

## Student Program Curriculum

### Basic Program Information

**Host Institution:** Binghamton University  
**Program Title:** STARTALK Learn Chinese Through Beijing Opera  
**Curriculum Title:** Return 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 the 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 internet and share their experiences. In the return non-heritage class, first, students will participate in interactive tasks in order to learn how to describe a relationship between two characters shown in the Tale of Mulan, including friends, families, lovers, leader/follower, and neighbor/enemy. Students will work in groups and pairs to role play these different relationships in traditional scenarios, as shown in the Tale of Mulan, in a modern Chinese style, and in modern Western styles. Second, students will receive a wide variety of comprehensive input and participate in interactive tasks in order to learn how to describe a familiar person, such as themselves or main characters 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 martial arts stage combat training. Last, they will explore the role of women in the Tale of Mulan versus women's roles in traditional culture and compare the roles to those in modern Western society. Students in this class will perform leading roles in the final show.

## 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**

(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. )

1. I can ask and answer simple questions about body parts, body postures, and body movements, including those in martial arts used in Beijing opera stage performance in pictures and short videos.
2. I can ask and talk about the relationship types between two persons.
3. I can ask and talk about the main characters and their personalities in a short story that I am familiar with, such as the Tale of Mulan.
4. I can ask and talk about what a good woman/man should do and her/his characteristics in my culture and in the Tale of Mulan.

	14. I can ask and answer simple questions about one's feelings.
<b>Interpretive Listening</b>  (Novice High: I can recognize pieces of information and sometimes understand the main topic of what is being said.)	5. I can follow instructions and simple comments about complex body postures and sets of body movements, including those in martial arts used in Beijing opera stage performance, with the help of demonstration.  6. I can sometimes recognize the relationship between two persons by overhearing their conversations.
<b>Interpretive Reading</b>  (Novice Mid: I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read. )	7. I can identify types of relationship in a character relationship chart that is written in Chinese characters.

8. I can recognize some words written in Chinese characters in a simple description of a character in a story or Beijing Opera.

### **Presentational Speaking**

(Novice High: I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.)

9. I can tell about what I do in my Beijing Opera class.

10. I can describe Mulan's personality and the accepted characteristics of a good woman/man in my culture and in ancient China.

11. I can describe a sequence of body postures and sets of body movements.

15. I can describe one's feeling with visual clues.

### **Presentational Writing**

(Novice Mid: I can write lists and memorized phrases on familiar topics.)

12. I can list characteristics that are associated with a good woman in Mulan's story and in my culture.

13. I can write the phrases and memorized expressions connected to types of relationships such as friends, lovers, and neighbors.

## **STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?**

<b>Summative Performance Assessment</b>		
<b>INTERPRETIVE TASK</b>	<b>INTERPERSONAL TASK</b>	<b>PRESENTATIONAL TASK</b>
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.
Audition for the Tale of Mulan: Students audition for specific leading roles in the final performance. To complete the task,	Post-stage-production interaction with audience: After the final production of the Tale of Mulan, the students	Students make a clip-book that shows the typical daily life of a woman in Mulan's time, a typical daily life of Mulan

students follow the teacher's instructions and show how well they can perform a set of unrehearsed movements. Based on their performances, they are assigned a leading or major supporting role to play in the Tale of Mulan. A checklist is given to the Beijing Opera teachers (cast directors), who decides whether a student can comprehend the instruction. Role-mapping for a story: Students watch a video-clip of a story. Then they receive pictures of the figures in the story. Each student pastes the pictures on a board and completes a role map for the figures in the story, showing various relationships.

attend a special event where the local Chinese community and Binghamton University Chinese students are invited to experience the stage performance. Each STARTALK student in this class teaches one guest from the audience how to perform an action that they did on stage. In the interaction, students need to use short phrases to teach and answer short questions. The interaction will be videotaped as evidence of having attained the interpersonal objective.  
Meeting with a different woman !  
Students work in pairs. Each student roleplays a woman, choosing from a list including Mulan, Mulan's sisters, a modern Chinese professional woman,

as a war general and a typical daily life of a modern professional woman. Under each picture, students give a short caption. Students create a webpage for the local Chinese community newsletter website describing the leading roles they play in the Tale of Mulan. For each role, the students upload pictures and supply a simple written introduction of the role in short phrases. For each role, the students also upload a short video clip of the combat actions they have learned in class. Students add subtitles to the clip to explain the action movements.

a modern American housewife or a famous Modern female leader. Students exchange information with one another and learn the life and characteristics of the other woman. Then they fill out an information card about this woman.

## **STAGE 3: What will prepare learners to demonstrate what they can do with what they know?**

### **Learning Experiences**

No.	<b>Program Can-Do Statements NCSSFL- ACTFL Can-Do Statements</b>  Learners can...These Can-Dos are from Stage 1 Learning Targets.	<b>Language, Culture, Content</b>  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.	<b>Major Learning Experiences &amp; Evidence</b>  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.
<b>Interpersonal Communication</b>			

1	<p>I can ask and answer simple questions about body parts, body postures, and body movements, including those in martial arts used in Beijing opera stage performance in pictures and short videos.</p>	<p>Names of body parts This is... (name of body part(s)). I have one/two... (name of body part(s)). My/his/her... is/are (strong/thin/long/short...). Vocabulary and short sentences for body actions Please raise your... (name of body part(s)). Please raise/lower/your... (name of body part(s)) a little Please put your... (name of body part(s)) here/there. Please move (up/down/left/right). Is this correct? Am I doing right? Please Look at me doing... You'd better... Let me do it again</p>	<p>Students watch a demonstration of several typical Beijing opera body postures. They then work in groups of three to recall what they have seen and help each other to mimic the postures by describing the demonstration. Each student comes up to teach the class one of their most familiar sequences of body movements such as those in martial arts used in Beijing opera stage performance, or playing a sport (e.g. throwing a baseball), or dance.</p>
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2	I can ask and talk about the relationship types between two persons.	Person A is person B's father/mother/friend/siblings/neighbor/student/teacher/husband/wife.	Student each read a short story in English. Then student work in pair. By asking questions, one student needs to find out the relationship between the figures in the story that the other student has read and draw a relationship scheme.
3	I can ask and talk about the main characters and their personalities in a short story that I am familiar with, such as the Tale of Mulan.	Somebody is... (young/old/middle aged). Somebody is... (tall/strong/slim/short). Somebody is... (brave/honest/gentle/carefree/beautiful/ill-hearted/good-hearted). Somebody is the... (father/mother/brother/sister/friend/enemy/master/...) of someone.	Students play "Guess Who?" game by forming pairs. Each student receives a set of cards that list basic information about a character in a famous movie/novel/Beijing Opera story. One student draws a card from the deck. The other student then asks questions in order to ascertain the person on the card.

4	I can ask and talk about what a good woman/man should do and her/his characteristics in my culture and in the Tale of Mulan.	Words about personal characters, both positive and negative ones. A good man should/should not... A good woman should/should not...	Students act as "Cultural Ambassadors." Each student prepares and gives pre-departure orientation information to American exchange students on how to be a good man/woman in the US/modern China/ancient China/any other culture they are familiar with. The rest of the class ask questions and the "Cultural Ambassador" answers.
14	I can ask and answer simple questions about one's feelings.	How do you feel? How does someone feel? Someone feel... (sad, angry, happy, regret,...)	Students watch videos showing four short stories. Then students work in pair to identify the feeling for each main figure in the video and make a chart together.
<b>Interpretive Listening</b>			

5	<p>I can follow instructions and simple comments about complex body postures and sets of body movements, including those in martial arts used in Beijing opera stage performance, with the help of demonstration.</p>	<p>Bow to each other. Raise your... (name of body part(s)), then put your... (name of body part(s)) on... next, turn around, and last, ... Raise your... (name of body part(s)). Put your... (name of body part(s)) on... Turn around and bend down. Go back to... and then stand up straight. Look (left/right/up/down)and then look (left/right/up/down).</p>	<p>Students follow verbal instructions from the teacher to do various body movements such as those in martial arts used in stage performance of the Tale of the White Snake. Their actions will be videotaped by their classmates. Then, they check to see if they are doing it correctly by comparing their video clips and those of the teacher's demonstrations.</p>
6	<p>I can sometimes recognize the relationship between two persons by overhearing their conversations.</p>	<p>Words of various relationships such as friend, lover, father, mother, siblings, neighbor, teacher and student. The cultural tradition of</p>	<p>Students listen to short audio clips from different movies. They are given pictures of the scenes showing the figures with their relationship given in English.</p>

		manner and expected tones in conversations between two people of different relationships.	Students match the pictures with the audio clips.
<b>Interpretive Reading</b>			
7	I can identify types of relationship in a character relationship chart that is written in Chinese characters.	Characters for words of various relationships such as friend, lover, father, mother, siblings, neighbor, teacher and student.	Students read each others' poster board "my world", then each student chooses one to introduce to his/her parent when they pick him/her up on that day.
8	I can recognize some words written in Chinese characters in a simple description of a character in a story or Beijing Opera.	Somebody is... (young/old/middle aged). Somebody is... (tall/strong/slim/short...). Somebody is... (brave/honest/gentle/carefree/beautiful/ill-hearted/good-hearted). Somebody is the... (father/mother/	The teacher gives each student a set of paper each with simple descriptions of a character in a familiar story such as the Tale of Mulan. Students guess who this character is.

		brother/sister/friend/enemy/master/...) of someone. She often wears... (black/red/green/yellow/...) colored clothes.	
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### Presentational Speaking

9	I can tell about what I do in my Beijing Opera class.	I listen to I study... I practice... I learn to... I watch...	Students each make a short video of their daily activities in their Beijing Opera class. They then add a soundtrack, explaining the activities in Chinese. Finally, they post it in their WeiXin (WeChat) friend cycle.
10	I can describe Mulan's personality and the accepted characteristics of	Words of personal characteristics In my culture, a good man/woman should be/should not be....	Student each record a 3-minute video, introducing Mulan to someone who has

	a good woman/man in my culture and in ancient China.		not watched the movie or heard about her story.
11	I can describe a sequence of body postures and sets of body movements.	Raise your... (name of body part(s)). Put your... (name of body part(s)) on... Turn around. Bend down. Go back to... Stand up straight. Please follow me. Look (left/right/up/down)and then look (left/right/up/down)	Students do an “Action Masters” game. In the previous day, the opera teacher teaches each student a set of movements. In class, each student teaches the class what they have learned by describing and demonstrating. In the afternoon, each of them will, in exchange, teach their opera teacher a move of their favorite sports. Students work in groups to create a sequence of pictures that represent typical body movements in a sport and typical body movements in the Tale of Mulan, including those in

			martial arts used in Beijing Opera stage performance. The pictures are randomly given to other groups. Students study the pictures and describe how to re-order the pictures and decide what to say about each picture.
15	I can describe one's feeling with visual clues.	Someone feels...(sad, angry, happy, regret,...)	Student each makes a PowerPoint presentation showing the feelings of his/her favorite person in real life or in movies. Each slide shows one emotion. The class guesses what feeling the picture represents before the presenter reveals it to the class.
<b>Presentational Writing</b>			

12	I can list characteristics that are associated with a good woman in Mulan's story and in my culture.	Characters for words of positive personal characteristics.	Students make a calendar by selecting pictures of 12 great women/men in the world who are famous for one of their personal characteristics/deeds. On each picture, they need to write the Chinese characters of the relevant characteristic using a Chinese painting brush.
13	I can write the phrases and memorized expressions connected to types of relationships such as friends, lovers, and neighbors.	Characters for words of various relationships such as friend, lover, father, mother, siblings, neighbor, teacher and student.	Student each creates a poster board, showing his/her "world." On the board they will post pictures of the most important persons in their lives and right down their relationships in Chinese. Then the class will together make a poster board for Mulan.

## Materials & Other Resources

Authentic texts Show tickets Show flyers Beijing opera instruction videos Beijing opera and movie clips TV interview clips 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	Students practice Beijing opera in groups

2:30-3:45	Students practice Beijing opera in groups
3:45-4:00	Reflection, review of learning objectives, Lingua-folio.