

Developing a K-12 Chinese Language Curriculum Framework: A Critical Component to Building Functional Proficiency in Immersion

Immersion Education: Pathways to Bilingualism and Beyond
October 16th, 2008
9 AM - 12 PM

SHEN YIN and KOJO HAKAM:
Mandarin Immersion Program Teachers and Curriculum Specialists
Portland Public Schools

MICHAEL BACON:
Immersion Education Coordinator (on leave for 08-09)
Portland Public Schools

As a Chinese immersion teacher
how do you decide
what language to
teach?

Outcomes of Workshop:

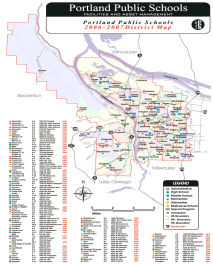
- 1) Participants identify rationale, benefits and challenges of articulating language curriculum for an immersion program.
- 2) Participants identify and share ways to adapt the PPS curriculum framework model to their particular settings.
- 3) Participants identify strategies for implementing a curriculum framework.

CONTEXT:

**PPS Chinese K-12
Immersion Program**

PPS Dual Language Immersion: 10 Programs 4 Languages

- K-12
- 20 year history
- Diverse settings
- Diverse learner populations
- Languages:
 - 7 Spanish
 - 1 Japanese
 - 1 Mandarin
 - 1 Russian




The map shows the Portland Public Schools district with various colored regions indicating the locations of dual language immersion programs. A legend on the right side of the map lists the languages and the number of programs for each: Spanish (7), Japanese (1), Mandarin (1), and Russian (1).

Elementary School

Woodstock (K-5)

- 50/50
- One Way (Foreign Language)
- Lottery Process
- Late Entry Criteria:
 - Space Availability
 - Language proficiency
- Content Areas Taught in Mandarin:
 - Math
 - Science
 - Chinese language arts




A photograph of four young children sitting on the floor, looking towards the right. They appear to be in a classroom or library setting.

Middle School

Hosford (6-8)

- 2 Periods a day (30%)
- Content Areas:
 - Social Studies
 - Chinese Language Arts
- 8th Grade:
 - Research Residency in China (Two Week Academic Trip to Suzhou, China)



A photograph showing a group of students in a classroom. One student is pointing at a map or document on a table, while others look on attentively.

High School

- Cleveland (9-12)
- Current:
 - 9th/10th Grade Class
 - Social Studies/Technology Themed Based Course
 - IB Program
- Future:
 - Content Classes
 - Summer Flagship Scholar Preparatory Institute
 - In Country Experience



A photograph of three students in a classroom. One student is holding a book or document, and the others are looking at it.

Outcome Goal

- Set by The Language Flagship (<http://www.thelanguageflagship.org>)
- In collaboration with U of Oregon
- Goal: *Produce high academic achieving students with Advanced Language Proficiency*

Language Proficiency

What does this mean to you?

Defining Proficiency

“What students know and can do”

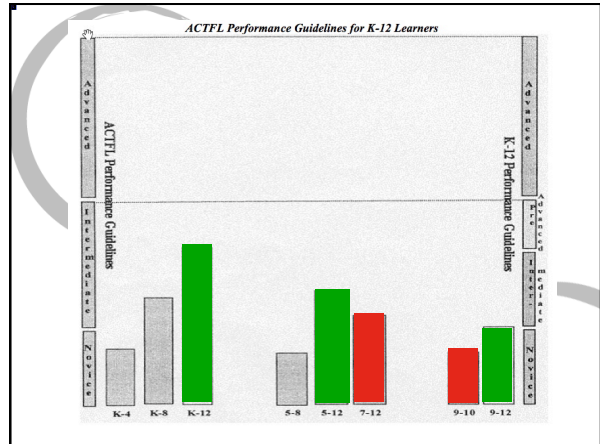
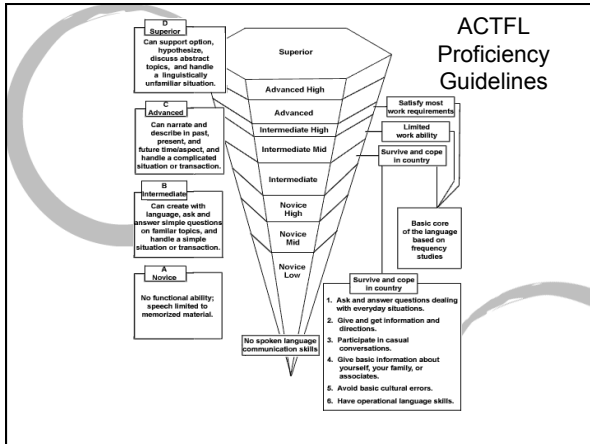
- Proficiency is a goal of language teaching rather than a methodology
- Students may show proficiency at different levels in different modalities at any given time

Proficiency Outcomes

Content

Functions

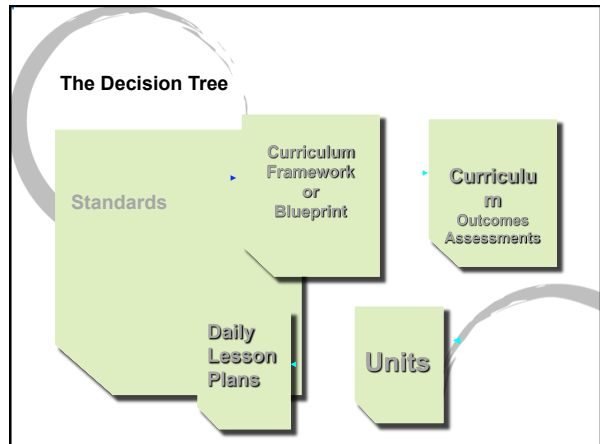
Accuracy



What is a curriculum?

Curriculum answers five basic questions:

1. Why should students gain these skills and knowledge?
2. What should students learn?
3. When should they learn it?
4. How will they learn?
5. How will we know what students have learned?



Rationale for the Chinese language curriculum project

Challenges in articulating K-12 immersion program

- Traditionally no language curricula
- Language curriculum at unit & lesson level
- Piecemeal approach - lacking social language
- Lacking articulation across grade levels
- No accountability for teachers and program
- Additional challenge for non-cognates
- Shifting content standards, new adoptions, etc.

Identified Benefits of Creating a K-12 Chinese Curriculum Framework

- Focuses medium of instruction
- Presents both academic and social language
- Defines proficiency goal for program
- Simplifies planning of units and lessons
- Facilitates assessment
- Brings better accountability
- Assures clearer transition for late entry students
- Ensures articulation: grade to grade & ES to MS to HS to post secondary level
- Operates independent of standard curriculum
- Not just language - content, scheduling, inst strategies

Goal of the project

To create a comprehensive, articulated K-12 Chinese language curriculum framework that will provide teachers with a clear set of language expectations by grade level. The online document will include functions, grammar, vocabulary, reading, writing, and other important aspects of the language program. The curriculum will be compatible with district, state, and national second language standards and benchmarks.

Scope and Nature of Project

Who: PPS K-12 Chinese Immersion Teachers with Dr. Madeline Spring, Dr. Myriam Met, and Michael Bacon
When: February 2006 - ? (main work completed in week long work sessions; 3-4 year project)
How: team work, intense work sessions, raising working assumptions, making mistakes, learning from the work of others, reflecting on our own practices, aligning with standards, materials, etc.
What: Product and Process

Chinese Curriculum Framework Overview

Components

Introduction
Oral Language
 Functions and Forms
 Grammar
 Vocabulary
Written Language
 Reading
 Writing
Culture
Grade Level Sections
Assessment
Resources
Training Manual

Critical Questions

- Who should be involved?
- What components go into framework?
- How do we get “there”?

Empowering Teachers

Development Strategies

- Listen to Teacher Concerns
- Utilize Proficiency Standards
- Develop Theme-based Curriculum
- Continuous Curriculum Training

Using Proficiency Standards

- Provide clear benchmarks
- Assess ‘real world’ language abilities
- Unify broader Goals & Objectives

Helps teacher develop and refine appropriate:

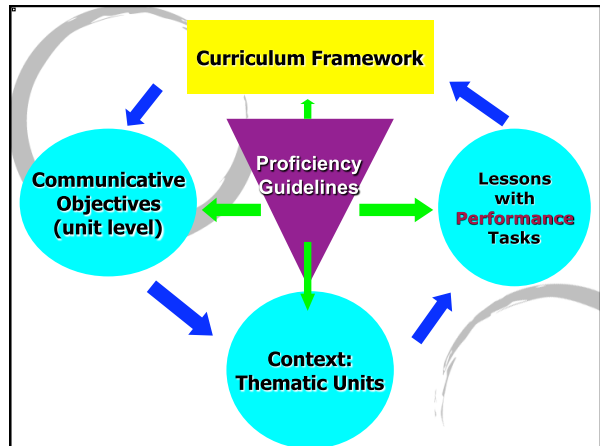
- **Themes/units**
- **Lessons**
- **Performance Tasks**
- **Assessment strategies**

JUNIOR ACTFL SCALE (SOPA)

	Jr. Novice-Low	Jr. Novice-Mid	Jr. Novice-High
Oral Fluency	-Produces only isolated words and/or high-frequency expressions such as <i>good morning</i> and <i>thank you</i> . -Has essentially no functional communicative ability.	-Uses a limited number of isolated words, two- to three-word phrases, and/or longer memorized expressions within predictable topic areas. -May attempt to create sentences, but is not successful. Long pauses are common.	-Uses high-frequency expressions and other memorized expressions with reasonable ease. -Signs of originality are beginning to emerge. -Creates some sentences successfully, but is unable to sustain sentence-level speech.

**Mandarin Immersion Curriculum Framework
 Second Grade
 (Unit: Friendship)**

	A	B	C	D	E	
	Theme	Context	Communicative Tasks & Objectives	Language Functions	Language Forms (Sample Vocabulary)	
3	Friendship	Working together Playing together Making friends	Can make simple invitations and/or suggestions Can express basic courtesy (compliments, apologies, gratitude) with frequency Can make simple descriptions of people and/or pets	1. Invitation 2. Courtesy 3. Describing 4. Asking for help	1. 走吧: 你和我一起... 2. 好吗? 3. 你可不可以...? 4. 请... 对不起, 我错了: 请让一让; 3. 很... 4. 我要帮忙	吗, 吧, 可以 . 请进, 坐下 . 送给, 跳舞 . 对, 错, 请 . 让, 真 高兴, 美丽 . 热闹, 欢笑 . 生气, 开心 太



How would you adapt
this framework for
your program?


How to use Curriculum Framework?

- [Year Curriculum Map](#)
- Lesson Plans
- [Performance Tasks](#)

How can you adapt the Junior
ACTFL SCALE to create
performance tasks for your
classroom?

ABC's of Curriculum Framework Development

Questions?



E-mail: flagship@pps.k12.or.us