



2009 STUDENT PROGRAM CURRICULUM TEMPLATE

Host Institution:	Glastonbury Public Schools and Choate Rosemary Hall
Program Name:	Discover Chinese
Language(s):	Mandarin Chinese
Target Proficiency Level: Intermediate	Age of Students: 7th – 12th grade
Number of Contact Hours: 6 hours/day	Duration (weeks): 4
Setting (classroom, camp, residential):	Classroom

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 Choate program comprises four levels in grades 9-12. 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.

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 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
Geography of China	Travel to China and back	Chinese Cuisine	Chinese Cuisine — Eight Great Traditions	

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"> - read a map of China and locate a specific location - read a travel itinerary to see if it is realistic - read texts provided - read a Chinese cookbook and make a Chinese dish following the steps

<p>Communication - Interpersonal</p>	<ul style="list-style-type: none"> - introduce themselves to others and find out about the other person - interact with someone discussing Chinese food - find out from others their opinion of Chinese cuisine
<p>Communication - Presentational</p>	<ul style="list-style-type: none"> - present and promote their travel location by making a travel brochure on the regional differences in cuisine - design and present a travel itinerary according to the assigned scenario - make a Chinese dish at home - participate in a on-site cooking contest - debate on food issues
<p>Cultural Practices/Products/Perspectives</p>	<ul style="list-style-type: none"> - play Mahjong, do Chinese dance, kung fu, Tai-chi, - visit an Asian supermarket and find the Chinese ingredients needed for a dish - visit an authentic Chinese restaurant and order dishes - visit New York's Chinatown and practice their bargaining skills
<p>Connections</p>	<ul style="list-style-type: none"> - discuss their own experiences visiting China, Chinatowns, Chinese restaurants, or Chinese friends - find out more details about the city their parents are from (if they are Chinese) or their friends' families are from - discuss their authentic Chinese dining experience and determine which tradition of Chinese cuisine is represented in their dish
<p>Comparisons</p>	<ul style="list-style-type: none"> - compare the similarities and differences between English and Chinese - compare the differences between northern and southern China - compare the differences between traveling to China and to America

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	<ul style="list-style-type: none">- Compare and contrast the most common ingredients between Chinese and American cooking- compare the characteristics of the eight traditions of Chinese cooking- Compare the differences between American supermarkets and Asian supermarkets
Community	<ul style="list-style-type: none">- Shop at an Asian supermarket- Order Chinese food in an authentic Chinese restaurant- visit New York's Chinatown and get the first-hand experience in the Chinese community

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"> ◆ identify the geographical characteristics of China ◆ make presentations using computer software ◆ read and understand Chinese articles from textbooks and authentic materials ◆ discuss the eight traditions of Chinese cuisine 	<ul style="list-style-type: none"> ◆ Social studies/Geography knowledge ◆ Chinese reading skills ◆ Language functions ◆ Cultural knowledge

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: informal assessment in class and the computer lab, Chinese dish cooking, projects. For example, students will listen to a recipe and will use the information to fill in the information on their sheet. Students will also read authentic material and answer questions.

Interpersonal tasks: self-introduction, class discussion, pair conversation, daily diary entry written to a classmate (who will respond), recipe writing with a partner, Chinese restaurant menu making

Presentational tasks: travel brochure focusing on regional differences in cuisine , travel itinerary, Chinese cooking at home, Chinese cooking contest on-site

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
<ul style="list-style-type: none"> - dialogue - journal entry - travel brochure - 10-day trip itinerary - Make a Chinese dish - debate 	<ul style="list-style-type: none"> - students will work with one or more partner(s) to make dialogues - students will write a short journal entry each day - students will each pick a unique city and make a travel brochure - students will make a complete travel itinerary according to the scenario - each student will read a recipe and make a Chinese dish at home - students will debate about the eight traditions of Chinese cuisine

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"> - encourage a target-language-only environment (instructions, classroom decorations, resources) - encourage students to express themselves in target language
Facilitate student-centered learning	<ul style="list-style-type: none"> - students will choose or be assigned individual or group tasks and will present the tasks to the class
Ensure meaningful interaction in the target language	<ul style="list-style-type: none"> - make sure the instruction is only slightly challenging to the students by reviewing and asking related questions
Integrate language, culture and content	<ul style="list-style-type: none"> - use target language in the real-life

	<p>context, not a textbook one</p> <ul style="list-style-type: none"> - compare and contrast topics in China to the students' own background knowledge
Differentiate instruction based on student need	<ul style="list-style-type: none"> - alter lesson plans according to students' reaction to increase or decrease the level of challenge - provide more challenging and higher thinking task for advanced students - Students will have information presented in a variety of ways- presentations using PowerPoint, readings, listening activities. Students will also create different products – food for example, which will be done in Chinese.

I. Materials & Other Resources

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

Resources	Description
Title of textbook, if applicable	Chinese Made Easy volume 4
Realia / Authentic materials	<ul style="list-style-type: none"> ◆ Map of China ◆ Chinese newspaper travel advertisement and related articles ◆ Real Chinese restaurant menu ◆ Chinese cookbook
Multimedia	Computer, DVD player, projector

J. Technology

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

Technological tools	Explanation
Computer <ul style="list-style-type: none"> - PowerPoint - publisher - photo story 	Computer software will be used to enhance interaction and attraction of the program.

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.