



2014 STUDENT Program Curriculum For Non-Heritage Learners

BASIC PROGRAM INFORMATION

Host Institution:	Huayuan Chinese Academy, Inc.				
Program Title:	STARTALK STEM-Integrated Chinese Learning Program				
Language(s):	Chinese	Grade(s) of Learners:	Rising 2nd to 5th graders K-2, 3-5, 6-8, 9-12		
Heritage Speakers?	Yes	Non-Heritage Speakers?	Yes		
Program Setting:	<i>Residential:</i>	<i>Non-Residential:</i>	<input checked="" type="checkbox"/>	<i>Distance/Online Component:</i>	
	<i>Other (please specify):</i>				
Duration:	<i>Weeks/Days:</i>	14	<i>Contact Hours:</i>	98	
Target Proficiency Level: (by end of program)	Novice Low or Mid for non-heritage learners		Target Performance Level(s): (during and by end of program)	Novice Mid or Novice High for non-heritage learners	
<p>If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.</p>					
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STARTALK-endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment

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

Program Overview and Theme

In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

The three-week “STARTALK STEM-Integrated Chinese Learning Program” held by Huayuan Chinese Academy will engage 45 rising grade 2-5 students in a Mandarin Chinese immersion experience, with the theme, “Explore Water, an Essential Element of Life,” offering fun and creative hands-on STEM activities as a vehicle for language learning and including a field trip and final performance for parents. The majority of students have no prior background in Chinese, with a few Chinese heritage learners and returning students from the 2013 summer program.

The program is comprised of daily language, culture, STEM activities, computer-assisted language reflection, a one-day curriculum-related field trip, and final performance. During the program, the students will meet the main character of the program, water baby (an imaginary figure from the story of “The journey of water babies,” symbolizing water) from China, and experience water baby’s fun life (friends and family), magic show (three states and water cycle), and adventures (different water bodies and water pollution). At the end of the program, non-heritage students will be able to communicate in Chinese to greet each other, exchange simple information about such topics as weather, family members, colors, water-related sports, three states of water, and water pollution in memorized phrases or language chunks, and follow basic scientific experimental directions in Chinese. Students will gain hands-on experiences with selected Chinese cultural practices and products, such as Chinese landscape painting, dragon boat making, tea culture, Martial Arts, Taichi, and Chinese dancing. Students will understand that the Yangtze and Yellow rivers are mother rivers in Chinese culture. In the final performance day, students will perform Chinese singing, skits, Martial Arts, Taichi, and Chinese dancing. The students will use computers to reinforce learned language skills.

Learning Targets

Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners’ proficiency level(s) and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf. You will then be able to use LinguaFolio® Online to document the

learning targets you've selected.

<p align="center">NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS <i>Be sure to label the mode and proficiency level of each statement.</i></p>	<p align="center">PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS <i>Number the Can-Do statements here and then transfer to Stage 3.</i></p>
Interpersonal Communication	
<p>Novice Low: I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.</p> <p>Novice Mid: I can communicate on some very familiar topics using a variety of words and phrases that I have practiced and memorized.</p> <p>Novice High: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.</p>	<ol style="list-style-type: none"> 1. I can exchange information about myself and my family using words, phrases, and memorized expressions. 2. I can ask and answer a few simple questions, including likes and dislikes about family members, water sports, colors, and Chinese food using phrases and memorized simple sentences.
Presentational Speaking	
<p>Novice Low: I can present information about myself and some other very familiar topics using simple words or memorized phrases.</p> <p>Novice Mid: I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.</p> <p>Novice High: I can present basic information on familiar topics using phrases and simple sentences.</p>	<ol style="list-style-type: none"> 3. I can present personal information about myself and my family using words and phrases and memorized simple sentences. 4. I can express my likes and dislikes about colors, water sports, and food using memorized simple sentences. 5. I can present simple information from tally sheets or posters about water cycles and water pollution using words, phrases, and memorized expressions.
Presentational Writing	
<p>Novice Low: I can copy some familiar words, characters, and phrases.</p> <p>Novice Mid: I can write lists and memorized phrases on familiar topics.</p>	<ol style="list-style-type: none"> 6. I can copy some characters and words (water, colors) that I see on the wall, on the board, or on the computer. 7. I can write lists on a few topics (numbers, family members).
Interpretive Listening	
<p>Novice Low: I can recognize a few memorized words and phrases when I hear them spoken.</p> <p>Novice Mid: I can recognize some familiar words and phrases when I hear them spoken.</p>	<ol style="list-style-type: none"> 8. I can understand some commonly used words and expressions, such as hello, good-bye, please, thank you, stand up, and sit down. 9. I can understand names of objects in the classroom pictures and STEM activities (family members, colors, water sports, ocean creatures, lemonade, boat, water, ice, vapor, cloud, rain, snow,

Novice High: I can often understand words, phrases, and simple sentences related to everyday life.	trash) and simple sentence-level statements. 10. I can follow some directions or instructions, signs, and other visual aids and multi-media materials related to weekly science units.
Interpretive Reading	
<p>Novice Low: I can recognize a few characters. I can identify a few memorized words and phrases when I read.</p> <p>Novice Mid: I can recognize some characters. I can understand some learned or memorized words and phrases when I read.</p> <p>Novice High: I can understand familiar words, phrases, and sentences with short and simple texts related to everyday life.</p>	<p>11. I can recognize characters (family members, water sports, ocean creatures, three states of water, water cycles) with help from visuals.</p> <p>12. I can connect some characters to their meanings (numbers fewer than ten, water, colors).</p> <p>13. I can sometimes understand short simple descriptions with the help of pictures and graphs on the water cycle and water pollution.</p>

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

Summative Performance Assessment

Describe the *major summative* performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.

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.
Imagine that you will meet a water baby from China and please find more information about him by reading a passage about water baby (including water baby's name, age, family members, favorite sports, ocean creatures, Chinese food, and colors) and complete a fact sheet for water baby.	Using a survey form, exchange information with classmates to find out detailed information about their family members and things that they like such as sports, ocean creatures, Chinese food and colors.	Present the survey results you collect from the interpersonal task to a small group of classmates, using a series of sentences). Develop a poster to illustrate how water is polluted, including the Yangtze and Yellow River in China, and how to keep water clean.

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

Learning Experiences

In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program Can-Dos developed or identified in Stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2.

PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO STATEMENTS <i>Learners can ...</i>	LANGUAGE, CULTURE, CONTENT <i>Learners need to use ...</i>	MAJOR LEARNING EXPERIENCES & EVIDENCE <i>Learners will experience & demonstrate ...</i>
Copy these Can-Dos directly from Stage 1, Column 2. Use one row per Can-Do.	List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Dos listed in column 1.	Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.
1. I can exchange information about myself and my family using words, phrases, and memorized expressions.	Greetings: Hello(你好), Goodbye(再见), Thank you(谢谢) What is your name (你叫什么名字?)? My name is (我叫....). How old are you (你几岁?)? I am __ years old (我__岁.) I have daddy(我有爸爸)/mommy(妈妈)/Grandpa(爷爷)/Grandma(奶奶)	Say hello and good bye to teachers and Chinese native speakers in Chinese embassy in a culturally appropriate way. Exchange with a partner names and ages. Make a family book and exchange information about family members with partners. Make a graph about the numbers of family members of 4 classmates in a small group.
2. I can ask and answer a few simple questions, including likes and dislikes about family members, water sports, colors, and Chinese food using phrases and memorized simple sentences.	What xx do you like (你喜欢 XX 吗?) Do you like XX? (你喜欢 XX 吗?) I like daddy (我喜欢爸爸)/mommy(妈妈)/Grandpa(爷爷)/Grandma(奶奶) I like swimming(我喜欢游泳) /boating(划船) /fishing(钓鱼)/water ball fighting (打水球) I like red/blue/yellow (我喜欢红/蓝/黄) I like dumplings/tea (我喜欢吃饺子/喝茶/柠檬水)	Use line-ups/information gap activities to exchange likes and dislikes with classmates. Exchange likes and dislikes with a partner using pictures. Interview and complete survey charts about classmates' likes and dislikes.
3. I can present personal information	My name is... and I am xx years old. This is my	Use family photos or self-drawn pictures to

about myself and my family using words and phrases and memorized simple sentences.	daddy...(我叫..我 xx 岁。这是我爸爸。。。)	describe themselves and their family members.
4. I can express my likes and dislikes about colors, water sports, and food using simple sentences.	I like/dislike red, blue, and yellow. (我喜欢/不喜欢红色, 蓝色和黄色) I like/dislike fishing. (我喜欢/不喜欢钓鱼) I like/dislike dumplings. (我喜欢/不喜欢吃饺子)	Draw a picture of the sea with the sea creatures and people doing sports on the sea and present to the class or small group. Sing songs on numbers, colors, and ocean creatures.
5. I can present simple information from tally sheets or posters about water cycles and water pollution using words, phrases, and memorized expressions.	Water turns into vapor and vapor turns into cloud and cloud turns into rain(水变成气, 水变成云。云变成雨。) Ocean is dirty (海水很脏。)	Prepare a poster or skit to illustrate water cycles or water pollution and recycling.
6. I can copy some characters and words (numbers, water, colors) that I see on the wall, on the board, or on the computer.	Water(水) Red, blue, yellow(红, 蓝, 黄)	Practice Chinese calligraphy by copying characters.
7. I can write lists on a few topics (numbers, family members).	One, two, three, four, five (一 二 三 四 五) Daddy (爸爸), Mommy (妈妈)	Complete designed forms with pictures.
8. I can understand some commonly used words and expressions, such as hello, good-bye, please, thank you, stand up, and sit down.	Hello(你好), Goodbye(再见), Thank you(谢谢), please (请), stand up(起立), sit down (请坐)	Follow TPRs and demonstrate listening comprehension. Respond appropriately to teachers' greetings and questions.
9. I can understand names of objects in the classroom pictures and STEM activities (family members, colors, water sports, ocean creatures, lemonade, boat, water, ice, vapor, cloud, rain, snow, plastic bottles) and simple sentence-level statements.	Daddy(爸爸), Mommy(妈妈)Grandpa(爷爷), Grandma(奶奶),red(红), blue(蓝), yellow(黄), swimming/boating/fishing/water ball fighting(我喜欢游泳/划船/钓鱼/打水球。) Dumplings and noodles (饺子和面条) Put red and blue together(把红色和蓝色放在一起。)	Draw pictures when hearing the names of objects. Participate in games such as BINGO on names of objects. Practice thumbs-up and downs when hearing statements. Do body movements corresponding with the statements. Match the food dumplings and noodles with

		special days in China.
10. I can follow some directions or instructions, signs, and other visual aids and multi-media materials related to weekly science units.	First (第一步), second (第二步), then (然后) Turn into (变成) Count (数)	Work with graphic organizers to demonstrate their understanding of concepts and experiment procedures.
11. I can recognize characters (family members, water sports, ocean creatures, three states of water, water cycles) with help from visuals.	Daddy(爸爸), Mommy(妈妈)Grandpa(爷爷), Grandma(奶奶), dolphins, sea turtles, and sea stars (海豚, 海龟, 海星) Water, ice, cloud, snow (水, 冰, 云, 雪)	Circle characters correctly with visual aids when characters are mentioned. Complete survey charts with characters in it.
12. I can connect some characters to their meanings (numbers fewer than ten, water, colors).	One, two, three, four, five (一 二 三 四 五) Water(水) Red, blue, yellow (红, 蓝, 黄)	Match the characters and phrases to pictures. Participate in games such as BINGO on characters and phrases.
13. I can sometimes understand short simple descriptions with the help of pictures and graphs on the water cycle and water pollution.	Water turns into vapor and vapor turns into cloud and cloud turns into rain(水变成气。水变成云。云变成雨。) Ocean is dirty and there are many plastic bags and bottles in the ocean (海水很脏。海里有许多塑料袋和塑料瓶。)	Follow the directions by pointing to the pictures.

You may add additional rows as necessary.

Materials & Other Resources

Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

- * Authentic texts and posters with Chinese pictures and characters
<http://www.youtube.com/watch?v=L7m8BgZYOY0>; http://kid.chinese.cn/rhymes/article/2011-02/22/content_229046.htm ;
http://www.56.com/u58/v_Njc0NzY2ODc.html
- * Maps - China and the U.S.
- * Flags – Chinese and the U.S. flags
- * Water cycle (print, Power Point and videos)
- * STEM experiment materials
- * Cultural resources - music, dance, calligraphy, tea, dragon boat making, Chinese landscape painting, Chinese paper cutting, Origami.
- * The journey of water babies (videos, puppets, pictures)

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Daily Schedule

Describe the typical daily schedule for a participant. Consider how to create a program day that creates a blend different types of activities and learning experiences throughout the day.

TIME FRAME	ACTIVITY
8:00-8:15am	Welcome; Warm-up
8:15-9:15am	Chinese language instruction, designed around the theme (water), taught through games, songs, and group activities
9:15-9:25am	Break
9:25-10:20am	Chinese cultural activities, designed to provide hands-on fun experiences and opportunities to use learned vocabulary (dragon boats, lotus boats to sail in plastic water pools, all related to water products unique in Chinese cultures)
10:20-10:40am	Break and snacks
10:40-11:10am	Mid-morning exercise (Chinese dancing, Martial Arts, or Chinese recreational gymnastics)
11:20am-12:10pm	Scientific experiments, designed around the water theme to provide meaningful opportunities to use vocabulary and sentences learned in Chinese language instruction
12:20-12:40pm	Lunch
12:50-2:40pm	Computer lab language learning (reinforce language learning)/Reflection
2:40-3:00pm	Closing/songs
3:00pm	Dismissal

You may add additional rows as necessary.