



2014 STUDENT Program Curriculum

For step-by-step help in completing this document, please see the accompanying guide.

BASIC PROGRAM INFORMATION

Host Institution:	The University of Vermont, College of Education and Social Services				
Program Title:	STARTALK Vermont: Building Teacher Capacity, Generating Student Interest				
Language(s):	Chinese	Grade(s) of Learners: K-2, 3-5, 6-8, 9-12	9-12		
Heritage Speakers?		Non-Heritage Speakers?	18		
Program Setting:	<i>Residential:</i>	<input checked="" type="checkbox"/>	<i>Non-Residential:</i>	<input type="checkbox"/>	<i>Distance/Online Component:</i>
	<i>Other (please specify):</i>				
Duration:	<i>Weeks/Days:</i>	6	<i>Contact Hours:</i>	51 hours	
Target Proficiency Level: (by end of program)	Novice-low		Target Performance Level(s): (during and by end of program)	novice-low/Novice-mid	
<p>If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.</p>					
Curriculum designed by:	Wei-ling Wu				
Email:	wwu9898@yahoo.com				

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 STARTALK Vermont Student Program is an intensive residential program that provides eighteen high school students who have no Chinese background with an immersion learning experience with language, culture, and content. Conducted concurrently with the STARTALK Vermont Teacher Program, it also serves as a lab class for participants in the teacher program to practice how to implement the STARTALK Endorsed Principles for Effective Teaching and Learning in real classrooms.

With special consideration for the age-appropriateness of the learning contents and experiences, the six days of intensive learning is organized around the theme “Vermont Students in Beijing,” which brings the students into an imaginary cultural experience as visitors to Beijing High School. The five subthemes, designed with one subtheme per day, will engage the students in the three modes of communication for daily greetings, introducing people, and exchanging information about their families, daily schedules, and hobbies. Authentic materials will be used to start the students’ learning experience in Chinese literacy. In addition, while learning about Chinese students’ families, school lives, and cultural activities in Beijing, the students will make comparisons and reflect on their own. The students will also make connections with other subjects to locate places on maps and figure out the time differences between Vermont and Beijing. The daily learning experiences will be varied, including individual learning time, pair and group work, and whole-class interaction, as well as Chinese movies and hands-on cultural activities such as the Dragon Dance, Chinese calligraphy, tai chi, and paper cutting. Information about continued learning through technology after the program will be provided to students.

At the end of the program students will be assessed using IPA tasks that require them to select a Chinese pen pal from a list of information provided in Chinese, role play a talk with the Chinese pen pal, and make a poster presentation to tell about the STARTALK Vermont Student program to a group of Chinese students. The evidence of learning will be collected via technological approaches, including but not limited to videotaping, during daily learning and the final IPA tasks.

Theme of the student program: Vermont Students in Beijing

Subthemes:

1. First day at Beijing High School
2. Showing my family photos to Chinese friends
3. Vermont Students Play the Dragon Dance in Beijing
4. At Wang Xin's birthday party
5. The typical day of a Beijing High School student

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.

NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS <i>Be sure to label the mode and proficiency level of each statement.</i>	PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS <i>Number the Can-Do statements here and then transfer to Stage 3.</i>
Interpersonal Communication	
Novice-low I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	<ol style="list-style-type: none">1. I can say hello and goodbye to adults and peers appropriately.2. I can introduce myself and provide basic personal information such as name, age, nationality, grade level and birthday.3. I can introduce someone else.4. I can ask and respond to simple questions about basic personal information, family members and friends.5. I can communicate some basic information such as giving times and dates.
Presentational Speaking	

<p>Novice-low</p> <p>I can present information about myself and some other very familiar, topics, using single words or memorized expressions.</p> <p>Novice-mid</p> <p>I can present information about myself and some other very familiar, topics, using a variety of words, phrases, and memorized expressions.</p>	<p>6. I can give my telephone numbers.</p> <p>7. I can introduce myself and others using words, phrases, and memorized expressions.</p> <p>8. I can express my likes and dislikes about activities.</p> <p>9. I can name activities and their times in my schedule.</p> <p>10. I can present the Vermont STARTALK Student Program using words, phrases and memorized expressions.</p>
<p>Presentational Writing</p>	
<p>Novice-low</p> <p>I can copy some familiar words, characters, or phrases.</p>	<p>11. I can write my name.</p> <p>12. I can write the date and the day of the week.</p> <p>13. I can write a simple phrase like “Happy Birthday” on a birthday card.</p>
<p>Interpretive Listening</p>	
<p>Novice-mid</p> <p>I can recognize some familiar words and phrases when I hear them spoken</p>	<p>14. I can write down phone numbers which are said in Chinese.</p> <p>15. I can understand when people introduce themselves.</p> <p>16. I can understand the tone-meaning relationship in Chinese and simple directions of my teacher.</p>
<p>Interpretive Reading</p>	
<p>Novice-low</p> <p>I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.</p>	<p>17. I can identify some one's surname and first name on a name card.</p> <p>18. I can obtain some basic personal information about a Chinese student.</p> <p>19. I can identify a birthday card and obtain information about the time on Chinese train tickets and plane tickets.</p>

You may add additional rows as necessary.

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.
<p>Your school has just established a sister-school relationship with a school in Shanghai. Now you are offered a list with information about the Chinese students for you to select one to be your pen pal. Decide which one you would like to choose and provide three reasons based on the information given. Your request will be honored if you can provide good reasons to support your choice.</p> <p>(Students will transfer what they have learned in the theme “Vermont Students in Beijing” to a new situation to interpret the information about name, age, grade, hobbies, etc., for the purpose of choosing a pen pal.)</p>	<p>You are informed that your request for the pen pal you have chosen has been honored. You are so excited that you decide to make initial contact with your pen pal through a Skype call. Now role play the imaginary Skype conversation. Talk for two minutes, exchanging personal information and telling each other about your family and hobbies.</p> <p>(Students will not be given the task ahead of time and they will be paired randomly to make sure they are talking spontaneously. Their conversation will be recorded on video and entered onto Linguafolio.)</p>	<p>Your group has decided to make a video presentation for the students in your sister school in Shanghai to tell them how wonderful the STARTALK Vermont Student Program is. First randomly pick five photographs from our time this week at Startalk Vermont and then create a brief presentation based on the pictures.</p> <p>(Students will show the photos on PowerPoint. Their presentations will be recorded on video and entered onto Linguafolio.)</p>

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.
Interpersonal Communication		
1. I can say hello and goodbye to adults and peers appropriately.	Greeting: 你好! Leave-taking: 再见! Thanks: 谢谢! 不客气! Apology: 对不起! 没关系!	<ul style="list-style-type: none"> • Apply the expressions in daily routines. • Role play the Vermont students greeting the teachers and students in Beijing High School.
2. I can introduce myself and provide basic personal information such as name, age, nationality, grade level and birthday.	Name: 我叫……。 Nationality: 中国 美国 我是……人。 (add more countries depending on students' need) Age: 我 ……岁。 grade level: 我念……年级。 Describing myself: 我很高/聪明/好看/很帅。 Language: 我说英文。我说一点儿中文。 Birthday: 我的生日是……月……日。	<ul style="list-style-type: none"> • Answer questions to identify the nationality of famous people in US and China. • Have a short interview with an imaginary teacher at Beijing High School. • Have a real conversation with people in China through an international phone call.
3. I can introduce someone else.	People: 老师 学生 朋友 This is ... He/She is my ... 这是……。他是我的……。	<ul style="list-style-type: none"> • Present a group skit: Meeting Xiao Wang's family, introducing and greeting each other properly. • Have an imaginary international party meeting people from different countries and introducing each other.
4. I can ask and answer simple questions about basic personal information, family members and friends.	Questions obtaining simple personal information: 你叫什么名字? 你是哪国人?	<ul style="list-style-type: none"> • Role play an unrehearsed conversation with a student at Beijing High School, exchanging personal information. • Have a simple conversation greeting each other and giving simple personal information by using

	<p>你几岁？你念几年级？</p> <p>你的生日是几月几日？</p> <p>Vocabulary about family members: 爸爸妈妈 哥哥姐姐 弟弟妹妹</p> <p>Questions and answers about family members: 这是谁？这是我的……。</p> <p>你有没有……？我有。我没有。</p> <p>Compare Chinese families with American families: 中国家庭只有一个孩子。</p>	<p>the Puppet Pal application on an iPad.</p> <ul style="list-style-type: none"> • View photos of Chinese families and talk about how many children each family has. • Look at each other's family pictures and ask about the people in the photos.
5. I can communicate some basic information such as giving times and dates.	<p>Numbers: 0-100</p> <p>Day: 今天星期几？ 星期……。</p> <p>Dates: 今天几月几日？ ……月……日。</p> <p>Time on the clock: 一点 一点半 一点十分</p> <p>现在几点？ ……点……分</p> <p>北京现在几点？ 佛蒙特现在……。</p>	<ul style="list-style-type: none"> • Ask and respond to questions about the date, time, and someone's birthday. • Ask a student in Beijing what time it is and tell what your time is in Vermont now. • Listen to the Beijing time mentioned in a conversation and convert it to Vermont time. • Look at a Chinese calendar and tell the date.
Presentational Speaking		
6. I can give my telephone numbers.	<p>My telephone number is ...</p> <p>我的电话是……</p> <p>……的电话是……。</p>	<ul style="list-style-type: none"> • Tell each other phone numbers. • Online research to find out the country number and the city number for calling a student in Beijing High School, and then share the numbers with the class.
7. I can present information about myself and others using words, phrases, and memorized expressions.	<p>To begin a presentation: 大家好！我的名字叫……</p> <p>To end a presentation: 谢谢大家！</p>	<ul style="list-style-type: none"> • Draw a self-portrait and introduce yourself, or make a video presentation about yourself with creative visual support using a cell phone or an iPad. • Create a family tree and present the family members. • Present Vermont STARTALK students and teachers in the photos.
8. I can express my likes and dislikes about	Activities:	<ul style="list-style-type: none"> • Find out the most popular activity in the

activities.	唱歌 跳舞 打太极 功夫 舞龙 舞狮 I like/dislike ... 我喜欢/不喜欢……。	class. <ul style="list-style-type: none"> Look for video clips of morning exercises in China with people doing tai chi, the fan dance, and gongfu. Present the video clips and tell what the people are doing. Show and tell about the photos of Vermont STARTALK students doing culture activities
9. I can name activities and their times in my schedule.	Words for daily routine: 起床 吃早饭 吃午饭 吃晚饭 上课 做功课 睡觉 I ...(do what)... at ... (what time)... 我六点起床。	<ul style="list-style-type: none"> Work in groups to make creative visuals to show a typical day of the STARTALK Vermont students. Present the daily schedule of the Vermont student program.
10. I can present the Vermont STARTALK Student Program using words, phrases and memorized expressions.	University of Vermont : 佛蒙特大学很大。 We are STARTALK Vermont Students. 我们是佛蒙特星谈的学生。 We like ……: 我们喜欢…… Schedule and activities: 我们六点半起床。 Comments on the program: ……太棒了!	<ul style="list-style-type: none"> Brainstorm ideas and language items for the presentation. (interpersonal) Discuss in groups creative ways to make a poster or a multimedia visual to support the presentation. (interpersonal) Prepare and deliver a group presentation about the STARTALK Vermont Student Program.
Presentational Writing		
11. I can write my name.	Students' Chinese names	<ul style="list-style-type: none"> Create a Chinese name gallery to display the Chinese name posters made by the students with drawings to indicate the meanings of their names.
12. I can write the date.	Chinese character writing: 月 日	<ul style="list-style-type: none"> Take turns writing the date on the board every day.
13. I can write a simple phrase like “Happy Birthday” on a birthday card.	Chinese character writing: 生日快乐 中国 美国 你好 爱	<ul style="list-style-type: none"> Design Chinese birthday cards for the teachers and/or students' family members whose birthdays are in August. Design T-shirts with Chinese characters and

		drawings.
Interpretive Listening		
14. I can write down phone numbers which are said in Chinese.	Numbers 0-9	<ul style="list-style-type: none"> • Listen to a phone message and take down the phone number.
15. I can understand when people introduce themselves.	Words and sentences they have learned about personal information, family, friends, teachers, and activities.	<ul style="list-style-type: none"> • Listen to multiple passages about different people and find the matching pictures.
16. I can understand the tone-meaning relationship in Chinese and simple directions of my teacher.	<p>Chinese tones</p> <p>Classroom Chinese:</p> <p>请听 请说 请看 请写</p> <p>上课了 现在休息 下课 吃饭了</p>	<ul style="list-style-type: none"> • Use hand movements to visualize the Chinese tones. • Have fun with the Chinese tones: practice tones with pictures to show the differences in meaning. • Respond to the teacher's directions in class.
Interpretive Reading		
17. I can identify some one's surname and first name on a name card.	Chinese name cards	<ul style="list-style-type: none"> • Locate Chinese surnames that have one character and first names on Chinese name cards.
18. I can obtain some basic personal information about a Chinese student.	<p>Chinese characters:</p> <p>中国 美国 人 上海 北京</p> <p>男/女 学生 ……年级 ……岁</p> <p>高 聪明 好看</p> <p>喜欢 看书 运动 唱歌 跳舞</p>	<ul style="list-style-type: none"> • Recognize some personal information on a student ID card. • Read a list of information about Chinese students and choose a pen pal, with three reasons to support the decision.
19. I can identify a birthday card and obtain information about the time on Chinese train tickets and plane tickets.	<p>Chinese characters: happy, birthday, father, mother, love, I, you, ...</p> <p>生日快乐 爸爸 妈妈 爱 我 你</p>	<ul style="list-style-type: none"> • Identify birthday cards, Mother's Day cards, and Father's Day cards by recognizing the characters on the cards. • Understand the 24-hour system in China and obtain time information from Chinese train tickets and plane tickets.

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.

- Teacher-developed handouts and worksheets.
- Authentic materials: name cards, student ID cards, calendars, birthday cards, Father’s Day cards. Mother’s Day cards, school schedules, maps in Chinese, etc.
- Media: PowerPoint slides, video clips from online resources, iPads, cell phones, music, songs, movies, etc.

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
8:30—9:15	Period 1: Two simultaneous classes of formal instruction taught by participants in the teacher program.
9:30—10:15	Period 2: Two simultaneous classes of formal instruction taught by participants in the teacher program.
10:30—11:30	Study Hall: One class with two teaching assistants, practicing and reinforcing what is being learned. Students can be working individually, in pairs or groups, or as a whole group, depending on the need.
12:00—1:00	Lunch
1:00—1:45	Period 1: Two simultaneous classes of formal instruction taught by participants in the teacher program.
2:00—2:30	Study Hall: Two classes with all participants of the teacher program, practicing, reinforcing what is being learned, and preparing skits for Show Time.
2:30—3:15	<p>Show Time (20 minutes): One class with all teachers. Students put on skits they create themselves to demonstrate what they have learned for the day. Teachers will be the audience.</p> <p>Free Talking Time (15 minutes) : Students talk to students and teachers freely to develop spontaneous interpersonal skills.</p> <p>Self-Evaluation (10 minutes): Students fill in a CAN DO checklist to evaluate their own performance during the free conversation time.</p>
3:30—5:00	Hands-on Cultural Activities: One class with two teaching assistants and two participants of the teacher program, engaging in cultural actives such as the dragon dance, Chinese calligraphy, Chinese painting, Tai

	chi, and paper cutting.
5:30—6:30	Dinner
6:30—8:00	Entertaining Time: Chinese movies, Chinese music, videos of singing and dancing shows, etc.

You may add additional rows as necessary.