



**University of Hawaii
STARTALK Student Program Curriculum**

Theme: The Olympics — One World, One Dream
Target Proficiency Level: Novice Mid

Number of Hours: 60-90 hours

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Brief Description of Program (including curricular context and goals)

The Sports Camp will combine 3-4 hours of language instruction a day with an hour each of training in Table Tennis and Martial Arts. Students will approach Novice Mid ability in each of four skills, gain an understanding of the significance of the Beijing Olympics, and develop a fondness for learning about Chinese culture and trust that they can learn to communicate in Chinese.

What Enduring Understandings are Desired:

Students will understand that the Chinese language is a tool that allows access to a nation and culture that is intimately linked in the present and in the future to the fortunes of their own, and that they are able to gain competency in that language by continuing interaction with it.

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

To what extent can I understand what people say or write in Chinese?

To what extent can I make a speaker of Chinese understand me when I speak or write in Chinese?

Why would I want to communicate with a speaker of Chinese?

Why would I want a speaker of Chinese to understand me?

To what extent are the Products, Practices, and Perspectives of Chinese communities reminiscent of or thought-provoking, as compared to my own community?

Standards/Goals:

Major Standards: Standard 1--interpersonal

Supporting Standards: Standard 2--interpretive

Standard 3--presentational

Standard 4--culture

Standard 5--comparisons

Content:

What we want students to know and understand

Key Vocabulary:

Student Outcome Indicator Template

Target: Middle and High School level

Language skill – Novice low to Novice Mid

Objective: Learning language and cultural through fun activities / sports

Self Introduction Week I

Age

Name

Geography – Countries. Where are you from?

Family, siblings

Hobbies

Birthdays

Family – relationship/name

Basic skills in Chinese environment Week II

Shopping, how much, too expensive, sizes, colors

Order food, likes and dislikes, please give me

Olympics – week III

History – what cities hosted the previous Olympics

Sports – likes and dislikes

Geography – countries participating

Symbols and colors

Cultural – supplemental / resources

Understanding Chinese culture

Learn culture and language through sports

Chinese games

Calligraphy

Culture through movies

Chinatown visit – field trip

Measurement – last day of camp – demonstration / performance / evaluation

Martial arts – student performances

Ping Pong – team competition

Language – skits / role play –

Prochievement quizzes

Portfolio of student written work

Student journal entries

Assessment test -- LINGUAFOLIO

Skills:

Introduce self by name, contact information, some details of background including where from, family, likes & dislikes

Make an appointment with a friend to do something of mutual interest

Handle a shopping excursion, including bargaining

Make statements about the upcoming Beijing Olympics

Elicit information from someone else about all of the above

Connections to Other Disciplines:

Geography through Olympics unit

History through cultural activities

Technology Integration:

Daily media lab hour will focus on tasks involving online research, as well as language practice using online skill-building exercises

Assessments:

What evidence will show that students understand and can perform?

Daily performance tasks: completion of information gap activities; filling out charts based on information obtained

Quizzes, Tests, Prompts, Work Samples

Unprompted Evidence (observations, dialogues)

Can do Statements From Linguafolio

Speaking:

I can greet people in a polite way:

Ni hao, Nin hao. Laoshi hao. XX hao. Hao ma? Hen hao; hai keyi; bu hao; weishenme? Hen lei. Wo bing le. Wo hen e. Wo hen kun. Wo xiangjia.

I can introduce myself to someone.

Wo jiao XX. Wo shi XX. Wo cong X lai de. Wo zhu zai X. Wo de jia zai X.

Zhongguo. Meiguo.

Wo X sui le. Wo nian X nianji. Wo you baba mama, gege jiejie, didi meimei.

Wo hui yi dian Zhongwhen. Wo hui shuo Yingwen.

Wo zui xihuan chi _____. Wo bu xihuan chi ____.

Wo zui xihuan (zuo) _____. Wu bu xihuan (zuo) ____ .

Wo zhangda xiang dang ____.

I can answer simple questions using a simple word.

Dui. Bu dui. Cuo le.

Wo bu dong. Qing zai shuo yibian. Wo hai bu dong. Qing shuo man yidian. Wo dong le.

I can respond to questions about my preferences using one or more words.

I can express my reaction to a statement using one or more words.
I can express a positive reaction like “Hao ji le,” “Tai hao le,” “Ai-ya-ya,” “Zaogao,” “Hao ba,” “Mamahuhu.”

Listening:

I can understand some commonly used words & expressions, such as “Please” and “Thank you.”

I can understand basic information such as days of the week, months of the year, numbers, times and dates.

I can understand names of objects in my immediate environment, such as words for familiar objects found in classrooms.

I can follow a command, especially when people use gestures.

Qing ba shu dakai.

Qing fan dao XX ye.

I can understand the difference between a question and a statement.

Reading

I can connect some characters to their sounds.

I can connect some characters to their meanings.

I can recognize words, phrases, and characters with help from visuals.

I can follow along on the page when something familiar is read out loud—for example, months on a calendar, days of the week, holidays on a calendar.

I can identify some characters that help me understand meaning.

Writing

I can write my name.

I can label some familiar things.

I can label items in a poster or picture.

I can write the time of day.

I can write some dates.

I can copy some words and simple characters that I see on the wall, in a book, on the board, or on the computer.

Required Resources:

Pilot unit from ENCOUNTERS (new media-rich materials from Yale University Press)

Hand-outs

Differentiation of Instruction:

More advanced students will help develop instructional units for beginning students, work individually with tutors, complete on-line graded exercises, read extensively in the institute's library of authentic high-interest texts, and write daily entries in online blogs

Instructional Strategies:

TPR, Partial Physical Response, five-step approach to authentic materials (pre-listening/viewing/reading, viewing etc. for global information, viewing etc. for specific information, viewing for linguistic information, spiraling to another skill), pair-work, group work, ETC.

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

surveys, background info given at the beginning of the course, a review of past work that the student presents, brainstorming for schema

Links to relevant web sites:

ENCOUNTERS has a website under development, that will offer skill-building exercises for beginning learners. This will be available by the start of the institute.

Also: the Read Chinese site at Langnet.