

The background features a gradient from light green at the top to dark blue at the bottom. It is overlaid with faint, white circular patterns, including concentric circles and arcs, some with arrows indicating direction. A prominent circular scale with numerical markings from 40 to 260 is visible on the left side.

# DESIGNING AND DIFFERENTIATING A THEMATIC CURRICULUM

CHENQING SONG

BINGHAMTON UNIVERSITY

SOUNDS OF CHINA: LEARN CHINESE THROUGH BEIJING OPERA STARTALK PROGRAM

# STARTALK PRINCIPLES AND OUR THEME

1. Implementing a Standards-Based and Thematically Organized Curriculum
2. Facilitating a Learner-Centered Classroom
3. Using the Target Language and Providing Comprehensible Input for Instruction
4. Integrating Culture, Content, and Language in a World Language Classroom
5. Adapting and Using Age-Appropriate Authentic Materials
6. Conducting Performance-Based Assessment



# CHALLENGES

A cultural theme that is so traditional and profound that it may be very distant to the young American learners

A well **differentiated curriculum** that integrates culture and language learning and **connects** to students

Four levels of students who are from different backgrounds.

# STEP 1: THE ACTFL PROFICIENCY GUIDELINES AND NCSSFL-ACTFL CAN-DO STATEMENTS

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19 of 44

**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.

I can deliver short presentations on a number of academic and workplace topics.

- I can present an explanation for a work or school process, project, or policy.
- I can provide a rationale for the importance of certain classes, subjects, or training programs.
- I can present a summary of an action plan or annual report for a club or work group.
- I can \_\_\_\_\_

I can deliver short presentations on social and cultural topics.

- I can present an explanation for a social or community project or policy.

I can explain issues of public and community interest, including different viewpoints.

- I can present reasons for or against a position on a political or social issue.
- I can make a presentation related to public health or safety.
- I can present a position during a formal debate.
- I can make a presentation promoting an event, a service, or a product.
- I can \_\_\_\_\_

I can deliver presentations for a specific audience.

- I can deliver a presentation to my classmates or colleagues.

3:16 AM 10/9/2016

# STEP 1: THE ACTFL PROFICIENCY GUIDELINES AND NCSSFL-ACTFL CAN-DO STATEMENTS

Such key words from the Can-Do statements:

## Novice:

- Basic info, “myself”, familiar topics
- Lists
- Words and phrases

## Intermediate

- Variety topics of everyday life, interest
- Describe, present
- Sentences, different time frames

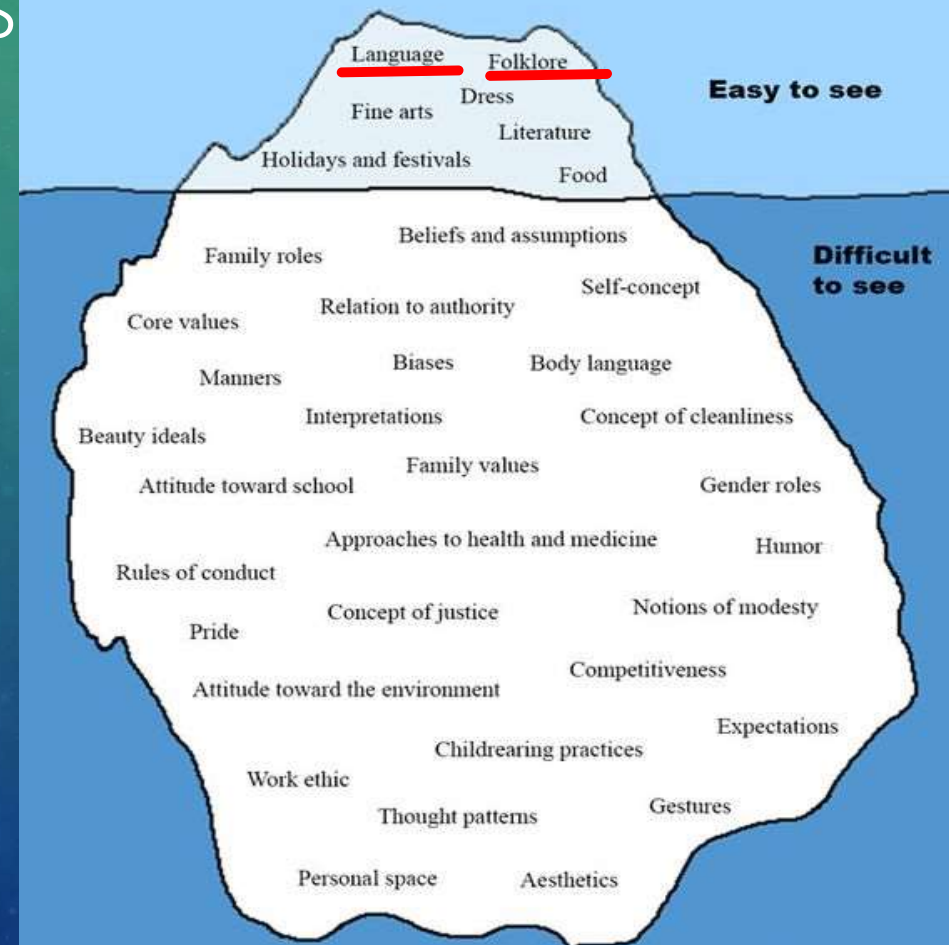
## Advanced

- Concrete and complex topics beyond everyday life
- Present in an organized way, handle expected situation, describe in details
- Organized paragraphs, discourses

## STEP 2: THE CULTURAL MODELS

The Iceberg model: Some parts of the culture is visible and the vast majority is difficult to see. But anything above the waterline is supported by those below.

### The Cultural Iceberg



## STEP 2: THE CULTURAL MODELS

### Novice:

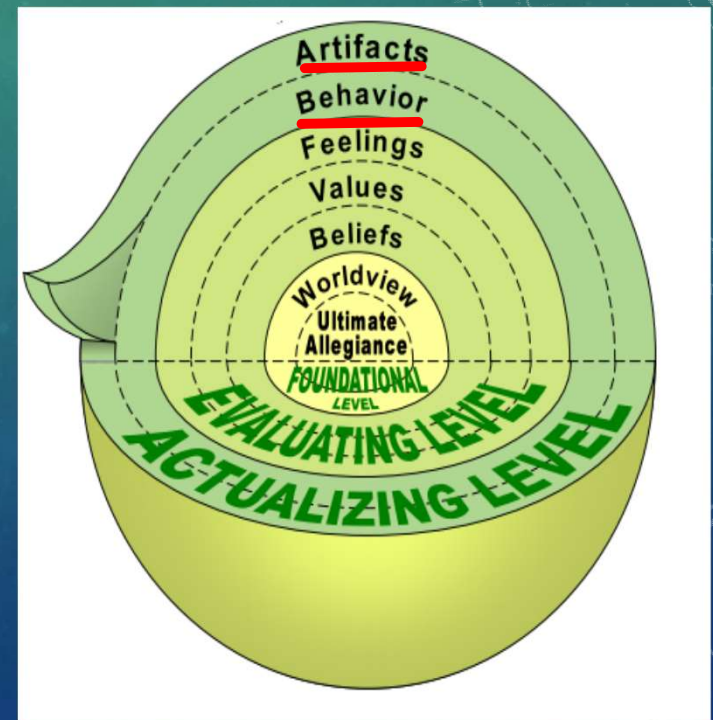
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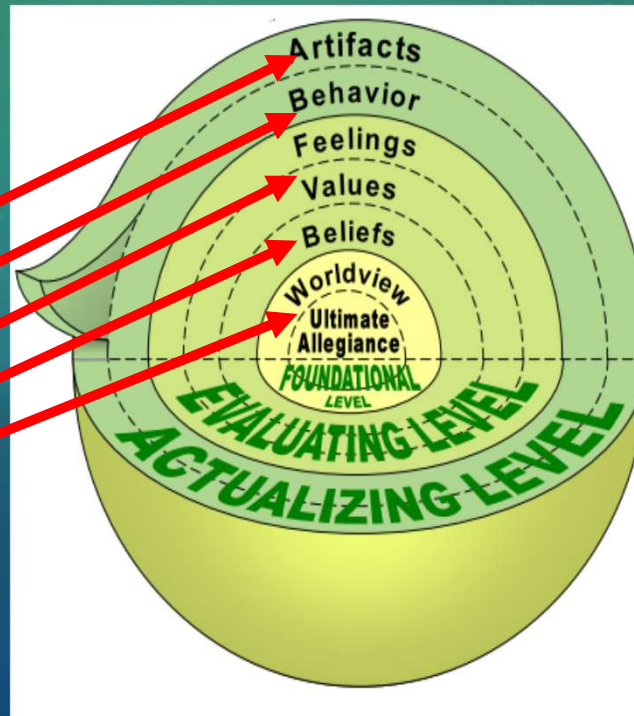
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## CASE STUDY:



Costumes, face painting, the story itself, figures in the story

Body posture, body movements, etiquettes

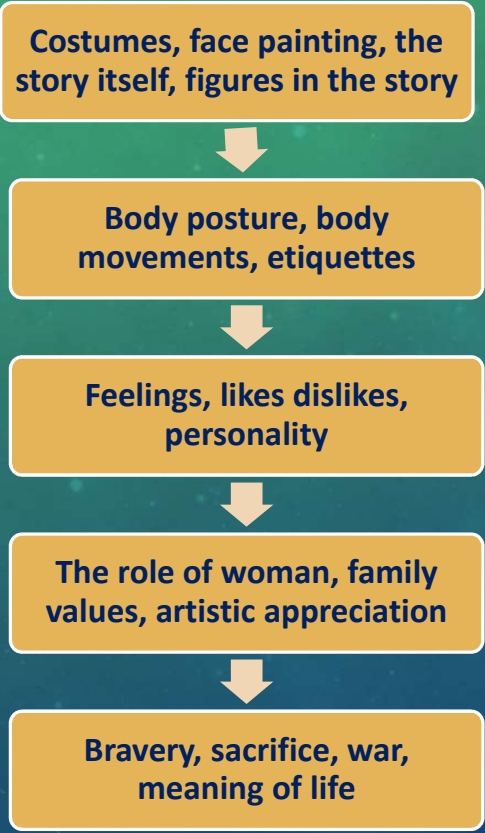
Feelings, likes dislikes, personality

The role of woman, family values, artistic appreciation

Bravery, sacrifice, war, meaning of life

Source: [http://web.csp.edu/MACO/Courses/573/Microsoft\\_Word\\_-\\_Oni.pdf](http://web.csp.edu/MACO/Courses/573/Microsoft_Word_-_Oni.pdf)





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Windows taskbar: Ask me anything, 3:16 AM, 10/9/2016

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Facial feature,  
colors,  
body parts /postures,  
family members,  
clothing

Family  
other relationship  
Personality  
Body action  
Facial expression  
Role of women

Symbolic meaning,  
Etiquettes,  
Body movements,  
Making of costumes,  
Learning experience

Plot scheme,  
Artistic performance,  
Braveness  
Scrifice

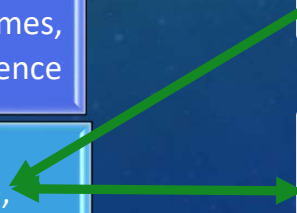
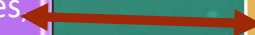
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Feelings, likes dislikes,  
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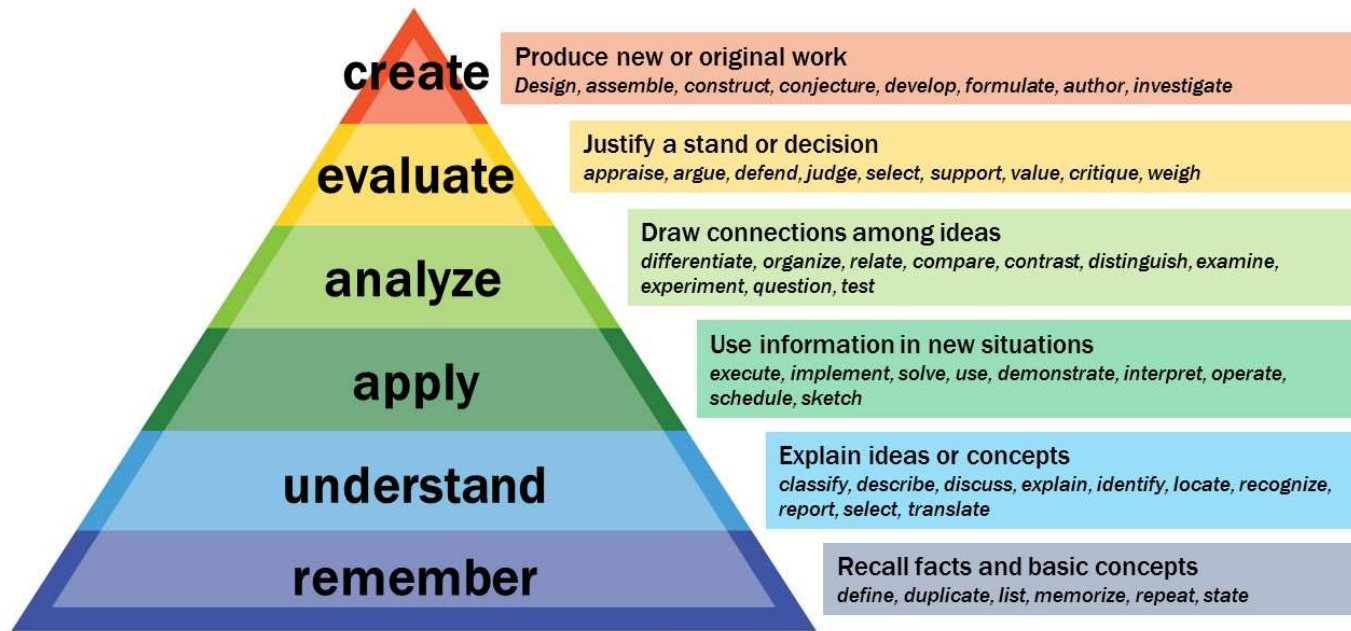
The role of woman, family  
values, artistic appreciation

Bravery, sacrifice, war,  
meaning of life



## STEP 3: BLOOMS TAXONOMY

### Bloom's Taxonomy

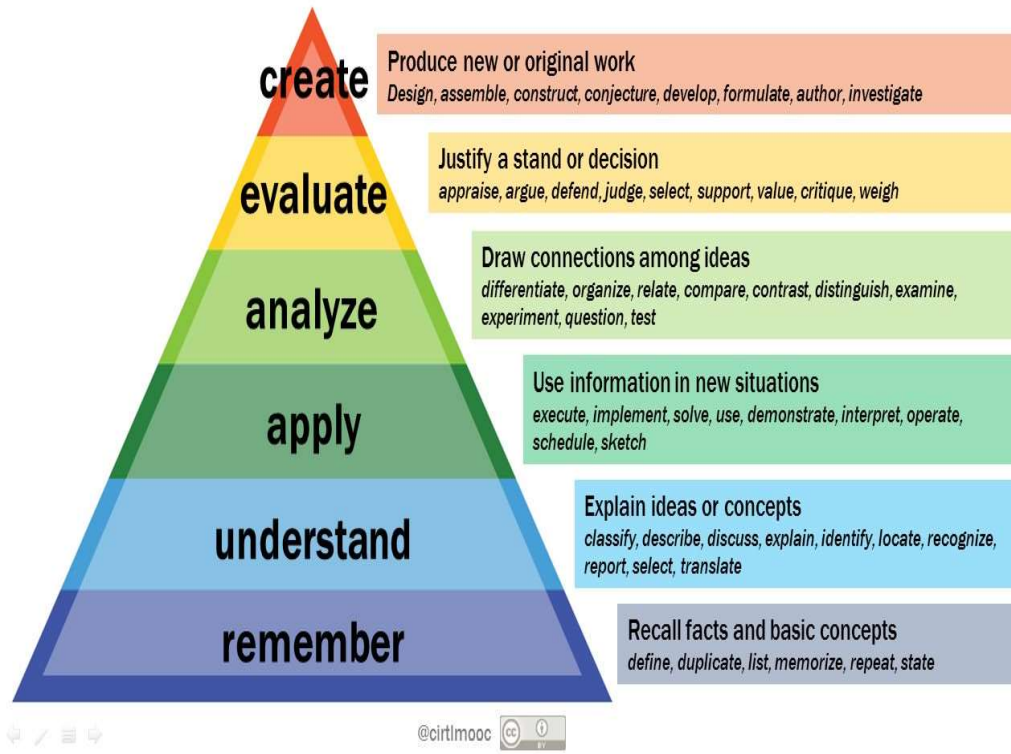


@cirtlmooc



# TAILORED CAN-DO STATEMENTS: NOVICE LOW CLASS

## Bloom's Taxonomy



18. I can express some dates, times, and places in order to create simple tickets and flyers for shows.

15. I can identify colors and describe their simple symbolic meanings in Beijing opera and in my culture.

3. I can ask and answer simple questions about facial feature and facial expressions, body parts, body postures, and body movements, including those in martial arts used in Beijing opera stage performance.

14. I can name body parts and describe body motions with words and memorized expressions.

17. I can list my family members, their relationship with me and what they like to do. I can list that of Mulan's.

# STEP 4: SUMMATIVE ASSESSMENTS: CREATE A SHOW TOGETHER!—CREATE!

