

Basic Program Information

- Host Institution:
- Program Title:
- Curriculum Title: Chinese Summer and Post-Summer Online Program
- Language(s): Chinese
- Grade(s) of Learners: Grades 9-12
- Language Background: Heritage and Non-heritage
- Program Setting: Non-residential
- Program Type: Blended and Personalized
- Duration: Four Weeks Summer and 10 Weeks Post Summer
- Contact Hours: 110 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-Mid/High
- Target Performance Level(s) (during and by end of program): Novice Mid/High

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 engages students to do synchronous and asynchronous learning and enables students to continue receiving the high quality instruction from the STARTALK programs after the summer program ends. It therefore extends a summer-only program to a summer plus post-summer program.

The face-to-face summer session focuses on developing conversational skills and building pronunciation and literacy foundations for beginning level students through four classes and one hour of one-on-one session daily. The post-summer term offers 10 one-hour weekly individualized online instruction. The post-summer instruction focuses on reviewing the summer materials to further enhance literacy skills and conversational skills.

The theme during the summer face-to-face session is: "Who is my Pen Pal?" The proficiency- and theme-based curriculum helps students learn Chinese in a meaningful way and enforces interaction with native speakers through a "Mystery Pen Pal" project. Each student will be assigned a mystery pen pal who is a native speaker of Chinese. These mystery pen pals could be the teacher trainees in the teacher program if the STARTALK program has a teacher component. Otherwise, teachers and teaching assistants within the STARTALK student program could serve as pen pals. Both students and pen pals will exchange hand-written letters. Through these interactions and through utilization of the materials from daytime classes,

each student will gather information and try to guess the identity of their pen pal. On the last day of the face-to-face session, mystery pen pals will be revealed. During the online session, students will work with their online instructor on a project to plan an imaginary trip to visit a city in China. Students will give a PPT presentation and write an essay in Chinese as part of their final assessment.

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 handwritten letters from pen pals.
- Interpersonal: Students will exchange information with their peers about themselves and their families, their daily lives, and their communities.
- Presentational: The face-to-face part of the program features three field trips. Students will write essays on their field trip experiences including describing transportation and activities for the trip, a worksheet and native speaker interview activity for students to complete during the field-trip, and a post-trip oral presentation to be given the following week.

Culture

- Product: Students will be able to identify simple cultural items (e.g., utensils, calligraphy tools) 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).
- Perspective: Students will learn the origin and symbolic meanings of various artifacts and practices in Chinese culture (e.g., traditional images, colors, and symbols expressing fortunes and luck).

Connections

- Geography: Students will use maps to learn where many Chinese cities are located.
- Art: Students will practice Chinese calligraphy and visit the Metropolitan Museum of Art to view the different calligraphic styles employed by famous artists from different dynasties.

Comparisons

- Students will compare Chinese and American diets, lifestyles, and more.

Community

- Students will interact with local Chinese people and ask them about their lives in China and America.

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 align="center">NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS</p>	<p align="center">PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</p>
<p align="center">Interpersonal Speaking</p>	
<p>Novice-Mid/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>	<p>1. I can exchange basic biographical information with people from the country where the target language is spoken.</p>
	<p>2. I can order food and make specific requests when ordering from a street vendor or at a restaurant.</p>
	<p>3. When purchasing items, I can ask about size, color, price and method of payment.</p>
	<p>4. I can ask for simple directions about how to get to one place from another when traveling.</p>
<p align="center">Presentational Speaking</p>	
<p>Novice Mid/high: I can present basic information on familiar topics using language I have practiced, using phrases and using simple sentences.</p>	<p>5. I can introduce my pen pal that included biographical information, family, school/work and hobbies.</p>
	<p>6. I can describe my pen pal's house/room look like using a few sentences.</p>
	<p>7. I can give a simple presentation about my pen pal's hometown or about a landmark I plan to visit.</p>

Presentational Writing	
Novice-Mid/High: I can write lists and memorized phrases on familiar topics.	8. I can fill out a simple form with basic personal information (name, address, phone number, birth date, etc.)
	9. I can write a simple to-do list and shopping list.
	10. I can write about what I have learned using simple sentences or memorized language.
Interpretive Listening	
Novice-Mid: I can recognize some familiar words and phrases when I hear them spoken.	11. I can understand the time and location of when an activity will take place.
	12. I can understand simple questions about my pen pal's hometown.
	13. I can understand simple descriptions of a landmark.
Interpretive Reading	
Novice-Low/Mid: I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.	14. I can identify familiar words seen on the street and store signs.
	15. I can locate familiar dish names on a menu.
	16. I can check off words on a to-do list or shopping list.

F. Online Preparation

Online Technical Preparation

Prepare the equipment

Go to the chineseforall website

Log in to the course

- Teacher works with tech support to show students the online learning platform.
- Teacher shows the Live Classroom features to students.
- Teacher shows how to log in to Chinese For All.
- Teacher and students test the Live Classroom audio.

Live Classroom Synchronous Learning Preparation

Enter the Live Classroom

Be able to attend the Live Classroom

Be able to speak in the Live Classroom

- Schedule the Live Classroom meeting time.
- Parents will remind students to get the equipment ready and attend the online sessions on time.
- Teacher and students know how to solve common technical issues and know where to get help.

Type Chinese on a Computer

Type Chinese characters using pinyin input method

Open the input method

Type in pinyin and choose the correct characters

- Teacher show students how to type Chinese characters using the pinyin input method.
- Teacher show students that there are many homophones in Chinese and it is important to choose the correct characters.

Asynchronous Learning Preparation

Students should know how to locate the materials

- Teacher shows students the website and how to log in.
- Teacher will show students how to navigate the website and find the content.

	<ul style="list-style-type: none"> • Teacher shows students how to complete the exercises.
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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
<p>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics</p>	<p>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>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.</p>
<p>Formative Assessment: After reading letters from their pen pal, students complete an organizational grid with relevant information, such as the locations, dates, and durations of the trip, the need-to-dos, and the costs of the trip. Students will create a graphic presentation to share the information with their peers. Other students will interpret the information presented and draw conclusions on whose plan is the most exciting but at the same time practical.</p> <p>Summative Assessment: STAMP tests</p>	<p>Formative Assessment: During the online instruction sessions, students will do role plays with their online instructor. They will be given a rubric detailing the scenario and the tasks they will need to complete during the role play, such as “inquire about the price of the item”. Each day they will be assessed on a different role play scenario (ordering food, giving directions, etc.). The role play will be graded by their online instructor.</p> <p>Summative Assessment: STAMP tests</p>	<p>Formative Assessment: At the end of the face-to-face program, students will give a presentation. They will introduce the information they have learned regarding their pen pals’ hometowns, as well as their visiting plans (dates, food, directions, cost, etc.). This presentation will be given to their face-to-face instructor, online instructor, and peers.</p> <p>Summative Assessment: STAMP tests</p>

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

PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO	LANGUAGE, CULTURE, CONTENT <i>Learners need to use ...</i>	MAJOR LEARNING EXPERIENCES & EVIDENCE <i>Learners will experience</i>

<p>STATEMENTS <i>Learners can ...</i></p>		<p><i>&demonstrate ...</i></p>
<p>Copy these Can-Dos directly from Stage 1, Column 2. Use one row per Can-Do.</p>	<p>List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Dos listed in column 1.</p>	<p>Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.</p>
<p>Interpersonal Speaking</p>		
<p>1. I can exchange basic biographical information with people from the country where the target language is spoken.</p>	<p>Hello, everyone/Hello, teacher What is your name? My name is..... How old are you? I am...years old. Where do you go to school? I go to.... Which grade are you in? I am in..... When is your birthday? My birthday is..... What is your Chinese Zodiac Sign? I am a..... What do you like/dislike to do? I like/dislike to.... How many people are there in your family? There are # people in my family. They are...; I have/don't have a pet. Also & Both</p>	<p>Face-to-Face: Study Board in China Students will be given the scenario that they are introducing themselves to their new classmates while study abroad in China. They will need to introduce themselves and greet their new classmates.</p> <hr/> <p>Online 1-on-1: I am a Celebrity Online instructor will post a picture of a famous celebrity on the white board of the online classroom, then provide student with the biographical information of this celebrity in English (Wikipedia page). Student needs to assume the role of this celebrity and answer online instructor's questions according to the biographical information given. The student will then switch roles with the online instructor and ask questions.</p>
<p>2. I can order food and make special requests when ordering from a street vendor or a restaurant.</p>	<p>Do you have...? I would like to have... Is there (ingredient) in ...?</p>	<p>Face-to-Face: Buying famous local food! Students will be given the scenario that they are traveling in their pen pal's home town, and they are going to buy famous local food from 1) street vendor 2) at a restaurant. Some</p>

	<p>I am allergic to ...</p> <p>I can't eat meat. I am a vegetarian.</p> <p>Do you have (utensil)?</p> <p>Please give me a glass of (drink).</p> <p>Do you like A or B?</p>	<p>students will be assigned to be allergic to sea food, etc.; some will need to indicate that they do not eat spicy food. Students will work in groups create a dialogue and present to the class.</p>
<p>3. When purchasing items, I can ask about size, color, price and method of payment.</p>	<p>I like.../I don't like...because...</p> <p>Do you have size...?</p> <p>What color do you like...?</p> <p>Price</p> <p>Bargaining</p> <p>Cash and credit card</p> <p>A is more ...than B.</p> <p>A is not so... than B.</p> <p>Is A more ...than B?</p>	<p>Online 1-on-1: Family Dinner</p> <p>Student will be given the scenario that he/she is traveling in their pen pal's hometown with his/her family. Student is in charge of ordering for the whole family and need to consider his/her family member/s preference when making the order. The online instructor will play the role of waiter/waitress.</p>
		<p>Face-to-Face: Getting Souvenirs</p> <p>Students will be given the following scenario: You need to purchase souvenirs for your family and friends. Online instructor will play the vendor, students need to give specifics such as the size, color, price, and method of payment. Students will present what they purchase in class.</p>
		<p>Online 1-on-1: Gift for my Pen-Pal</p> <p>Student will be given the scenario that he/she is going to buy clothes as a gift for his/her pen-pal, he/she will first ask the pen=pal about size, color. And other preference, then they will go to the store and purchase the clothes.</p>

		The online instructor will first play the role of the pen-pal, then the role of the storekeeper.
4. I can ask for simple directions about how to get to one place from another when traveling.	Excuse me, how can I get to (restaurant, bus stop, landmarks, etc.)? I am lost. Where is (location)? I (walk, ride a bike, drive a car, or take a bus, train, subway, or plane, etc.) to (location). Turn left or right; go straight; cross the street; walk two blocks. Intersection, traffic light. In front of, in back of. Why do you want to go to China? Because I want to study Chinese therefore I want to go to China.	<p>Face-to-Face: Study Abroad in China</p> <p>Students will work in group, pretending they are a group of students studying Abroad in China, and they need to find various locations such as train station and restaurant around a Chinese city. One of the students will be holding the map, while others asking how to go to various places. Then another student will hold the map to answer questions. This process will repeat until everyone in the group had the chance to ask and give directions.</p> <p>Online 1-on-1: Find My Way Around Town</p> <p>Online instructor will use the screenshot of Google map to show a hotel from the student's pen-pal's hometown, then mark the nearest theater/restaurant/net café Students will conduct role plays with his/her online instructor, asking and giving simple direction to each location.</p>
Presentational Speaking		
5. I can introduce my pen pal, including biographical information, family, school/work and hobbies.	Hello, everyone/Hello, teacher Her/his name is.... He/she is # years old.	<p>Face-to-Face: Blind Date</p> <p>Drawing inspiration from the social phenomenon in China in which parents actually go to blind date spots in the park to help their children find marriage partner,</p>

	<p>He/she attends(name of school)</p> <p>He/she likes to (hobbies)</p> <p>His/her family has... They are...; He/she has a pet or doesn't have a pet</p>	<p>students will take the role of the parents, introduce their children's information (the student's pen-pal) to other "parents." They need to decide if those their "children" are a match based on the information presented.</p> <hr/> <p>Online 1-on-1: Vlog</p> <p>After practicing with his/her online instructor, student will create a video introduce him/herself as well as his/her pen-pal, they will then upload the video on the course website for teacher to evaluate as part of the ongoing assessment.</p>
<p>6. I can describe what my pen pal's house/room looks like using a few sentences.</p>	<p>Names of household items and furniture.</p> <p>Common measure words associated with items</p> <p>Common localizers: next to, inside.</p> <p>Adjectives to describe a room or a city: clean/dirty, bright/dark, comfortable/uncomfortable, convenient/inconvenient, crowded/not crowded, expensive/cheap, safe/unsafe, etc.</p> <p>Both (adj) and (adj)</p> <p>Not only (adj) but also (adj)</p> <p>Why do you like to live in (city)?</p> <p>Because...therefore...</p>	<p>Face-to-Face: My Pen-Pal's Home</p> <p>Students will acquire a photo of their pen-pal's house and room from letter exchange. They will then prepare a presentation and describe the house/room to their class.</p> <hr/> <p>Online 1-on-1: Housing in China and U.S.</p> <p>Student will do research on the internet on what a typical house/room in China look like, he/she will then describe the house to his/her online instructor. The online instructor will then provide him/her with a picture of a typical house/room in America that student need to describe based on what is on the picture.</p>

<p>7. I can give a presentation about my pen pal's hometown or a landmark I plan to visit.</p>	<p>It is located near, close to, far from, next to, across from, to the right of, etc.</p> <p>I need to take (bus, subway, taxi, walk) to get there.</p> <p>Descriptive words: interesting, boring, exciting, busy, crowded, historical, etc.</p> <p>I would like to see....</p> <p>I hope I can buy....</p> <p>I am going to (activities).</p> <p>Some interesting facts are....</p>	<p>Face-to-Face: I am a Tour Guide:</p> <p>Students will prepare pictures of the landmark they have studied. The pictures will be posted all around the classroom. The whole class will form a tour group. When passing by a picture of the landmark, one student will act as a tour guide and introduce the landmark to the group. The "tourists" will also ask additional questions or make comments regarding the site. After all the instructions, students will talk about which site left them with the deepest impression, and why.</p>
<p>Online: My Pen-Pal's Hometown</p>		
<p>Based on the information gathered from exchanging letters with their pen-pal and some research online, students will create a slide show, introduce their pen-pal's hometown and then present it to their online instructor. Finally upload their presentation (slide show plus voice over) on YouTube and the course website.</p>		
<p>Presentational Writing</p>		
<p>8. I can fill out a simple form with basic personal information (name, address, phone number, birth date, etc.)</p>	<p>Fill out required information on a form that requires name in Chinese, gender, birthdate, address, and phone number.</p>	<p>Face-to-Face: Fill out a hotel information form</p> <p>Hotels in China often require visitors to fill out an information form. Students will be given an authentic registration form and they are going to fill out information that they are</p>

		<p>able to fill out.</p>
<p>9. I can write a simple to-do list and shopping list.</p>	<p>I will go to (place) on (days of the week). I will go to (place) with (name). We will go to (museum, market, store, and restaurant). We will travel by (transportation choice). We will go see (exhibition, building, and items). We will order (kinds of food). We will purchase food at (street vendor).</p>	<p>Online 1-on-1: Postcard from China Online instructor will post the picture of the back of a post card on the white board of the online classroom. Student will be given the scenario that they are to send a post card to his/her family when traveling in China. On the post card, he/she is required to fill out some basic information including address and phone number in both China and the U.S.</p> <p>Face-to-Face: My To Do List Teacher will show students a character who lives in a particular city, for example, a college student in Shanghai. The students will need to write a simple to do list and shopping list based on who the character is and where he/she lives.</p> <p>Online: Create a shopping list and to-do list Students will create a shopping list and to-do list to use when they are in China. Highlight what activities they want to do, what places they want to visit, what kind of food they want to eat, and what gift they want to buy.</p>

<p>10. I can write about what I have learned using simple sentences or memorized phrases.</p>	<p>Different regions and special customs in China</p> <p>My pen pal and his/her family members' biographical information</p> <p>Information about the pen pal's hometown (region, population, climate, landmarks, characteristics, etc.)</p>	<p>Face-to-Face: Exit Slips</p> <p>During the last 10 min of the last class of the day, students are going to write about what they learned on that day. The teacher will provide students with an outline. Students can write in pinyin at the beginning and gradually switch to using characters. This piece of writing will serve as students exit pass of the day.</p> <hr/> <p>Online: Daily Reflection:</p> <p>Students will be asked to complete daily reflections discussing the content they learned using Chinese, as well as their favorite and least favorite activities of the day. They will also talk about their general feelings and comment on each other's reflections.</p>
<p>Interpretive Listening</p>		
<p>11. I can understand simple questions about my trip.</p>	<p>Names of activities/places to visit</p> <p>General time expressions: morning/afternoon/evening.</p> <p>Time expressions using the 24-hour clock.</p> <p>Sequencing expressions: first, then, later, finally.</p>	<p>Face-to-Face: What Would My Parents Think:</p> <p>After each student gives his/her travel plan presentation, other students will put themselves in the position of the presenter's parents. They will then come up with questions and comments regarding the trip, such as the cost and how to solve potential issues. The presenter will then answer these questions or respond to these comments accordingly.</p>

		<p>Online: Planning Details</p> <p>After the students come up with the draft for their plan to visit their pan-pal's hometown in China, their online instructor are going to look over their plans and ask students questions based on the draft, students will need to answer those questions according to the plans they make and make clarifications and add specifics whenever necessary.</p>
<p>12. I can understand simple descriptions of the places I plan to visit.</p>	<p>Name of site</p> <p>Location</p> <p>Geographical characteristics</p> <p>Descriptive expressions</p>	<p>Face-to-Face: Create Your Own Landmark</p> <p>Teacher will provide students with a number of printed out pictures including various geographical characteristics and descriptive expressions. Students will listen to teacher's description of a location and pieces the pictures together accordingly.</p> <p>Online 1-on-1: Is This a Real Place?</p> <p>Online instructor will read to the student a series of simple descriptions about a particular landmark. The students will have three pictures to choose from, if they have determined the description was not for any of those three pictures, students can call out that this is not a real place.</p>

<p>13. I can understand simple directions to find my way around town.</p>	<p>Turn right/left Go straight Corner Across the street Continue for...blocks A is far/close to B A is next to B</p>	<p>Face-to-Face: Scavenger Hunt: Students will be provided with a map. Teachers will provide students with a series of directions that lead the students to the “treasure.” Students who successfully locate the “treasure” will be awarded with extra points. Those who answer incorrectly will be asked to perform a skit or sing a Chinese song.</p>
<p>Online 1-on-1: Find My Way Around Town Online instructor will use the screenshot of Google map to show a hotel from the student’s pen-pal’s hometown, then mark the nearest theater/restaurant/net café, student will ask for direction, then write draw out the route on the screenshot based on the directions given by the online instructor.</p>		
<p>Interpretive Reading</p>		
<p>14. I can identify familiar words on the street and store signs.</p>	<p>Words indicating roads or streets and directions. Ex. “XX road “, “XX Street”, “West, East, North, South,” Key words on store signs that indicate what the stores sell such as “convenient store”, “souvenir shop”, “restaurant”, “drug store”, etc.</p>	<p>Face-to-Face: Shopping in Shanghai Teacher will use the computer to show Google map of Shanghai. Students need to first locate the famous shopping street “Nanjing Road” in Shanghai, then work in groups to identify what kinds of stores can be found on that street.</p>
<p>Online 1-on-1: What’s Near By Online instructor will use the screenshot of Google map to show a hotel from the student’s</p>		

		pen-pal's hometown. Students will need to read the map and label the road and stores they can identify.
<p>15. I can locate familiar dish names on a menu.</p>	<p>What kind of food does this restaurant serve? (Basic food categories: fish, poultry, pork, beef, soup, vegetables, beverages, eating utensils, ingredients.)</p> <p>Common methods of cooking.</p> <p>Price-related words.</p>	<p>Face-to-Face: Food for My Party</p> <p>Students will read the menu of a Chinese restaurant, identify the basic food categories and select a meal for a party they will be hosting based on budgets and dietary preferences.</p> <hr/> <p>Online 1-on-1: What Do You Want to Eat?</p> <p>Online instructor will provide students with an authentic menu on the white board of the online classroom from a Chinese restaurant and tell students some his/her own preference about food. Students will need to locate dishes that fit the online instructor's preference on the menu and circle them for online instructor's approval.</p>
<p>16. I can check off words on a to-do list or shopping list.</p>	<p>Key words for famous landmarks; key words for main activities such as "to EAT famous local food" , "to SEE famous landmarks", etc.</p>	<p>Face-to-Face: My Travel Checklist</p> <p>Students will be provided with a list of locations and activities they can do when traveling in China (in Chinese). The teacher will then state the activities they have done before, and the students need to cross out the activities they already performed, or locations they already visited.</p>

		<p>Online 1-on-1: Letter Exchange with Pen Pal</p> <p>Pen-pal provides a list of things that students can buy, and a list of activities that students can do in the pen-pal's hometown. Student circle the ones that he/she likes to do when traveling to pen-pal's hometown, and underline the ones he/she has questions about and need further clarification on from the online instructor.</p>
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Materials & Other Resource

- Resource Bank: A Multimedia Course for Learning Chinese Characters (textbook, web-based materials and exercises to build literacy foundation); Video Modules with Exercises: Ordering Food, Shopping, Giving Directions, and Traveling
- Authentic Material: Menus, maps & street signs, traveling ads and brochures, promotional ads from stores, and more.

Summer Face-to-Face Daily Schedule

9:00-9:50 AM: Group Class 1
10:00-10:50 AM: Group Class 2
11:00-12:00 PM: Lunch
12:00-12:50 PM: Group Class 3
1:00-1:50 PM: Group Class 4
2:00-3:00 PM: Web Exercises and Tutorial Session

