



2009 STUDENT PROGRAM CURRICULUM TEMPLATE

Host Institutions:

Cape Henlopen School District
And

The Delaware Department of Education
The University of Delaware (College of Ed)
The Chinese School of Delaware

Program Name:

The Delaware Lighthouse Chinese Partnership
- Chinese Language Summer Camp

Language(s): Mandarin Chinese

Target Proficiency Level:

Beginner to intermediate beginner

Age of Students:

9 through 11 (3rd through 5th grade)

Number of Contact Hours: 60 hours

Duration (weeks): Two Weeks

Setting (classroom, camp, residential): Camp in classrooms, field trip

Designed by: Dr. Gregory Fulkerson, Delaware Department of Education

Dr. Mike Kelly, Cape Henlopen School District

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.

This Chinese partnership program will provide an innovative summer learning experience for 50 elementary school students (third through fifth grade) and training and practicum experience for 10 in-service and pre-service teachers who are seeking K-12 certification in teaching Chinese. This combined Chinese student/teacher program is based on the 2008 Rutgers/Princeton West-Windsor model. This 2-week camp will provide participants the chance to develop higher levels of Chinese

language proficiency and gain deeper insights into perspectives of Chinese culture. The theme “Life at the Seashore” will capitalize on the local surroundings and will facilitate connections to target language learning. Through instruction delivered only in Chinese, students will learn that the ocean is a place we all must protect, both in Delaware and in China.

B. Program theme

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

Sea Dragon Chinese Summer Camp – Marine Life Camp
Theme: The Ocean is the place that we all need to protect

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
What’s in the Ocean?	What can I learn about the ocean through myths and legends?	How does the ocean affect our lives both in Delaware and in China?	How do my actions affect the ocean?	What can I do to protect the ocean?

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	1. Teacher will read stories involving marine lives and students act out in a short skit based on the Sea Dragon King Story. 2. Students listen to a story or a segment from Youtube about aspects of a coastal area and answer questions.
Communication - Interpersonal	Take on the role of their sea creature and interview each other about the

	information they have learned and written on their posters.
Communication - Presentational	<ol style="list-style-type: none"> 1. Identify and describe important sea creatures and plants using basic sentence patterns. 2. Use propositional phrases when identifying natural resources that come from the sea 3. Discuss environmental issues related to these resources using simple cause-and-effect statements in the present tense.
Cultural Practices/Products/Perspectives	Students will be exposed to the all time favorite Chinese classical story of “The Journey to the West”, with the focus on the Battle of Gingu Bang
Connections	Students will understand the role of natural resources found in coastal areas and their impact on human life.
Comparisons	<p>Compare Chinese myths, legends and folk tales about sea-and-water creatures with those specific to the United States.</p> <p>Compare the coastal shorelines and communities in China and in Delaware.</p>
Community	Discuss characteristics of the ocean and the activities people do at the beach using vocabulary related to recreation, pollution and natural resources in coastal communities, comparing U.S. and China.

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
Learn proper classroom ritual of bowing and say basic classroom command words	Teacher (laoshi) nihao (how are you) Students (xiao peng you) Good morning, Good bye, thank you.
Become familiar with Chinese words/phrases related to the camp theme	Ocean, Sea creatures, Sand, Beach Sea Dragon King Summer Camp, China (Zhongguo), U.S.A (Meiguo), Delaware (dalawa).
Say ten names of the sea creatures	Horseshoe Crab Fish, Dolphin, , Starfish, Whale, Octopus, Seal, Seahorse, Jellyfish
Describe a favorite sea creature of their choice and describe its life	-The following phrases: I am ____ I am ____ (color) I can ____ I live in ____ I eat ____ I like ____ I don't like ____ I am your friend. Your need to protect me.
Recognize five basic color words	Blue, white, gray, orange, green
Say the following words related to environmental protection	Protecting the Earth, Keep the sea clean Pollution, Recycle,
Become familiar with and identify the main words related to the Battle of Gingu Bang, from the Chinese children's story of "The Journey of the West"	Gingu Bang, Monkey King, Sea Dragon King, sea turtle guard, shrimp soldier, crab general
Become familiar with various Chinese cultural activities, including: - Use chopsticks - Identify certain basic Chinese dishes	Chopsticks Steamed Rice, Egg Roll, fried noodle,

<p>(from eating Chinese food daily). A wall poster of Chinese dishes and lunch time activities will be constructed throughout the two weeks by the students.</p> <ul style="list-style-type: none"> - Demonstrate basic steps of Tai Chi - Demonstrate basic steps of Chinese dance. - Becoming familiar with Chinese calligraphy. - Be exposed to Chinese Chess games: Xiang qi and GO 	<p>etc.</p> <p>Tai Chi, left, right, stand straight, and other command words Fan Dance, folk dance (San Di Wu)</p> <p>Chinese Calligraphy, Brush, Ink, Rice paper Go game (weiqi), Chinese Chess (xiangqi), ni hao (greeting), qing (please), your turn (huan ni le) Chinese</p>
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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:

From the stories about the Monkey King and the Sea Dragon King and the Great Battle of the Jin Gu Bang, the symbolism of doing good to the environment, students will learn about the importance of keeping the ocean clean. They will make a Gingu Bang out of recycled newspaper. Phrases and sentences they will learn are listed in the Thematic Knowledge and Skills Section above..

There will be emphasis on comparing environmental protection efforts done in the beaches in China and at the beach at Lewes. Students will learn how to say China (Zhongguo), U.S. (Meiguo), beach, clean up the pollution, etc.

Interpersonal tasks:

Students will take on the role of their sea creatures and say to each other: I am a dolphin, and what are you?

Students will learn and interact with nature guides at the seaside Nature Center where their field trip will take place on July 29th, 2009. A question/answer session is anticipated. The learning session will be conducted by a science teacher at the Nature Center. It will be carried out in English.

Upon returning to the camp in the afternoon, students will be working with camp teachers in reflection worksheets in Chinese. There are 20 sea creatures listed with photos. Students are to identify 10 of them in Chinese that they saw at the Nature Center.

Presentational tasks:

A final Reception and performance will be held at the last day of the camp (July 31) for parents and families. Students will be doing show-and-tell by singing the songs they learned, the group creature posters they made and the ink calligraphy drawing of sea creatures, Chinese origami of sea creatures, and folk dances they learned. They will also show to play the traditional children sport/game of kicking Jianzi (the flying chicken), the Chinese Yo-Yo, etc.

Five students will be performing a skit based on the Battle of Gingu Bang story with script lines including: I am Sun WuKong. I am the Sea Dragon King. I have come to ask for the Gingu Bang.

All students will sing 4 songs they learned: Field trip song (jiao you ge). Where are you, Dolphin song (replacing with names of other sea creatures). Exercise song (lai lai lai). Let's play game song (lai cai quan). Students will also recite one chorus chant (Protect the Earth).

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
Posters	Students will be required to produce a group poster of their creature; use the posters in discussions with other groups.
Informal Observation:	A log will be kept by the master teachers with the help of the student teachers helping with daily activities.
Video	All activities will be filmed with the permission of all students and teachers for the final evaluation purposes.
Visual displays	Students will produce drawings with captions in Chinese. They will be asked to present their products to other students, parents, and teachers.

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	All instruction will be carried out in Chinese with the help of gestures, visual cues, repetitions of phrases, and other approaches.
Facilitate student-centered learning	Students will choose on their own the creature of their own and develop deeper understanding of that creature.
Ensure meaningful interaction in the target language	Take on the role of their sea creature and talk to each other about the information they have learned and written on their posters.
Integrate language, culture and content	Compare Chinese myths, legends and folk tales about sea-and-water creatures with those specific to the United States.

Differentiate instruction based on student need	Different teaching strategies will be constantly in place in order to ensure that all students are instructed based on their specific learning styles and needs. Multiple Intelligence theory will be the main focus throughout the camp.
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I. Materials & Other Resources

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

Resources	Description
Title of textbook, if applicable	The Journal of the West: The Birth of the Monkey King, Sun Wukong. (in Chinese)
Realia / Authentic materials	Hand puppets of Sun Wukong, the Monk (Tang Sanzang), the Pig (Zhu Bajie), and the Little Monk. (These are the four major characters in the story of the Journal of the West). Various posters of Marine Life. Flash cards of Sea Creatures. Plastic marine lives will be on display. Nature Center Visit: First hand experience of touching the sea creatures and concept of pollution along the beaches Various Cultural activities and Chinese board games
Multimedia	DVD – The Battle of the Sea Dragon King and the Monkey King (in Chinese) In Power-point format: The sea creatures (with Chinese dubbing) Video Clippings of the shorelines and efforts of environmental protection in China.

J. Technology

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

Technological tools	Explanation
1. Using the Smart Board 2. Power Point Presentation 3. Youtubes- related segments.	Students will be engaged in interactive learning process aided by the use of technology For general introduction and follow-up interactive learning purposes