

Student Program Curriculum

Basic Program Information

Host Institution:	Huayuan Chinese Academy
Program Title:	STARTALK STEM-Integrated Chinese Learning Program
Curriculum Title:	Curriculum For Huayuan Chinese Academy's STARTALK Program
Language(s):	Chinese;
Grade(s) of Learners:	K-2; G3-5;
Language Background:	Non-heritage;
Program Setting:	Non-residential
Program Type:	Face-to-face
Duration:	14 Days

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Contact Hours: 91 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 Mid, Novice High

Program Overview and Theme

Huayuan Chinese Academy will hold the fourth iteration of its three-week “STARTALK STEM-Integrated Chinese Learning Program” at Rosemont Elementary School, MD in the summer of 2016. This program 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

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as a vehicle for language learning. All students will have no or little prior background in Chinese. The program is comprised of daily language, culture, STEM activities, computer-assisted language reflection, a one-day curriculum-related field trip, and final performance for parents and community members. 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 Baby,” symbolizing water) from China, and experience Water Baby’s fun life (family and water sports), magic show (water cycle), and adventures (water pollution). At the end of the program, students will be able to communicate in Chinese to greet each other, exchange simple information about such topics as family members, water-related sports, water cycle, and water pollution in memorized phrases or language chunks, and follow basic scientific experimental directions in Chinese. Students will gain hands-on experience with selected Chinese cultural practices and products, such as Chinese landscape painting, Chinese calligraphy, dragon boat making, tea culture, Martial Arts, and Chinese dancing. Students will visit a community where Chinese is spoken (e.g. Chinese Embassy) and tour the National Zoo to see China’s symbolic animal, the Panda. Students will use computers to reinforce learned language skills. All of the above described goals of the program align closely with those outlined in the World-Readiness Standards for Learning Languages.

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>(Novice Mid: I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.)</p>	<p>1. I can exchange information about myself and my family using words, phrases, and memorized expressions.</p> <p>2. I can ask and answer a few simple questions, including likes and dislikes about water sports, dragon boat, sea creatures, food and drink, and water pollution using words, phrases, and memorized simple sentences.</p>
<p>Interpretive Listening</p>	

<p>(Novice Mid: I can often understand words, phrases, and simple sentences related to everyday life.)(Novice High: I can recognize pieces of information and sometimes understand the main topic of what is being said.)</p>	<p>3. I can understand some commonly used words and expressions, such as hello, good-bye, please, thank you, stand up, and sit down.</p>
	<p>4. I can understand ways water is depicted in Chinese tea culture, calligraphy, landscape and water paintings.</p>
	<p>5. I can understand names of objects and simple sentences in classroom pictures, culture, and STEM activities (family members, water sports, sea creatures, lemonade, ice cream, boat, water, ice, vapor, dragon boat, tea, Chinese brush, paper cutting).</p>
	<p>6. I can follow some directions or instructions, signs, visual aids and multi-media materials related to weekly language, culture, science, and technology units.</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>7. I can recognize characters (numbers, family members, water sports, and three states of water) with help from visuals and from calligraphy products.</p>
	<p>8. I can connect some characters to their meanings (numbers fewer than ten, three states of water, family members, sea creatures).</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.)(Novice High: I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.)</p>	<p>9. I can present personal information about myself and my family using words and phrases and memorized simple sentences.</p>
	<p>10. I can express my likes and dislikes about water related sports, dragon boat, tea, food and drink, and sea creatures using memorized simple sentences.</p>

	11. I can present simple information from pictures about water cycles and water pollution, and on origami sea creatures, using words, phrases, and memorized expressions.
Presentational Writing	
(Novice Mid: I can write lists and memorized phrases on familiar topics.)	12. I can write numbers from from one to ten, three phases of water, and selected family members.

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.
Imagine that you will meet a water baby from China and you will hear some stories of the water baby. Based on	Using a survey form, interview a classmate about his/her family members and things he/she likes and dislikes,	At the end of the survey in the interpersonal task, share the result with the whole class. Make a poster about

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the stories, you will check information about the water baby (including water baby's name, family members, favorite water sports, sea creatures, his changes of states when hot/cold, whether he likes dirty/clean water, whether he likes dragon boats, tea, or calligraphy,) and complete a fact sheet for water baby.

including water-related sports, sea creatures, dragon boats, tea, and calligraphy, and ice cream/lemonade. Ask questions related to water cycle (like when water will turn into ice) and water pollution. Then switch roles with that classmate. Record the results of the survey in a chart using symbols or labels.

self and family, favorite sea creatures, water sports, whether they like dragon boats, tea, and selected Chinese food to go with the drawing. Present the poster to the class. Develop a poster and label how water is cycled and present it in the small group. In week 3 of the program, a science fair will be designed so that students can present their science products using learned Chinese words and sentences. In the final performance, students will present stories and songs in Chinese.

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			

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<p>1</p>	<p>I can exchange information about myself and my family using words, phrases, and memorized expressions.</p>	<p>Greetings: Hello(你好), Goodbye(再见), Thank you(谢谢) What is your name (你叫什么名字?)? My name is (我叫...) Father's name is (爸爸/妈妈叫...) I have mom/dad/brother/sister (我有爸爸/妈妈/哥哥/姐妹), This is mom/dad/brother/sister (这是爸爸/妈妈/哥哥/姐妹),</p>	<p>Say hello and good bye to teachers/staff everyday and Chinese native speakers in the Chinese embassy in a culturally appropriate way. Exchange with a partner names. In a contest, the students will compete who ask and remember more names of their classmates on the first day of the program. Exchange information about family members with partners in a bicycle chain activity based on the book and stories made in class. Make a graph about the numbers of family members of 4 classmates in a small group.</p>
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<p>2</p>	<p>I can ask and answer a few simple questions, including likes and dislikes about water sports, dragon boat, sea creatures, food and drink, and water pollution using words, phrases, and memorized simple sentences.</p>	<p>I like daddy (我喜欢爸爸)/mommy (妈妈)/sister (姐/妹)/brother (哥/弟) I like swimming (我喜欢游泳) / boating (划船) /fishing (钓鱼) / water ball fighting (打水球) /dragon boat (龙船) I like starfish/sea turtle/ sea horse/dolphins (我喜欢海星/海龟/海马/海豚) I like dumplings/ tea/Zongzi/lemonade (我喜欢饺子/茶/粽子/柠檬水) I like clean water. I don't like dirty water. (我喜欢干净的水。我不喜欢脏的水。)</p>	<p>Use line-ups/information gap activities to exchange likes and dislikes with classmates. Exchange likes and dislikes with a partner using pictures. Participate in different games within topic-related imaginary settings that require the students to ask and questions on their preferences on certain food and drink, water sports, sea animals, family members, or boats. Those who are able to pass will receive the ticket to move to next fun station such as Body Twister on Favorite Sports. Interview and complete survey charts about classmates' likes and dislikes.</p>
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Interpretive Listening			
3	I can understand some commonly used words and expressions, such as hello, good-bye, please, thank you, stand up, and sit down.	Hello(你好), Goodbye(再见), Thank you(谢谢), please(请), stand up(起立), sit down(请坐), raise your hand(举手)	Follow TPRs and demonstrate listening comprehension. The teacher gives commands; students with eyes closed do the corresponding action. The student who do it right will move one step forward. Respond appropriately to teachers' greetings and questions in class.
4	I can understand ways water is depicted in Chinese tea culture, calligraphy, landscape and water paintings.	Hot water(热水), tea(茶), Ink(墨), Chinese brush(毛笔), landscape painting(山水画), water(水)	Before preparing and drinking tea, students will do gestures making and drinking imaginary tea following the teacher's instructions. They will put the mixed-up sequence in order. Be

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			able to demonstrate the sequence of making and drinking tea. Follow the instructor's directions and complete a drawing on how water is depicted in landscape paintings using Chinese brush. Understand ways on how water is depicted in traditional and modern Chinese and practice them in calligraphy classes.
5	I can understand names of objects and simple sentences in classroom pictures, culture, and STEM activities (family members, water sports, sea creatures, lemonade, ice cream, boat, water, ice, vapor,	Daddy (爸爸), Mommy (妈妈), sister (姐/妹), brother (哥/弟), swimming/boating/fishing/water ball fighting (游泳/划船/钓鱼/打水球), dumplings and noodles (饺子和面条), Chinese brush (毛笔), paper cutting (剪纸), What is your	Draw pictures when hearing the names of objects. Participate in games such as BINGO or Fly Swatter game on names of objects. Practice thumbs-up and downs when hearing statements. Do body movements corresponding with the statements. Match the food

dragon boat, tea, Chinese brush, paper cutting).

name ? (你叫什么名字?), I have mom/dad/brother/sister (我有爸爸/妈妈/哥哥/姐妹), This is mom/dad/brother/sister (这是爸爸/妈妈/哥哥/姐妹), Do you like your brother? (你喜欢哥哥/弟弟吗?), Does your mom like eating ice cream? (你妈妈喜欢冰淇淋吗?), Does your dad like drinking lemon tea? (你爸爸喜欢柠檬茶吗?), Do you like a dolphin? (你喜欢海豚吗?), Does water baby like the sea turtle? (水娃娃喜欢海龟吗?), Do you like dragon boat? (你喜欢龙船吗?), Do you like tea? (你喜欢茶吗?) Water turns into vapor when it's hot, and water turns into ice when it's cold.

dumplings and Zongzi with special days in China. Watch a video about Chinese dragon boat festival and the well-known historical figure in China related to the dragon boat festival, Qu Yuan, and demonstrate understanding through completing a checklist. Compare steam boat in the U.S. with dragon boat in China.

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		(水热变成气, 水冷变成冰。) Water is dirty/clean (水脏/干净。)	
6	I can follow some directions or instructions, signs, visual aids and multi-media materials related to weekly language, culture, science, and technology units.	First (第一步), second (第二步), then (然后) Turn into (变成) Count (数) Fold (折) Drink (喝) This is (water, vinegar, lemon, salt, sugar, ice-cream, water cycle, tea, ...), (I, your boat, ...) have (how many people...), How many? more? less? (strokes, sugar, water, salt, beans....), Draw (landscape, fish, pandas, chart...), We make (lemonade, lemon battery, abacus, lanterns, steam boat, dragon boat,	Work with graphic organizers to demonstrate their understanding of concepts and experiment procedures. Making body movements and making up chants about the sequences so as to make input comprehensible to the students.

		kites, tea, dumpling, ice cream, snow man...) + bean sprouts.	
Interpretive Reading			
7	I can recognize characters (numbers, family members, water sports, and three states of water) with help from visuals and from calligraphy products.	One to ten(一到十), Daddy(爸爸), Mommy(妈妈), swimming, fishing, boating, playing water ball (游泳, 钓鱼, 划船, 打水球), dolphin, sea turtle, sea horse, and sea star (海豚, 海龟, 海马, 海星) Water, ice, vapor (水, 冰, 气)	Circle characters correctly with visual aids when characters are mentioned. Mark the characters they hear. Whoever mark the most will be the winner. The characters may come from the Chinese newspapers, magazines , advertisements, and web pages. Complete survey charts with characters in it.
8	I can connect some characters to their meanings (numbers fewer	One to ten(一到十), Daddy(爸爸), Mommy(妈妈), Water, ice, vapor	Match the characters and phrases to pictures. Participate in games such

	than ten, three states of water, family members, sea creatures).	(水, 冰, 气) dolphin, sea turtle, sea horse, and sea star (海豚, 海龟, 海马, 海星)	as information gap on characters and phrases depicting numbers 1 to 10, phases of water, family members, and sea creatures. Use the "I Fish" game for the students to look for the pictures for the characters, phrases, or sentences. Another game "Open the door" -Find the match of the characters and pictures will allow the game player to open a door to the sea world.
Presentational Speaking			
9	I can present personal information about myself and my family using words and phrases and memorized simple sentences.	My name is...我叫...My dad's name is 我爸爸。。。), I have...	Use family photos or self-drawn pictures to introduce themselves and their family members in an event like on the beach, doing water sports, or eating

			in a Chinese restaurant. Students can introduce Water Baby's, a famous animal's (esp. panda or sea animals) family.
10	I can express my likes and dislikes about water related sports, dragon boat, tea, food and drink, and sea creatures using memorized simple sentences.	I like/dislike fishing. (我喜欢/不喜欢钓鱼) I like/dislike sea turtles. (我喜欢 / 不喜欢海龟) I like/dislike dumplings. (我喜欢/不喜欢饺子) I like/dislike dragon boats. (我喜欢/不喜欢龙船)	Draw and label a picture of the sea with the sea creatures and people doing sports on the sea and present to the class or small group. Sing songs on family members, water sports, and sea creatures. For the science class, students present their products such as lemonade, lemon battery lights, steam boats, aluminum boats, ice cream, ph value tested water, and dumplings and they express their likes and dislikes of the items in order to collect the data of

			the preference. For culture classes, they express their likes and dislikes of the art work in order to share their opinions.
11	I can present simple information from pictures about water cycles and water pollution, and on origami sea creatures, using words, phrases, and memorized expressions.	Water turns into vapor when it's hot, and water turns into ice when it's cold. (水热变成气, 水冷变成冰。) Water is dirty/clean (水脏/干净。) I like my origami sea turtle (我喜欢我的海龟。)	Present a poster or skit to illustrate water cycles or water pollution and recycling. Present arts and crafts products to the small group. Present their products using the learned sentences in the water related science fair.
Presentational Writing			
12	I can write numbers from from one to ten, three phases of water, and selected family members.	One to ten(一到十) Ice, water, vapor (冰, 水, 气) Dad, mom(爸爸, 妈妈)	Design a picture with all the listed vocabulary in. Label the picture. Design a little book by making up their own

phrases or sentences with help of
visuals.

Materials & Other Resources

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

Schedule	Activity
8:30-8:45am	Welcome; warm-up
8:45-9:35am	Chinese language instruction

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9:35-9:45am	Break
9:45-10:35am	Chinese cultural activities
10:35-10:50am	Break and snacks
10:55-11:25am	Mid-morning exercise (Chinese dancing/Martial Arts)
11:30am-12:20pm	Scientific experiments
12:20-1:20pm	Lunch & Recess
1:20-1:50pm	Computer lab language learning
2:00-2:30pm	Review and reflection
2:30-3:00pm	Wind-down and closing
3:00pm	Dismissal