



**University of Kansas
STARTALK Student Program Curriculum**

China Jump! Summer Language Program

Theme: Who am I? Who are You? Let's be friends!
Teenagers in a Modern, Globalized World

Target Proficiency Level: Novice-Low

Number of Hours: 48

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Brief Description of Program In the China Jump! Summer Language Program, high school students from eight school districts in Kansas and Arkansas, primarily in rural areas, will progress from little or no competence in Chinese language to novice-low in language and culture through instruction delivered via advanced videoconferencing technology (IDL). Students will acquire skills related to communicating with Chinese peers including:

- Personal preferences
- Sports
- Musical genres
- Describing myself and my friends

Each of the three sessions of the program will provide participants with 3.5 hours per day of instruction by IDL for nine days, followed by a two-day group field trip to the Kansas City metropolitan area allowing time for face-to-face instruction and interaction, visits to relevant cultural sites, real-time videoconferences with students in China, and individualized assessments of language proficiency.

What Enduring Understandings Are Desired:

Students will understand that through the study of language and culture, they can understand how people from other cultures are similar or different.

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

Who am I? How do I describe myself?

How are other people different from me?

How are Chinese teenagers different or similar to me?

How can I communicate with Chinese friends?

National Foreign Language Standards:

Major Standards: **1.1** Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions; **1.2** Students understand and interpret written and spoken language on a variety of topics; **1.3** Students present information, concepts,

and ideas to an audience of listeners or readers on a variety of topics; **2.1** Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied; **2.2** Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied; **3.2** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures; **4.1** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own; **4.2** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Supporting Standards: **3.1** Students reinforce and further their knowledge of other disciplines through the foreign language; **5.1** Students use the language both within and beyond the school setting; **5.2** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Kansas World Language Standards (in draft, as released January 2008) Novice Low

Benchmarks and Indicators: **1.1 Communication-Interpersonal** Uses verbal and non-verbal responses, memorized words, phrases, and patterns; **Indicators** 1. Repeats basic courtesies, greetings and salutations appropriate to time of day; 2. States simple questions and answers on personal topics; 4. Repeats expressions of likes and dislikes; 5. Answers with negative or affirmative word to indicate agreement or disagreement; 6. Responds to simple requests; **1.2 Communicative-Interpretive** The student understands and interprets written and spoken language on a variety of topics; **Benchmark 1.2** Understands basic spoken practiced words and sentences with contextual and visual support; **Indicators** 1. Follows basic rehearsed commands; 2. Understands simple words with visual or context clues; 3. Recognizes relationships between words with visual support; 4. Understands words from [cognates and] context; 5. Responds to carefully scaffolded speech, made comprehensible through cognates, context, and visual cues; **1.3 Communication-Presentational** The student conveys information, concepts and ideas to an audience of listeners, viewers and readers for a variety of purposes; **Benchmark 1.3** reproduces memorized words and phrases; **Indicators** 1. Imitates vowel and consonant sounds; 2. Describes using one or two words; 3. Recites rote sequences and single word responses to visual cues; 4. Presents short memorized dialogues in simple sentences; 5. Writes alphabet or characters particular to the target language; 6. Copies words and phrases; 9. writes about self; **2.1 Cultural Practices and Perspectives** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied; **Benchmarks 2.1** Cultural practices and perspectives; **Indicators** 1. Imitates greetings and gestures; 2. Identifies some common home and school practices; **3.1 Connections.** The student makes connections to other disciplines and to authentic sources through knowledge of a foreign language; **Benchmarks 3.1.1** The student reinforces and furthers reading skills through foreign language; **Indicators 1.** Determines meaning of unknown words or phrases using picture and context clues; **Benchmarks 3.1.2** The student reinforces and furthers math skills through foreign language; **Indicators 1.** Recognizes whole numbers to 100 in target language and computes simple problems; **3.2** The student makes connections to other disciplines and to authentic sources through knowledge of a foreign language; **Benchmark 3.2** The student uses authentic sources appropriate to the age of the student and the topic involved to gain knowledge; Extracts main ideas and key words from sources intended for native speakers; **Indicator 3.2.3** uses menus, transportation timetables, calendars, meter stick/ruler graphs; **Indicator 3.3.6** The student reinforces and furthers knowledge of music through authentic sources of the foreign language, uses recordings, live performance, children's songs, rhymes, ad jingles; **Indicator 3.2.7** the student reinforces and furthers knowledge of visual arts through authentic sources of the foreign language, uses

pictures/posters of artwork; **4. Comparisons.** The student develops insight into the nature of language and culture; **Benchmark** The student understands the nature of language by making comparison between the language studied and their own; **Indicator 1.** Recognizes that different sound and intonation patterns exist; 2. Recognizes that the target language has structural patterns that differ from their own; 3. Matches words with English translations; **4.2** The student understands the concept of cultures through comparisons of the cultures studied and their own, recognizes differences from own culture in greetings, personal space, and some gestures; 5. The student participates in multilingual communities at home and around the world; **Benchmarks 5.1** The student applies language skills and cultural knowledge both within and beyond the school setting, shares skills or knowledge with school community or family members; Indicators 1. Recites target language to family and friends.

Content:

1. Key Vocabulary/phrases:

我，你，他，她，我们的，他们的，都，也
老师好， 同学们好
爸爸， 妈妈， 姐姐， 妹妹， 哥哥， 弟弟， 爷爷， 奶奶
先生、女士、太太，您， 同学， 老师
对了/ 不对; 请/ 请坐; 现在上课了; 请跟我说; 请听我说; 请再说一遍; 请大声;
请慢慢说 ……中文怎么说? /……英文怎么说? ; 请问问题。请你回答 懂了吗? /
你懂了吗? / 懂了。 / 不懂.不知道; 有没有问题? / 有问题。 / 没有问题; 下课了。 /
现在下课了; 谢谢。 / 谢谢老师。 / 不客气; 再见
姓， 名
懒， 聪明， 顽固， 啰嗦， 努力
起床， 吃早饭， 上学， 午饭， 回家， 工作， 晚饭， 睡觉
篮球， 棒球， 羽毛球， 网球， 足球， 排球， 橄榄球， 乒乓球
古典， 摇滚， 乡村， 民族音乐， 布鲁斯， 京剧
谁， 什么， 是， 叫
经理， 老师， 学生， 医生， 警察， 工程师， 演员， 歌手， 运动员， 律师
有点儿， 感冒， 好， 累， 舒服， 烦， 忙， 不错， 马马虎虎，
1-100
点， 多少， 电话
红， 黄， 蓝， 灰， 棕， 黑， 白， 橙， 紫， 绿， 粉
高， 矮， 胖， 瘦， 漂亮， 帅， 难看
中国， 美国
现在

2. Key structures/grammar:

我喜欢 ----- 我不喜欢-----
你喜欢什么（音乐， 运动， 颜色）
他长得怎么样？
他人怎么样？

请问您贵姓？
他是谁？姓什么？叫什么？
你最近怎么样？
几点？
多大？几岁？
你的电话（号码）是多少？

Skills:

- Address family members, other adults, and peers in an appropriate manner
- Ask for clarification, ask someone to repeat something or say it slowly
- Describe themselves and others in terms of age, profession, appearance, likes and dislikes (genres of music, colors, sports, pets, foods), personality characteristics
- Tell time and describe a daily schedule (using simple sentence structures)
- Communicate with teacher and follow classroom instructions using Chinese and appropriate body language

Connections to Other Disciplines:

- **History**
- **Fine art**
- **Music**
- **Math**

Technology Integration:

China Jump! will use advanced videoconference technology to deliver instruction via an established Interactive Distance Learning (IDL) network. The technology allows for complete real-time audio and video interactivity among the instructor and up to three remote sites. The Instructor has access to a document camera, dvd/cd player, computer images (powerpoint, websites), all of which can delivered over the network, simultaneously with the image of the instructor via the picture-in-picture feature when appropriate. Curricular materials will also include audio and video recordings.

Assessments:

Performance tasks

- Simple oral presentation on family
- Simple oral presentation describing self and a friend (implied comparison)
- Extract key information from authentic language documents (class schedule, coupon, etc.)
- Extract key information from video interview of teenage native speaker
- Extract key information from video of basketball game with commentary in Chinese
- Write simple lists (likes and dislikes), using Chinese characters
- Conduct simple interviews (of classmates and then native speakers) (likes, dislikes, family etc)
- Relationship role-playing (addressing peers and superiors) game

Quizzes, Tests, Prompts, Work Samples

- Vocabulary quizzes
- Listening comprehension
- Pinyin dictation
- Poster and presentation about self and a friend
- Simple daily schedule chart

Unprompted Evidence (observations, dialogues)

- Classroom participation
- Performance in interviews, presentations, role-playing exercises

Can Do Statements from Linguafolio

I can (in Chinese)

- Greet and address adults and peers appropriately
- Identify people's names
- Write my name in Chinese characters
- Copy Chinese characters, using correct stroke order
- Introduce myself, clarifying surname and given name
- Exchange simple descriptions of what people look like
- Describe what I like and dislike
- Use numbers in simple ways
- Understand and answer simple questions and give simple answers
- Ask simple questions about a person's likes and dislikes and understand simple answers
- Name activities and times in my daily schedule
- Write out my daily schedule in a simple fashion
- Understand and make simple written lists
- Describe my family in a simple way
- Identify a daily schedule
- Identify and understand key pieces of information from a verbal self-description by a Chinese teenager
- Correctly identify the four tones in lists read slowly by my teacher
- Correctly write the pinyin for syllables read by my teacher
- Correctly write the pinyin for words (of two syllables and more) read by my teacher

Required Resources:

- Short video of Chinese teenager describing self
- Textbook "Chinese: Communicating in the Culture" by Galal Walker and Yong Lang, with audio CD
- Computer with internet connection and built-in microphone, audio recording software (can use freeware)
- Poster paper, color markers, old magazines (or other sources of images to cut and paste)
- Blank note cards
- Additional handouts and materials to be provided by the instructor
- Two pieces of poster board for each student

- Color bingo cards
- Access to CD player

Differentiation of Instruction:

- New vocabulary, patterns and phrases will be introduced in several ways, to allow for different learning styles, through the use of visual and audio materials, body movements (e.g. TPR, finger numbers), writing practice, and manipulatives, to meet the needs of all students.
- Students of different abilities will be given additional scaffolding when appropriate and opportunities to communicate with the instructor outside of class via email or phone when necessary

Instructional Strategies:

- Rehearsal of interpersonal events (e.g. dialogues) with teacher and with peers
- Pair work and group work
- Role playing
- Hands on activities
- Games and competitions
- Video watching
- Music listening
- Self-assessment
- Listening practice, dictation

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

- Awareness of own family background, likes and dislikes
- Basic knowledge about sports
- Basic knowledge about genres of music
- Basic knowledge about the physical environment – colors
- Awareness of own daily schedule, activities
- Interest in peers, other teenagers and interest in popular culture (especially music) will help stimulate student interest in this material

Links to relevant web sites:

- <http://www.jaycn.com/index.asp>(Jay Zhou fansite)
- <http://music.cn.yahoo.com/>(source for Chinese pop music)
- <http://you.video.sina.com.cn/v/zt/mvzwjqb.html>(Chinese pop music)
- <http://www.whez.com.cn/website/index.jsp>(Wuhan No. 2 Middle School website)

Sub-theme(s)/unit(s)

School life
Family

Sports
Music

Lessons that support the subtheme/unit:

Note: The primary instructional method will be that outlined in “Chinese: Communicating in the Culture” by Galal Walker and Yong Lang. (CCC). This approach emphasizes extensive rehearsal of conversational events with the goal of internalizing culturally appropriate language and body language for specific types of interactions. The method for each lesson includes the introduction of a dialogue that is memorized, practiced, and demonstrated until the students achieve competency, after which the students engage in similar conversations that include improvisation. The following plan also includes additional communicative activities as well as supplemental content material more suited to this age group. Over 80 percent of classroom activities are designed to be conducted completely in Chinese, as exercises in language immersion, with brief additional lessons each day where the instructor may add explanation in English.

DAY ONE

Intro to Chinese Jump (course description and expectations)

Classroom phrases; Simple/Classroom greetings

- CCC: Unit 0: States 1-5, 7, 8 (Includes greeting teacher, greetings to classmates, correct/incorrect, please sit down, begin class, please repeat with me, please listen to me, please repeat, please say it louder (not in book), how do you say... in English? How do you say..... in Chinese? Please ask questions, Please answer, do you understand? Understand/don't understand, don't know, any questions? Have question, no questions, class is over, thank you, thank you teacher, you are welcome, goodbye.)
- Phrases to be taught by TPR and rehearsal with the instructor and with peers. Students also expected to use correct body language

Pronunciation and Romanization: CCC: Unit 0: Stage Six and Nine: Tones

Introduction to Chinese characters (stroke order)

Homework

- Practice writing name
- Listen to audio cd
- CCC: Unit 0: Stage 10 self-test

DAY TWO

Who am I? Who are you? Names and Introductions

- CCC: Unit1: Stages One and Two (common surnames, Mr., Ms., Mrs., Hello, May I know your surname, he, she, you (formal), teacher, no)

Who is He/she? Professions

- CCC: Unit 1: Stage Three (Who is he? What is his surname, name? He is a manager, teacher, student, doctor, policeman, engineer, actor, singer, athlete, lawyer)
- Who is he/she? Identifying persons by profession, using iconic images from magazines/webpages (e.g. Yao Ming)

Pronunciation and Romanization: CCC: Unit 1: Stage Five: Initials, Medials, and Finals

Homework

- Listen to audio CD
- Copy characters to write sentences about pictures. (e.g. Ta shi yundongyuan.)

DAY THREE

How is it going?

- CCC: Unit 1: Stage 4: Discussing Someone's condition (How's it been going? Had a cold, tired, not well, busy, not bad, so-so, ok)

What's he/she like?

- CCC: Unit 1: Stage 4, part of Stage 6: (lazy, smart, stubborn, talkative, hardworking, fat, thin, short, tall, pretty, handsome)

Homework

Listen to audio files/CD

DAY FOUR

Numbers, Time, Telephone numbers, daily routine

- Numbers: CCC: Unit 2: Stage 6 (numbers only)
- How old are you? Dialogue rehearsal and pair work (numbers, how old are you,....years old)
- What is her phone number? dialogue rehearsal and pair work
- What time is it? Clock exercises and dialogue rehearsal
- Student daily routine: using an authentic daily schedules for university and high school students in China to guess/decipher/generate list of typically daily activities for students (get up, eat breakfast, morning exercise, class period one, two, etc., eat lunch, work, go home, eat dinner, study, go to bed)

Lesson on Chinese characters: introduction to a few common radicals

Pronunciation and Romanization: CCC: Unit 1: Stage Eight: Initials, Medials, and Finals

Homework

- Practice writing numbers
- Write out a daily schedule, copying activity vocabulary from list
- Listen to audio files/cd

DAY FIVE

Review of Who is?

- CCC: Unit 1: Stage 9: Meeting and Introducing People

Likes and dislikes

- What sport do you like? Dialogue on favorite sports (basketball, baseball, tennis, football, soccer, ping pong, badminton, volleyball), rehearsal with instructor and classmates
- What sport is that? Using charades to guess sports

Numbers in Sports

- What's the score? (# to #, score, win, lose, team) dialogue rehearsal with instructor and in pairs
- Go team! View clips of NCAA basketball game with authentic commentary in Chinese, answer questions on scores, pick out familiar terms (athlete, basketball)

Homework

- listen to audio files

DAY SIX

More Likes and dislikes

- What color do you like? (red, orange, yellow, blue, green, purple, black, white, pink). Practice dialogue
- Color bingo – instructor calls out colors, students mark color on “color bingo card”
- What music do you like? Practice dialogue (classical, rock, country, traditional folk, rap, blues, Chinese opera)
- What about this music? Listen to clips of different genres of music (Chinese and American), identify type of music, state like or dislike, games with identifying music genres

She/he likes: Pair work: interview a partner about his/her likes/dislikes. Describe the partner to the rest of the class

Pronunciation and Romanization: CCC: Unit 2: Stage 5: Initials, Medicals, and Finals

Homework

- Listen to audio files/CD
- Make a poster describing yourself (favorite color, music, sport, prepare to present in class: title of poster (in Chinese characters: 我喜欢...) and with list of likes and dislikes

DAY SEVEN

This is me!

- Student presentations about self: with poster, Ask class questions about each presentation
- This is me: by a Chinese teenager: watch video clip of Chinese high school student describing self, answer questions based on video (practice listening comprehension of authentic speech)

Pronunciation and Romanization: CCC: Unit 2: Stage 9: Initials, Medials, and Finals

Homework

Listen to audio files

DAY EIGHT

What does he or she look like?

- CCC: Unit 1: Stage 6 (modified) (what does he/she look like?)
- CCC: Unit 1: Stage 7 (modified)

What is she/he like? Family and friends

- Do you have a sister/brother? Dialogue rehearsal
- About your sister/brother: pair interviews, to review age, likes, dislikes, character attributes
- Mini-presentations on family: each student describes a family member, using profession, age, likes and dislikes, looks, or personality – two sentences each (new vocabulary – father, mother, paternal grandfather, paternal grandmother, maternal grandmother, maternal grandfather)

Homework

- make a poster comparing self and a friend, and practice describing using as many phrases and structures as possible

DAY NINE

Review, using varied types of performance activities and authentic language materials

- Rehearse presentations with posters, with guidance from instructor on improvement
- Preparation of student dialogue skits
- Preparation for oral assessments, rehearsal of key phrases used in Units 1-98
- Video clip of Chinese teenagers talking about themselves
- Preparation for interaction with high school students in Wuhan, China (students may ask instructor for additional vocabulary)

Let's be friends! Video conference dialogue with high school students in Wuhan

- Evening: (after arrival at Confucius Institute)
- Backup activity: audio conference (in case of technical difficulties with video link): or dictating a letter to students in Wuhan, introducing students, with help from Instructor

DAY TEN and ELEVEN

More field trip activities and assessments

- Student skits
- Individual Oral Assessment (includes presentations with posters and oral interviews)
- Watch film clips of school scenes in China, with follow-up discussion,
- Chinese art gallery talk in Nelson-Atkins Museum of Art, Kansas City, MO
- Practice eating with chopsticks
- Taste authentic Chinese foods