



2009 SPRINGFIELD (MA) STUDENT PROGRAM CURRICULUM

Host Institution: Springfield Public Schools, MA

Program Name: Springfield Elementary Chinese Language and Culture Immersion Program

Language(s): Chinese

Target Proficiency Level: JR. NOVICE-LOW

Age of Students: 6 -12 years old

Number of Contact Hours: 68 hours

Duration (weeks): 4 weeks

Setting (classroom, camp, residential): day 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.*

In this four week elementary immersion program, students will use numbers, greetings, food, games and activity vocabulary in planning and participating in a birthday celebration. They will compare and contrast eastern and western cultural perspectives, practices and products. They will also have an opportunity to experience Chinese calligraphy, origami, martial arts and traditional dances introduced by experts. Two field trips will complement their experiences in Chinese language and culture. As a result of this immersion experience, students will be able to use the learned expressions and vocabulary in casual social interactions. This experience will whet their appetites for further studies in Chinese language and culture.

B. Program theme

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

My Birthday Party

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
When is the big day? (Months and Birthdays)	Who shall we invite? (Friends and Hospitality)	What shall we do at the party? (Activities and Party Plans)	What fun!!! (Presents and Thanks)	

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	read months and dates from a Chinese calendar; understand a birthday invitation; recognize the character “thank you “ from the thank you card; listen to multi-media materials with strong visual support
Communication - Interpersonal	ask and answer simple questions to exchange information about themselves, their months of birth, and birthday parties; ask and answer simple questions to exchange information in planning a birthday party including guests, food, activities, and gifts; use courtesy expressions to welcome people to their homes
Communication - Presentational	sing a birthday song; role play a birthday party; talk about a birthday and a birthday celebration

Cultural Practices/Products/Perspectives	<p>identify special Chinese birthday foods with their cultural meanings; participate in culturally appropriate greetings and gift-giving; participate in typical Chinese games and pastimes; participate in Martial Arts and traditional dance;</p> <p>demonstrate appropriate, customary Chinese classroom behavior for their age</p>
Connections	<p>connect with measuring time by using a calendar;</p> <p>connect with graphing based on birthdays;</p> <p>connect with geometry using tangrams;</p> <p>connect with computation through the use of the abacus</p>
Comparisons	<p>compare/contrast birthday celebrations in a traditional Chinese family and an American family; compare/contrast traditional pastimes of Chinese and American children; compare/contrast the importance of tones in oral Chinese and English; compare/contrast Chinese and American writing systems;</p> <p>recognize that hanzi is composed of strokes that must be written in certain ways; know these strokes are different from the English alphabet;</p>
Community	<p>share what they learn in class with other children and their families; view internet sites giving insight into Chinese birthday celebrations; use the target language during cultural fieldtrips</p>

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

<p>Greet adults and children appropriately (1.1, 2.1)</p> <p>Welcome people to their homes(1.1)</p> <p>Say good bye when their guests leave the house (1.1, 2.1)</p>	<p>Hello! How are you? Hello, Uncle Li/Auntie Hwang</p> <p>Hello, Children.</p> <p>Welcome, welcome! Come in please.</p> <p>Good-bye. See you later.</p>
<p>Thank someone (1.1)</p>	<p>Thank you.</p> <p>You are welcome.</p>
<p>Tell people the month of their birthday and express the joy “My birthday is coming!” (1.1)</p>	<p>Is your birthday in January/February...? Yes/no</p> <p>When is your birthday? My birthday is in July/August/September....</p> <p>My birthday is coming!</p> <p>Students will recite the chant for month song “月份歌” together. They can clap hands or dance while they recite the chant.</p>
<p>Recognize the form, meaning, and pronunciation of “生日”(birthday) and the Chinese numbers 1 to 10 , 一, 二, 三, 四, 五, 六, 七, 八, 九, 十 (1.2)</p> <p>Recognize that tones are important for speaking Chinese (4.1)</p> <p>Understand that strokes are important in writing Chinese, a language that does not use an alphabet as in English (4.1)</p>	<p>Trace the characters for “生日” (birthday) and the Chinese numbers 1 to 10 , 一, 二, 三, 四, 五, 六, 七, 八, 九, 十</p> <p>Respond to the expressions from the teacher or the CD by circling the months representing their birthday or mom and dad’s birthday.</p>
<p>Talk about who they want to invite to the birthday party (1.1)</p> <p>Tell how many people will be at the party (1.1, 1.2)</p> <p>Make invitations/birthday cards with</p>	<p>Who would you like to invite?</p> <p>I would like to invite Mary Jane.</p> <p>How many friends do you want to invite?</p>

<p>computers</p> <p>Ask and tell their phone numbers</p> <p>Perform a song in Chinese for their peers and families (1.3, 5.1)</p>	<p>I want to invite 10 friends.</p> <p>Make invitations/birthday cards for the birthday party.</p> <p>What is your telephone number?</p> <p>My phone number is</p> <p>Students will sing the “Ten Little Friends”, “十个小朋友” together. They can clap hands or dance while they recite the chant.</p>
<p>Name and play the popular games that Chinese children play indoors and outdoors (1.1 , 5.1)</p>	<p>Let’s blow bubbles. Great!</p> <p>Let’s blow up balloons.</p> <p>How many balloons did you blow up?</p> <p>I blew up 5 balloons.</p> <p>What colors are these balloons? Red, blue, green...</p> <p>Let’s play “Big wind blow” and “ Hide and seek”</p>
<p>Name and make (animal) shapes with tangrams (1.1, 1.3)</p> <p>Express how they feel (happy, tired) (1.1)</p>	<p>What is this shape? Triangle/ square...</p> <p>Who made a dog/cat/bird? Who else made a dog/cat/bird?</p> <p>Are you /happy/tired?</p> <p>Yes, “I am happy/tired.”</p>
<p>Name what many Chinese people eat for birthdays and tell what these foods mean (2.1, 2.2)</p> <p>Tell someone that they are hungry (1.1)</p> <p>Tell who gives them something to eat (1.1)</p> <p>Tell that food tastes or smells good (1.1)</p>	<p>What kinds of foods do Chinese eat on birthdays?</p> <p>They eat noodles, eggs...</p> <p>What kind of food do you eat on birthdays? I eat cake...</p> <p>Are you hungry? We are hungry.</p> <p>Who gives you something to eat? Mother,</p>

<p>Sing the birthday song with the class (1.3)</p>	<p>father, teacher.</p> <p>Does it taste good? Smell good? Mmmm, tastes good, smells good.</p> <p>Sing “Happy Birthday” song together.</p>
<p>Wish someone “Happy Birthday” (1.1)</p> <p>Tell their age (1.1)</p> <p>Count candles, pieces of birthday cake, Predict number of pieces of birthday cake from number of guests at party (3.1)</p> <p>Use an abacus to count. (3.1)</p>	<p>Wish someone “Happy Birthday”</p> <p>How old are you? I am 7.</p> <p>How many candles do we need for you?</p> <p>How many guests do we have?</p> <p>How many pieces of cake do we need?</p> <p>Let’s use the abacus to count</p>
<p>Name the presents they received from their parents and friends (1.1)</p> <p>Recite the rhyme “Abacus and flute” with the class (1.3)</p>	<p>Who gave you gifts? Who gave you the abacus? Who gave you the flute? Who gave you a toy panda/ monkey? Who gave you the origami bird? .</p> <p>Use abacus to count numbers 1-10</p> <p>Recite the rhyme “Abacus and flute” with the class.</p>
<p>Thank people for the birthday presents (1.1)</p> <p>Tell that they like something (a present) (1.1)</p> <p>Offer and receive gifts in a culturally appropriate manner (2.1)</p> <p>Say goodbye to someone in a culturally appropriate manner (2.1)</p>	<p>Do you like the panda? Yes, I like panda. Thank you.</p> <p>Offer and receive gifts with two hands and say thank you.</p> <p>Hosts bow to the guests and say thank you for coming when they are leaving.</p> <p>Guests bow to the hosts and thank them for having them and say good bye when they are leaving the party.</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:

Part A. Give each child a piece of paper that has a calendar with all the months on it, and a large space for drawing. Give them directions in Chinese as follows:

1. Write your name.
2. Circle the month of your birthday. (Teacher will orally question and verify the students' birthday months)

After completing part A, continue with Part B

Part B. Students are instructed to select an item of choice from a targeted selection of gifts, previously introduced in class, and draw the item on their papers. (Targeted vocabulary – toy dog, toy cat, toy panda, or origami bird)

After drawings are completed,

Use TPR commands to line the children up in two rows, facing each other.

Have the children take turns exchanging their drawings with the partner across from them and using culturally appropriate gift giving and receiving language (ie. Greet each other; say happy birthday; exchange gifts using both hands; express thanks; “It is beautiful. I like it.”)

Collect the papers and use them for evaluation in addition to teacher observation. Display student work.

Interpersonal tasks:

Observe student responses to common social interactions in class. (How does the child respond to,

“Hello,” “How are you?” “Thank you,” “Goodbye,” etc.) Watch for students to use such vocabulary spontaneously.

Presentational tasks:

Model the following conversation with the teacher’s aide.

Guest: Hello, Mary. Happy Birthday. I give you....(the present).

Host (Mary): Hello, Guest. Thank you. I like the ... (the present).

Children practice their little conversation, and then take turns presenting it for the class.

Use a new birthday child and have each child choose a present from the presents that have been set out. Perform skit several times in class, with different characters. Then perform it for parents and guests, together with songs and chants selected by the class and the martial arts and traditional Chinese dance teacher.

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 plays	<ul style="list-style-type: none"> • Visit a friend’s home. Carry on a simple conversation with the friend’s parents using the culturally appropriate “auntie” and “uncle.” The conversation will include greetings and answering questions about name, age, etc. • Invite friends to your house for the birthday celebrations.
Interviews	<ul style="list-style-type: none"> • Interview each other about birthdays and phone numbers.
Venn Diagram work	<ul style="list-style-type: none"> • Compare and contrast typical food for birthdays in China and the US. • Compare and contrast outdoor games and indoor games children play in China and in the US.
Perform rhymes and songs	<ul style="list-style-type: none"> • Sing songs and recite rhymes
Technology project	<ul style="list-style-type: none"> • Use computers to create birthday cards, invitations, and book marks.

Chinese Arts	<ul style="list-style-type: none"> Share artistic products from Chinese calligraphy work, origami work, and other art work in addition to martial arts and dance performances.
Student self assessment	<ul style="list-style-type: none"> Linguafolio type student self assessment integrated with the curriculum

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	<p>Teachers will provide comprehensible input while using the target language to conduct the lesson. They will use gestures, props, pictures, posters and any visuals to help students understand the language.</p> <p>The martial arts teacher will use Chinese language to teach. Students will act out and say the language in the meantime. For example, the martial arts teacher says “kick.” The students will kick and say “kick”. These strategies will be applied in the instruction of origami paper folding, Chinese calligraphy, and games.</p>
Facilitate student-centered learning	<p>Students will plan and celebrate a birthday party. They will pick a day for the birthday celebration, make invitations, decide who will be invited to the party, plan what food they will serve, what games they will play, and what gifts they would like to receive.</p> <p>Students will apply the social language they learn from the class in breakfast, lunch, play ground and field trips.</p>
Ensure meaningful interaction in the target language	<p>Students will work in pairs and different groupings (inside outside circles, talking to my buddy, telephone conversation, etc.) to practice language they have learned from the class.</p> <p>In pairs, students will use phone numbers to complete an information gap activity.</p>
Integrate language, culture and content	<p>Students will sample some traditional foods for Chinese birthdays, such as peach shaped bread, long life noodles and stewed eggs. They will also participate in two field trips. At one museum, they will visit a typical, traditional reassembled house</p>

	from China. They will then have an opportunity to explore Boston's Chinatown. On another field trip, students will visit the local museum to see Chinese paintings, Chinese costumes, Chinese vases, and many Chinese collections. Students will also have an opportunity to eat in a Chinese restaurant.

Differentiate instruction based on student need	<p>A variety of learning styles will be addressed through the incorporation of activities addressing the multiple intelligences, ie. Kinesthetic, Musical, Visual, Interpersonal...</p> <p>Students will have opportunities to work in a variety of groupings.</p> <p>Students will have some choice in how they demonstrate what they've learned and are able to do.</p>
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I. Materials & Other Resources

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

Resources	Description
Flying with Chinese	A textbook and audio CD for language and Chinese songs.
Realia / Authentic materials	<p>Foods for Chinese birthday celebration such as, long life noodles, long life peach shaped bread, stewed eggs;</p> <p>Candles, western cakes with the birthday wish in Chinese characters;</p> <p>Chinese story books;</p> <p>Abacus, flutes, birthday cards, invitations, book marks;</p> <p>Maps, posters for Chinese culture, Chinese Yo-yo, calligraphy sets;</p> <p>Chinese music CD</p>
Multimedia	Video clips on morning exercises and eye exercises in the schools in China.

	<p>Video clips or slide shows on Chinese birthday celebrations.</p> <p>Short dialogues, rhymes, songs and Children’s programs from designated websites.</p>
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J. Technology

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

Technological tools	Explanation
Dell Computers	Students will use Microsoft word/graphic programs and Chinese characters to make birthday cards, invitations, and book marks.
Microsoft Word	
Graphic Program	Teacher will show Chinese birthday celebrations, Chinese children’s songs, Chinese culture and customs from YouTube video clips and some websites.
Chinese word processing	
Internet	The integration of technology will enhance students’ Chinese language learning experiences.
YouTube	
Computer projector	

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 of 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.