Basic Program Information

- Host Institution:
- Program Title:
- Curriculum Title:
- Language(s): Chinese;
- Grade(s) of Learners: Grades K-2
- Language Background: Heritage and Non-heritage
- Program Setting: Non-residential
- Program Type: Blended and Personalized Instruction
- Duration: Two weeks Summer Program plus ten weeks Post-summer individual online sessions
- Contact Hours: 35 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 student's specific learning needs to ensure that all students will achieve the targeted proficiency goals. The online technology provides 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. The design extends a summer-only program to a summer plus post-summer program.

The summer session focuses on developing conversational skills and building pronunciation and literacy foundations for beginning level students. The post-summer session offers 10 weeks of 30-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: "I Can Count and Sing in Chinese" The curriculum aims to help students learn Chinese in a joyful way through fun activities led by face-to-face teachers and online instructors. Each student will be able to count, identify colors, fruits, and family members by the end of the program. During the online sessions, students will answer questions posed by their online instructor either verbally or with visual aids. Examples that illustrate how our program will meet the goals outlined by World-Readiness

Standards for Learning Languages are below:

Communication
- Interpretive: Students will identify their Chinese names, words for numbers, colors, animals, and fruits in Chinese.
- Interpersonal: Students will answer questions by gestures or pointing at pictures or words.

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 be able to say simple words (e.g., greetings, compliments) in Chinese.

Connections
- Math: Students will be able to count and do simple math in Chinese.

During the summer program, students will be assessed weekly using Linguafolio and program designed assessment.

Learning Goals

NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS	PROGRAMCAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS
Interpersonal Speaking	
Novice Low/Mid: I can communicate on very familiar topics using simple words and phrases that I have practiced and memorized.	1. I can greet teachers and peers and answer yes or no questions about myself, such as my name and my age.
	2. I can answer simple like or dislike question related to myself.
Presentational	

Speaking	
Novice Low/Mid: I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	3. I can introduce myself and my family (number of people, who they are).

Presentational Writing	
Novice Low: I can copy some familiar words, characters, or phrases. I can also write simple lists and memorized phrases on familiar topics.	4. I can write numbers 1-10.
	5. I can label commonly seen objects such as tree, water, and person.

Interpretive Listening	
Novice Low: I can recognize a few memorized words and phrases when I hear them spoken.	6. I can understand simple questions about myself.

Interpretive Reading	
Novice Low/Mid: I can recognize some characters. I can understand some learned or memorized words and phrases when I read.	7. I can identify the numbers 1-10 in Chinese characters.
	8. I can identify commonly used characters such as tree, water, and person.

F. Blended Learning Technical Preparation

Online Technical Preparation	
Prepare the Equipments Go to the Chineseforall website Log in to course	● Online instructors work with tech support to show parents the online learning platform. ● Online instructors show the Live Classroom features to parents. ● Online instructors show parents how to log in to Chinese For All. ● Online instructors and parents test the online Live Classroom platform, including audio and video (if applicable)
Live Classroom Synchronous Learning Preparation	
Enter the Live Classroom Be able to attend Live Classroom Be able to speak in Live Classroom	● Schedule the Live Classroom meeting time. ● Parents will ensure their child to get the equipment ready and attend the online sessions on time. ● Online instructors and parents know how to solve common technical issues and know where to get help.
Live Classroom Platform	
Be able to use the tools provided by the synchronous learning platform.	● Online instructors show parents how to use the tools to draw lines, circles etc. so parents can assist their child during the online sessions.
Asynchronous learning Preparation	
Parents know how to locate materials	● Online instructors show parents the website and how to log in so they can assist their child. ● Online instructors show parents how to navigate the website and find the content so they can assist their child. ● Online instructors show parents how to complete the exercises so they can assist their child.

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 analyze what is heard, read, or viewed on a variety of topics	**Learners interact and negotiate meaning in spoken, signed, 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.**
Given numbers, or commonly seen objects such as tree, person, water, etc., students will match the pictures with appropriate Chinese characters. End of year summative assessment: teacher will prepare a check list based on the can-do statements.	Given an assigned role, students will greet each other, and then introduce their names and ages. End of year summative assessment: teacher will prepare a check list based on the can-do statements.	At the end of the academic year, students will present their Family Book to the class. End of year summative assessment: teacher will prepare a check list based on the can-do statements.

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

PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFLCAN-DO STATEMENTS *Learners can …*	LANGUAGE, CULTURE, CONTENT *Learners need to use …*	MAJOR LEARNING EXPERIENCES & EVIDENCE *Learners will experience &demonstrate …*
Copy these Can-Dos directly from Stage 1, Column 2. Use one row per Can-Do.	List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Dos listed in column 1.	Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.
Interpersonal Speaking		

1. I can greet teachers and peers and answer yes or no questions about myself, such as my name and my age.	Hello [Is your name …?] Student can reply by nodding or saying the sentence "my name is…." [Are you # years old?] Student can reply by nodding or saying the sentence "I am # years old"	**Group Face-to-face: Finger Puppet Show** Each student receives a finger puppet. First, teacher and students greet each student using the finger puppet, and then students greet each other using the finger puppet. Then the teacher will ask simple yes or no questions. Student can reply by nodding or answering in complete sentences. At the end, students work in pairs to perform a short skit that contains simple greeting "Hello" and one Q and A.
		One-on-one Online: Introduce yourself to the online instructor Online instructors and their students will greet each other. Students will be asked to greet the characters in a story. The online instructors will then ask simple yes or no questions. Students who are not ready to talk can respond by nodding or shaking their heads. A web cam will be required for this activity.

2. I can answer simple like or dislike questions related to myself.	Do you like…? I Like. I dislike.	**Group Face-to-face: Secret Box** Teachers prepare a secret box. In the box, there could be different food items or color cards. Each student will have a chance to draw out an item from the secret box and then tell the class whether or not he/she likes it, and then ask the yes or no question to a student in the class. The teacher can then ask the whole class about those two students.
		One-on-one Online: Find out online instructor's likes and dislikes Online instructors upload food pictures or color pictures and ask the question "do you like…?" Students can respond by saying "I like" or "I dislike" and also draw a "check" or "cross" to indicate their preferences.
Presentational Speaking		
3. I can introduce myself and my family.	My name is…. I am (age). Good morning Teacher Wang. Good evening Teacher Wang.	**Group Face-to-face: To Greet Everyone.** Students form two lines, each student will take turns to say hello to their peers.
		One-on-one Online: Hello Teacher. Students will greet the online instructor in Chinese using the appropriate greeting phrase based on the time of the online session (Ex. Good morning or good evening).
Presentational Writing		

4. I can write numbers 1-10.	Numbers 1 to 10 in Chinese characters. (stroke names) (stoke orders)	**Face-to-face: What's the secret code?** 4-5 students per group. The teacher gives a secret number code to the first student, via speaking or writing. The first student then passes on the secret code to the second student, then the second student passes it on to the third student, and so on. The last student will give the code to the teacher. The secret code could be kept as 1 digit for grades K-2 students.
		One-on-one Online: I am a calligrapher! Students write the numbers in Chinese using a writing grid. Writing grids can be uploaded to the online classroom's canvas.
5. I can label commonly seen objects such as tree, water, and person.	Commonly used characters such as 1) 人 person 2) 木 tree 3) 火 fire 4) 手 hand 5) 足 foot	**Group Face-to-face: I am a calligrapher!** Students will draw pictures of commonly seen objects in nature such as sun, tree, water, etc. Next to the picture, students will provide the corresponding Chinese character. At the end, students will present their work to the class by saying "this is…."

	6) 目 eyes 7) 日 Sun	**One-on-one Online: I am a calligrapher!** Writing grids such as the one below can be given to students to practice writing characters. The writing grids can be uploaded to the Live Classroom canvas.
Interpretive Listening		
6. I can understand simple questions about myself.	Last name, first name Age Number of family members Favorite activities, least favorite activities Favorite food	**Group Face-to-face: I am a detective!** Teachers collect each student's profile information, and choose 3-4 profiles that share very similar information in regards to the number of family members, favorite/least favorite activities or foods. Teachers read the profiles to the class and ask students to guess who is being described.

		One-on-one Online: Who's my friend?
		Teachers introduce a friend, and can create a profile describing the friend's age, favorite or least favorite activities, or favorite foods. Students listen to the teachers and then choose corresponding pictures to match the spoken information. Students can be asked to draw a check if they hear "like" or draw an "X" if they hear "dislike".
Interpretive Reading		
7. I can identify numbers 1- 10 in Chinese characters.	Numbers 1- 10 in Chinese characters	**Group Face-to-face: I am the fastest!** Each student gets a stack of cards indicating numbers 1-10. Teachers announce how the cards should be arranged – for instance, from the smallest number to the largest number, or from the largest number to the smallest number or even/odd numbers only. Students arrange the cards accordingly and see who can complete the tasks the fastest.
		One-on-one Online: I am a treasure hunter! Online instructor will upload authentic materials, mainly images that contain Chinese numbers, to the online classroom canvas. Those Chinese numbers are the treasures that students need to look for. For instance, a online instructor can upload the book cover of 三隻小豬, and ask the student to circle the numbers

		they see.
8. I can identify commonly used characters such as tree, water and person	1. 人 person 2. 木 tree 3. 火 fire 4. 手 hand 5. 足 foot 6. 目 eyes 7. 日 Sun 8. Number characters	**Group Face-to-face: Matching game** Students work in groups of 3-4 students. Each group receives a pack of cards. Some of the cards have common characters printed on them; others have the English meaning of the common characters. Students place the cards face down on a table in a grid pattern, then take turns to flip the cards and find the character/meaning matches. The student with the most matching pairs wins. **One-on-one Online: Bingo game** The online instructor creates a bingo sheet with common characters and posts it to the Live Classroom canvas. The instructor will call out a character name, and the student circles the corresponding character if it is on the bingo sheet.

Materials and Resources

- **Course Packet**
- **Flash cards**
- **Authentic Material: Songs, stories, rhymes, arts and crafts**
- **Audio and video clips**

Daily Schedule

1:00 – 1:30pm: Language Class
1:35 – 2:15pm: Culture Activities
2:15 – 2:30pm: Snack break
2:30 – 3:00pm: Web-based Activities