

Student Program Curriculum

Basic Program Information

Host Institution:	Binghamton University
Program Title:	STARTALK Learn Chinese Through Beijing Opera
Curriculum Title:	New Non-Heritage
Language(s):	Chinese;
Grade(s) of Learners:	G6-8; G9-12;
Language Background:	Non-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):

Novice Range

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

Novice Mid, Novice 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 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 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. First, students will learn the names of colors and compare the symbolism of colors in their own culture in juxtaposition with their symbolism in Beijing Opera face painting and Chinese daily life. Second, throughout the program, they will learn names of body parts, facial features, body movements (e.g., martial arts actions) and facial expressions as they practice other non-verbal stage performance skills. Then they will be able to understand and produce simple instructions and comments in performance training. Third, they will learn to introduce and describe Mulan’s family and friends as well as their own. Fourth, they will try on, design and make costumes and props and describe them.

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>(Novice Mid: I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.)(Novice High: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.)</p>	1. I can greet and say farewell to others in culturally appropriate ways.
	2. I can ask and answer a variety of questions about likes and dislikes related to colors.
	3. I can ask and answer simple questions about facial features and facial expressions, body parts, body postures, and body movements, including those in martial arts used in Beijing opera stage performance.
	4. I can communicate basic information about a piece of clothing and talk about likes and dislikes regarding clothes.
	5. I can exchange basic information about my family and someone's family such as Mulan's.

Interpretive Listening	
(Novice Mid: I can recognize some familiar words and phrases when I hear them spoken.)(Novice High: I can recognize pieces of information and sometimes understand the main topic of what is being said.)	6. I can understand simple instructions and comments about facial expressions and body movements, including those in martial arts used in Beijing opera stage performance.
	7. I can understand simple descriptions of facial features and body parts.
	8. I can sometimes understand simple information about clothes with visual aids.
Interpretive Reading	
(Novice Mid: I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.)	9. I can recognize some words, phrases and characters in show flyers, tickets and programs.

	<p>10. I can recognize some words, phrases and characters about one's family.</p>
	<p>11. I can recognize some words, phrases and characters in the captions of picture illustrations of clothes.</p>
<p>Presentational Speaking</p>	
<p>(Novice High: I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.)</p>	<p>12. I can name the facial features and facial expressions of a person.</p>
	<p>13. I can present basic information about traditional clothing, Beijing opera costumes, and modern Western clothes.</p>
	<p>14. I can name body parts and describe body motions with words and memorized expressions.</p>

	<p>15. I can identify colors and describe their simple symbolic meanings in Beijing opera and in my culture.</p>
<p>Presentational Writing</p>	
<p>(Novice Mid: I can write lists and memorized phrases on familiar topics.)</p>	<p>16. I can write about a person’s facial features and facial expressions and about a person’s body parts and body postures using learned phrases and memorized expressions.</p>
	<p>17. I can list my family members, their relationship with me and what they like to do. I can list that of Mulan’s.</p>
	<p>18. I can express some dates, times, and places in order to create simple tickets and flyers for shows.</p>

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 choose pictures in order to make a flyer for a Beijing opera after listening to audio information about	Students prepare and do an interview with a reporter from a student newspaper after their final Beijing opera show. They	Students design a ticket and a flyer for their final Beijing opera performance the Tale of Mulan. They select photos,

different figures in the show. Based on the description given of each figure, including facial features, facial masks, body actions, costumes, and props, the students then select the most appropriate images, face mask and outfit among a set of images provided by the instructor. Students draw a family tree for a figure in a story such as the Tale of Mulan, based on a short video clip about this person.

answer simple questions regarding their role in the performance based on their personal photos and short video clips taken during the show. The interview questions include themes such as: facial features and expressions, body parts and postures, clothing, and personality. The newspaper will publish a special issue covering the show with the pictures of each performance and captions based on information provided by the students.

supply short captions for the images, and provide the time and location of the performance. In the end of the final production show, when answering the curtain call, each student in this class do a mini presentation of his or her actions, makeup, costume, etc. with pictures and videos featuring their performance on stage.

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 greet and say farewell to others in culturally appropriate ways.	Hello Good-bye Father, mother, big/little sister, big/little brother, uncle, aunt, grandfather, grandmother, teacher, students, you, me/I, etc. This is my... Culturally appropriate words, gestures	Students observe native speakers greeting each other in person and make notes of what they observe. They then assume different roles in different types of relationships (family, teacher, student, friend, co-worker, and sales assistant) and greet others in appropriate ways. They watch videos showing greetings in Beijing opera and make notes of what they observe. They compare the customs of greeting in Beijing opera, in modern China and in the US today. In a role-playing game, they respond to various kinds of greetings appropriately.
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2	I can ask and answer a variety of questions about likes and dislikes related to colors.	<p>This is... (name of color). What color is this? I like... (name of color). Somebody likes... (name of color). I don't like... (name of color). Do you like... (name of color)? What color do you like? I think... (name of color) is better here. I think... (name of color) looks best on somebody.</p>	<p>Students begin by each taking a strip of paper that has interview questions and answers written in pinyin. They use these strips of paper as a reference and ask each other about their likes and dislikes regarding colors. Eventually, they are directed to try asking these questions without the strips. Students are given coloring pages of different outfits. They fill in different colors. Then they work in pairs to do a shopping role-play, where they will buy different pieces of clothing for various family members. Students work in groups to paint a Beijing Opera face mask using different colors. In the</p>
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			process, students exchange opinions regarding the choices of colors.
3	I can ask and answer simple questions about facial features and facial expressions, body parts, body postures, and body movements, including those in martial arts used in Beijing opera stage performance.	Face, nose, eye, mouth, ear Somebody often... (smiles/cries/frowns/...). Somebody is... (smiling/crying/frowning/...). Somebody's (facial feature) is... (big/small/wide/long/round). Somebody's hair is... (color). Somebody's eyes are... (color). Names of body parts This is a... (body part). I have one/two... (body parts). My/his/her... is... (strong/thin/long/short...). Vocabulary for body action I am; he/she is... (sitting/standing/walking/running/...). Move... (up/	Students work with images of different faces. Students are divided into pairs. Each pair is given the same image of a face. Students interview each other about the faces and find out who has the same face image as theirs. Students work in pairs and play a game of "Whodunit." The teacher gives each pair of students a generic picture of a group of people. Student A pretends that he or she witnessed one of the people in the picture doing an action, such as borrowing a book. Student A needs to describe the facial features and

		<p>down/left/right/forward/backward). Turn around.</p>	<p>expressions of this person, and Student B will identify this person in the photo. Then, they switch roles. Each student is given a real Beijing opera face painting mask. Working in pairs, they exchange information about their masks and then reproduce each other's masks.</p>
4	<p>I can communicate basic information about a piece of clothing and talk about likes and dislikes regarding clothes.</p>	<p>This is a...(name of clothing item) I like/dislike... It is for males/females/children/winter/summer Vocabulary about clothing Somebody likes wearing Somebody often wears... It looks pretty/ugly/too big/too small/too long/too short...</p>	<p>Students design various pieces of clothing. Teachers collect them and make copies for each role-playing pair. Students work in pairs, one as a customer and the other as a shop assistant. The customer then chooses three pieces of clothing. Then, each student explains to the rest of the class why he or she like these clothes. Each</p>

			<p>student is given an image of a piece of costume in Beijing opera. On the back of the image, there is information about this piece. Then each student interviews other students to find out information about these pieces of costume. Finally, they decide which one they like most.</p>
<p>5</p>	<p>I can exchange basic information about my family and someone's family such as Mulan's.</p>	<p>This is my dad/mom/sisters/ brothers/ granny/grandpa. I have () brother/sister. He/She is _____(age). Do you have brothers and sisters? How old is your dad/ mum /sister/brother? How old is Mulan? How old is Mulan's dad/ mum/sister/brother? Vocabulary of</p>	<p>Students watch a short video of Mulan's family. Students are asked to find out if Mulan has a brother or sister? If she has dad and mom and granny? Ask students to name them and then practice saying the names of Mulan's family members. Then The teacher shows pictures of fun people and students work with their deskmate to talk about their families.</p>

		<p>family members measure word to count siblings. numbers from 1-100</p>	<p>Each student is given a card with the name of another student in class. Then students pair with different partners, asking and answering questions to exchange information about each other's family. Students play inside and outside circle to check if they can make quick response about their family's information.</p>
<p>Interpretive Listening</p>			
<p>6</p>	<p>I can understand simple instructions and comments about facial expressions and body movements, including those in martial arts used in Beijing opera stage performance.</p>	<p>Names of body parts This is a/an... (body part). I have one/two... (body part(s)). My/his/her... is/are... (strong/thin/long/short...).</p> <p>Vocabulary for body actions I am; he/she is... (sitting/standing/</p>	<p>Students work in pairs and listen to verbal instructions from the teacher to do various facial expressions and body movements such as those in martial arts used in Beijing opera stage performance.</p>

		walking/running/...). Move (up/down/left/right/forward/backward). Turn around. Could you please...	Then, they check to see if they are doing the same actions.
7	I can understand simple descriptions of facial features and body parts.	Somebody often... (smiles/cries/frowns/...). Somebody is... (smiling/crying/frowning/...). Somebody's (facial feature) is... (big/small/wide/long/round). Somebody's hair is... (color). Somebody's eyes are... (color). Somebody's skin is... (color).	Students are given a set of pictures with various images of people and Beijing Opera figures. Then they choose the correct pictures as they hear teacher's descriptions. Students play an "airport pick-up" game. Half of the class acts as the passengers being picked up and wear a facial mask with certain features. The other half acts as the "greeters," or people who will pick up these "passengers." Teachers will tell each of the greeters the facial features of the passenger that they are going to pick

			up. Then the passengers arrive one by one. The greeters try to decide who their guest is.
8	I can sometimes understand simple information about clothes with visual aids.	Clothes Parts of clothes Long/short/ wide/narrow/... Colors Zip/button/ tie... male/female/children/winter/ summer...	Students play a “lost-and-found” game, where students pretend they have lost different articles of clothing. Then the teacher makes announcements about the “found” items. Students decide where they need to go to claim their lost items.
Interpretive Reading			
9	I can recognize some words, phrases and characters in show flyers, tickets and programs.	Numbers, time and date, location	Students receive tickets from a friend in the class. They decide whether they can go to the show based on the ticket information and their schedule,

			and express this to their classmates accordingly. Students receive show flyers and programs. They decide who should be invited to go to the show with them based on the flyer information and their classmates' interests.
10	I can recognize some words, phrases and characters about one's family.	Vocabulary of family members measure word to count siblings. numbers from 1-100	Students browse a book of children's painting "my family". They work in pair to past the right description of each painting. The descriptions are given to them in Chinese characters.
11	I can recognize some words, phrases and characters in the	It is for males/females/children/ winter/summer Vocabulary about clothing	Students browse Chinese online shopping site Taobao.com, and try to

	captions of picture illustrations of clothes.		find one piece of clothes for each of the category on a shopping list.
Presentational Speaking			
12	I can name the facial features and facial expressions of a person.	Somebody often... (smiles/cries/frowns/...). Somebody is... (smiling/crying/frowning/...). Somebody's (facial feature) is... (big/small/wide/long/round). Somebody's hair is... (color). Somebody's eyes are... (color). His/her (facial feature) looks like his/her... (family member).	Each student records a description of one classmate's face, then emails the sound file to other students in the class. Then students try to be the first find out who the description refers to. Students bring a family picture to class and then work in groups of three. Students look at each other's pictures and point out the similarities of the facial features among family members. Each student takes a picture of their teachers' Beijing Opera performance. Then, the following week,

			<p>they email the pictures to their teachers. Each student gives a description in class of the facial expression in the picture they took. Then they mimic the facial expressions together and find the right picture.</p>
<p>13</p>	<p>I can present basic information about traditional clothing, Beijing opera costumes, and modern Western clothes.</p>	<p>Names of various types of clothes Names of various types of traditional clothes Names of parts of clothes (sleeve, pocket, etc.) Something is... (long/short/wide/narrow). Something is... (color). It has a... (zip/button/tie). It is for (males/females/children/winter/summer). Something is... (bigger/</p>	<p>Students design an outfit for their graduation party, and a costume for a Monkey King Beijing opera performance. Then each student presents his/her design to the class, explaining why he/she chose those clothes and colors.</p>

		<p>smaller/longer/shorter) than...</p> <p>Something is as ... as...</p>	
14	I can name body parts and describe body motions with words and memorized expressions.	<p>Names of body parts This is a... (body part). I have one/two... (body parts). My/his/her... is... (strong/thin/long/short...). Vocabulary for body action I am; he/she is... (sitting/standing/walking/running/...). Move... (up/down/left/right/forward/backward). Turn around.</p>	<p>Students work in groups to create a sequence of pictures that represent typical body movements in a sport and typical body movements in Beijing opera, including those in martial arts used in Beijing Opera stage combat. The pictures are given to other groups in random order. Students study the pictures and decide how to order the pictures and what to say about each picture.</p>

15	I can identify colors and describe their simple symbolic meanings in Beijing opera and in my culture.	(color)...means...(emotion). ...is a color for...	The teacher puts a colored sticker on each student's back. Students work in pairs. They tell each other the meaning of this color so that the other student can figure out which color they have on their back. Teacher switches the stickers. Students go on for another round. Students work in groups to design a new facial mask for a figure in a Beijing opera performance and then explain why they pick these colors. Students each design a T-shirt for their student club, and explain why they pick those colors.
Presentational Writing			

16	I can write about a person's facial features and facial expressions and about a person's body parts and body postures using learned phrases and memorized expressions.	Words for body parts and face Words for colors Somebody often... (smiles/cries/frowns/...). Somebody is... (smiling/crying/frowning/...). Somebody's (facial feature) is... (big/small/wide/long/round).	Students write captions in Chinese characters (using simple phrases) for Beijing opera flyers and pictures in a magazine under images of different people.
17	I can list my family members, their relationship with me and what they like to do. I can list that of Mulan's.	Words for family members Vocabulary of family members numbers from 1-100 Someone often does... (job/hobby)	Students are shown pictures of activities that Mulan's family usually does. One student imitates these activities and other students name them. The teacher asks each student to draw two numbers from 1-8, which each represents one activity. Students stands up and try to find one who likes to do the same activities.

18	I can express some dates, times, and places in order to create simple tickets and flyers for shows.	Time expressions Location expressions Welcome to.... Looking forward to...	Students work in groups to create a ticket and a flyer for their final Beijing Opera performance using learned expressions for time, date, location, etc.
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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 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	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.