

Student Program Curriculum

Basic Program Information

Host Institution:	Binghamton University
Program Title:	STARTALK Learn Chinese Through Beijing Opera
Curriculum Title:	New Heritage
Language(s):	Chinese;
Grade(s) of Learners:	G6-8; G9-12;
Language Background:	Heritage;
Program Setting:	Non-residential
Program Type:	Face-to-face
Duration:	15 Days

Contact Hours: 120 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):

Intermediate Range

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

Intermediate High

Program Overview and Theme

Through the appreciation and practice of Beijing Opera, students will explore the artistic and realistic aspects of arts in China through a hands-on approach while learning about this unique, traditional performing art. The curricula for all four levels of classes will surround the Beijing Opera Tale of Mulan, while different topics and aspects of the Beijing Opera work will be selected to best fit the age and language

proficiency level of each class type according to the national standards. People from the local Chinese community will be invited to the final stage production of the Beijing Opera Tale of Mulan. Throughout the program, students will have daily 30-minute chat sessions with a Chinese student on the internet and share their experiences. In the heritage new participant class, students will first discover various symbolic meanings used in Beijing Opera and their roots in Chinese culture. Throughout the program, they will practice body movements (such as martial arts in Beijing Opera, etc.), facial expressions and other non-verbal stage performance skills. They will be able to understand and produce simple instructions, descriptions and comments during their performance training. They will discuss the differences between body movements in Chinese opera performance and those in real life. Fourth, students will learn basic stage design by building stage sets while describing the procedures of set production both orally and with simple written sentences accompanied by picture illustrations. Students in this class will be able to perform group acting and group combat scenes in the final show.

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

<p>(Intermediate Mid: I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.)</p>	<p>1. I can converse about symbolic meanings in Beijing Opera as shown in the Tale of Mulan.</p>
	<p>2. I can ask for, follow and give instructions on how to practice and perform Beijing Opera stage combat actions.</p>
	<p>3. I can ask for, follow and give instructions on how to make simple stage props and sets.</p>
<p>Interpretive Listening</p>	
<p>(Intermediate High: I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed. I can sometimes</p>	<p>4. I can understand instructions and comments about my performance, such as those given to me in Beijing Opera training.</p>
	<p>5. I can understand an interview between a student reporter and an actor/actress about their personal history and their role in a Beijing Opera stage performance.</p>

follow what I hear about events and experiences in various time frames.)	6. I can understand explanations about how to make a stage prop and stage set.
Interpretive Reading	
(Intermediate High: I can easily understand the main idea of texts related to everyday life, personal interests, and studies. I can sometimes follow stories and descriptions about events and experiences in various time frames.)	7. I can sometimes understand the main ideas of texts written in Chinese characters found on playbills, such as simple storylines or biographies of the actors and actresses, and performance highlights.
Presentational Speaking	
(Intermediate High: I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. I can make presentations on some events and experiences in various time frames.)	8. I can describe and comment on a stage performance and support and justify my explanations with simple examples.
	9. I can describe step-by-step how to complete a procedure, such as painting Beijing Opera face masks, putting on makeup, putting

	<p>on costumes, making simple stage props and sets, and performing some actions on stage.</p>
	<p>10. I can give a presentation on my experiences learning Beijing Opera and performing it on stage.</p>
<p>Presentational Writing</p>	
<p>(Intermediate High: I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.)</p>	<p>11. I can write in Chinese characters about my stage performance experience in a short online post or short blog.</p>
	<p>12. I can write a simple summary of a stage design plan in Chinese characters.</p>
	<p>13. I can describe step-by-step how to complete a procedure, such as painting face masks, putting on makeup, putting on costumes, making props and stage sets, and performing some actions on stage.</p>

14. I can create a simple playbill written in Chinese characters for a show containing information about Beijing Opera.

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.
<p>“Choosing the best show for parents”</p> <p>Students read playbills of three different Beijing Operas, each with a simple</p>	<p>“Meeting with the Cast-Director”</p> <p>Students discuss with their teacher (cast-director) their choice of roles in the final</p>	<p>In their three-week training period before the Beijing Opera performance, students keep a blog or video blog (vlog), and</p>

summary of the opera, short biographies of the actors and actresses, length of the performance, and some artistic highlights. They take notes on the interesting and important facts and then compare the three programs. Students choose the best one for their parents to see. Students draw a diagram of each playbill to show the plots. "Make a simple stage prop" Students listen to short oral instructions, which teach how to make a simple stage prop, such as make a cardboard dagger. Then students will arrange a set of pictures showing the different stages of the process, and then they will make the prop themselves.

performance. Each student exchanges opinions with the teacher about the roles and why this role is best suited for him or her. Students ask and answer questions regarding how to perform one stage action of this role with the teacher. The meeting will be videotaped as evidence of having attained the performance objective. "Meeting with the Artistic-Director" Students discuss with their teacher (artistic director) about the stage set pieces they design and make for the final production. Each student exchanges opinions with the director about how each piece was designed and made. Students ask and answer questions regarding how to improve the

write daily posts. The posts focus on what they learned how to do each day, the new dramas they learned, the stage sets they design and make, new cultural elements they encounter, and the amelioration of their appreciation for this art form. They reflect on the immediate impact of these experiences and how these experiences will affect them in the future. On the last day of the summer program, students give an oral presentation based on their blogs to show their growth throughout the three-week program.

	<p>design. The meeting will be videotaped as evidence of having attended the performance objectives.</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	I can converse about symbolic meanings in Beijing Opera as shown in the Tale of Mulan.	Something represents the meaning of... Something indicates that... Something stands for... Unlike..., something is more... than... The meaning of... is similar in... and in... The play/drama/movie uses... to represent... In my opinion, it is very... (appropriate/interesting/strange/unnecessary) to use... to represent..., because...	Students brainstorm possible symbolic meanings conveyed through various components of Beijing Opera such as face painting, headpieces, costumes, stage design, lighting, props and music. Students participate in conversations with classmates, teachers, Beijing Opera trainers and volunteers in the target language to gather additional information about symbolism in Beijing Opera and Chinese life.
2	I can ask for, follow and give instructions on how to practice and perform Beijing Opera stage combat actions.	Expressions of body actions First... then..., and after that,... If you..., then it will be better.	Students work in pairs to teach each other one action they learned the previous day.

3	I can ask for, follow and give instructions on how to make simple stage props and sets.	How to...? Where should I...? First..., then... Later..., after that..., and finally... in the end. Put(glue, stitch) this to the left, right, on the top, bottom of ... This is correct./ This is not correct...	Students work in pairs. Each member watch a video showing how to make a simple prop before class with both demonstration and verbal explanation Then in class students each the other member of the pair how to make the prop.
Interpretive Listening			
4	I can understand instructions and comments about my performance, such as those given to me in Beijing Opera training.	You could do this better if you... You can try... I think...will help you/ is useful. You should do... Don't be afraid to do it again. You did a (great/excellent/very good/nice) job. You are better than last time.	Beijing Opera trainers record three audio clips with instructions for different body movements. Students listen to them and then record their own performances. Then the videos are returned to the Beijing opera teachers for comments,

		<p>If you..., then it will be even better. You have improved a lot.</p>	<p>which are given to the students as new audio recordings. Students perform the body movements again. They watch their own performance before and after listening to the comments.</p>
5	<p>I can understand an interview between a student reporter and an actor/actress about their personal history and their role in a Beijing Opera stage performance.</p>	<p>Personality Vocabulary This role fits someone most... Someone is best for acting as... The appearance of somebody fits the image of... Someone's performance is depicted... well/accurately. Someone uses... to express...</p>	<p>Students watch interviews of Beijing Opera actors/actress and movie stars. Then students make a list of important aspects of their personal histories and performances. Finally, based on the interview information, students match actors/actress to some roles in various Beijing Opera plays and movies.</p>

6	I can understand explanations about how to make a stage prop and stage set.	This is... That is... These are... Those are... You should/should not... You need... You need to... First..., then... Later..., after that..., and finally... in the end. Put(glue, stitch) this to the left, right, on the top, bottom of ... This is correct./ This is not correct...	Students work in a collaborative group of 3 or 4. The instructor and TAs give instructions and explanations on how to make a certain stage prop. Students need to follow the instruction and explanation. Whichever group first succeeds in making the correct prop wins.
Interpretive Reading			
7	I can sometimes understand the main ideas of texts written in Chinese characters found on playbills, such as simple storylines or biographies of the actors and	Somebody graduated from... Somebody learned... from someone. Somebody learned... at some place Somebody started to... at the age of... Somebody won	Students read three different playbills from various Beijing Opera performances, each with a simple synopsis of the opera, short biographies of the actors and actresses, length of

	<p>actresses, and performance highlights.</p>	<p>the... award. Somebody is currently the... at... Somebody is famous for... Somebody is best at... This is a story of... At first..., then... Later..., after that..., and finally... in the end. This show features... The most (interesting/exciting/...) part of this show is... Date/time expressions I think this one is the best for..., because... This one is also good, but... In terms of..., this one is better than that one... It would be nice if this one...</p>	<p>the performance, and some artistic highlights. They take notes on the interesting and important facts and then compare the three playbills. Students choose the best one for their parents to see. Students draw a diagram of each playbill to show the plots.</p>
<p>Presentational Speaking</p>			

8	I can describe and comment on a stage performance and support and justify my explanations with simple examples.	We believe/think that... To our understanding, it... In our opinion, ... Although..., ... A is better than B because... A is not as good as B in terms of ..., because... We prefer... because... Our choice is based on the following points... In summary,... Our conclusion is... Based on the reasons above, we can conclude that...	After the in-class mini debate about two actors' performances, students act as news reporters, covering the debate for a local TV channel. They record a video in which they summarize the opinions and supporting evidence for both sides of the debate.
9	I can describe step-by-step how to complete a procedure, such as painting Beijing Opera face masks, putting on makeup, putting on costumes, making simple stage	At first..., then... Later..., and finally... in the end. After...,... If..., then... Please put... somewhere... Please (lower/raise/move)... (forward/backward/...). Please turn	Students each pick a Beijing Opera face mask or one Beijing Opera kung fu action. They each make an audio recording of the instruction as well as a silent video demonstration and send

	props and sets, and performing some actions on stage.	(left/right/back/around). Please step (left/right/forward/backward).	them to the class. The class listens to these audio clips and videos in random order and matches the audio clips with the corresponding videos.
10	I can give a presentation on my experiences learning Beijing Opera and performing it on stage.	Narration/description in the past I believe/think that... In my opinion, ... The most (difficult/interesting/easiest/embarrassing/...) thing is..., because... Although..., ... If..., then... You would be better if... If I were you, I would... You are not alone. You can try... I think... will help you/is useful.	Working in small groups, students share personal stories about their Beijing Opera learning experiences. Each student also identifies his or her own strengths and weaknesses, as well as the most enjoyable and most difficult parts. Listeners give suggestions on how to improve. After all students have shared, each student prepares a video called "A Beginner's Guide to Beijing

			Opera” to help others who are interested in learning this art form.
Presentational Writing			
11	I can write in Chinese characters about my stage performance experience in a short online post or short blog.	Narration/description in the past I learned to... with the help of... I believe/think that... In my opinion, ... The most (difficult/interesting/easiest/embarrassing/...) thing is..., because... Although..., ... If..., then... After..., ... I have improved in... thanks to... Something changed my understanding/belief about... I am now better at... I wasn't able to..., but now I can...	In their three-week training period before the Beijing Opera performance, students keep a blog or video blog and write daily posts. The posts focus on what they learned how to do every day, the new dramas they learned, new cultural elements they encountered, and the amelioration of their appreciation for this art form. They reflect on the immediate impact of these experiences and how these experiences will affect them in the future.

		I now have a better understanding of... In the future if..., I will...	
12	I can write a simple summary of a stage design plan in Chinese characters.	This is the stage design for act ... in... This is the piece for... It should be placed in the left, right, front, back, next to... It represent... I designed it this way because...	Students work in group and compile a PowerPoint presentation, showing their stage design for the six act of the Tale of Mulan. On each slide, they show the picture of the design with bullet points explaining the design.
13	I can describe step-by-step how to complete a procedure, such as painting face masks, putting on makeup, putting on costumes, making props and stage sets, and performing some actions on stage.	First..., then... After that..., and finally... The last step is... Something is done. If..., then... Don't do something, otherwise... (Cut/fold/glue/attach/insert/...) something in some place.	Students work in groups to create an outline of the steps for doing an arts and craft project, such as making a Beijing Opera figure paper puppet.

14	I can create a simple playbill written in Chinese characters for a show containing information about Beijing Opera.	<p>Somebody graduated from... Somebody learned... from somebody Somebody learned... at some place Somebody started to... at the age of... Somebody won the... award. Somebody is currently the... at... Somebody is famous for... Somebody is best at... This is a story of... At first..., then... Later..., after that..., and finally... in the end. This show features... The most (interesting/exciting/...) part of this show is... Please don't miss... It is a wonderful chance to see... Date/time expressions</p>	Opera performances, each with a simple synopsis of the opera, short biographies of the actors and actresses, length of the performance, and some artistic highlights.
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Materials & Other Resources

Authentic texts Show tickets Show flyers Beijing opera instruction videos Beijing opera and movie clips TV interview clips Blogs Show programs Online stores' web pages Beijing opera face masks and other arts and crafts Beijing opera costume pieces

Daily Schedule

Schedule	Activity
8:45-9:00	Opening activity, clarifying learning objectives
9:00-10:00	Class: new key learning material for the day
10:00-10:30	Arts and crafts project/calligraphy writing
10:30-11:30	Class: applying language skills in Beijing opera context
11:30-12:30	Lunch
12:30-2:00	Prop, costume and stage design
2:00-2:30	Beijing opera warm-up instruction

2:30-3:45	Students practice Beijing opera in groups
3:45-4:00	Reflection, review of learning objectives, Lingua-folio.