STARTALK Student Program Curriculum
DePaul University, Chinese Language Academy

CLA Team members: Haiyan Fu, Yvonne Lau, Weixin Shi, Yingcai Xu

Theme:
Me and My World

Target Proficiency Level(s):
A multiple level class:
Students without prior learning experience:
Novice high to Intermediate Low
Student with prior learning experience:
Intermediate Low to Intermediate Mid

Number of Hours:
100 contact hours

Designed by:
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Brief Description of Program (Including curricular context and goals)

The whole program will be under one theme: Me and My World. The students will use the target language to explore and express the ideas of who they are, their immediate surroundings and communities as well as the communities-at-large, the associations and connections of themselves with the communities through 3-mode communication activities in the contexts of 4 subthemes:

• I am glad to meet you!
  Greetings
  Self-introduction including name, age, telephone number
  General information about family
  Physical attributes and features, conditions of well-being;

• We live in Chicago, what about you?
  Nationality, ethnicity, immigration and native language(s)
  Geographic and residential locations
  School
  Occupation;

• My life and yours
  Important dates in personal and world history
Daily Schedule: Time/Activities/Location/Means
Hobbies, intentions, and personal preferences
School life and co-curricular activities;

- Let’s go!
  Making plans or appointments
  Socializing
  Evaluating or making comments
  Shopping and bargaining.

What Enduring Understandings Are Desired:

Student will understand:
Everyone lives in connection with one another. Compassion through communicative interaction leads to mutual respect, appreciation and harmony.

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

- Who am I? What’s special about me and what do I share in common with others?
- To what extent or in what ways am I connected to others in my community and in the world?
- What can I do to become a productive and responsible world citizen?

Standards/Goals:

Major Standards: National Foreign Language Standards
1.1.; 1.2.; 1.3.; 2.1.; 2.2.; 3.1.; 4.1.; 4.2.; 5.1.; 5.2.

Supporting Standards: Illinois Foreign Language Standards
28 A. B. C. D.; 29 A B E; 30 A

Content:

**Sub-Unit 1: I am glad to meet you!**
Greetings
Self-introduction including name, age, telephone number
General information about family
Physical attributes and features, conditions of well-being;

**Communication**
**Key Structures/Grammar**

语音- 拼音系统Pinyin and Phonetic System
汉字
自我介绍：
你好！（形容词作谓语）
Key Vocabulary:
- 数字 1-10 (100)
- 人称代词（单数，复数）
- 指示代词：这，那
- 疑问词：吗？呢？
- 动词：是，姓，叫，有
- 形容词：好，忙，等
- 名词：家庭成员，老师，朋友，等
- 副词：不，没，很。也，都
- 连词：和
- 的
- 量词：个

Skills:

Exchange and comprehend personal information in simple and short sentences;

Such as:
- Extend greetings appropriately to different people
- Initiate and conduct self-introduction
- Describe physical conditions and simple personal features
- Identify, inquire, and express name, simple titles, age and phone number
- Count and comprehend numbers
- Express and inquire about number of family members
- Inquire and obtain personal information
- Report and present information gathered

Use Chinese word processor to create and edit texts;

Comprehend and produce correct Pinyin in spelling and in pronunciation (with tones);

Recognize and write characters and texts;

Culture:
Name
Address a person in Chinese: Title before Surname
Different ways of greeting
Appropriate social behaviors and conventions
Chinese writing symbols
Kung fu and martial arts

Comparison:
Identify social, cultural, and linguistic differences and similarities
Understand characteristic Chinese linguistic elements in contrast to English:
  - Pronunciation, tones, writing symbols, sentence structures

Connections to Other Disciplines:
  - Social studies
  - Literature and the arts
  - Computer and technology use

Community
  - Individual, local, and world communities.

Sub-Unit 2: We live in Chicago, what about you?
  - Nationality, ethnicity, immigration and native language(s)
  - Geographic and residential locations
  - School
  - Occupations

Communication
Key Structures/Grammar

我家有。。。个人。
我有叔叔没有姑姑。
我家住在芝加哥。芝加哥在美国的中西部。
我是美国人，你呢？
我说英语和汉语，也说一点西班牙语。
中国在亚洲。
我是大学生。
我在德堡大学上学。

疑问句:
  - 是非句
  - 特殊疑问句

Key Vocabulary:
  - 疑问词：吗？呢？什么，在哪，谁，谁的
  - 动词：是，姓，叫，有，说，等
  - 形容词：好，忙，等
Skills:
- Express and inquire information in communicative interactions;
- Report and present obtained information in coherent discourse:
  - Topics include family, extended families, relatives,
  - Nationality, ethnicity, and languages, profession/occupation and location
- Identify and describe country, language, and geographical locations;
- Use Chinese word processor to create and edit texts;
- Use online resources and other computer technologies for publication;

Culture
- Family structures
- Human geographical knowledge about China
- Chinese food

Comparison
- Family Structure
- Formation of nouns

Connections to Other Disciplines:
- Social studies:
  - Geography
  - American Studies: immigration and transnationalism,
  - History: family and community histories,
  - Sociology: family, acculturation, and occupations;

Community
- Race, ethnicity, citizenship, and language
- Chinese American communities in Chicago – diverse characteristics;

Sub-Unit 3: My life and yours
- Important dates in history: personal and world
- Daily Schedule: Time/Activities/Location/Means
- Personal Preference, hobbies and intentions
- School life and co-curricular activities;

Key Structures/Grammar
- 时间
  - 年，月，日，钟点
- 常规行为
  - 我做什么？
  - 我（时间，地点，方式）做什么？
  - 我常做什么？
  - 喜欢做什么？
能愿:
想，要做什么？
应该，得，等
会，能，可以
程度补语:
做得怎么样？
条件:
因为。。。所以。。。;
要是。。。就。。。;
虽然。。。可是。。。;
先。。。然后。。。，再。。。;
又。。。又。。。;
一边。。。一边。。。;
疑问句:
是非句;
特殊疑问句：什么时候，几点，怎么，去哪？跟谁？

Key Vocabulary:
疑问词：什么时候，几点，怎么，去哪？跟谁？;
动词：行为动词;
形容词：早晚，快慢，等;
名词：时间词;
交通工具;
学校，学习科目，课外活动，等;
副词：不太，很，非常，特别，等;
能愿动词：

Skills:
Express and inquire information on time through communicative interactions;
Identify, report and present time/dates of important historical events in China and US;
Express and inquire information on daily schedule through communicative interactions;
Identify, report and present daily schedule and activities;
Express and inquire information on personal preference through communicative interactions;
Identify, report and present information on personal preference;
Evaluate and comment on activities;
Use Chinese word processor to create and edit texts.

Culture
Chinese teenagers’ daily and school life experiences
Chinese holidays and food

Comparison
Linguistic elements:
- Formation and use of time in a sentence
- Location and means in a sentence
- Compare with Chinese high school students’ life

Connections to Other Disciplines:
- History
- Sport events
- International travel

Community
- Local and international travel

Sub-Unit 4: Let’s go!
- Making plans or appointments
- Socializing with others
- Evaluating or making comments
- Shopping and bargaining.

Communication

Key Structures/Grammar

能愿:
- 想，要做什么?
- 应该，得，等
- 会，能, 可以

程度补语:
- 做得怎么样?

买东西:
- 价格，颜色，描述
- 这个怎么样?

讨价还价:
- 多少钱?

条件:
- 因为。。。所以。。。
- 要是。。。就。。。
- 虽然。。。可是。。。
- 先。。。然后。。。, 再。。。
- 又。。。又。。。。
- 一边。。。一边。。。

疑问句:
- 是非句：有没有？能不能？
Key Vocabulary:
动词：行为动词
形容词：贵，便宜，好看，新旧等
名词：学习用具，衣服，价格，颜色等
量词

Skills:
Identify, describe report and present information on objects:
Express and inquire information on objects through communicative interactions
Color, Price, Quantity, etc.
Make plans (time, means, location related to preferred activities) through communicative interactions
Evaluate and comment on objects
Bargain
Use Chinese word processor to create and edit texts
Use online resources

Culture
Currency
Currency exchange
Market/bargaining in China

Comparison
Currency
Advertising

Connections To Other Disciplines
Math
Consumer Education
Art

Community
International trade

Teaching Integration:
Considerations on different learning styles and abilities

Assessments:

Formative assessments:
Daily dictation
Listening comprehension
Written quizzes

Authentic/Alternative assessments
Portfolio

4 Weekly Projects including:
- Week One – Making a Family Album
- Week Two – My Family Album – My Immigrant or My Chicago Experiences
- Week Three – A Day in My Life – My Daily Schedule and Activities
- Week Four – The World as a Marketplace – Shopping and Negotiating;

Other performance-task based evaluations;

Performance Tasks:
Quizzes, Tests, Prompts, Work Samples
Unprompted Evidence (observations, Dialogues)

Entrance and Exit Assessments (Linguafolio)

Can Do Statements:

Beginner’s Level:

Outcomes: Student is expected to achieve ACTFL Novice-high level of proficiency (3 modes of communication) by the end of the program.
- Student can command phonetic system: Pinyin, 150 characters and related compounds in terms of reception and production.
- Student can command correct pronunciation, tones, and express ideas in simple sentence forms with fluency, accuracy, and appropriateness.
- Student can express ideas and communicates in 3-mode of communication.
- Student can understand, appreciate and connect social, cultural, and regional variations in language use.

Performance Indicators:
- Student can comprehend, respond to, and initiate greetings, commands, and simple daily life inquiries in spoken and written forms.
- Student can identify, comprehend, describe, and report basic physical needs, daily routines and activities with time, places, and means; some body parts and functions; weather and geographic locations; number and simple mathematical problems; color, money, and items that relate to shopping experiences; and information on age, family, languages, and countries in spoken and written forms.
- Student can identify, understand, compare, and demonstrate some forms of arts, music, customs, and holidays of Chinese culture, and some cultural, social, and personal variations in daily language use; and uses the language and social cultural information in contexts appropriately.
- Student can identify, locate, and relate to areas and cultural practices of the Chinese speaking communities locally and internationally.
Student can use various media and internet soliciting information, using Chinese word processor to create texts and power-point presentations.

**Intermediate Level:** Student achieves Intermediate-Mid Level of proficiency by the end of the program

**Outcomes:**
- Student can recognize and write 400 characters and related compounds in terms of reception and production.
- Student can comprehend and command the use of some complex sentence patterns.
- Student can develop and connect sentences into coherent discourses that express general situations and ideas as well as specific events and past experience.

**Performance Indicators:**
- Student can describe, evaluate, judge, and comment on actions, professions, and career choices, indicates preferences and possessions, expresses feelings and future plans.
- Student can compare people, countries, objects, and actions that are different or similar, indicates degrees of such differences or similarities.
- Student can comprehend and present stories and reports through various media on topics such as weather, health, sports, travel, giving and receiving directions, describing locations and scenes.
- Student can use various media and internet soliciting information, using Chinese word processor to create texts and power-point presentations.

**Required Resources:**
- Textbooks and references
- Maps
- Language lab facilities
- Chinese word processor
- Internet connection
- Chinese movies
- Others

**Differentiation of Instruction:**

**For Multiple Levels**
- Provide vocabulary lists and other materials that allow students of various levels to learn at different paces for the same topics and language tasks
- Design cooperative tasks that allow student of different levels to work together

**For Different Learning Styles**
- Provide comprehensive inputs in various forms and emphasize various intelligences such as visual, verbal, musical, special, etc., to scaffold learning
Design language tasks that enable and allow employment and demonstration of different learning styles

For Different Abilities (Inclusion)

Instructional Strategies:

DePaul’s STARTALK Chinese Language Academy (CLA) targets students with various learning experiences from beginners to some linguistic functions. DePaul’s CLA curriculum will be distinguished by these key instructional strategies and approaches:

• emphasizes student-centered, real life situations and task-based, proficiency-oriented communicative activities;
• encourages use of authentic materials, various media, and information technology;
• uses approaches that enable different learning styles, creative and cooperative learning, functional use of Chinese language, and critical thinking;
• makes modification for diverse learners;
• enhances motivation and self-expression through differentiation as well as cooperative learning;
• implements cohesive and transitional teaching and learning through reviewing, recycling, and spiraling of content of teaching and learning, teacher modeling, and scaffolding, and structured instructions.

What do they already know that will help them learn new information?
Correspondent with descriptions in weekly/daily planning

Links to relevant web sites:

Sub-theme(s)/Units:

• I am glad to meet you!
  Greetings
  Self-introduction including name, age, telephone number
  General information about family
  Physical condition and features;
• We live in Chicago, what about you?
  Nationality, language, ethnicity and immigration
  Geographic and residential location
  School
  Occupation;
• My life and yours
  Important dates in history: personal and world.
  Daily Schedule: Time/Activities/Location/Means
  Personal Preferences, hobbies, and intentions
  School life and co-curricular activities
• Let’s go!
Making plans or appointments
Socializing
Evaluating or making comments
Shopping and bargaining.

Lessons that support the subtheme/Units:
(Daily Instructional Plan)

Week One
Day 1
Day 2
Day 3
Day 4
Day 5

Week Two
Day 1
Day 2
Day 3
Day 4
Day 5

Week Three
Day 1
Day 2
Day 3
Day 4
Day 5

Week Four
Day 1
Day 2
Day 3
Day 4
Day 5