Host Institution: UMASS Boston

Program Name: STARTalk Summer Chinese Camp

Language(s): Mandarin Chinese

Target Proficiency Level: Novice low          Age of Students: Middle school and high school

Number of Contact Hours:          Duration (weeks): 3 weeks

Setting (classroom, camp, residential): camp

Designed by: Star Lew

A. Brief Description of Program (no more than 150 words)

Provide an overview of your program. What will students experience during the program and what do you hope that your students will remember and be able to do after the program ends?

You may find it easier to respond to this question after completing the sections on Program Theme, Unit Subthemes, Standards and Expected Outcomes and Specific Knowledge and Skills.

In this three-week program for middle and high school students, participants will be able to greet and introduce each other, talk about their family and friends and express likes and dislikes in Mandarin Chinese. Topics will cover name, age, grade level, zodiac, where they live, family heritage, food, hobbies, favorite sports and daily activities. Students will also be able to describe, compare and contrast colors, clothing and looks of their family members. Students will acquire basic knowledge about geography, some culture and customs, as well as three family traditions between China the US.

B. Program theme

This is the umbrella theme that frames the curriculum and provides context for language and culture learning.
C. Unit Subthemes

What are the subthemes that will address different aspects of the umbrella theme? These subthemes will facilitate student learning and enable students to demonstrate what they have learned.

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
<th>…..</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greetings and Introduction of Me and My Family</td>
<td>One Day in My Family</td>
<td>Likes and Dislikes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D. Standards and Expected Outcomes

What will students know and be able to do in the target language and culture? Identify what students will do in terms of the standards. Ideally, all standards will be addressed, but there may be exceptions depending on the type of program that is being offered.

<table>
<thead>
<tr>
<th>Standards Targeted</th>
<th>Students Can</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication - Interpretive</td>
<td>Read some authentic materials related to Chinese family size and traditions</td>
</tr>
<tr>
<td></td>
<td>Listen to and watch multimedia materials</td>
</tr>
<tr>
<td></td>
<td>Using recorder to practicing listening and speaking related to the greetings and introduction.</td>
</tr>
<tr>
<td>Communication - Interpersonal</td>
<td>Introduce themselves and families: ask and answer simple questions to exchange information about themselves and their families, express likes and dislikes; sequence daily schedule including time and schedule.</td>
</tr>
<tr>
<td>Communication - Presentational</td>
<td>Name and describe their families, such as their family members, their profile and their likes and dislikes.</td>
</tr>
<tr>
<td>Cultural Practices/Products/Perspectives</td>
<td>Make Chinese dumplings as a family event.</td>
</tr>
<tr>
<td>Connections</td>
<td>Talk about their own family values.</td>
</tr>
</tbody>
</table>
Comparisons

Compare and Contrast Chinese and American greetings, family values, and family lifestyles.

Community

Greet each other in the camp in Chinese, and finish the camp wide forbidden city project

### E. Specific Knowledge and Skills

What specific linguistic, cultural, and other subject matter knowledge and skills will students be learning as they work with this theme? (e.g., language functions, cultural knowledge/practices/perspectives, knowledge related to subject matter or concepts.) Identify what students will do in terms of, but not limited to, LinguaFolio-like Can Do statements that are aligned with the Standards for Foreign Language Learning in the 21st Century.

<table>
<thead>
<tr>
<th>Thematic Knowledge and Skills</th>
<th>Students Can</th>
<th>Students Use</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Greetings</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hello!</td>
<td></td>
<td>Hello!</td>
</tr>
<tr>
<td>How are you?</td>
<td></td>
<td>How are you?</td>
</tr>
<tr>
<td>I’m fine. And you?</td>
<td></td>
<td>I’m fine.</td>
</tr>
<tr>
<td>So so.</td>
<td></td>
<td>So so.</td>
</tr>
<tr>
<td>Good morning</td>
<td></td>
<td>Good morning</td>
</tr>
<tr>
<td>Good-bye.</td>
<td></td>
<td>Good-bye.</td>
</tr>
<tr>
<td><strong>Understand class vocabularies and class rules</strong></td>
<td>Classroom commands</td>
<td>Various classroom objects, such as pen and binder, etc.</td>
</tr>
<tr>
<td><strong>Thanking someone</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thank you.</td>
<td></td>
<td>Thank you.</td>
</tr>
<tr>
<td>You are welcome.</td>
<td></td>
<td>You are welcome.</td>
</tr>
<tr>
<td><strong>Introducing self and family</strong></td>
<td>Ask and answer questions about one’s name, age, nationality and language.</td>
<td></td>
</tr>
<tr>
<td><strong>Talking about one’s family and asking others about their families</strong></td>
<td>Count from 1 - 100</td>
<td>Family members (father, mother, sister, brother, uncle, aunt, grandma, grandpa...) I have… I do not have … Ask questions to get the above answers.</td>
</tr>
<tr>
<td><strong>Asking about and expressing likes and dislikes</strong></td>
<td>I like…. I don’t like….</td>
<td>Ask questions to get the above answers.</td>
</tr>
</tbody>
</table>
### Naming color

- Names of colors
- I like….
- I don’t like ….
- I have… hair/ eyes
- Ask about one’s favorite colors

### Describe self

- Body parts (ears, eyes, hair, head, nose, mouth, hand, foot, leg, body)
- Descriptive words (long, short, big, small, fat, thin)

### Identify number and dates

- What day is today?
- What’s the date today?

### Identify the time of the day

- What time is it?
- It’s …now.

### Sequence daily schedule

- What time do you (e.g. get up)?
- I (get up) at…

### Identifying sports

- I like (to play)…
- What’s your favorite sport?

### Identifying three Chinese family traditions/events

- Spring Festival
- Mid-fall Festival
- Family fun

### Following directions for Chinese dance and Taiji

- Body parts, movements, rhymes

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**F. End of Program Performance Tasks**

What culminating performance tasks will provide evidence that students have achieved the program learning objectives? Indicate how students will be assessed for each mode of communication through interpretive, interpersonal and presentational performance tasks.

- **Interpretive tasks** involve students in receptive communication of oral or written messages, in mediated communication via print and non-print material, or with listener, viewer, reader works with visual or recorded materials whose creator is absent.
• **Interpersonal tasks** require direct oral communication between individuals who are in personal contact or direct written communication between individuals who come into personal contact.

• **Presentational tasks** require students to engage in productive communication using oral or written language, produce spoken or written communication for people with whom there is no immediate personal contact or which takes place in a one-to-many mode, or author or create visual or recorded material for listeners or readers not personally known.

Interpretive tasks:
Record self-introduction in the recorder
Read and write the vocabularies about greeting and self-introduction.
Draw a family tree based on authentic paragraph description of a family.

Interpersonal tasks:
Pair of students will ask each other about themselves and their family members.

Presentational tasks:
The class will be divided into three groups. Each group of students can decide a imagine family and make a poster to show the family; and then present it to the class.
Students introduce themselves in Chinese to intermediate I class

G. **Other Types of Assessment and Evidence of Learning**

Other types of assessment and evidence of learning may include a wide range of activities and products that provide meaningful evidence of learning, such as dialogue journals, reflective journals, posters, LinguaFolio self-assessment, role plays, presentations of visual or performance arts, portfolios, audio portfolios, e-portfolios, research projects, or videos. Include some assessment or reflection about students’ attitudes and perspectives toward the target language and culture.

<table>
<thead>
<tr>
<th>Examples</th>
<th>Brief description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family tree</td>
<td>• Groups of students make a imaginary family tree</td>
</tr>
<tr>
<td>Poster</td>
<td>• Make a poster to show student’s daily schedule</td>
</tr>
<tr>
<td>Family tree</td>
<td>• Groups of students make a imaginary family tree</td>
</tr>
</tbody>
</table>
### Interviews
- Interview classmates on favorite color, food and sports

### Survey
- Make a class birthday survey and then graph it for each month

### Class rhymes
- Using a rhyme to learn family members
- Work together to create a rhyme to present Chinese food

### Venn Diagram work
- Compare and contrast Chinese and American family size and tradition
- Compare and contrast likes and dislikes
- Compare and contrast Chinese and American diet
- Compare and contrast Chinese and American popular sports

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**H. Instructional Strategies**

How will your program ensure that the following best practices are incorporated into your program?

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use target language for instruction</td>
<td>The teacher will use picture cards, posters and other visual aids to introduce new vocabulary. Students will be able to follow instructions by teacher’s TPR class demonstration.</td>
</tr>
<tr>
<td>Facilitate student-centered learning</td>
<td>Students have pair work for sentence pattern practice, small group and big group work to demonstrate their communication and presentational skills through interview, skit and poster making projects. In addition, students will be able to conduct individually-paced learning through quiet studying time for reading and writing.</td>
</tr>
<tr>
<td>Ensure meaningful interaction in the target language</td>
<td>Students will be able to talk and write about themselves and their families in real life. It is also a great opportunity to learn about someone else in the same camp, but not from the same community that they are from.</td>
</tr>
</tbody>
</table>
Therefore, students are highly motivated to ask questions, share information as well as find commonality of and differences from each other.

Integrate language, culture and content

Students will be able to present their imaginary family. They will be able to compare and contrast the similarities and differences of family traditions between China and America, or with their own family heritage. They will be able to talk about different lifestyle between the cultures.

Differentiate instruction based on student need

Students will use learning centers. Different centers will have different learning tasks, such as writing characters, reading, playing flashcards, and making a culture projects. The materials for those centers are designed for different learning level students. They also include visual and hands on materials. Students can choose his or her comfortable one to do in different centers. The teacher will assist students when they need extra help for certain tasks.

I. Materials & Other Resources

Describe the primary resources that you plan to use for the program.

<table>
<thead>
<tr>
<th>Resources</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of textbook, if applicable</td>
<td>Discover Chinese</td>
</tr>
<tr>
<td>Realia / Authentic materials</td>
<td>Posters, flash cards and handouts</td>
</tr>
<tr>
<td>Multimedia</td>
<td>Video, Flip Camera, Digital recorder and Powerpoint presentation</td>
</tr>
</tbody>
</table>
J. Technology

If technology is part of your budget, how will that technology support instruction and enhance learning?

<table>
<thead>
<tr>
<th>Technological tools</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Lab</td>
<td>Students will go to language lab to use Liguafolio for self assessment</td>
</tr>
<tr>
<td>Film</td>
<td>TBD</td>
</tr>
</tbody>
</table>
For Your Reference

Standards for Foreign Language Learning in the 21st Century

**Goal 1: Communication**

Standard 1.1 - Interpersonal Communication: Students engage in conversation, provide and obtain information, express feeling and emotion, and exchange opinions.

Standard 1.2 – Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics.

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

**Goal 2: Cultures**

Standard 2.1 – Practices and Perspective: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2 – Products and Perspectives: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

**Goal 3: Connections**

Standard 3.1 – Knowledge of Other Disciplines: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2 – Distinctive Viewpoints: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

**Goal 4: Comparisons**

Standard 4.1 – Nature of Language: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2 – Culture: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

**Goal 5: Community**

Standard 5.1 – Beyond the School Setting: Students use the language both within and beyond the school setting.

Standard 5.2 – Life-long Learners: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.
Communicative Modes

Interpersonal Mode

The Interpersonal Mode is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meaning and intentions are being communicated. Adjustments and clarifications can be made accordingly. As a result, there is a higher probability of ultimately achieving the goal of successful communication in this mode than in the other two modes. The Interpersonal Mode is most obvious in conversation, but both the interpersonal and negotiated dimensions can be realized through reading and writing, such as the exchange of personal letters or electronic mail messages.

Interpretive Mode

The Interpretive Mode is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of “one-way” reading or listening include the cultural interpretation of texts, oral or written, must be distinguished from the notion of reading and listening “comprehension,” where the term could refer to understanding a text with an American mindset. Put another way, interpretation differs from comprehension in that the former implies the ability to “read (or listen) between the lines.”

Since the Interpretive Mode does not allow for active negotiation between the reader and the writer or the listener and the speaker, it requires a much more profound knowledge of culture from the outset. The more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretations of a written or spoken text. It must be noted, however, that cultural literacy and the ability to read or listen between the lines are developed over time and through exposure to the language and culture.

Presentational Mode

The Presentational Mode refers to the creation of messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for active negotiation of meaning between members of the two cultures exists. Examples of the “one-way” writing and speaking require a substantial knowledge of language and culture from the outset, since the goal is to make sure that members of the other culture, the audience, will be successful in reading and listening between the lines.


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