

# Teacher Program Curriculum

## Basic Program Information

<b>Host Institution:</b>	Regents of the University of Minnesota
<b>Program Title:</b>	Teaching & Assessing Chinese Culture & Language
<b>Curriculum Title:</b>	Teaching And Assessing Chinese Culture And Language Authentically
<b>Language(s):</b>	Chinese;
<b>University Credit:</b>	Graduate;
<b>Program Setting:</b>	Residential
<b>Program Type:</b>	Blended
<b>Duration:</b>	10 Days
<b>Contact Hours:</b>	60 Hours

M-2016.497.1-Teaching And Assessing Chinese Culture And Language Authentically

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

### **Overview**

The STARTALK TACCLA program welcomes Chinese teachers of all levels of experiences, the majority of whom currently teach or plan to teach in the K-12 realm. These teachers come to STARTALK TACCLA from a variety of states; the program addresses the needs of all participants using data gathered from registration information, their submitted cultural reflection paper and careful monitoring of their learning throughout the program. Throughout the STARTALK TACCLA program, participants will be challenged to consider what authenticity and culture mean in the process of learning language, across age levels (e.g., elementary, middle, high school, college), in a variety of school settings (e.g., traditional foreign language teaching, immersion), and with different learner populations (e.g., heritage learners). They will explore a number of relevant questions that include the following: 1) What is Chinese culture? 2) How does culture fit into foreign language teaching/learning? 3) How can teachers help students understand and gain multiple cultural perspectives on culture? 4) How can culture be core in a foreign language classroom? 5) How does culture fit into a proficiency-oriented language program? 6) What does authenticity mean when teaching culture? 6) How can we design instruction that integrates culture and language learning?

During the program, teacher participants will produce a cultural growth road map, authentic Chinese teaching materials, develop a culture-rich lesson plan, with formative assessment rubrics embedded in it, and share these products with one another. Participants will also join an online community via a Facebook page and continue communicating and exchanging teaching ideas during and after the STARTALK TACCLA program. At the end of the program, they will be able to implement theory of culture teaching while delivering lessons and conducting formative assessment of language and culture learning in a U.S. Chinese language classroom.

<h2>Learning Goals</h2>
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What do you hope participants will be able to do after the program ends? Use the Teacher Effectiveness for Language Learning (TELL) Framework to guide the development of your program goals. Identify the TELL domains and supporting TELL criteria statements that capture the major concepts or topics identified in your program overview.

<b>No.</b>	<b>TELL Domains</b>	<b>TELL Criteria Statements</b> The criteria statements identified here will be transferred to Stages 2 & 3.
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M-2016.497.1-Teaching And Assessing Chinese Culture And Language Authentically

1	E4 Culture-rich Environment	I create a classroom environment that is culture-rich and encourages use of the target language.
2	P6 Lesson Planning	I use the backward design process to plan lessons that lead students to meet the unit performance objectives.
3	LE6 Cultural Observations andamp; Analysis	I provide opportunities for students to engage in cultural observation and analysis.
4	LT3 Cultural Perspectives	I use a variety of learning tools that facilitate the understanding of the perspectives behind cultural products and practices.
5	PR3 Reflective Practitioner	I am a reflective practitioner.

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

<b>Performance Assessment</b>		
<b>No.</b>	<b>TELL Criteria Statements</b> The criteria statements here are identified in Stage 1.	<b>Evidence/Product And Brief Description</b>
1	I create a classroom environment that is culture-rich and encourages use of the target language.	Culture treasure hunt and gallery walk --- Participants will explore outside the classroom (online or at local communities) to gather culture-rich products, practices, and perspectives. Then they connect a list of examples of 3Ps with their teaching contexts, develop them into essential questions, identify language (e.g., essential structures, culture-compulsory & culture-compatible

M-2016.497.1-Teaching And Assessing Chinese Culture And Language Authentically

		vocabulary) and culture learning goals, and present their analysis and products in class in a gallery walk activity.
2	I use the backward design process to plan lessons that lead students to meet the unit performance objectives.	Culture-rich lesson plan --- Each teacher participant will design at least one lesson plan (varying according to their credit registration status) using the backward design approach, in which goals of culture learning will be identified, supported in instructional procedures, and assessed, all in balance with the target language use.
3	I provide opportunities for students to engage in cultural observation and analysis.	Presentation on making connections --- Participants will develop an activity or project plan for their students to explore culture in the students' communities (making connections with the communities). The teacher participants will present their plan in class and demonstrate their intentionality and understanding of connecting the 3Ps (product, practice, and perspective).

M-2016.497.1-Teaching And Assessing Chinese Culture And Language Authentically

<p>4</p>	<p>I use a variety of learning tools that facilitate the understanding of the perspectives behind cultural products and practices.</p>	<p>Micro-teaching --- In groups, participants will identify one or multiple culture teaching strategies drawing on culture artifacts and resources to help a group of summer camp students develop culture understanding while staying in the target language. At the end, they will reflect on their micro-teaching in groups addressing how well they meet the previously set teaching goals. Portfolio of lessons, materials, teaching ideas, reflections, and plans --- Participants' portfolio is a personalized collection of materials from the institute. We will ask each one to share his/her materials with each other. One is expected to have at least 10 lesson ideas and multiple authentic materials that s/he could use for teaching.</p>
<p>5</p>	<p>I am a reflective practitioner.</p>	<p>Cultural growth road map --- Each participant will create a road map marking their lifelong intercultural journey, highlighting important milestones, and documenting their</p>



M-2016.497.1-Teaching And Assessing Chinese Culture And Language Authentically

		<p>developing understanding of important concepts related to culture teaching during the program. Free writing --- On a daily basis, participants will respond in writing to a question or multiple questions related to important concepts of interculturality, and share their thoughts in pairs. Their writings will be added to their teaching portfolio and collected at the end of the program. Reflective essays --- On a daily basis, participants will reflect on their transformative learning moments, analyzing their thinking around interculturality and raising questions in writing.</p>
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## STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

Learning Plan	
No.	TELL Criteria Statements
	The criteria statements that appear here were identified in Stage 1 and should inform the development of the learning plan that follows
1	I create a classroom environment that is culture-rich and encourages use of the target language.
2	I use the backward design process to plan lessons that lead students to meet the unit performance objectives.
3	I provide opportunities for students to engage in cultural observation and analysis.
4	I use a variety of learning tools that facilitate the understanding of the perspectives behind cultural products and practices.

5	I am a reflective practitioner.		
<p><b>Day #</b></p> <p>Each day should have multiple learning targets. Use a separate row for each learning target.</p>	<p><b>Learning Targets</b></p> <p>Unpack the TELL Criteria into specific Can Do statements. The learning targets should capture the progression that will allow a participant to meet the learning goal expressed by the TELL Criteria.</p>	<p><b>Checking for Learning</b></p> <p>Describe how participants will demonstrate what they can do with what they know for each learning target.</p>	<p><b>Instructional Resources</b></p> <p>Identify the major resources participants will use to work with the topics identified in column 2.</p>
June 20, Day 1	I can create a stimulating and inviting physical environment that reflects the target language and culture(s). (E4)	Participants will collaboratively create a set of classroom policy. Participants will make a list of strategies and resources of creating a stimulating and inviting physical environment	Examples of guidelines for setting up inclusive, stimulating classroom environment The modeling classroom policy that is established by the

M-2016.497.1-Teaching And Assessing Chinese Culture And Language Authentically

		in their teaching contexts, and provide rationales.	participants and the instructors in class
June 20, Day 1	I can select and participate in routines that reflect practices of the target culture(s). (E4)	Participants will create a free writing at the beginning of each day and a reflective essay at the end of the day.	Multiple samples of free writing and reflective essays Prompts for free writing and reflective essays Guidelines for reflective writing
June 20, Day 1	I can use processes that allow me to analyze and reflect on my current practices. (PR3)	Participants will start working on a culture growth road map where participants document any milestone learning moments in this institute that stimulate in-	Adapted “Who Am I” diagram & identity dialogue Guidelines/ Rubrics for culture growth road map

M-2016.497.1-Teaching And Assessing Chinese Culture And Language Authentically

		depth learning as a person and practitioner.	
June 20, Day 1	I can create a plan for my professional growth based on my reflections. (PR3)	Participants will create a free writing at the beginning of each day and a reflective essay at the end of the day.	Prompts for free writing and reflective essays Guidelines for reflective writing
June 21, Day 2	I can recognize and understand how one's own culture affects their views of other cultures. (LE6)	Participants will verbally report on their assigned models of intercultural competence (IC) and intercultural communicative competence (ICC), and share critics of the models in discussion and free writing.	Readings on models of IC and ICC Prompts for free writing

M-2016.497.1-Teaching And Assessing Chinese Culture And Language Authentically

<p>June 21, Day 2</p>	<p>I can set daily performance objectives that are focused on proficiency targets and are based on meaningful contexts. (P6)</p>	<p>Participants will complete a worksheet that reflects their understanding of intercultural competence models and the connections of the models with the teaching (setting up desired outcomes and learning objectives in particular). Participants will formulate desired outcomes and write learning objectives based on a lesson topic of their choice.</p>	<p>Readings on models of IC and ICC Readings on backward design approach A template for formulating desired outcomes and writing learning objectives</p>
<p>June 22, Day 3</p>	<p>I can recognize and understand how our own cultures may affect our view of other cultures,</p>	<p>Participants will finish an adapted cultural value pattern exercise worksheet and discuss</p>	<p>Cultural value pattern exercise and discussion questions</p>

M-2016.497.1-Teaching And Assessing Chinese Culture And Language Authentically

	and recognize other ways of thinking (perspectives). (LE6)	how each pattern reflects individual and cultural bias.	Hofstede's national cultural dimension index.
June 22, Day 3	I can use cultural products and practice to construct contextualized discussion on cultures. (LE6)	Participants will respond in notes to a Chinese text excerpt and identify the extent it essentializes the Chinese culture . Participants will create a list of strategies on a poster that will advance students' understanding of contextualized cultures.	Text excerpt of Chinese folk story: Kong rong rang li. Liu, 2005 "The construction of cultural values and belief in Chinese language textbooks: a critical discourse analysis".
June 23, Day 4	I can set daily performance objectives that are focused on proficiency targets and are	Participants will complete a worksheet to practice writing essential questions, identifying	Readings on Ubd, and CBI A template for formulating desired outcomes and writing

M-2016.497.1-Teaching And Assessing Chinese Culture And Language Authentically

	<p>based on meaningful contexts. (P6)</p>	<p>language, content, and culture learning goals. Participants will complete a template for formulating desired outcomes and writing learning objectives on a topic of their choice. They will examine the extent the culture learning goals are complicated, integrate language, content, and culture, and revise the template.</p>	<p>learning objectives An example curriculum plan on Chinese food culture</p>
<p>June 23, Day 4</p>	<p>I can use a culture-rich classroom environment to stimulate and advance student learning. (LT3)</p>	<p>Participants will create connected bubbles to complicate a culture topic of their choice.</p>	<p>Readings on big C and little c</p>



M-2016.497.1-Teaching And Assessing Chinese Culture And Language Authentically

<p>June 24, Day 5</p>	<p>I can create a physical environment that includes classroom-learning aids to facilitate classroom target language use. (E4)</p>	<p>Participants will create theme-based proficiency-appropriate artifacts to facilitate learning.</p>	<p>Exemplar classroom-learning aids.</p>
<p>June 24, Day 5</p>	<p>I can create meaningful activities to allow students to interact with local and global target language communities to advance intercultural competence. (LT3)</p>	<p>Participants will design and verbally report meaningful activities which allow students to interact with target language communities.</p>	<p>Exemplar activities from seasoned in-service teachers.</p>
<p>June 27, Day 6</p>	<p>I plan opportunities that enable students to assess their</p>	<p>Participants will complete a worksheet and respond to a series of assessment tools in a</p>	<p>Readings on assessment A variety of teaching scenarios A template on culture learning</p>

M-2016.497.1-Teaching And Assessing Chinese Culture And Language Authentically

	attainment of the lesson's language objectives. (P6)	variety of teaching scenarios. Participants will complete a template on culture learning assessment on the topic of their choice.	assessment Startalk sample learning plan Startalk student learning plan annotated
June 27, Day 6	I provide opportunities that enable students to use their language skills and cultural understanding to interact effectively in a cultural context other than their own. (LE6)	Participants will make a list of guidelines for integrating language, content, and culture, then use the list to create an evaluation report on some of their peers' assessment template, identifying strength and providing suggestions for improvement.	Guidelines for language, content, and culture integration

M-2016.497.1-Teaching And Assessing Chinese Culture And Language Authentically

<p>June 28, Day 7</p>	<p>I can use authentic materials to understand the perspectives behind the products and practices of the target culture. (LT3)</p>	<p>Participants will gather authentic materials from local communities as part of the cultural treasure hunt activity, and then verbally present how these materials help them understand the perspectives behind these materials.</p>	<p>Cultural treasure hunt guideline. Exemplar analysis.</p>
<p>June 28, Day 7</p>	<p>I can use a culture-rich classroom to stimulate discussion on perspectives behind products and practices in every life of the target culture. (LT3)</p>	<p>Participants will complete a worksheet on what and how authentic materials can be used in class to advance students' understanding of the target cultural perspectives.</p>	<p>Definition references of authenticity Worksheet on guidelines of authenticity ACTFL 3Ps</p>

M-2016.497.1-Teaching And Assessing Chinese Culture And Language Authentically

<p>June 28, Day 7</p>	<p>I can recognize the risks of stereotypes and understand other ways of thinking. (LE6)</p>	<p>Participants will complete a worksheet, where they analyze several teaching materials, problematize teaching approaches that reinforce stereotypical views and give suggestions.</p>	<p>East meets west: an infographic portraits by Yang Liu. Samples of teaching materials: four case studies.</p>
<p>June 29, Day 8</p>	<p>I can create a stimulating and inviting physical environment that reflects the target language and culture(s). (E4)</p>	<p>Participants will complete a worksheet and respond with strategies of differentiated instruction to a variety of classroom scenarios.</p>	<p>Classroom scenarios of differentiated instructions Worksheet</p>

M-2016.497.1-Teaching And Assessing Chinese Culture And Language Authentically

<p>June 29, Day 8</p>	<p>I can use authentic materials to help my students understand the perspectives behind the products &amp; practices of the target culture. (LT3)</p>	<p>Participants will develop a micro-teaching lesson plan, in which they self-identify culture learning goals, design instructional moves to meet the goals, and create assessment plans. Participants will do the micro-teaching in groups and be observed by peers and instructors using observation protocols.</p>	<p>Micro-teaching lesson plan templates Teacherfolio observation note taking tool</p>
<p>June 29, Day 8</p>	<p>I can identify evidences that demonstrate the relationships between my beliefs and</p>	<p>Participants will do the micro-teaching in groups and be observed by peers and instructors using observation</p>	<p>Teacherfolio observation note taking tool Self-assessment sheet</p>

M-2016.497.1-Teaching And Assessing Chinese Culture And Language Authentically

	practices and their impact on learning. (PR3)	protocols. Participants will complete a self-assessment sheet on their micro-teaching.	
June 30, Day 9	I can design activities that will allow students to use their language skills and cultural understanding to interact in the target cultural context. (LE6)	Participants will design and present multiple effective activities in a study abroad context that will maximize students' language and cultural learning.	Exemplar study abroad activities.
June 30, Day 9	I can understand the value of reflective learning in study abroad and conduct effective debriefing. (LT3)	Participants will discuss multiple frameworks on experiential learning in study abroad and develop their	Kolb's experiential learning Balancing challenges and support model

M-2016.497.1-Teaching And Assessing Chinese Culture And Language Authentically

		debriefing questions for students.	
June 30, Day 9	I can use process to analyze and reflect on my teaching practices. (PR3)	Participants will present their cultural road map and explain how this process informs their professional growth.	Participants' cultural road map.
July 1, Day 10	I can use my reflections to inform my professional growth. (PR3)	Participants will present their lesson plans and give feedback to each other's works.	Participants' lesson plans. Rubrics for lesson plans Teacherfolio lesson design protocol Teacherfolio learning plan checklist

<p>July 1, Day 10</p>	<p>I can plan activities that enable students to meet the daily performance objectives. (P6)</p>	<p>Participants will present their lesson plans and give feedback to each other's works.</p>	<p>Participants' lesson plans.                      Rubrics for lesson plans                      Teacherfolio lesson design protocol                      Teacherfolio learning plan checklist</p>
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**Micro-teaching/Practicum**

Yes, the participants will engage in a micro-teaching on Day 8, June 29. They will be grouped to teach University youth camp students aged from 5-16 for an hour. Before the micro-teaching, participants will be guided, primarily according to their preferences for age levels, to self-identify one or multiple dimensions of culture teaching as the focus, develop a lesson plan including learning objectives, instructional moves, and assessment plans, and share the lesson plan with the instructors for feedback. During the micro-teaching, participants will carry out the lesson plan and be observed by their peers using observation protocols, focusing on their self-identified dimensions in particular. After the micro-teaching, participants will share feedback and reflect in group, and complete a self-assessment sheet individually.