓ Map skills- Identify, name, and locate countries on a map or globe
- ✓ Understand culturally appropriate behavior and attitudes
- ✓ Identify and compare features of the cultures of people living in South and East Asia with our own.

Connections to Other Disciplines:

- ✓ Social Studies
- ✓ English

Technology Integration:

- ✓ Power point presentations**,** videos and Internet research on related topics.
- ✓ MP3 players to enhance listening in target language.
- ✓ Music and videos
- ✓ Rosetta Stone

Assessments:

Performance tasks

- Map labeling in Chinese or Hindi
- Simple presentations
- Making a family tree

- Small group activities such as simulated conversations with classmates
- Playing world games such as mancala, cricket demos, card games, bingo
- Making a schedule for sports activities in Chinese or Hindi
- Self assessment - LinguaFolio

Quizzes, Tests, Prompts, Work Samples

- Vocabulary quizzes
- Listening comprehension
- Posters
- Oral Assessment

Unprompted Evidence (observations, dialogues)

In addition to the Can-do statements, tests and quizzes, student progress will be assessed through regular/daily reviews of past knowledge, academic prompts, diagnostic assessments to gauge what they already know, paired group and small group work where scenarios can be played out. Teacher observations are constant. These observations will help them gather evidence of student understanding and will be analyzed to ascertain if students have been able to apply and transfer their knowledge in authentic contexts.

Can do Statements From LinguaFolio

- ✓ I can repeat words I hear
- ✓ I can understand basic greetings and routine phrases like please and thank you.
- ✓ I can greet people in a polite way
- ✓ I can introduce myself and others
- ✓ I can give the names of some places, people and objects
- ✓ I can answer simple questions in a single word
- ✓ I can copy some characters/letters
- ✓ I can say when I don't understand and ask people to repeat or speak more slowly.
- ✓ I can use single words and simple memorized phrases (e.g. May I go to the bathroom?)
- ✓ I can ask for or give someone something
- ✓ I can talk about things I like and dislike.
- ✓ I can tell time
- ✓ I can ask and understand how much something costs.
- ✓ I can ask for directions
- ✓ I can understand simple directions.
- ✓ I can follow simple classroom instructions, directions and teacher comments.
- ✓ I can understand basic words and phrases about my family and myself when people speak slowly and clearly and repeat.
- ✓ I can use phrases to describe myself, my family and other things.
- ✓ My teachers and classmates can usually understand me when I speak.
- ✓ I can understand dates and times.
- ✓ I can understand main ideas from sentences about familiar topics.
- ✓ I can understand and say numbers in simple situations.
- ✓ I can exchange information that requires counting (e.g. playing a board game)
- ✓ I can understand the difference between a statement and a question.
- ✓ I can write my name.
- ✓ I can label some familiar things.

Required Resources:

- ✓ Computer lab
- ✓ MP3 players
- ✓ Maps/globes
- ✓ Posters, color markers, color construction paper

Differentiation of Instruction:

- ✓ Give the advanced students **(i.e. heritage students or those students who have had some exposure to the target language)** opportunities to lead the classroom practices. **Small group conversations and dialogue prompts will be provided by the teacher and will be demonstrated by the teacher. Advanced students may be used for the demonstration.**
- ✓ **Written and oral work will be modified to meet the learning needs of the students. While assignments and assessments will remain focused on the essential learning outcomes, students will be allowed to express their learning in ways that utilize their strengths- e.g. writing, speaking, or visually representing.**

Instructional Strategies:

- ✓ Immersion
  - **Frequently used commands and instructions in target language. The teacher will enable the novice-level student to understand these commands and instructions by also using easily understood hand and body gestures.**
  - **Cultural immersion. For example music during lunch and breaks, during written work.**
- ✓ **Activities and games to stimulate learning- For example:**
  - **Unit 1- family tree posters, travel brochures, scrapbook**
  - **Unit 2- tea ceremony, bazaar/marketplace with food stalls, chopstick games**
  - **Unit 3- kite making/flying, dragon dance, mancala, card games, cricket demo,**
  - **Singing, show and tell to practice orals**

What do they already know that will help them learn new information?
(*May be assessed with surveys, background info given at the beginning of the course or a review of past work that the student presents)*

- ✓ Linguafolio self-assessment
- ✓ Rosetta Stone
- ✓ **Pre- and Post- assessments.**
- ✓ **Association by comparison- target language with their own**
- ✓ **Drawing parallels- target language with their own**
- ✓ **Discussing similarities and differences in learning a language- target language and their own**
- ✓ **Understanding similarities and differences in cultural norms**

Links to relevant web sites: ***(More will be added as the sub-units are finalized)***

- ✓ http://chinesepod.com

Sub-theme(s)/unit(s)

- ✓ Where in the World?
  - Sub-unit- Family Matters
- ✓ Making Time for Tea
  - **To understand the significance of symbols and how they unify and represent a society.**
  - **Students will research the definition of a symbol and identify common symbols in their culture.**
  - **The following are some of the questions that would guide their research:**
    - ✓ **What is a symbol?**
    - ✓ **What are some of the symbols present in our culture?**
    - ✓ **What is the significance of a symbol?**
    - ✓ **What are some symbols representative of other cultures- China, Japan, India, etc.**
- ✓ Games People Play
  - **To promote multi-cultural understanding, students will explore some games from around the world and compare these games and their rules with games that they are familiar with. Special emphasis will be on the Olympics in Beijing.**
  - **Understanding the importance of team spirit and cooperative learning**
  - **Understanding the importance of rules and instructions**
  - **Understanding the positive aspects of competition**
  - **Understanding how rules at the societal level are important**
  - **Understanding how practice makes perfect and how perfect practice makes perfect. How this applies to language acquisition.**

Lessons that support the subtheme/unit:

Daily instructional plan- to be completed when the sub-units are finished.