



**Wilson High School
STARTALK Student Program Curriculum**

Splash into Chinese

Theme: My World (我的世界)

Target Proficiency Level: Novice-Low

Number of Hours: 88 hours.

Designed by: Dr. Lucia Huang

Brief Description of Program (including curricular context and goals)

Students will develop their basic Chinese language proficiency during the three week camp. Students will compile a Chinese language portfolio with their camp assignments, such as samples from their calligraphy assignments, fashion show performance, character writing assignments, power point presentation in Chinese, et al. Camp assignments are task-based to suit students' different learning styles. The rubrics for the assessment will be available to students on the first day of the camp.

What Enduring Understandings are Desired:

Students will understand.....

- We live in a diverse, but interconnected world.
- There is common humanity shared among human beings, even though we may look differently and have different cultures.
- Some languages use characters, instead of alphabets; some people read their books from up to down, instead of from left to right. There is no right way or wrong way. We are just different.

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

- To what extend is my world related to the Chinese world?
- What are the basic language skills needed, if I ever travel to a Chinese speaking country?
- How can I continue to use these Chinese skills after the camp?
- How does learning Chinese helping me to become more competitive in the global job market?

Standards/Goals:

Major Standards: 1.1, 2.1, 5.2

Supporting Standards: 1.2, 3.1, 4.1

Content:**Knowledge:**

- Vocabulary and skills needed to introduce oneself in Chinese
- Vocabulary and skills needed to conduct daily conversations in Chinese
- Vocabulary and skills needed to travel to a Chinese speaking country

Key Vocabulary: greetings, feelings, emotions, family members, numbers, tell time, clothes items, class subjects, weather, seasons, geography, and food items.

Skills:

The students will be able to do

- to carry on a simple conversation with a native speaker
- to introduce themselves in Chinese
- to write commonly used Chinese characters (both simplified and traditional characters)
- to be proficient in the *Pinyin*, the standard Mandarin Chinese Romanization system.
- to understand and appreciate Chinese ways of life
- to have the motivation to continue their Chinese lessons after the camp.

Connections to Other Disciplines:

English, World History and Geography, Social Studies, Arts, Document Processing.

Technology Integration: Internet, DVDs/CDs about Chinese language and culture, laptop computers, Microsoft Word, Power Point, digital camera and camcorder, Smartboard, overhead projector.

Assessments:

What evidence will show that students understand and can perform?

Performance tasks:

Students will perform a fashion show in Chinese and the skits will be recorded.
Students will produce a Power Point Presentation in Chinese.
Students will compile Chinese portfolios throughout the camp.

Quizzes, Tests, Prompts, Work Samples

Students will keep their daily assignments in their Chinese portfolios.

Unprompted Evidence (observations, dialogues)

Students will work with partners to write a short fashion show script in Chinese. The show will be recorded and played in class as their daily assessment.

Can do Statements From Linguafolio

- I can understand everyday words, phrases, and questions about me and my personal experiences when people speak slowly and clearly.
- I can understand familiar words, phrases, and simple sentences.
- I can ask and answer simple questions on familiar topics using structures already earned. I can interact using memorized words and phrases.
- I can use simple phrases and sentences to provide information about myself and my immediate environment.
- I can provide information about me and my immediate surroundings by writing simple notes and messages using memorized or learned phrases.

Required Resources: textbooks, internet resources, digital camera and camcorder, laptop computers, Microsoft windows with Chinese language capability,

Differentiation of Instruction: We will utilize a variety of audio-visual materials and hands-on activities to accommodate different learning styles. For example, when we study the 12 Chinese zodiacs, students will not only read, write, speak, or listen to these characters. They will also learn the legend behind the order of the twelve animals. They will play a concentration game to match the characters with the animals.

Instructional Strategies:

1. lectures
2. group activities
3. heritage speakers as classroom helpers.
4. guest speakers on Chinese literature, history, arts, Chinese-American adoptions
5. During the morning break, student helpers (heritage speakers) will set up a concession stand. Students have to use the target language to get their snacks.

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

- Students have knowledge about learning a foreign language, such as sentence structures and parts of speech.
- Students know how to create documents on the computer and how to use Power Point software. This knowledge will help them complete their Power Point Presentations.

Links to relevant web sites:

- <http://www.bbc.co.uk/languages/chinese/>
- <http://lost-theory.org/ocrat/chargif/>
- http://chinese.rutgers.edu/content_cs.htm

Sub-theme(s)/unit(s)

- My family and I
- My friends and I
- My community and I

Lessons that support the subtheme/unit:

Daily instructional plan

- See Attachment 1