

Basic Program Information

- Host Institution:
- Program Title:
- Curriculum Title: Chinese Summer and Post-Summer Program
- Language(s): Chinese
- Grade(s) of Learners: Grades 6-8
- Language Background: Heritage and Non-heritage
- Program Setting: Non-residential
- Program Type: Blended and personalized learning
- Duration: Four weeks summer plus ten 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
- Target Performance Level(s) (during and by end of program): Novice-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 provides 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 further provides both synchronous and asynchronous learning. It enables students to continue receiving the high quality instruction from the STARTALK programs after the summer program ends. Therefore, it 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 one-hour weekly individualized online instruction to review the summer materials and to further enhance literacy and conversational skills.

The theme during the summer face-to-face session is: "Explore Our Multilingual and Multicultural Community." The proficiency- and theme-based curriculum aims to help students learn Chinese in a meaningful way and enforces interaction with native speakers through an "Introduce My Community" project. Each student will be engaged in three modes of communication tasks to find out the community

demographics, businesses, and organizations run by different ethnic groups, and the languages and culture represented in the area through interviews. Students will be guided to interview local Chinese people for the project. However, if very few Chinese could be identified, students can interview their Chinese teachers. If the local Chinese speaks a dialect, heritage students who speak the dialect as a home language will be asked to serve as interpreters for their peers using Mandarin Chinese. Students will keep their findings in a blog and share their findings with their peers to introduce heritage languages, foods, customs, and festivals. During the online session, students will work with their online instructor to prepare for a PPT presentation with short videos and graphs to support their findings. They also need to turn in a 200 word 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 store signs and newspapers in the community and know what country it represents in Chinese. Students who speak the dialect at home will serve as interpreters from the home language to Chinese for their peers. (Mandarin Chinese will be the lingua franca in this case.)
- 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 to interview local community people. 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 the following week.

Culture

- Product: Students will be able to identify simple cultural items (e.g., utensils, festivals, foods) 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 the Chinese cities are located.
- Art: Students will practice Chinese calligraphy and take a picture of the calligraphy displayed in a Chinese household and find out the meaning or the name of the artist.

Comparisons

- Students will compare Chinese and American diets and lifestyles in different geographical regions.

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 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 biographical information with people from the country where the target language is spoken.</p>
	<p>2. I can ask and answer questions about personal information, hobbies and daily activities.</p>
	<p>3. I can ask and answer questions about the price of an item in a shop.</p>

**Presentational
Speaking**

Novice-Mid:

I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.

4. I can introduce myself, my family members, and Chinese friend that I get to know in my community by talking about biographical information, family, school/work and hobbies.
5. I can name my daily activities and their time and location in my daily schedule.
6. I can talk about the people in the community (where they come from, name one or two foods and festivals) using one or two simple sentences based on pictures or photos.

**Presentational
Writing**

Novice-Mid:

I can copy some familiar words, characters, or phrases. I can also write simple lists and memorized phrases on familiar topics.

7. I can fill out a simple form with name, address, phone number, birth date, etc.
8. I can write about myself in simple sentences using learned phrases and memorized expressions.
9. I can label the cities that the people in the community come from.

**Interpretive
Listening**

Novice-Low/Mid:

I can often understand words, phrases, and simple sentences related to everyday life.

10. I can understand simple information such as the location of an activity and the time it will take place, and prices of merchandise.
11. I can understand some familiar questions regarding my biographical information such as name, age, and hobbies.

**Interpretive
Reading**

Novice-Low:

I can recognize some radicals and common characters. I can understand some learned or memorized words and phrases when I read.

12. I can match characters and sentences I learned with supporting visuals from familiar materials.

13. I can recognize characters and sentences with supporting visuals from familiar materials.

F. Online Preparation

Online Technical Preparation

Prepare the equipment
Go to the chineseforall website
Log in to course

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

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 remind students to get the equipment ready and attend the online sessions on time.
- Teachers 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

- Teachers show students how to type Chinese characters using the pinyin input method.

<p>Open the input method</p> <p>Type in pinyin and choose the correct characters</p>	<ul style="list-style-type: none"> • Teachers talk about the many homophones in Chinese and the importance of choosing the correct characters.
<p>Asynchronous Learning Preparation</p>	
<p>Students should know how to locate materials</p>	<ul style="list-style-type: none"> • Teachers show students the website and how to log in. • Teachers show students how to navigate the website and find the content. • Teachers show students how to complete the exercises.

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: Students will create a graphic presentation to share information about their living communities, peoples' own cultures and languages and locally owned businesses or stores with their peers. Other students will interpret the information presented and ask questions or give a</p>	<p>Formative Assessment: During the online instruction sessions, students will do role plays with their online instructor. In addition to sharing their personal and family information and daily routines, students will be given a rubric detailing the scenario and the tasks they will need to complete during</p>	<p>Formative Assessment: Students will give a presentation to introduce information that they collected from the native speakers they encountered or interviewed or learned in class regarding their living communities. This presentation will be given to their teachers, online instructor, and peers.</p>

<p>summary.</p> <p>Summative Assessment: STAMP tests</p>	<p>the role play, such as “you are invited to a New Year dinner, talk about what (different) people eat for the New Year celebrations”. Each day they will be assessed on a different role play scenario (foods, customs, festivals, etc.). The role play will be graded by their online instructor.</p> <p>Summative Assessment: STAMP tests</p>	<p>Summative Assessment: STAMP tests</p>
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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, 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 style="text-align: center;">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</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>How many people are there in your family? There are # people in my family. They are....</p> <p>I have/don't have a pet.</p>	<p>Face to Face: My New Friend</p> <p>Students ask and answer questions to collect biographical information from their peers. They will each write detailed biographical information about one student, and then introduce their new friend to the class.</p>
<p>2. I can ask and answer questions about personal information, hobbies and daily activities</p>	<p>Vocabulary for: hobbies and daily activities, time phrases, location</p> <p>Questions words: where, when, what</p> <p>When do you...?</p> <p>Where do you...?</p> <p>Why?</p> <p>Because...therefore....</p> <p>Also</p> <p>But</p>	<p>Online 1-on-1: I am a cartoon character</p> <p>Online instructor will post a picture of a cartoon character on the white board of the Live Classroom and provide biographical information for this character. Students assume the role of this character and answer their online instructor's questions according to the biographical information given. Students will then switch roles with their online instructor and asks questions.</p>
		<p>Face-to-Face: Create a club</p> <p>Students will interview their peers to find out who shares the same hobbies. Students who share the same hobbies will then be grouped together to ask each other questions regarding their available times so they can form a "club" to perform activities together.</p>
		<p>Online 1-on-1: Everything is better with friends</p> <p>Students and online instructor will role play a</p>

		scene in which the online instructor pretend to be new arrivals in the U.S. from China. Students and online instructor will ask each other questions to find a hobby they have in common, then find a time and location they can meet to perform the hobby together.
3. I can ask and answer questions about the price of an item in a shop.	Birth date (year, month, date) Gift, to give a gift to To buy someone a gift How to address a shop keeper Tell the price of something Do you have...? How much is...? Expressions about amounts of money Expensive/cheap Too expensive, a bit expensive, not expensive, is it expensive? I don't have enough money.	Face-to-Face: Find the bargain Several students will play the role of shop keepers who sell the same items, but at different prices. Other students will ask these shop keepers how much each item is until they find the cheapest one.
		Online 1-on-1: One gift for my friend Students will be given a budget and will role play purchasing a gift for a friend. Students will ask the shop keepers (online instructor) the price of items in their store, and choose a gift within their budget range.
Presentational Speaking		
4. I can introduce myself, my family members, and one Chinese friend that I get to know in my community by talking about biographical information, family, school/work and hobbies.	Vocabulary related to school, work, and hobbies. Hello, everyone/Hello, teacher Her/his name is....	Face-to-Face: Meet my Family: Students will introduce their family members' biographical information to one of their classmates, and then to the whole class.

	<p>He/she is # years old.</p> <p>He/she attends (name of school)</p> <p>He/she likes to (hobbies)</p> <p>His/her family has...</p> <p>He/she has a pet or doesn't have a pet</p>	<p>Online 1-on-1: Find Out More About</p> <p>Students will rehearse the interviews with local Chinese people by asking questions to their online instructor.</p>
<p>5. I can name my daily activities and their time and location in my daily schedule.</p>	<p>Vocabulary for hobbies and daily activities</p> <p>Common time phrases</p> <p>Vocabulary for common locations</p> <p>Word order: time, location, action</p> <p>I will play tennis at 2 pm in the gym.</p> <p>I attend classes from 9 am to 2:30 pm at school.</p> <p>I eat supper at 6 pm in a restaurant.</p>	<p>Face-to-Face: Typical Day of an American Student</p> <p>Students will present their daily schedules, then work in groups to come up with a typical daily schedule for an American student. Teachers will then provide them with the schedule of a Chinese student of the same age for culture comparison.</p> <p>Online 1-on-1: My Perfect Day</p> <p>Students are asked to imagine what a perfect day for them would be like. Students will describe their perfect day activities, including time and location, to their online instructor.</p>
<p>6. I can talk about animals, colors, food, people, or sports using one or two simple sentences based on pictures or photos.</p>	<p>Names of animals, colors, food, and sports.</p> <p>Chinese dialects</p> <p>Can speak (languages)</p> <p>Common adjectives: big/small, tall/short, fun/boring, etc.</p> <p>Common modifiers: very</p> <p>Question words: What, who, how much, how many, when, where</p>	<p>Face-to-Face: Lightning round</p> <p>Teachers will show students a series of pictures. Students must describe the picture in a complete sentence. The students that give the fastest and most accurate answers will win a prize.</p> <p>Online 1-on-1: Everything about me</p>

	Connectors: Also, But, Because... therefore....	Students will draw pictures of their family members, pets, house, and hobbies, and give a presentation to the class by describing their pictures. For example: "This is my dad. My dad is tall. This is my dog. My dog is small." "My parents speak (language)." Online instructor will provide feedback and corrections.
Presentational Writing		
7. I can fill out a simple form with name, address, phone number, birth date, etc.	Enter required information on a form: Name in Chinese Gender Birthdate Address Phone number Birth place (cities)	<p>Face-to-Face: Registration Form</p> <p>Students will pretend that they are planning to go to China to study in a Chinese school. They will fill out an authentic foreign student registration form with their name, age, grade, gender, birth place (city), etc. Students can work in pairs to fill out the form in characters.</p> <p>Online 1-on-1: Postcard from China</p> <p>Online instructor will post a postcard picture on the white board of the online classroom.</p> <p>Students pretend that they are studying abroad in China and are writing a postcard to their families. Students' postcard messages will include their addresses and phone numbers in China.</p>
8. I can write about myself in simple sentences using learned phrases and memorized expressions.	Vocabulary: name, age, education background, hometown, hobbies, pets, colors, birthdate, family members	<p>Face-to-Face: Who wrote this essay?</p> <p>Students will write a short essay about themselves in class based on an outline</p>

	<p>Both</p> <p>Also</p> <p>Because...therefore....</p>	<p>provided by the teacher. The teacher will collect the essays and randomly re-distribute them to students in class. Students will read the essays they are given and try to discover the author by greeting other students and asking “Did you write this?” For a homework assignment, students will be asked to write about their revealed author.</p>
<p>9. I can label the cities that the people in the community come from on a map.</p>	<p>Vocabulary for cities</p> <p>A map</p> <p>When did you come to the U.S.?</p> <p>Why did you come to the U.S.?</p> <p>Do you like to live in the U.S.?</p> <p>Why?</p> <p>Because... therefore...</p> <p>Foods</p> <p>Festivals</p>	<p>Online 1-on-1: Facebook page</p> <p>Students create a Facebook page for their Classmates. Students will write key information in Chinese such as name, age, education background, hometown, and hobbies.</p> <hr/> <p>Face-to-Face: Where do you come from?</p> <p>Teacher will ask each student to go to the front of the class and locate the cities where their community local Chinese come from.</p> <p>Each student will give one or two sentences about when they came to the U.S. and whether they like to live here. Do they celebrate Chinese festivals?</p> <hr/> <p>Online 1-on-1: Which city are you from?</p> <p>Online instructor will show a map on the whiteboard of the Live Classroom. Student will interview online instructor where he/she is from, whether he/she likes to live in the</p>

		U.S., and whether he/she celebrates Chinese festivals.
Interpretive Listening		
10. I can understand simple information such as the time of day and the location of an activity that will take place, or the price of an item.	Vocabulary for hobbies and daily activities Common time phrases Names of common locations Money Words for merchandise (food, clothes, etc.)	Face-to-Face: School announcement The teacher will use tables to represent locations such as a gym and a library. The teacher will divide the class into groups and assign each group activities at different locations. The teacher will move the hand of a clock to represent the passing of time for everyone to see. When time is up, students need to move to the next table based on the teacher's announcement.
		Online 1-on-1: I am a secretary Students will play the role of secretary to their online instructor. Instructor will verbally tell students their schedule of the day, and student will fill out a schedule accordingly on a schedule template posted on the whiteboard.
11. I can understand some familiar questions regarding my biographical information such as name, age, and hobbies.	Common questions words (who, when, where, how many, how much, birthdate, time) Vocabulary related to common biographical information: name, age, birthdate, family members, daily schedule, hobbies, pets, etc.	Face-to-Face: Who is this person? One student introduces another student in the class. Based on the information given by the student, other students need to guess which student is being described.

		<p>Online 1-on-1: Who is this cartoon character?</p> <p>Teachers will post the image of three cartoon characters that the student is familiar with, then introduce one of the cartoon characters without mentioning the name. Students will circle the picture of the character being described and tell their teachers the reason for their choice in simple sentences such as “The cartoon character is A because A likes to play basketball.”</p>
<p>Interpretive Reading</p>		
<p>12. I can match characters and sentences I learned with supporting visuals from familiar materials.</p>	<p>20 common radical/characters related to nature, parts of the body, colors, and animals.</p> <p>Song lyrics and Tang dynasty poems</p> <p>Store signs and news titles in Chinese</p>	<p>Face-to-Face: Where is that radical?</p> <p>Teachers will post radical characters around the classroom, then show students pictures that represent the meanings of the radicals. Students are asked to point at the corresponding character as each picture is shown.</p> <p>Teachers will post pictures of store signs or news titles, then show students characters that they can already identify radicals and word components.</p> <p>Students are asked to point at the corresponding character as each store sign or news title is shown. After recognition, students are able to use their knowledge of radicals, word components or characters to understand the store sign or news title at the phrase or sentence level by reading.</p>

		<p>Online 1-on-1: Matching</p> <p>Online instructor will give students side-by-side lists of radical characters and English meanings. Students will draw lines to match each character with its meaning.</p> <p>Online instructor will give students a few sentences from a song and ask students to rearrange them into the correct order.</p> <p>Students will be asked to identify radicals for the characters in the poems.</p> <p>Students will be asked to read commonly used set phrases or fixed phrases shown in store signs or news titles.</p>
<p>13. I can recognize characters and sentences with supporting visuals from familiar materials.</p>	<p>Common characters related to story books Common characters related to topics (numbers, colors, animals, parts of the body, dates and time of day, name, age, family members)</p>	<p>Face-to-Face: Three in a row</p> <p>Students race to try to find the same character three times on different pages in a picture book. The first student to find three instances of the character and define its meaning will win a prize.</p> <p>Online 1-on-1: Oh, I know this character</p> <p>Online instructor will post the pages of a picture book on the whiteboard. Students will skim through the text and circle all the characters they can recognize and tell their</p>

		meanings.
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Materials and Resources

- Course packet
- Online session PPTs
- Resource bank web materials
- YouTube videos
- Authentic Materials: songs, rhymes, and picture books.

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