

Chinese Student Program  
 China Institute – Beginners

<b>Course Title</b>	Chinese Summer Immersion Academy
<b>Course Length</b>	<ul style="list-style-type: none"> <li>▪ 4 weeks</li> <li>▪ 120 contact hours</li> </ul>
<b>Credit Received</b>	One high school credit
<b>Program Type</b>	Non-residential

**Curriculum, Materials & Assessments**

<b>Linguistic Topics and Themes</b>	<ul style="list-style-type: none"> <li>▪ Greetings</li> <li>▪ Numbers</li> <li>▪ Time</li> <li>▪ Age</li> <li>▪ Describing quality/quantity</li> <li>▪ Likes/Dislikes</li> <li>▪ Identifying and describing objects/people</li> <li>▪ Family</li> <li>▪ School life</li> <li>▪ Sports</li> <li>▪ Professions</li> <li>▪ Food</li> <li>▪ Shopping at bookstore and market</li> <li>▪ Countries, nationalities, and languages</li> </ul>
<b>Cultural Topics and Activities</b>	<ul style="list-style-type: none"> <li>▪ Taiji</li> <li>▪ Paper-cutting</li> <li>▪ Abacus</li> <li>▪ Chinese zodiac</li> <li>▪ Chopsticks</li> <li>▪ Table manners and eating habits</li> <li>▪ Films</li> <li>▪ Calligraphy</li> <li>▪ Discussion on the ‘One Child per Family’ policy and adoption in China</li> <li>▪ History and geography</li> <li>▪ A field trip to Chinatown that included a walking tour, lunch at a Chinese restaurant, and a visit to the Museum of Chinese in America</li> </ul>

<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>▪ Daily quizzes</li> <li>▪ Skits</li> <li>▪ Portfolios</li> <li>▪ Mid-session and end-of-session projects</li> </ul>
<b>Multimedia for Instruction</b>	<p>Discovery Atlas: China Revealed [DVD]  <a href="http://shopping.discovery.com/product-63517.html?endecaSID=11799220E3CC">http://shopping.discovery.com/product-63517.html?endecaSID=11799220E3CC</a></p>
<b>Multimedia Used by Students</b>	<ul style="list-style-type: none"> <li>▪ <a href="http://www.zhongwen.com">http://www.zhongwen.com</a></li> <li>▪ Students were provided with a digital recorder, so that they could record and store their speeches into digital voice files for the teacher to grade.</li> </ul>
<b>Textbooks and Print Materials</b>	<ul style="list-style-type: none"> <li>▪ Fredlein, P., &amp; Fredlein, S. (2002). <i>Ni hao: Level 1</i>. Boston: Cheng &amp; Tsui.  <a href="http://www.cheng-tsui.com/store/products/ni_hao">http://www.cheng-tsui.com/store/products/ni_hao</a></li> <li>▪ Yao et al. (2004). <i>Integrated Chinese: Level 1</i> (2nd ed.). Boston: Cheng &amp; Tsui.  <a href="http://www.cheng-tsui.com/store/products/integrated_chinese">http://www.cheng-tsui.com/store/products/integrated_chinese</a></li> <li>▪ Materials from the following sources are incorporated: (a) China Institute's educational outreach program <i>Teach China</i>, and (b) the Chinese poetry and writing curriculum created by Stanford University's SPICE (Stanford Program on International &amp; Cross-Cultural Education)</li> </ul>