

Basic Program Information

- Host Institution:
- Program Title:
- Curriculum Title: Summer and Post-Summer Chinese Program
- Language(s): Chinese
- Grade(s) of Learners: Grades 3-5
- Language Background: Heritage and non-heritage
- Program Setting: Non-residential
- Program Type: Blended and Personalized Instruction
- Duration: Two weeks of Summer and ten weeks of online individual sessions
- Contact Hours: 40 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-Low/Mid
- Target Performance Level(s) (during and by end of program): Novice-Low/Mid

Program Overview and Theme

The program design integrates proficiency-based and personalized one-on-one instruction in both face-to-face and online sessions. The one-on-one sessions maximize conversation practice and provide teachers with more insights into students' learning process so they can develop effective strategies to address students' specific learning needs to ensure that all students will achieve the targeted proficiency goals. The online technology provides students with both synchronous and asynchronous learning. It further enables students to continue receiving the high quality instruction from the STARTALK programs after the summer program ends. This design extends a summer-only program to a summer plus post-summer program.

The summer face-to-face session focuses on developing conversational skills and building pronunciation and literacy foundations for beginning level students. The post-summer session offers 10 weeks of 45-minute weekly individualized online instruction and will focus on reviewing the summer materials to further enhance literacy skills and conversational skills.

The theme during the summer face-to-face session is: “Hello, Can We be Friends?” The curriculum aims to help students learn Chinese in a meaningful way and enforces interaction with their peers and native speaker online instructor through a “Getting to Know My Friends” project. Each student will be engaged in communication tasks to find out personal information about their peers and their online instructor. Students will also read the *Brown Bear* story book in Chinese. They will later be asked to retell the story with their own words. During the online sessions, students will interview their online instructor and answer questions about themselves including their personal information, family, hobbies, and so on. Examples that illustrate how our program will meet the goals outlined by World-Readiness Standards for Learning Languages are below:

Communication

- Interpretive: Students will read the *Brown Bear* story and learn the words for animals and colors in Chinese.
- Interpersonal: Students will exchange information with their peers and online instructor about themselves and their families and their daily lives.
- Presentational: The face-to-face part of the program features one field trip to a Chinese restaurant. Students will learn about Chinese food and eating utensils and ordering food. The field trip experiences including describing transportation and activities for the trip, language tasks to complete during the field-trip, and a post-trip oral presentation the following week.

Culture

- Product: Students will be able to identify simple cultural items (e.g., utensils, food) associated with the daily life of Chinese people.
- Practice: Students will act out daily activities that Chinese people do (e.g., greetings, compliments, culturally specific verbal and non-verbal behaviors).

Connections

- Geography: Students will use maps to learn where China and major cities are located.
- Art: Students will make handcrafts such as paper pandas, clay dumplings, paper fireworks, and Chinese New Year couplets.

Comparisons

- Students will compare Chinese and American diets.

Community

- Students will visit a local Chinese restaurant and use Chinese to order food if they can.

During the summer program, students will be assessed weekly using Linguafolio. If the program has funding, at the end of the post-summer program, students can also take the STAMP proficiency tests.

Learning Goals

<p style="text-align: center;">NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS</p>	<p style="text-align: center;">PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</p>
<p>Interpersonal Speaking</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 basic personal information with others such as my friends.</p>
	<p>2. I can ask and answer questions about family and school.</p>
	<p>3. I can answer questions about what I like and dislike to do and ask others about their interests or hobbies.</p>
	<p>4. I can talk about what I like to eat and ask others what they like to eat.</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.</p>	<p>5. I can introduce myself and my friends.</p>
	<p>6. I can talk about holiday celebrations in simple sentences based on pictures or photos.</p>
	<p>7. I can talk about a famous Chinese person.</p>

Presentational Writing	
Novice Mid: I can write lists and memorized phrases on familiar topics.	8. I can fill out a simple form with name, address, phone number, birth date, birth place, etc.
	9. I can write about myself in simple sentences using learned phrases and memorized expressions.
Interpretive Listening	
Novice Low: I can recognize a few memorized words and phrases when I hear them spoken.	10. I can understand simple questions about myself, my family, and my school.
	11. I can understand simple descriptions of other people's personal information, family, school, and work.
Interpretive Reading	
Novice Low: I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.	12. I can identify key words on a simple form that requests simple information such as name, date of birth, phone #, and birth place.
	13. I can read the <i>Brown Bear</i> story in Chinese with visual aids.

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

INTERPRETIVE TASK	INTERPERSONAL TASK	PRESENTATIONAL TASK
Learners understand, interpret, and	Learners interact and negotiate meaning	Learners present information, concepts,

<p>analyze what is heard, read, or viewed on a variety of topics</p>	<p>in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>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.</p>
<p>Formative Assessment: During the online instruction, students will do role plays with their online instructor. The instructor will explain the scenario and the required tasks to the students. For instance, the instructor will present two student profiles on the live classroom canvas with information such as age, zodiac sign, birthday, and hobbies in Chinese characters. The instructor will tell the student that only one of these students will come to your school for a week. Now I am going to give you details about this student. Listen carefully, circle the information you hear. At the end, draw a star on the profile that matches with what you hear 100%.</p> <p>Summative Assessment: STAMP 4se</p>	<p>Formative Assessment: During the online instruction session, students will do role plays with their online instructor. The instructor will explain the scenario and the required tasks to the student, such as “your class is going to welcome a new student from China! The new student doesn’t speak English yet, so please be his/her first friend! Introduce yourself to her (name, zodiac sign, age, hobbies) and then get his/her information. The role play will be graded by the online instructor using the rubric provided by the program.</p> <p>Summative Assessment: STAMP 4se</p>	<p>Formative Assessment: At the end of the post-summer program, students will give a presentation in a face-to-face setting. They will introduce their 1-1 online instructor including information such as: last name, zodiac sign, and hobbies. This presentation will be given to their teachers and peers.</p> <p>Summative Assessment: STAMP 4se</p>

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

<p>PROGRAM CAN-DO STATEMENTS</p> <p>NCSSFL-ACTFLCAN-DO STATEMENTS</p> <p><i>Learners can ...</i></p>	<p>LANGUAGE, CULTURE, CONTENT</p> <p><i>Learners need to use ...</i></p>	<p>MAJOR LEARNING EXPERIENCES & EVIDENCE <i>Learners will experience & demonstrate ...</i></p>
<p>Copy these Can-Dos directly from Stage 1,</p>	<p>List the vocabulary, grammatical structures,</p>	<p>Describe the key learning</p>

Column 2. Use one row per Can-Do.	language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Dos listed in column 1.	tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.
Interpersonal Speaking		
<p>1. I can exchange basic personal information with others such as my friends.</p>	<p>Hello, everyone/Hello, teacher</p> <p>What is your name? My name is....</p> <p>How old are you? I am...years old.</p> <p>Where do you go to school? I go to....</p> <p>What do you like/dislike to do I like/dislike to....</p> <p>Also & both</p> <p>Nice to meet you.</p>	<p>Face-to-Face: Hello My Friend!</p> <p>Students ask and answer questions to collect biographic info from their new friends. They introduce their new friends to the class.</p> <hr/> <p>Online: Is This You?</p> <p>Teacher will post photos with personal information (age, school, likes/dislikes) of three different people. Students will ask questions regarding the biographical information to determine which person is their online teacher. They will use the drawing tool to circle the teacher’s picture and ask “Is this You”? If the teacher answers yes, student will then proceed to ask other students about their ages, schools, likes/dislikes, etc., then end the conversation with “Nice to meet you.”</p>
<p>2. I can ask and answer questions about family and school.</p>	<p>How many people are in your family?</p> <p>There are # people in my family.</p> <p>I have (sibling). Do you have (sibling)?</p> <p>How many (siblings) do you have?</p> <p>I have a pet. Do you have pets?</p>	<p>Face-to-Face: Who’s your New Friend?</p> <p>First, students ask their friends about their families and schools. In the class, each student interviews another student to learn about his/her new friend. Students write down the answers in pinyin/characters and then share the information in a group of four.</p>

	<p>I attend (school name, grade level)</p> <p>What school do you attend?</p> <p>Where do you live?</p> <p>Is this your...?</p> <p>This is my....</p> <p>Why do you like ...?</p> <p>Because...therefore....</p>	<p>Online: Meet My Family</p> <p>The teacher will ask the student to upload his/her own family photo, then draw arrows to point at different persons in the picture and ask students questions such as: is this...? How old is he/she? What school does he/she attend? etc. This will not only serve as a Q&A practice, but will also serve as a demo for students that shows them what kind of questions can be asked.</p> <p>Teacher will upload part of his/her family photo onto the canvas that includes one of his/her family members. Students will ask questions based on the section of the picture that the teacher posted. For example: Do you have siblings? Is this (drawing arrow on picture) your sister? How old is she? What school do she attend? etc. After answering student's questions the teacher will upload another section of the photo and repeat the process until the whole photo is revealed.</p>
<p>3. I can answer questions about what I like and dislike to do and ask others about their interests or hobbies.</p>	<p>I like.../I don't like...</p> <p>Do you like...?</p> <p>Why do you like?</p> <p>Because...therefore...</p> <p>I like...I also like...</p> <p>I do not like... I also do not like...</p> <p>Activity vocabulary</p>	<p>Face-to-Face: Class Interview &Tally</p> <p>Students will each design a survey with five interview questions about the kinds of activities that they think others might like to do. Students will then interview everyone in the classroom and record their answers. Finally, they will make a chart to tally the findings, and present the findings to the class.</p> <hr/> <p>Online: Who am I?</p> <p>The teacher will upload pictures of 5 different people. Under each photo will be each</p>

		<p>person's name and a list of activities they like or don't like. Teacher will assume the role of 1 of the 5 people without telling the student. The student will ask the teacher questions in the form of "do you like...", and the teacher will have to answer accordingly based on the likes or dislikes of the person chosen. Based on the teacher's answer, as soon as the students have enough information to determine who that person is, they can ask the teacher "Are you...?" After the student guesses correctly, the teacher can let student choose a role and start asking the student questions.</p>
<p>4. I can talk about what I like to eat and ask others what they like to eat.</p>	<p>What do you like to eat? Do you like to eat...? Americans like to eat... Chinese like to eat... What do Chinese people like to eat? What do American people like to eat? Countries</p>	<p>Face-to-Face: Food Around the World</p> <p>The teacher will prepare a set of pictures of national flags. The teacher will flip to one national flag and ask the student: what do people from this country like to eat? The student will answer "(Country) people like to eat..." then ask "Do you like...?" After the teacher answers, he/she can flip to another national flag, swap roles with the student, and follow the same procedure to complete Q&A.</p>

	Nationalities	<p>Online: Do all Chinese eat General Tsao's Chicken?</p> <p>Students interview their online instructor to find out at least 3 famous dishes that they like. They will ask to identify the main ingredients in these dishes. Students will also ask their online instructor to find out if they like the Chinese dishes favored by Americans such as General Tsao's Chicken, sweet and sour soup, fortune cookies, etc.</p>
Presentational Speaking		
5. I can introduce myself and my friends.	<p>My last name is....</p> <p>My first name is....</p> <p>I attend (school, grade level).</p> <p>I like to (favorite activities).</p> <p>I do not like to (least favorite activities).</p> <p>I like to eat....</p> <p>Same information can be used to introduce others.</p>	<p>Face-to-Face: Can you see me?</p> <p>Students make a video about themselves and then send it to their teacher and peers on Facebook.</p> <hr/> <p>Online: Introduce your Family to your Online Instructor</p> <p>Students will greet the online instructor and then introduce him/herself and the family members. The instructor can ask more questions.</p>
6. I can talk about holiday celebrations in simple sentences based on pictures or photos.	<p>The lantern festival is on....</p> <p>Lunar calendar and western calendar are different.</p> <p>The lantern festival is on Sunday.</p>	<p>Face-to-Face: Jigsaw puzzle</p> <p>Students work in groups of 4. Each student introduces a traditional holiday, including the holiday date and what Chinese people like to eat and do on that holiday.</p>

	<p>During the lantern festival Chinese people (do activities).</p> <p>During the lantern festival Chinese people eat....</p>	<p>Online: Create Your Own Holiday</p> <p>Teacher will randomly provide students with a date, two activities, and two food items all in the form of pictures. Students will have to invent a name for the holiday, and introduce this new holiday based on the pictures.</p>
<p>7. I can talk about a famous Chinese person.</p>	<p>His/her name is....</p> <p>His/her birth date is....</p> <p>He/she is a</p> <p>Because he/she is...therefore he/she is famous.</p>	<p>Face-to-Face: Hall of Fame</p> <p>Each student researches one famous Chinese person. Students will talk about the person's name, date of birth, profession, what he/she likes to do, and why he/she is famous.</p> <p>Each students will make a collage to introduce the famous person. The presentations will be recorded and kept as a video guide for the Hall of Fame.</p> <p>Online: Do you know this person?</p> <p>The student will do some research on their own and find out basic information about a Chinese celebrity or historical figure. The student will introduce this person to the teacher without mentioning the famous person's name. The teacher have to guess who that person is.</p>
<p>Presentational Writing</p>		
<p>8. I can fill out a simple form with name, birth date and phone number.</p>	<p>My Chinese name is....</p> <p>Today's date is....</p>	<p>Face-to-Face: Class Registration Form</p> <p>Students will fill out a class registration form which will be saved for their records.</p>

	<p>I can write numbers from 1 to 100 in Chinese.</p> <p>My pen pal is....</p> <p>My pen pal likes/dislikes....</p> <p>There are ... in my pen pal's room.</p>	<p>Online: Online Registration Form</p> <p>Students will fill out an online registration form by typing information on the form posted by the teacher. The screenshot of the form will be saved for evaluation.</p>
<p>9. I can write about myself in simple sentences using learned phrases and memorized expressions.</p>	<p>My name is....</p> <p>I attend (grade level).</p> <p>I am an American.</p>	<p>Face-to-Face: Picture Book</p> <p>Students create a picture book with one sentence on each page combined with hand-drawn pictures and photos.</p>
		<p>Online: I am a blogger!</p> <p>Students create a Chinese blog account and post their first blog about themselves.</p>
<p>Interpretive Listening</p>		
<p>10. I can understand simple questions about myself, my family, and my school.</p>	<p>What is your last name?</p> <p>How many people are there in your family? Who are they?</p> <p>What grade are you in?</p> <p>What are your favorite activities?</p> <p>What is your favorite food?</p>	<p>Face-to-Face: Who is this person?</p> <p>One student introduces another student in the class. Based on the information given by the student, other students guess which student is being described.</p>
		<p>Online: Who is this celebrity?</p> <p>The teacher will post the image of three celebrities or cartoon characters that the student is familiar with. As the teacher introduces the celebrity/character (without mentioning the name), the student guesses who is being described, circles the picture, and tells the teacher how he/she identified the celebrity/character (in simple sentences such as "because he likes to play basketball").</p>

<p>11. I can understand simple descriptions of others' personal information, family, school and work.</p>	<p>What is your friend's name? How many people are there in your friend's family? Where did your friend go to school? What is the name of the school? What are your favorite activities? What food do you eat every day? What is the radical of this character? What is this character?</p>	<p>Face-to-Face: One of a Kind One of the students in the class will described a student in the class. The student will draw a picture, create a collage, or use other formats to depict the student described.</p> <hr/> <p>Online: Who is my New Friend? The teacher will provide the student with 3 recordings introducing 3 different people. Based on the information provided by the recordings and the information the student gathered from exchanging letters, the student will guess which one of the recordings is talking about his/her pen pal.</p>
<p>Interpretive Reading</p>		
<p>12. I can identify key words on a simple form that requests basic information such as name, date of birth, phone number.</p>	<p>Basic terms included: name, date of birth, phone number, and address.</p>	<p>Face-to-Face: School Registration Form Pretend that students are enrolled in a Chinese school and need to provide basic personal information on the school registration form. Students will identify where to put their names, dates of birth and phone numbers.</p> <hr/> <p>Online: What information do you want? The teacher will upload pictures of different sections of a simple registration form, and then show the student one section at a time. The student will respond by verbally giving the information asked for. For example, if the teacher shows the student "name" in Chinese, the student will respond "My name is...."</p>

13. I can read the <i>Brown Bear</i> story that I learned with visual aids.	What are the Chinese zodiac animals? What is today's date? What fruits do you like to eat? What is the radical of this character? How do you write this character?	Face-to-Face: Exchange letters Students can rearrange the sentences from the <i>Brown Bear</i> story into the right order. Students can recognize radicals related to the Chinese zodiac, nature, and body parts in the characters.
		Online: Missing Information The online instructor can ask students to choose the sentence that matches a picture related to the <i>Brown Bear</i> story that they learned.

Materials and Resources

- Course packet
- Resource bank: Web materials for learning Chinese characters
- Authentic Material: Menus, maps & street signs

Daily Schedule

9:00 – 9:40 AM: Group Class
9:45 – 10:45 AM: Culture Class
10:50 – 11:00AM: Snack Break

11:00 – 11:30AM: Web-based Activities