CURRICULUM

THEME --- The International Market

Virginia STARTALK Chinese Academy

2008-5-30
CURRICULUM

THEME — The International Market

Target Proficiency Level: Novice-Low to Novice-Mid

Number of Hours: 16+9

Designed by: Zhijuan Zhang, Helen Small

Brief Description of Program

Students will research issues related to how and why internationalization and globalization have become a major theme in our life today and how the importance of diversity is demonstrated by a growing international market through three-mode communication activities in the following contexts:

- Weather
- Variety of occupations
- Transportation
- Internationalization of education
- Unification and diversity of clothing
- Comparison of food and food customs in the U.S. and China
- Bargaining and purchasing

Enduring Understandings

Students will understand the following:

- Culture is tangible and intangible.
- Culture resides everywhere such as how people eat and dress.
- Education, as a form of cultural transmission, now embraces more people of diversity.
- Globalization and cultural differences coexist.

Essential Questions

1. To what extent or in what ways
   - is travel different from what it was in the past?
   - are Chinese and Americans different in how they view travel?
   - In what ways
     - does an international market demand generalist? ¹
     - does an international market demand specialists?
   - To what extent or in what ways is education more and more internationalized?

¹ 1. In this market, people have to mingle together. Business is a commonplace between different industries, requiring all kinds of knowledge. It is more and more a requirement for an employee to be versatile
To what extent or in what ways are food and clothing and associated customs similar and dissimilar among different cultures?

**Standards/Goals**

Major Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 4.1, 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 4.1: Students demonstrate understanding of the nature of language through comparisons of the Chinese language with their own.

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: 3.1, 3.2, 4.2, 5.2

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

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

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

Standard 5.2: Students show evidence of becoming life-long learners by using the Chinese language for personal enjoyment and enrichment.

**Knowledge**

- Travel (modes of transportation, directions, geography, weather)
- Occupations (categories and specific responsibilities)
- School (school members, daily setting, school supplies, and class subjects)
- Food and drink (categories and taste)
- Clothing (size, color, material)

**Key Vocabulary**

- Question words: 什么，几，多少，谁，谁的，哪里（哪儿）
- Transportation: 汽车，火车，自行车，飞机，公共汽车，电车，出租车
- Direction: 东，南，西，北，上，中，下，里，外，前，后，左，右
- Large Chinese cities: 北京，上海，广州，天津，四川
- Occupations: 司机、厨师、学生、老师、教授、医生、护士、艺术家、服务员、工程师、科学家、老板、做生意（生意人）、搞电脑的、歌手、作家、工人、农民
- School: 学生、老师、校长、课桌、椅子、讲桌、黑板（白板）、圆珠笔、铅笔、词典、书、书架、书包、课本、笔记本、作业、功课、中文课、历史课、数学课、语文课、地理课、物理课、化学课、体育课
- Clothing: 衣服、上衣、大衣、裤子、牛仔裤、衬衫、西装、领带、皮鞋、围巾、手套、帽子、裙子
- Food and drink: 东西、美食、吃、喝、好吃、好喝、甜、酸、苦、辣、咸、鲜美、米、面、菜、汤、肉、鸡蛋、牛奶、玉米、水果（香蕉、苹果、桔子、葡萄、西瓜）、西红柿、果汁、水（开水、凉水、冷水、冰水、开水）、茶（红茶、绿茶、花茶）、咖啡、汽水
- Weather: 春天、夏天、秋天、冬天、晴朗、多云、下雨、下雪、冷、热、刮风、打雷、闪电
- Technical terms for the international market: 买、卖、市场、便宜、贵、吃、穿、用、多少钱、中国结、扇子、小吃、桌布、桌垫、字画、国际学生

Sentence Structure

- Negative Form:
  我是中国人——我不是中国人。
  中国很大——中国不很大。
  我有十个朋友——我没有十个朋友。
  我早上九点上学——我早上九点不上学。

- Ordinary questions—ended with “吗”
  In answering questions, keep the original sentence order while deleting “吗” if the answer is positive
  In answering questions, keep the original sentence order while deleting “吗” and change the sentence to its negative form.

- Special questions:
  In answering questions, one only needs to replace the information with the question words

Skills

- Identify, pronounce, and produce characters and words associated with weather.
- Form simple sentences, and ask and answer simple questions that require yes/no answers.
- Form complete sentences, and ask and answer questions that have information regarding time, place, and number etc. (for example: 你今天什么时候去上学？你今天上午和谁去上学？你今天上午去哪里？你今天上午做什么了？)
- Locate a place on the map by telling its relative position to another place.
- Tell by what transportation one gets to a destination.
- Ask and answer questions regarding how one gets to a certain destination.
- Identify and pronounce occupation vocabulary.
- Form simple sentences or ask/answer questions that require yes/no answers.
Form and answer special questions on one’s occupation with question words such as what, which, how, how many, when, and where.

Identify and pronounce vocabulary associated with weather.

Ask and answer questions associated with weather that require yes/no answers.

Ask and answer when/where/who/how questions associated with weather.

Tell what the weather is.

Identify and pronounce vocabulary associated with school life.

Form simple sentences or ask/answer questions that require yes/no answers with school life vocabulary.

Ask and answer when/where/who/how questions associated with school life

Tell what one’s daily class schedule is.

Tell what one’s school/class is like.

Identify and pronounce vocabulary associated with clothing.

Form simple sentences or ask/answer questions that require yes/no answers with clothing vocabulary.

Ask and answer when/where/who/how questions associated with clothing.

Tell what one is wearing today

Order clothes by phone.

Identify and pronounce vocabulary associated with food and drink.

Form simple sentences or ask/answer questions that require yes/no answers with food and drink vocabulary.

Ask when/where/who/how questions associated with food/drink.

Tell what one eats and drinks at a certain meal.

Order food from restaurants.

Present basic facts about the international market held at VCU (time, place, participants, etc.).

Ask/answer simple questions about the event such as time and place.

Identify and pronounce as many products as possible presented at the international market held at VCU.

Ask and answer questions on the color, prices, and numbers of certain products.

Comment on the quality of certain products in a culturally appropriate way.

Comment on the taste of certain foods in a culturally appropriate way.

Bargain in a culturally appropriate way.

Connections to Other Disciplines

Geography, history, performing arts, mathematics, art and music.

Technology Integration

PowerPoint presentations, videos and Internet research on the international market and related topics

Assessments

Performance tasks

- Label maps in Chinese.
- Create a menu for the dinner of Chinese New Year’s Eve.
- Read and order from a Chinese menu (field trip).
- Make a flyer to introduce the International Market.
- Design the coolest woman and man clothing
- Cook Chinese dishes, do Chinese knots, and knit table cushions for the international market.
- Prepare paper-cuttings, draw Chinese paintings, and write calligraphy for the international market.
- Make flashcards and draw people of different occupations.
- Research about Chinese minority clothing, identify which clothing belongs to which minority, and describe the traditional clothing.
- Prepare a simple presentation on:
  a) A three day visit around China
  b) The weather in my hometown
  c) The internationalization of education (Afternoon project?)
  d) My school life
  e) My Chinese class

Quizzes, Tests, Prompts, Work Samples
- Vocabulary quizzes
- Listening comprehension
- Scaffold Performance Based Assessments (PBA) graded with rubrics
- Pretend purchase order
- Pretend Inventory
- Poster about the Chinese booths at the international market

Unprompted Evidence (observations, dialogues)
- Classroom participation
- Teacher observation
- Student homework
- Performance in interviews, presentations, and games such as charades, 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; and
- Understand the purpose of simple everyday materials.

Suggested Resources
- Map of the world in Chinese
- Map of China
- Map of the U.S.
- Flashcards of various occupations
- Video of Chinese traditional clothing
- Video of Chinese food and tea
- Video of American school principals’ visit to China
- Video of Chinese schools
- Useful Web pages:
  - Chinese food:
    - http://www.youtube.com/watch?v=auRO9YSSqI4&feature=related
    - http://www.youtube.com/watch?v=UyBElBuTf98
    - http://www.youtube.com/watch?v=OJNDsdtR_uI&feature=related
    - http://www.youtube.com/watch?v=JMe0ZvO1a0&feature=related
http://www.youtube.com/watch?v=i1aEc2O4bq8&feature=related
http://www.youtube.com/watch?v=AaEicQrk2g&feature=related
http://www.youtube.com/watch?v=cfjJpH7co&feature=related
http://www.youtube.com/watch?v=ngT7740By9A&feature=related
http://www.youtube.com/watch?v=NWJQXNNrCV0
http://www.youtube.com/watch?v=bZK8jcfpZ8&feature=related
http://www.youtube.com/watch?v=cEjYEighk&feature=related
http://www.youtube.com/watch?v=Ah6rgsEkk8&feature=related
http://www.youtube.com/watch?v=fYe5tCJ6fIA&feature=related
http://www.youtube.com/watch?v=tBw7oDKUtFc&feature=related
http://www.youtube.com/watch?v=kmGQN2ZnLMI&feature=related
http://www.youtube.com/watch?v=K_WdpHLKSCA&feature=related
http://www.youtube.com/watch?v=buqC6KzbSHo&feature=related
http://www.youtube.com/watch?v=1alzs-feqj0&feature=related
http://www.youtube.com/watch?v=RRcYemHYAHM&feature=related
http://www.youtube.com/watch?v=W-xq_ifAkxQ&feature=related
http://www.youtube.com/watch?v=6_bDPAQjx4&feature=related
http://www.youtube.com/watch?v=jj-CR7ZMMWA&feature=related
http://www.youtube.com/watch?v=2kh1p_oLE&feature=related
http://www.youtube.com/watch?v=cc_hvYzuLJ&feature=related

Clothing:

http://www.youtube.com/watch?v=agPm49ehKRA
http://www.youtube.com/watch?v=kiBjC6fQZtQ&feature=related
http://www.youtube.com/watch?v=M9iXZLQJ2xA&feature=related

Chinese Education:

http://www.youtube.com/watch?v=GxVLqT6xLYw&feature=related

Internationalization of Education:

http://www.youtube.com/watch?v=snCRCZwNAs0
http://www.youtube.com/watch?v=OZOPsfpdO1&feature=related
http://www.youtube.com/watch?v=Wu_ssvYVve&feature=related

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 for new lessons
- 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 experiences

Instructional Strategies

- Scaffolding
- Warming-up: Using some questions, games, and songs to activate prior knowledge about festivals
- Brainstorming vocabulary and information related to the international market
- Student-teacher 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-play
- Graphic organizers or Venn diagrams to compare Western foods that are popular in China, and Chinese foods that are popular in America
- Games and competitions at the instructional or review stages
- Hands-on activities

Prior knowledge
- Prior knowledge about markets
- Prior knowledge about China and its people
- Prior knowledge about Chinese culture

Relevant WebPages
- http://www.youtube.com/watch?v=XC_jEjrbXdY
- http://www.youtube.com/watch?v=T7GKa57mqwY
- http://www.youtube.com/watch?v=UihWWWhMZpj8&feature=related
- http://www.youtube.com/watch?v=ZonUBsQ_PNM&feature=related
- http://www.youtube.com/watch?v=ZigT4VnGtw&feature=related
- http://www.youtube.com/watch?v=3743iVOjME&feature=related
- http://www.youtube.com/watch?v=7XHioryoMes&feature=related
- http://www.youtube.com/watch?v=2RqenFbi3oU&feature=related

Sub-theme/unit
Activities that support the subtheme/unit

Activities for Essential Question 1
- To what extent or in what ways
- is travel different today from what it was in the past?
- are Chinese and Americans different in how they view travel?

Modern communication more than ever before has freed human beings from any constraints of time and space. It has caused a revolution in how we live and think. The growing interdependence of world peoples results in an international market, which demands more coordination among different industries, cultures, and populations. Traveling to see the world and participating in the international market, be it visible or invisible, has become a must in anybody’s life.

1) List means of transportation including: car, train, plane, telephone, and Internet
2) Discuss how modern ways of communication have affected peoples’ way of living
3) Three days to China project: research and present on Chinese places of interest
   - http://www.youtube.com/watch?v=Wu_svsVYVnE&feature=related
   - http://www.youtube.com/watch?v=d_fyOX3L9dw&feature=related
   - http://www.youtube.com/watch?v=2TRs2s-2tg&feature=related
   - http://www.youtube.com/watch?v=8332B5DN3Mk&feature=related
   - http://www.youtube.com/watch?v=dTYjJ7JWFIU&feature=related
4) Debate about how and why Chinese and Americans are different in how they view traveling
5) Present a skit- how eight detectives travel around the world (China, Japan, Russia, Rome, Spain, France, Germany) to look for a prisoner
6) Draw a Venn diagram or make a comparison table to compare travel in the past with travel today (means of transportation), places of interest, lodging, weather, customers)
7) Act out: planning a trip with your entire family
Activities for Essential Question 2

— In what ways

➤ does an international market demand all round generalists?
➤ does an international market demand specialists?

An international market demands more generalists that possess comprehensive knowledge and skills. Conversely, with the advancement of modern technology, more specialists are also wanted that possess specific knowledge and skills in certain areas.
1) List all general occupations
2) Interview native speakers about specialists within a certain occupation, such as doctor
3) Play charades with classmates on occupations by either drawing pictures or acting out
4) Interview native speakers about being a teacher or a professor in China
5) Present one’s family members’ occupations
6) Find a picture online of as many as family members in it as possible and introduce every family member’s name, age, birth date, occupation, and likes and dislikes

Activities for Essential Question 3

— To what extent or in what ways is education more and more internationalized?

Group debate on the advantages and disadvantages of the internationalization of education

➤ Interview native speakers who have experiences as international students learning in different countries about:
1) Education in their home countries (school setting, schedule, policy, student-teacher interaction, supplies, etc.)
2) Education in the U.S. (school setting, schedule, policy, student-teacher interaction, supplies)
3) Comparison (Venn Diagram or comparison table) between the two education systems pertaining to school size, daily schedule, courses offered, student-teacher relationships, school supplies, school climate, school organization, etc.)
4) How cultural experiences of learning in two different educational systems affect one’s way of thinking and behaving
➤ Watch movie: 一个也不能少 or 上学路上 and discuss the stories
➤ Perform: a day as an American exchange student in China and a day as a Chinese exchange student in the U.S.

Activities for Essential Question 4

— To what extent or in what ways are food and clothing and associated customs similar and dissimilar among different cultures? Make a Venn diagram to compare the Chinese Spring Festival with Christmas

➤ Write a passage to explain the similarities and differences
➤ Interview one of your classmates about his or her favorite Chinese food
➤ Participate in a competition in designing fashion
➤ Watch a video: Chinese food and tea
➤ Compete in making the most absurd or interesting stories as cued by pictures
➤ Prepare traditional Chinese dishes
➤ Eat out at a Chinese restaurant

A Culminating Event

An international market held at Virginia Startalk Chinese Academy

➤ Preparation for the event
  a) Students prepare Chinese dishes, make Chinese knots, and knit table cushions for the international market
  b) Students make flyers presenting their organization and goods
  c) Students talk about business etiquette and rules that should be obeyed in the international market
  d) Students decorate their booths in Chinese favorite colors and fashion
- At the international market
  a) Students advertise their goods by communicating with students from other academies using either verbal or nonverbal language
  b) Students bargain with students from other academies using either verbal or nonverbal language
  c) Students conclude the sale with students from other academies using verbal or nonverbal language

- After the event
  a) Students calculate their profits
  b) Students talk about possible improvements of the setting and goods for next year