



2014 HYCA STUDENT Program Curriculum For Heritage Learners

BASIC PROGRAM INFORMATION

Host Institution:	Huayuan Chinese Academy, Inc.				
Program Title:	STARTALK STEM-Integrated Chinese Learning Program				
Language(s):	Chinese	Grade(s) of Learners:	Rising 2nd to 5th graders K-2, 3-5, 6-8, 9-12		
Heritage Speakers?	Yes	Non-Heritage Speakers?	Yes		
Program Setting:	<i>Residential:</i>	<i>Non-Residential:</i>	X	<i>Distance/Online Component:</i>	
	<i>Other (please specify):</i>				
Duration:	<i>Weeks/Days:</i>	14	<i>Contact Hours:</i>	98	
Target Proficiency Level: (by end of program)	Intermediate Low for heritage learners	Target Performance Level(s): (during and by end of program)	Intermediate Low to Mid for heritage learners		
<p>If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.</p>					
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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 three-week “STARTALK STEM-Integrated Chinese Learning Program” held by Huayuan Chinese Academy will engage 45 rising grade 2-5 students in a Mandarin Chinese immersion experience, with the theme, “Explore Water, an Essential Element of Life,” offering fun and creative hands-on STEM activities as a vehicle for language learning and including a field trip and final performance for parents. The majority of students have no prior background in Chinese, with a few Chinese heritage learners and returning students from the 2013 summer program.

The program is comprised of daily language, culture, STEM activities, computer-assisted language reflection, a one-day curriculum-related field trip, and final performance. During the program, the students will meet the main character of the program, water baby (an imaginary figure from the story of “The journey of water babies,” symbolizing water) from China, and experience water baby’s fun life (friends and family), magic show (three states and water cycle), and adventures (different water bodies and water pollution). At the end of the program, heritage students will be able to communicate in simple sentences and develop interpretive reading and presentational writing skills in intermediate-low level about such topics as weather, family members, colors, water-related sports, three states of water, and water pollution. Students will gain hands-on experiences with selected Chinese cultural practices and products, such as Chinese landscape painting, dragon boat making, tea culture, Martial Arts, Taichi, and Chinese dancing. Students will understand that the Yangtze and Yellow rivers are mother rivers in Chinese culture. In the final performance day, students will perform Chinese singing, skits, Martial Arts, Taichi, and Chinese dancing. The students will use computers to reinforce learned language skills.

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.

<p align="center">NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS</p> <p align="center"><i>Be sure to label the mode and proficiency level of each statement.</i></p>	<p align="center">PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</p> <p align="center"><i>Number the Can-Do statements here and then transfer to Stage 3.</i></p>
Interpersonal Communication	
<p>Intermediate Low: I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.</p> <p>Intermediate Mid: I can participate in conversations on familiar topics using sentences and series of sentences.</p>	<ol style="list-style-type: none"> 1. I can have a simple conversation on a number of everyday topics, including friends, family, colors, food, water sports, and ocean creatures using sentences or series of sentences. 2. I can ask and answer questions on factual information, such as scientific experiments, including water cycles, the three states of water, and water pollution.
Presentational Speaking	
<p>Intermediate Low: I can present information on most familiar topics using a series of simple sentences.</p> <p>Intermediate Mid: I can make presentations on a wide variety of familiar topics using connected sentences.</p>	<ol style="list-style-type: none"> 3. I can describe family members, sports, water cycle and pollution using a series of sentences with some details. 4. I can present a short skit or dramatic presentation on the topics about family, water sports, water cycles, three states of water, and water pollution using connected sentences.
Presentational Writing	
<p>Intermediate Low: I can write briefly about most familiar topics and present information using a series of simple sentences.</p> <p>Intermediate Mid: I can write on a wide variety of familiar topics using connected sentences.</p>	<ol style="list-style-type: none"> 5. I can write about myself using sentences. 6. I can write about water cycle and pollution using connected sentences with some details.
Interpretive Listening	
<p>Intermediate Low: I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.</p> <p>Intermediate Mid: I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.</p>	<ol style="list-style-type: none"> 7. I can understand messages related to my basic needs, such as teacher instructions. 8. I can understand the main idea from oral stories on family members, water sports, three states of water, and water cycles. 9. I can understand directions and instructions in water-related STEM activities.
Interpretive Reading	

Intermediate Low: I can understand the main idea of short and simple texts when the topic is familiar.

Intermediate Mid: I can understand the main idea of texts related to everyday life and personal interests or studies.

10. I can understand the main ideas of texts on selected familiar topics (family members, colors, and water sports).

11. I can understand basic information in simple posters on topics, including ocean creatures, three states of water, water cycles, and water pollution.

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.
Imagine that you will meet a water baby from China and please find more information about him by reading a passage about water baby (including water baby's name, age, family members, favorite sports, ocean creatures, Chinese food, and colors) and complete a fact sheet for water baby.	Using a survey form, exchange information with classmates to find out detailed information about their family members and things that they like such as sports, ocean creatures, Chinese food and colors and explain why they like them.	Develop a poster to illustrate how water is polluted, including the Yangtze and Yellow River in China, and how to keep water clean and justify your choices and decisions. Present and explain the poster to the class.

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.
<p>1. I can have a simple conversation on a number of everyday topics, including friends, family, colors, food, water sports, and ocean creatures using sentences or series of sentences.</p>	<p>How many friends do you have (你有几个朋友?)? I have X friends and my friend's name is... (我有朋友。朋友叫。。。)</p> <p>How many people are there in your family (你家有几个人?) There are four people in my family (我家有四个人)。</p> <p>I have daddy/mommy/grandpa/grandma (我有爸爸妈妈爷爷奶奶。)</p> <p>Do you have big brothers/little brothers/big sisters/little sisters? (你有哥哥 / 弟弟 / 姐姐 / 妹妹吗?) I have.../I have no...(我有 / 没有)</p> <p>What xx do you like (你喜欢 XX 吗?)</p> <p>Do you like XX?</p> <p>I like swimming/boating/fishing/water ball fighting because... (我喜欢游泳/划船/钓鱼/打水球因为。。。)</p> <p>I like dolphins, sea turtles, and sea stars (我喜欢海豚, 海龟, 海星。)</p> <p>Water baby comes from China (水娃娃来自中国。)</p> <p>China has the Yangtzi River and Yellow River (中国有长江和黄河。)</p> <p>Are the dumplings tasty? Dumplings are tasty (饺子好吃吗? 饺子很好吃。)</p>	<p>Engage in student to student conversations using information/opinion gap activities, surveys, and other interaction activities.</p> <p>Ask and answer questions related to cultural activities in the class with the water baby puppet, such as making dumplings; making dragon boats, practicing Chinese calligraphy and landscape painting.</p> <p>Compare the Yangtze and Yellow River in China to the Mississippi river in the U.S.</p>
<p>2. I can ask and answer questions on factual information, such as scientific experiments, including bean sprout</p>	<p>Does bean sprouts grow taller? (豆芽长高了吗?)</p> <p>What does water turn into when it is hot/cold (水热/冷变成什么?)? Water turns into vapor when it is hot and water turns into ice when it is</p>	<p>Exchange information using simple sentences about the STEM activities and results.</p> <p>Role play with a peer to give instructions on how</p>

<p>growth, water cycles, the three states of water, and water pollution.</p>	<p>cold (水热变成气/水冷变成冰). Vapor turns into cloud and cloud turns into rain (水变成气, 气变成云。云变成雨。) Don't throw plastic bags and bottles (不要乱扔不要乱扔塑料袋和塑料瓶。)</p>	<p>to do STEM experiments.</p>
<p>3. I can describe family members, sports, water cycle and pollution using a series of sentences with some details.</p>	<p>My daddy is tall and has black hair (我爸爸很高, 有黑色的头发。) Ocean is dirty/clean (海水很脏/很干净。) Water turns into vapor and vapor turns into cloud and cloud turns into rain (水变成气, 气变成云。云变成雨。)</p>	<p>Present family photos to small groups or the whole class. Make a family tree and present it to the class. Explain the water cycle to partners. Describe water pollution pictures.</p>
<p>4. I can present a short skit or dramatic presentation on the topics about family, water sports, water cycles, three states of water, and water pollution using connected sentences.</p>	<p>Water turns into vapor and vapor turns into cloud and cloud turns into rain(水变成气。水变成云。云变成雨。) Ocean is dirty and there are many plastic bags and bottles in the ocean (海水很脏。海里有许多塑料袋和塑料瓶。) Don't throw plastic bags and bottles(不要乱扔塑料袋和塑料瓶。)</p>	<p>Present a short skit about the journey of water baby going back to China, which includes the elements of water cycle and water pollution.</p>
<p>5. I can write about myself using sentences.</p>	<p>My name is... I am xx years old. There are x people in my family and they are... (我叫...我 xx 岁。我家有 xx 个人。他们是。。。)</p>	<p>Create a family book by drawing pictures and writing sentences about family.</p>
<p>6. I can write about water cycle and pollution using connected sentences with some details.</p>	<p>Water turns into vapor and vapor turns into cloud and cloud turns into rain(水变成气, 气变成云。云变成雨。) Ocean is dirty(海水很脏。)</p>	<p>Label water cycle pictures with short sentences. Create a warning poster that water can be polluted by plastic bottles and bags and how to keep water clean.</p>
<p>7. I can understand messages related to my basic needs, such as teacher instructions.</p>	<p>Please sit down (请坐)。Please line up (请排队)。Please be quiet (请安静)。Please raise your hands (请举手)。</p>	<p>Follow the teachers' instructions in class.</p>
<p>8. I can understand the main idea from oral stories on family members, water sports, three states of water, and water</p>	<p>There are five people in water baby's family and they are....(水娃娃家有 5 个人, 他们是...) Water turns into vapor and vapor turns into cloud</p>	<p>Work with authentic texts and images and complete graphic organizers grouping images to the correct order.</p>

cycles).	and cloud turns into rain (水变成气，气变成云。云变成雨。)	
9. I can understand directions and instructions in water-related STEM activities.	First (第一步), second (第二步), then (然后), last (最后) Turn into (变成) Count (数), Think (想), Compare (比较), Results (结果)	Follow the directions and conduct the experiments in the correct order.
10. I can understand the main ideas of texts on selected familiar topics (family members, colors, and water sports).	There are five members in my family (我家里有 5 个人): Daddy(爸爸), Mommy(妈妈)Grandpa(爷爷), Grandma(奶奶), and me (和我). When blue meets yellow, it becomes green (当小蓝遇到小黄，就变成了小绿。)	Fill out information on designed forms. Match the texts to pictures.
11. I can understand basic information in simple posters on topics, including ocean creatures, three states of water, water cycles, and water pollution.	Ocean is dirty(海水很脏。) There are plastic bottles in the ocean (海水里有很多塑料瓶)。 Water turns into vapor and vapor turns into cloud and cloud turns into rain(水变成气，气变成云。云变成雨。)	Sort out sequences of cards on water cycle with only Chinese texts on cards. Match texts to pictures.

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.

- * Authentic texts and posters with Chinese pictures and characters
<http://www.youtube.com/watch?v=L7m8BgZy0Y0>; http://kid.chinese.cn/rhymes/article/2011-02/22/content_229046.htm ;
http://www.56.com/u58/v_Njc0NzY2ODc.html
- * Maps - China and the U.S.
- * Flags – Chinese and the U.S. flags
- * Water cycle (print, Power Point and videos)
- * STEM experiment materials
- * Cultural resources - music, dance, calligraphy, tea, dragon boat making, Chinese landscape painting, Chinese paper cutting, Origami.
- * The journey of water babies (videos, puppets, pictures)

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
8:00-8:15am	Welcome; Warm-up
8:15-9:15am	Chinese language instruction, designed around the theme (water), taught through games, songs, and group activities
9:15-9:25am	Break
9:25-10:20am	Chinese cultural activities, designed to provide hands-on fun experiences and opportunities to use learned vocabulary (dragon boats, lotus boats to sail in plastic water pools, all related to water products unique in Chinese cultures)
10:20-10:40am	Break and snacks
10:40-11:10am	Mid-morning exercise (Chinese dancing, Martial Arts, or Chinese recreational gymnastics)
11:20am-12:10pm	Scientific experiments, designed around the water theme to provide meaningful opportunities to use vocabulary and sentences learned in Chinese language instruction
12:20-12:40pm	Lunch
12:50-2:40pm	Computer lab language learning (reinforce language learning)/Reflection
2:40-3:00pm	Closing/songs
3:00pm	Dismissal