University of Massachusetts-Boston
STARTALK Program Curriculum

Theme: Destinations China       Target Proficiency Level: Novice-Low to Novice-Mid

Number of Hours:  40 hours

Designed by: Tracy Tsou

Brief Description of Program

China is a land of many secrets and subtleties. Searching out the beauty in China's landscape, art, and wisdom is a fruitful exploration requiring a careful eye and an inquiring spirit. Through this unit, you will be challenged to create your own understanding of China based upon your observations. Students will conduct research on places of interest and importance in China in cities such as Beijing, Shanghai, Xi’an, and Suzhou, and create a travel itinerary for potential student visitors to China. This activity is designed to engage students in information literacy and research skills. Students will also explore the questions on China’s rising power. Basic skills in listening, speaking, reading and writing Chinese language will also be integrated throughout the whole unit.

What Enduring Understandings are Desired:
* China is a majestic country with a long and interesting history.
* Beyond tourist stops lives another, more complex, China.
* The United States government feels very strongly about the need to understand China
* To understand a nation is a complex task. Complex topics can be looked at from various perspectives.

What Essential Questions Will Guide this Program and Focus Teaching/Learning:
* What are significant cultural heritages in cities like Beijing, Xi’an, Shanghai, and Suzhou?
* What are the important features of the Chinese language?
* Who are the Chinese people? What are the concerns about the fast development of China?

Standards/Goals:

Major Standards:
1.1,1.2,1.3,2.1,2.2,3.1,4.1,4.2,5.1
Content:

1. Understand basic conversation/survival Chinese
2. Read simple street signs in China
3. Have basic knowledge of Chinese art, history, geography and the government
4. Gain familiarity with major cities in China, such as: 北京，上海，西安，蘇州

Key Linguistic Structures:

Survival Chinese
- Hello
- Good morning
- Good evening
- I am from America
- I speak a little Chinese
- What is that?
- How much is it?
- Where is the bathroom/train station/subway?
- People’s currency
- Can I use credit card?
- I want to make a phone call
- Help!
- I’m lost!

Read Street Signs
- 出口，人口
- 公共廁所
- 星巴克咖啡
- 火車站

Skills:
- Read a map of China
- Locate the 4 cities
- Talk about the significance of each city
- Read simple street signs in China
- Understand and speak basic survival Chinese
- Explain the art and historical background of famous sites in each city
- Talk about contemporary issues facing China

Connections to Other Disciplines:
- Geography – map skills
- History – historical monuments
- Fine art – artistic design
- Current events – The external and internal conflicts of China, such as the Tibetan rebellion, the Darfur support, and the social gap between the urban and rural areas.
Technology Integration:
• Powerpoint presentations
• Videos
• Internet research
• Language Lab – learn linguistic structures
• Website – learn street signs in China
• National Public Radio – learn about the Olympic game preparations in Beijing

Assessments:

*What evidence will show that students understand and can perform?*

**Performance tasks**
• Interpersonal tasks
  o Scenarios while visiting China: asking for directions; introducing self
• Interpretive tasks
  o Read tour books
  o Online research (sightseeing attractions)
  o Read NPR reports on China
• Presentations
  o Oral presentation on current events of China
  o Powerpoint slides to show itineraries
  o Maps, photos display in the classroom

**Quizzes, Tests, Prompts, Work Samples**
  o Listening and speaking tests on Survival Chinese
  o Reading test on street signs in China
  o Present a virtual tour of Beijing, Shanghai, Xian and Suzhou

**Unprompted Evidence (observations, dialogues)**
  o Classroom participation
  o Ability to use technology
  o Interaction with peers

**Can do Statements From Linguafolio**
*I can:*
  o Greet people
  o Introduce self; identify people’s names
  o Ask for clarification
  o Ask and barter for the price
  o Ask for directions to places, such as bathrooms
  o Ask for help
  o Say a few popular store names:
Instructional Strategies:
- TPR
- Pair work and group work
- Dialogues and presentations
- Chinese corner
- Videos
- Teacher/student interaction

Links to relevant web sites:
- Animated Characters
  http://www.usc.edu/dept/ealc/chinese/character/
- Basic conversation – Chinese pod
  http://chinesepod.com/
- Street signs in China
  http://lingua.mtsu.edu/qing/signs/
- Beijing
  http://www.travelchinaguide.com/attraction/beijing/beihai.htm
  http://www.travelchinaguide.com/attraction/beijing/ming_tomb.htm
- Xian
  http://www.travelchinaguide.com/attraction/shaanxi/xian/mt_huashan.htm
  http://www.travelchinaguide.com/attraction/shaanxi/xian/terra_cotta_army/mausoleum_1.htm
- Suzhou
  http://www.travelchinaguide.com/attraction/jiangsu/suzhou/humble_garden.htm
- Shanghai
  http://www.travelchinaguide.com/attraction/shanghai/huangpu.htm

China current events
  www.npr.org

Lessons that support the subtheme/unit:

Activities for Essential Question 1
* What are significant cultural heritages in cities like Beijing, Xi’an, Shanghai, and Suzhou?
  - Internet Research
- Reading tour book
- Watch videos
- Make slide presentation
- Learn Chinese names of attractions each day

Activities for Essential Question 2
*What are the important features of Chinese language?*
  - Lab listening activity
  - Pair flashcard practices
  - Group conversation circle (Chinese corner)

Activities for Essential Question 3
*Who are the Chinese people? What are their concerns about the fast developing China?*
  - Read about current Chinese events on npr.org
  - Read and discuss China Road, by Rob Gifford