Appalachian State University
STARTALK Student Program Curriculum

Theme: School Life  
Target Proficiency Level: Novice-Low to Novice-Mid

Number of Hours: 20 hours

Designed by: Li Jin

Brief Description of Program

Students will learn how to describe a variety of school activities, understand how Chinese students live their school life, analyze the difference between Chinese and American educational systems. Contents to be covered in this unit are:
• school environment, greetings on campus
• classrooms, campus buildings, majors, subject areas, extracurricular,
• class schedules, exams, and time expressions

What Enduring Understandings:
Students will understand the following:
• Education is very important in various societies although it may be operated in different ways.
• Teachers are a very respectable career in China.
• It is important to follow the schedules at school.

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

• How to address teachers, classmates, and other personnel on campus;
• What a campus is comprised of;
• How to describe school life: schedule, interaction with people on campus, and study;
• How school life relates to family life

Standards/Goals:

Major Standards: 1.1, 1.2,

Supporting Standards: 2.1, 2.2
Content:

Knowledge:
• School structure (principals, teachers, students, classes, lessons, books, pens, campus, library, language labs, etc);
• Time phrases;
• Subject areas, languages
• Locations

Key Vocabulary:
学校，老师，同学，校长，学生，班、课，书，笔，图书馆，教室，语言实验室，今天，明天，昨天，星期一一日，早上，中午，下午，八点，中文，英文，法文，难、容易，有空

Skills:
• greet teachers and classmates in an appropriate way,
• describe one regular school day with appropriate time phrases,
• identify main buildings on a campus map,
• describe a campus including the number and locations of main buildings,
• talk about how students feel about learning Chinese,
• make an appointment with a teacher

Connections to Other Disciplines: geography, social science, math, .

Technology Integration: videos and internet research on the school life and related topics.

Assessments:

Performance tasks
• Label a campus map in Chinese
• Simple presentations on describing the buildings on campus
• Talk with a classmate about own daily schedule
• Have a conversation with the teacher to make an appointment

Quizzes, Tests, Prompts, Work Samples

Unprompted Evidence (observations, dialogues)
Can Do Statements from Linguafolio

I can
- understand and answer simple questions and give simple responses;
- identify the names of the buildings on a campus map;
- have simple conversations in Chinese with a teacher or a classmate;
- use and say time phrases in simple situations;
- describe the relative location of a building on campus;
- name activities and times in my daily schedule;
- understand and make lists in Chinese; and
- make appointments with people in simple Chinese.

Required Resources:

Differentiation of Instruction:

Instructional Strategies:

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

Links to relevant web sites:

Sub-theme/unit: Students’ School Life in the Summer Institute
Lessons that support the subtheme/unit:

Activities for Day 1 – Who are the people on campus?
• Addressing teachers and classmates in an appropriate way and have small talks with classmates. (Use “你” and “您” in mini conversations to introduce self to different audience)
• Presenting knowledge about each teacher’s subject area and each classmate’s favorite part of learning Chinese. (Create a chart in Chinese to show what is the subject area of each teacher and the favorite thing each classmate likes to do during the Chinese learning, etc.)

Activities for Day 2 – What do you do everyday on campus?
• Presenting knowledge about time. (Make a Chinese calendar with all dates written in Chinese)
• Describing a daily schedule (Make a schedule of own daily and present it in front of the class.)
• Identifying the schedule difference (Compare two classmates’ daily schedules and discuss the differences between the schedules).

Activities for Day 3 – What are the buildings on campus and where are they?
• Identifying the buildings on a campus map (label the buildings in Chinese on a campus map);
• Describing the locations of main building on the campus map (describe to a classmate what there are on a campus map and whether they are)
• Making presentation: my home campus (draw a home campus map and show to the class what there are on the map);

Activities for Day 4 – How to describe your Chinese learning experience?
• Interviewing one of your classmates and exchange opinions about how you feel when you are learning Chinese and which part is the easiest or most difficult part in Chinese learning (have conversations with classmates);
• Writing a short paragraph to describe your Chinese learning experience.

Activities for Day 5 – How to invite friends for a party or make an appointment with your teacher?
• Planning a Chinese-learning schedule for the next five days (make a list of things you plan to do to learn Chinese);
• Inviting a friend to a party (talk to a classmate to invite him/her for a party at certain time at a certain location)
• Talking to the teacher to make an appointment