



2009 STUDENT PROGRAM CURRICULUM TEMPLATE

Host Institution: Yinghua Academy

Program Name: Abacus for Kids: Learning
Chinese Language and Culture through
Math activities

Language(s): Chinese

Target Proficiency Level: Novice-Low (NL),
Novice-Mid (NM) **Age of Students:** K-4 (5 years old to 10 years
old)

Number of Contact Hours: 30 hours per
session **Duration (weeks):** 2 weeks per session

Setting (classroom, camp, residential): classroom

Designed by: Dr. Luyi Lien

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.

Yinghua Academy's "Abacus for Kids: Learning Chinese Language and Culture through Math Activities" is a 2-week Chinese language immersion summer camp designed to provide K-4 children (ages 5-10) with easy and enjoyable activities as they discover Mandarin Chinese language and culture. "Math in Our Daily Life" is the central, mathematics-oriented theme. Activities will include math numbers and operations, geometric and measurement concepts. All activities follow Minnesota's Math Teaching Standards and National Council for Teaching Math K-4 Standards. Lessons include culturally specific children's games, storytelling, hands-on activities, and cultural exploration, along with Total Physical Response activities and immersion teaching strategies. Camp activities will conclude with a mini-Chinese carnival to allow students to experience a traditional market and use learned math concepts and Chinese language skills.

By providing this fun and easy experience of learning Chinese and math, we'll expect students to feel comfortable with Chinese and math and continue exploring the beauty of Chinese culture as well as math.

B. Program theme

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

Math in Our Daily Life:
Learning Chinese Language and Culture through Math Activities

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	Unit 5
Discover our world in quantities: numbers and sizes	Measure our world in units: length, weight, capacity	Value our world with money: monetary units, values, shopping	Schedule our world with time: dates, clock, calendar	Recognize our world: shapes and colors
All units will be designed to be grade- and language-level appropriate.				

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	Students can understand the Chinese numbers when they hear them from CDs, TV, or radio; students can recognize and read the Chinese numbers in print material, including the text from simple books and posters.
Communication - Interpersonal	Students can use simple sentences to ask and answer questions related to numbers in Chinese.

	Students can and/or are comfortable using simple conversation in mini carnival stations with Chinese –speaking persons. NICE!
Communication - Presentational	Math in our daily life -- Self-introduction session: number facts about me - Say name and describe personal information related to numbers in Chinese.
Cultural Practices/Products/Perspectives	Math in our daily life – Start seeing the similarities and differences in units: Identify the measuring units and money units being used in China.
Connections	Be familiar with math thinkers in China as well as old-fashion math tools that have been used in China. Very nice objective.
Comparisons	Compare the similarities and differences in units among Chinese-speaking countries and the United States.
Community	Discuss the similarities and differences of math units with their family members. Be comfortable with and understand other measuring units used outside of the United States.

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
For beginning learner level:	Students will listen and start to understand and/or respond to the following phrases.
Students can discover numbers in our daily life.	--Students use Chinese to count 1 to 10.
Students can introduce themselves using	--Hello! How are you?

simple Chinese phrases.	--My name is _____. --I am __years old. --My home phone number is _____. --thank you ! Goodbye!
Students can describe the date and time of the day.	--Today is __month, and __day. --day time and evening time
Students can exchange information with others.	--How much is it? --Thank you! --You are welcome!
Students can sing songs with number concepts.	--Students will be able to sing the song: where is my friend. --routine songs
For students who have 2 years of Chinese learning experiences:	Students will understand and respond the following phrases:
Discover numbers in our daily life: Chinese numbers and the words for their place values.	--Count and name numbers in Chinese: 1 to 100 Would students who have completed two years of immersion be able to count to 1000 already? --Work with two- and three-digit numbers in math questions
Discover math concepts in our daily life: Make sense of grouping.	--Explain groupings in full sentences, e.g.: This group is sorted by gender; This group is sorted by size.
Describe shapes and colors.	--Identify objects in our everyday life by shape and color in full sentences.
Describe basic number facts about oneself: greet others and introduce oneself.	--Hello! How are you? ? --My name is _____. --My birthday is _____. --I am __years old. --I was a ____grader and I am going to be a ____grader. --I am taller than last year. I am __ cm tall. --I am growing. I weigh __ pounds. --My phone number is _____.
Describe date and time of day and tell time. Use ordinal words.	--Today is__ month, __day, __year. --Morning/noon/afternoon/evening --It is __hour, __minutes now. --first, next, and final
Use money in our daily life: shopping.	--How much is it? --yuan and fen (dollar and cents in Chinese) --Too expensive! Can you give me a discount? --I would like to buy ____pieces of ____. --How much money do I need to pay in total?

	--I will get ____ (dollar amount) back in change. --Thank you! --You are welcome!
Use math skills and language.	--add/minus/equal/more/less --multiplied by/divided by
Sing songs with number concepts.	--How many friends do you have? --I have ____ friends. --routine songs

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:

- (1) For daily lessons, students will listen to teachers' directions and interpret the meaning of each direction.
- (2) Students will have opportunities to interact with teachers and fellow students during activities. Teachers will record students' response to assess students' learning process and degree of students' success with the camp.

Interpersonal tasks:

- (1) During the preparation time for mini-Chinese carnival, students will participate in discussions and create activities. Students will be assessed and the results will help teachers adjust their teaching strategies.

- (2) At the mini-Chinese carnival (last day of each camp session), students should be able to be customers and salespersons, communicate comfortably, and play games with Chinese speakers.

Presentational tasks:

- (1) Photographs and/or video-recording of task performances (basic self-introduction and conversation) will be taken.
- (2) Students will make posters for the mini-Chinese carnival.
- (3) Students’ work samples will comprise of assessment outcome to indicate language and cultural understanding. Students will have opportunities to show and talk about their work samples to fellow students.

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
<p>Total Physical Response (TPR)</p> <ul style="list-style-type: none"> • Teachers give basic commands to students and see whether or not the students can follow the commands. 	<ul style="list-style-type: none"> • Teachers show pictures related to the new vocabulary and watch students’ reaction as an informal assessment. • Teachers teach numbers in Chinese sign language and ask students to respond in sign language whenever they hear the numbers.
<p>Individual self-introduction</p>	<ul style="list-style-type: none"> • Individual student will have opportunities to use Chinese to introduce number-related facts about him/her to fellow students.
<p>Interview</p>	<ul style="list-style-type: none"> • Students will be given interview questions and will be assigned partners to find out facts about fellow students. • The interview questions will include: name, grade, phone numbers, and

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	height.
Introduce your partner	<ul style="list-style-type: none"> • After the interview, students will introduce their partners during morning meeting/circle time.
Project report	<ul style="list-style-type: none"> • During the sub-unit of measure our world, students will have many opportunities to measure objects surrounding their daily life. • Students will learn to collect their measured data to make a graph, and present their projects.
Venn Diagram work	<ul style="list-style-type: none"> • Compare and contrast similarities and differences of measurement units between the U.S. and China
Role Play	<ul style="list-style-type: none"> • Students will have opportunities to be customers and salespersons to use their learned knowledge and skills in money units and values. • Students will have opportunities to be teachers' helpers to direct other students in activities.
Computer Games	<ul style="list-style-type: none"> • Students will play math games on-line as a tool to assess their understanding of math and Chinese language.
Posters and Labels	<ul style="list-style-type: none"> • Students will prepare for the mini-Chinese carnival by designing posters with information for each game station. • Students will make tickets and labels for the mini-Chinese carnival
Storytelling and retelling	<ul style="list-style-type: none"> • Students will listen to stories and be given directions to retell stories.
Songs and Rhythmic movement	<ul style="list-style-type: none"> • Students will sing songs and learn rhythmic movements during morning meeting.

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>--Our camp is set up as a Chinese immersion camp, therefore the Chinese teachers and assistants will be asked to only speak Chinese during the whole camp session.</p> <p>--The kindergarten group will be assigned one English-speaking helper to assist with transitions between activities. The English-speaking helper will play a role to soothe the nerves of young learners. The English-speaking helper will speak English only when necessary.</p>
Facilitate student-centered learning	<p>--Students will be guided to discover number facts about themselves first. After which, students will have opportunities to pick the topics they are interested in to explore further, using the presented math concepts and facts.</p> <p>--Students will have opportunities to further analyze their collected data and report them in Chinese.</p> <p>--The selected math topics will be related to students' real life experiences so students will connect easily.</p>
Ensure meaningful interaction in the target language	<p>--Students will have many opportunities to interact with each other and to ask and answer questions to gather information they need. They also will have opportunities to use the Chinese language to express their needs (e.g., May I use the bathroom? May I get a drink of water?)</p> <p>--Students will work together to design and prepare for the min-Chinese carnival. During preparation, students will have opportunities to interact with teachers, fellow students and other Chinese speakers. These interactions will help students to complete their</p>

<p>Integrate language, culture and content</p>	<p>tasks.</p> <p>-Students will work with authentic Chinese money and measuring tools. They will be asked to compare the similarities and differences in money and tools used between the US and China.</p> <p>-Students will sing Chinese songs, practice Chinese tongue twisters, and play popular Chinese games during activity/center time. The songs and games will integrate language, culture, and content. For example, to play a game which requires students to guess in which season the flowers bloom, students will need to learn the Chinese way of expressing “month” [Chinese language and math content] as well as the rules to play this game [culture].</p>
<p>Differentiate instruction based on students’ needs</p>	<ol style="list-style-type: none"> 1. Group mentor teachers, educational assistants, and practicum teachers (from University of Minnesota) will focus on different levels of students language learning and different learning styles as they work together to provide multiple support levels for diverse learners in the immersion classroom. 2. This summer camp will group students based on their age and will mix students who (a) have, or (b) do not have previous experience learning the Chinese language. Grouping students by age will enable professional staff to design math activities that are appropriate to students’ age development. Mixing students’ language abilities will enable professional staff to form “buddy” learning activities within groups. 3. Having students with different language abilities in a single group will allow flexibility for students to adjust to or surpass expected learning goals in order to maximize each individual student’s personal learning growth. 4. Various teaching resources will be

	<p>implemented to meet the needs of different learning styles and abilities. Media include audio and video materials, computer games, note-taking and story books.</p> <p>5. Lessons will be taught using age-and culture-specific children’s games, songs, storytelling, and hands-on activities, along with Total Physical Response (TPR) activities and immersion teaching strategies.</p> <p>6. Math centers and math stations (group games) will be designed to meet different students’ learning abilities, learning styles, learning paces, and learning interests.</p>
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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	
Books/story	Caochong Weighs an Elephant, Hanxin DevidesOil
Real /Authentic materials	Abacus from China and Taiwan, measuring tools from China or Taiwan, Singapore Math posters, calendars from China or Taiwan, Chinese story books, Photos of Chinese markets and carnivals, Chinese money
Multimedia	Online math games, Chinese movies, Chinese math TV program from Taiwan. LCD projectors, overhead projectors, CD players, CDs (for songs and movements)

J. Technology

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

Technological tools	Explanation
On-line software	Students will listen to Chinese stories and play Chinese math games online as one of the math activity stations during the camp.

K. Resources for Teachers

Asia Society: *Chinese Language in the Schools: Resources*
<http://askasia.org/chinese/resources.htm>

Going Global: Preparing Our Students for an Interconnected World (n.d.). Asia Society.

Haas, M. (2000). *Thematic, Communicate Language Teaching in the K-8 Classroom*. ERIC Digest. EDO-FL-00-04

National Council of Teachers of Mathematics. *Principle and Standards for school Mathematics*.
<http://www.nctm.org/standards/>

Singapore Primary Math Teacher's Guide (2006). 1A-4B. Singapore: Rosenbaum Foundation.

Standards for Foreign Language Learning in the 21th Century. 3rd edition. Alexandria, VA:
National Standards in Foreign Language Education Project.

Wiggins, G.P., & McTighe, J (2006) *Understanding by Design*. 2nd Edition. Alexandria, VA:
Association for Supervision and Curriculum Development

Tao, Y. (2000). *Caochong Weighs An Elephant*. China: Peace Publishing Company

Tales of Wisdom: *Hanxin Divides Oil*: Resources
<http://www.chiculture.net/1104/html/1104b02/1104b02.html>