



**STARTALK Student Program Curriculum**  
***Penn High School Chinese Academy (PHSCA)***

**Theme:** An American Student's Trip to the 2008 Beijing Olympics

**Target Proficiency Level:** Novice-Low to Novice-Mid

**Number of Language Instruction Hours:** 96 hrs

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**Brief Description of Program**

PHSCA is a six-week non-residential intensive Chinese language program. Students will meet from 9 AM to 2 PM Monday through Thursday and 9AM to 12 noon on Fridays. The main textbook used is *Integrated Chinese*, Level I, Part I.

In addition to *Integrated Chinese*, students will experience a fabricated trip to Beijing during this six-week program. They will apply textbook knowledge and language skills to their trip to Beijing. By exploring life in Beijing online, they will use the learned language skills to conduct tasks that most tourists do, such as shopping, dining, taking the public transportation, etc. Since the purpose of this trip is to attend the Olympic Games, students will also gain knowledge about different sports, as well as the environmental and economic issues related to the Olympic Games. Most importantly, students will understand the theme of this year's Olympics—One World, One Dream, which stresses harmony and cooperation of the world.

The communication activities will be in the following contexts:

- Greeting people in the airport
- Self-introduction to the hosting family
- Schedule-Planning for the trip in Beijing
- Learning about Olympic Games, including sports and country names
- Using public transportations
- Dining in the restaurants
- Shopping in the stores and markets
- A review of this trip

**What Enduring Understandings:**

Students will understand the following:

- It is important to appreciate and respect different cultures.
- Language is an important tool to bridge different cultures and people.
- Just like what the Olympic Games symbolizes, the world is a global village. Through competition and cooperation, we are making the world a better place to live.

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

- How Chinese people greet people they meet for the first time;
- How Chinese people host guests in their homes;
- How to travel and navigate in a big foreign city like Beijing;
- What role food plays in Chinese culture;
- What the unique bargaining culture is about;
- What the major Olympic categories are and what the major teams in those categories.

### **Standards/Goals:**

**Standard 1.1:** Students master the sounds of Chinese sound system. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (Goal 2; CA6, SS6, HP7)

**Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics. (Goal 1; CA5, MA3, SC8)

### **Supporting Standards:** 2.1, 2.2

**Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. (Goals 2,2; CA7, SS5,6, FA2, HP2,3)

**Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. (Goal 3; SC8, SS4)

### **Content:**

#### **Key Vocabulary:**

- family members
- country names
- sports names
- numbers
- time and dates
- transportation words
- currency units
- colors
- food items

#### **Skills:**

- making a brief introduction on self and family,
- interacting with Chinese people,

- making daily schedule during the trip,
- traveling in China and asking for directions when necessary,
- shopping and bargaining with local stores and vendors,
- dining in restaurants and explaining personal preferences,
- talking about hobbies and favorite sports, and
- describing what they learned about China in Chinese

**Connections to Other Disciplines:** geography, history, sports – athletics, economics

**Technology Integration:** videos and internet research on the Olympics and related topics.

**Assessments:**

**Performance tasks**

- Role Play (in the airport, the hosting family, train station, restaurant, stores, etc.)
- Simple presentations on
  - a. My family
  - b. My daily plans during my stay at Beijing
  - c. My favorite Olympic sports and teams/athletes
- Talking with a classmate about their favorite Chinese dish
- Making a list of the souvenirs planned to buy and explaining shopping strategies

**Quizzes, Tests, Prompts, Work Samples**

- Verbal or written quizzes on new vocabulary
- Tests on characters recognition and reading comprehension
- Dictation practices
- Compositions about the trip and the experiences

**Can Do Statements from Linguafolio**

I can

- understand and answer simple questions and give simple responses;
- identify people’s names;
- exchange simple descriptions of what people look like;
- 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

**Required Resources:**

Textbook: *Integrated Chinese 1/1*, *Integrated Chinese audio tapes*

Authentic materials: monetary notes, maps, train/bus/subway schedules, restaurant menus, audio tapes and recordings; video clips; computer software

### **Differentiation of Instruction:**

Each day, students will begin with lecture class with 12-14 students to learn the new lesson, then the drill class with 6-7 students to use the language skills learned in the first hour, then the language lab for online learning and information search.

### **Instructional Strategies:**

Instructors will use target language for instruction whenever possible; frequent teacher-student dialogue in target language; student-centered grammar review; one-on-one tutorial work; incorporate authentic material using the language lab; diary/note writing in target language

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

Students prior knowledge about and interests in American culture and sports.

### **Links to relevant web sites:**

<http://en.beijing2008.cn/>

<http://web.sls.csail.mit.edu/chinesecards/>

<http://www.conncoll.edu/academics/departments/chinese/mhu/videos2/home.html>

### **Sub-theme/unit:**

- greetings
- family
- time and dates
- hobbies and sports
- transportation
- dining
- shopping

### **Lessons that support the subtheme/unit:**

Activities for Essential Question 1 – How do Chinese people greet people they meet for the first time? (Integrated Chinese Lesson 1)

- Show video clips of Chinese greeting each other. Teacher explains on specific verbal and body languages used in these scenarios.
- Give each student a Chinese name and ask students to greet each other in role-plays. At the end of this activity, each student should at least be able to introduce five of their classmates in Chinese.

Activities for Essential Question 2 - How do Chinese people host guests in their houses?

- Show video clips of Chinese people visiting friends in their houses. Teacher explains on specific verbal and body languages used in these scenarios.
- Use posters or pictures to teach words for different drinks and snack food in Chinese.

- Role Play: Teachers act as hosting family and students introduce their own family to their Chinese hosting family.

Activities for Essential Question 3 - How to travel and navigate in a big foreign city like Beijing?

- Use posters or pictures to teach words for different transportations.
- Give students an authentic map and bus/train/subway schedule. Based on plans they made in previous classes, students work together to find the easiest and economic way for the travels.
- Role Play: Students paired up to act as a tourist who gets lost in the city and a local pedestrian to help out by giving directions respectively.

Activities for Essential Question 4 - What role does food play in Chinese culture?

- Show authentic food menus from a Chinese restaurant to teach the names of major Chinese dishes.
- Show video clips of Chinese people interacting on a dining table.
- Students talk about their favorite Chinese dishes and their own experience in a Chinese restaurant.
- Role Play: Teachers act as waiter/waitress and students as customers to order dishes in a restaurant.

Activities for Essential Question 5 - What is the bargaining culture?

- Showing video clips of Chinese people bargaining in a store or market.
- Students talk about things they want to buy in China and why?
- Field Trip: Take students to Chinatown shops and ask them to bargain for the thing they want to buy.

Activities for Essential Question 6 - What are the major Olympic categories are and what are the major teams in those categories?

- Show the pictograms of 2008 Olympics sport icons and ask students to guess what sports they are. Then teach them the Chinese words for those sports.
- Ask students to research on the winning countries/teams of certain sports from previous Olympic Games and the Chinese words for those countries.
- Students make presentations on what their favorite sport to play and to watch.