

Student Program Curriculum

Basic Program Information

Host Institution:	Prince George's Arts and Humanities Council
Program Title:	2016 Paint Branch Chinese STEAM & Culture Academy
Curriculum Title:	2016 Paint Branch Chinese STEAM Grade 3-4
Language(s):	Chinese;
Grade(s) of Learners:	K-2; G3-5;
Language Background:	Non-heritage;
Program Setting:	Non-residential
Program Type:	Blended
Duration:	14 Days

Contact Hours: 94 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 low, Novice Mid

Program Overview and Theme

Students will explore the world of science by making their own ice cream to beat the summer heat. They will be introduced the concept of the three states of matter and how each changes from one to another with hands-on experiments. They will explore what ingredients they need in small groups of 2-3 people. Chinese language skill acquisition will be integrated into fun hands-on STEAM (Science, Technology,

Engineering, Arts, and Mathematics) activities such as “What’s the matter with ice cream?”, “Does eating ice cream cool you down?”, “How much is two scoops of ice cream?” and etc., as well as those introducing China’s rich cultural heritage and history: including but not limited to Chinese art, crafts, games, martial arts, and calligraphy. The program will allow students to improve their oral communication skills in all three modes of communication (interpretive, interpersonal, and presentational). Students will be able to use the target language to ask and answer simple questions about their identity (name, age, grade, background) and describe their preferences on certain subjects (likes, dislikes, etc.). Students will also be able to describe the content knowledge they will learn (e.g. the three states of matter and its properties, what causes matter to change its state, etc.). These language skills will be developed and practiced by way of a variety of instructional methods and activities. Total physical response (TPR) games and Teaching Proficiency through Reading and Storytelling (TPRS) will be incorporated; students will have ample opportunities for role play. We will create a supportive atmosphere where students are willing to take risks, and where the versatility of language is valued and highlighted. Students will be encouraged to activate and apply their prior knowledge with each new topic area that is covered, with the result that they continually scaffold their learning on a personal level. By the end of the program, students will be able to exchange information in Chinese based on their age and level of maturity, such as greeting each other, introducing their family, talking about their favorite fruits, food, and flavors of the ice cream. Students in different age groups will experience differentiated activities to be able to achieve their learning goals. All in all, students will be encouraged and expected to take their passion for learning Chinese with them as they step out into the community. Students will be encouraged to share what they have learned each day with their parents, siblings, friends and neighbors. Students will be asked to think about how they can use Chinese in

both their local community and on a broader level (nationally or internationally). Students will be exposed to ideas of global citizenship and will learn to acknowledge and identify the benefits of multilingualism and cultural awareness.

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 Mid: I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.)	1. 1. I can greet people I meet in class using single words.
	2. 2. I can tell someone my name and age, and ask someone his/ her name and age.

	<p>3. 3. I can exchange information about my ice cream flavors, colors and numbers of the scoops when interacting with others with pictures or props.</p>
	<p>4. 4. I can exchange information using familiar mathematical terms.</p>
	<p>5. 5. I can use familiar terms to buy/sell ice cream with visual aids or props.</p>
	<p>6. 6. I can exchange information about my family.</p>
<p>Interpretive Listening</p>	
<p>(Novice Mid: I can recognize some familiar words and phrases when I hear them spoken.)</p>	<p>7. 1. I can recognize and sometimes understand basic information conveyed by words and phrases that I have memorized such as</p>

	<p>greetings, inquiry about basic personal information, and classroom phrases.</p>
	<p>8. 2. I can recognize and understand familiar words and phrases such as greetings, days of the week, months, core family members, numbers, colors, flavors, and classroom phrases.</p>
	<p>9. 3. I can understand simple information when presented with nonverbal cues, pictures, PPT, and other visual aids.</p>
	<p>10. 4. I can understand simple math problems when presented with pictures, PPT, and other visual aids.</p>
<p>Interpretive Reading</p>	
<p>(Novice Mid: I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.)</p>	<p>11. 1. I can recognize numbers from 1 to 100, months, days of the week, 5 colors and flavors of ice cream with help of visual aids.</p>

	<p>12. 2. I can recognize familiar words and phrases such as greetings, days of the week, months, family members, numbers, and colors and flavors of ice cream with pictures.</p>
	<p>13. 3. I can fluently recognize Chinese characters from one to ten and place them in correct order.</p>
<p>Presentational Speaking</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>14. 1. I can sing along with the teacher that state the numbers, animals, and parts of body.</p>
	<p>15. 2. I can introduce myself with simple memorized expressions such as name, age, and genders.</p>
	<p>16. 3. I can state numbers/quantities, colors, shapes and flavors with simple phrases.</p>

17. 4.I can present information about the properties of matter using a variety of words, phrases, and memorized expressions.

Presentational Writing

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 show their understanding with physical response while the teacher is singing a song or doing Total	Teachers will act as ice cream vendors, and students will be given a type and amount of ice cream that they should	Students will present by singing the 趴 嘆冰淇淋 song “" along with the teacher which demonstrates their

<p>Physical Response. Students show their understanding by matching the pictures with correct Chinese expressions (words or phrases).</p>	<p>purchase with play money. Students will be evaluated with a rubric that assesses their ability to successfully buy their ice cream.</p>	<p>understanding of ice cream in terms of flavors,numbers, shapes, and measure words (quantities).</p>
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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 greet people I meet in class using single words.	“你好、老师早、下午好、再见”	Students practice greeting in and outside of the classroom. Through singing a greeting song every day, students reinforce their memory.
2	2. I can tell someone my name and age, and ask someone his/her name and age.	我叫_____, 你呢? 他/她叫什么? 你是谁? 你叫什么? 你几岁? 我____岁	Students run a circle activity to introduce themselves in a simple way. Students sing songs or play games to practice greeting..
3	3. I can exchange information about my ice cream flavors, colors and numbers of the scoops when interacting with others with pictures or props.	这是什么口味的? 喜欢不喜欢? 有几个/球冰淇淋? 这里有几个冰淇淋? 一个/球冰淇淋几块钱?	In pairs, students share their preference for colors, flavors of ice cream with their partner.

4	4. I can exchange information using familiar mathematical terms.	4+1=5, 5+5=10, 30=10+10+10	Students share their logic of adding two numbers and how they tally up the total number (addition)
5	5. I can use familiar terms to buy/sell ice cream with visual aids or props.	你要几个/球冰淇淋? 我要____个冰淇淋。 1/5/10/20 dollar bills How much is this? It is ____dollars. 1/5/10/20 块钱 这个几块钱? 这个____块钱。	Students participate in a skit where some students are selling ice cream while others are walking around and buying ice cream they want. Students will use practice money to buy and sell ice creams. Students will record the value of their ice creams.
6	6. I can exchange information about my family.	你家有几口人? 我家有____口人。	In pairs, students can interact with each other by interview of their families.
Interpretive Listening			

<p>7</p>	<p>1. I can recognize and sometimes understand basic information conveyed by words and phrases that I have memorized such as greetings, inquiry about basic personal information, and classroom phrases.</p>	<p>请坐下、排队、请安静、洗手间、吃饭、眼睛看、耳朵听。站起来、不要说话、注意听、看老师</p>	<p>Students use TPR or body gesture to show their comprehension when presented with words and phrases.</p>
<p>8</p>	<p>2. I can recognize and understand familiar words and phrases such as greetings, days of the week, months, core family members, numbers, colors, flavors, and classroom phrases.</p>	<p>今天是二〇一六年七月二十日星期三 一个5块钱 一个/球冰淇淋几块钱?</p>	<p>Students will be introduced and practice calendar, weather, clothing and colors of the clothing through morning messages</p>

9	3. I can understand simple information when presented with nonverbal cues, pictures, PPT, and other visual aids.	冰淇淋、口味、买卖 三角形、正方形、圆形、球体、圆锥体 气体、液体、固体	Students use TPR or body gesture to show their comprehension when presented with words and phrases. Game “fishing/ matching” to choose the right information with picture.
10	4. I can understand simple math problems when presented with pictures, PPT, and other visual aids.	这里有几个/球冰淇淋？有3个/球。凯丽吃了2球冰淇淋，大山吃了4球冰淇淋，佳玲吃了6球冰淇淋。请问他们一共吃了几球冰淇淋？妈妈买了10球冰淇淋，有香草和巧克力。3个是香草，几个是巧克力？	Students show understanding of the mathematical problems and solve them by using drawing, number sentences, number line, and etc.
Interpretive Reading			
11	1. I can recognize numbers from 1 to 100, months, days of the week, 5	十位、个位 有几个十和几个一？	Students will understand place value from mathematical model and hands-on

	colors and flavors of ice cream with help of visual aids.		practice. Students will make ice cream crafts to present tens and ones.
12	2. I can recognize familiar words and phrases such as greetings, days of the week, months, family members, numbers, and colors and flavors of ice cream with pictures.	这是什么颜色？ 白色、红色、黄色、绿色、蓝色 香草，巧克力，草莓冰淇淋	The class will be read Book Brown Bear, Brown Bear, What Do You See? following by series of activities to match the book . The students color their ice cream by listening to the instruction. Color coded game.
13	3. I can fluently recognize Chinese characters from one to ten and place them in correct order.	一，二，三，四，五，六，七，八，九，十	Students will play game “大風吹” to practice their learning. Students use flashcards to reinforce their learning.
Presentational Speaking			

14	1. I can sing along with the teacher that state the numbers, animals, and parts of body.	数字歌、家庭歌、颜色歌, 趴噗冰淇淋歌	Students can sing the songs with gestures along with or without the teacher.
15	2. I can introduce myself with simple memorized expressions such as name, age, and genders.	你好, 我叫_____, 我四岁, 我是女生。	Greeting songs and role play. Make a stick panda puppet to practice self-introduction in pairs or in group.
16	3. I can state numbers/quantities, colors, shapes and flavors with simple phrases.	这是五。五+三=八 那是圆形。这是冰块/水	Students reinforce their understanding by singing along with the teacher, playing games, doing various activities, like dice, play dough and ice cream crafts, and etc
17	4. I can present information about the properties of matter using a variety of words, phrases, and memorized expressions.	固体、气体、液体 液体 蒸发 变 气体 液体 凝结 变 固体	Student present their knowledge by singing the song of "Matters" with or without the guidance from the teacher. Also, they will use non-verbal cues to

act out the change of the stage between them.

Presentational Writing

Materials & Other Resources

ACTFL proficiency guidelines http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf ACTFL Performance Descriptors for Language Learners http://www.actfl.org/sites/default/files/pdfs/ACTFLPerformance_Descriptors.pdf NCSSFL/ACTFL Can Do Statement http://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements_2015.pdf NCSSFL-ACTFL Global Can Do Benchmarks http://www.actfl.org/global_statements World Languages Elementary STEM Module from Maryland State Department of Education Materials and Resources

- o A cooler to store the ice.
- o Thermometer
- o Chart paper to record student observations
- o Snowman puppet made of a water bottle filled with frozen water.
- o States of Matter song <http://www.youtube.com/watch?v=btGu9FWSPtc>
- o Permission Slip Note: if students have not returned permission slips, they may not taste the ice cream.
- o How to make a Paper Pinwheels or Windmills http://frugalliving.about.com/od/frugalfun/ss/Pinwheel_3.htm Lesson
- o Paper stocks to make ice cream tens and ones.
- o Judy clocks.
- o Number lines.
- o Place value blocks.
- o Printing worksheets.
- o Glue sticks.
- o Pencils.
- o Scissors.
- o Materials for making ice cream
- o Small plastic bowls enough for students
- o Milk
- o 1 metal can, about 16 ounces
- o Enough ice cubes

to fill the can o Enough water to cover the ice cubes o Instant-read thermometer o 1 tablespoon sugar o 1/2 cup milk or half & half o 1/4 teaspoon vanilla o 6 tablespoons rock salt o 1 quart-size plastic food storage bag (e.g., Ziploc) o 1 gallon-size plastic freezer bag o ice cubes

Daily Schedule

Schedule	Activity
8:00am - 9:00 am	Morning Briefing (Teachers & Staff)
9:00 am - 9:20 am	Opening Engaging Activity - exercise, movement, song,...etc.
9:20 am -10:10 am	Class I - Language Class
10:10 am -10:40 am	Break - Snack
10:40 am-11:30 am	Class II - STEAM Class
11:30 am-12:30 pm	Lunch/Recess
12:30 pm- 1:20 pm	Dance or Chinese martial arts
1:30 pm - 2:20 pm	Computer Lab or iPads

2:30 pm - 3:15 pm	Culture Activities
3:15 pm - 3:30pm	Closing
3:30 pm - 4:00pm	Afternoon Debriefing/Reflection (Teachers & Staff)