



2009 STUDENT PROGRAM CURRICULUM TEMPLATE

Host Institution: Stanford University/Palo Alto Unified School District

Program Name: Level III

Language(s): Mandarin Chinese

Target Proficiency Level: Novice Mid to Novice High **Age of Students:** 14-17

Number of Contact Hours: 100 **Duration (weeks):** Four

Setting (classroom, camp, residential): Classroom

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.*

A four-week Chinese Cultural Odyssey that will expose and engage students in cultural practices of Chinese summer festivals. They will acquire and practice the language skills (corresponding to the framework of communicative modes) to prepare for the odyssey and research the pertinent information, facing and overcoming a challenge during the journey and successfully participate in mid-summer festival that will be a part of the cultural odyssey. In order to reflect and share information with their peers, instructors and community members, regarding their cultural experiences, students will acquire, practice and use language that will enable them to perform the following linguistic functions: acquire knowledge and information, describe places, events and experiences, explain different purposes and aspects of their journey, resolve an obstacle or an issue related to traveling in China and outline possible solutions. Additionally, the students will create group cultural presentations demonstrating their understanding of Chinese cultural practices and highlight those perspectives, practices and products that provided them with the greatest degree of insight regarding the multiple dimensions of Chinese culture.

B. Program theme

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

A Chinese Cultural Odyssey

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
Preparing for the cultural odyssey	Facing and overcoming a challenge during the cultural odyssey	Participation in a cultural activity – mid-summer festival	Reflecting and sharing the outcomes of the cultural odyssey	

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	Listen to, view, and read about different travel options to China
Communication - Interpersonal	Seeking and exchange information, ask and respond to questions related to travel in China and participating in a cultural activity
Communication - Presentational	Preparing and communicating balanced perspectives on the travel experiences derived from the cultural odyssey
Cultural Practices/Products/Perspectives	Comprehend the patterns of behavior expected of a participant in an authentic cultural odyssey and select appropriate products that would best exemplify the perspectives of the culture.
Connections	Anthropology, geography, world/Chinese history and historical migration patterns,
Comparisons	Comparisons between Chinese and American views of the world, but specifically related to daily living and health practices

Community	Connect and extend the program's curriculum with real-world experiences such as travel, health/medical, field trips, and community events
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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
List the key geographical areas that will be the focus of the program	Appropriate terms to describe the geographical areas, such as South of the Yangzi River, East of the Great Wall Pass, Northeast
Identify and describe major provinces, regions, municipalities, cities and key features of each	Appropriate vocabulary and sentence patterns to describe the targeted areas of study
Make travel plans using sources and reference works designed for native speakers	Authentic sources to interpret data from maps, schedules, travel brochures, itineraries, travel guides, and pamphlets from places visited to create the itinerary for their own cultural odysseys
Bid someone farewell and/or receive a guest in culturally appropriate ways	Appropriate cultural features while demonstrating via skits the customs and traditions for leave taking and welcoming
Successfully resolve a travel obstacle by communicating the problem and identifying possible solutions	Their communicative skills to describe the problem and seek help in resolving the issue in culturally-appropriate ways
Describe problems related to health and safety issues and follow directions for how to prevent and overcome such issues	Health- and safety-related language to describe problems and comprehend advice provided for prevention and remedying the situation
Describe the perspectives behind Chinese traditional medical practices and the role it continues to play in Chinese communities today	Their cultural knowledge of commonly-used traditional remedies for various ailments
Engage in culturally-appropriate ways in an activity related to a mid-summer	their communicative competence and cultural knowledge to successfully

<p>festival</p>	<p>partake in a mid-summer cultural activity by extending or replying to an invitation, selecting or receiving an appropriate gift, and interacting with a variety of guests, including elders and young people</p>
<p>Reflect on their journey and highlight the areas that brought them the greatest degree of insight regarding Chinese culture</p>	<p>Write short passages identifying key aspects of their journey and flagging those that were most insightful</p>
<p>Share their experiences with guest speakers and classmates and compare each other’s odysseys</p>	<p>Discuss and react to guest speakers’ and students’ experiences, and chart the common and different features of their journeys</p>

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:

Read and view instructional resources pertaining to the geography of China.

Listen to and comprehend instructors’ and guest speakers’ presentations on the diversity of China’s geography

Interpersonal tasks:

Students will engage in a variety of communications in seeking information, receiving and

following directions, and negotiating meaning among instructors, guest speakers, and classmates. These tasks will be more prominent during the “facing and overcoming” the challenge of the cultural odyssey “aspect” of the program, but actually will be a daily feature of learning.

Presentational tasks:

Students will prepare oral and written texts, poster boards, PowerPoint presentations, Podcasts, video projects, visual and performing arts performances that illustrate the key components of their cultural odyssey.

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
Demonstrations	Demonstrate knowledge of the key geographical features of China by illustrating these in a map
Skits/performances	Skits that have students successfully overcome a challenge employing the target language and appropriate cultural features
Video projects	Students research, script and produce a video that illustrates the different aspects of their cultural odyssey
Pod-casts	<ul style="list-style-type: none"> • Listen to pod-casts with relevant information about travel in China • Create pod-casts that illustrate what students have learned about the various topics studied
Travel guide	Draft a travel guide of do's and don'ts while traveling in China
Recognizing cultural features	Identify and relate specific cultural features concerning different aspects of Chinese daily life.
Field trips	Complete assigned tasks that apply knowledge gained in the program in a real-world setting
Internalizing and synthesizing the experience	Demonstration of student products that illustrate that students have internalized and made personal meaning of the overall experience

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	The target language is exclusively modeled and used in the classroom for all activities. This expectation is set from Day One and carried throughout the program.
Facilitate student-centered learning	Students will engage in a variety of classroom activities that have them work in pairs, small groups, panels, with lab or field trip partners in addition to occasional whole-group instruction
Ensure meaningful interaction in the target language	To maximize meaningful interaction, students are provided with the element of choice in order to capitalize on their strengths and afford them the opportunity to demonstrate what they know and are able to do in a variety of ways
Integrate language, culture and content	Culture is always the context in which language exchange takes place in the classroom. This includes the communicative setting, the content and the patterns of interaction expected of students.
Differentiate instruction based on student need	Students will be exposed to various levels of input and instructional strategies aimed at addressing diverse learning styles and levels of communicative ability. Students will have the option to select different projects/instructional activities that best suit and enable them to demonstrate their optimum performance in the target language and culture.

I. Materials & Other Resources

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

Resources	Description
Title of textbook, if applicable	Ni Hao, Book Three Hanyu, Book Three
Realia / Authentic	Travel diaries, literary selections, cultural

materials	artifacts/products, and authentic texts from the Chinese-speaking world, including overseas communities in the U.S.
Multimedia	PowerPoint, video/audio clips, pod casts, CDs, DVD

J. Technology

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

Technological tools	Explanation

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.