



**STARTALK Student Program Curriculum
Chinese Immersion Summer Day Camp for Ohio Students**

The Ohio State University

<http://deall.osu.edu/programs/summerPrgm/startalk/ccamp1.cfm>

Theme: Knowing Is Doing: Using Chinese in Chinese Ways to Make Long-Lasting Friends Across Cultures

Program Goals: Students will use Chinese in a Chinese-speaking environment to make meaningful personal associations with speakers of Chinese. Through these experiences, students continue to develop their Chinese language proficiency and language learning strategies. Students develop the sense of performed culture of Chinese, that is, culture that is alive in every aspect of communication that utilizes Chinese.

Target Proficiency Level: Novice High in Speaking, Listening, Novice Mid in Reading, Writing.

Number of Hours: 80 hours

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Brief Description of Program (including curricular context and goals)

The Chinese Immersion Summer Day Camp for Ohio Students is a project proposed by the Ohio State University K-12 Chinese Flagship Program and the Department of East Asian Languages and Literature (DEALL) in collaboration with seven high schools and three heritage schools in three metropolitan areas of Ohio: Columbus, Cleveland, and Dayton. It combines resources of the OSU K-12 Chinese Flagship Program and heritage communities to support the fast-growing Chinese language programs in Ohio schools. The goal is to provide Chinese immersion experience to a large number of middle and high school students with limited prior exposure to Chinese language in three Ohio locations so they will have the opportunity to use the rudimentary Chinese they have studied in real contexts and to enhance their chances of success in their continued study of Chinese.

Enduring Understandings:

Students will understand that:

1. Knowing is doing.
2. Learning a foreign language opens doors to new worlds.
3. You are what your culture allows you to be.
4. Hearing it one hundred times is not as effective as seeing it once but seeing it one hundred times is not as effective as doing it once. 百闻不如一见，百见不如一做。

Essential Guiding Questions for the Program and Teaching/Learning:

1. How do I do “X” in Chinese?
2. Will a Chinese person want to use Chinese with me?
3. What do I do to establish yourself as a viable participant in Chinese-speaking communities?
4. What new habits will I have?

Goals and related Standards:

Standards for Chinese Language Learning

Communication (interactive, interpretive, presentative)

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

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

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

Culture (practices, perspectives, products)

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

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

Connections (math, natural science, geography, PE, art)

Standard 3.1 Students reinforce and further either knowledge of other disciplines through the study of Chinese.

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

Comparisons (How do you do “x” in Chinese? Table manners, terms of address, etc.)

Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the Chinese language with their own.

Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of Chinese culture with their own.

Communities activities guided by peer mentors; strategies for life-long learning

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

Standard 5.2 Students show evidence of becoming life-long learners by using Chinese for personal enjoyment and enrichment.

Content: Cultural importance of performance (S 2.1, 2.2) is ubiquitous and prevailing in all contexts of Chinese use in this immersion day camp. Regardless of the mode of communication, and regardless of whether the content of their performances are connected to other subject areas or make comparisons with their base language and culture, performances are viewed as situated enactments of cultural views, understandings, and constraints. Students understand not only the relationships among practices, perspectives, and products of Chinese culture, but also how to demonstrate their understanding in everything they do in Chinese to build life-long association with people of Chinese culture.

Key Vocabulary:

1. Chinese counting systems (S 1.1, 1.2, 3.1, 4.1, 5.1)
2. Dates (S 1.1, 1.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2)

3. Time (S 1.1, 1.2, 1.3, 3.1, 4.1, 4.2, 5.1, 5.2)
4. Locations (S 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2)
5. Directions (S 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2)
6. Comparisons (size) (S 1.1, 1.2, 3.1, 3.2, 4.1)
7. Food names and other cultural item names (S 1.1, 1.2, 2.2, 3.2, 4.2, 5.2)
8. Family members (S 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.2)
9. Colors (S 1.1, 1.2, 1.3, 2.2, 3.1, 5.1, 5.2)
10. High frequency/age appropriate verbs (S 1.1, 1.2, 1.3)

Skills (e.g.):

1. Initial Encounters, introductions (S 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.1, 5.2)
2. Name exchanges, use of titles (S 1.1, 1.2, 2.1, 3.2, 4.1, 4.2, 5.1, 5.2)
3. Describing people (S 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 4.2, 5.1, 5.2)
4. Table manners (use of chopsticks) (S 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2)
5. Playing (1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2)
6. Trying out new things (1.1, 1.2, 2.1, 2.2, 3.2, 4.2, 5.1)
7. Contextualized presentational performances (S 1.3, 2.1, 3.2, 4.1, 4.2, 5.2)
8. Dealing with unknown (1.1, 1.2, 2.1, 4.1, 5.2)

Technology Integration:

Video journal (regular video recording of daily activities and regular viewing of videos by administrators, teachers, students, and members of the community)

Assessments: *What evidence will show that students understand and can perform?*

Pre-program

Students call in to leave a voice message in Chinese, identifying (introducing) themselves. They will also have face-to-face interviews on Day 1 at their local site.

Throughout Program

Performance tasks

- Interactive interviews
- Presentations (e.g. introducing a friend at a banquet table)
- Reciting poetry
- “talent show”
- Phone calls
- Daily video-recorded individual performances (e.g., introducing self/friend/school/town/family/special talent; proposing ideas/activities/travel—individually rehearsed w/ peer mentors)
- Video messages to sister camp sites
- Camp site song
- Recitation of Camp Pledge

Quizzes, Tests, Prompts, Work Samples

- Being a messenger for two Chinese speakers (listen/write)
- Youtube interpretation

Unprompted Evidence (observations, dialogues)

- Daily observation, video recording, assessment

Can do Statements From Linguafolio

- Listening: I can understand the following in Chinese and can respond to them appropriately.
 - L1 Some words and expressions even without pictures or visual cues
 - Thank you, please

- Self introductions
 - Introduction of family members
 - Simple descriptions of items at the camp and at a market
 - L2 Some short, simple messages and announcements on familiar topics
 - Announcement about where and when I need to be for the next class
 - Phone messages
 - L3 Some simple conversations or descriptions
 - Short conversations about hobbies and sports
 - Conversations related to my daily life and routine
 - Conversations about my age, grade level at school, where I live, my Chinese studies.
 - L4 Most directions or instructions in a familiar setting
 - Commands related to language learning strategies, such as “repeat,” “listen,” “try again.”
 - Directions to places at the Camp
 - Directions on a familiar city map
 - Instructions for doing my exercises
 - Camp Pledge
 - Directions on familiar games
 - Directions related to daily camp routines, such as playing, eating, exercising
 - L5 Simple stories
 - Simple stories when acted out with props and gestures
- Speaking: I can do the following using spoken Chinese.
- S1 Use phrases and sentences to describe aspects of my daily life and to ask others to describe about their daily life.
 - Introduce family and friends and describe their relationship to me.
 - Talk about location of things in my school.
 - Talk about my name, my hometown, and my zodiac year.
 - Talk about likes and dislikes.
 - S2 Present and request presentation of simple information about things I know.
 - Introduce myself, describing how my name is written.
 - Present information about my hometown, locations in the U.S., and inquire my Chinese peers about similar locations in China.
 - Present about the games I learned.
 - Recite Camp Pledge.
 - S3 Describe and request others to describe familiar experiences or events in simple terms.
 - Describe what I do during the weekend and ask my friends what they do.
 - S4 Describe and ask others to describe themselves and others.
 - Describe my friends by their talents and abilities and ask my peers and teachers to describe others by their talents and abilities.
 - Give some biographical information about others and elicit similar information from my peers.
 - S5 Give and seek simple directions to a location.
- Reading: I can comprehend the following types of Chinese text.
- R1 Simple sentences on familiar topic, such as my family, food, daily activities

- R2 Short, simple descriptions, especially if there are pictures or graphs
 - About Camp activities
 - Camp Pledge
 - About location of Camp activities
 - About teachers, friends, and peer mentors at the Camp
- R3 Lists of things to view to do or to buy
 - Places on a map
 - Activities to select from
 - Items to buy
- R4 Purpose of the written text
 - Directions, advertisements, map, brochures, menu
- Writing: I can produce the following, using Chinese symbols (traditional or simplified characters) and familiar vocabulary and expressions.
 - W1 Simple forms, paper or online to be filled out with personal information
 - School forms (e.g., registration, test, sign-up) with my name, phone number, and birth date).
 - Forms to represent school (e.g., registration for competition) with school name, location.
 - W2 Phrases about myself using learned phrases and memorized expressions
 - List of my family members
 - List of my classmates.
 - List of activities available at the camp.
 - W3 Simple schedule or calendar with days and numbers
 - W4 List of things to do and things to get

At the end of the program

- Interactive interviews (including assessment of reading & writing). Interview questions will include those that were asked at the beginning of the program.
- Presentations (e.g. introducing a friend at a banquet table)

Required Resources:

- Linguafolio <<http://www.doe.virginia.gov/linguafolio/>>
- Server space (OSU K-12 Flagship program, OSU Humanities Information Services)
- Video conferencing
- SurveyMonkey (on-line survey tool)

Differentiation of Instruction:

- Activity groups, led by peer mentors
- Activity groups of mixed proficiency levels
- Activity groups of similar proficiency levels

Instructional Strategies:

Contextualization of all activities to foster comprehension and production
 Presentations (with English explanations provided by leading peer mentors)
 Repetition (through activity routines)
 Language & Culture pledge (by teachers, students, and peer mentors)
 Coaching by Peer mentors
 Competitions (w/ peer mentors cheering their groups)

Collaborations
Rehearsing for performances

Students' previous knowledge that will help them learn new information

- Limited knowledge of Chinese (*Assessed with program application, including reference from their current teachers of Chinese; phone messaging; initial face-to-face interviews.*)
- Language learning strategies from experiences in studying other foreign languages
- Experience of being in contact with cultures other than American (Ohio) culture

Links to relevant web sites:

Startalk Central <<http://www.startalk.umd.edu/>>
LinguaFolio <<http://www.doe.virginia.gov/linguafolio/>>

Sub-theme(s)/unit(s)

Daily themes (e.g.)

- Being a good guest.
- Being a good host.
- Telephone communications.
- Text messaging basics (e.g., meeting time)
- Extending/responding to invitations (orally, textually)
- Giving/getting location directions; reading/drawing maps
- Small talk (requesting identification, health, food, family, home town, locations in China)
- Purchasing (food/gift shopping), negotiating prices
- Negotiating transportation; street signs

Prevailing themes (e.g.) Every day at the camp (except the first and the last days) will be punctuated by the following activities.

- 9:00 a.m. (1) Calisthenics (group exercise + recitation of slogans)
(2) Camp Song
(3) Reciting Camp Pledge (Students recite the Chinese version.)
1. We speak Chinese!
2. We help each other.
3. We learn from each other.
4. We think before we speak.
5. We work hard and make progress every day.
- Morning (4) Play (of various types)
- Lunch hour (5) Selected performances
(6) Birthdays (if any)
- After noon (7) Special talent (dancing, singing, musical instrument, calligraphy, martial art, etc.): Cultural activities in small groups
- 4:00 p.m. (8) End-of-the-day performance
- 4:30 p.m. (9) Journal entry

Lessons that support the sub-theme/unit: *Daily instructional plan (to be further refined after the beginning of the program)*

Day 1 (Mon) Orientation to Camp
Self introductions: write/read personal names
Getting around in the Camp: locations; recognize signs and icons
Be introduced to the daily routines (prevailing themes): camp song, calisthenics, Camp Pledge

- Playing: Physical games, scoring, turn taking
Trying out new things
- Day 2 (Tue) Individual face-to-face interviews (Identify “talent” for performance)
Talk/Request information about self/the other/another person (writing names)
More on daily routines
Playing: Physical games, scoring, turn taking
Eating in (table manners, trying new things)
Day-end performance: self introductions
- Day 3 (Wed) Food (names, preferences, flavors, comparisons)
Playing: Physical games, locations
Daily routines: Reading Camp Pledge
Preparation for field trip (Locations, Directions, Eating out)
Day-end performance: Introduction of a friend and a peer mentor
- Day 4 (Thu) Locations on maps
Playing: Movements, commands, card games, numbers, comparisons
Field trip: Eating out at a local Chinese restaurant (Table manners)
Day-end performance: Describe personal preferences, comparisons
- Day 5 (Fri) Eating In (Table manners, small talk)
Being a good guest/host
Playing: Movements, commands, card games, numbers, comparisons
Produce written self introductions for the Camp News
Day-end performance: Description of an experience
- Day 6 (Mon) Extending/responding to invitations (orally, textually)
Playing: Card games, numbers, comparisons
Giving/receiving directions (orally)
Publication of Camp News #1
Day-end performance:
- Day 7 (Tue) Giving/receiving directions on a map (orally, textually)
Playing: Card games, numbers, comparisons
Small talk (home town, locations in China)
Self introduction
Day-end performance: Introduction of home town
- Day 8 (Wed) Explore Chinese speaking communities (offer/seek information)
Playing (Strategy games, e.g., Majong, Chinese chess, monopoly)
Preparation for fieldtrip (purchasing, negotiating prices, requesting)
Produce written pieces for the Camp News
Day-end performance: Travel plans
- Day 9 (Thu) Explore Chinese speaking communities (offer/seek information)
Playing (Strategy games, e.g., Majong, Chinese chess, monopoly)
Fieldtrip (Chinese grocery store)
Day-end performance: Travel plans
- Day 10 (Fri) Performance practice
Performances for the community, including self introductions. Part of this will involve connecting the three sites through video conferencing.
Publication of Camp News #2