



2009 STUDENT PROGRAM CURRICULUM TEMPLATE

Host Institution:	Glastonbury Public Schools
Program Name:	Discover Chinese
Language(s):	Mandarin Chinese
Target Proficiency Level: Novice	Age of Students: 2nd – 6th grade
Number of Contact Hours: 3 hours/day	Duration (weeks): 4 weeks
Setting (classroom, camp, residential):	camp

Designed by:

A. Brief Description of Program (no more than 150 words)

Provide an overview of your program. What will students experience during the program and what do you hope that your students will remember and be able to do after the program ends? *You may find it easier to respond to this question after completing the sections on Program Theme, Unit Subthemes, Standards and Expected Outcomes and Specific Knowledge and Skills.*

The Student Program in Glastonbury consists of 6 levels in total. They are: Grades 2-3 and Grades 4-6 in the elementary camp and levels 1 to 4 in the middle and high school camp. The objective of the program is to provide an intensive language and cultural learning experience to students through a standards-based and thematically organized curriculum. Target language will be used exclusively for instruction along with the use of authentic materials and technology. Student-centered activities will be used to engage students in the learning process, throughout the program. Each level has weekly benchmarks for each unit to assess students' speaking, reading and writing skills through various performance-based assessments. Each level has its own overall theme but will have one common theme throughout all levels which will allow students to participate in cross-level collaborative learning activities, such as level 4 students creating a book to read to level 1 students. This year each level will focus on Chinese cuisine, which will allow for these cross-level activities.

The elementary students will be divided into two groups: grades 2-3 and grades 4-6.

This will allow for teachers to use more age-appropriate activities for instruction.

Many cultural lessons are also included as an important part of students' cultural learning experiences, such as Taiqi, Kongfu, Chinese calligraphy, Chinese painting, Chinese dancing, a Chinese fashion show, paper cutting, and Chinese yo-yo.

B. Program theme

This is the umbrella theme that frames the curriculum and provides context for language and culture learning.

The overarching theme of the 2009 camp curriculum is “Unlock the Mystery of China”. Elementary and level one students will learn to discover the people, the daily life, food, geography, history and culture of China. Students in level two and beyond will learn the essential skills necessary to travel to China, such as: learning and using the weather report, passport documents, packing, reading a travel brochure, visiting a restaurant, dining on Chinese food and tea, culture and health.

C. Unit Subthemes

What are the subthemes that will address different aspects of the umbrella theme? These subthemes will facilitate student learning and enable students to demonstrate what they have learned.

Unit 1	Unit 2	Unit 3	Unit 4
Getting Acquainted	All About Me	Me and My Community	Me Out in the World	

D. Standards and Expected Outcomes

What will students know and be able to do in the target language and culture? Identify what students will do in terms of the standards. Ideally, all standards will be addressed, but there may be exceptions depending on the type of program that is being offered.

Standards Targeted	Students Can
Communication - Interpretive	<ul style="list-style-type: none"> Comprehend and interpret spoken and written descriptions related to greetings, numbers, calendar, weather, family, nationalities, sports and food, etc.
Communication - Interpersonal	<ul style="list-style-type: none"> Use appropriate forms of address with peers and adults when making introductions. Interview each other in a variety of contexts about myself, family, nationality, weather, date, likes and dislikes, food, etc.
Communication – Presentational	<ul style="list-style-type: none"> Present rehearsed and spontaneous greetings and introductions, weather reports, likes and dislikes, etc. Whole class creates a book about Chinese characters. Create story book, calendar, food pyramid, etc. Differentiate the number of characters required among different age groups. Sing songs on a variety of topics. Respond to a variety of questions in contexts through games.
Cultural Practices/Products/ Perspectives	<ul style="list-style-type: none"> Demonstrate understanding of hand-shaking, body language, and greetings. Sing Chinese songs and participate in a Chinese dance. Practice using chopsticks through games.

	<ul style="list-style-type: none"> • Practice Chinese painting and Chinese calligraphy. • Play simplified version of age-appropriate Chinese games such as “rock, scissors and cloth,” Chinese Jianzi and sand bags. • Identify selected food from Chinese culture. • Watch Chinese cartoons.
Connections	<ul style="list-style-type: none"> • Discuss the use of colors. • Name some major cities in China. • Discuss countries and their flags and anthems.
Comparisons	<ul style="list-style-type: none"> • Compare greetings and hand gestures between the United States and China. • Compare ways of celebrating birthday in United States and China. • Compare and contrast families in the U.S. and in China. • Compare Chinese foods to American foods.
Community	<ul style="list-style-type: none"> • Use print and internet resources to access information about families in China. • Describe clothing available on the Internet and through catalogues from Chinese-speaking countries.

E. Specific Knowledge and Skills

What specific linguistic, cultural, and other subject matter knowledge and skills will students be learning as they work with this theme? (e.g., language functions, cultural knowledge/ practices/ perspectives, knowledge related to subject matter or concepts.) Identify what students will do in terms of, but not limited to, LinguaFolio-like Can Do statements that are aligned with the Standards for Foreign Language Learning in the 21st Century.

Thematic Knowledge and Skills	
Students Can	Students Use
<ul style="list-style-type: none"> • Pronounce individual characters • Write Chinese characters correctly • Construct basic sentences and questions in Chinese • Dialogue with peers and teacher. • Create greeting cards, posters and little books in a variety of topics. • Experience variety of learning activities such as calligraphy, dancing, Chinese crafts, sing songs, etc. 	<ul style="list-style-type: none"> • Tone gestures • Flash cards • Word card games • Role play activities • Chinese brush pen and ink • Pair and group activities • Games

F. End of Program Performance Tasks

What culminating performance tasks will provide evidence that students have achieved the program learning objectives? Indicate how students will be assessed for each mode of communication through interpretive, interpersonal and presentational performance tasks.

- **Interpretive tasks** involve students in receptive communication of oral or written messages, in mediated communication via print and non-print material, or with listener, viewer, reader works with visual or recorded materials whose creator is absent.
- **Interpersonal tasks** require direct oral communication between individuals who are in personal contact or direct written communication between individuals who come into personal contact.
- **Presentational tasks** require students to engage in productive communication using oral or written language, produce spoken or written communication for people with whom there is no immediate personal contact or which takes place in a one-to-many mode, or author or create visual or recorded material for listeners or readers not personally known.

Interpretive tasks:
Comprehend a variety of printed materials or video clips such as the Chinese calendar, a

weather report, a Chinese menu, students identify familiar words, phrases and simple sentences.

Interpersonal tasks:

Work together in groups and exchange information about name, nationality, family, likes and dislike, weather, food etc.

Students role play meeting each other on a street in China or buying food in a market.

Presentational tasks:

Students present their projects to the class in a variety of topics.

G. Other Types of Assessment and Evidence of Learning

Other types of assessment and evidence of learning may include a wide range of activities and products that provide meaningful evidence of learning, such as dialogue journals, reflective journals, posters, LinguaFolio self-assessment, role plays, presentations of visual or performance arts, portfolios, audio portfolios, e-portfolios, research projects, or videos. Include some assessment or reflection about students’ attitudes and perspectives toward the target language and culture.

Examples	Brief description
Role play and skits	<ul style="list-style-type: none"> • Greet a friend on the streets of Beijing. • Ask for time and date
Interview	<ul style="list-style-type: none"> • Interview each other about their birthdays, families, their favorite color and their favorite food.
Projects	<ul style="list-style-type: none"> • Calendar • World map • Beijing mask • Weather meter • Food pyramid
presentations	<ul style="list-style-type: none"> • Make a presentation on ‘about all about me.’ • Present mini-books students make.
Rhymes and songs	<ul style="list-style-type: none"> • Learn several classic Chinese rhymes and children songs.
Mini-books	<ul style="list-style-type: none"> • Make counting and color books

H. Instructional Strategies

How will your program ensure that the following best practices are incorporated into your program?

Strategies	Examples
Use target language for instruction	<ul style="list-style-type: none"> • Surround students with the new language. • Use the target language consistently. • Keep track of and assess target language use. • Use signs or signals to mark the boundary of languages.

Facilitate student-centered learning	<ul style="list-style-type: none"> • Provide a variety of authentic tools, resources, experiences and contexts for learning. • Create a social interaction environment to introduce multiple perspectives on learning.
Ensure meaningful interaction in the target language	<ul style="list-style-type: none"> • Students will work in pairs or in groups to perform an interactive process. • The active interaction will be between teachers and students or among the students themselves.
Integrate language, culture and content	<ul style="list-style-type: none"> • Promote cross-cultural understanding and improve communication skills through oral class presentations about teacher’s and students’ cultures. • Activities include Internet research on topic, 10-minute presentations followed by class discussions and small group work to write short summaries.
Differentiate instruction based on student need	<ul style="list-style-type: none"> • Differentiate the amount of characters taught in different age groups. • Use flexible grouping to group and regroup students based on factors including content, ability, and assessment results.

I. Materials & Other Resources

Describe the primary resources that you plan to use for the program.

Resources	Description
Title of textbook, if applicable	
Realia / Authentic materials	Maps of China and USA, Chinese posters and decorations, photos of Chinese families and locations in China, Chinese painting and calligraphy, Chinese calendar, Chinese clothing, menus from Chinese restaurants.
Multimedia	Slides of China, CD players and CDs (music – ‘jasmine flower,’ ‘two tigers,’ ‘where is my friend?’), Chinese movies and videos (<i>Kungfu Panda, Magical Chinese Entering China</i>).

J. Technology

If technology is part of your budget, how will that technology support instruction and enhance learning?

Technological tools	Explanation
Computer and projector	Teacher use PowerPoint presentations to support her teaching
Language lab	4 th to 6 th grade Students use language lab to do research, participate in various activities with teacher and classmates
Digital camera	Teacher will use digital camera to make video clips of students' skits or performance to show in the class

For Your Reference

Standards for Foreign Language Learning in the 21st Century

Goal 1: Communication

Standard 1.1- Interpersonal Communication: Students engage in conversation, provide and obtain information, express feeling and emotion, and exchange opinions.

Standard 1.2 – Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3 – Presentational Communication: Students present information, concepts and ideas to an audience of listeners or readers on a variety or topics.

Goal 2: Cultures

Standard 2.1 – Practices and Perspective: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2 – Products and Perspectives: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Goal 3: Connections

Standard 3.1 – Knowledge of Other Disciplines: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2 – Distinctive Viewpoints: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Goal 4: Comparisons

Standard 4.1 – Nature of Language: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2 – Culture: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Goal 5: Community

Standard 5.1 – Beyond the School Setting: Students use the language both within and beyond the school setting.

Standard 5.2 – Life-long Learners: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Communicative Modes

Interpersonal Mode

The Interpersonal Mode is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meaning and intentions are being communicated. Adjustments and clarifications can be made accordingly. As a result, there is a higher probability of ultimately achieving the goal of successful communication in this mode than in the other two modes. The Interpersonal Mode is most obvious in conversation, but both the interpersonal and negotiated dimensions can be realized through reading and writing, such as the exchange of personal letters or electronic mail messages.

Interpretive Mode

The Interpretive Mode is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of “one-way” reading or listening include the cultural interpretation of texts, oral or written, must be distinguished from the notion of reading and listening “comprehension,” where the term could refer to understanding a text with an American mindset. Put another way, interpretation differs from comprehension in that the former implies the ability to “read (or listen) between the lines.”

Since the Interpretive Mode does not allow for active negotiation between the reader and the writer or the listener and the speaker, it requires a much more profound knowledge of culture from the outset. The more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretations of a written or spoken text. It must be noted, however, that cultural literacy and the ability to read or listen between the lines are developed over time and through exposure to the language and culture.

Presentational Mode

The Presentational Mode refers to the creation of messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for active negotiation of meaning between members of the two cultures exists. Examples of the “one-way” writing and speaking require a substantial knowledge of language and culture from the outset, since the goal is to make sure that members of the other culture, the audience, will be successful in reading and listening between the lines.

National Standards in Foreign Language Education Project (2006). *Standards for foreign language learning in the 21st century*. Lawrence, KS: Allen Press, Inc. pp. 36-38.