Designing Your Chinese Language Program Curriculum — Considerations for Scope and Sequence

NY State Asian Languages BETAC
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Topics for Today
- Overview of "standards" and curriculum planning
- "Backward Design" in language program planning
- Sample of scope and sequence
- Benchmark setting

5C Standards by ACTFL
- Communication 交流能力
- Cultures 文化认知
- Connections 社会关系
- Comparisons 差异比较
- Communities 社区运用

The FL NAEP Assessment Framework Visual

Curriculum: Examine our understanding
- All the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school. (Johon Kerr).
- Main Entry: curriculum
  - Definition: course of study
  - Synonyms: educational program, modules, program of studies, schedule, studies, subjects, syllabus
- Notes: curriculum is a complete course of study offered by a school; syllabus is the outline of a single course (Rogert's 21st Century Thesaurus, Third Edition, Copyright © 2009 by the Philip Lief Group).

Curriculum is NOT
- unit plans or lesson plans
- a teacher's outlines of the course
- textbooks

Curriculum is
- long range instructional plan
- standards based
- unified within a school/school district
Designing a Chinese Language Program Curriculum

- Guided by district's world language goals and policies
- A coordinated effort with other Chinese teachers in the school/school district
- Language and cultural learning goals for multiple years
- Benchmarks, scope and sequence, rubrics

Paradigm Shift

- To teach is to engage learning.
- Learning is not haphazard.
- Learning is sequential, developmental and scaffolded.

Backward Design Process

1. Identify desired results
2. Determine acceptable evidence
3. Plan learning experiences and instruction

Wiggins and McTighe, 1998

Desired Results
Understanding Your Program and Setting the Goals

- Exploratory program or proficiency building program
- Contact hours in school and students' contacts with the Chinese culture and language resources outside the school

Example: Setting Goals for Chinese Programs in New York State Public Schools

- Personal Identification
- Meal Taking
- House and Home
- Family Life
- Health and Welfare
- Education
- Leisure
- Shopping
Pre-AP Curriculum Framework

NY State
- Personal Identification
- Meal Taking
- House and Home
- Family Life
- Health and Welfare
- Education
- Leisure
- Shopping

College Board
- Global Challenges
- Science and Technology
- Contemporary Life
- Personal and Public Identities
- Families and Communities
- Beauty and Aesthetics

Think – Pair - Share

- Compare and contrast the NY State suggested themes and the College Board Pre-AP Curriculum Framework.

Sample Scope and Sequence

- Reconfigured suggested themes and topics
- Chinese specific linguistic features
- Benchmarks

Reconfigured Suggested Themes and Topics

- Personal identity
- Life skills
- Community and neighborhood
- Science, math, and technology
- Nature and environment
- Beautify and aesthetics (arts)
- Current events

Chinese Specific Linguistic Features

- Sentence patterns
- Part of speech
- Phrases
- Compound sentences & connectors
- Idioms and sayings

Suggested Scope and Sequence

- How does the past help us plan for the future?
  - Family roles and family activities
  - Global challenges
- What is my role and responsibilities as a world citizen?
  - Jobs and careers
  - Media participation
- How is my community similar to or different from a Chinese community?
  - Personal interests, hobbies
  - Ethnic foods, geography
- Who are we? Who are the Chinese?
  - Personal information
  - Family
Examples of Spiral Themes

NYS suggested Theme: Personal Identification
- HS Level 1 (possible topics)
  - Greetings, Personal Information
- HS Level 2 (possible topics)
  - Describing Personalities, Hobbies
- HS Level 3 (possible topics)
  - Dreams and Hopes
- HS Level 4 (possible topics)
  - Aspirations, Famous People
- Cultural Connection (possible topics)
  - Famous Chinese People

Examples of Spiral Themes

NYS suggested Theme: Health and Welfare
- HS Level 1 (possible topics)
  - Fast Food, Recipes
- HS Level 2 (possible topics)
  - Ethnic Foods, Restaurants
- HS Level 3 (possible topics)
  - Food Groups, Nutrition
- HS Level 4 (possible topics)
  - Living a happy and healthy life
  - Cultural Connection (possible topics)
  - Famous Chinese Cuisines, Tea, Chinese Table Manners

Examples of Spiral Themes

A suggested new theme: Nature and Environment
- HS Level 1 (possible topics)
  - Weather, Seasons, Animals and Plants
- HS Level 2 (possible topics)
  - Geography, Natural Habitats
- HS Level 3 (possible topics)
  - Pollution, Global Warming
- HS Level 4 (possible topics)
  - Recycling, Energy Conservation
  - Cultural Connection (possible topics)
  - Unique Scenaries in China, Pandas as an endangered species

Now you try it.
- Choose a theme within your group.
- Develop topics within the chosen theme for 4 different linguistic levels.

Reconfigured Suggested Themes and Topics
- Personal identity
- Life skills
- Community and neighborhood
- Science, math, and technology
- Nature and environment
- Beautify and aesthetics (arts)
- Current events

Next
- Design a performance task to assess student learning.
- Design instructional activities and strategies.
Current Events

- Level 1 Earthquakes (地震：很多房子倒了，
  很多人没有家。)
- Level 2 Yankees vs. Red Sox (纽约洋基棒
  球队和波士顿红袜棒球队比赛：在哪里比赛？谁赢了？
  比数是多少？)
- Level 3 President Obama (奥巴马总统访问
  了中国，他登上了长城。)
- Level 4 iPad (苹果企业有了新产品)

Setting Benchmarks

Students will be able to...

- Decide the sequence of the benchmarks
  - Pinyin & Pronunciation
  - use Pinyin to learn pronunciation of unfamiliar
    words and sentences.
  - distinguish the 4 tones and the neutral tone.
  - master some tone changes.
  - master Pinyin and produce natural
    pronunciation.

Setting Benchmarks

Students will be able to...

- Level 1 (L & S)
  - understand basic, familiar and properly
    pronounced Chinese words, simple
    sentences, and classroom expressions
    related to personal and daily life.
  - repeat, retell and recite learned words and
    sentences.
  - respond to simple greetings.

Setting Benchmarks

Students will be able to...

- Level 1 (R & W)
  - recognize and pronounce Pinyin.
  - recognize strokes and stroke order.
  - recognize some basic compounds, radicals and
    200-250 learned Hanzi.
  - write up to 150 Hanzi learned in class.
  - write phrases and sentences in Pinyin or Hanzi
    to express themselves.
Setting Benchmarks

Students will be able to...

- **Level 2 (L & S)**
  - understand classroom interactions and respond accordingly (situations related to personal and daily life).
  - produce sentences using understandable pronunciation and intonation.
  - communicate with others in familiar situations.

- **Level 2 (R & W)**
  - recognize up to 450 learned Hanzi.
  - use a bilingual or Chinese dictionary.
  - read basic sentences and short texts with comprehension.
  - write up to 300 Hanzi from memory.
  - use the computer to write, or handwrite, short passages related to personal life.

- **Level 3 (S & L)**
  - understand standard Mandarin spoken by people from different regions.
  - engage in short telephone conversations.
  - demonstrate understanding by retelling a story with fluency and expression.

- **Level 3 (R & W)**
  - recognize up to 600 learned Hanzi.
  - use the principles of building Hanzi to guess the meaning of new Hanzi.
  - locate specific information in familiar materials.
  - write up to 500 Hanzi from memory.
  - compose short descriptive passages on familiar topics.
  - compose brief e-mails for exchange of information and personal interaction.
Setting Benchmarks
Students will be able to...

- Level 4 (S & L)
  - use contextual clues to understand common dialogue and statements related to personal and social activities.
  - identify key words or phrases in a speech.
  - express personal opinions or needs with clarity.
  - narrate or report fairly thoroughly the process of an event.
  - orally present a research topic with clarity.

- Level 4 (R & W)
  - recognize up to 1100 learned Hanzi.
  - locate specific information in textual materials, including short letters, messages, notes.
  - write up to 800 Hanzi from memory.
  - take simple notes.
  - Use varied sentence patterns to write a personal essay.

Final Thoughts for Curriculum Planning

- Plan backwards and think about the goals first.
- Take a teamwork approach (planning with supervisors and other teachers).
- Think about vertical planning (scope and sequence).
- Decide the benchmarks, and then the topics, at each level.
- Embed culture in lessons.
Final Thoughts for Teaching

- Create a linguistically rich environment for learning.
- Teach Hanzi from the beginning.
- Apply spiraling and snowballing approach.
- Teach tolerance for unknown and ambiguity.

Teach tolerance of the unknown
Authentic Text: An Invitation

THE END
THE BEGINNING
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