



2009 STUDENT PROGRAM CURRICULUM TEMPLATE

**Host Institution: The Rutgers/ Princeton
West-Windsor Plainsboro Regional
Districts**

**Program Name: STARTALK Chinese
summer camp**

Language(s): Chinese

Target Proficiency Level: Novice-High Age of Students: Middle/High School

Number of Contact Hours: 30 hours Duration (weeks): 2 weeks

Setting (classroom, camp, residential): Classroom

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A. Brief Description of Program (no more than 150 words)

Provide an overview of your program. What will students experience during the program and what do you hope that your students will remember and be able to do after the program ends?
You may find it easier to respond to this question after completing the sections on Program Theme, Unit Subthemes, Standards and Expected Outcomes and Specific Knowledge and Skills.

The unit is designed for middle and high school students who have already completed either a middle school program or one year of high school Mandarin. Participants will take an imaginary trip to China. They will visit four locations: Shanghai, Guangzhou, Xi'an and Inner Mongolia. While on this imaginary trip, the students will learn to introduce themselves and others, exchange information about their thoughts and feelings, express different methods of traveling to and in China, and talk about their favorite foods and activities. They will also learn how to describe locations, make plans to meet friends in restaurants and stores, order food and drinks, ask/ answer questions about shopping, and identify the Chinese brush, ink stick, ink stone, and rice paper. Students will also acquire knowledge about the geography, customs, and attractions of selected sites in China and compare them with the U.S. At the end of the program, students will come to understand that China

is a geographically and naturally diverse country. Students will also learn China as one of the largest country in the world and plays a critical role in the 21st century.

B. Program theme

This is the umbrella theme that frames the curriculum and provides context for language and culture learning.

The experience of learning Chinese in the 21st century.

C. Unit Subthemes

What are the subthemes that will address different aspects of the umbrella theme? These subthemes will facilitate student learning and enable students to demonstrate what they have learned.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Getting ready to go to China	Visiting Shanghai	Visiting Guangzhou	Visiting Xi'an	Visiting Inner Mongolia
Unit 6				
Coming back from China and sharing their trip.				

D. Standards and Expected Outcomes

What will students know and be able to do in the target language and culture? Identify what students will do in terms of the standards. Ideally, all standards will be addressed, but there may be exceptions depending on the type of program that is being offered.

Standards Targeted	Students Can
Communication – Interpretive	Locate cities, borders, points of interest on a Chinese map; follow oral directions from place to place on a big map of China; find information on times of trains, types of tickets, costs of travel on an authentic train schedule; consult travel brochures for information about cities in China; read a restaurant menu to decide what to order to eat and drink; listen to weather forecasts to determine which clothes would be appropriate for travel in China; listen to a variety of multi-media materials pertaining to the country, its people, and cultural icons.
Communication - Interpersonal	Make introductions and “chat” with others to exchange personal information; ask and answer questions to exchange their thoughts and feelings; make telephone calls to invite their friends to

	<p>restaurants and stores; express preferences regarding activities, Chinese food, and drinks.</p>
<p>Communication - Presentational</p>	<p>Describe general information about China and talk about the location of places; compare populations, means of transportation, weather, and scenery; describe Chinese markets and relate information about products.</p> <p>Write daily journal entries about learning experiences.</p> <p>Write emails to your Chinese Teacher about your trip to China.</p> <p>Create a daily blog about your trip to China.</p> <p>Create a podcast focusing on Shanghai as the gateway to the west.</p>
<p>Cultural Practices/Products/Perspectives</p>	<p>Participate in Chinese cultural activities (tai chi, yo-yo, Chinese traditional dance, Chinese painting, and Chinese pottery and paper arts) and use authentic materials in order to gain an understanding of how the Chinese people think and act.</p>
<p>Connections</p>	<p>Name, locate, and talk about some well-known Chinese cities and sites.</p> <p>Convert currency between the U.S. dollar and Chinese yuan.</p> <p>Identify a few key points about China's role in the 21st century.</p>
<p>Comparisons</p>	<p>Compare the diets of the Chinese to those of Americans, Chinese cities to American cities, weather conditions in both countries; compare traditional Chinese activities to American activities.</p> <p>Compare typical transportation methods between China and America.</p>

Community	Interview native speakers in the community to gather personal information as well as their perspectives on life in the United States compared to life in the United States.
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E. Specific Knowledge and Skills

What specific linguistic, cultural, and other subject matter, knowledge and skills will students be learning as they work with this theme? (e.g. language functions, cultural knowledge/ practices/ perspectives, knowledge related to subject matter or concepts.) Identify what students will do in terms of, but not limited to, LinguaFolio-like Can Do statements that are aligned with the Standards for Foreign Language Learning in the 21st Century.

Thematic Knowledge and Skills	
Students Can	Students Use
<p>Introduce themselves and others</p> <p>Ask and answer personal identity questions</p>	<p>My name is...</p> <p>I am...(nationality)</p> <p>I am from...(nation)</p> <p>I am in...(grade level)</p> <p>I live in...(location)</p> <p>I can speak...(language)</p> <p>What is your name?</p> <p>Where are you from?</p> <p>How long have you studied Chinese?</p>
<p>Talk about and express likes/ dislikes and explain the reason why</p>	<p>I like...I don't like...</p> <p>Do you like...?</p> <p>Why do you like...?</p> <p>Why don't you like...?</p>
<p>Ask and give directions and talk about the location of places</p>	<p>Where is...?</p> <p>How do I get to...?</p> <p>Go...(ex.: right/ left/ straight/ north/ south/ east/ west)</p> <p>How many blocks...?</p> <p>Which traffic light...?</p> <p>How far ...?</p>
<p>Identify means of transportation and tell people how to get to places</p>	<p>How do you get to...?</p> <p>Take a bus/ subway/ plane/ boat/ taxi/train</p> <p>Ride a bicycle/ motorcycle</p> <p>Which...should I take? Why?</p> <p>What stop should I get off at...?</p>

	In...direction
Identify time and ask about schedules	What time is it? It is ... When do you ? When does ...? How long...?
Make appointments	What time...? When do you have time? How about...? See you... I have time on... I don't have time on... Too early! / Too late!
Ask/ answer questions about shopping and tell about shopping experiences at the market	How much...? Do you have...? Do you like...? I would like... I don't want... It is too... How much discount...?
Order food and drinks at Chinese restaurants	What is this? May I have...? I would like... Please bring me... Do you have...?
Identify and express preferences about food and comment on the food	I like... I don't like... I would like to try... This is...(taste: sour/ hot/ spicy/ sweet/ bitter/ salty) What are your specials?
Identify and compare the weather conditions in America with those in China	What is the weather like...? How is the weather...?

	<p>It is....</p> <p>It is...than...</p> <p>Hot/ cold/ warm/ cool/ raining/ sunny/ cloudy/ thundering/ windy/ snowing</p> <p>What is the temperature?</p>
<p>Ask and talk about different activities and sports</p>	<p>What do you do for fun...?</p> <p>What kinds of...?</p> <p>How well do you...?</p> <p>Do/ don't you play...?</p> <p>Who do you play with?</p> <p>I like...because...</p> <p>I don't like...because...</p>
<p>Follow directions in order to make Chinese crafts</p>	<p>What kind of art do you practice?</p> <p>This is...(type of art)</p> <p>Four treasures of a Chinese study: brush pen, ink stick, ink stone, paper</p> <p>Chinese painting</p> <p>Chinese calligraphy</p> <p>Chinese paper-cutting</p> <p>Chinese dough figurine</p>
<p>Find information about Chinese historical sites and places on the Internet</p>	<p>It is located in...</p> <p>Oriental Pearl Tower</p> <p>Xin tian di</p> <p>Yu Yuan</p> <p>Bai Yun Shan</p> <p>Chen Jia Ci</p> <p>Chinese terracotta soldiers</p> <p>Da Yan Ta</p> <p>Xiao Yan Ta</p> <p>Hu Lun Bei Er Da Chao Yuan</p> <p>Cheng Ji Si Han Ling</p>
<p>Share general information about China</p>	<p>It has the longest continuously used written language system</p>

	<p>It is the third largest country in the world.</p> <p>It is the most populated country in the world.</p> <p>It is located...</p> <p>Some of the biggest rivers are...</p> <p>Some of the best-known cities are...</p> <p>Expo 2010 will be held in Shanghai, China</p>
<p>Follow directions for tai chi, yo-yo, Chinese traditional dance, Chinese painting and paper cutting, and Chinese dough figurine</p>	<p>Body parts, movements, rhymes, shapes, and the Four Treasures</p>

F. End of Program Performance Tasks

What culminating performance tasks will provide evidence that students have achieved the program learning objectives? Indicate how students will be assessed for each mode of communication through interpretive, interpersonal and presentational performance tasks.

- **Interpretive tasks** involve students in receptive communication of oral or written messages, in mediated communication via print and non-print material, or with listener, viewer, reader works with visual or recorded materials whose creator is absent.
- **Interpersonal tasks** require direct oral communication between individuals who are in personal contact or direct written communication between individuals who come into personal contact.
- **Presentational tasks** require students to engage in productive communication using oral or written language, produce spoken or written communication for people with whom there is no immediate personal contact or which takes place in a one-to-many mode, or author or create visual or recorded material for listeners or readers not personally known.

Interpretive tasks:

- **Students will scan print and video materials to gather information they will need to create an itinerary to China that includes:**
 - **Locations to be visited and the route to get there**

- **Transportation that they will use for the trip**
- **Cost of the trip, including transportation, meals and other expenses**

Interpersonal tasks: Students will play “classroom market.” Half of the students will be the vendors, who will sit behind the stands, and the other half will be the buyers, who will shop around the classroom. Sellers will answer questions passively and talented buyers will learn to bargain. After about 5 to 10 minutes, buyers and sellers will switch roles.

Presentational tasks:

A journal with entries about their trip through China.

Working in pairs and/or small groups, students will present their “trip” to a city in China. In this presentation, students will use vocabulary and language functions learned during the camp to describe the city’s attractions, talk about the foods indigent to the area and describe the market place and other sites of interest. They will try to convince classmates to visit their city. This presentation might take the form of a skit, a Photo Story or Power Point presentation, a podcast, or a poster.

G. Other Types of Assessment and Evidence of Learning

Other types of assessment and evidence of learning may include a wide range of activities and products that provide meaningful evidence of learning, such as dialogue journals, reflective journals, posters, LinguaFolio self-assessment, role plays, presentations of visual or performance arts, portfolios, audio portfolios, e-portfolios, research projects, or videos. Include some assessment or reflection about students' attitudes and perspectives toward the target language and culture.

Examples	Brief description
Interviews	<ul style="list-style-type: none"> • Interview each other about what kinds of transportation they take every day. • Interview each other about favorite sports and what sports they play. • Interview classmates about their favorite Chinese foods
Role Playing	<ul style="list-style-type: none"> • Ask and give directions to go somewhere • Ask about opinions of different activities • Make an appointment • Order food in different types of situations • Buy and sell items at a market • Ask and give answers to what kind of clothing is appropriate to wear for the weather in China
Information Gaps Tasks	<ul style="list-style-type: none"> • Complete a map of China • Design a route for a trip using a map of China • Give directions around a Chinese city • Complete a schedule of activities to do for the day • Weather forecast for the week
Venn Diagram Work	<ul style="list-style-type: none"> • Compare and contrast likes and dislikes • Compare and contrast geography and weather in China and the U.S. • Compare and contrast Shanghai and New York City • Identify foods they might find in

	<p>Guangzhou and compare with popular foods in the U.S.</p> <ul style="list-style-type: none"> • Compare and contrast Chinese art styles to Western art styles
Podcasts	<ul style="list-style-type: none"> • Create a podcast to introduce a Chinese dish and give opinions about it • Produce a radio show for children in Shanghai about Chinese painting and Chinese calligraphy
Class Rhyme	<ul style="list-style-type: none"> • Work together to create a rhyme to present at “team building” activities • Work with classmates to read rhymes that they will learn
Journal Entries	<ul style="list-style-type: none"> • Write daily journal entries
iPod	<ul style="list-style-type: none"> • Record conversations about inviting a friend to lunch at a Chinese restaurant • Record conversations with a partner regarding their feelings about their upcoming trip

H. Instructional Strategies

How will your program ensure that the following best practices are incorporated into your program?

Strategies	Examples
Use target language for instruction	<p>Students will follow the teacher’s instructions in Chinese that indicate, for instance, how many students will act out an activity or sport as they learn the words. For example, the teacher will call out that two [or more] students should act out playing soccer in front of the class. The designated number of students will group together to act out the assignment.</p> <p>Use a variety of props and pictures in class and give directions with Gouin series strategies.</p>

<p>Facilitate student-centered learning</p>	<p>Students will plan a trip to China using books or websites to select five places they would like to visit. The students will then share their itinerary with the other students by saying, “I would like to visit _____ because _____.” Students will describe their vacation spots and why they chose them.</p> <p>Students will learn using a “fish bowl” activity. Students will be asked to write down any questions they have on an index card and place it into a fish bowl. The teacher will draw cards out and students of the class will try to answer the questions through discussion collectively.</p>
<p>Ensure meaningful interaction in the target language</p>	<p>Students will communicate with one another in Chinese whether speaking with the teacher or with classmates. During pair and small group work, the teacher will enforce the expectation that the target language be used throughout. There will be varied opportunities for students to confer with one another as they complete learning tasks.</p>
<p>Integrate language, culture and content</p>	<p>Using authentic Chinese menus, students will work together to decide on a meal and pretend to order it. They will pretend to eat the meal and describe its flavor, taste, color, etc. The students will also state what section of China the dish is from. Then they will calculate the total bill that they need to pay.</p> <p>Students will be placed into groups to examine a different cultural custom of China. After, they will present their findings to the class.</p>
<p>Differentiate instruction based on student need</p>	<p>Students will visit different stations set up around the table on various topics, such as foods station, sport station, shopping station, etc. They will go to the station with the topic they like the most, where information and pictures</p>

	on the topic will be laid out. The students will research the topic at the station and get together with the other students at the station to prepare a short report regarding the topic to the class. Students must ask at least two questions to other groups.
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I. Materials & Other Resources

Describe the primary resources that you plan to use for the program.

Resources	Description
Title of textbook, if applicable	
Realia / authentic materials	Maps of China, the U.S., and of the world; photos of Shanghai, Guangzhou, Xi'an, and Inner Mongolia; Chinese menus; books on China and its cities; Chinese travel brochures; Chinese money; Chinese songs, poetry, and rhymes; Chinese foods and utensils; Chinese games; photos of Chinese traffic signs; rice paper, ink stone/ stick, Chinese brush
Multimedia	Videos on China; videos about taking transportation; videos on shopping; videos on activities/ sports; slides of Shanghai, Guangzhou, Xi'an, and Inner Mongolia; slides of China; slides of Chinese food; slides of Chinese arts; CD players and CDs with Chinese music

J. Technology

If technology is part of your budget, how will that technology support instruction and enhance learning?

Technological tools	Explanation
iPod	Students will make a podcast about inviting a friend to a Chinese restaurant. They will make another recording introducing a Chinese dish and giving opinions about it. With a partner, students will record their feelings about their upcoming trip.

For Your Reference

Standards for Foreign Language Learning in the 21st Century

Goal 1: Communication

Standard 1.1- Interpersonal Communication: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2 – Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3 – Presentational Communication: Students present information, concepts and ideas to an audience of listeners or readers on a variety or topics.

Goal 2: Cultures

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

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

Goal 3: Connections

Standard 3.1 – Knowledge of Other Disciplines: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2 – Distinctive Viewpoints: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Goal 4: Comparisons

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

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

Goal 5: Community

Standard 5.1 – Beyond the School Setting: Students use the language both within and beyond the school setting.

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

Communicative Modes

Interpersonal Mode

The Interpersonal Mode is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meaning and intentions are being communicated. Adjustments and clarifications can be made accordingly. As a result, there is a higher probability of ultimately achieving the goal of successful communication in this mode than in the other two modes. The Interpersonal Mode is most obvious in conversation, but both the interpersonal and negotiated dimensions can be realized through reading and writing, such as the exchange of personal letters or electronic mail messages.

Interpretive Mode

The Interpretive Mode is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of “one-way” reading or listening include the cultural interpretation of texts, oral or written, must be distinguished from the notion of reading and listening “comprehension,” where the term could refer to understanding a text with an American mindset. Put another way, interpretation differs from comprehension in that the former implies the ability to “read (or listen) between the lines.”

Since the Interpretive Mode does not allow for active negotiation between the reader and the writer or the listener and the speaker, it requires a much more profound knowledge of culture from the outset. The more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretations of a written or spoken text. It must be noted, however, that cultural literacy and the ability to read or listen between the lines are developed over time and through exposure to the language and culture.

Presentational Mode

The Presentational Mode refers to the creation of messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for active negotiation of meaning between members of the two cultures exists. Examples of the “one-way” writing and speaking require a substantial knowledge of language and culture from the outset, since the goal is to make sure that members of the other culture, the audience, will be successful in reading and listening between the lines.

National Standards in Foreign Language Education Project (2006). *Standards for foreign language learning in the 21st century*. Lawrence, KS: Allen Press, Inc. pp. 36-38.