

Student Program Curriculum

Basic Program Information

Host Institution:	Wofford College
Program Title:	STARTALK Chinese Student Program @ Wofford College
Curriculum Title:	Our Identities, Our Heroes
Language(s):	Chinese;
Grade(s) of Learners:	G6-8; G9-12;
Language Background:	Non-heritage;
Program Setting:	Non-residential
Program Type:	Blended
Duration:	38 Days

Contact Hours: 149 Hours

STAGE 1: What will learners be able to do with what they know by the end of the program?

Target Proficiency/Target Performance

Target Proficiency Level (by end of program):

Novice Range

Target Performance Level(s) (during and by end of program):

Novice High, Intermediate low

Program Overview and Theme

The program theme is “Our Identities, Our Heroes”. Students will be able to introduce themselves by giving biographical details and will be able to talk about their interests and activities. Students will also work with biographical materials (such as personal profiles, stories, videos, and other authentic materials) about heroes or important people that really matter to them both at home and in Chinese culture.

Students will explore who they are, where they live, their nationalities, and their heritages. They will comment on the actions of fictional and historical figures and will make simple comments about their personalities and characters. Students will consider their increased independence as they interact with others and take on increased responsibilities at home and in their communities. They will work together to tell the story of a modern-day hero from a community or region where the target language is spoken. They will take part in a simulated field trip to meet individuals involved in the local community and identify how various individuals are working to create a better community.

Learning Goals	
NCSSFL-ACTFL Global Can-Do Benchmarks Be sure to label the mode and proficiency level of each statement.	Program Can-Do Statements or NCSSFL-ACTFL Can-Do Statements
Interpersonal Communication	
(Novice High: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking	1. 1. I can exchange biographic information.
	2. 2. I can inquire about and share information about my family, nationality, and heritage.

<p>and answering simple questions.)(Intermediate Low: I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.)</p>	<p>3. 3. I can comment on a person’s personality and character traits based on his/her actions.</p> <p>4. 4. I can ask and answer questions about factual information that is familiar to me.</p> <p>5. 5. I can ask about school, work, and the community, and I can offer to help.</p> <p>6. 6. I can talk about why someone is or is not a hero or leader.</p>
<p>Interpretive Listening</p>	
<p>(Novice High: I can recognize pieces of information and sometimes understand the main topic of what is being said.) (Intermediate Low: I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.)</p>	<p>7. 7. I can understand a few details about a person who is being described when accompanied by visual support.</p> <p>8. 8. I can categorize a person who is being described as a leader, artist, musician, athlete, etc.</p>

Interpretive Reading	
<p>(Novice High: I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.)</p> <p>(Intermediate Low: I can understand the main idea of short and simple texts when the topic is familiar.)</p>	9. 9. I can understand short, simple descriptions with the help of visuals.
	10. 10. I can understand personal information about others and understand the main idea of what someone did or is doing. I can identify some detailed information needed on forms, such as school registration forms, international students identification card, etc.
	11. 11. I can understand what another person is asking in his/her writing about my personal interests or routines.
Presentational Speaking	

<p>(Novice High: I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.)(Intermediate Low: I can present information on most familiar topics using a series of simple sentences.)</p>	<p>12. 12. I can present information about my life.</p>
	<p>13. 13. I can describe another person’s personality and character.</p>
	<p>14. 14. I can give a presentation about a famous athlete, celebrity, or historical figure.</p>
	<p>15. 15. I can participate in a multimedia presentation about someone else.</p>
<p>Presentational Writing</p>	
<p>(Novice High: I can write short messages and notes on familiar topics related to everyday life.)</p>	<p>16. 16. I can write short messages and notes about what I do at school, at home, or in the community.</p>
	<p>17. 17. I can write short notes for images and pictures to convey information about someone else.</p>

STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?

Summative Performance Assessment		
INTERPRETIVE TASK	INTERPERSONAL TASK	PRESENTATIONAL TASK
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.	Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
Students will read, listen to, and view biographical or autobiographical texts/ media that give information about	Students will get to know each other by inquiring about information about self, family, nationality, likes and dislikes,	Students will create presentations in the media of their choice, such as scrapbooks, graphs or video on personal

the experiences of several important people at home and in China. They will complete a personal profile on these individuals. A check list and comprehension question list will be used to check their comprehension. Students will also demonstrate their interpretation when they compare those individuals' life with their own.

school life, etc. They will survey the class and identify a peer that shares the most similarities. Each student will assume the role of a well-known individual but will first hide the identity. Peer students will interview to figure out who that person is. Students will assume the role of a well-known individual and take interviews from journalists who plan to write a report about the person.

heroes. These presentations will include each hero's name, age, nationality, and profession, as well as information about her/his personality, biography, and heroic characteristics. Each student will present her/his hero to native speakers from community during the simulated field trip. Students will vote anonymously to choose which three students' hero presentations will be formally introduced at the closing ceremony for the program.

STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

Learning Experiences			
No.	Program Can-Do Statements NCSSFL- ACTFL Can-Do Statements Learners can...These Can-Dos are from Stage 1 Learning Targets.	Language, Culture, Content Learners need to use...List the language chunks, vocabulary, grammatical structures, cultural knowledge, and content information that learners need to accomplish the stated Can-Dos listed in column 1.	Major Learning Experiences & Evidence Learners will experience & demonstrate...Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.
Interpersonal Communication			

1	1. I can exchange biographic information.	<p>Language chunks: -你叫什么名字? What is your name? -你今年多大? How old are you? -你属什么? What Chinese Zodiac animal are you?/ What animal sign were you born under? -你的生日几月几号? When is your birthday? -你的电话号码是多少? What is your phone number? -你喜欢做什么? What do you like to do?/What are your hobbies? -你什么时候打球? What time do you play ball? -你在哪儿打球? Where do you play ball? -你和谁打球? Who do you play ball with?/Who else plays ball with you? -你为什么喜欢打球? Why do you like to play ball?</p>	<p>On the first day of the program, students complete a questionnaire, or create biography of themselves giving basic biographical information in the target language. This information is then used to play versions of “Find Someone Who”. Working with a well-known legend or true story from Chinese culture, such as the stories of Mulan, Lang Lang, and Yao Ming, students will introduce themselves as the main characters in the story. They will continue to refer to this story and the individual characters as appropriate throughout the unit. This thread of a story will allow students to work with new vocabulary and concepts as they talk</p>
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		<p>Vocabulary: name, birthday, age, Chinese zodiac, telephone number, likes and dislikes, and activities.</p> <p>Culture Knowledge: explore in the language and understand the difference between Chinese and American cultures - Students will know that in China, the cell phone number has 11 digits. Landline numbers in different cities vary in term of how many digits. - Students will know that Chinese people talk about time from big to small (year→month→date) - Students will know that in China, people use the Zodiac to mark their birth year.</p>	<p>about themselves, their heroes, and role play the characters in the story.</p>
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<p>2</p>	<p>2. I can inquire about and share information about my family, nationality, and heritage.</p>	<p>Language chunks -你是哪国人？ What is your nationality? -你家在哪儿？ Where is your hometown? -你家有几口人？ How many people are in your family? -你家有什么人？ Who are they? -你有哥哥/姐姐/弟弟/妹妹吗？有几个？ Do you have siblings? How many? -你爸爸工作吗？ 你爸爸在哪儿工作？他做什么工作？ Does your father work? Where does he work? What is his occupation? Vocabulary: nationality and hometown (U.S.A., China; South Carolina, North Carolina; Spartanburg, Greenville, Beijing, Shanghai, Wuhan), family, and</p>	<p>Students create a visual identity card with images that represent who they are. They then engage in inner-outer circles, asking questions to get more information from other students and responding to questions they are asked. Students will be given random pictures of families from a source like 1000 Families. They will imagine that they are part of the family that is pictured. They will circulate to determine how their family is similar to and different from other families without seeing the pictures of the other families. Students will then meet with someone that they believe has a family that is nearly identical to their own and will then</p>
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		<p>heritage. Culture Knowledge: explore in the language and understand the difference between Chinese and American cultures Students will know that Chinese people talk about places from big to small (country→state/ province→city) - Students will know that the order to talk about family member is from male to female, senior to junior. - Students will know the different family structures in China and in U.S.A.</p>	<p>compare pictures to verify similarities and differences.</p>
<p>3</p>	<p>3. I can comment on a person's personality and character traits based on his/her actions.</p>	<p>Language chunk: 你觉得他/她性格 怎么样? What is he/she like? 他总 是很安静。He is always quiet. 他不</p>	<p>Each student will be responsible for one word from the personality or character words that will be used throughout</p>

爱说话。 He does like to talk much.
他喜欢说话。 He likes to talk with
people. 他很勇敢。 He has a lot of
courage. 他很自信。 He is very self-
confident. 他很友好，脸上总是有
笑容。 He is always friendly, with
a smile on his face. Vocabulary:
personality and character

the unit. They must find or create an
image that illustrates the word and then
create a display for the class word wall.
They will select a fictional or historical
character who is known for that trait
and then write a simple sentence using
that word. For example, Batman is
courageous. Students will wear the
image of a known figure on their back
or on a band around their forehead.
These individuals will be selected
from those whom the students have
researched as their alter-ego identities.
They will circulate, playing a version of
20 questions to see if they can figure out
who they are.

<p>4</p>	<p>4. I can ask and answer questions about factual information that is familiar to me.</p>	<p>Language Chunks 你叫什么名字? What is your name? 你做什么工作? What do you do? 你为什么非常有名? Why are you famous? 你住在哪儿? Where do you live? 你说什么语言? What languages do you speak? 你喜欢做什么? What do you like to do? 什么对你最重要? What is important to you? Historical figures: their biographic information and characteristics. U.S.A.: George Washington乔治华盛顿, Abraham Lincoln亚伯拉罕林肯, Martin Luther King马丁路德金, Michael Jordan迈克尔乔丹 China: Deng Xiaoping邓小平, Xi Jinping习近平, Yao</p>	<p>Students will assume the roles of well-known individuals in the target culture. They will ask and answer questions to meet the other individuals in the class. They will circulate to determine who they would be most likely to socialize with and they will say why. Students will role play well-known heroes and villains and imagine conversations between them. Students will participate in a “meeting of the minds”. They will come together in small groups, as if at a meeting, and will meet, greet, and get to know each other. Students will be responsible for keeping track of what they learn about the others at the party. After the event, students will</p>
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		<p>Ming姚明, Li Na李娜, Lang Lang朗朗, Jack Ma马云, Mulan木兰 Vocabulary: biographic information, family, school, likes and dislikes, etc.</p>	<p>be regrouped and will participate in an organized trivia competition based on the facts that have been shared. Students will practice mock interview questions, assuming that one day they will have a chance to interview a famous Chinese person.</p>
<p>5</p>	<p>5. I can ask about school, work, and the community, and I can offer to help.</p>	<p>Language Chunk -你是学生吗? 你是几年级的学生? Are you a student? What year are you? -你在哪儿上学? 你的学校远吗? Where do you go to school? Is your school far (away)? -你有几个老师? 你喜欢你的学校吗? 为什么? How many teachers do you have? Do you like your school? Why? -你</p>	<p>Each student will select a cause or a community-based organization that is helping in the local community and/or in an area where the target language is spoken. In pairs, each student will attempt to convince his/her partner to support his/her organization in some way. The idea is for students to continue the conversation, never taking no for an</p>

几点上学？几点下学？ When do you go to school? When do you leave school? -你在学校上什么课？你喜欢什么课？为什么？ What courses do you take at school? Which courses do you like? Why? -你几点上课？几点下课？ What time do you start class? What time do you finish class? -下学以后做什么？ What do you do after school? -在你的社区，你做义工吗？ Do you help your community? -你做什么义工？ What voluntary work do you do? -你什么时候做义工？ When do you volunteer? -你为什么做义工？

answer. Students will continue to change partners, working on their powers of persuasion. Students will then complete a written ballot, nominating the best “salesperson” with whom they spoken. The two top “salespeople” will perform for the class.

		<p>Why do you volunteer? Vocabulary: school, work, community, help.</p>	
<p>6</p>	<p>6. I can talk about why someone is or is not a hero or leader.</p>	<p>Language chunk Who is a hero?谁是英雄? Is a teacher a hero?老师是英雄吗? Can students be hero?学生可以是英雄吗? How about principal?校长呢? Custodian? 保安呢? Mayor?市长呢? Engineer?工程师呢? Doctor?医生呢? Nurse?护士呢? Police officer?警察呢? Fire fighter? 消防队员呢? Soldier?士兵呢? Why or why not? 他们为什么是(或者不是)英雄? What do they do?他们做什么? They help others. 他们帮助别人。 They give hope to others.他们给别人希望。</p>	<p>Students will first watch a clip of a movie in the target language with the sound off and will identify the hero and the villain in the clip through the observable actions. They will then discuss why someone is or is not a hero, giving reasons based on what they saw. They will then watch with the sound on and will listen for additional characteristics. Students will circulate, asking the key question, “Are you a hero?” Students will be encouraged to answer in the affirmative, give reasons why they are heroes, and share reasons why others are heroes. For example,</p>

		<p>They respect others. 他们尊重别人。 They fight against evil and bad things.他们和坏人坏事斗争。 They work hard.他们努力工作。 Vocabulary: hero and different jobs.</p>	<p>“You are a hero because you are always helping others”. Students will consider the role that the media plays in creating heroes. They will watch a video clip of a well-known actor or sports figure and will then discuss whether that person is a hero or not. Half the class will prepare reasons in favor of considering that person a hero, and the other half will prepare reasons against. Students will then have a conversation with a partner.</p>
Interpretive Listening			
7	7. I can understand a few details about a person who is being	Use previously listed language trunk and vocabulary.	The teacher will prepare a multimedia presentation to introduce him/herself to the class. This presentation will serve

	described when accompanied by visual support.		as a model. As students listen to the presentation, they will complete fact sheets determining which statements are true and which are false.
8	8. I can categorize a person who is being described as a leader, artist, musician, athlete, etc.	Use previously listed language trunk and vocabulary.	The teacher will prepare video clips or introductions for famous people in Chinese culture including true heroes or legendary heroes such as Mulan. Students will listen for key details, noting those that the heroes have in common. They will also complete a list of comprehension questions. They will then compare two similar heroes from their own culture.

Interpretive Reading			
9	9. I can understand short, simple descriptions with the help of visuals.	Use previously listed language trunk and vocabulary.	Students will read materials about fictional and historical heroes and will begin to create word lists of characteristics associated with heroes.
10	10. I can understand personal information about others and understand the main idea of what someone did or is doing. I can identify some detailed information needed on forms, such as school registration forms, international students identification card, etc.	Use previously listed language trunk and vocabulary.	tudents will read information about important people found in Chinese online articles or biographies, and they will complete graphic organizers answering who, what, when, where, why questions. They will then make inferences in the target language or English about why these people are so important. This activity will be combined with students'

			<p>presentational speaking and writing. Students can create a scrapbook about the famous people entitled “all about [him/her]”. Students will read a lot of authentic forms found online and demonstrate their understanding through interpersonal questions or through presentation speaking.</p>
<p>11</p>	<p>11. I can understand what another person is asking in his/her writing about my personal interests or routines.</p>	<p>Use previously listed language trunk and vocabulary.</p>	<p>Students will be given a list of interview questions from a fictional Chinese magazine interested in the lives of American students. They will give brief answers and make charts showing their routines. Students will be given simple fictional pen pal letters from students in</p>

			China and will be asked to write simple responses (presentational writing).
Presentational Speaking			
12	12. I can present information about my life.	Use previously listed language trunk and vocabulary.	Students will create short presentations describing their life as if to an audience of Chinese students visiting Spartanburg. Classmates will play the role of these Chinese visitors and will be rewarded with daily market play money for asking questions.
13	13. I can describe another person's personality and character.	Use previously listed language trunk and vocabulary.	Each student will think of a person s/he considers a hero and will explain to a partner why including the personality and

			character traits that make him/her a hero in the students' lives.
14	14. I can give a presentation about a famous athlete, celebrity, or historical figure.	Use previously listed language trunk and vocabulary.	Each student will research a current celebrity that s/he admires and will build the case that the celebrity is or is not worthy of his/her celebrity status. Students might want to go to fan websites to see what role the celebrity plays in the world. Students will then share that information with the class using simple sentences. For example, "Bill Gates is a businessman. He started Microsoft company. He gives money to charities". Working in groups, students will invent a superhero for their community and prepare a presentation

			<p>on the personality of that person. They will also detail what the superhero would do to benefit their community, giving reasons why that action would be important to the community.</p>
15	15. I can participate in a multimedia presentation about someone else.	Use previously listed language trunk and vocabulary.	<p>Students will work together in groups to nominate a community hero. These presentations will be given near the end of the camp when native speakers from the community are invited to come in. Those in attendance will vote for the community hero of the year. As a class, the students will decide how this individual will be recognized and will</p>

			prepare the appropriate remarks for the final showcase ceremony.
Presentational Writing			
16	16. I can write short messages and notes about what I do at school, at home, or in the community.	Use previously listed language trunk and vocabulary.	Each student will write two true statements and one untrue statement that seems like it could be true about what s/he does at school, at home, or in the community. They will read those statements to the class and the class will vote on which statement is sure to be the untrue one. Each student will write about what he/she do at school through different genres, such as daily schedule and weekly course schedule. These schedules will be pasted on the

			<p>schedule wall, and students will identify whose schedule is the most close to his/hers. Students will write responses to the reading assignments described above under “interpretive reading”. Students will work together in groups to create a “How can you help?” poster in support of a nonprofit group. The poster will offer suggestions of how others can become involve in support of a cause.</p>
<p>17</p>	<p>17. I can write short notes for images and pictures to convey information about someone else.</p>	<p>Use previously listed language trunk and vocabulary.</p>	<p>Students will research their alter-ego identities to learn ten basic facts about those identities. They will create a mini-poster with this information presented in a visual format that contains key new words. These posters will be displayed</p>

		in class as reference tools for alter-ego activities. This is practice for doing the same thing for their personal heroes.
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Materials & Other Resources

Authentic texts such as biography, list of achievements, short stories, different forms, etc., about families, someone else, or important people in Chinese and American culture. These materials are chosen from printed book or online materials. Audio Lingua. Video clips about these important people found in youtube, Renwu, etc. Video clips with cultural information about holidays, sports, schools, etc.

Daily Schedule

Schedule	Activity
8:45-9:00	Share the learning objectives for the day.
9:00-9:10	Review of the contents from the day before through conversation or student presentation.
9:10-9:20	Be familiar with today's content 1 through video, stories and vocabulary games.

9:20-9:50	Content 1 and its activities (interpersonal, interpretive, presentation).
9:50-10:10	Break and snack time
10:10-10:20	Be familiar with today's content 2 through video, stories and vocabulary games.
10:20-10:50	Content 2 and its activities (interpersonal, interpretive, presentation).
10:50-11:00	Break.
11:00-11:10	Be familiar with today's content 3 through video stories and vocabulary games.
11:10-11:40	Content 3 and its activities (interpersonal, interpretive, presentation).
11:40-11:50	Cumulative conversation and presentation (combine the three small contents for the day and include contents from previous days if possible).
11:50-12:00	Head to cafeteria (will get lunch and eat together at reserved room).
12:00-1:15	Lunch and Chinese Table: do self presentation in front of the instructors/peers/tutors by accumulating what they have learned so far. Campers are encouraged to share their extra projects done in a group or at home.
1:30-2:20	Project. Students will continue the topics in the morning, use the language to investigate, and reflect on the relationship between the practices and perspectives of the culture studied, participate in hands-on practice,

	expand their knowledge of the relevant discipline, and make a comparison between the topics in base culture and the target culture.
2:30-3:20	Group Project. In group project, students can either explore some Chinese culture that emerge from the topics of the important people or of their own interest. Or they can work on group projects such as Most Influential American Presidents, My Star, My Celebrity, STARTALK @ Wofford Hero of the Year, etc. They will then share with the group.
3:30-4:00	Flexible time: this time can be used for the following purposes: (1) Technology tutorial hours to familiarize students with E-LinguaFolio, or other softwares such as quizlet, our App. (2) Complete E-LinguaFolio can-do statement and upload evidence. (3) Make purchase in our Chinese market: students will be given camp-made Chinese currency to reward their achievement or extra projects at home. Students can purchase Chinese items by using Chinese language and the camp-made currency. (4) Conduct small group activities with tutor where students can apply what they learned today in activities such as conversation, survey, interview, presentation, etc., or they can continue their uncompleted cultural activity.
4:00-4:10	Wrap up, brief review, and fill out exit cards.