



## **WSWHE BOCES STARTALK Curriculum**

**Theme:** The Chinese Language and Me: Why Chinese is Important to Me and My World

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

**Number of Hours:** There are two independent one-week sessions (15 hours/week). Students may participate in one or two of these sessions.

**Designed by:** Mike O'Shea and Peggy Sharkey

### **Brief Description of Program**

#### **Background:**

This program is part of a larger program, the Summer Language Immersion and Culture (SLIC) Program, which offers middle and high schools students from about a dozen districts the opportunity to participate in an immersion program that supports the following languages: Chinese, Spanish, French, and Arabic. This program is hosted by Adirondack Community College, offering students the added benefit of experiencing student life on a college campus.

#### **Curricular Context:**

We expect two groups of middle and high school students. The first group will have had either a one- or two-semester introduction to Chinese language and culture through a local high school program. The second group will have had no formal instruction in Chinese. Similar topics will be addressed in both groups; however, the level of grammatical and lexical difficulty and depth of cultural sophistication will be adjusted depending on the students' experience.

#### **Goals:**

Our goal is to demonstrate to students and their parents that Chinese is a language which is both enjoyable and accessible, thus encouraging students to pursue classes during the school year that would help them achieve a comfortable level of communicative proficiency. As a corollary, our secondary goal is for students to understand the significant role that China could play in their own lives and the importance of friendly relations between the United States and China.

#### **What Enduring Understandings are Desired:**

Students will understand that we live in a diverse but increasingly interrelated world.

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

In what ways is Chinese similar to English and in what ways is it different?

Is Chinese a language that I can learn?

In what ways is Chinese culture similar to American culture and in what ways is it different?

## Standards/Goals

### Major Standards:

#### New York State LOTE Standards:

**Standard 1.** Students will be able to use a language other than English for communication.

**Standard 2.** Students will develop cross-cultural skills and understanding.

#### ACTFL Standards:

##### Communication

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

##### Cultures

**Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

**Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

##### Comparisons

**Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

**Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

##### Communities

**Standard 5.1:** Students use the language both within and beyond the school setting.

**Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

#### Content:

Students will learn to talk about themselves, their family, and friends. They will learn to introduce such information as names, ages, nationalities, languages, likes/dislikes, and school setting.

Students will be introduced to such aspects of Chinese culture as food, dress, the arts, traditions, martial arts, holidays, and school setting. One aspect of culture that will be focused on is the role of family in Chinese culture.

#### Key Vocabulary:

Students will learn such basics as numbers, zodiac animals, colors, sports, foods/drinks, and school-related vocabulary. They will learn the basic word order for sentences; at least two ways to ask questions; how to negate a statement; and how to express time when something happens.

#### Skills:

Student will be able to stand up in front of a group and make personal introductions in Chinese that last at least one minute. Students will be able to ask and respond to basic questions. Students will be able to write the pinyin spelling for any word that they know how to say. Students will be able to input the pinyin into any computer in order to produce Chinese characters. Students will be able to write a small number of characters by hand. Students will also be able to recognize a larger number of characters. Students will be able to identify various aspects of Chinese culture.

### **Connections to Other Disciplines:**

We will connect to such disciplines as culinary arts, martial arts, visual arts, and performing arts.

### **Communities:**

We are working to create communicative situations in which our students can interact with native Mandarin speakers, though there are few such speakers in our region. We have invited students from the Albany Chinese Community Center to volunteer as peer tutors either on campus or at home. We are also working to set up an exchange with a classroom in China via a local non-profit, OneWorldClassrooms. Our third community connection will be experiential, involving a field trip to Chinatown in New York City.

### **Technology Integration:**

In addition to having access to an array of audiovisual equipment, the teachers will also have access to a computer lab and digital recording equipment. The most important benefit of this technology is that it will allow us to communicate with Mandarin speakers from the region and China, though they are not present on campus. Students will be involved in such activities as producing a presentation with Chinese characters and voice recordings of personal introductions to be shared with classroom in China. Students will use computers to generate Chinese characters.

## **Assessments**

### **Performance tasks:**

The teachers will involve students in communicative performance tasks that are as authentic as possible. Examples of these tasks are listed below.

*Interpersonal tasks* – Students will exchange information with each other and their teachers. Students will exchange information via conversations with peer tutors who speak Mandarin at home.

*Interpretive tasks*– Students will listen to short audio selections spoken at normal speed by native speakers. Students will demonstrate their comprehension by completing authentic tasks.

*Presentational tasks* - Students will make a digital presentation to share with their exchange partners in China. Students will present information to their families on the last day of class.

### **Quizzes, Tests, Prompts, Work Samples:**

The teachers will involve students in project-based learning tasks that include cultural components. Teachers will use rubrics to evaluate student gains.

### **Unprompted Evidence (observations, dialogues):**

The teachers will continually assess the students' learning via observations and dialogues, modifying their instruction accordingly.

### **“Can Do” Statements From Linguafolio:**

The teachers will refine the “can do” statements as a team before the sessions begin. The following examples demonstrate our expected outcomes.

**Listening:**

I can understand short and simple conversations on familiar topics in live or recorded materials.

**Interpersonal:**

I can introduce myself and others and use basic culturally appropriate greetings.

I can ask memorized questions and answer simple questions, on very familiar topics such as leisure activities, family, food, school, and weather using memorized phrases.

I can handle numbers in simple situations.

I can in simple fashion ask somebody to repeat what he or she says or ask him or her to speak more slowly.

I can ask and answer in simple terms questions about likes and dislikes.

**Spoken Production:**

I can give personal information (address, telephone number, nationality, age, family) using words and phrases.

I can talk about things I like and dislike using words and phrases.

**Written Production:**

I can write a few characters by hand.

I can use pinyin to create characters on the computer.

**Reading:**

I can recognize several Chinese characters.

**Required Resources:**

The materials will be teacher-generated.

**Differentiation of Instruction:**

Teachers will use a variety of instructional modes and modify instructional pace to match the students' learning styles and accommodate differences in background knowledge. For example, vocabulary development will be supported via aural and visual means, and include both pinyin and characters. This provides students with multiple routes to integrate new words and phrases. Kinetic activities such as TPR will be incorporated, as well. The immersion environment itself provides opportunities for students to acquire language at varying paces. Whereas one student may focus on the key words in phrases, another student may be ready to integrate the entire phrase. The expected outcome of each activity and project can be individualized to adapt to the learner's readiness. Teachers will accommodate the needs of students with varying backgrounds. (Some will have had no exposure to Mandarin. Other will have had a one-week exposure to Mandarin during the previous session. Others may have had a year-long exposure to Mandarin during a course offered in our region.) Because our classes are taught by a team of teachers, students can be divided into proficiency groups. In addition, by occasionally assigning more experienced students the role of teacher, for example, all students benefit from the skills reinforcement.

**Instructional Strategies:**

Teachers will use best practices and communicative instructional strategies such as setting meaningful contexts and tasks, designing age-appropriate activities, incorporating multi-sensory input, and making adjustments to accommodate the student's proficiency level.

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

Our lead teacher for the summer program is also involved in the school year program, thus he is aware of the background knowledge of the students who have already participated in a Chinese class.

**Links to relevant web sites:**

[www.oneworldclassrooms.org](http://www.oneworldclassrooms.org); [www.sunyacc.edu/~osheam/home.html](http://www.sunyacc.edu/~osheam/home.html)

**Sub-theme(s)/unit(s):**

Sub-themes will be developed based on the teachers' cultural expertise. Language teachers will be pairing with culture teachers to infuse the experience with activity-based lessons.

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

These will be created as a team before the sessions begin.