A Chinese Curriculum Companion to Support the Georgia Performance Standards for World Languages (K-5)

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Every effort has been made to provide proper acknowledgement of original sources. If cases are identified where this has not been done, please notify the CIKSU so appropriate corrective action can be taken. For further information and questions regarding this Chinese curriculum companion, contact:

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The Chinese curriculum companion is designed to support the Georgia Performance Standards (GPS) for World Languages (K-5) and provide hands-on guide to Chinese language instruction. The primary audience for this resource is teachers, administrators, students and parents. Each of the 48 thematic units from Kindergarten to Grade 5 is composed of seven sections:

1) Unit description;
2) Vocabulary, Characters, and Text;
3) GPS indicators and descriptors;
4) Performance-based assessment;
5) 5-day lesson plan;
6) Handouts;
7) Home-connection.

One of the most important activities of schools is the curriculum development and implementation based on the standards provided by the state’s department of education and the national guidelines. A curriculum model should be student-centered, proficiency-based and communicative, and designed to suit teachers, their community and the students. It should support student growth in language proficiency in the learning progress. Also Chinese language education guidelines should reflect the school’s mission statement.

In the development of the Chinese curriculum companion, we stress the following aspects how the national ACTFL and state performance standards are integrated in this curriculum.

**Standards-based approach.** The Chinese curriculum companion stresses the application of the ACTFL five “C” goal areas and 11 standards. This standard-based approach articulates the knowledge and skills students are expected to acquire. Thus, teachers utilize the standards to prioritize the student learning goals, and organize the appropriate learning content to support achievements. Informed with the precise set of measurable, specific learning goals, students will be better qualified to focus on the desired performances.

**Student-centered learning.** The ACTFL standards and GPS enable students to envision what is most valued on a learning pathway. The Chinese curriculum companion transforms the conceptualized standards into competence that students will exhibit in a reality-related learning environment. After teachers deliver the content to ensure that students receive enough input to “know”, the focus shifts to students’ action to “doing”. Teachers, moving away from teaching and becoming facilitators of student-centered leaning activities, encourage students to work in pairs or small groups to perform meaningful tasks using Chinese.
Performance-based/proficiency-driven assessment. Based on the 2012 ACTFL Performance Descriptors, the Chinese curriculum companion measures student growth over time in instructional settings. Teachers use the ACTFL Proficiency Guidelines 2012 as a tool for the evaluation of functional language ability. These two guidelines are used in conjunction with the ACTFL standards to describe how well to meet content standards.

Age-appropriate content. The topics suggested by the Chinese curriculum companion meet the cognitive development of young learners. They are combined into coherent thematic units and taught in communicative context.

To determine the effectiveness of the Chinese curriculum companion, we have collected evidence from rigorous trials about most effective types of programs where the curriculum is implemented. The evidence to focus on includes:

- the impact of the Chinese curriculum companion on the achievement of students;
- benchmark assessments to examine students’ mastery of the Chinese language and the proficiency level they have achieved;
- insight into the process of teacher professional development.

We examined the GPS and drew the conclusion that the Chinese curriculum companion can be widely accepted.

The GPS specify with detailed elements what exactly students are expected to demonstrate to meet the ACTFL five “C” goals. The Chinese curriculum companion, in align with the GPS, tells teachers what content they must teach, what instructional strategies they should utilize and what assessment they can implement to evaluate students.

The Chinese curriculum companion empathizes a proficiency-based teaching/learning process. The process, including instruction, assessment, grading, home connection and academic reporting, is genuinely based on students’ performance demonstrating their knowledge and capabilities they will acquire as they progress through education. The companion provides teachers with a multi-grade articulated instructional plan. It elaborates the proficiency-based learning process through well-developed module units of grades K-5. The content of each grade builds on the previous grade and meanwhile it prepares students for the next grade. Each grade includes eight thematic units and each unit consists of detailed a five-day lesson plan. The curriculum model intends to

- build a solid foundation in knowledge of Chinese language and culture,
- develop Chinese proficiency, communication skills and cross-cultural competence,
- adapt readily to different learning styles and paces, and
- prepare students to succeed in school and life

This Chinese curriculum companion can be widely implemented in Chinese programs in public, private and homeschool settings.
A Chinese Curriculum Companion to Support Georgia Performance Standards for World Languages (K-5)

**Thematic Unit Topics**

<table>
<thead>
<tr>
<th>Unit</th>
<th>K</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greetings and Myself</td>
<td>My Classroom</td>
<td>My room</td>
<td>My Home</td>
<td>Sickness</td>
<td>Self Portrait</td>
</tr>
<tr>
<td>2</td>
<td>Body Parts</td>
<td>Food and Drinks</td>
<td>Sports</td>
<td>My Neighborhood</td>
<td>Habitats</td>
<td>Communications in E-age</td>
</tr>
<tr>
<td>3</td>
<td>Numbers</td>
<td>Birthday</td>
<td>More family Members</td>
<td>Shopping</td>
<td>Time</td>
<td>Class Schedule</td>
</tr>
<tr>
<td>4</td>
<td><strong>My Family</strong></td>
<td>Weather and Seasons</td>
<td>Jobs</td>
<td>Transportation</td>
<td>Daily Routines</td>
<td>Fairytale Mulan</td>
</tr>
<tr>
<td>5</td>
<td>Fruits</td>
<td>Chinese New Year and Zodiac animals</td>
<td>Mid-Autumn Festival and Thanksgiving</td>
<td>Cities in China</td>
<td>My Pen-pal</td>
<td>Business and Professions</td>
</tr>
<tr>
<td>6</td>
<td>Colors</td>
<td>Nationality</td>
<td>My Hobbies</td>
<td>Nature</td>
<td>My Campus</td>
<td>Travel and Tourism</td>
</tr>
<tr>
<td>7</td>
<td>Clothes</td>
<td>Shapes and Sizes</td>
<td><strong>Expressing My emotions</strong></td>
<td>Picnics</td>
<td>Dining Out on Father’s Day</td>
<td>Traditional and Pop Cultures</td>
</tr>
<tr>
<td>8</td>
<td>Animals</td>
<td><strong>My Friends</strong></td>
<td>Oh, My Farm!</td>
<td>Mother’s Day</td>
<td>Hangout with Friends</td>
<td>School Memories</td>
</tr>
</tbody>
</table>

The 6 sample modules highlighted in the color of blue, as shown in the table above, can be accessed on the official website of the Georgia Department of Education.

Upon request, all 48 thematic units can be made available on the official websites of the Confucius Institute at Kennesaw State University.
APPENDICES

Appendix A: Vocabulary, Dialogues, and Passages
Appendix B: Syllabus for Chinese Character Instruction
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