

Student Program Curriculum

Basic Program Information

Host Institution:	Binghamton University
Program Title:	STARTALK Learn Chinese Through Beijing Opera
Curriculum Title:	Return 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, Advanced Range

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

Intermediate High, Advanced low

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 Beijing Opera the Tale of Mulan, while different topics, aspects of the Beijing Opera 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 Beijing Opera Tale of Mulan. Throughout the program, students will have a 30-minutes daily chatting time with a Chinese student on internet and share their experience. In the return heritage class, first, through reading, discussing and acting out authentic materials students will learn to talk about a story according to the plot development schemes, and they will discuss the similarities and differences in the plot of the poem Mulan ci, the Beijing Opera and the various modern adaptations of the story in movies/cartoons/drama. Second, students will work in groups and pairs to exchange opinions about the meaning of sacrifice and braveness in Chinese culture shown in the Tale of Mulan. Third, throughout the program, they will continue to follow and give instructions about body movements and facial expressions in their daily stage combat martial arts training. They will learn to make comments regarding artistic performances in formal and informal settings. By the end of the program, students will integrate what they are able to do in the final project--a stage production of the Tale of Mulan. Students in this class, besides some stage acting, will be able to compose the narration script and act as the narrators, which includes a presentation of the storyline, main characters, explanations of important plot points, and describing the meaning of certain customs and artistic features. Students will create a video advertisement of the show for the local Chinese community.

Learning Goals

<p align="center">NCSSFL-ACTFL Global Can-Do Benchmarks</p> <p>Be sure to label the mode and proficiency level of each statement.</p>	<p align="center">Program Can-Do Statements or NCSSFL-ACTFL Can-Do Statements</p>
<p>Interpersonal Communication</p>	
<p>(Intermediate High: I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.)(Advanced Low: I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way and with some detail about events and experiences in various time frames. I can describe people, places, and things in an organized way and with some detail. I can handle a familiar situation with an unexpected complication.)</p>	<ol style="list-style-type: none"> 1. I can talk about a story such as the Tale of Mulan according to its plot development schemes. 2. I can discuss with others whether the traditional Chinese plot scheme compares to stories, novels, and movies found in my own life. 3. I can compare difference in the meaning of courage and sacrifice in the Tale of Mulan and in my life in a conversation with a peer.

	<p>4. I can negotiate with others on how to improve their action performances.</p>
<p>Interpretive Listening</p>	
<p>(Advanced Low: I can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames. I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.)</p>	<p>5. I can understand stories such as the Tale of Mulan and the conversations within the performance in various time frames.</p> <p>6. I can understand detailed and organized instructions and comments about complex body postures and sets of body movements, including those in martial arts used in Beijing Opera stage performance.</p>
<p>Interpretive Reading</p>	

<p>(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.)</p>	<p>7. I can read a short summary of a traditional Chinese tale in Chinese characters, such as the Tale of Mulan, and understand the relations between different characters.</p>
<p>Presentational Speaking</p>	
<p>(Advanced Low: I can deliver organized presentations appropriate to my audience on a variety of topics. I can present information about events and experiences in various time frames.)</p>	<p>8. I can give a short presentation on Chinese viewpoints about courage and sacrifice using stories such as the Tale of Mulan.</p>
	<p>9. I can give comments to others on their artistic performances in formal and informal settings and justify my viewpoints.</p>
	<p>10. I can create a video advertisement of a show, which includes the synopsis, introduction of leading actors/actresses, and artistic highlights of the show.</p>

Presentational Writing	
(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.)	11. I can write in Chinese characters the content for a multimedia presentation about the meaning of braveness and sacrifice.
	12. I can write simple summary paragraphs in Chinese characters about a storyline such as the Tale of Mulan with explanations of important plot points, using different tenses and descriptive words.

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 read synopses, reviews and comments of various movie/drama/ animation adaptations of the Tale of	Students interview each other and their Beijing Opera instructors about their understanding of courage and sacrifice in	During their language classes and Beijing Opera performance rehearsals, students write down their impressions,

Mulan. Then students watch the trailers of the movies/dramas (with the name of the movie removed from the trailers). Students match the trailers with the synopses. They take screen shots from the trailers to illustrate several important plot points within the synopses.

the Beijing Opera Tale of Mulan versus that in the modern adaptations of the story. The interview will be videotaped as evidence of having attained the performance objective.

their observations and their reflections on Weibo.com. On the last day of the summer program, students are narrators and act as Masters of Ceremony at the final performance of the Tale of Mulan. They compose their narration and revise with their language and Beijing Opera teachers.

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 talk about a story such as the Tale of Mulan according to its plot development schemes.	This is a story about... A long time ago... At the beginning of... First..., Second..., Third... Then..., Later..., After..., Last..., In the end, ... At the end of the story, ... When..., then... Because of... / Due to...	Students are grouped into pairs. The teacher distributes a piece of paper to each pair with the plot development scheme of the Tale of the White Snake. Students watch a brief clip that recounts the storyline of the Tale of the White Snake. Then the students work together in their pairs and discuss the plot of the story. After the discussion, the teacher gives cards with words related to different scenes in details of the story plot; students discuss the plot with each other and match the cards to the suitable scenes.
---	---	--	--

2	I can discuss with others whether the traditional Chinese plot scheme compares to stories, novels, and movies found in my own life.	I believe / think that... In my opinion, ... If..., then... Because... So... I find out that... It is (not) true that...	The teacher introduces different stereotypes and genres of Chinese story plot schemes. After the introduction, the teacher distributes a list of well-known stories, novels, and movies. Students then try to match Chinese plot schemes they have learned with stories, novels, and movies on the list. If they find out that they cannot match the schemes with the stories, they will explain to their partner the reasons why they cannot match, using words and phrases offered by the teacher.
---	---	--	--

3	I can compare difference in the meaning of courage and sacrifice in the Tale of Mulan and in my life in a conversation with a peer.	Words for courage and sacrifice including idioms. Subjunctive expressions.	Students read idiom stories and then each pick one story to illustrate their understanding of courage and sacrifice. Students work in pair to compare the stories they each choose.
4	I can negotiate with others on how to improve their action performances.	We think / believe that... According our understanding, it... I (dis-)agree with you that... because... It is also possible that... You did it perfectly, but... It would be better if... To do something, what you should do first is... After something, you can / should / must do... It will be (in)appropriate if you do something.	Each student is given a card with the name of a character in the Tale of the White Snake, and then performs the martial arts used in Beijing Opera stage performance in front of class. Other classmates act as a "Committee of Stage Directors", directing the "actor" on how to enhance his or her action performance. The "casting directors" then comment on the "actor's" performance and provide

		What you need to improve is... Our conclusion is...	constructive criticism to the "actor" on how to improve said performance. Then the "actor" repeats the sequence again, keeping in mind the "director's" comments.
Interpretive Listening			
5	I can understand stories such as the Tale of Mulan and the conversations within the performance in various time frames.	Expressions of past events Passive voice Progressive and perfective aspects	Students receive different colored cards with definitions of various occasions and purposes of the conversations. Then they watch a video clip from two movies based on the Tale of Mulan, listening to the conversations within the clip in various time frames and choosing the right card with the correct definition. Then students watch a clip from a movie

			telling a modern love story, listen to those conversations and choose the right card with the correct definition.
6	I can understand detailed and organized instructions and comments about complex body postures and sets of body movements, including those in martial arts used in Beijing Opera stage performance.	<p>You would be better if... If I were you, I would... You can try... I think... will help you / is useful.</p> <p>You could do this better if you... You should do... Don't be afraid to do it again. You did a (perfect/excellent/great/very good/nice) job.</p> <p>You are better than last time. If you..., then it will be even better.</p> <p>If you improve..., then you will do a greater job. You have improved a lot. First..., then... after that...</p> <p>The last step is... Something</p>	Students work in pairs and listen to complex verbal instructions from the Beijing Opera teacher to do various body movements such as those in martial arts used in Beijing Opera stage performance. Then, they check to see if they are doing the same actions. After the first round, the teacher provides detailed comments with organized sentences on their performances. Then they rehearse during second round and their peers provide constructive feedback

		<p>is done. If..., then... Don't do something, otherwise... Please put... somewhere... Please (lower/raise/move/...) forward/backward... Please turn (left/right/back/around). Please step (left/right/forward/backward).</p>	<p>in order to ensure that the student is correct in his or her movements.</p>
<p>Interpretive Reading</p>			
<p>7</p>	<p>I can read a short summary of a traditional Chinese tale in Chinese characters, such as the Tale of Mulan, and understand the relations between different characters.</p>	<p>The synopsis tells that... The reason why I believe / think that it is the most popular one is that... To prove the opinion of..., we can see... Something can support the view of... I like something most because... Because of... /</p>	<p>Students read synopses, reviews and comments of three movies, all based on the Tale of Mulan on a website given by the teacher. Then students watch the trailers of the three movies (with the name of the movie removed from the trailers). Students match the trailers</p>

		<p>Due to... I can quote from one comment that... The reviewer thinks / believes / holds a review that... While there are different opinions / disagreements that..., In summary, the conclusion is... Based on the reasons above, I can conclude that...</p>	<p>with the correct synopsis, review, or comment. They will take screen shots from the trailers to illustrate several important plot points in the synopses.</p>
Presentational Speaking			
8	<p>I can give a short presentation on Chinese viewpoints about courage and sacrifice using stories such as the Tale of Mulan.</p>	<p>Formal expressions/chunks for the opening and closing of a presentation. Words for expressing</p>	<p>Students each create a Camtasia presentation, which includes a PowerPoint presentation, accompanying video of the presenter and other</p>

			multimedia inserts, such as the clips from movies or opera performances.
9	I can give comments to others on their artistic performances in formal and informal settings and justify my viewpoints.	It is about a story of... According to..., it is (good/perfect/...) to... A is similar to B because... A is different than B because.... A is better/worse than B because... I think that it should be.... Something is worth a high/low rating because.... The play/drama/movie uses... to represent... In my opinion, it is very (appropriate/important/interesting/strange/unnecessary/...) to use... to represent..., because...	Each student watches a controversial movie, TV series or theatrical play. The teacher offers a variety of websites containing formal ratings from highly respected experts and informal audience ratings. The students give a presentation comparing the formal and informal ratings of artistic performances.

10	I can create a video advertisement of a show, which includes the synopsis, introduction of leading actors/actresses, and artistic highlights of the show.	What I want to show you now are..., ..., and... What you will see are..., ..., and... My opinion about something is... What they are doing/performing is... The performance tells a story about... The main characters are..., ..., and... And they are performed by..., ..., and... It will be wonderful to see...	Students watch samples of media advertisements of shows, operas and movie trailers, identifying important elements and helpful words or phrases. Then they collaborate with other members of a group to design a playbill for the final show based on what they have learned from the language class and the Beijing Opera performance class, and create a video advertisement of the show for the local Chinese community. During the production process of the video advertisement, students will provide captions, write and revise narrations of the synopsis, and record their advertisement.
----	---	---	--

Presentational Writing			
11	I can write in Chinese characters the content for a multimedia presentation about the meaning of braveness and sacrifice.	Formal expressions/chunks for the opening and closing of a presentation. Words for expressing	Students each create a Camtasia presentation, which includes a PowerPoint presentation, accompanying video of the presenter and other multimedia inserts, such as the clips from movies or opera performances. Students go through peer revision and revision with the instructor.
12	I can write simple summary paragraphs in Chinese characters about a storyline such as the Tale of Mulan with explanations of	Narrations and descriptions in the past using past tense, progressive and perfective aspects This is a story about... At the beginning of... First..., Second..., Third...	Using different tenses and descriptive words, students write simple summary paragraphs of the Tale of Mulan and post them on the "friend circle" of WeChat in order to show the plot synopsis

	<p>important plot points, using different tenses and descriptive words.</p>	<p>Then..., After..., Later..., Finally... In the end, ... At the end of the story, ... When..., then... Because of... / Due to ... It is (necessary/ important/significant) to (the storyline/the evolution of the story/ the characters) because... The picture shows that somebody is doing something / performing something. Somebody is doing something because...</p>	<p>to the local Chinese community and international Chinese students. They also write captions for the pictures of important plot points of the tale in a magazine containing images from the story.</p>
--	---	--	--

Materials & Other Resources

Authentic texts Show tickets Show flyers Beijing opera instruction videos Beijing opera and movie clips TV interview clips Movie trailers Weibo (social media) Movie review website (douban.com) 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	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.