CURRICULUM

THEME --- The Global Village Olympics Games
An Embodiment of Teamwork, Cooperation, and Global Citizenship

Virginia STARTALK Chinese Academy

2008-5-30
CURRICULUM

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An Embodiment of Teamwork, Cooperation, and Global Citizenship

Target Proficiency Level: Novice-Low to Novice-Mid
Number of Hours: 20+10
Designed by: Zhijuan Zhang, Helen Small

Brief Description of Program

Students will research issues related to how and why the Olympic Games are special among all sports competitions and how the importance of the concepts of teamwork, cooperation, and global citizenship are demonstrated by the Olympic Games through three-mode communication activities in the following contexts:

- Dates, days, and time for the Olympic games among the governor’s academies and Virginia Startalk Chinese Academy
- Animal years (animals) of the team members
- Greetings according to time of the day, one’s age, gender, social status, or marital status
- Self introduction and introduction of team members
- Introduction to the participating language academies and associated languages and language-speaking countries
- Colors of flags and T-shirts of the participating language academies
- Olympics sports and body parts
- Sequence of the sports events
- Schedule of the Olympic day

Enduring Understandings

Students will understand the following:

- Culture is tangible and intangible.
- Both verbal and non-verbal languages are vehicles to acquiring knowledge and gaining insight on different cultures.
- Physical health unifies people around the world as it is also associated with one’s emotional, intellectual, and social development.
- Teamwork, cooperation, and global citizenship comprise the true spirit of sports competitions.

Essential Questions

1. To what extent or in what ways are the Olympic sports related to my life?
2. To what extent or in what ways, are some sports specific to different cultures?
3. In what ways do all Olympics unify all human beings?

Standards/Goals

Major Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.2, 5.1
Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics in Chinese.

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

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese-speaking world.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Chinese-speaking world.

Standard 3.1: Students reinforces and further their knowledge of other disciplines through the Chinese language

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of Chinese culture with their own.

Standard 5.1: Students use the Chinese language both within and beyond the school setting.

Supporting Standards: 3.2, 4.1

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture.

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the Chinese language with their own

Knowledge

- Chinese Pinyin: initials, finals, and tone marks
- Basic facts about World Olympics (historical development, years, places, participants)
- Global village academies (target languages, associated cultures)
- Basic facts about global village Olympics (dates, places, participants)
- Family members/friends/teachers
- Animals (Chinese Zodiac)
- Colors
- Sports and body parts

Key Vocabulary

- Introduction: 你、我、他、她、大家、好、叫（是）、名字、美国、中国、美国
- 人、中国人、中文、英语，高兴、认识、谢谢、不客气、再见
- Family/ Team/ Classmates/ Friends: 
  a) 家、妈妈、爸爸、哥哥、姐姐、妹妹、弟弟、叔叔、阿姨、姑姑、伯伯、舅舅、
  爷爷、奶奶、外公、外婆、表哥、表弟、表妹、表姐
  b) 队，中国队，美国队，拉丁队，日本队，俄罗斯队，西班牙队，德国队，法国队
  c) 同学、老师、朋友
- Numbers: 0, 1-100, 1000, 10000, 第一、第二…
- Time: 早上、中午、晚上、年、月、日、星期、小时、点、分（分钟）、圣诞节、鬼节、
  新年、春节、前天、昨天、今天、明天、后天、现在、今年、明年、去年、前年、后
年

- Animals: 鼠、牛、虎、兔、龙、蛇、马、羊、猴、鸡、狗、猪
- Colors: 红、绿、黑、白、黄、橙、紫、蓝、褐色、咖啡色
- Body Parts: 眼睛、鼻子、嘴、脖子、身体、头、前额、手、脚、手指头、脚趾头、脸、背、胳膊、腿、肚子、胸、肩膀
- Sports: 奥林匹克、运动、乒乓球、篮球、足球、棒球、垒球、篮球、太极、扭秧歌、打乒乓球
- Personal traits: 美、好、大、小、高、低、矮、胖、瘦
- Class commands: 看、听讲、说、读、写、起立、坐下、不要、开始、停、上课、下课
- Daily schedule: 起床、吃早饭、吃午饭、吃晚饭、上学、下学、睡觉
- Commonly used verbs: 爱、喜欢、唱歌、跳舞、听音乐、运动、喊、哭、笑、玩、走、跑、跳、扔、踢、打、喝水、来、去
- Adjectives or adverbs associated with sports: 快、慢、高、低、稳
- Questions words: 哪、谁、谁的、几、什么、怎么样
- Specific Olympics associated words: T恤、旗、加油、鼓掌、游行、欢呼、呐喊、自豪、出场、领队、运动员、运动会、比赛、啦啦队、合作、友谊、竞争

**Sentence Structure**

- 这是…。那是…。
- …有…。
- + nouns/adjective。（example: 我十五岁/他很高）
- …喜欢***n/verb。

***Verbs + objects or ***Verbs.（example: 我打球/我跑步）

**Skills**

- Pronounce pinyin with appropriate tones
- Exchange orally information on one’s name, age, nationality, home town, likes and dislikes, and contact information
- Understand and follow culturally appropriate gestures or class commands
- Exchange descriptions of people such as family members/friends/classmates/teachers including their name, age, nationality, hometown, likes and dislikes, and contact information
- locate China in a world map
- Identify and pronounce the zodiac animal of this year and of the years one’s family members and best friends were born
- Form simple sentences, and ask and answer questions on the zodiac of this year and of the years one’s family members and best friends were born
- Identify pronounce, and express likes/dislikes with people, pets, and activities
- Form simple sentences, and ask and answer questions about likes/dislikes with people, pets, and activities
- Identify and pronounce time
- Form simple sentences, and ask and answer questions on time
- Identify and pronounce colors
- Form simple sentences, and ask and answer questions on color
- Identify and pronounce morning/daily routines
- Form simple sentences, and ask and answer questions on morning/daily routines
- Identify and pronounce some Olympic sports and specific sports in the coming Olympics events in our global village
- Form simple sentences, and ask and answer questions on some Olympic sports and specific sports in the coming Olympics events in our global village
- Cheer for teams using appropriate Chinese
- Identify and pronounce body parts
- Form simple sentences, and ask and answer questions on some Olympic sports and specific sports in the coming or past Olympics events in our global village
- Express agreement and excitement
- Exchange information about daily schedules
- Use basic adjectives to describe personal traits
- Use basic verbs to describe what one sees and feels
- Identify Chinese characters for familiar vocabulary and produce the most basic Chinese characters
- Identify familiar vocabulary in each paragraph
- Identify new vocabulary in each paragraph
- Paraphrase one paragraph at a time
- Summarize one paragraph at a time

Connections to Other Disciplines
Geography, history, performing arts, mathematics, art and music, health/physical education

Technology Integration
PowerPoint presentations, videos, and Internet research on World Olympics, Global Village Olympics, and related topics

Assessments
Performance tasks
- Label maps in Chinese
- Read poems, stories, and tongue twisters according to appropriate Chinese Pinyin and tones
- Locate China on a world map, and locate Beijing, Shanghai, Xi’an on a map of China
- Orally present a pretend program of the Olympics for the Global Village at VCU
- Orally present one’s real or imaginary extended family
- Role play a visit to a Chinese family (family members)
- Talk with your friend about tomorrow’s schedule and your available time to meet him/her
- Discuss differences in body language across cultures (co-curricular activities)
- Discuss differences in child rearing between Chinese and Western cultures (co-curricular activities)
- Debate on the pros and cons of the Chinese One Child Policy (co-curricular activities)
- Participate in a mock job interview: interviewees introduce themselves
- Participate in a mock trial
- Present an oral report of an interview with one of staff at Virginia Startalk Chinese Academy
- Research on 2008 Beijing Olympics (afternoon project)
- Make a presentation on:
  a) Origins and legends of the Chinese Zodiac
  b) “One World, One Dream” – a basic introduction to the 2008 Beijing Olympics
  c) An introduction of my Olympic Hero
  d) An introduction of your extended family
Culmination of Performance Task: Perform in the real event---Global Village Olympics Games (07/01, 5:50pm to 8:00pm)

Quizzes, Tests, Prompts, Work Samples
- Vocabulary quizzes
- Listening comprehension
- Name card in Chinese which includes students’ Chinese name and some other information
- Poster to introduce the Olympics for the Global Village at VCU
- Map of China in Chinese with all the provinces and their capitals labeled
- Scaffold PBAs graded with rubrics (examples---please refer to Power Points sent to all teachers)

Unprompted Evidence (observations, dialogues)
- Classroom participation
- Teacher observation
- Student homework
- Use of the target language during afternoon and evening cultural activities
- Performance in interviews, presentations, and games such as Charades, musical chairs, bingo, word splash, and Jeopardy

Can-Do Statements from Linguafolio
- Understand and answer simple questions and give simple responses
- Identify people’s names
- Exchange simple descriptions of what people look like
- Use and say numbers in simple situations
- Express what I like and do not like
- Name activities and times in my daily schedule
- Locate places on maps
- Understand and make lists in Chinese
- Understand the purpose of simple everyday materials

Suggested Resources
- Map of the world in Chinese
- Map of China
- Computer, DVD player, and projector
- Pictures of large Chinese families
- Pictures of Chinese animals
- Construction paper and color pencils
- Oral Rubric
- Useful Web pages
  a) the World Olympics: http://en.beijing2008.cn
  b) Governor’s Academies’ Olympics: http://64.233.169.104/search?q=cache:x41J-
     QoWoJ:www.has.vcu.edu/wld/academies/sw/sw_program.html+virginia+governor’s+academ
     y+video&hl=en&ct=chk&cd=1&gl=us
  e) History of Chinese characters: http://www.youtube.com/watch?v=tH3arLXGS1A&feature=related
  f) History of Chinese music http://www.youtube.com/watch?v=J-r4KT179to
Differentiation of Instruction

- K-W-L chart (know-what want to know-what is learned) or a cloze-procedure to pre-analyze a student’s Chinese level to determine whether it is independent, instructional, or frustrational. Classroom instruction and homework should aim at satisfying different needs by providing a stimulating and challenging curriculum.
- Treasure hunt—to let students of different levels explore with guidance and be prepared (?)
- Multiple approaches to content, process, and product for learners with different learning styles
- Flexible ability grouping based on various criteria
- Interactive teaching involving students’ varying background knowledge and experience

Instructional Strategies

- Warm-up: using some questions to activate prior knowledge about Mandarin Chinese and Chinese culture
- Scaffolding
- Brainstorming vocabulary and information related to Olympics
- Interaction through questions, dialogues, and classroom discussions
- Pair work and group work
- Visual materials such as artifacts, video, and audio such as music to assist understanding
- Role-playing
- Graphic organizers or Venn diagrams to compare Chinese and western cultural values on numbers, family, and sports
- Games and competitions at the instructional or review stage
- Hands-on activities

Prior knowledge

- Prior knowledge about the Olympics games
- Prior knowledge about China and its people
- Prior knowledge about Chinese culture

Relevant WebPages

- http://www.youtube.com/watch?v=2TRs2s-22tg&feature=related
- http://www.youtube.com/watch?v=4vmRahmDmE&feature=related
- http://www.youtube.com/watch?v=nZmE3RoC2V8&feature=related
- http://www.youtube.com/watch?v=ylMo3g5Od2Y&feature=related
- http://www.youtube.com/watch?v=AgWdN01tFc&feature=related
- http://www.youtube.com/watch?v=d_fyOX3L9dw&feature=related
- http://www.youtube.com/watch?v=LRucQC71ZaJ
- http://www.youtube.com/watch?v=ukSSnSHV-XM&feature=related
- http://www.youtube.com/watch?v=eto5sEs3U8A&feature=related
- http://www.youtube.com/watch?v=-QgU5iUYfUY&feature=related
- http://www.youtube.com/watch?v=2mZoVajBDCW&feature=related
- http://www.youtube.com/watch?v=wWPFSif1MyE&feature=related
- http://www.youtube.com/watch?v=WfrRg8eOZaA

Sub-theme/unit

Activities that support the subtheme/unit

Activities for Essential Question 1

- To what extent or in what ways are the Olympic sports related to my life?
➢ Time ---- Students talk about the specific date, weekday, and part of the day when the Olympic sports will be held.
➢ Get acquainted with your team
   a) Students pair up and introduce each other, including but not necessarily limited to, who they are, when their birth dates are, what their Zodiac animals are, where they are from, what their phone numbers are, and what their most favorite sports are. After this is done, each student is expected to introduce his/her partner to the class based on what he or she hears.
   b) Students draw pictures of their extended family members and introduce their family members to the class, including but not necessarily limited to, who they are, when their birth dates are, what their Zodiac animals are, where they are from, and what their favorite sports are.
   c) Students talk about the favorite sports of their extended family members. They will name the sports and use them in sentences to express how they are related to their family members.
   d) Students do a group project on the life story of any athlete they are interested in. Each group will present orally in front of the class in simple Chinese.
   e) Students learn Chinese song “two tigers”. Each student creates his/her own songs by changing the number, the animal, and the body part in the song.
   f) Students learn Chinese song “find your little friend”. Students stand in a big circle (afternoon or evening activity) singing the song while one student looks for his/her friend.
   g) Students learn and perform Chinese song “health song” while moving corresponding body parts.
   h) Students ask and answer questions on an imaginary animal and take turns drawing the animal body parts using color pencils. Questions may include, for example:
      1) What is the body part?
      2) How many body parts does this animal have?
      3) What color is the body part?
      4) What does the animal use the body part for?
➢ Daily schedules and everyday sports
   a) Students play “Simon says” game pointing to their body parts or acting out verbs upon command.
   b) Students interview each other on daily schedules.
   c) Students interview each other on daily sports.
   d) Students read time tables and associated events.

Activities for Essential Question 2
   — To what extent or in what ways are different language teams unique?
➢ Students watch last year’s Olympics among other Governors’ Academies and identify different teams by their T-shirt color.
http://www.has.vcu.edu/wld/academies/vagfla2007/index.html
➢ Students watch last year’s Olympics among other Governor’s Academies and identify different sports.
➢ Students watch last year’s Olympics among other Governor’s Academies and identify different languages and their associated countries.
➢ Students describe a certain character they watch from the video clips; for example: 她是法国队的。她说法语。她十五岁。她的脸是红色和黄色的 (color of the facial painting). 她的手里有法国队的旗子。她在喊，她在跳，她在笑。她的朋友也在说，也在跳，也在笑。
### Students make a comparison matrix comparing different Olympic teams

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Team</th>
<th>Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>China</td>
<td>Latin</td>
</tr>
<tr>
<td>Number of Team Members</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Similarities</td>
<td>Differences</td>
</tr>
<tr>
<td>Target Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Similarities</td>
<td>Differences</td>
</tr>
<tr>
<td></td>
<td>Differences</td>
<td></td>
</tr>
<tr>
<td>T-Shirt Color</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Similarities</td>
<td>Differences</td>
</tr>
<tr>
<td>Flag Color</td>
<td></td>
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<tr>
<td></td>
<td>Similarities</td>
<td>Differences</td>
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<tr>
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<td></td>
<td>Similarities</td>
<td>Differences</td>
</tr>
<tr>
<td>Ranking</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Similarities</td>
<td>Differences</td>
</tr>
</tbody>
</table>

- Students make a Venn diagram comparing Chinese Pinyin with English letters
- Students group up and describe what they saw and experienced in the 2008 Olympics. Each group is assigned a native speaker, either a teacher or a resident advisor, to help them. Each group presents to the class.

### Activities for Essential Question 3
- In what ways do the Olympics unify all human beings?
- Students list Olympics sports and tell what coordination between body arts is specially tested in each sport
- Students tell the origins of some most popular sports in the world and reflect on their influence on modern Olympic Games
- Students list Chinese sports that are popular worldwide such as Tai Chi and Gong Fu
- Students learn and play Chinese Tai Chi, and understand the contribution of Chinese sports to the world
- Students dress up and Niu Yangge (Chinese popular dance) and understand how every day physical exercises reflect human beings’ pursuit of physical wellness and unity of human
- Students reflect on their experience in the 2008 Global Village Olympics and understand how the human beings are unified in noting the importance of physical health
- Students explain why the Olympic Games also nurture a unity between collectivity and individuality
- Students explain why participation is more important than any ranking
A Culminating Event:

- Preparation for the event
  - Students prepare for the Olympic Games by understanding the game regulations and practicing
  - Students prepare flags, face painting, and slogans for the Olympic Games
  - Students prepare flyers and brochures for the Olympic games

- The event of the Global Village Olympics
  - Students participate in the sports
  - Students cheer for their team or for other teams.
  - Students join the parade

- The continuity of the Global Village Olympics
  - Students describe what happened, what they saw, and what they felt during the Olympics event
  - Students nominate the best athlete, the best team member, and the best cheerleader in the Olympics