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.

Elementary students will participate in a two-week space-themed summer camp that will allow the travelers to learn Chinese language and culture with the help of their space captains (instructors) and an alien puppet named Nomi. In the process of traveling with Nomi and
completing specific space missions, the students will learn about their world. Students will start their day at the launching pad (gym) and will prepare for their rigorous day by performing Chinese Radio exercises. The students will then walk with their captains to their individual spaceships (classrooms) and will blast off to space in a fantasy experience and will experience content-related instruction in Chinese related to the program’s subthemes. Each day the participants will experience three 30 minute media-based space adventures conducted at varies times throughout the day. Periodically, the students will return to earth (China) for refueling breaks, intensive integrated and connected Chinese culture activities, Chinese-themed lunches and children’s recess games. Students will be able to daily reflect upon what they have learned using their Mission Journals (Self-assessment tool). The last day of the camp students will participate in a closing ceremony on earth where they will demonstrate their cultural and language skills through culminating performance events.

B. Program Theme

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

Exploring China and Our World Around Us

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.

<table>
<thead>
<tr>
<th>Unit 1 (All Groups)</th>
<th>Subthemes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All About Me &amp; My Friends in Our World</td>
</tr>
<tr>
<td>Unit 2</td>
<td>The Changing Weather of Our World</td>
</tr>
<tr>
<td>Unit 3</td>
<td>The Changing Seasons of Our World</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Taking Responsibility for Our World</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Standards</th>
<th>Students Can…</th>
</tr>
</thead>
</table>

STARTALK 2010

2
<table>
<thead>
<tr>
<th>Category</th>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>1.1</td>
<td><strong>Interpersonal</strong> Use short phrases, greetings, memorized expressions, and single words to engage in contextualized exchanges and provide and obtain limited information about: themselves, weather, seasons, recycling; express likes and dislikes</td>
</tr>
<tr>
<td></td>
<td>1.2</td>
<td><strong>Interpretive</strong> Students will use visual supports to listen to contextualized and predictable/simplified multi-media and will be able to understand and respond to simple commands, recognizable directives and simple expressions related to counting, weather, seasons and recycling.</td>
</tr>
<tr>
<td></td>
<td>1.3</td>
<td><strong>Presentational</strong> Students will use isolated words, simple memorized phrases, and contextualized vocabulary to present limited information on contextualized themes including themselves, weather, seasons, and recycling.</td>
</tr>
<tr>
<td>Cultures</td>
<td>2.1</td>
<td><strong>Practices</strong> Students will: participate in authentic Chinese morning exercises; play authentic Chinese children recess games; complete authentic writing using brushes; perform seasonal dances/processions; sing/perform authentic Chinese children songs</td>
</tr>
<tr>
<td></td>
<td>2.2</td>
<td><strong>Products</strong> Students will identify and use: Chinese writing instruments, Chinese eating utensils, Chinese tools for games</td>
</tr>
<tr>
<td>Connections</td>
<td>3.1</td>
<td><strong>Knowledge of Other Disciplines</strong> Students will connect at grade level to the other disciplines by experiencing content related instruction in the areas of science-weather conditions, seasonal change, conservation; math – counting, graphing; social studies-global citizenship, geography; 21st century skills</td>
</tr>
<tr>
<td></td>
<td>3.2</td>
<td><strong>Distinctive Viewpoints</strong> Students will gain unique viewpoints related to authentic Chinese children songs, games and exercise</td>
</tr>
<tr>
<td>Comparisons</td>
<td>4.1</td>
<td><strong>Nature of Language</strong> Students will: cite specific examples of common/borrowed words in the presented topics; note differences in the placement of words in structures; compare the nature of descriptive words (red verses yellow to describe sun)</td>
</tr>
<tr>
<td></td>
<td>4.2</td>
<td><strong>Nature of Culture</strong> Students will compare: patterns of interaction (gestures &amp; greetings), children songs, approaches to writing and eating, views of conservation and the world</td>
</tr>
<tr>
<td>Communities</td>
<td>5.1</td>
<td><strong>Beyond the School Setting</strong> Students will make presentations to the local community and parents during award ceremony</td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Thematic Knowledge and Skills</th>
<th>Students Can</th>
<th>Students Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greet people in a polite way &amp; say good bye</td>
<td>Hello&lt;br&gt;How are you?&lt;br&gt;I am fine&lt;br&gt;Thank you&lt;br&gt;Good Bye</td>
<td></td>
</tr>
<tr>
<td>Introduce self and others</td>
<td>My name is..........&lt;br&gt;What is your name?&lt;br&gt;Nice to meet you</td>
<td></td>
</tr>
<tr>
<td>Tell where they are from and ask about others</td>
<td>Where are you from?&lt;br&gt;I am from......</td>
<td></td>
</tr>
<tr>
<td>Manage numbers 1-10 to talk about age, how many things people have, and countdowns</td>
<td>One, two, three, four, five, six, seven, eight, nine, ten&lt;br&gt;I am ________ years old</td>
<td></td>
</tr>
<tr>
<td>Use phrases to describe self, family and other things and ask about others</td>
<td>I am ....... a boy, a girl, tall, short, silly, shy&lt;br&gt;I have ...... blond hair, brown hair, red hair, Black hair&lt;br&gt;What are you like?&lt;br&gt;I have....... a dad, a mom, a brother, a sister&lt;br&gt;I have ...... a bird, a fish, a dog, a cat</td>
<td></td>
</tr>
<tr>
<td>Talk about things that they like and dislike</td>
<td>I like.......&lt;br&gt;I do not like.........&lt;br&gt;Do you like.........?</td>
<td>Colors (red, blue, yellow, green)&lt;br&gt;Food ( <strong>Authentic Chinese food</strong>, apples, grapes, Banana)&lt;br&gt;Weather (Do you like it when it is ........?)&lt;br&gt;Day of the week (What day of the week do you like?/do not like?)</td>
</tr>
</tbody>
</table>
| Follow simple classroom instructions, directions and other teacher comments | Look  
Listen  
Be quiet  
Raise your hand  
Sit down  
Stand up  
Turn Around  
Jump  
Left  
Right  
Buckle your seatbelt |
|---|---|
| Talk and ask others about the weather | It is……..rainy, windy, cloudy, sunny, hot, cold  
What is the weather?  
Is it……. hot?, cold?snowy?,rainy? |
| Talk about & identify the days of the week and the months of the year to talk about weather, special events (birthdays/festivals), and seasons | Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday  
January, February, March, April, May, June, July, August, September, October, November, December  
When is your birthday?  
My birthday is in...........(month)  
(Festival).............is in ..........(month) |
| Talk about clothing and what one and others wears during specific times of the year | I wear……….tennis shoes, shorts, t-shirt, cap, gloves, scarf, coat, boots, jacket, pants, rain coat, umbrella, sweater  
What do you wear?  
What do you wear in ……..  
…………….(month/season/festival)? |
| Talk about seasons and festivals | Summer – Dragon Boat Festival  
Spring – Lantern Festival  
Winter – New Year  
Fall- Mid-Autumn Festival  
Identify artifacts of the festival. Describe the festivals by seasons, weather, colors  
Perform unique cultural games, poems, songs, and dances |
| Use colors to describe things | Red, yellow, blue, green, pink, white, black, orange, gray |
| Talk about activities that one does | I….. fly a kite, play baseball, run, jump, eat, |
### throughout the year
- swim, draw pictures, listen to music, read, walk, make snowman

### Give the name of places and objects within our world /universe
- Planet
- Plants
- Animals
- People
- Water
- Land
- Sky
- Garbage
- Smoke
- Fire

### Talk about ways to preserve our planet
- I pick up…..bottle, bag, can, plastic, paper, box
- I put the ……. In the bin.
- I turn off the water
- I turn off the light
- I walk
- I use the glass
- I do not throw it away
- I use my bag
- I recycle
- I conserve
- I reuse

### Sing simple songs
- Authentic Chinese songs

### Write or copy words
- Write names in Hanzi on Chinese paper using brushes and authentic paper
- Write names on presentation template

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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 task: (Sample)

A. Students will listen to the alien provide a weather report and students will identify the appropriate weather described and what they would need to wear to interact with the described weather.

### Interpersonal tasks: (Sample)

A. Students will record responses to a survey about likes/dislikes of the alien regarding weather, seasons and food. The students will then interview peers about their likes in regards to these areas and will then develop a class graph.

### Presentational tasks:

Student will complete two of the following tasks:

A. All Students will complete task 1 during week one of the program.

1) Nomi the alien wants to learn more about each of his new friends. He would like to compile a scrap book that contains pages for each student. After making their scrap book the students will share their individual pages with Nomi and their classmates. The pages will be compiled from all of the classes/session to make a giant STARTALK scrap book.

B. Pending student placement students will complete one of the following:

2) Nomi the alien needs help in determining what he should wear during specific times in the year. Students will help Nomi by picking a month during the year and will develop a short weather report. Students will describe the type of weather that is typical during that month and what they would typically wear.

3) Nomi wants to know more about which season the students like and what they do during that season. Students will work in groups of five and will present their favorite season through a recited chant. Students will act out using prompts.

4) Nomi wants to carry the message of conservation with him on his travels. He would like for the students to help by making a public service video that talks about ways to conserve 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

<table>
<thead>
<tr>
<th>Examples</th>
<th>Brief description</th>
</tr>
</thead>
</table>
| Language Leaper Traveler’s Log          | A space-themed (Linguafolio Jr.-like) program that contains:  
  Traveler’s Mission Journal (Biography): Identifies the students language learning history and contains “I can”  
  Self-Assessment checklists with I can statements that allow students to monitor their progress checklists.  
  Mission Passport: condensed document that identifies the student’s proficiency level.  
  Mission Capsule (Dossier): Collection of artifacts that document student’s progress. |
| Closing Ceremony performances          | Presentations of authentic Chinese exercises, games, festival ceremonies and songs experienced during the two-week program                           |
| TPR and Gouin Series activities         | In-class checks of student listening comprehension                                                                                            |
| Partner Interviews                      | In-class opportunities for students to use interpersonal communication to communicate with peers about likes/dislikes and the program themes.        |
| Information Gap                        | In-class activities that require students to listen for specific information in order to complete related to the topics of study.                    |

### H. Instructional Strategies

How will your program ensure that the following best practices are incorporated into your program?

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use target language for instruction</td>
<td>The target language is used exclusively in the delivery of instruction. For example, as the students are participating in the fourth mission of the Taking Responsibility for Our World theme, they observe the alien puppet on screen picking up specific recyclable items as they are mentioned. In turn the students act out the same series while following along with the puppet.</td>
</tr>
<tr>
<td>Facilitate student-centered learning</td>
<td>Students use hand-held manipulatives to engage in pair work</td>
</tr>
</tbody>
</table>
Ensure meaningful interaction in the target language

Students will interview peers about their likes and dislikes regarding the program subthemes.

Integrate language, culture and content

Each morning before departing for individual space missions students will participate in culturally authentic Chinese morning exercises. These exercises will be conducted in the target language and students will perform accordingly.

Differentiate instruction based on student need

Students will be placed on teams according to both their developmental age and current level of Chinese. Instructional themes explored the second week by each group will vary depending the level of the students. Additionally, a base task presented to the entire group will be varied or differentiated so that individuals with more proficiency will be asked to provide more dimensional work.

I. Materials & Other Resources

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

<table>
<thead>
<tr>
<th>Resources</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of textbook, if applicable</td>
<td><strong>WVDE Language Leaper Program</strong></td>
</tr>
<tr>
<td>Realia / Authentic materials</td>
<td><strong>Authentic Chinese food, Festival materials</strong></td>
</tr>
<tr>
<td>Multimedia</td>
<td><strong>Language Leaper video</strong></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

J. Technology

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

<table>
<thead>
<tr>
<th>Technological Tools</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Leaper Multimedia</td>
<td>The multimedia portion of the program will help establish the space-themed context for the two-week summer camp.</td>
</tr>
</tbody>
</table>
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 facilities 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.

_________________________________