



**Chinese Language
Programs
Curriculum
Development Project**

February 2007

**FY 2007
Report
To the
Legislature**

**As required by
Minn. Stat. §
120B.19,
Subdivisions 1 and 2**

Commissioner:
Alice Seagren

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Curriculum
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For More Information Contact:

Chas Anderson
Deputy Commissioner
Minnesota Department of Education
T: (651) 582-8207
E-mail: Chas.anderson@state.mn.us

Dr. Daniel Bittman
Director, Educator Licensing and Teacher Quality
Minnesota Department of Education
T: (651) 582-8482
E-mail: daniel.bittman@state.mn.us

John Melick
Recruitment and Pathways Coordinator
Minnesota Department of Education
T: (651) 582-8658
E-mail: john.melick@state.mn.us

Minnesota Department of Education
1500 Highway 36 West
Roseville, MN 55113-4266
TTY: (800) 627-3529 OR (651) 582-8201

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ESTIMATED COST OF PREPARING THIS REPORT

This report provides information, which is maintained and published as Minnesota Rules by the Office of Revisor of Statutes as a part of its normal business functions. Therefore, the cost information reported below does not include the cost of gathering the data but rather is limited to the estimated cost of actually analyzing the data, determining recommendations, and preparing this report document.

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This report will be available to the public on the Minnesota Department of Education Website: <http://education.state.mn.us>

Please direct questions regarding this report to any of the following:

Chas Anderson
Deputy Commissioner
Minnesota Department of Education
T: (651) 582-8207
E-mail: Chas.anderson@state.mn.us

Dr. Daniel Bittman
Director, Educator Licensing and Teacher Quality
Minnesota Department of Education
T: (651) 582-8482
E-mail: daniel.bittman@state.mn.us

John Melick
Recruitment and Pathways Coordinator
Minnesota Department of Education
T: (651) 582-8658
E-mail: john.melick@state.mn.us

**CHINESE LANGUAGE PROGRAMS
CURRICULUM DEVELOPMENT PROJECT**

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PURPOSE AND EXECUTIVE SUMMARY

The Minnesota Department of Education worked with individuals throughout Minnesota to conduct an inventory of Chinese language curricula, supplementary materials and professional development initiatives currently used in Minnesota and throughout the nation and to develop curriculum, assessments and standards for Mandarin Chinese. Individuals also made recommendations to the legislature regarding Mandarin Chinese and other world languages. The Minnesota Department of Education enlisted the assistance of individuals from the University of Minnesota's Center for Advanced Research on Language Acquisition (CARLA), Concordia Language Villages, the University of Minnesota's Second Language and Cultures Education program, Minnesota State University Mankato, Chinese language experts and community members to coordinate an inventory, curriculum and recommendations group.

Groups met for various amounts of time between August and December and provided findings to their group coordinators and the Minnesota Department of Education by December 18, 2006.

This report summarizes the groups' findings and proposes recommendations for legislative consideration based on the following:

Urgency. The United States and Minnesota have failed to embrace foreign language learning. We have long ignored the importance of communication in languages other than English. For the few students in general who have pursued language study, we have failed to provide language learning opportunities that lead to proficiency. To thrive in a global economy and our increasingly multicultural society, students in Minnesota and throughout the United States need proficiency in at least one language other than English.

Minnesota Issues. Minnesota currently lacks the language resources for languages other than English to meet Minnesota goals related to international language and cultural awareness. In addition, many members of our society do not have the opportunity to experience the benefits that proficiency in multiple languages and cultures can bring. Furthermore, Minnesota does not support the many students who enter our schools with native-like proficiency in a language other than English because we do not provide many programs that encourage heritage language learners to develop high levels of proficiency in their native language while also mastering English.

Critical Languages. The charge given by the legislature was to focus on initiatives related to Mandarin Chinese instruction in the state and the importance of Mandarin Chinese to Minnesota and the United States. However, group members also recognize that the United States has an urgent need for more speakers of other critical languages including, but not limited to, Arabic, Farsi, Hindi, Korean and Russian.

Increased Opportunities. *All* world languages should be considered important in Minnesota and that we must formulate a long-term plan that leads to increased opportunities for all students to develop proficiency in at least one language other than English. If the increase in opportunities for Chinese language instruction results in closing other language programs in school districts across Minnesota, we will have *failed* in our mission to provide additional foreign language opportunities. The short-term goals for Minnesota must be to both increase opportunities for language study as well as to increase the numbers of students who pursue language study. The long-term goal should place high-quality, effective language learning as part of the required core curriculum for all students in the state.

Mandarin versus Other Chinese Dialects. Speakers of Chinese typically, but not always, speak *Modern Standard Chinese*, commonly referred to as Mandarin. Mandarin is a language based upon a modified form of the Beijing dialect, which is itself one of a number of dialects also referred to as Mandarin. The group also recognizes that 70% of Chinese speakers speak a dialect included in one of four main regional forms of a dialect group known as Mandarin. The dialects of these groups are very closely related to the national language, but are not the same.

Hiring a teacher who does not speak Mandarin may make it difficult to develop an articulated curriculum with other teachers who do speak Mandarin, particularly given the focus the recommended framework has on developing oral language skills.

Mandarin Chinese. It is important for individuals reading this report to understand that:

- China is a multinational country of approximately fifty-five ethnic groups with various languages;
- Mandarin is the common language across ethnicities and nationalities;
- There are seven major Chinese “dialects” (e.g. Mandarin, Shanghainese, Cantonese);
- The oral forms of most of the seven major dialects are mutually unintelligible and differ considerably in pronunciation and, to a lesser degree, in vocabulary and grammar;
- All Chinese dialects share one standard written form of the language;
- Today, standard spoken Chinese is called “Putonghua” (Common Language) in the People’s Republic of China and is called “Guoyu” (National Language) in the Republic of China (Taiwan);
- “Mandarin,” the English term often used for this language, is also one of the four official languages of Singapore;
- Today, Mandarin Chinese is spoken by more people than any other language in the world; and
- With about 885 million native speakers, Chinese has more than twice as many speakers as the next most widely spoken world language, English.

Perceived Difficulty. Mandarin Chinese is often perceived by Westerners to be a difficult language to learn and is identified as a Category IV language in terms of difficulty by the Foreign Service Institute. Another reason might be due to the fact that Chinese uses a logographic (character-based) writing system. However, it is no more difficult to achieve basic speaking and listening skills in Chinese than in any other language, due to several factors:

- There are few Chinese sounds that do not exist in English
 - Intonation is used by both Chinese and English speakers
 - Tones in Chinese distinguish meanings of words
 - Tones in English convey emotional content
- Chinese grammar is far easier than the grammars of English and Romance languages:
 - Words in Chinese do not change endings
 - Verbs are not conjugated
 - Nouns do not decline
 - Nouns are not masculine or feminine
 - Adjectives do not change form to agree with nouns

However, acquisition of literacy skills in Chinese is much more challenging and time-consuming because of the differences in writing systems.

Researchers in second language acquisition have noted however, that Chinese is a tone language, rather than an intonation language and that it is difficult for many to master tones. As a result, this difficulty balances out any advantage gained by the lack of word endings or declensions.

Cognitive benefits. Learning to understand and speak another language has numerous cognitive benefits:

- More than 12 dozen studies conducted between 1960s and 1990s have shown that bilingual children exhibit greater mental flexibility, superiority in concept formation, and a more diversified set of mental abilities than monolingual children (Reynolds, 1991);
- Children even in early stages of bilingual development outperform monolinguals in nonverbal problem-solving abilities (Bamford & Mizokawa, 1990);
- Brain research suggests that the earlier and more intensively languages are introduced, the better (“Language learning and the developing brain”, 1996); and
- Bilinguals suffer less mental decline related to aging than monolinguals (Bialystok et al., 2004);
- Some scholars (e.g., Cummins, 1981b, 1984) argue that a higher threshold level of bilingualism must be developed in order for cognitive benefits to result, but there is some research evidence to suggest that cognitive benefits can result even when a high level of bilingualism has not yet been reached:
 - Grade six Foreign Language in the Elementary School (FLES) students who had studied a foreign language since grade 1 had higher scores in divergent thinking skills than monolinguals (Landry, 1974);
 - Grade six FLES students outperformed monolinguals in metacognitive processing and in analysis, synthesis and evaluation (Foster & Reeves, 1989);
 - Whether involved in FLES or immersion programs, children who begin the study of another language at an early age seem to manifest cognitive advantages over monolingual children (Wilburn Robinson, 1998); and
 - Diaz (1984) has suggested that the “initial efforts required to understand and produce a second language rather than increasingly higher levels of bilingualism” may be responsible for cognitive benefits of early language learning.

Academic benefits. Children who have studied a foreign language perform better on standardized tests and tests of basic skills in English, math and social studies than those who have not.

- Research conducted in the 1960s, when foreign language was added to the curriculum post Sputnik, provided consistent evidence that there was no sacrifice to basic skills when time was given to language study (Donoghue, 1968);
- Rafferty (1986), in a study of 13,000 grade 3-5 children, found that those who studied a language significantly outperformed students who were given extra English language arts instruction instead;
- Rafferty also found that by the third year of the program, FLES children outperformed monolingual children in math as well, though these results did not appear initially;

- Third graders who were taught Spanish for 30 min. 3 times per week for one semester showed significant gains on their Metropolitan Achievement Test scores in math and language arts (Armstrong & Rogers, 1997). One class of students in the experimental (FLES) group had actually received 1.5 fewer hours of math instruction per week and still outperformed students in control classes in math;
- Saunders (1998) compared the performance of students who hadn't received FLES with students one year younger who had received FLES instruction for four years (5 days/week, 30 min/day). The younger FLES students scored significantly higher on the math portion of the Iowa Test of Basic Skills than the older students. They also performed better in reading, though the differences were not significant;
- Garfinkel and Tabor (1991) found that children in FLES outperformed monolingual peers. Moreover, they found that students of average ability in grades 4-6 who had participated in the FLES program made greater gains in reading than did those of above-average ability who hadn't participated in FLES;
- Grades 3-5 FLES students significantly outperformed non-FLES counterparts on the language portion of the Iowa Test of Basic Skills and on all subscales of the LEAP 21 (Louisiana Educational Assessment Program for the 21st century) and were more successful in passing that test (Taylor, 2003); and
- The College Entrance Examination Board (1992) consistently reports that students who average 4 or more years of foreign language study score higher on the verbal section of the SAT than those who study 4 or more years in any other subject area. Moreover students who take 4 or more years of foreign language do as well on the math section as those who study the same number of years of mathematics. Consequently, students who study foreign language and do well on math have the additional ability of proficiency in a foreign language as well as high math ability.

Minnesota Students and Foreign Language. While only 32 to 35% of Minnesota secondary students studied a foreign language from 2003 to 2005, those who had performed better on standardized tests and tests of basic skills in English, math and social studies than those who did not. In fact, in relation to the SAT, 2005 data indicated:

- The 57 Minnesota SAT test takers who listed foreign language as their college major scored 129 points higher than the national verbal mean and 70 points higher than the national math mean;
- Minnesota students with four years of language study scored 110 points higher than the national verbal mean and 97 points higher than the national math mean;
- Minnesota students with two years of language study scored 56 points higher than the national verbal mean and 51 points higher than the national math mean; and
- Minnesota students who took honors language classes scored 131 points higher than the national verbal mean and 115 points higher than the national math mean.

Attitudinal Benefits. Research shows that an early introduction to language study seems to foster respect for and appreciation of cultural diversity (Pesola, 1991; Riestra & Johnson, 1964). In particular, children prior to the age of ten or eleven seem to be prime candidates for the attitudinal benefits of early language learning, due in part to this age being a crucial time in the development of attitudes toward nations and groups perceived as "other" (Lambert & Klineberg, 1967; Yerxa, 1970).

Intercultural Communication Competencies. Research shows that children who are in bilingual programs have much greater capacity for divergent thinking. Divergent thinking is the ability to view the world through multiple perspectives, values and cultural lens. An individual with strong divergent thinking skills has greater intercultural communication competencies, promoting their ability to work and communicate in the globally interdependent world in which our children live.

Personal Benefits. Surveys indicate students who learn another language gain an appreciation of state and national responsibilities globally and achieve a sense of personal satisfaction and enjoyment in their ability to communicate with people from other cultures.

General Legislative Recommendations. The Legislative Recommendations Group makes bold recommendations to dramatically increase and improve the commitment to language and culture learning by Minnesota's students. This report calls for a broad and coordinated effort to implement new foreign language requirements.

If new foreign language requirements are implemented successfully:

- Each Minnesota high school graduate will have foreign language instruction by 2013 and will possess second language proficiency by 2021.
- Graduates will have the opportunity to continue their language learning in more commonly taught languages (such as French, German and Spanish) as well as several strategic languages, including Mandarin Chinese, at several Minnesota colleges and universities;
- The number of licensed foreign language teachers will increase by a factor of five over the next fifteen years;
- Priorities within school curricula will be altered to include language learning as well as broadened coverage of global history, culture, and human geography;
- Schools, universities, communities and corporations will be encouraged to emphasize the importance of language and culture knowledge and skills in the success of our society; and
- School language learning will be supplemented by summer intensive learning experiences, travel experiences, community-based events and popular media learning opportunities.

Legislative Funding Recommendations. The Legislative Recommendations Group recommends \$2,665,000 be allocated in fiscal year 2008 and \$1,985,000 in 2009 to the Minnesota K-12 system, higher education and teacher preparation institutions, Minnesota Department of Education and students throughout the state to address initiatives described throughout the report. While estimated funding amounts are provided, group members believe further discussion must take place to ensure that funds are spent both adequately and appropriately to maximize quality programs and opportunities.

Recommendations for the Minnesota K-12 system include training, school program implementation costs, support for teachers of Chinese, travel, summer program implementation and community partnership development. These recommendations emphasize the need for establishing and funding few high-quality programs that can serve as models for the state and adding programs gradually as resources become available. Specific funding recommendations indicate that funding is needed to:

- Provide ten (10) \$50,000 pilot program grants in both fiscal year 2008 and 2009 to assist interested school districts or charter schools in initiating Mandarin Chinese programs or enhancing successful models in place. In order to receive the funding, schools should be required to evidence the ability to sustain each program. This funding would be used for such things as supplementary materials, professional development and summer camps for students; and
- Develop and implement week-long, intensive training sessions for 25 public school district administrators who are interested in establishing high quality sustainable foreign language program models, similar to advanced placement training programs with an estimated cost of \$25,000 in both fiscal year 2008 and 2009.

Recommendations for higher education and teacher preparation institutions include language program development, teacher preparation, professional development and mentor network development. Specific funding recommendations indicate that funding is needed to:

- Provide twenty (20) \$2,500 scholarships to Minnesota residents with bachelor's degrees who are proficient in Chinese to enroll in compact, intensive teacher education programs for licensure in both fiscal year 2008 and 2009;
- Partner with China to bring teachers to Minnesota temporarily and support them by providing orientation, mentoring and professional development;
- Partner with higher education institutions in China to develop degree programs in Teaching Chinese as a Foreign Language, where Chinese native speakers who are graduates of this program will meet the requirements and be eligible for licensure in the state of Minnesota;
- Provide \$100,000 to hire an expert Chinese language teacher to serve as a statewide teacher mentor on special assignment;
- Provide twenty-five (25) \$10,000 stipends in both fiscal year 2008 and 2009 for international teachers to shadow experienced teachers for no less than one quarter immediately preceding their first day as a contracted teacher;
- Provide five (5) \$100,000 grants to select universities to expand foreign language teacher preparation programs to include Mandarin Chinese in both fiscal year 2008 and 2009;
- Fund the establishment and delivery of intensive teacher preparation summer programs for 50 Minnesota residents who have language proficiency and are interested in teaching and for visiting teachers from other countries who require training in pedagogy and methods with an estimated cost of \$50,000 in both fiscal year 2008 and 2009; and
- Fund the establishment and delivery of intensive summer and academic year programs for Minnesota teachers to learn how to better use technology in delivering high-quality instruction and to differentiate language instruction with an estimated cost of \$50,000 in both fiscal year 2008 and 2009.

Recommendations for the Minnesota Department of Education include funding for personnel, training and technical assistance, resources and standards and graduation requirement implementation. Specific funding recommendations indicate that funding is needed to:

- Provide funds to hire a full-time world language specialist, licensing analyst and international education specialist at the Minnesota Department of Education with an estimated cost of \$300,000 in both fiscal year 2008 and 2009.

Recommendations for Minnesota students include certificates of bilingualism, grants and scholarships. Specific funding recommendations indicate that funding is needed to:

- Provide twenty (20) \$2,500 scholarships to Minnesota post secondary students pursuing foreign language teaching as a major in both fiscal year 2008 and 2009; and
- Provide five (5) \$25,000 scholarships to fund extended study abroad opportunities for teachers to build the capacity of foreign language teachers in the state.

Recommendations for additional resources to support programming include hiring an outside consultant web designer, purchasing necessary materials or licenses for materials and providing ongoing support of the website. Specific funding recommendations indicate that funding is needed to:

- Provide \$380,000 to create a website called the Mandarin Chinese Information and Resource Center, which would include funding to hire an outside consultant web designer to develop and implement a website, purchase materials/licenses and maintain the system;
- Provide \$100,000 to establish a lending library for Minnesota students and teachers;
- Provide \$20,000 to create and maintain a Minnesota Mandarin Chinese Leadership team;
- Grant ten (10) \$20,000 2-year pilot program grants to expand the reach and quality of ITV or equivalent materials and services in fiscal year 2008; and
- Provide \$50,000 for the development and implementation of a public relations campaign to engage and inform Minnesota residents.

A Report on the Chinese Language Programs Curriculum Development Project

Overview of Study

A. Legislative Requirement

In compliance with Minnesota Statute 120B.19, Subdivisions 1 and 2, the Minnesota Department of Education worked with individuals throughout Minnesota to conduct an inventory of Chinese language curricula, supplementary materials and professional development initiatives and to develop curriculum, assessments and standards for Mandarin Chinese. Individuals also made recommendations to the legislature regarding Mandarin Chinese and other world languages. The Minnesota Department of Education enlisted the assistance of individuals from the University of Minnesota's CARLA, Concordia Language Villages, the University of Minnesota, Minnesota State University Mankato, Chinese language experts and community members to coordinate groups on inventory, curriculum and recommendations. The curriculum and recommendation groups were each coordinated by two co-chairs, while the inventory group was chaired by one. In addition, because of the expertise and amount of work required for the development of curriculum, six individuals were asked to serve as sub-group coordinators for tasks relating to program models, proficiency measures, curriculum and standards and textbooks. Recommendations for legislative consideration are provided in Section C.

Groups met for various amounts of time between August and December and provided findings to their group coordinator and the Minnesota Department of Education by December 18, 2006.

Minnesota Statute 120B.19, Subdivisions 1 and 2 state:

Notwithstanding other law to the contrary, the commissioner of education may contract with the Board of Regents of the University of Minnesota or other Minnesota public entity the commissioner determines is qualified to undertake the development of an articulated K-12 Chinese curriculum for Minnesota schools that involves creating a network of Chinese teachers and educators able to develop new and modify or expand existing world languages K-12 curricula, materials, assessments, and best practices needed to provide Chinese language instruction to students; and coordinating statewide efforts to develop and expand Chinese language instruction so that it is uniformly available to students throughout the state, and making innovative use of media and technology, including television, distance learning, and online courses to broaden students' access to the instruction. The entity with which the commissioner contracts under paragraph (a) must have sufficient knowledge and expertise to ensure the professional development of appropriate, high-quality curricula, supplementary materials, aligned assessments, and best practices that accommodate different levels of student ability and types of programs. Project participants must: work throughout the project to develop curriculum, supplementary materials, aligned assessments, and best practices; and make curriculum, supplementary materials, aligned assessments, and best practices equitably available to Minnesota schools and students.

The entity with which the commissioner contracts must work with the network of Chinese teachers and educators to conduct an inventory of Chinese language curricula, supplementary materials, and professional development initiatives currently used in

Minnesota or other states; develop Chinese language curricula and benchmarks aligned to local world language standards and classroom-based assessments; and review and recommend to the commissioner how best to build an educational infrastructure to provide more students with Chinese language instruction, including how to develop and provide an adequate supply of Chinese language teachers; an adequate number of high-quality school programs; appropriate curriculum, instructional materials, and aligned assessments that include technology-based delivery systems; teacher preparation programs to train Chinese language teachers; expedited licensing of Chinese language teachers; best practices in existing educational programs that can be used to establish K-12 Chinese language programs; and technical assistance resources.

B. Data Collection

In addition to a survey of public school districts and charter schools currently offering Mandarin Chinese, data were collected from a variety of sources including, but not limited to, the Asia Society, the University of Minnesota's CARLA, College Board, Minnesota Association of Colleges for Teacher Education (MACTE), Minnesota Board of Teaching, Minnesota Department of Education and various Departments of Education throughout the United States.

C. Organization of Findings

The Chinese Language Programs Curriculum Development Project contains three distinct sections, which include the following:

Section A: *Mandarin Chinese Inventory*

Section B: *Curriculum Development*

Section C: *Legislative Recommendations*

Section A: *Mandarin Chinese Inventory* highlights current Chinese language curricula, supplementary materials and professional development used in Minnesota and other states.

Section B: *Curriculum Development* identifies effective resources and proficiency measures, provides a K-12 curricular framework and makes available a comprehensive checklist teachers can use when reviewing their own materials. This section also identifies classroom assessment guidelines and highlights strengths and weaknesses of different program models.

Section C: *Legislative Recommendations* describes proposed recommendations for legislative consideration regarding program development and implementation, personnel and leadership at the Minnesota Department of Education, teacher preparation and development, student incentives and scholarships and additional resources needed to support program development.

Report of Findings

A: Mandarin Chinese Curriculum Inventory

1. Curriculum Inventory Group Participants and Purpose

The Minnesota Department of Education worked with individuals throughout Minnesota to conduct an inventory of Chinese language curricula, supplementary materials and professional development currently used in Minnesota and throughout the nation. The Curriculum Inventory Group was composed of interested volunteers recruited by the Minnesota Department of Education who possessed both skills and expertise related to Mandarin Chinese or other world languages. Representatives from the Minnesota K-12, post-secondary and community education programs participated in the Curriculum Inventory Group, which included program administrators, retired educators, curriculum coordinators, a school board member, language education professionals from CARLA, the half-time world language Quality Teaching Network coordinator and the director of licensing from the Minnesota Department of Education. **See Appendix A** for the complete list of participants.

2. Inventory Process

Members of the Curriculum Inventory Group completed their work in August and September, 2006. Results of the research conducted by the Curriculum Inventory Group are provided in subsequent sections. Members of the Curriculum Inventory Group:

- surveyed existing Chinese language programs and resources in Minnesota;
- surveyed Minnesota teachers of Chinese;
- inventoried texts used in Minnesota;
- researched existing programs for licensure in Chinese in Minnesota;
- researched and obtained Chinese language texts available nationwide;
- researched Chinese programs nationwide;
- researched world language standards and curriculum in use nationwide;
- researched expectations of language proficiency levels for Chinese that can be attained by students in specific lengths of time compared to students studying other languages;
- researched language program models; and
- provided an inventory of materials to the Standards and Curriculum Development and Legislative Recommendations Groups.

3. Data Collected

Through a survey and interviews with practicing teachers and administrators of Chinese programs, an inventory of existing Minnesota resources, i.e., programs, standards, curricula, teachers, teacher licensure programs, textbooks, materials and technology resources was conducted.

In June, 2006, prior to the start of the Minnesota Department of Education's work on the legislated Chinese initiative, CARLA, a national language resource center funded by the U.S. Department of Education (USDE), conducted a materials workshop for teachers of Chinese. CARLA also conducted a survey to plan for the professional development needs of teachers of

Chinese. Participants in the CARLA Chinese teacher workshop were asked to respond to a questionnaire about their individual programs, curricula, the purpose and focus of their language program, the number of teachers in their programs and the texts/materials used. This survey was used as the foundation for the survey developed by members of the Curriculum Inventory Group to identify existing resources in Minnesota. Minnesota teachers of Chinese who had not attended the CARLA workshop were contacted by individual group members.

In addition, Minnesota Department of Education and Board of Teaching staff collected and verified information submitted by school district personnel through the Staff Automated Reporting (STAR) System. Information submitted via STAR included the names, locations and number of individuals involved with Chinese language programs throughout Minnesota. Information collected via STAR and the survey also provided data regarding, but not limited to, the type of programs, program levels, licensing status of teachers, number of students participating, focus of each program and materials used. The complete survey results are available at <http://education.state.mn.us/mdeprod/groups/ChineseLangInit/documents/DataFile/011047.pdf> .

4. Texts Used by Minnesota Teachers of Chinese

Minnesota teachers reported using a variety of texts to teach Chinese, along with many of their own materials in an effort to supplement or replace sections of their texts. Textbooks used by Minnesota teachers were among those included in the database of programs and textbooks used nationwide and listed on the Website of the Chinese Language Association of Secondary-Elementary Schools (CLASS) (<http://www.classk12.org/>). Group members requested examination copies of commonly used texts for the Curriculum Development Group to review. All requests for examination copies were made through the Minnesota Department of Education and were provided to members of the Curriculum Development Group as they were received.

Group members noted that as a result of increased interest in Chinese nationwide, the Asia Society, an international organization established to strengthen relationships and deepen understanding among people in Asia and the United States (Asia Society, n.d.), has compiled and published an updated list of texts and national resources during the summer of 2006, which is now available at <http://askasia.org/chinese/resources.htm#textbooks> .

Group members noted that until September 2006, the 2003-2004 CLASS list mentioned above, was the most comprehensive information on Chinese programs and texts available nationwide. **See Appendix B** for the list of texts chosen by the Curriculum Inventory Group for review.

5. Licensure

Group members found that the only Chinese licensure program in Minnesota is at the University of Minnesota within the Department of Curriculum and Instruction, Second Languages and Cultures Education in the College of Education and Human Development. University faculty have developed guidelines to individualize their licensure program for Chinese speakers with previous teaching experience and for individuals with licensure in another subject area who wish to teach Chinese. Information regarding a copy of the guidelines for expedited licensure at the University of Minnesota is available at <http://www.education.umn.edu/CI/Programs/SLC/default.html> .

In addition, the Minnesota Department of Education Licensing and Teacher Quality Division and the Minnesota Board of Teaching have developed and implemented a Licensure via Portfolio option for individuals with extensive skills and/or experience in a given licensure area, who lack formal teacher preparation, to obtain teaching licenses. Licensure via Portfolio information is available at

http://children.state.mn.us/MDE/Teacher_Support/Educator_Licensing/Licensure_Via_Portfolio/index.html .

6. Inventory of Existing Chinese Programs

Group members compiled data on existing Chinese programs throughout the United States from information available on the Asia Society and National State Supervisor for Languages (NCSSFL) Website at http://www.ncssfl.org/links/index.php?links_index . NCSSFL is an “organization of education agency personnel who have the responsibility of foreign/world language education at the state level. Its mission is to provide leadership in facilitating and promoting policies and practices that support language education” (NCSSFL, n.d.).

Data indicated that due to increased state and federal foreign language initiatives, many new language programs have been and are being developed, but that due to their infancy, the success or details of such programs are not yet available. Data further indicated that many states have recently begun to focus on Chinese and that some, particularly those with a large number of Chinese speakers, have a larger number of established programs. Kansas, for example, has established a task force and published reports with recommendations on beginning and supporting Chinese language programs for all students. A local example is St. Paul Public Schools, which has secured federal funding to expand its existing Chinese language program. In addition to St. Paul Public Schools, South Washington County Public Schools, Worthington Schools and Willmar Public Schools received FLAP grants to establish Chinese programs. Information on programs nationwide is available at <http://www.askasia.org/chinese/resources.htm> .

7. Standards, Frameworks and Benchmarks in Minnesota and Nationwide

The American Council on the Teaching of Foreign Languages (ACTFL) has developed national *Standards for Language Learning in the 21st Century*. States that have implemented standards for world languages have typically based them on these national standards. The national *Standards for Language Learning in the 21st Century* (ACTFL, 1998) provide language specific standards including standards for Chinese. The Chinese national standards have been adapted as model standards for Chinese language instruction by the Asia Society and are referenced in its recent publication, *Creating a Chinese Language Program in Your School: An Introductory Guide*, which is available at <http://www.askasia.org/chinese/publications.htm> .

The group noted that among 39 states reporting on the National State Supervisor for Languages (NCSSFL) Website, Minnesota is one of eight states that has not developed statewide foreign language standards. **Examples** of statewide foreign language standards from North Carolina are available at <http://community.learnnc.org/dpi/secondlang/> and from Ohio at <https://ims.ode.state.oh.us/ODE/IMS/ACS/default.asp> .

In addition to the *Standards for Language Learning in the 21st Century*, a draft model for K-12 world language standards has been developed and is available to school districts for use as a model in drafting local standards through the World Language Quality Teaching Network. This

draft model is based on the national *Standards for Language Learning in the 21st Century* (ACTFL, 1998) and is available from the CARLA and Minnesota Department of Education's Websites at http://www.carla.umn.edu/resources/MN/MDE/MN_LocalStdsModel.doc and http://education.state.mn.us/mde/Academic_Excellence/Academic_Standards/World_Language_s/index.html respectively.

The Curriculum Inventory Group identified school district standards that were representative of local standards, based on Minnesota Draft Model Standards, such as those of the Minneapolis Public Schools. The Minneapolis world language standards are available at http://tis.mpls.k12.mn.us/World_Languages_Standards.html.

In addition to researching the national standards applicable to all languages, the draft Minnesota model standards and the national standards for Chinese, the Curriculum Inventory Group researched district level standards, benchmarks and curriculum maps for Chinese. The group provided a copy of Japanese standards developed by personnel in Glastonbury, Connecticut Public Schools for reference. The standards for Japanese were included because Japanese, like Mandarin Chinese, is a Category IV language as defined by the Foreign Service Institute (FSI) Scale and could be used as a guide in developing standards for Mandarin Chinese. The FSI scale is based on the length of time required for native speakers of English to arrive at designated proficiency levels in specific foreign languages. **See Number 8, Proficiency Level Expectations** for more information.

A sample of standards-based curriculum maps for Chinese and Japanese, also a Category IV language, from Minneapolis, Minnesota; Springfield, Massachusetts and Prince George County, Maryland were also researched and provided to the Curriculum Inventory Group for review. These samples are available from the Minnesota Department of Education, Educator Licensing & Teacher Quality Division. It is important to note that curriculum maps, blue prints and standards have significant differences. Curriculum maps are a plan, generally organized per unit, quarter or year and outline how course content meets standards and benchmarks. Unlike blueprints and standards, they are text specific.

8. Proficiency Level Expectations

Group members emphasized that the Foreign Service Institute (FSI) categorizes languages based on the number of hours it takes for adult learners to achieve specific proficiency levels. The FSI scale, available in **Appendix C**, indicates that expectations of proficiency levels attainable for a four year high school sequence in Chinese will be lower than that of Category I or II languages. *The national standards for language learning in the 21st Century*, (ACTFL 1999) has addressed the longer time required to learn Chinese:

“In view of the large number of characters, the huge differences between spoken and written Chinese, and the fact that there are two different sets of characters (traditional and simplified), learning to read and write Chinese takes a long time. It is important, therefore, that Chinese instruction be offered for at least as many as, if not more, years as the European languages, and that those involved with Chinese programs not expect students' skills to advance as rapidly as those of students studying other languages” (ACTFL, p.120).

Group members also noted that since the current level of interest in teaching and learning Chinese is relatively recent, extensive research on expectations for achievable proficiency levels in K-12 programs are not yet available. Research on proficiency expectations for

sequences of continuous language study in a variety of programs for most commonly taught languages, conducted by ACTFL, was included in the Draft Model for Minnesota World Language Standards. See **Appendix C** for a detailed chart of FSI language levels.

9. Model World Language Programs

Because proficiency level expectations and achievement directly correlate to program models, the Curriculum Inventory Group researched accepted best practices and principles for structuring world language programs. Common guidelines for the development and expansion of quality language programs, as well as characteristics of model programs at all levels agreed upon by the American Council on the Teaching of Foreign Languages, National Association of District Supervisors of Foreign Languages, National Association of District Supervisors for Foreign Language, National Network of Early Language Learning, American Council on Immersion and National Foreign Language Resource Centers require:

- Providing adequate long-term support of the program, implementing programs at the earliest possible start for language learning and providing regular instruction with instructional time maximized at every level.
- An emphasis on the importance of articulation between levels, implementing programs that lead to high levels of proficiency, providing ongoing professional development for teachers and incorporating language classes into the class schedule.
- Adequate instructional time. Language experts such as Rosenbush, Met, and Rhodes and Nanduti (a website providing resources and support for early language learning) also indicate that elementary classes should meet at least 75 minutes per week with classes meeting every other day and that foreign language instruction should be scheduled daily and for no less than 30 minutes to provide periods that are long enough for activities that motivate students and prevent teacher burnout.

10. Program Models

In addition to traditional high school foreign language programs, group members found that a variety of elementary, middle and immersion programs are offered in Minnesota and nationwide. Examples of elementary and middle school programs include foreign language experience or exploratory (FLEX), foreign language in the elementary school (FLES) and immersion. FLEX programs generally seek to develop interest in new languages for future language study and to develop cultural and linguist awareness, while FLES programs aim to afford students sequential language learning experience which work toward proficiency in the four skills areas (Lipton, 1992; Gilzow & Branaman, 2002). Immersion programs generally seek to enable students to master subject content through the foreign language, develop an understanding of and appreciation for other cultures and to gain functional proficiency in the new language. On a continuum, each of these programs varies in levels of language proficiency attained, amount of cultural knowledge to be gained and time required to reach the program's goals (Rosenbush, 2006).

Data from 2005-2006 provided by the Minnesota Department of Education through the Staff Automated Reporting (STAR) System identified 74 elementary schools with elementary language programs, most of which are Spanish; the data did not include immersion programs, nor did it provide information on the type of elementary programs available.

Group members found model elementary programs in commonly taught languages in Springfield, Massachusetts and Glastonbury, Connecticut where students have the opportunity

to learn languages in K-12 articulated programs. While articulated K-12 programs are not common in most states, they are not limited to Massachusetts and Connecticut.

In Minnesota and throughout the United States, the majority of existing middle school programs for commonly taught languages provide instruction for varying periods of time ranging from 6 week FLEX programs in a one, two or three language sequence to semester or trimester long classes (Sandrock & Webb, 2003). These programs are designed to provide limited foreign language experience to students. As a result, language learning is often minimal and consequently, articulation to high school programs is not possible.

Data from 2005-2006 provided by the Minnesota Department of Education through the Staff Automated Reporting (STAR) System identified 163 middle school foreign language programs statewide. The data did not indicate which middle school foreign language programs included Level 1 language classes, nor did it identify the number or type of foreign language programs offered in non-public schools. Some Minnesota school district officials noted that certain middle school foreign language programs allow students to complete Level 1 in 7th and 8th grade and to begin Level 2 of the language in 9th grade. Group members found that unlike Minnesota, some states, including Wisconsin, follow this model exclusively for middle school language programs, which is considered best practice.

11. Additional Results from Survey of Minnesota Chinese Programs

In addition to gathering information about existing Minnesota resources, standards, curricula, teachers, teacher licensure programs, textbooks, materials and technology resources, respondents to the survey noted the following about Chinese programs:

- Programs at Breck, Highland Park Middle and High School, Minneapolis South High School, St. Paul Ramsey Junior High and Central High Schools are well established;
- Since adding middle school Chinese classes at Northeast Middle School in 2006-2007, Minneapolis Public Schools offer a K-12 Chinese program;
- Yinghua Academy, which opened in fall 2006 as a charter school, is the only Chinese immersion school in the state;
- As reported in Section 6, South Washington County Public Schools, Worthington Schools and Willmar Public Schools received FLAP grants for the establishment of Chinese programs;
- Minnesota immersion programs which extend into middle and high schools are available in the Edina, Robbinsdale, St. Louis Park and St. Paul school districts; and
- St. Paul Public Schools and Washington County Public Schools were awarded Foreign Language Assistance Program grants (FLAP) from the U.S. Department of Education to expand their existing Chinese programs into elementary to create a K-12 program in the district.

12. Completion of Curriculum Inventory Task

Complete copies of the survey, identified standards, curricula, programs, texts in use, supplemental resources, internet resources and model programs with articles by acknowledged experts in the field of K-12 language education and language acquisition were compiled and distributed to the Curriculum Inventory and Development and Legislative Recommendation Group members on September 7, 2006.

B: Curriculum Development and Assessment

1. Curriculum Development and Assessment Group Participants and Purpose

The Minnesota Department of Education worked with individuals throughout Minnesota to develop curriculum, assessments and standards for Mandarin Chinese. The Curriculum Development and Assessment Group was composed of interested volunteers recruited by the Minnesota Department of Education who possessed both skills and expertise related to Mandarin Chinese or other world languages. Representatives from the Minnesota K-12, post-secondary and community education programs participated in the Curriculum Development and Assessment Group, which also included business leaders, program administrators, retired educators, curriculum coordinators, school board members and staff from the Minnesota Department of Education. **See Appendix A** for the complete list of participants.

2. Curriculum Development and Assessment Process

The work of the Curriculum Development and Assessment Group was divided into four smaller groups in an effort to accomplish more during the time allotted and to involve more participation from the community. The four smaller groups addressed Textbook/Materials, Proficiency Measures, Curriculum and Standards and Program Models. Responsibilities for each group are described below.

Textbook/Materials Review Group

The Textbook/Materials Review Group reviewed the Chinese textbooks and other materials collected by the Curriculum Inventory Group, as well as other materials that were procured as the work unfolded. They selected the materials they judged to be the most useful to Minnesota K-12 teachers of Chinese and reviewed the materials using previously agreed upon criteria. Since new textbooks and materials are developed constantly, this group also created a comprehensive checklist teachers can use when reviewing and selecting new textbooks or supplementary materials.

Proficiency Measures Review Group

The Proficiency Measures Review Group met to discuss key issues regarding Chinese language assessment, to agree on basic assumptions and best practices of Chinese language assessment and to examine and evaluate assessment instruments and other online resources. Like the Textbook/Materials Review Group, this group selected the best proficiency measures available for K-12 Chinese programs and wrote brief evaluations of the proficiency measures they thought would be the most useful for Minnesota K-12 teachers of Chinese. This group also created a set of guidelines for best practices in classroom assessment. These guidelines reach beyond traditional notions of formal, summative language testing across reading, writing, speaking and listening to assessing day-to-day progress as well as using teacher-created performance assessments to give students opportunities to show what they can do in Chinese. Because performance assessment is central to best practices in classroom assessment, this group also collected examples of performance assessments to illustrate its recommendations.

Curriculum and Standards Group

The Curriculum and Standards Group reviewed frameworks, standards and curricula for K-12 Chinese language programs across a range of settings. These materials were largely collected by the Curriculum Inventory Group. The first part of the process involved much discussion about what the members of this group hoped children in Minnesota would be able to know and do after studying Chinese for varying numbers of years. Also, early in the process, the curriculum and standards group decided to use the ACTFL Foreign Language Standards to guide their work and specifically relied on the Foreign Language Standards for Chinese to inform the discussion. The group shared their expertise and gave feedback on drafts of the resulting curricular framework. The framework is designed to be a guide for a K-8 grade program as well as a 9-12 grade program with four levels. It is intended to assist teachers in the initial phase of developing a curriculum that is coherent within each grade level or proficiency level as well as across grades or proficiency levels. The curriculum and standards group also created a companion document about Chinese culture. This document intends to provide an overview of some of the cultural topics that could be explored in K-12 Chinese classes related to culture.

Program Models Group

The Program Model Group researched the types of program models commonly used in language programs in K-12 settings. Together, the group created a grid that clearly identifies the features of a range of program models and, most importantly, describes the typical strengths and weaknesses of each program.

Information provided throughout the following section is separated by group to assist the reader.

3. Textbook/Materials Review Group Products

The Textbook/Materials Review Group examined dozens of published materials for K-12 Chinese classes and gathered the best online resources for teaching Mandarin Chinese. Individuals systematically reviewed the texts using the form **on pages 27-30** to guide their analysis and then wrote up summaries of each review, which are included in this section. These summaries are intended to assist teachers in choosing materials for their classes.

It is important to note that the Textbook/Materials Review Group completed its tasks with the consensus that:

- **Elementary** students should engage in active, kinesthetic, multi-sensory learning that promotes learning as much oral language as possible;
- **Middle School or Junior High** students should complete activities in the target language to keep them active and have a basic understanding of the Chinese character writing system, which includes exposure to the history and the essential components (radicals/phonetics) of characters; and
- **High School** students should complete tasks in the language which direct them toward going to China or other Chinese communities to have their own experiences in Chinese and need more exposure to the structure of the language and authentic reading.

Finally, the Textbook/Materials Review Group agreed that technology is an important tool and that stimulating interest in China and related issues while encouraging students to enjoy and further their study of Chinese is an important reason to incorporate technology in curricula.

4. The Role of a Textbook in a Language Program

Good textbooks and supplementary materials can play an important role in language classes, serve as useful references for students outside of class and offer interesting activities for students to do. However, even a good textbook cannot substitute for a well developed curriculum. The Textbook/Materials Review Group advocates careful selection of materials that align with program goals, but urges teachers and districts to invest in curriculum development, while committing to ongoing curriculum revision.

The Chinese Textbook and Supplemental Materials Review Guide, detailed summaries of miscellaneous resources, a list of selected online Chinese resources for K-12 teachers, the Checklist of Desirable Characteristics for Basic Chinese Language Materials, developed by the group, and distributor information are provided **on pages 26 - 48**.

Table 1: Chinese Textbook and Supplemental Materials Review Guide

Integrated Sets of Language Materials

Name of Set: _____

Publisher: _____

Address/Website: _____

- ___ Sequential Set (several volumes for different levels)
 - ___ Pre School - Kindergarten _____
 - ___ Elementary (Grades 1-6) _____
 - ___ Middle School (Grades 7 - 9) _____
 - ___ High School (Grades 9 - 12) _____
- ___ Separate traditional and simplified versions
- ___ Both traditional and simplified characters provided in same volume
- ___ Simplified characters only ___ Traditional characters only

How Do These Materials Work as a Set?

Do they build on each other? Do they recycle old material adding new language or contexts?
How much is the student going to need from the previous level to go on to the next level?
Will students that have to enter for the first time at this level be lost?
How repetitive are the topics, vocabulary and structures?
Will students be bored or engaged with the consistent or inconsistent format?
How sensitive is the material to the students at each level? Do they take into consideration what American students will be interested in, or be able to master at each age group?

Individual Level Materials (May or may not be part of a set):

_____ Level Materials (Elementary/Middle/Secondary)

Grades ____ - ____

Title of Set/Individual Volume _____

Publisher _____

Address _____

Website _____

___ TextbookISBN: _____

Title: _____

___ Character bookISBN: _____

Title: _____

___ WorkbookISBN: _____

Title: _____

- ___ WorkbookISBN: _____
Title: _____
- ___ Teacher's manualISBN: _____
- ___ Key to listeningISBN: _____
- ___ Workbook keyISBN: _____
- ___ Vocabulary cardsISBN: _____
- ___ CD/DVDISBN: _____
- ___ Video tapesISBN: _____

Overall Quality:

Will the books last or will they be destroyed with normal use and need to be replaced in a year?
Is the quality of the sound or image of the CD/DVD clear and of professional quality? Are the materials colorful, with good graphics, clear characters and pinyin spelling?

Will These Materials Stimulate Student Interest?

- ___ Colorful, interesting graphics _____
- ___ Authentic pictures _____
- ___ Useful/authentic language _____
- ___ Cultural information given on social customs _____
- ___ Cultural information on the history and peoples of China _____
- ___ Maps _____
- ___ Interesting characters (people) are introduced and followed _____
- ___ On-line resources/ interactive sites _____
- ___ Songs/games/cultural activities _____
- ___ Other: _____

General comments: _____

Are These Materials Easy for Students to Use?

- ___ Goals and objectives of each lesson _____
- ___ Vocabulary lists _____
- ___ Vocabulary glossary at the end of the book _____
- ___ Easy to use layout - easy to find different sections, resources in book _____
- ___ Clear print with readable fonts _____
- ___ Manageable (not too many heavy materials to juggle/carry) _____
- ___ Vocabulary cards _____
- ___ On-line resources: Website: _____
 - ___ Vocabulary flash cards _____
Website: _____
 - ___ Stroke order demonstrations _____
Website: _____

- Audio for textbook materials
Website: _____
- Vocabulary exercises
Website: _____
- Structure exercises
Website: _____
- Assessment tools
Website: _____

Other: _____

General Comments: _____

What Resources are Offered the Teacher?

- Teacher's manual _____
- Clear outline of goals and objectives of the materials _____
- Goals and objectives of each lesson _____
- Offers lesson plans, or suggested use of materials _____
- Teacher's transcript or key to listening materials _____
- Workbook key _____
- Assessment tools: tests/rubrics _____
- Black-line masters for student activities - listening _____
- Black-line masters for student activities - speaking _____
- Black-line masters for student activities - reading _____
- Black-line masters for student activities - writing _____
- Black-line masters for cultural activities -maps, games _____
- Songs/games/cultural activities _____
- On-line resources: Website: _____
 - Vocabulary flash cards _____
Website: _____
 - Stroke order demonstrations
Website: _____
 - Audio for textbook materials
Website: _____
 - Vocabulary exercises
Website: _____
 - Structure exercises
Website: _____
 - Assessment tools
Website: _____

General Comments: _____

What is the Linguistic Focus / Content of These Materials?

- The task/subject determines the language and structures used.
- Sentence patterns determine the language used
- Exercises practicing sentence patterns as isolated items (fit different words in sentence)
- Offers oral exercises practicing sentence patterns in context (get a task done)
- Introduces and sequences small bits of language at a time

- ___ Facilitates discussion of topics that stimulate students to express their own opinions
- ___ Offers a lot of different types of reading (not just dialogues, but letters, notes, signs, tickets...)
- ___ Written exercises are varied (translation, matching, fill in the blank, comprehension questions)
- ___ Keeps reusing old vocabulary
- ___ Offers lots of information about vocabulary:
 - ___ How it combines to make other words
 - ___ How it connects to other words (radicals/phonetics, etc.)
 - ___ Stroke order of characters
 - ___ History of characters
- ___ _____
- ___ Assessment is grammar/translation oriented: what do students know about the language
- ___ Assessment is task oriented: what can students do in the language

General comments: _____

Evaluator Comments:

What do you like the most about these materials?

What problems do you see with these materials?

Why would or wouldn't you use these materials?

Table 2: Reviews of Elementary Materials

	Far East My Chinese Book www.fareast.com.tw	My First Chinese Words (Better Chinese) www.BetterChinese.com	Chinese Made Easy for Kids www.jointpublishing.com	My First Chinese Readers (Better Chinese) www.BetterChinese.com	Chinese Paradise www.chinasprout.com www.blcup.com
Age – Grade	6 to 9 years old	3 to 6 years old	5+	5+	5 to 12 year old
Levels Characters	Level 1 - 2 both separately	K to 2nd grade both separately	Levels 1 - 4 Simplified	Volumes 1 - 4 both separately	Volumes 1 - 3 Simplified
Student Book	Textbook w/ audio CD	36 small story books beautifully printed -- perfect for little hands	Colorful glossy illustrations w/ audio CD	Colorful vivid illustrations, repetitive language and structures	Colorful graphics and authentic language with interesting riddles and tongue twisters
Workbook	Workbooks A and B	Student workbook set A and B	Workbook	2 exercise books	Sticker pages in student workbook
Teacher’s Guide	Teacher’s Guide	Interesting activities and songs	Teacher’s Guide	Rich collection of fun activities	Clear goals and objectives
CD-ROM		My First Chinese Words CD-ROM animation		Animated lessons CD-ROM	
Internet		Internet animated stories and activities		Internet lessons and activities	
Supplementary Materials		My First Chinese Words Big Books; My First Chinese Games- card games; and Sing with Better Chinese CD set of 4		Thematic posters (20)	Flash cards and posters

Reviews of Elementary Materials Continued

	Far East My Chinese Book www.fareast.com.tw	My First Chinese Words (Better Chinese) www.BetterChinese.com	Chinese Made Easy for Kids www.jointpublishing.com	My First Chinese Readers (Better Chinese) www.BetterChinese.com	Chinese Paradise www.chinasprout.com www.blcup.com
Commentary	Interesting, simple material with useful words; Offers oral exercises in context	One simple pattern in each book; Very useful language and appropriate topics; and Large versions of books make it possible to read as a class	Materials focus on listening and speaking skills with a good range of topics	Songs, rhymes and movement are used to reinforce the content	Materials make learning fun; Many interesting topics and much cultural information is provided; No assessment materials are available

Table 3: Reviews of Secondary Materials

Titles	Far East Chinese for Youth www.fareast.com.tw	Communicating in Chinese www.fareasternpublications.com	Chinese Made Easy www.jointpublishing.com	Discovering Chinese www.BetterChinese.com	Magical Tour of China www.BetterChinese.com	Fun With Chinese www.pep.com.cn/english/
Age - Grades	8 -16 years old		10+	Beginner - Intermediate	Intermediate to Advanced	Grades 9 - 12
Levels Character Versions	Level 1 - 3 both separately	Level I combined	Levels 1 - 5 simplified	Volumes 1 - 4 simplified	Volumes 1 - 4 simplified	Levels 1 - 3
Textbooks	Attractively laid out with authentic photos; Each lesson ends with a cultural lesson	Listening and speaking volume in black and white includes photos and is used like a workbook	Colorful glossy graphics with audio CD; Good variety of writing, reading and listening activities.	Beautifully illustrated cartoons cover daily subjects-exercises for computer literacy (AP requirement); Pinyin gradually removed through the levels	Beautifully illustrated cartoons follow three families planning and traveling to Beijing; Includes literary excerpts, modern texts and idioms	Colorful graphics and authentic language. Song, rhymes and movement are used when introducing culture information. Beautifully illustrated cartoons cover the teaching subjects.
Workbooks	Workbooks with audio CD	CIC Student Lab Workbook is an excellent series of listening exercises	Variety of written, listening and reading activities; Includes practice tests	Writing exercises, vocabulary review, word games and integrated activities; Word flash cards included	Grammar and vocabulary exercises, readings and games; Reading discussion, comprehension and writing exercises are available	Workbooks for each level
Character Books	Four large characters introduced at a time	Reading and Writing Volume includes signs, forms and notes and is used like a workbook				Chinese character cards included

Reviews of Secondary Materials, Continued

Titles	Far East Chinese for Youth www.fareast.com.tw	Communicating in Chinese www.fareasternpublications.com	Chinese Made Easy www.jointpublishing.com	Discovering Chinese www.BetterChinese.com	Magical Tour of China www.BetterChinese.com	Fun With Chinese www.pep.com.cn/english/
Teacher's Guide	Teacher's Manual include: suggestions, suggested teaching plans, copy-ready activity masters, tape script for the listening comprehension, answer keys to the workbook, answer keys to the character book and supplementary information on culture	Teacher's Activity Book includes lesson plans and many oral activities with black line masters for pair work; Teacher's Activities and Reference Book for Reading and Writing includes many reading and writing black line masters with some interesting pair work	Gives exercise keys and suggestions for activities with some miniature black lines to be enlarged, including tests	Step by step manual that gives detailed instruction and aides for interactive group activities, songs, rhymes and culture tips		Teacher's Guide also includes book of exercises
Interactive CD-ROM	Being developed			Discovering Chinese CD-ROM	Magical Tour of China CD-ROM	
Internet Resources		Textbook is online		Internet lessons and activities	Internet lessons and activities	

Reviews of Secondary Materials, Continued

Titles	Far East Chinese for Youth www.fareast.com.tw	Communicating in Chinese www.fareasternpublications.com	Chinese Made Easy www.jointpublishing.com	Discovering Chinese www.BetterChinese.com	Magical Tour of China www.BetterChinese.com	Fun With Chinese www.pep.com.cn/english/
Supplemental Materials	Classroom flash cards; Unit theme posters; colorful posters made for decorating classrooms	Large picture card illustrations for vocabulary; Audio CDs of listening and speaking textbook		Discovering Chinese audio CD of textbook; Chinese Festivals CD-ROM; Power and Magic CD-ROM; How I Grew Up CD-ROM; Happy Go Lucky CD-ROM	Magical Tour of China audio CD of textbook; Three Kingdom Book set of 2; The Three Kingdoms CD-ROM; Chinese Folklore Online; My Chinatown Online	There are supplemental teaching materials such as Chinese character cards, phrasal cards, classroom wall illustrations and CDs.
Comments	This is an excellent set of comprehensive materials that are rich and easy to use; The content and illustrations stimulate great interest in young learners; The language learning tasks and the integration of language and culture move along the lines of the National Standards for Foreign Language Learning; At the end of the study, students will be fully prepared to enter into AP Chinese in the 12th grade	Wonderful introduction to oral Chinese with many activities at the teacher's fingertips; Each lesson begins with cultural notes; Authentic signs, forms and notes are introduced with both forms of characters being mixed in the volumes, giving students exposure to Chinese around the world	This series offers an excellent introduction to characters by learning character components; The teacher must supplement oral materials or else the book proceeds too slowly	Very useful themes for non-Chinese environments. There are 12 lessons per volume; Builds to SAT Level 2 readiness	This is a more advanced book that uses culture to teach language; Builds to AP reading proficiency	The whole set consists of six volumes and each volume can be used for a year. The suggested class hours are 90 – 100, to be adjusted according to actual conditions of the students and the teaching.

Reviews of Secondary Materials, Continued

Titles	Far East Everyday Chinese www.fareast.com.tw	Chinese Primer www.fareasternpublications.com	Integrated Chinese www.cheng-tsui.com	Ni Hao! www.chinasoft.com	Chinese Odyssey www.cheng-tsui.com	Learn Chinese With Me www.pep.com.cn/english/
Age - Grades	Grades 9 – 12	Grades 9 - 12 with background; College Level 1	College level	Grades 1 - 12	College level, AP training	Grades 9 - 12
Levels Character Versions	Level 1 - 3 separately	Level I – Unit I – Unit VIII -- to be taught for three years at the high school level; Both simplified in front, traditional in back	Levels I: Volumes 1 and 2 separately; Level II combined	4 books: 1-Introductory Level 2-Elementary Level 3-Intermediate Level 4-Advanced Level simplified	Volumes 1 - 4 separate	Volumes 1 - 12
Textbooks	Many authentic materials with some colored pictures and cultural information	4 volumes; Red -grammar and vocabulary; Explanations written extremely well; Good resource for every teacher; Blue - pinyin and English texts green – traditional and simplified texts	Black and white with some authentic photos; Level 1.1 and 1.2-topics and structures are recycled and expanded into Level 2; Topics are college campus life, but introduce interesting people and topics that offer good discussion material	Black and white, but is visually appealing	Textbook Volume 1; Textbook/workbook Volume 2; Textbook Volumes 3 & 4; Textbook Volumes 5 & 6; Audio CDs all levels	Colorful glossy graphics with audio CD and beautifully illustrated cartoons and authentic photos. Many interesting photos and much cultural and history information are provided.

Reviews of Secondary Materials, Continued

Titles	Far East Everyday Chinese www.fareast.com.tw	Chinese Primer www.fareasternpublications.com	Integrated Chinese www.cheng-tsui.com	Ni Hao! www.chinasoft.com	Chinese Odyssey www.cheng-tsui.com	Learn Chinese With Me www.pep.com.cn/english/
Workbooks	Student's Workbook and CD	Gold character workbook introduces 5 characters per page; Reading exercises, dictation and translation sentences	Variety of written, listening and reading activities; Level 2 listening practice is particularly good	Activity Book 1-4	Workbook - Volume 1; Textbook/Workbook - Volume 2; Workbook - Volumes 3 & 4; Workbook - Volume 5 & 6	Four Workbooks
Character Books	Character Guide CD	Green character text is available in both traditional and simplified forms		Character Writing books are available in Levels 1-2		
Teacher's Guide	Clear outline of goals and objectives, transcript and key to listening materials and workbook are available; Many activities	Introduction and appendix by authors explain procedure for teaching; Includes a very detailed explanation of the development of the Chinese language and its script	Gives exercise keys, transcripts of listening passages and extensive grammar explanations	Provides teacher notes, suggested activities, flash cards and black line masters		Four Teacher's Guides
Interactive CD-ROM				CD-ROM provides authentic listening, speaking, vocabulary and character writing practice	CD-ROM provides a variety of images, video, audio, readings and immediate feedback on exercise with relevant explanations to improve	

Reviews of Secondary Materials, Continued

Titles	Far East Everyday Chinese www.fareast.com.tw	Chinese Primer www.fareasternpublications.com	Integrated Chinese www.cheng-tsui.com	Ni Hao! www.chinasoft.com	Chinese Odyssey www.cheng-tsui.com	Learn Chinese With Me www.pep.com.cn/english/
Internet Resources			<p>Many online resources, flash cards, vocabulary and structure exercises available www.chineseyard.com/ResourceIndex ; Stroke order demonstrations www.usc.edu/dept/ealc/chinese/newweb/character ; Audio materials for textbook www.language.berkeley.edu/ic/</p>			
Supplemental Materials		<p>Videotape of pinyin sound system and dramatized dialogues are available; Audiotapes for all dialogues and vocabulary are also available</p>	Audio CDs			<p>Student's books are accompanied by pronunciation and listening materials (CD) and multimedia teaching materials.</p>

Reviews of Secondary Materials, Continued

Titles	Far East Everyday Chinese www.fareast.com.tw	Chinese Primer www.fareasternpublications.com	Integrated Chinese www.cheng-tsui.com	Ni Hao! www.chinasoft.com	Chinese Odyssey www.cheng-tsui.com	Learn Chinese With Me www.pep.com.cn/english/
Comments	This series is a good resource for higher levels and IB testing; Many authentic materials, real life experiences and variety of exercises; Not enough pictures, maps, songs, games or culture notes; It would be difficult for students to master the 1000 new words and related grammar structures in one year	Its strength is in the systematic introduction of all the basic and most common structural patterns used in Chinese; It provides a skeleton for using the language, and students learn very authentic speech from the start; Students also acquire proficiency and fluency relatively fast; Vocabulary is useful for everyday communication, but does not cover a wide range of topics	This textbook recycles language from levels 1 to 2, making the large vocabulary introduced per lesson in volume 2 manageable; Level 1.1 and 1.2 are a bit dry for high school students; Teacher must provide oral activities, the oral exercises are mostly sentence patterns; Level 2 offers a wide range of topics and helps students to transition into authentic reading materials	The strength of this book lies in its variety of illustrations and tasks; The language presented is simple and straightforward with emphasis placed on the practical use of Chinese; There are not enough open ended exercises; Overall, it is an interesting and engaging book	Exercises and quizzes modeled after the HSK, making it ideal for anyone who plans to study or work in China or who will be taking computer based exams	This is a set of Chinese teaching materials specialized for high school students whose mother tongue is English or for young children between 15 and 18 who learn Chinese as a foreign language.

Table 4: Selected Online Chinese Resources for K-12 Teachers of Chinese

University of Minnesota Language Center:

http://languagecenter.cla.umn.edu/index.php?page=links_chinese . The University of Minnesota's CLA Language Center's Chinese Website has links to many resources on Chinese language, society and culture.

University of Minnesota Language Courses:

http://www.all.umn.edu/chinese_language/ . The Website of the Chinese Language Program at the Univ. of Minnesota contains a lot of information on Chinese language courses offered at the University of Minnesota.

Chinese Instruction:

<http://www.ctcfl.ox.ac.uk/Chinese/lessons/1/index.htm> . This Website is an excellent resource for Beginning and Intermediate Chinese with video, audio, speaking, grammar exercises and more.

China Video:

<http://video.csupomona.edu/AnnenbergCPB/DragonsTongue-GettingAround-245.asx> . This is the "Getting Around" episode of a 19-episode program called "Dragon's Tongue" and is about traveling in China. Running almost 30 minutes, it consists of six sections: Traffic in Beijing 0:00-6:05; Trip to Shanghai 6:06-14:24; History of Chinese Characters 14:25-17:29; Misunderstanding (Tones) 17:30-19:50; Bicycles 19:52-23:18; Wang Family Episode 23:19-28:09 (Bicycle Traffic Ticket). The episode is mostly in English, with some clips in Chinese. Unfortunately, the other 18 episodes are not available.

Better Chinese:

<http://www.betterchinese.cn/> . Better Chinese is an online Chinese Website for kids aged 2-13. It contains such sections as "Happy Chinese," "Magical China," "Parents & Teachers," and "Wonderful World." The Website offers paid courses. But it also has nine free trial lessons. Although this is a pay-and-use program, there are some free samples. For example, all the episodes in the "Demo" section are free. In addition, the episodes of No. 9, 26, 27, and 28 in "Magic Tour of China" are also free.

Chinese Language and Culture:

<http://www.chinapage.com/main2.html> . This is a Website of "Beautiful China" with useful resources for Chinese language and cultural education, including Classical Chinese Art, Calligraphy, Poetry, History, Literature, Painting and Philosophy.

Real Chinese:

http://www.bbc.co.uk/languages/chinese/real_chinese/ . Real Chinese is the British Broadcasting Corporation's (BBC) Chinese language learning Website. It contains such survival topics as introducing oneself and one's family, ordering a meal, shopping, transportation, booking a hotel, and more. It displays Chinese Pinyin, but not characters.

Chinese Characters:

http://www.nyu.edu/pages/east_asian_studies/classnotes.html . This Website provides useful lesson notes by a New York University instructor on Chinese characters for Integrated Chinese, Level One, Part One. It contains notes that explain the origin and structure of many most commonly used Chinese characters and basic vocabulary.

Multimedia Chinese:

http://chinese.rutgers.edu/content_cs.htm . This Website offers free online multimedia Chinese courses that contain 80 lessons, running from beginning to advanced levels. Each lesson has a dialogue, sound files, vocabulary, grammar notes and sentence structures.

Chengo Chinese:

<http://www.elanguage.cn/> . Chengo Chinese is the result of a joint Chinese online courseware project collaborated by the U.S. Department of Education and the Chinese Ministry of Education. It takes the Olympics as the main theme and language camps and home-stay life as its storyline, which presents 35 50-minute episodes, targeted at students aged 12-18. Each episode has five parts: view story, read story, explore scenes, cultural notes and language notes. Each episode also has a dictionary tool, but navigation between episodes can be difficult.

Levels of Chinese:

<http://www.newconceptmandarin.com/> . This Website is based in Hong Kong and has three levels of Chinese. Each level contains 30 lessons in structural study, 12 units in functional study, 22 conversation topics and 420 online quizzes. Individuals must register and pay to use these materials. The price is \$70 for three months of online Mandarin courses or \$120 for the CD-Rom Learning Kit. There are six demo lessons, with two lessons in each level on the Website.

Table 5: A Checklist of Desirable Characteristics for Basic Chinese Learning Materials

Adapted from *Guide to Basic Chinese Programs* (1997) by Cornelius Kubler, Yung-O Biq, George C. Henrichson, A. Ronald Walton, Margaret M. Wong, Wei-ling Wu, Clara Yu

The purpose of the following checklist is to assist teachers and administrators in evaluating both print and non-print Chinese-language learning materials for adoption or adaptation in Basic Chinese language programs. Although no materials are likely to meet all of the criteria listed, some of the materials currently available come much closer than others. In addition to examining the materials carefully, it is advisable to consult with teachers, administrators and students at schools where the materials have been adopted and, if possible, to visit classes using them.

Rather than writing new materials, the group encourages teachers to use the checklist below to help identify the better materials among those commercially available, and then to supplement and adapt materials as necessary to best meet the needs of their particular program.

General Considerations

- _____ Is an orientation to the Chinese language provided?
- _____ Is guidance provided on how to learn Chinese?
- _____ Is the Chinese-language content linguistically authentic?
- _____ Do the Chinese –language samples reflect both mainland and Taiwan usages, and are these different usages clearly indicated?
- _____ Is the topical/situational content of the Chinese-language materials useful and practical for Americans?
- _____ Is the common emphasized over the rare?
- _____ Are the contents rich, varied and as interesting as possible for learners?
- _____ Are oral skills given priority over reading and writing skills?
- _____ Are the oral and written skills treated separately? (Spoken Chinese should be accessible without first having to learn Chinese characters, because otherwise progress in comprehension and speaking would be unnecessarily slowed down.)
- _____ Are simple linguistic features introduced before more complex ones? (Linguistic features should be presented in a step-by-step progression, with each new step building upon the one before it.)
- _____ Is the new material in each lesson presented in digestible amounts? (For most of the materials covered in Basic Chinese, the number of new grammatical patterns, vocabulary, and characters in each lesson must be carefully controlled.)
- _____ Do the materials distinguish between drills (to which there is only one correct response) and exercises (to which there may be many correct responses), and do they contain enough of both?
- _____ Are most of the drills communicatively realistic? (They should ideally be part of an exchange between two speakers and not single phrases or sentences out of context.)
- _____ Are the linguistic explanations about Chinese that are provided in English accurate? (Even some recently published texts perpetuate falsehoods and half-truths concerning basic features of Chinese.)
- _____ Are the linguistic explanations about Chinese accessible to beginning learners? (They should be written clearly, with many examples provided, neither simplifying important facts of the language nor being unduly technical or excessively detailed.)
- _____ Do the linguistic explanations take into account the linguistic background of American learners?

- _____ Is there extensive built-in review?
- _____ Are the materials free of gender and racial biases?
- _____ Are the needs and interests of Chinese-American learners taken into account? (This point, of course, will be especially relevant to programs that enroll large numbers of Chinese-Americans.)
- _____ Do the materials have aesthetic appeal? (Although content, not packaging, is of primary importance, aesthetic factors such as the composition and layout of the copy as well as the inclusion of carefully designed maps, diagrams, and other illustrative materials can contribute to effective learning?)

Cultural Content

- _____ Is the Chinese language content culturally authentic?
- _____ Are the explanations about features of Chinese culture accurate?
- _____ Are the cultural explanations about Chinese that are provided in English accessible to beginning learners?
- _____ Do the explanations about features of Chinese culture take into account the cultural background of American learners?

Non-interactive Listening Component

- _____ Is such a component provided? (Many materials fail to distinguish between interactive and non-interactive listening.)
- _____ Are the listening passages realistic and authentic, of the sort that Americans living in China would encounter frequently?
- _____ Are a variety of voices represented in the listening passages? (It is desirable to have many different speakers – female, male, older, and younger – including, during the latter half of Basic Chinese some speakers with moderate regional accents.)
- _____ Are specific tasks to be performed based on the listening comprehension passages? (For example, listening for specific pieces of information or listening for overall content.)
- _____ Are learners provided with a means for receiving feedback on their listening abilities?

Conversational Component

- _____ Are the speech samples authentic and realistic?
- _____ Are the speech samples contextualized both culturally and linguistically?
- _____ Do the speech samples provide appropriate role models for the native English speaker for interacting cross-culturally with Chinese speakers? (Most of the speech samples should involve communication between one American and one or more Chinese.)
- _____ Are both informal situations (e.g., chatting with Chinese roommates in a college dorm) and more formal situations (e.g., paying a call on a teacher or attending a dinner banquet) included?
- _____ Is material included that provides learners with the language needed to develop and nurture interpersonal relationships with Chinese people? (It is by using Chinese in such relationships that learners develop proficiency.)
- _____ Are accurate explanations, designed for native English speakers, provided for using the language in a socially appropriate way and for understanding the form and usage of grammatical structures?

- _____ Are drills and exercises for mastering vocabulary, usage, and grammatical structures presented in an interactive, conversational format? (Drills focused only on non-communicative, mechanical practice without regard to communicative function are insufficient.)
- _____ Do the materials reflect the importance of grammatical structures for the beginner? (They should not in the initial stages stress learning of large amounts of vocabulary or characters at the expense of grammar.)
- _____ Is vocabulary presented in contexts that reveal meaning and usage? (Vocabulary should not be presented as a list of non-contextualized items to be memorized.)
- _____ Do the materials provide learners access to a transcription to facilitate the learning of speech, without requiring learners to study characters first?

Reading Component

Reading should be introduced only after a suitable foundation in listening and speaking has been established.

- _____ Are the reading samples authentic, realistic, and varied in content? (They should not consist of materials that an adult would rarely encounter in real life.)
- _____ Do the reading samples provided contextual support? (They should not consist primarily of isolated sentences out of context.)
- _____ Are a variety of authentic formats and fonts represented in the reading curriculum? (All texts should be in characters, preferably in a mixture of printed type fonts and handwriting styles, some to be laid out vertically, other horizontally.)
- _____ Are texts in both traditional and simplified characters included?
- _____ Is there a sufficient quantity of reading materials provided for learners to develop fluent reading skills?
- _____ Are learners asked to read for meaning and to perform tasks on the basis of their comprehension? (For example, skimming and scanning for specific information or discerning the general meaning.)
- _____ Is there recognition of the distinctions between written *kǒutóuyǔ* and *shūmiànyǔ* and are learners introduced to a few high-frequency examples of *shūmiànyǔ* .
- _____ Is the overall emphasis on learning characters as they are used to represent largely polysyllabic words? (The emphasis should not be on learning individual characters in isolation.)
- _____ Is full information provided on the structure of individual characters? (For example, radical, phonetic, and etymology.)
- _____ Are exercises provided for sensitizing learners to the structure of characters and for contrasting similar-looking characters?
- _____ Are flashcards available? (These should include practice in recognizing polysyllabic words, not merely single characters.)
- _____ Is information included to supplement learners' understanding of aspects of the Chinese writing system such as the use of Chinese dictionaries, principles of character simplification, and the history of Chinese characters?

Writing Component

Writing should be introduced only after a suitable foundation in listening speaking, and reading has been established.

- _____ Do the materials distinguish between orthography and composition and include appropriate exercises for both?
- _____ Have provisions been made to teach the stroke order of characters?
- _____ Are learners provided practice in composing realistic passages that have practice uses? (For example, writing thank-you notes, taking telephone messages, or filling out common forms. Learners should not be asked to produce texts that Chinese adults would rarely write.)

Supplementary Materials

- _____ Are well-designed audiotapes or CD-ROM available? (They should be designed to assist learners in mastering the oral material outside the classroom as part of class preparation and review.)
- _____ Are well-designed videotapes and other multimedia materials available? (They should show the cultural context in which the dialogues occur.)
- _____ Have the audio and video materials been recorded at normal conversational speed? (They should not be unnaturally slow.)
- _____ Have provisions been made in the audio component for the learner to access language meaning and use by engaging in repetition? (There should be backward buildup of sentences or other formats to facilitate initial practice and develop pronunciation and fluency, without sacrificing natural speed.)
- _____ Does the format of the audio component promote realistic, interactive drills in appropriate contexts?
- _____ Is there an appropriate amount of time between taped utterances for learner responses? (There should be neither too little nor too much.)
- _____ Are the audio and video recordings of high fidelity?
- _____ Are there well-designed computer software programs available?
- _____ Is a comprehensive teacher's manual available? (It should contain general guidance on planning and delivering the course and assessing learners' performance, as well as detailed suggestions for teaching each lesson, including communicative exercises that can be done in class.)
- _____ Are other materials such as charts, situation cards, or DVD's available?

5. Proficiency Measures Review Group Products

The general goal of the proficiency measures review group was to examine the purpose, process and content of classroom-based and external assessment to improve classroom learning and to recommend the best available standardized assessment instruments. Due to time constraints, the group was not able to examine the use of assessment tools and information by teachers and students to determine how they might be a part of the ongoing learning process.

It is important to note that the proficiency measures review group completed their task in agreement that assessment in Chinese language should focus on:

- What students can *do* with the language;
- The *use* of the language in real-world, authentic communication; and
- The *application* of language skills (generally all four skills – listening, speaking, reading and writing) and competencies (including cultural) as reflected in the curriculum and instruction.

The group also noted that external assessment (often standardized) can provide a standard measurement and outside validation of student performance and may be used for articulation between levels or programs and for program evaluation. The use and application of skills should be assessed within the three modes of communication, which include interpersonal (involving two-way interactive communication, interpretive (relating to the understanding of spoken or written language) and presentational (involving creating spoken or written communication).

The checklist on the following page was proposed, modified and endorsed by the group to provide a useful guide for teachers when evaluating or creating assessment measures.

Table 6: Best Practice in Assessment Checklist

- ✓ Utilizes multiple measures including....
 - Standardized tests;
 - Summative assessments;
 - Formative assessments;
 - Teacher observations;
 - Portfolio assessments;
 - Authentic assessments;
 - Self assessments;
 - Metacognitive assessments; and
 - Affective assessments.

- ✓ Based on (ACTFL) Foreign Language Standards and/or Learning Objectives;
- ✓ Linked to curriculum and instruction (skills, culture)*;
- ✓ Supports learning by monitoring student progress towards instructional goals;
- ✓ Bias free/neutral (gender, culture, ethnicity, socioeconomic status);
- ✓ Provides feedback to multiple stakeholders on multiple measures (e.g., student, parents, program/teachers);
- ✓ Supported by professional development; and
- ✓ Assessment (formative and/or summative) occurs daily.

* The unique characteristics of the Mandarin Chinese writing system have an impact on writing assessment because multiple forms of writing are in practice, including the use of traditional, simplified and pinyin (as both a Romanized alphabet sound/symbol representation and Chinese word processing input system). As a result, the assessment of writing in particular needs to be closely aligned with the curriculum and writing form(s) used.

Table 7: Distributors and Supplemental Materials

Distributors	Other	Language Activities	Expanded reading and writing in characters	Cultural Resources
<p>China Books, Inc. 360 Swift Avenue Suite 48 San Francisco, CA 94080 www.chinabooks.com</p>	<p>WENLIN 3.0 1 CD-Rom and User's Manual (either PC or Mac competitive)</p> <p>Excellent resource that allows students to explore characters and word relationships easily. The program offers translation, sound, stroke order, and instant toggle to find related words, and characters that share the same elements.</p>	<p>Practical Chinese Learning Games, 10 in 1</p> <p>separate set for traditional and simplified characters.</p> <p>Use board game to learn Chinese. All ages.</p> <p>ISBN 0972952152</p>	<p>PALI Language Texts: Chinese Supplementary Reading Series</p> <p>The Heartless Husband ISBN: 0-8248-0075-3</p> <p>The Herd Boy and the Weaving Maid ISBN 0-8248-0221-7</p> <p>The Bookworm</p> <p>The Poet Li Po</p> <p>The Student Lovers</p> <p>Traditional tales that are simply retold. It is fun for students to move beyond short passages to follow a longer story.</p>	<p>The Enduring Legacy of Ancient China : Primary Source Lessons for Teachers and Students</p> <p>ISBN: 13 978-0-88727-508-1</p> <p>ISBN: 0-88727-508-7</p> <p>A very complete introduction to Chinese culture with 20 lessons divided into 6 main topics and includes suggestions for activities. A CD-ROM that offers pictures, websites, authentic texts. This was compiled by educators and experts in the field.</p>
<p>The Far East Book Co., Ltd. www.fareast.com.tw</p> <p>U.S. International Publishing, Inc. www.usipusa.com</p>	<p>IQ Chinese learn by typing www.iqchinese.com</p>	<p>Let's Play Games in Chinese</p> <p>ISBN: 0-88727-360-2</p> <p>Lots of games from variations of popular American and TV Game Shows, simple vocabulary, to intermediate and advanced narrative games as well as card games.</p>	<p>Stories in Modern Chinese Peter C.T. Wang</p> <p>East/West Publishing Company San Francisco</p> <p>Short stories with vocabulary lists. Humorous tales that challenge students to think. Students have fun dramatizing the stories.</p>	<p>True Stories From Ancient China: (ISBN: 1592650368)</p> <p>Four volume series for younger readers</p> <p>Distinguished Doctors and Miraculous Remedies; Engineers and Architects; Science and Scientists; Fantastic Inventions and Inventors</p>

Table 7: Distributors and Supplemental Materials Continued

Distributors	Other	Language Activities	Expanded reading and writing in characters	Cultural Resources
<p>Long River Press 360 Swift Avenue, Suite 48 South San Francisco, CA 94080 www.longriverpress.com</p>	<p>WordChamp on-line exercises that help students learn vocabulary through a variety of modes. www.wordchamp.com</p>		<p>Laughing in Chinese ISBN: 2-920286-09-9 30 lessons including illustrations to a listening text, pinyin character transcription, questions and illustrations to write text to.</p>	<p>Chinese Brain Twisters : Fast, Fun Puzzles That Help Children Develop Quick Minds ISBN: 0-471-59505-5</p>
<p>For An Overview of Taiwan Textbooks: atcsl@deps.ntnu.edu.tw</p>				
<p>Cheng & Tsui Company 25 West St. Boston, MA 02111-1213 www.cheng-tsui.com</p>				

6. Classroom Assessment Guidelines

The Proficiency Measures Group acknowledged that there are many methods, formats and tools for classroom assessment. These methods, formats and tools include, but are not limited to:

- Performance-based tasks such as projects, drawings, demonstrations, speeches, audio and video recordings debates and written reports;
- Self-assessment such as flashcards and on-line games and quizzes;
- Teacher observation and personal communication that could include classroom interaction, student participation and involvement, interviews and individual conferences;
- Portfolios; and
- Quizzes and tests made by teacher or provided in textbooks or on-line materials

The group determined that teachers creating classroom assessments should consider the following:

- **Intended Grade Level;**
- **Intended Use:** Proficiency, achievement and end-of-unit evaluation;
- **Skills Assessed:** Listening, reading, writing, speaking, knowledge of cultural practices and perspectives, etc;
- **Content:** Topic: seasons, professions, hobbies, etc.;
- **Language function:** greeting, apologizing, etc.;
- **Grammatical Function:** Past tense, conditional, etc;
- **Communicative Mode:** Identification of task as interpersonal, interpretive etc;
- **Assessment Length;**
- **Description of Task:** In this section, the exact words the students should see in order to understand the task will appear here. Developers should be very careful to make every attempt to create real-life tasks and to write the task description in such a way that it will motivate students;
- **Assessment Materials Needed:** Materials or technical requirements, prompts, recording devices, computer access, peripherals (headphones) or plug-ins;
- **Assessment Format:** Immersion, situation role play, oral interview, question/answer, monologue/retelling, object/picture identification, simple description, multiple-choice, fill in the blanks, matching, physical response to commands, etc;
- **District World Language Standard Progress Indicators:** Specified state or district indicators met;
- **National / State Standard Goals:** Specified goals from the national or state standards that are met; and
- **Scoring Method:** Criterion-referenced rubric, holistic rubric, etc.

7. Standardized Assessment

The group determined that the best external standardized assessment instruments are those that assess performance, are based on ACTFL proficiency guidelines, are age and content appropriate and are easy to administer and score. There was general agreement that computerized tests delivered via the Internet are preferable to paper-and-pencil tests for ease in grading and score reporting.

Of the standardized assessments that were examined, only the Standards-based Measurement of Proficiency (STAMP) and the National Online Early Language Learning Assessment (NOELLA) met all of the above criteria. Group members strongly agreed that the use of these instruments would be highly beneficial, not only for assessing student performance but for articulation among the various K-12 language programs and higher education institutions.

Group members noted that the Spanish STAMP has been used in the Minneapolis and Moorhead schools, but that more information was needed to determine how the tests have been used and received. The group also indicated that the Chinese STAMP is now available for reading and speaking, with writing and listening in development. The NOELLA, developed by the same group but intended for use with a younger student population (grades 3-6) is in its pilot phase and looking for partners to pilot the tests.

8. General Assessment Resources

The group found the following sources useful for providing general information on foreign language curriculum and/or assessment:

Integrated Performance Assessment (IPA):

http://actfl.org/i4a/store/category.cfm?category_id=5 . ACTFL has developed a prototype for assessing the progress language students are making in achieving K-12 standards as well as in developing their language proficiency.

CARLA Virtual Assessment Center: <http://www.carla.umn.edu/assessment/VAC/index.html> .

This Website provides a comprehensive and current online resource for second language assessment, which include sections on: Why Assess? Creating an Assessment Unit, What am I Assessing? and The Modes of Communication, Evaluation, Research and Theory and Resources.

ACTFL (American Council on the Teaching of Foreign Language) Performance

Guidelines for K-12 Learners: <http://www.actfl.org/i4a/pages/index.cfm?pageid=3327> .

This Website outlines levels of proficiency for foreign language content standards in classrooms in the United States. ACTFL also offers the Standards for Foreign Language Learning in the 21st Century.

Nebraska K-12 Foreign Language Frameworks:

<http://www.nde.state.ne.us/forlg/Frameworks/FLFAsses.pdf> .

The Assessments section includes a part on designing assessments and includes methods of assessment, performance assessment, steps for developing assessments, scoring performance assessments, the use of portfolios and sample assessments.

New Jersey World Language Curriculum Framework: Rethinking Assessment :

<http://www.state.nj.us/njded/frameworks/worldlanguages/chap6.pdf> . This Website provides concise information on assessment in the classroom, which include key components of assessment, essential differences between traditional and alternative forms of assessment and assessment alternatives and rubrics.

National Assessment of Educational Progress (NAEP) Foreign Language Assessment: <http://nces.ed.gov/nationsreportcard/foreignlang/> . The inaugural NAEP Foreign Language assessment is currently under development. The assessment is designed to assess twelfth-grade students, who have learned Spanish in a variety of ways and for different lengths of time, at the national level only. A pilot test was conducted in the fall of 2003. On March 6, 2004, the National Assessment Governing Board postponed the planned 2004 administration.

Center for Applied Linguistics Testing and Assessment: <http://www.cal.org/topics/ta/> and <http://www.cal.org/CALWebDB/FLAssess/> . This Website provides information on projects that address various aspects of language assessment critical to enhancing high quality standards-based elementary school foreign language instruction. The projects include Listening and Reading Foreign Language Test for Children: A Framework Development and Feasibility Study; Development of a Foreign Language Test for Children; Development of an Administrator's Manual and Test Administration Kit for the Early Language Learning Oral Proficiency Assessment (ELLOPA); and Enhancement of the Directory of K–12 Foreign Language Assessment Instruments and Resources.

9. Curriculum and Assessment for Chinese Language Teaching

The following resources were useful in providing information on curriculum and assessment specific to the learning and teaching of Chinese.

Asia Society: Chinese Language Programs in American Schools: Document entitled *Creating a Chinese Language Program in Your School*. <http://www.AskAsia.org/Chinese> . Asia Society is working with partners in the public and private sector to address the need for more Chinese language programs in American schools and the current limited capacity.

Confucius Institutes: <http://english.hanban.edu.cn/market/HanBanE/412360.htm> . Cultural centers set up by China's national office, hosted by non- profit public institutions with a mission of promoting Chinese language and culture and supporting local Chinese teaching. These institutes often administer the HSK test and examination for certificate of teaching Chinese as a foreign language.

Center for Applied Second Language Studies: <http://casls.uoregon.edu/index.php> . K-16 Flagship Program in Chinese chosen by the National Security Education Program to develop a national model of K-16 language education to produce Superior -level speakers of Chinese. This Website also highlights the development of the STAMP and NOELLA and online Chinese language proficiency assessment instruments for students in grades 3-16.

College Board AP Chinese Language and Culture: http://apcentral.collegeboard.com/apc/public/repository/ap06_chinese_coursedescription.pdf . The College Board provides instruction and assessment for high school students wishing to earn college credit in Chinese language and culture.

International Baccalaureate Organization: Online Curriculum Centre: <http://www.ibo.org/general/resources.cfm> . This Website provides educational services, including Chinese language courses and assessment to schools for students ages 3-19.

Table 8: Standardized Assessment Matrix

Assessment Instrument and Web Address	Goal/Purpose	Skills Addressed	Levels (ACTFL or Other)	Age or Grade	Simplified, Traditional or Pinyin	Other Comments
STAMP(Standards-based Measurement of Proficiency) http://www.onlinells.com/stampplace.php	Web-based test of foreign language proficiency	Reading, writing and speaking (listening in development)	Based on the ACTFL Proficiency Guidelines; Levels novice-low through intermediate-mid	Grades 7 - 16	Traditional or simplified characters	All parts computer delivered, reading and listening computer adaptive; Externally graded/scored. Cost ranges from \$7.50-\$16.00 (includes scoring and reporting) per student depending on number of skills tested
NOELLA (National Online Early Language Learning Assessment) http://noella.uoregon.edu/noella/do/login	Web-based test of foreign language proficiency	Four skills	Based on the ACTFL Proficiency Standards; Currently in pilot phase (2006-07)	Grades 3-6	Traditional or simplified characters	Computer delivered; Articulation with Stamp (see above)
Chinese Proficiency Test (HSK) - Hanban http://www.hsk.org.cn or http://www.china.org.cn/english/features/hsk/105146.htm	The Chinese Proficiency Test (HSK) is China's national standardized test designed and developed by the HSK Center of Beijing Language and Culture University to assess the Chinese language proficiency of non-native speakers (including foreigners, overseas Chinese and students from Chinese national minorities)	Listening , reading, writing, speaking, and comprehensive expression	Beginner, intermediate, and advanced (not ACTFL)	All	Simplified	Beginners' HSK: two to three times a year for elementary and intermediate; Advanced HSK: once a year; 135~155 minutes

Standardized Assessment Matrix, Continued

Assessment Instrument and Web Address	Goal/Purpose	Skills Addressed	Levels (ACTFL or Other)	Age or Grade	Simplified, Traditional or Pinyin	Other Comments
Chinese Proficiency Test (CPT) - Taiwan http://cpt.mtc.ntnu.edu.tw/eng/index.asp	The purpose of CPT is to measure the Chinese proficiency of non-native Chinese speakers	Listening, reading	Separate tests are designed for three different levels of language proficiency, which include basic, intermediate and advanced (not ACTFL)	College, adult	Traditional	Computer delivered four times a year
College Board AP: Chinese Language and Culture, course description includes test and Internet Based Exam. http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/37221.html	Test that accompanies course on Chinese Language and Culture to obtain College credit	Listening , reading, writing and speaking	(Not ACTFL)		Traditional or simplified characters; Pinyin or zhuyin fuhao	Microsoft Windows® 2000 or XP operating system, as well as an individual headset with attached microphone
University of Minnesota Chinese Language Proficiency Test (No Chinese descriptions, but similar to Japanese) http://langtest.umn.edu/JapaneseGPT.html	Language Proficiency as equivalent to four semester-long courses	Listening , reading, writing and speaking	Based on ACTFL Proficiency Guidelines; Level set at Intermediate-Mid for listening and reading and Intermediate-Low for writing and speaking	College	Traditional and simplified	Available at the UMN only
CAL Chinese Simulated Oral Proficiency http://www.cal.org/resources/digest/0014simulated.html	Performance-based, tape-mediated simulated interview	Speaking	Uses ACTFL Standards: Novice, Intermediate, Advanced, Superior and Distinguished	College, adult	NA	

Standardized Assessment Matrix, Continued

Assessment Instrument and Web Address	Goal/Purpose	Skills Addressed	Levels (ACTFL or Other)	Age or Grade	Simplified, Traditional or Pinyin	Other Comments
Oral Proficiency Interview (OPI) http://www.languagetesting.com	Face-to-face or telephonic assessment of speaking ability for high school students and beyond; From American Council on the Teaching of Foreign Languages and Language Testing International	Speaking	Based on ACTFL Standards		NA	Not publicly available
Chinese Computerized Adaptive Listening Comprehension Test (CCALT) Ohio State University http://www.ccalt.com/index.html	On-line test of listening proficiency	Listening	Based on ACTFL Standards	College, adult	Unknown	Three times a year
Transparent Language Chinese Proficiency Test http://www.learn-chinese-language-software.com/proftest/tlchitest.htm	A test for self-evaluation	Grammar, vocabulary and reading	Intermediate (Not ACTFL)	All	Simplified character and pinyin	Anytime, free and on-line
Chinese Communication Performance Test (TECC, Japan) http://www.tecc-jp.com/	Practical operational ability of Chinese	Unknown	Unknown		Unknown	Unknown
Chinese Examination for Primary School Leaving Examination - Singapore Minister of Education http://en.wikipedia.org/wiki/Primary_School_Leaving_Examination	A national examination taken by all primary school students in Singapore near the end of the sixth year	Listening , reading, writing and speaking	(Not ACTFL)	Sixth grade	Unknown	

10. Curriculum and Standards Group Products

Chinese teaching in K-12 settings should focus on using the language for communication and that of the four language modalities/skills (reading, writing, speaking and listening), learning to write Chinese characters for communicative purposes should not be a priority before a solid base in oral skills is established. They noted that teachers' expectations regarding what students can and should achieve in writing Chinese characters should be much lower than what students can and should achieve in the other skill areas. **See Number 13 on Page 75** for an expanded discussion of issues discussed related to writing. Group members acknowledged the importance of understanding contemporary Chinese culture and felt that this understanding was likely to occur, in part, through gaining an understanding of the traditions and history of China. **See Number 12 on Page 74** for information about integrating culture for more information. Finally, group members noted that learning to write Chinese characters for aesthetic purposes or artistic expression was highly valued in K-12 settings as part of understanding the role of calligraphy in Chinese culture.

The framework was created to help development of curriculum that allows for all children to learn and which serves children at a range of proficiency levels. The group indicated that the framework should be seen as a flexible document that can be accelerated or slowed across language levels or grades and according to the time afforded language instruction in the program model chosen. The framework document was *not* meant to be a curriculum to be used without elaboration, in any setting, with any teacher. The authors of the framework also assumed that teachers using the framework would incorporate a process for reviewing the language functions learned in previous years.

11. Suggestions for Developing a Chinese Curriculum

The following list was adapted from *Creating a Chinese Language Program in Your School* produced by the Asia Society in 2006 and is meant to provide guidelines to individuals developing or implementing curriculum for the Chinese language. Individuals developing or implementing curriculum should:

- Examine high quality standards-based curricula from other Chinese programs or other established foreign language programs, but create a locally produced curriculum that is tailored to the needs of the students and community;
- Involve others in the process (e.g., another language teacher, curriculum coordinator of the school or other teachers of Chinese);
- Allocate time and money for the work needed to create a thoughtful, articulated curriculum;
- Develop the curriculum using backward design (Wiggins & McTighe, 2005) where planning begins with the desired end results and the focus is on teaching and assessing for understanding;
- Develop and continually revise numerous performance tasks that will allow students to demonstrate attainment of the expected yearly proficiency goals;
- Use a range of authentic materials spanning different genres (e.g., fiction, hand-written postcards, films and music) and modes of delivery (e.g., text messaging, voice mail and various Websites) that are age-appropriate. **See www.AskAsia.org/Chinese** for listings of supplementary materials;
- Use a textbook as a resource rather than the main focus of the curriculum;

- Avoid allowing the memorization of Chinese characters to become the focus of the curriculum, thereby sacrificing the development of oral proficiency;
- Consider planning curricula around curricular themes related to such things as culture, politics and history. Themes may also come from the curricula used in grade-level classes or subject areas (e.g., geography and math). Themes make language instruction more comprehensible and meaningful;
- Use curricular themes to help focus on the use of the language to achieve real-life meaningful goals and to help avoid the use of isolated exercise and drills that tend to be void of meaning;
- Use themes to focus the curriculum on “big ideas” and “essential questions” (Wiggins & McTighe, 2005); and
- Create a system that allows for the on-going use and constant revision of the curriculum. Curriculum should be a “living” document that changes from year to year as the teacher learns and grows and as the students’ interests and purposes change or evolve.

**Table 9: Guidelines for Curriculum Development
K-8 Chinese Programs in Minnesota**

Grade: Kindergarten Essential Question: Who am I?

GOAL ONE: COMMUNICATE IN CHINESE		GOAL TWO: GAIN KNOWLEDGE AND UNDERSTANDING OF THE CULTURES OF THE CHINESE-SPEAKING WORLD	
<p><i>Standard 1.1 Interpersonal:</i></p> <ul style="list-style-type: none"> ▪ Say hello and good-bye to teacher and classmates. ▪ Ask and respond to: What is your name? ▪ Ask and respond to: How are you? ▪ Make simple requests and respond with “thank you”. ▪ Respond to: How old are you? ▪ Respond to: Who is in your family? ▪ Respond to: Do you have any pets? ▪ Respond to: What day is it? ▪ Respond to: What is the weather like today? <p><i>Standard 1.2 Interpretive (Listening & Reading)</i></p> <ul style="list-style-type: none"> ▪ Follow simple classroom commands and instructions. ▪ Listen to and understand a simple picture story. ▪ Begin to recognize Chinese characters. <p><i>Standard 1.3 Presentational (Speaking and Writing)</i></p> <ul style="list-style-type: none"> ▪ Count from 1 – 30. ▪ Identify people as boys or girls. ▪ Identify parts of the body. ▪ Name objects in the classroom. ▪ Describe classroom objects by size and color. ▪ Sing simple songs. ▪ Recite simple rhymes, poems. ▪ Trace simple Chinese characters. 		<p><i>Standard 2.1 Practices and Perspectives:</i></p> <ul style="list-style-type: none"> ▪ Use appropriate greetings and farewells with teacher and classmates. ▪ Imitate classroom courtesies used in China (ex: standing when the teacher enters the room). <p><i>Standard 2.2 Products and Perspectives:</i></p> <ul style="list-style-type: none"> ▪ Recognize simple Chinese characters as written communication in Chinese. ▪ Sing simple songs that children sing in China. ▪ Recite simple rhymes, poems that children recite in China. ▪ Play games that children in China would play. ▪ Listen to and understand a simple picture story drawn from Chinese tradition. 	
GOAL THREE: CONNECTIONS - CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION			
<p><i>Standard 3.1 Reinforce knowledge of other disciplines</i></p> <ul style="list-style-type: none"> ▪ Locate China on a world map. <p><i>Standard 3.2 Acquire information and viewpoints only available through the Chinese language & culture</i></p> <ul style="list-style-type: none"> ▪ Sing songs, recite rhymes and poems that children in China sing and recite. 			
GOAL FOUR: COMPARISONS - DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE			
<p><i>Standard 4.1 Compare the Chinese language to English</i></p> <ul style="list-style-type: none"> ▪ Compare the sound of the Chinese language to English. <p><i>Standard 4.2 Compare Chinese culture to their own</i></p> <ul style="list-style-type: none"> ▪ Compare the way you count on your fingers in China and in the United States. ▪ Compare gestures for “come here” in China and in the United States. 			
GOAL FIVE: COMMUNITIES – PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD			
<p><i>Standard 5.1 Use Chinese within and beyond the school setting</i></p> <ul style="list-style-type: none"> ▪ Share what you learn in class with your family. <p><i>Standard 5.2 Use Chinese for personal enjoyment and enrichment</i></p> <ul style="list-style-type: none"> ▪ Look for examples of the Chinese language and culture within the community. 			

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Grade: One Essential Question: What is my life like?

<p>GOAL ONE: COMMUNICATE IN CHINESE</p>	<p>GOAL TWO: GAIN KNOWLEDGE AND UNDERSTANDING OF THE CULTURES OF THE CHINESE-SPEAKING WORLD</p>
<p><i>Standard 1.1 Interpersonal</i></p> <ul style="list-style-type: none"> ▪ Respond to “how are you?” with a variety of answers (I am happy, sad, tired, etc.) ▪ Respond to: What season is it? ▪ Respond to: What is the date? ▪ Respond to: What holiday is it? ▪ Ask and respond to: What do you do in school? ▪ Ask and respond to: What do you do with your family/friends? <p><i>Standard 1.2 Interpretive (Listening & Reading)</i></p> <ul style="list-style-type: none"> ▪ Follow classroom commands and instructions. ▪ Listen to and understand simple picture stories from the Chinese tradition. ▪ Recognize some frequently used Chinese characters. <p><i>Standard 1.3 Presentational (Speaking and Writing)</i></p> <ul style="list-style-type: none"> ▪ Count from 1 – 100. ▪ Give a simple description of yourself, your friend, your family. ▪ State what you, your friends, your family do together. ▪ State what you do in school. ▪ Describe classroom objects by size, color, shape. ▪ Sing simple songs. ▪ Recite simple rhymes, poems. ▪ Trace simple Chinese characters. 	<p><i>Standard 2.1 Practices and Perspectives:</i></p> <ul style="list-style-type: none"> • Use additional greetings and farewells with classmates, teacher, friends. • Imitate classroom courtesies used in China (ex: standing when the teacher enters the room). ▪ Identify some holidays and their traditions in China. <p><i>Standard 2.2 Products and Perspectives:</i></p> <ul style="list-style-type: none"> ▪ Recognize simple Chinese characters as written communication in Chinese. ▪ Sing simple songs that children sing in China. ▪ Recite simple rhymes, poems that children recite in China. ▪ Play games that children in China would play. ▪ Listen to and understand simple picture stories from the Chinese tradition.
<p>GOAL THREE: CONNECTIONS - CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION</p>	
<p><i>Standard 3.1 Reinforce knowledge of other disciplines</i></p> <ul style="list-style-type: none"> ▪ Identify holidays and their traditions in China. <p><i>Standard 3.2 Acquire information and viewpoints only available through the Chinese language & culture</i></p> <ul style="list-style-type: none"> ▪ Sing songs, recite rhymes and poems that children in China sing and recite. 	
<p>GOAL FOUR: COMPARISONS - DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE</p>	
<p><i>Standard 4.1 Compare the Chinese language to English</i></p> <ul style="list-style-type: none"> ▪ Compare how words are represented in Chinese to how they are represented in English. <p><i>Standard 4.2 Compare Chinese culture to their own</i></p> <ul style="list-style-type: none"> ▪ Compare holidays in China to holidays in the United States. 	
<p>GOAL FIVE: COMMUNITIES – PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD</p>	
<p><i>Standard 5.1 Use Chinese within and beyond the school setting</i></p> <ul style="list-style-type: none"> ▪ Share what you learn in class with your family and friends. <p><i>Standard 5.2 Use Chinese for personal enjoyment and enrichment</i></p> <ul style="list-style-type: none"> ▪ Look for examples of the Chinese language and culture within the community. 	

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Grade: Two Essential Question: Who are my neighbors?

<p>GOAL ONE: COMMUNICATE IN CHINESE</p>	<p>GOAL TWO: GAIN KNOWLEDGE AND UNDERSTANDING OF THE CULTURES OF THE CHINESE-SPEAKING WORLD</p>
<p><i>Standard 1.1 Interpersonal</i></p> <ul style="list-style-type: none"> ▪ Ask and respond to: Where do you live? ▪ Ask and respond to: What do you like to do? ▪ Ask and respond to: What do you like to eat? ▪ Ask and respond to: Who is that? ▪ Ask and respond to: What does he/she do? ▪ Respond to: Is he/she American/Chinese/Spanish? ▪ Identify people in the community by profession (teacher, police officer, firefighter). ▪ Describe your neighborhood: houses, apartments, streets, parks, trees, flowers, etc. <p><i>Standard 1.2 Interpretive (Listening & Reading)</i></p> <ul style="list-style-type: none"> ▪ Follow classroom commands and instructions. ▪ Listen to and understand simple picture stories from the Chinese tradition. ▪ Recognize frequently used Chinese characters and attach them to pictures. <p><i>Standard 1.3 Presentational (Speaking and Writing)</i></p> <ul style="list-style-type: none"> ▪ Retell a simple picture story. ▪ Give a simple description of your neighborhood. ▪ State the occupations of people in your community. ▪ State what you, your friends, your family like to do together. ▪ Describe where you live by size, color, shape. ▪ Sing songs. ▪ Recite rhymes, poems. ▪ Copy simple Chinese characters. ▪ Introduce pinyin and how to use a computer to produce Chinese characters. 	<p><i>Standard 2.1 Practices and Perspectives:</i></p> <ul style="list-style-type: none"> ▪ List people and their occupations in communities in China. <p><i>Standard 2.2 Products and Perspectives:</i></p> <ul style="list-style-type: none"> ▪ Recognize a traditional house in China. ▪ List what people eat for breakfast, lunch, supper in China. ▪ Sing simple songs that children sing in China. ▪ Recite simple rhymes, poems that children recite in China. ▪ Play games that children would play in China. ▪ Listen to, understand, and retell simple picture stories from the Chinese tradition.
<p>GOAL THREE: CONNECTIONS - CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION</p>	
<p><i>Standard 3.1 Reinforce knowledge of other disciplines</i></p> <ul style="list-style-type: none"> ▪ Identify community helpers by occupation. ▪ Recognize a traditional house. <p><i>Standard 3.2 Acquire information and viewpoints only available through the Chinese language & culture</i></p> <ul style="list-style-type: none"> ▪ Sing songs, recite rhymes and poems that children in China sing and recite. 	
<p>GOAL FOUR: COMPARISONS - DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE</p>	
<p><i>Standard 4.1 Compare the Chinese language to English</i></p> <ul style="list-style-type: none"> ▪ Compare pinyin to English representations of words. <p><i>Standard 4.2 Compare Chinese culture to their own</i></p> <ul style="list-style-type: none"> ▪ Compare community helpers in China to the United States. ▪ Compare houses/apartments/neighborhoods in China to the United States. ▪ Compare breakfast, lunch, and supper in China and the United States. 	
<p>GOAL FIVE: COMMUNITIES – PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD</p>	
<p><i>Standard 5.1 Use Chinese within and beyond the school setting</i></p> <ul style="list-style-type: none"> ▪ Share what you learn in class with your family and friends. <p><i>Standard 5.2 Use Chinese for personal enjoyment and enrichment</i></p> <ul style="list-style-type: none"> ▪ Look for examples of the Chinese language and culture within the community. 	

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Grade: Three Essential Question: Where is my city located in the world?

GOAL ONE: COMMUNICATE IN CHINESE	GOAL TWO: GAIN KNOWLEDGE AND UNDERSTANDING OF THE CULTURES OF THE CHINESE-SPEAKING WORLD
<p><i>Standard 1.1 Interpersonal</i></p> <ul style="list-style-type: none"> ▪ Ask and respond to: Where do you live? ▪ Ask and respond to: Where is (city/country) located? ▪ Ask and respond to: How do you travel to (city)? ▪ Ask and respond to: What is your city/country like? ▪ Ask and respond to: Are there (mountains/deserts/riders/oceans, etc)? ▪ Ask and respond to: What is the name of (the mountains/river/ocean, etc)? ▪ Ask and respond to: Where is (mountain/river/ocean, etc) located? ▪ Ask and give directions from one city/country to another. <p><i>Standard 1.2 Interpretive (Listening & Reading)</i></p> <ul style="list-style-type: none"> ▪ Follow classroom commands and instructions. ▪ Listen to and understand picture stories from the Chinese tradition. ▪ Recognize frequently used Chinese characters and attach them to pictures. <p><i>Standard 1.3 Presentational (Speaking and Writing)</i></p> <ul style="list-style-type: none"> ▪ Retell a picture story. ▪ Give a simple description of a country (mountains, deserts, rivers, etc). ▪ List various modes of transportation used to travel from one city/country to another. ▪ State location of various cities/countries/continents in relation to each other (north of, east of, west of, south of). ▪ Sing songs. ▪ Recite rhymes, poems, sayings, and proverbs. ▪ Copy simple Chinese characters. ▪ Continue to write in pinyin and use a computer to produce Chinese characters. 	<p><i>Standard 2.1 Practices and Perspectives:</i></p> <ul style="list-style-type: none"> ▪ Identify how people travel from place to place within and outside of China. <p><i>Standard 2.2 Products and Perspectives:</i></p> <ul style="list-style-type: none"> ▪ Identify different means of transportation in China. ▪ Sing songs that children sing in China. ▪ Recite simple rhymes, poems, sayings, proverbs that children recite in China. ▪ Play games that children in China would play. ▪ Listen to, understand, and retell picture stories from the Chinese tradition.
GOAL THREE: CONNECTIONS - CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION	
<p><i>Standard 3.1 Reinforce knowledge of other disciplines</i></p> <ul style="list-style-type: none"> ▪ Identify geographic features of countries and continents. <p><i>Standard 3.2 Acquire information and viewpoints only available through the Chinese language & culture</i></p> <ul style="list-style-type: none"> ▪ Sing songs, recite rhymes and poems, sayings, proverbs that children in China sing and recite. 	
GOAL FOUR: COMPARISONS - DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE	
<p><i>Standard 4.1 Compare the Chinese language to English</i></p> <ul style="list-style-type: none"> ▪ Compare place names in Chinese to their equivalent in English. <p><i>Standard 4.2 Compare Chinese culture to their own</i></p> <ul style="list-style-type: none"> ▪ Compare means of transportation in China to the United States. 	
GOAL FIVE: COMMUNITIES – PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD	
<p><i>Standard 5.1 Use Chinese within and beyond the school setting</i></p> <ul style="list-style-type: none"> ▪ Share what you learn in class with your family and friends. <p><i>Standard 5.2 Use Chinese for personal enjoyment and enrichment</i></p> <ul style="list-style-type: none"> ▪ Look for examples of the Chinese language and culture within the community. 	

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Grade: Four Essential Question: How are people alike and different?

<p>GOAL ONE: COMMUNICATE IN CHINESE</p>	<p>GOAL TWO: GAIN KNOWLEDGE AND UNDERSTANDING OF THE CULTURES OF THE CHINESE-SPEAKING WORLD</p>
<p><i>Standard 1.1 Interpersonal</i></p> <ul style="list-style-type: none"> ▪ Ask and respond to: What is your family like? ▪ Ask and respond to: Where do you and your friends/family like to go? ▪ Ask and respond to: What do you and your friends/family like to do(activities/sports) in the spring/summer/fall/winter? ▪ Ask and respond to: What do you wear in the spring/summer/fall/winter? ▪ Ask and respond to: What time is it? ▪ Issue and accept/refuse politely a simple invitation to do something with a friend. <p><i>Standard 1.2 Interpretive (Listening & Reading)</i></p> <ul style="list-style-type: none"> ▪ Follow classroom commands and instructions. ▪ Listen to and understand picture stories from the Chinese tradition. ▪ Recognize some Chinese characters associated with family, friends, activities, seasons. <p><i>Standard 1.3 Presentational (Speaking and Writing)</i></p> <ul style="list-style-type: none"> ▪ Retell a picture story. ▪ Describe what your daily life is like. ▪ Describe your family and their daily lives/activities. ▪ Sing songs. ▪ Recite rhymes, poems, sayings, and proverbs. ▪ Copy simple Chinese characters. ▪ Continue to write in pinyin and use a computer to produce Chinese characters. 	<p><i>Standard 2.1 Practices and Perspectives:</i></p> <ul style="list-style-type: none"> ▪ Describe the daily activities/lives of fourth graders and their family and friends in China. ▪ Describe what people in China do in the spring/summer/fall/winter (activities, sports). ▪ Demonstrate how invitations are issued and accepted/refused politely in China. <p><i>Standard 2.2 Products and Perspectives:</i></p> <ul style="list-style-type: none"> ▪ Identify different items of clothing found in China. ▪ Sing songs that children sing in China. ▪ Recite simple rhymes, poems, sayings, proverbs that children recite in China. ▪ Listen to, understand, and retell picture stories from the Chinese tradition.
<p>GOAL THREE: CONNECTIONS - CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION</p>	
<p><i>Standard 3.1 Reinforce knowledge of other disciplines</i></p> <ul style="list-style-type: none"> ▪ Describe daily life of fourth graders and their families in China <p><i>Standard 3.2 Acquire information and viewpoints only available through the Chinese language & culture</i></p> <ul style="list-style-type: none"> ▪ Sing songs, recite rhymes and poems, sayings, proverbs that children in China sing and recite. 	
<p>GOAL FOUR: COMPARISONS - DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE</p>	
<p><i>Standard 4.1 Compare the Chinese language to English</i></p> <ul style="list-style-type: none"> ▪ Compare names of activities/sports in Chinese to English <p><i>Standard 4.2 Compare Chinese culture to their own</i></p> <ul style="list-style-type: none"> ▪ Compare the lifestyle/activities of fourth graders and their families/friends to those in the United States. 	
<p>GOAL FIVE: COMMUNITIES – PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD</p>	
<p><i>Standard 5.1 Use Chinese within and beyond the school setting</i></p> <ul style="list-style-type: none"> ▪ Share what you learn in class with your family and friends. <p><i>Standard 5.2 Use Chinese for personal enjoyment and enrichment</i></p> <ul style="list-style-type: none"> ▪ Look for examples of the Chinese language and culture within the community. 	

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Grade: Five Essential Question: What is city life like in China?

<p>GOAL ONE: COMMUNICATE IN CHINESE</p>	<p>GOAL TWO: GAIN KNOWLEDGE AND UNDERSTANDING OF THE CULTURES OF THE CHINESE-SPEAKING WORLD</p>
<p><i>Standard 1.1 Interpersonal</i></p> <ul style="list-style-type: none"> ▪ Ask and respond to: Where do you live? ▪ Ask and respond to: Where do you want to go? ▪ Ask and respond to: What do you want to do? ▪ Ask and respond to: What do you want to see? ▪ Ask and respond to: Where is (place in a city). ▪ Ask for and give directions from one place to another in a city. ▪ Ask the price and make a purchase in a store/market. ▪ Ask the price and purchase a ticket for a concert, movie, play, etc. ▪ Order and pay for a meal in a cafe or restaurant. <p><i>Standard 1.2 Interpretive (Listening & Reading)</i></p> <ul style="list-style-type: none"> ▪ Follow classroom commands and instructions. ▪ Listen to and understand picture stories from the Chinese tradition. ▪ Listen to and understand short video segments on selected topics. ▪ Recognize and read some Chinese characters associated with places in a city. <p><i>Standard 1.3 Presentational (Speaking and Writing)</i></p> <ul style="list-style-type: none"> ▪ Retell a picture story from the Chinese tradition. ▪ Point out the names of places in a city. ▪ Describe a city and the places within the city. ▪ Sing songs. ▪ Recite rhymes, poems, sayings, and proverbs. ▪ Copy Chinese characters. ▪ Continue to write in pinyin and use a computer to produce Chinese characters. 	<p><i>Standard 2.1 Practices and Perspectives:</i></p> <ul style="list-style-type: none"> ▪ Describe shopping practices of people in China. ▪ Role play ordering in a cafe or restaurant in China. ▪ Role play making a purchase in a store, market in China. ▪ Role play purchasing a ticket for a concert, movie, play, etc. in China. <p><i>Standard 2.2 Products and Perspectives:</i></p> <ul style="list-style-type: none"> ▪ Identify the monetary system in China. ▪ Identify foods found on a menu in a restaurant or cafe in China. ▪ Name famous movies, songs, performers in China. ▪ Sing songs that children sing in China. ▪ Recite rhymes, poems, sayings, proverbs that children recite in China. ▪ Listen to, understand, and retell picture stories from the Chinese tradition.
<p>GOAL THREE: CONNECTIONS - CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION</p>	
<p><i>Standard 3.1 Reinforce knowledge of other disciplines</i></p> <ul style="list-style-type: none"> ▪ Identify places in a city. ▪ Convert prices from dollars to yuan. <p><i>Standard 3.2 Acquire information and viewpoints only available through the Chinese language & culture</i></p> <ul style="list-style-type: none"> ▪ Sing songs, recite rhymes and poems, sayings, proverbs that children in China sing and recite. 	
<p>GOAL FOUR: COMPARISONS - DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE</p>	
<p><i>Standard 4.1 Compare the Chinese language to English</i></p> <ul style="list-style-type: none"> ▪ Compare names of places in a city in Chinese to the place names in English. <p><i>Standard 4.2 Compare Chinese culture to their own</i></p> <ul style="list-style-type: none"> ▪ Compare the shopping practices of people in China to the US. ▪ Compare restaurants/cafes in China to the US. ▪ Compare the monetary system of China to the US. ▪ Compare attitudes of Chinese towards food and cooking to attitudes in the United States. 	
<p>GOAL FIVE: COMMUNITIES – PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD</p>	
<p><i>Standard 5.1 Use Chinese within and beyond the school setting</i></p> <ul style="list-style-type: none"> ▪ Share what you learn in class with your family and friends. <p><i>Standard 5.2 Use Chinese for personal enjoyment and enrichment</i></p> <ul style="list-style-type: none"> ▪ Look for examples of the Chinese language and culture within the community. 	

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Grade: Six Essential Question: How can you be a good traveler in China?

<p>GOAL ONE: COMMUNICATE IN CHINESE</p>	<p>GOAL TWO: GAIN KNOWLEDGE AND UNDERSTANDING OF THE CULTURES OF THE CHINESE-SPEAKING WORLD</p>
<p><i>Standard 1.1 Interpersonal</i></p> <ul style="list-style-type: none"> ▪ Ask and respond to: Where do you want to go in China? ▪ Ask and respond to: Where do you want to see in China? ▪ Ask and respond to: How will you travel from place to place in China? ▪ Ask and respond to: Where is (city/region/country) located in China? ▪ Ask for and give directions from one place in China to another. ▪ Ask and respond to: What is the weather like in (place in China)? <p><i>Standard 1.2 Interpretive (Listening & Reading)</i></p> <ul style="list-style-type: none"> ▪ Follow classroom commands and instructions. ▪ Listen to and understand a story or legend. ▪ Listen to and understand short video segments on selected topics. ▪ Recognize and read some Chinese characters associated with places in China. <p><i>Standard 1.3 Presentational (Speaking and Writing)</i></p> <ul style="list-style-type: none"> ▪ Retell a story or legend. ▪ Describe different regions in China. ▪ Plan a trip to China, including sequencing of events. ▪ Sing songs. ▪ Present short skits, plays representing Chinese legends. ▪ Copy Chinese characters. ▪ Continue to write in pinyin and use a computer to produce Chinese characters. 	<p><i>Standard 2.1 Practices and Perspectives:</i></p> <ul style="list-style-type: none"> ▪ Describe how often and how people in China travel. ▪ Name traditions unique to various regions of China. ▪ Describe lifestyles of people in various regions of China. <p><i>Standard 2.2 Products and Perspectives:</i></p> <ul style="list-style-type: none"> ▪ Identify foods, architecture, dress of various regions of China. ▪ Retell Chinese legends.
<p>GOAL THREE: CONNECTIONS - CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION</p>	
<p><i>Standard 3.1 Reinforce knowledge of other disciplines</i></p> <ul style="list-style-type: none"> ▪ Identify various geographic regions of China. <p><i>Standard 3.2 Acquire information and viewpoints only available through the Chinese language & culture</i></p> <ul style="list-style-type: none"> ▪ Retell Chinese legends. 	
<p>GOAL FOUR: COMPARISONS - DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE</p>	
<p><i>Standard 4.1 Compare the Chinese language to English</i></p> <ul style="list-style-type: none"> ▪ Compare sequencing of time in Chinese to English. <p><i>Standard 4.2 Compare Chinese culture to their own</i></p> <ul style="list-style-type: none"> ▪ Compare traditions, lifestyle, architecture, foods among regions in China to those in the various regions of the US 	
<p>GOAL FIVE: COMMUNITIES – PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD</p>	
<p><i>Standard 5.1 Use Chinese within and beyond the school setting</i></p> <ul style="list-style-type: none"> ▪ Share what you learn in class with your family and friends. <p><i>Standard 5.2 Use Chinese for personal enjoyment and enrichment</i></p> <ul style="list-style-type: none"> ▪ Look for examples of the Chinese language and culture within the community. 	

**Guidelines for Curriculum Development
K-8 Chinese Programs in Minnesota**

Grade: Seven Essential Question: What is it like to live in China?

<p>GOAL ONE: COMMUNICATE IN CHINESE</p>	<p>GOAL TWO: GAIN KNOWLEDGE AND UNDERSTANDING OF THE CULTURES OF THE CHINESE-SPEAKING WORLD</p>
<p><i>Standard 1.1 Interpersonal</i></p> <ul style="list-style-type: none"> ▪ Ask and respond to: Who are the members of your family? ▪ Ask and respond to: What does your house look like? ▪ Ask and respond to: What do you eat for breakfast, lunch, supper? ▪ Ask and respond to: What chores do you do at home? ▪ Ask and respond to: What was your favorite family celebration/holiday? ▪ Ask and respond to: What is wrong? (Respond with I have a headache, I hurt my leg, I don't feel well, etc.) <p><i>Standard 1.2 Interpretive (Listening & Reading)</i></p> <ul style="list-style-type: none"> ▪ Follow classroom commands and instructions. ▪ Listen to and understand a short play. ▪ Listen to and understand short video segments on selected topics. ▪ Recognize and read some Chinese characters that are frequently seen in China. <p><i>Standard 1.3 Presentational (Speaking and Writing)</i></p> <ul style="list-style-type: none"> ▪ Retell what a typical day is like for someone living in China. ▪ Describe a favorite family celebration/holiday. ▪ Sing songs. ▪ Present short skits, plays. ▪ Copy Chinese characters. ▪ Continue to write in pinyin and use a computer to produce Chinese characters. 	<p><i>Standard 2.1 Practices and Perspectives:</i></p> <ul style="list-style-type: none"> ▪ Explain how extended family members are identified. ▪ Tell about a typical family celebration or holiday in China. ▪ Describe mealtime practices within families in China. ▪ Describe how people in China take care of themselves when they are ill. <p><i>Standard 2.2 Products and Perspectives:</i></p> <ul style="list-style-type: none"> ▪ Identify foods typically served at various meals in families.
<p>GOAL THREE: CONNECTIONS - CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION</p>	
<p><i>Standard 3.1 Reinforce knowledge of other disciplines</i></p> <ul style="list-style-type: none"> ▪ Identify various geographic regions of China. <p><i>Standard 3.2 Acquire information and viewpoints only available through the Chinese language & culture</i></p> <ul style="list-style-type: none"> ▪ Retell Chinese legends. 	
<p>GOAL FOUR: COMPARISONS - DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE</p>	
<p><i>Standard 4.1 Compare the Chinese language to English</i></p> <ul style="list-style-type: none"> ▪ Compare the way that extended family members are named in Chinese and in English. <p><i>Standard 4.2 Compare Chinese culture to their own</i></p> <ul style="list-style-type: none"> ▪ Compare traditions, lifestyle, architecture, foods among regions in China to those in the various regions of the US. ▪ Compare health care practices in China and the United States. 	
<p>GOAL FIVE: COMMUNITIES – PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD</p>	
<p><i>Standard 5.1 Use Chinese within and beyond the school setting</i></p> <ul style="list-style-type: none"> ▪ Share what you learn in class with your family and friends. <p><i>Standard 5.2 Use Chinese for personal enjoyment and enrichment</i></p> <ul style="list-style-type: none"> ▪ Look for examples of the Chinese language and culture within the community. 	

**Guidelines for Curriculum Development
K-8 Chinese Programs in Minnesota**

Grade: Eight Essential Question: How do you describe China today?

<p>GOAL ONE: COMMUNICATE IN CHINESE</p>	<p>GOAL TWO: GAIN KNOWLEDGE AND UNDERSTANDING OF THE CULTURES OF THE CHINESE-SPEAKING WORLD</p>
<p><i>Standard 1.1 Interpersonal</i></p> <ul style="list-style-type: none"> ▪ Ask and respond to: Who are the members of your family? ▪ Ask and respond to: What does your house look like? ▪ Ask and respond to: What do you eat for breakfast, lunch, supper? ▪ Ask and respond to: What chores do you do at home? ▪ Ask and respond to: What was your favorite family celebration/holiday? ▪ Ask and respond to: What is wrong? (Respond with I have a headache, I hurt my leg, I don't feel well, etc.) <p><i>Standard 1.2 Interpretive (Listening & Reading)</i></p> <ul style="list-style-type: none"> ▪ Follow classroom commands and instructions. ▪ Listen to and understand a short play. ▪ Listen to and understand short video segments on selected topics. ▪ Recognize and read some Chinese characters that are frequently seen in China. <p><i>Standard 1.3 Presentational (Speaking and Writing)</i></p> <ul style="list-style-type: none"> ▪ Retell what a typical day is like for someone living in China. ▪ Describe a favorite family celebration/holiday. ▪ Sing songs. ▪ Present short skits, plays. ▪ Copy Chinese characters. ▪ Continue to write in pinyin and use a computer to produce Chinese characters. 	<p><i>Standard 2.1 Practices and Perspectives:</i></p> <ul style="list-style-type: none"> ▪ Explain how extended family members are identified. ▪ Tell about a typical family celebration or holiday in China. ▪ Describe mealtime practices within families in China. ▪ Describe how people in China take care of themselves when they are ill. <p><i>Standard 2.2 Products and Perspectives:</i></p> <ul style="list-style-type: none"> ▪ Identify foods typically served at various meals in families.
<p>GOAL THREE: CONNECTIONS - CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION</p>	
<p><i>Standard 3.1 Reinforce knowledge of other disciplines</i></p> <ul style="list-style-type: none"> ▪ Identify various geographic regions of China. <p><i>Standard 3.2 Acquire information and viewpoints only available through the Chinese language & culture</i></p> <ul style="list-style-type: none"> ▪ Retell Chinese legends. 	
<p>GOAL FOUR: COMPARISONS - DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE</p>	
<p><i>Standard 4.1 Compare the Chinese language to English</i></p> <ul style="list-style-type: none"> ▪ Compare the way that extended family members are named in Chinese and in English. <p><i>Standard 4.2 Compare Chinese culture to their own</i></p> <ul style="list-style-type: none"> ▪ Compare traditions, lifestyle, architecture, foods among regions in China to those in the various regions of the US. ▪ Compare health care practices in China and the United States. 	
<p>GOAL FIVE: COMMUNITIES – PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD</p>	
<p><i>Standard 5.1 Use Chinese within and beyond the school setting</i></p> <ul style="list-style-type: none"> ▪ Share what you learn in class with your family and friends. <p><i>Standard 5.2 Use Chinese for personal enjoyment and enrichment</i></p> <ul style="list-style-type: none"> ▪ Look for examples of the Chinese language and culture within the community. 	

**Table 10: Guidelines for Curriculum Development
Grade: Nine or Level One
Essential Question: Who am I? Who are the Chinese?**

<p>GOAL ONE: COMMUNICATE IN CHINESE</p>	<p>GOAL TWO: GAIN KNOWLEDGE AND UNDERSTANDING OF THE CULTURES OF THE CHINESE-SPEAKING WORLD</p>
<p><i>Standard 1.1 Interpersonal</i></p> <ul style="list-style-type: none"> ➤ Greet and respond to simple greetings and farewells with appropriate level of politeness for different age groups, social positions, relationships. ➤ Exchange simple biographical information: Name, age, address, phone number, etc. ➤ Exchange information about your family: how many people are in your immediate family; family members. ➤ Give simple description of yourself, your friends, & your family members: name, age, appearance, personality. ➤ State what you, your friends, your family like to do, don't like to do. ➤ Make arrangements to meet with someone for an appointment, meeting, or activity. ➤ Express feelings: Happy, sad, ill, etc. <p><i>Standard 1.2 Interpretive (Listening & Reading)</i></p> <ul style="list-style-type: none"> ➤ Comprehend brief messages & notes written in Chinese characters on familiar topics. ➤ Comprehend the main idea of simple, illustrated stories from the Chinese tradition. ➤ Follow classroom directions and commands (e.g., open your books, stand up, raise your hand, etc.). ➤ Recognize the more common radicals occurring in Chinese characters. ➤ Read the Pinyin system of Romanization. <p><i>Standard 1.3 Presentational (Speaking and Writing)</i></p> <ul style="list-style-type: none"> ➤ Write Chinese characters with correct stroke order for daily needs, messages etc. ➤ Use the Pinyin system of Romanization to convert to Chinese characters on a computer. ➤ Recite or dramatize simple songs, stories, poems, etc. ➤ Present information about the Chinese language and culture to others. ➤ Describe your daily schedule. ➤ Use elements of the Chinese numerical system as they occur in time expressions, dates, monetary transactions, counting objects, phone numbers. 	<p><i>Standard 2.1 Practices and Perspectives</i></p> <ul style="list-style-type: none"> ➤ Demonstrate appropriate greetings and leave takings as done in China. ➤ Demonstrate appropriate issuing, accepting, refusing invitations as in China. <p><i>Standard 2.2 Products and Perspectives:</i></p> <ul style="list-style-type: none"> ➤ Understand how characters are used for communication in Chinese.
<p>GOAL THREE: CONNECTIONS - CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION</p>	
<p><i>Standard 3.1 Reinforce knowledge of other disciplines</i></p> <ul style="list-style-type: none"> ➤ Identify and locate Chinese-speaking countries and cities on a world map. <p><i>Standard 3.2 Acquire information and viewpoints only available through the Chinese language & culture</i></p> <ul style="list-style-type: none"> ➤ Learn about and identify Chinese symbolism of colors, animals, numbers, etc.. 	

GOAL FOUR: COMPARISONS - DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE

Standard 4.1 Compare the Chinese language to English

➤ Compare the Chinese writing system to their own.

Standard 4.2 Compare Chinese culture to their own

➤ Observe and identify simple patterns of behavior in school, at home, in social settings.

GOAL FIVE: COMMUNITIES – PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD

Standard 5.1 Use Chinese within and beyond the school setting

➤ Share what you learn in class with your family and friends.

➤ Highlight opportunities to connect with the Chinese language and culture outside the classroom

Standard 5.2 Use Chinese for personal enjoyment and enrichment

➤ Participate in and learn about cultural activities such as celebrations, games, artwork representative of the Chinese culture.

Guidelines for Curriculum Development

Grade: Ten or Level Two

Essential Question: How is my community similar to or different from a Chinese community?

<p>GOAL ONE: COMMUNICATE IN CHINESE</p>	<p>GOAL TWO: GAIN KNOWLEDGE AND UNDERSTANDING OF THE CULTURES OF THE CHINESE-SPEAKING WORLD</p>
<p><i>Standard 1.1 Interpersonal</i></p> <ul style="list-style-type: none"> ➤ Discuss your school schedule: classes, activities, etc. ➤ Ask and answer questions about activities, memorable events, special occasions that took place sometime in the past. ➤ State likes and dislikes concerning different activities, foods, professions, etc. ➤ Compare descriptions of people and things. ➤ Share descriptions of houses. ➤ Ask for and give directions from one place to another within a city. ➤ Demonstrate how to request a table, order a meal, and pay for the meal in a restaurant. ➤ Express plans for the future in terms of travel, profession, activities, etc. <p><i>Standard 1.2 Interpretive (Listening & Reading)</i></p> <ul style="list-style-type: none"> ➤ Identify radicals and components of Chinese characters. ➤ Read and use the Pinyin system of Romanization. ➤ Comprehend the main idea and some supporting details of selected authentic texts on familiar topics, daily routines, etc. ➤ Read longer texts, not authentic, using characters already learned. <p><i>Standard 1.3 Presentational (Speaking and Writing)</i></p> <ul style="list-style-type: none"> ➤ List classes within a school day. ➤ Write Chinese characters with correct stroke order, for daily needs, messages, notes etc. ➤ Recite or dramatize songs, stories, poems, etc. ➤ Present information about the Chinese language and culture to others. ➤ Write simple stories or brief reports on familiar topics, using pinyin, or in characters with the aid of dictionaries, textbooks or computer. ➤ Describe people in terms of their appearance, personality, and profession ➤ Describe your house and compare to a house in China. 	<p><i>Standard 2.1 Practices and Perspectives</i></p> <ul style="list-style-type: none"> ➤ Describe what Chinese people do for leisure activities. ➤ Role play how to order appropriately in a restaurant. <p><i>Standard 2.2 Products and Perspectives:</i></p> <ul style="list-style-type: none"> ➤ Describe various foods found on menus in restaurants in China. ➤ Identify, locate, and describe various cities in China. ➤ Describe a typical house in China
<p>GOAL THREE: CONNECTIONS - CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION</p>	
<p><i>Standard 3.1 Reinforce knowledge of other disciplines</i></p> <ul style="list-style-type: none"> ➤ Describe where places are located within a city using numbers, distances, directions, etc. <p><i>Standard 3.2 Acquire information and viewpoints only available through the Chinese language & culture</i></p> <ul style="list-style-type: none"> ➤ Recite songs, stories, poems from China. 	

GOAL FOUR: COMPARISONS - DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE

Standard 4.1 Compare the Chinese language to English

- Compare the Chinese writing system to their own.
- Compare how Chinese expresses directions and positions with the English language.

Standard 4.2 Compare Chinese culture to their own

- Observe and identify simple patterns of behavior at restaurants and other places in the community.
- Compare and contrast schools in the US to schools in China.
- Compare attitudes towards food and food preparation between China and the US.

GOAL FIVE: COMMUNITIES – PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD

Standard 5.1 Use Chinese within and beyond the school setting

- Share what you learn in class with your family and friends.
- Highlight opportunities to connect with the Chinese language and culture outside the classroom

Standard 5.2 Use Chinese for personal enjoyment and enrichment

- Participate in and learn about cultural activities such as celebrations, games, artwork representative of the Chinese culture.

**Guidelines for Curriculum Development
Grade Eleven or Level Three**

Essential Question: Why travel? What do I need to know to travel successfully in China?

<p>GOAL ONE: COMMUNICATE IN CHINESE</p>	<p>GOAL TWO: GAIN KNOWLEDGE AND UNDERSTANDING OF THE CULTURES OF THE CHINESE-SPEAKING WORLD</p>
<p><i>Standard 1.1 Interpersonal</i></p> <ul style="list-style-type: none"> ➤ Discuss your life in and out of school, including weekend activities, special events, celebrations, places you go with your friends, family. ➤ Discuss places you would like to visit in the Chinese-speaking world. ➤ Identify and describe stores and markets found in cities in China, including specific products found in the various stores and markets. ➤ Identify and describe various means of transportation found in China. ➤ Negotiate transactions typically encountered while traveling in China: reserving hotel rooms, buying bus/train/plane tickets, mailing a postcard, exchanging money, etc. ➤ Identify and describe clothing that is appropriate for certain activities or weather conditions or places you would visit in China. <p><i>Standard 1.2 Interpretive (Listening & Reading)</i></p> <ul style="list-style-type: none"> ➤ Identify radicals and components of Chinese characters. ➤ Read and use the Pinyin system of Romanization. ➤ Begin to read characters found in daily life in China. ➤ Comprehend brief messages & notes written in Chinese characters on familiar topics. ➤ Comprehend the main idea of simple, illustrated stories from the Chinese tradition. ➤ Follow classroom directions and commands (e.g., open your books, stand up, raise your hand, etc.). <p><i>Standard 1.3 Presentational (Speaking and Writing)</i></p> <ul style="list-style-type: none"> ➤ Write stories or reports on familiar topics, in pinyin, or in characters with the assistance of dictionary or computer. ➤ Write Chinese characters with correct stroke order, to create notes, letters, invitations etc, normally handwritten in modern daily life. ➤ Recite or dramatize songs, stories, poems, etc. ➤ Present information about the Chinese language and culture to others. 	<p><i>Standard 2.1 Practices and Perspectives</i></p> <ul style="list-style-type: none"> ➤ Observe and identify simple patterns of behavior at stores, markets, post offices, train stations, on buses and trains. <p><i>Standard 2.2 Products and Perspectives:</i></p> <ul style="list-style-type: none"> ➤ Name famous landmarks and monuments associated with different cities, regions in China. ➤ Identify typical modes of transportation in China. ➤ Describe typical styles of clothing in China.
<p>GOAL THREE: CONNECTIONS - CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION</p>	
<p><i>Standard 3.1 Reinforce knowledge of other disciplines</i></p> <ul style="list-style-type: none"> ➤ Identify and locate various regions of China. ➤ Identify and describe various geographic regions of China, including the weather that is typical of each region. <p><i>Standard 3.2 Acquire information and viewpoints only available through the Chinese language & culture</i></p> <ul style="list-style-type: none"> ➤ Negotiate prices in order to buy or sell something. ➤ Interpret schedules and prices of different means of transportation 	

GOAL FOUR: COMPARISONS - DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE

Standard 4.1 Compare the Chinese language to English

- Compare the Chinese writing system to their own.
- Learn to use a Chinese/English dictionary, both paper and electronic.

Standard 4.2 Compare Chinese culture to their own

- Compare your life in and out of school to a student's life in China.
- Compare shopping in China to shopping in the US.

GOAL FIVE: COMMUNITIES – PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD

Standard 5.1 Use Chinese within and beyond the school setting

- Share what you learn in class with your family and friends.
- Highlight opportunities to connect with the Chinese language and culture outside the classroom

Standard 5.2 Use Chinese for personal enjoyment and enrichment

- Participate in and learn about cultural activities such as celebrations, games, artwork representative of the Chinese culture.

Guidelines for Curriculum Development
Grade Twelve or Level Four
Essential Question: How does the past help us plan for the future?

GOAL ONE: COMMUNICATE IN CHINESE	GOAL TWO: GAIN KNOWLEDGE AND UNDERSTANDING OF THE CULTURES OF THE CHINESE-SPEAKING WORLD
<p><i>Standard 1.1 Interpersonal</i></p> <ul style="list-style-type: none"> ➤ Initiate, maintain, and close a conversation on a variety of topics of personal interest. ➤ Exchange opinions and discuss perspectives on a variety of topics including current and past events in Chinese culture, future and hypothetical situations. ➤ Discuss how current environmental practices will impact the future of the planet. ➤ Discuss the plot, themes, characters in selected recordings from Chinese visual media. ➤ Share personal reactions to selected literary texts such as poems, plays, short stories. <p><i>Standard 1.2 Interpretive (Listening & Reading)</i></p> <ul style="list-style-type: none"> ➤ Comprehend the main themes and some details in newspaper and magazine articles. ➤ Comprehend selected materials from Chinese spoken media, including movies, videos and news broadcasts. ➤ Read and use the Pinyin system of Romanization. ➤ Identify radicals and components of Chinese characters. <p><i>Standard 1.3 Presentational (Speaking and Writing)</i></p> <ul style="list-style-type: none"> ➤ Dramatize plays, stories, poems, etc. ➤ Sing various styles of Chinese songs. ➤ Present information about the Chinese language and culture to others. ➤ Write letters, essays, reports on a variety of topics with the assistance of dictionary and computer. ➤ Write Chinese characters with correct stroke order for daily needs, messages etc. 	<p><i>Standard 2.1 Practices and Perspectives</i></p> <ul style="list-style-type: none"> ➤ Identify, analyze, and discuss patterns of behavior in movies, videos, news broadcasts from Chinese culture. <p><i>Standard 2.2 Products and Perspectives:</i></p> <ul style="list-style-type: none"> ➤ Identify important pieces of literature from the Chinese culture. ➤ Understand the development of Chinese calligraphic scripts. ➤ List various forms of media in China.
GOAL THREE: CONNECTIONS - CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION	
<p><i>Standard 3.1 Reinforce knowledge of other disciplines</i></p> <ul style="list-style-type: none"> ➤ Discuss how current environmental practices will impact the future of the planet. ➤ Exchange opinions and discuss perspectives on a variety of topics including current and past events in Chinese culture. <p><i>Standard 3.2 Acquire information and viewpoints only available through the Chinese language & culture</i></p> <ul style="list-style-type: none"> ➤ Recognize the unique function of Chinese time indicators and use them properly. ➤ Comprehend the main themes and some details in newspaper and magazine articles. ➤ Comprehend selected materials from Chinese spoken media, including movies, videos and news broadcasts 	
GOAL FOUR: COMPARISONS - DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE	
<p><i>Standard 4.1 Compare the Chinese language to English</i></p> <ul style="list-style-type: none"> ➤ Compare the Chinese writing system to their own. ➤ Recognize the unique function of Chinese time indicators and use them properly. <p><i>Standard 4.2 Compare Chinese culture to their own</i></p> <ul style="list-style-type: none"> ➤ Compare the presentation of news in Chinese and American news broadcasts. ➤ Compare contemporary Chinese and American movies, themes and content. 	

GOAL FIVE: COMMUNITIES – PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD

Standard 5.1 Use Chinese within and beyond the school setting

- Share what you learn in class with your family and friends.
- Highlight opportunities to connect with the Chinese language and culture outside the classroom

Standard 5.2 Use Chinese for personal enjoyment and enrichment

- Participate in and learn about cultural activities such as celebrations, games, artwork representative of the Chinese culture.

12. Integrating Chinese Cultures into K-12 Curricula

One way to explore culture is through the lenses and intersections of perspectives, practices and products. The following list offers overarching questions to explore culture in the Chinese classroom at any grade level. This list assumes that Chinese cultures are not static and that Chinese cultures are found among groups of people living in many different Chinese-speaking countries throughout the world. Another assumption is that it is important to portray a wide range of human experience when (re)presenting Chinese cultures in classrooms to discourage the development or entrenchment of stereotypes. Therefore, it is essential to portray Chinese cultures as many things at once. For example, China is simultaneously rich and poor, modern and traditional, urban and rural and young and old. Moreover, the careful integration of Chinese cultures into any curricula should allow students to discover how perspectives, practices and products are similar and different from their own. This way of teaching about culture is meant to educate students broadly about how they interact with people who may have different world views and life experiences than their own.

Perspectives: Underlying beliefs and values of the cultures.

- How have Chinese values changed and stayed the same (e.g., education, family, collectivist vs. individualistic)? How do they compare to other cultures we know about?
- What can we infer about a country and its history by looking at its demographics (e.g., population, ethnic groups)?
- How have Chinese leaders shaped Chinese history?
- How are Minnesota ethnic communities (e.g., Hmong, Jewish, Chinese) linked to China in the past and present?
- What determines success or status for Chinese peoples (e.g., professions, education)?
- What stereotypes of Chinese peoples/cultures exist? How are they promoted?
- How, when and where do dialect, social class, race, religion and gender matter in Chinese societies?
- How and why are Chinese cultures multidimensional?

Practices: Patterns of behavior accepted by a society that deal with aspects of cultures.

- What do festivals mean to Chinese peoples?
- How do festivals change over time and according to place (e.g., across China, in New York City)?
- How are religions represented in Chinese cultures?
- What behaviors are seen as polite or rude in Chinese versus United States cultures?
- How is respect or appreciation shown in Chinese cultures?
- What is school like in Chinese rural and urban settings?
- What is considered a healthy lifestyle?
- How may age define entertainment interests?
- What do children my age play (e.g., games, songs, sports)?

Products: Tangible or intangible, presence justified by the cultures' underlying values or beliefs.

- What is Chinese food? How does it vary (e.g., over time and place/region)?
- What are Chinese clothes like? How do they vary (e.g., over time and place/region)?
- What is the role of traditional and contemporary arts (i.e., music, visual, theater) and literature in Chinese society?
- How is the media used in Chinese society?
- Who is and is not represented in Chinese media, food or entertainment?
- What do key historical/geographic sites (e.g., The Great Wall, The Forbidden City, The Summer Palace) signify for Chinese peoples?

13. Debates in Teaching Writing in K-12 Chinese Classes

The Curriculum and Standards Group members represented a range of views regarding how to teach writing as well as what writing systems to use in K-12 Chinese classes. The following information captures some of the debate and provides an outline of a rationale for one of the possible decisions a Chinese teacher or program may make.

The group chose Pinyin transcription over other transcriptions because:

- There is no clear and direct relationship between the sounds of the Chinese spoken language and the written characters used to record that language. Therefore, beginners learn spoken Chinese using materials that present the language via a transcription system;
- There have been five commonly known transcription systems, which include Wade-Giles, the Chinese Phonetic Alphabet, Romatzyh, Yale and Pinyin;
- Pinyin has been the official Romanization of the People's Republic of China since 1979; and
- Pinyin is the most widely used transcription system used in Chinese language programs, teaching materials, reference works and computer software programs in the world. Pinyin does not require the learning of an entirely new system of symbols.

The group agreed that establishing solid oral skills before teaching the reading and writing of characters was essential because:

- "Seventy years ago, the goal of Chinese teaching in Western universities was only that students be able to read and translate Chinese. By now, the goal nearly everywhere in schools and universities alike, is that students learn the four skills of speaking, listening, reading, and writing, and moreover, that these four skills be integrated with culture, so that Chinese becomes a whole, living language for second-language learners" (Dr. Perry Link, Professor of Chinese Linguistics & Literature, Princeton University, 2005);
- There is no direct relationship between spoken Chinese and written characters (unlike Western languages), so it is especially important to teach listening and speaking skills first.
- Written language is based on spoken language. Consequently, a foundation in spoken language must be established before reading and writing are introduced;

- A first emphasis on spoken language allows learners to devote their undivided attention, at the beginning of the course, to pronunciation, the fundamentals of the grammar and common spoken vocabulary items; and
- Introducing too many characters in the curriculum can overwhelm the learner at a time when establishing a solid foundation in listening and speaking is of utmost importance.

The group favored simplified characters when teaching Chinese as a foreign language because:

- The earliest Chinese characters date from 5,000 years ago and were pictographs carved on the back of tortoise shells; however, most modern characters have, at most, an oblique connection to pictographs or ideograms;
- The style of characters has changed over time as writing tools changed (e.g. from carving to using the brush, to using the pen and to using the computer). The transition to pen for everyday use fostered an impetus towards simplification (that is, decreasing the number of strokes) in frequently used characters. This process began informally, as people chose to omit strokes from characters in their letters, notes and casual writing;
- The end of the last dynasty (Qing) and the establishment of the Republic in 1912 was a time of many progressive social and governmental reforms. One of these areas of reform involved official changes in Chinese characters. The vernacular replaced classical Chinese in all but scholarly writing and the simplification of characters was accelerated and standardized by adopting formal lists of simplified characters;
- In 1955, the communist government of the People's Republic, in a further move to improve literacy, set out to reduce the number of characters needed for literacy and to promulgate a list of simplified forms for one-third of that number;
- Today's dictionary lists 40,000 to 50,000 characters, although only about 3,500 are in common everyday use. That number is now considered sufficient for literacy; and
- Today all texts printed in the People's Republic of China and Singapore are written in simplified characters. However, a great many early works and works printed in Taiwan remain in traditional characters. Access to the full range of Chinese written texts, therefore, requires the ability to read both simplified and traditional forms of Chinese characters.

14. Recommendations:

In conclusion, as a result of the research conducted, group members recommend:

- Students receive a thorough introduction to the development of Chinese characters as a foundation for reading and writing Chinese;
- Students be taught how to read traditional characters; and
- K-12 students of Chinese as a foreign language only be required to write characters in Pinyin, the simplified form.

15. Program Models Group Products

There are many different program models that can be followed in helping students to develop some level of proficiency in another language. Programs may vary in a number of ways, such as the fact that they:

- Focus on younger or older students;
- Offer traditional school-based instruction where the focus is on the language and/or culture or immersion in the foreign language with a focus on academic, grade-level content learning;
- Develop an interest in the language, maintain the heritage language, develop proficiency, or support the ability to learn academic content through the foreign language; and/or
- Offer instruction across a range of settings (e.g., during the regular school day or instruction in after-school or weekend programs and camps).

The models vary considerably in likely outcomes and in cost, time required and necessary teacher qualifications.

The following matrices provide an extensive overview of the characteristics of various program models as well as the advantages and disadvantages of each model. Information on the program models were taken primarily from the Asia Society (2006), Curtain and Dahlberg (2004), and Swender and Duncan (1998).

Technology-based program models

In addition to the information in the matrices, it is worth noting that the development and increasing availability of technology is making new options available. Technology-based program models may be the best options for school districts and students that are small and/or remote. Examples of programs using technology include:

- LangNet program at the National Foreign Language Center;
- Videoconferencing at the University of Ohio around a well-defined curriculum with students in high school;
- Two-way interactive distance learning in Chinese in Wisconsin;
- Distance education at the college level at the University of Hawaii, where K-12 schools may be able to tap into and from a consortium to build language pipelines;
- CHENGO program, a model funded by the Chinese and U.S. governments and currently being piloted in schools around the country;
- Broadband infrastructure that could be used for Web-based instruction;
- Virtual high school and Chinese language as an online offering;
- Language programs such as BBC's supplementary Muzzy video series; and
- Homegrown distance learning options can also be used if schools have technology available.

Table 11: Foreign Language (FL) Program Models - Elementary

	<u>FLEX</u> (Foreign Language Exploratory)	<u>FLES</u> (Foreign Language in Elementary School) Content-Related	<u>FLES</u> (Foreign Language in Elementary School) Content-Based	<u>IMMERSION</u> Partial	<u>IMMERSION</u> Total or Full	<u>IMMERSION</u> Two-Way
Student Population – Characteristics*	<ul style="list-style-type: none"> Children for whom the FL is a new language. May include majority and minority language learners 	<ul style="list-style-type: none"> Children for whom the FL is a new language May include majority and minority language learners 	<ul style="list-style-type: none"> Children for whom the FL is a new language May include majority and minority language learners 	<ul style="list-style-type: none"> Children for whom the FL is a new language May include majority and minority language learners 	<ul style="list-style-type: none"> Children for whom the FL is a new language May include majority and minority language learners 	<ul style="list-style-type: none"> Children represent both native English speakers and native speakers of the immersion language Recommended minimum of no fewer than 1/3 English-dominant and 1/3 immersion language-dominant
Program Purpose/Goals	<ul style="list-style-type: none"> To develop interest in new languages for future language study To develop careful listening skills To develop cultural and linguistic awareness 	<ul style="list-style-type: none"> To develop understanding of and appreciation for other cultures Content-related = to use the language to reinforce content concepts taught in English 	<ul style="list-style-type: none"> To use subject content as a vehicle for developing foreign language skills To develop understanding of and appreciation for other cultures 	<ul style="list-style-type: none"> Mastery of subject content taught in FL Achievement in English language arts Development of understanding of and appreciation for other cultures 	<ul style="list-style-type: none"> Mastery of subject content taught in FL Achievement in English language arts Development of understanding of and appreciation for other cultures 	<ul style="list-style-type: none"> Mastery of subject content taught in language that is new to the student Achievement in English language arts Development of understanding of and appreciation for other cultures
Language Proficiency Goals	<ul style="list-style-type: none"> To learn basic words and phrases in one or more new languages 	<ul style="list-style-type: none"> To develop proficiency in listening/speaking and some in reading/writing Degree of proficiency varies with the program 	<ul style="list-style-type: none"> To develop proficiency in listening, speaking, reading, writing Degree of proficiency varies with the program 	<ul style="list-style-type: none"> Functional proficiency in the new language (though to a lesser degree than in full/total immersion) 	<ul style="list-style-type: none"> Functional proficiency in the new language Highest level possible among all elementary program models 	<ul style="list-style-type: none"> Functional proficiency in the new language Level attained depends on whether 50/50 or 90/10 (see below)

Foreign Language (FL) Program Models - Elementary, Continued

	<u>FLEX</u> (Foreign Language Exploratory)	<u>FLES</u> (Foreign Language in Elementary School) Content-Related	<u>FLES</u> (Foreign Language in Elementary School) Content-Based	<u>IMMERSION</u> Partial	<u>IMMERSION</u> Total or Full	<u>IMMERSION</u> Two-Way
Grade Levels	<ul style="list-style-type: none"> ▪ K to grade 5 or 6 ▪ May be: <ul style="list-style-type: none"> - Frequent and regular sessions over a short period of time, or - Short and/or infrequent sessions over an extended period of time 	<ul style="list-style-type: none"> ▪ K to grade 5 or 6 	<ul style="list-style-type: none"> ▪ K to grade 5 or 6 	<ul style="list-style-type: none"> ▪ K to grade 5 or 6 ▪ May also begin in preschool 	<ul style="list-style-type: none"> ▪ K to grade 5 or 6 ▪ May also begin in preschool 	<ul style="list-style-type: none"> ▪ K to grade 5, 6, or 8 ▪ May also begin in preschool
Percent of Class Time Spent in FL	<ul style="list-style-type: none"> ▪ 1-5% ▪ Time spent sampling one or more languages and/or learning <i>about</i> language—sometimes taught mostly in English 	<ul style="list-style-type: none"> ▪ 5-15% ▪ Minimum 30-40 min/class 3-5 X per week 	<ul style="list-style-type: none"> • 15-25% ▪ At least 1 hour per day in FL ▪ More scheduled time than FLES and less than partial immersion 	<ul style="list-style-type: none"> ▪ At least 50% of subject matter content instruction in FL throughout grades 	<ul style="list-style-type: none"> • 100% of subject matter instruction in FL grades K-1 or beyond • English introduced in grade 2 or later – and increased gradually with each subsequent grade, so that by grade 6, 50% of time is in FL 	<ul style="list-style-type: none"> ▪ 50/50 Model—At least 50% of subject matter content instruction in FL throughout grades ▪ 90/10 model—90% in FL, 10% in English in K (possibly beyond); in subsequent grades FL time decreased and English increased gradually to by grade 6, 50% in each language

* Increasingly, children who speak the FL are included in elementary programs (FLEX, FLES, immersion). For example, native Spanish speakers may be found in a Spanish FLES or total immersion program. When this occurs, teachers must be sure to offer challenging curriculum and instruction geared toward native speakers of the immersion language.

Foreign Language (FL) Program Models - Elementary, Continued

	<u>FLEX</u> (Foreign Language Exploratory)	<u>FLES</u> (Foreign Language in Elementary School) Content-Related	<u>FLES</u> (Foreign Language in Elementary School) Content-Based	<u>IMMERSION</u> Partial	<u>IMMERSION</u> Total or Full	<u>IMMERSION</u> Two-Way
Curriculum – Focus, Design, and Materials	<ul style="list-style-type: none"> ▪ Non-continuous program ▪ Not usually part of an integrated K-12 sequence ▪ Emphasis on culture and basic words/phrases 	<ul style="list-style-type: none"> ▪ Continuous, cumulative, sequential ▪ Part of K-12 sequence ▪ Time is spent learning language <i>per se</i> ▪ Content-related curriculum integrates language, culture and subject matter reinforcement 	<ul style="list-style-type: none"> ▪ Continuous, cumulative, sequential ▪ Part of K-12 sequence ▪ Time is spent learning language <i>per se</i> as well as subject matter in FL ▪ Program takes responsibility for some parts of general curriculum taught in FL (e.g., social studies) 	<ul style="list-style-type: none"> ▪ Continuous, cumulative, sequential ▪ Part of K-12 sequence ▪ Time is spent learning language <i>per se</i> as well as subject matter in FL ▪ Initial literacy often taught first in English ▪ Instructional time divided by subject matter and/or teacher 	<ul style="list-style-type: none"> ▪ Continuous, cumulative, sequential ▪ Part of K-12 sequence ▪ Initial literacy taught first in FL ▪ Time is spent learning language <i>per se</i> as well as subject matter in FL ▪ Instructional time divided by subject matter and/or teacher 	<ul style="list-style-type: none"> ▪ Continuous, cumulative, sequential ▪ Part of K-12 sequence ▪ Initial literacy taught first in FL or English (or simultaneously) depending upon program model ▪ Time is spent learning languages <i>per se</i> as well as subject matter in FL ▪ Instructional time divided by subject matter and/or teacher
Teacher Qualifications	<ul style="list-style-type: none"> ▪ Typically requires licensed FL teacher ▪ Non-licensed classroom aide may teach, if classroom teacher remains in room ▪ Cultural knowledge necessary ▪ Limited language proficiency may be acceptable, but not ideal 	<ul style="list-style-type: none"> ▪ Requires a licensed K-6 FL teacher ▪ The higher the language proficiency of the teacher, the more effective the program. 	<ul style="list-style-type: none"> ▪ Requires a licensed K-6 FL teacher. ▪ Some states require elem. ed. license too, because teacher is responsible for some elem. curriculum ▪ Requires high level of FL proficiency (intermediate high – advanced low) 	<ul style="list-style-type: none"> ▪ Requires an elem. license and a high level of proficiency in the FL ▪ Ideally the teacher should have professional development specifically designed for immersion 	<ul style="list-style-type: none"> ▪ Requires an elem. license and a high level of proficiency in the FL ▪ Ideally the teacher should have professional development specifically designed for immersion 	<ul style="list-style-type: none"> ▪ Requires an elem. license and a high level of proficiency in the immersion language ▪ Ideally the teacher should have professional development specifically designed for two-way immersion

Foreign Language (FL) Program Models – Elementary, Continued

	<u>FLEX</u> (Foreign Language Exploratory)	<u>FLES</u> (Foreign Language in Elementary School) <u>Content-Related</u>	<u>FLES</u> (Foreign Language in Elementary School) <u>Content-Based</u>	<u>IMMERSION</u> Partial	<u>IMMERSION</u> Total or Full	<u>IMMERSION</u> Two-Way
Advantages	<ul style="list-style-type: none"> ▪ Provides exposure to one or more languages/ cultures ▪ Has potential to develop interest in and motivation for future language learning 	<ul style="list-style-type: none"> ▪ Potential to expose more learners to FL learning ▪ Some proficiency development can be expected 	<ul style="list-style-type: none"> ▪ FLES instruction becomes part of the regular curriculum and scheduling is facilitated ▪ Has the potential to result in greater proficiency for learners 	<ul style="list-style-type: none"> ▪ Language instruction is part of the regular curriculum so scheduling is facilitated ▪ Leads to greater level of proficiency 	<ul style="list-style-type: none"> ▪ Language instruction is part of the regular curriculum so scheduling is facilitated ▪ Leads to high level of proficiency 	<ul style="list-style-type: none"> ▪ Language instruction is part of the regular curriculum so scheduling is facilitated ▪ Leads to high level of proficiency ▪ Program model designed to develop and maintain minority language and majority lang.
Disadvantages	<ul style="list-style-type: none"> ▪ No development of language proficiency 	<ul style="list-style-type: none"> ▪ Difficult to schedule (often used as “prep” time for classroom teacher) ▪ Potential to lead to teacher burn-out quickly, because the load is very heavy ▪ Content-related curricular focus requires some coordination with the classroom teachers, which is difficult to schedule 	<ul style="list-style-type: none"> ▪ Teachers with necessary qualifications are difficult to find ▪ Potential to lead to teacher burn-out quickly, because the load is very heavy ▪ More difficult to articulate with a traditional middle school FL curriculum ▪ May be difficult to find appropriate materials in the FL for teaching the curricular content 	<ul style="list-style-type: none"> ▪ Qualified teachers are difficult to find ▪ Requires thoughtful articulation with the middle school level if program is to be highly effective ▪ May be difficult to find appropriate materials in the FL for teaching the curricular content ▪ Requires additional resources (primarily for library materials and teacher recruitment) 	<ul style="list-style-type: none"> ▪ Qualified teachers are difficult to find ▪ Requires thoughtful articulation with the middle school level if program is to be highly effective ▪ May be difficult to find appropriate materials in the FL for teaching the curricular content ▪ Requires additional resources (primarily for library materials and teacher recruitment) 	<ul style="list-style-type: none"> ▪ In some parts of U.S. it is not possible to attain the necessary student population ▪ Qualified teachers are difficult to find ▪ Requires thoughtful articulation with the middle school level ▪ May be difficult to find appropriate materials in the FL for teaching the curriculum ▪ Requires additional resources (primarily for library materials and teacher recruitment)

Table 12: Foreign Language (FL) Program Models – Middle/Secondary and Other,

	<u>TRADITIONAL Middle School Start</u>	<u>TRADITIONAL High School Start</u>	<u>IMMERSION CONTINUATION PROGRAMS</u>	<u>STUDY ABROAD</u>	<u>EXTRA- CURRICULAR, AFTER- SCHOOL, WEEKEND</u>	<u>SUMMER LANGUAGE CAMPS (e.g., Concordia Language Villages)</u>
Student Population – Characteristics*	<ul style="list-style-type: none"> ▪ Children for whom the FL is a new language ▪ May include majority and minority language learners ▪ May include heritage language learners 	<ul style="list-style-type: none"> ▪ Children for whom the FL is a new language ▪ May include majority and minority language learners ▪ May include heritage language learners 	<ul style="list-style-type: none"> ▪ Children who participated in elementary immersion programs 	<ul style="list-style-type: none"> ▪ Children for whom the FL is a new language ▪ May include majority and minority language learners ▪ May include heritage language learners 	<ul style="list-style-type: none"> ▪ Children for whom the FL is a new language ▪ May include majority and minority language learners ▪ May include heritage language learners ▪ Weekend programs tend to attract heritage language learners who may be in the U.S. temporarily 	<ul style="list-style-type: none"> ▪ Children for whom the FL is a new language ▪ May include majority and minority language learners ▪ May include heritage language learners
Program Purpose/Goals	<ul style="list-style-type: none"> ▪ To provide an introduction to the foreign language and culture ▪ To develop understanding of and appreciation for other cultures 	<ul style="list-style-type: none"> ▪ To provide introductory and advanced levels of foreign language instruction ▪ To develop understanding of and appreciation for other cultures 	<ul style="list-style-type: none"> ▪ Mastery of subject content taught in FL ▪ Achievement in English language arts ▪ Development of understanding of and appreciation for other cultures 	<ul style="list-style-type: none"> ▪ To provide an extended and intensive learning experience with the foreign language and culture 	<ul style="list-style-type: none"> ▪ Purpose varies depending upon program model ▪ After school programs tend to focus on exposure to the language and culture ▪ Weekend programs typically draw heritage language learners and emphasize language use and literacy development 	<ul style="list-style-type: none"> ▪ To develop understanding of and appreciation for other cultures ▪ Non-credit programs typically focus on motivating learners to use the language for song, play, games, etc. ▪ Credit programs emphasize language use and culture learning in meaningful contexts

Foreign Language (FL) Program Models – Middle/Secondary and Other, Continued

	<u>TRADITIONAL Middle School Start</u>	<u>TRADITIONAL High School Start</u>	<u>IMMERSION CONTINUATION PROGRAMS</u>	<u>STUDY ABROAD</u>	<u>EXTRA- CURRICULAR, AFTER- SCHOOL, WEEKEND</u>	<u>SUMMER LANGUAGE CAMPS (e.g., Concordia Language Villages)</u>
Language Proficiency Goals	<ul style="list-style-type: none"> ▪ To develop proficiency in listening/speaking and reading/writing ▪ Typically learners achieve proficiency only in novice range of ACTFL Guidelines 	<ul style="list-style-type: none"> ▪ To develop proficiency in listening/speaking and reading/writing ▪ Typically learners achieve proficiency only in intermediate range of ACTFL Guidelines with 4+ years of study 	<ul style="list-style-type: none"> ▪ Functional proficiency in the new language ▪ Advanced proficiency in the immersion language may be attained through the high school years 	<ul style="list-style-type: none"> ▪ To use language meaningfully on an every day basis ▪ Proficiency levels in the intermediate and advanced range are possible for students, depending upon; <ul style="list-style-type: none"> - prior language study - time abroad, and - commitment to using the language 	<ul style="list-style-type: none"> ▪ Vary depending upon program model ▪ After school programs may not have proficiency goals at all ▪ Weekend programs for heritage learners may have very serious goals 	<ul style="list-style-type: none"> ▪ Proficiency attained depends on how much prior experience learners have with the language ▪ Novice and intermediate ranges are likely
Grade Levels	<ul style="list-style-type: none"> ▪ Grade 5 to Grade 8 or 9 	<ul style="list-style-type: none"> ▪ Grade 9 or 10 to Grade 10, 11, or 12 	<ul style="list-style-type: none"> ▪ Grade 6 or 7 to Grade 7, 8, 9, 10, 11, or 12 	<ul style="list-style-type: none"> ▪ Typically for high school students 	<ul style="list-style-type: none"> ▪ Varies, but tends to be at the elementary level 	<ul style="list-style-type: none"> ▪ Typically grades 7 – 12 ▪ Some younger learners may attend for shorter periods of time
Percent of Class Time Spent in FL	<ul style="list-style-type: none"> ▪ Typically one 40-45 minute period per day, 5 days/week. 	<ul style="list-style-type: none"> ▪ Typically one 50-55 minute period per day, 5 days/week ▪ Schools with block schedules meet 80-90 min/day for half year or every other day for full yr 	<ul style="list-style-type: none"> ▪ Varies widely, but typically 2-3 subject matter classes in middle school and 1-2 classes in high school are taught through the medium of the foreign language 	<ul style="list-style-type: none"> ▪ Varies depending upon the program model ▪ In-country time varies from 4-6 weeks to a year 	<ul style="list-style-type: none"> ▪ Varies depending upon program model ▪ After school programs may be for 30-45 minutes, 1-5 days/week ▪ Weekend programs tend to be for 3-4 hours weekly 	<ul style="list-style-type: none"> ▪ The intent is to engage learners in hearing and using the language as much as possible while at the camp.

Foreign Language (FL) Program Models – Middle/Secondary and Other, Continued

	<u>TRADITIONAL Middle School Start</u>	<u>TRADITIONAL High School Start</u>	<u>IMMERSION CONTINUATION PROGRAMS</u>	<u>STUDY ABROAD</u>	<u>EXTRA- CURRICULAR, AFTER-SCHOOL, WEEKEND</u>	<u>SUMMER LANGUAGE CAMPS (e.g., Concordia Language Villages)</u>
Curriculum – Focus, Design, and Materials	<ul style="list-style-type: none"> ▪ Continuous program ▪ Part of an integrated K-12 sequence or 5/6-12 sequence ▪ Time is spent learning language <i>per se</i> 	<ul style="list-style-type: none"> ▪ Continuous, cumulative, sequential ▪ Part of K-12, 5/7-12 or 9-12 sequence ▪ Time is spent learning language <i>per se</i> ▪ Upper levels 	<ul style="list-style-type: none"> ▪ Continuous, cumulative, sequential ▪ Part of K-12 sequence ▪ Time is spent learning language <i>per se</i> as well as subject matter in FL 	<ul style="list-style-type: none"> ▪ Varies depending upon the program model 	<ul style="list-style-type: none"> ▪ Varies depending upon program model ▪ After-school programs emphasize oral language 	<ul style="list-style-type: none"> ▪ Varies depending upon model ▪ May be credit or non-credit
Teacher Qualifications	<ul style="list-style-type: none"> ▪ Requires licensed FL teacher (K-8, 5-12, K-12) 	<ul style="list-style-type: none"> ▪ Requires a licensed FL teacher (5/7-12 or K-12). 	<ul style="list-style-type: none"> ▪ Must be licensed in subject matter they teach (e.g., social studies or math) ▪ Must be highly proficient in the FL 	<ul style="list-style-type: none"> ▪ Varies depending upon program model ▪ Often native speakers of the language in-country provide instruction 	<ul style="list-style-type: none"> ▪ No license required ▪ After school programs may be offered by native speakers ▪ Weekend programs tend to be taught for heritage learners by native speakers of the FL 	<ul style="list-style-type: none"> ▪ No license required ▪ High levels of proficiency and authentic cultural knowledge are required ▪ Professional development for teachers provided on site
Advantages	<ul style="list-style-type: none"> ▪ Generates interest for high school and serves to recruit for high school. ▪ Potential for longer sequence of language study if children begin in middle school and continue through high school 	<ul style="list-style-type: none"> ▪ Potential to expose more learners to FL learning ▪ Some proficiency development can be expected 	<ul style="list-style-type: none"> ▪ Language instruction is part of the regular curriculum so scheduling is facilitated ▪ Leads to high level of proficiency, especially if the program is K-12 	<ul style="list-style-type: none"> ▪ Provides intensive, authentic experience with native speakers ▪ Program models and requirements vary widely 	<ul style="list-style-type: none"> ▪ After-school programs tend to focus on fun, engaging activities and have the potential to motivate learners ▪ Weekend programs provide heritage learners with an opportunity to maintain and continue to develop their native language while in the U.S. 	<ul style="list-style-type: none"> ▪ Tends to be highly motivating for learners

Foreign Language (FL) Program Models – Middle/Secondary and Other, Continued

	<u>TRADITIONAL Middle School Start</u>	<u>TRADITIONAL High School Start</u>	<u>IMMERSION CONTINUATION PROGRAMS</u>	<u>STUDY ABROAD</u>	<u>EXTRA- CURRICULAR, AFTER-SCHOOL, WEEKEND</u>	<u>SUMMER LANGUAGE CAMPS (e.g., Concordia Language Villages)</u>
Disadvantages	<ul style="list-style-type: none"> ▪ Programs tend to be grammar-driven, resulting in lower proficiency development ▪ Potentially difficult to articulate with elementary and high school programs 	<ul style="list-style-type: none"> ▪ Programs tend to be grammar-driven, resulting in lower proficiency development ▪ Potentially difficult to articulate with middle school programs ▪ Elective, so scheduling makes it difficult for some learners take language 	<ul style="list-style-type: none"> ▪ Teachers with necessary qualifications are difficult to find ▪ May be difficult to find appropriate materials in the FL for teaching the curricular content ▪ May be difficult to retain students because subject matter knowledge in English becomes more important for college preparation 	<ul style="list-style-type: none"> ▪ Tends to be very expensive and few students are able to take advantage of such programs 	<ul style="list-style-type: none"> ▪ No quality control of programs 	<ul style="list-style-type: none"> ▪ Tends to be very expensive and few students are able to take advantage of such programs ▪ Teacher performance varies widely

C: Legislative Recommendations

1. Legislative Recommendations Group Participants and Purpose

The Minnesota Department of Education worked with individuals throughout Minnesota to develop legislative recommendations to address ways the state and districts can provide an adequate supply of Chinese language teachers and high-quality programs; teacher preparation programs necessary to train teachers of Chinese; expedited licensing for teachers of Chinese; educational programs that can be used to establish K-12 Chinese programs and technical resources available to districts and teachers. The Legislative Recommendations Group was composed of interested volunteers recruited by the Minnesota Department of Education who possessed both skills and expertise related to Mandarin Chinese or other world languages. Representatives from the Minnesota K-12, post-secondary and community education programs participated in the Legislative Recommendations Group, which included program administrators, retired educators, curriculum coordinators, school board members and Minnesota Board of Teaching and Department of Education staff. **See Appendix A** for the complete list of participants.

Group recommendations offered for legislative consideration appear below under a number of categories, including the need for program development and implementation, personnel and leadership at the Minnesota Department of Education, teacher preparation and development, student incentives and scholarships and additional resources to support program development. While estimated funding amounts are provided, group members believe further discussion must take place to ensure that funds are spent both adequately and appropriately to maximize quality programs and opportunities.

2. Program Development and Implementation

In order to develop programs that lead to some level of proficiency for students, Minnesota cannot maintain the status quo of foreign language instruction. Programs in place must change and new programs that are developed must be of the highest quality to ensure that students have the opportunity to develop proficiency in languages other than English.

Met (2005) argues that several key factors influence the effectiveness of a language curriculum and this group believes that these factors must guide the implementation of group recommendations related to PreK-16 world language program development. These factors include: time; intensity; comprehensible input and meaningful, purposeful, communicative interaction; authentic tasks and purposes; cross-cultural understanding and communication skills; and assessment of language competence. Brief explanations are provided below.

Time: Programs must provide students with sufficient time to learn the language. It is therefore best to establish programs that begin teaching additional languages early and that offer students the opportunity to persist with language study over the long term. High-quality, well-articulated programs will be essential to Minnesota's success in providing learners access to long sequences of language study.

Language acquisition is time-consuming and labor-intensive, particularly for languages such as Mandarin Chinese, which have a different and challenging writing system. If students are to achieve proficiency in Chinese (including literacy), they must begin learning the language as early as possible.

Intensity: The extent of learner engagement and motivation affects language acquisition. Students who learn to communicate about subject matter and topics that interest them are going to learn more effectively. Content-related, content-based and immersion programs should be offered whenever possible and high standards for program quality must be maintained. Research-informed program design and implementation are essential for immersion programs to yield strong outcomes in terms of both academic achievement and language proficiency.

Comprehensible input and meaningful, purposeful, communicative interaction: Students need significant exposure to language and the opportunity to listen to and read in order to internalize language before they will be able to produce it. Students also need the opportunity to use the language to interact for meaningful purposes.

Authentic tasks and purposes: Rote scripts and grammar drills are not particularly effective. Language is best acquired when it is used to exchange information for real purposes. Lessons that involve real meaning promote language development. This is not to say that grammar is not important, but that grammar must be integrated in language instruction differently, in a more contextualized way to promote the use of language for meaningful communication.

Cross-cultural understanding and communication skills: Students need to understand the cultural context on which a language is based (native speakers' ways of thinking and the assumptions and beliefs that inform their daily lives).

Assessment of language competence: Appropriate and effective assessments inform instruction, help learners understand their strengths and areas needing improvement and increase the importance of language study.

The group also believes that it will be necessary to develop clear pathways for speakers of heritage languages that foster maintenance and development of their native language skills while they also master English.

3. Long-term recommendations

It is critical to add world language as part of the required core curriculum in K-12 schools if Minnesota is to prepare students to succeed in the 21st century. The group recommends that:

- Minnesota require foreign language competence for all Minnesota students by the year 2025, with the understanding that the requirement will begin sooner (possibly within 5-7 years) for certain grade levels and be gradually phased in over time so that by 2025 foreign language becomes part of the K-12 core curriculum;
- A task force be established immediately and be charged with assessing capacity and planning for this long term goal;
- The state acknowledge and celebrate the proficiency in languages other than English that many learners in Minnesota already possess. These learners are most likely to develop the high levels of proficiency needed in many languages that would serve the country's national security and economic interests; and
- A task force be established and charged with the long-term goal of designing and implementing bilingual programming for more students to master English while developing and maintaining their native languages.

4. Short-term recommendations for K-12:

The group recommends a number of steps to respond to the immediate charge of providing learning opportunities for an increasing number of Minnesota students to develop proficiency in and gain cultural understanding of Mandarin Chinese. The state's approach must be focused on adding to the number of world language programs in the state, not replacing current programs in other languages with Mandarin Chinese.

The group recommends that the state:

- Develop and implement fewer, high quality, sustainable programs and then gradually add other programs over time as these model programs are in place and can serve to guide others; and
- Implement a few sustainable model programs that provide breadth (i.e., fewer intensive Foreign Language in the Elementary School (FLES) or middle school and high school programs that may reach many learners but result in lower levels of proficiency) as well as a few model programs that provide depth (i.e., intensive programs such as immersion or content-based foreign language instruction that may reach fewer students but lead to higher levels of proficiency).
- Promote and provide funding for these pilot programs to be successful. It is recommended the state implement a program to fund the start-up of these pilot programs. This would entail proposals from districts or consortia that address:
 - Descriptions of capacity for offering programs (e.g., qualified teachers);
 - Descriptions of program plans including plans for articulation from grade to grade, elementary to middle and middle to high school as needed based on a program model. Plans should also include steps for the development of benchmarks and the assessment of language proficiency;
 - Evidence of necessary target student population that aligns with proposed program model;
 - Evidence of community and staff support;
 - Plans for sustainability beyond the period of start-up funding; and the
 - Ability to provide matching funds.
- Priority should be given to programs that serve students across traditional school district boundaries.

Cost: \$1,000,000. Provide ten (10) \$50,000 pilot program grants in both fiscal year 2008 and 2009 to assist interested school districts or charter schools in initiating Mandarin Chinese programs or enhancing successful models in place. In order to qualify for such grants, the group believes that districts must evidence their ability to sustain their program.

The group also recommends that:

- The state fund the development of week-long, intensive training sessions for public school district administrators that are interested in establishing high-quality, sustainable foreign language program models, similar to advanced placement training programs. The group believes that the Minnesota Department of Education and higher education institutions should work together to provide such training.

Cost: \$50,000. Develop and implement week-long, intensive training sessions for 25 public school district administrators that are interested in establishing high quality sustainable foreign language program models, similar to advanced placement training programs in both fiscal year 2008 and 2009.

Examples of the types of model programs that should be developed are provided below. **See Page 78 for a description of foreign language program models.**

- Elementary grades: K-6 - Foreign Language in the Elementary Schools (FLES) programs, content-related and/or content-based FLES programs and immersion programs [academic content taught in the immersion language by bilingual teachers licensed in the content (elementary curriculum, art, music, etc.)];
- Where FLES and FLES-plus content reinforcement are offered at the elementary level, offer traditional foreign language programming at middle through high school levels that are well-articulated with FLES curricula. For students experiencing immersion learning at elementary, continuation of some immersion (content learning through the medium of the foreign language) is important for retention and continued development of high level proficiency;
- When FLES or traditional language programs are not possible, offer Foreign Language Exploratory Language (FLEX) programs in one or two additional languages across elementary and middle schools;
- In districts with low student numbers and difficulty staffing programs, consideration should be given to ITV and web-based interactive programming, with on-site learning aides who have language proficiency. For Mandarin Chinese, the group recommends the consideration of hiring non-licensed individuals from China who receive both professional development and mentoring support. Districts must be required to provide such professional development and mentoring;
- Bilingual programs (e.g., two-way immersion, developmental bilingual schools or strands within schools) for heritage language learning across the K-12 system for non-native English language learners so that they may develop and maintain their native languages while mastering English; and
- Cross-curricular infusion of international or global curricular content. This effort might be similar to the “Great Lakes Japan in the Schools” program that Minnesota and Wisconsin had during the 1980s.

5. Short-term recommendations for higher education institutions:

In addition to the establishment of model programs described above, the group recommends that the state encourage and fund, as needed, the following initiatives in post-secondary institutions:

- The development of a Mandarin Chinese undergraduate major at the University of Minnesota, MnSCU institutions and/or other select universities;
- High-quality Mandarin Chinese instruction at feeder community colleges;
- Strengthening of recommendations for high school preparation and admission to institutions of higher education;
- The development of more “foreign language across the curriculum” initiatives where students have the opportunity to learn languages for specific purposes. Examples might include learning Chinese or French for international business, Spanish for the health care industry or Russian for global politics; and
- Scholarship programs to promote more study abroad.

6. Short-term recommendations for the Minnesota Department of Education:

Given the need for additional language programs across the state and necessary long-term planning, full-time leadership at the state level is needed to bring these changes to fruition. Consequently, the group recommends that:

- Recurring funds be provided to the Minnesota Department of Education to permit the hiring of a full-time world language specialist to provide curriculum guidance and a licensing executive to evaluate and process teacher licenses; and
- Recurring funds be provided to the Minnesota Department of Education to fund a full-time position related to international education;
- Under the leadership of a full-time world languages specialist, establish a task force to develop official K-12 world language standards for the state of Minnesota.

Cost: \$600,000. Provide funds to hire and sustain a full-time world language specialist, licensing analyst and international education specialist at the Minnesota Department of Education.

7. Short-term recommendations for Teacher Preparation and Development:

The state currently has very few licensed Chinese teachers and is experiencing a scarcity of teachers of certain other languages as well. The state must provide resources to increase the number of highly qualified language teachers who can implement and sustain successful programs.

It is essential that the state maintain high standards for language proficiency and quality of instruction for all language teachers. Currently, the Minnesota Board of Teaching's licensing requirements requires "intermediate-high" for all language teachers. This level of proficiency is adequate for FLES and traditional language programs, but not optimal. Advanced levels of proficiency are needed for the most effective language programs such as immersion and content-based programs.

The group recommends that the state:

- Provide incentives/scholarships to Minnesota residents with bachelor's degrees who are proficient in Chinese and other languages to enroll in compact, intensive teacher education programs that maintain our state's rigorous standards. The group believes that it is with our local community, not teachers brought from abroad on a temporary basis, that we will be able to develop and sustain high-quality language programs;

Cost: \$100,000. Provide twenty (20) \$2,500 scholarships to Minnesota residents with bachelor's degrees who are proficient in Chinese to enroll in compact teacher education programs for licensure in both fiscal year 2008 and 2009.

- Provide \$50,000 in fiscal year 2008 and 2009 to fund the establishment and delivery of intensive teacher preparation/development summer programs for Minnesota residents who have language proficiency and who are interested in teaching language as well as for visiting teachers from other countries who need training on effective pedagogy and methods for working with children in the United States;
- Partner with China to bring teachers to Minnesota temporarily. The state must also support these individuals by providing on-site and web-based orientation and professional development prior to coming to Minnesota, ongoing mentoring and professional development once here, and personalized placement in programs and positions in which they can be successful;
- Provide \$100,000 to hire an expert Chinese language teacher to serve as a statewide mentor on special assignment to assist Chinese language teachers; and
- Provide twenty-five (25) \$10,000 stipends in both fiscal year 2008 and 2009 for international teachers to work with an experienced Chinese language teacher for no less than one quarter immediately preceding their first day as a contracted teacher in Minnesota. These grants would provide support as visiting teachers learned about American students and culture.

Cost: \$700,000. Fund the establishment and delivery of intensive teacher preparation summer programs for 50 Minnesota residents who have language proficiency and are interested in teaching and for visiting teachers from other countries who require training in pedagogy and methods in both fiscal year 2008 and 2009. Hire an expert Chinese language teacher to serve as a statewide mentor. Provide stipends for international teachers to work with an experienced Chinese language teacher.

- Fund the expansion of foreign language teacher preparation programs to include Mandarin Chinese within selected Minnesota State Universities;

Cost: \$1,000,000. Provide five (5) \$100,000 grants to select state universities to expand foreign language teacher preparation programs to include Mandarin Chinese in both fiscal year 2008 and 2009.

- Expand teacher preparation program capacity in universities across the state to work toward the long-term goal of requiring foreign language for all K-12 learners by 2020;
- Establish a grant program, similar to Fulbright, to fund extended study abroad opportunities for teachers to build the capacity of foreign language teachers in the state;

Cost: \$250,000. Establish a grant program similar to Fulbright, which would provide five (5), \$25,000 scholarships to fund extended study abroad opportunities for teachers to build the capacity of foreign language teachers in the state in both fiscal year 2008 and 2009.

- Provide \$50,000 in fiscal year 2008 and 2009 to fund summer professional development programs for language teachers to teach them to learn to use the power of technology in delivering high-quality language instruction;
- Fund summer and academic year professional development programs to help teachers to learn how to differentiate language instruction, so that all learners in Minnesota can be successful in acquiring languages other than English;

Cost: \$100,000. Fund the establishment and delivery of intensive summer and academic year programs for 50 Minnesota teachers to learn how to better use technology in delivering high-quality instruction and to differentiate language instruction in both fiscal year 2008 and 2009; and

- In collaboration with the Minnesota Board of Teaching, revisit the foreign language standards to consider altering the scope of the existing license options to provide license options (e.g., at K-6, 5-12 or 7-12, and K-12 levels) to shorten portions of the teacher preparation requirements and to enhance the recruitment of prospective teachers.

8. Short-term recommendations for Student Incentives and Scholarships:

All students have the potential to benefit from the study of a foreign language. Minority language learners (those whose native language is not English) benefit academically and cognitively from being able to continue to develop and maintain their native language, while mastering English. In addition, majority language learners (native English speakers) benefit academically and cognitively from having an opportunity to learn another language. Yet, because world language education is not required as part of the core curriculum, many students do not pursue language study. It will be necessary to provide incentives to engage more students in language study and to provide scholarships to make it possible for more students to study abroad and/or participate in summer intensive language programs should higher levels of proficiency be desired.

The group recommends that the state:

- Develop and offer a type of “certificate of bilingualism” or equivalent to acknowledge high levels of language proficiency achieved. The certificate could be awarded to minority language learners who acquire high levels of English while developing and maintaining high levels of proficiency in their native language. The certificate could also be awarded to majority language learners who develop a particular level of proficiency in a world language;
- Provide college scholarships as incentives to undergraduates to become language majors and/or language teachers; and
- Provide funds for the establishment of a scholarship program for more K-12 and post-secondary students to engage in study abroad or summer language programs such as those at Concordia Language Villages.

Cost: \$100,000. Provide twenty (20) \$2,500 scholarships to Minnesota post secondary students pursuing foreign language teaching as a major or to engage in study abroad or summer language programs in both fiscal year 2008 and 2009.

9. Short-term recommendations for additional resources to support programming:

As a result of the increasing power and availability of information technology, which includes high-speed Internet access, the continually developing field of online learning, and students in greater Minnesota who may have little or no access to in-person instruction with a highly-skilled Mandarin Chinese teacher, investments must be made in technology that will make information, books, materials and high-quality instruction available to all students.

The group recommends that the state:

- Create a website called the Mandarin Chinese Information and Resource Center, which would include:
 - An online resource library for students that would identify specific books, materials, curricula and websites that support learning Mandarin Chinese;
 - An online resource library for teachers that would include lesson plans teachers are willing to share with other teachers;
 - A section similar to myspace.com that would help Chinese and American teachers to connect with teachers in Minnesota and/or other countries for the purpose of developing relationships among the students and sharing information with each other;
 - An “events page” that would inform readers about upcoming events of interest to people studying Mandarin Chinese; and
 - Daily or weekly podcasts and/or blogs that would foster online communication between Minnesotans and Chinese citizens.

Cost: \$380,000. This includes \$180,000 for an outside consultant web designer to develop and implement the website; \$100,000 for the purchase of materials and/or licenses for materials to be posted on the website; and \$50,000 in both fiscal year 2008 and 2009 for ongoing support and management of the website.

- Create a lending library that would make “hard copy” Chinese textbooks, children books and cultural materials available on loan to Minnesota students and teachers.

Cost: \$100,000. This includes \$50,000 for the purchase of materials as well as \$25,000 for fiscal year 2008 and 2009 to pay for a part-time person to manage this library.

- Establish a Minnesota Mandarin Chinese Leadership Team of no less than seven (7) volunteers that would be composed of Mandarin Chinese teachers, a representative from a higher education teacher preparation program, the China Center at the University of Minnesota and from the community. The leadership team, in collaboration with Minnesota Department of Education staff, would oversee the development and implementation of the Mandarin Chinese Information and Resources website, search for and make available the latest information and technology and ensure that the site was of high quality and making effective use of available technology.

Cost: \$20,000. This is \$10,000 for fiscal year 2008 and 2009 to pay for travel expenses related to investigating resources for the website.

- Encourage the development of innovative materials and information for the website through providing two-year grants to Mandarin Chinese community language schools in Minnesota. A condition of receiving the grant would be providing any materials developed available at no cost to the website and to Mandarin Chinese programs throughout Minnesota.

Cost: \$200,000. This represents ten (10) \$20,000, 2-year pilot program grants to expand the reach and quality of ITV or equivalent materials and services in fiscal year 2008.

- Hire a public relations firm to develop and implement a public relations strategy to inform Minnesotans on an on-going efforts described above.

Cost: \$50,000. Provide funding for the development and implementation of a public relations campaign to engage and inform Minnesota residents.

Table 13: Selected Funding Recommendations

Recommendation	Brief Description	Funding Requested
Fund Pilot Programs	Provide ten (10) \$50,000 pilot program grants in both fiscal year 2008 and 2009 to assist interested school districts or charter schools in initiating Mandarin Chinese programs or enhancing successful models in place.	FY 2008 - \$500,000 FY 2009 - \$500,000
Administrator Training	Develop and implement week-long, intensive training sessions for 25 public school district administrators who are interested in establishing high quality sustainable foreign language program models, similar to advanced placement training programs.	FY 2008 - \$25,000 FY 2009 - \$25,000
Personnel	Provide funds to hire a full-time world language specialist, licensing analyst and international education specialist at the Minnesota Department of Education.	FY 2008 - \$300,000 FY 2009 - \$300,000
Teacher Scholarships	Provide twenty (20) \$2,500 scholarships to Minnesota residents with bachelor's degrees who are proficient in Chinese to enroll in compact, intensive teacher education programs for licensure in both fiscal year 2008 and 2009.	FY 2008 - \$50,000 FY 2009 - \$50,000
Teacher Preparation	Fund the establishment and delivery of intensive teacher preparation summer programs for 50 Minnesota residents who have language proficiency and are interested in teaching and for visiting teachers from other countries who require training in pedagogy and methods. Also fund hiring an expert Chinese language teacher to serve as statewide mentor and twenty-five (25) \$10,000 stipends for visiting teachers to shadow an experienced teacher prior to beginning his/her teaching assignment.	FY 2008 - \$400,000 FY 2009 - \$300,000

Table 13: Selected Funding Recommendations

Expand Teacher Preparation Programs	Provide five (5) \$100,000 grants to select universities to expand foreign language teacher preparation programs to include Mandarin Chinese in both fiscal year 2008 and 2009.	FY 2008 - \$500,000 FY 2009 - \$500,000
Study Abroad Grants	Establish a grant program similar to Fulbright, which would provide five (5), \$25,000 scholarships to fund extended study abroad opportunities for teachers to build the capacity of foreign language teachers in the state.	FY 2008 - \$125,000 FY 2009 - \$125,000
Teacher Training	Fund the establishment and delivery of intensive summer and academic year programs for 50 Minnesota teachers to learn how to better use technology in delivering high-quality instruction and to differentiate language instruction.	FY 2008 - \$50,000 FY 2009 - \$50,000
Student Scholarships	Provide twenty (20) \$2,500 scholarships to Minnesota post secondary students pursuing foreign language teaching as a major in both fiscal year 2008 and 2009.	FY 2008 - \$50,000 FY 2009 - \$50,000
Website Development	Provide funds to hire an outside consultant web designer to develop, implement and maintain website and to purchase necessary materials and licenses.	FY 2008 - \$330,000 FY 2009 - \$50,000
Library	Create a lending library for Minnesota students and teachers.	FY 2008 - \$75,000 FY 2009 - \$25,000
Leadership Team	Establish a Minnesota Mandarin Chinese Leadership Team. Funds would be used to pay for travel expenses related to investigating resources.	FY 2008 - \$10,000 FY 2009 - \$10,000

Table 13: Selected Funding Recommendations

ITV Extension	Provide ten (10) \$20,000 2-year pilot program grants in fiscal year 2008 to expand the reach and quality of ITV or equivalent materials and services.	FY 2008 - \$200,000
Media Campaign	Provide funds to hire a public relations firm to develop and implement a public relations strategy to inform and engage Minnesotans.	FY 2008 - \$50,000
Totals		FY 2008 - \$2,665,000 FY 2009 - \$1,985,000 Total - \$4,650,000

Appendix A: Participant List

Project Advisors:

Alice Seagren
Commissioner, Minnesota
Department of Education

Chas Anderson
Deputy Commissioner,
Minnesota Department of
Education

Project Staff:

Daniel Bittman
Director, Educator
Licensing and Teacher
Quality, Minnesota
Department of Education

John Melick
*Recruitment and Pathways
Coordinator*, Minnesota
Department of Education

Jacqueline Stiehl
Administrative Specialist,
Educator Licensing and
Teacher Quality,
Minnesota Department of
Education

Curriculum Inventory Group Coordinator:

Ursula Lentz
Coordinator, Minnesota
Language Proficiency
Assessments, CARLA,
University of Minnesota,
and
Coordinator, Quality
Teaching Network,
Academic Standards and
High School Improvement,
Minnesota Department of
Education

Curriculum Development Group Coordinators:

Martha Bigelow
Assistant Professor,
Second Languages and
Cultures Program,
Department of Curriculum
and Instruction, University
of Minnesota

Margaret Wong
Chinese Teacher, Breck
School

Curriculum Development Group Sub Group Coordinators:

Ian Burns
Chinese Teacher, St. Paul
Public Schools

Donna Clementi
*Director of Education and
Research*, Concordia
Language Village

Cindy Moeller
Chair of Board, Yinghua
Academy

Jenise Rowekamp
Director, CLA Language
Center, University of
Minnesota

Kristine Wogstad
Chinese Teacher, St. Paul
Public Schools

Dingman Yu
Chinese Teacher,
Minneapolis Public
Schools

Legislative Recommendations Group Coordinators:

Michael Miller
Dean, College of
Education, Minnesota
State University

Diane Tedick
Associate Professor,
Second Languages and
Cultures Education,
Department of Curriculum
and Instruction, College of
Education and Human
Development, University of
Minnesota

Curriculum Inventory Group Members:

Josephine Auyeung
Parent/Substitute Teacher,
Mankato Area Public
Schools

Jen-Syan Hwang
Chinese Teacher, St. Paul
Central High School

Shirley Johnson
Teacher, St. Paul Public
Schools

Karin Larson
Coordinator, Center for
Advanced Research on
Language Acquisition,
University of Minnesota

Luyi Lien
Curriculum Coordinator,
Yinghua Academy

Robert Marcotte
*Retired Social Studies
Teacher, Anoka-Hennepin
School District*

Shu-Whei Miao
*Chinese Language
Instructor, Bethel
University, and
Chinese Teacher, St. Paul
Central High School*

Rebecca Schroeder
*Director, Curriculum and
Instruction, South
Washington County
Schools*

Ai Soucy
*Chinese Language
Teacher, Minnetonka
Public Schools*

Michael VanKeulen
*Board of Directors,
Yinghua Academy*

**Curriculum Development
Group Members:**

Pat Anderson
*Manager of Education
Services, Lakes Country
Service Cooperative*

Christopher Bacigalupo
*Technology Teacher,
Harbor City International
School*

Keith Berrier
*Parent, White Bear Lake
District*

Mark Bray
*Social Studies Teacher,
Eden Prairie High School*

Wil Bublitz
*Chinese Language
Advocate*

Shu Hui Chang
*Chinese Teacher, Hmong
Academy*

Zhining Chin
*Coordinator of Evaluation,
Research, and
Assessment, Hopkins
School District
John Colombo
Chinese Language
Advocate*

Lilian Y. Dang
*Business Owner, Chinese
Restaurant of Albert Lea
Inc.
Alex Danzberger
Vice President, Corporate
Development for Digital
River, Inc.*

YunQing Ding
*Assistant Client
Compensation Technician,
Financial Services
Minnesota Life Insurance
Company*

Connie Erickson
*Director, Planning and
Technology, ISD #191*

PeiWen Fang
*Chinese Language
Advocate*

Barbie Fedorowski
*Elementary Curriculum
Coordinator, South
Washington School District*

Alex Gu
*Chinese Language
Advocate*

Jun Feng Hagedorn
ESL Teacher

Christopher Hang
Attorney at Law

Emily Hanson
*Former Chinese Language
Student, Minneapolis
Public Schools*

Xin Heng
*Chinese Teacher,
Intermediate District
287/Wayzata High School*

Jana M. Hilleren
*Language
Coordinator/School
Improvement Specialist,
West Central Integration
Collaborative/SW/WC
Service Cooperative*

Jen-Syan Hwang
*Chinese Teacher, St. Paul
Central High School*

Jodi James
*Chinese Teacher, Fridley
Public Schools*

Tony Jiang
*Director, Educational
Learning Exchange
Program*

Kathryn E. Johnson
*Assistant Professor,
Department of Special
Education, St. Cloud State
University*

Shirley Johnson
*Teacher, St. Paul Public
Schools*

Deirdre Kramer
*Dean, Graduate School of
Education, Hamline
University*

Mei Ling Lee
*Director, Minghui Chinese
School of Minnesota*

Li Liu
*Chinese Language
Specialist/Consultant*

Bruce Locklear
*Principal, Delano High
School*

Jianmin Luo
Chinese Teacher,
Successful Schools in
Action

Erik Martin
Business Analyst, Vendor
Development Group
Jacki McCormack
Parent, Maplewood Public
Schools

Terri McDonald
Director, Department of
Teaching and Learning,
Eden Prairie Schools

Shu-Wei Miao
Chinese Language
Instructor, Bethel
University, and
Chinese Teacher, St. Paul
Central High School

Linda Nelson
Principal, South High
School, Minneapolis Public
Schools

Jon Pan
Chinese Culture Resource
Teacher, District 196

Kent Pikel
Executive Director,
Consortium System
Academic Admin., Senior
Vice President

Pat Peterson
Chair, Department of
Modern Languages,
Minnesota State University

Karmen Pfeiffer-Sorenson
Chinese Language
Advocate

Wenping Qiu
Application Programming,
Minnesota Department of
Education

Mark Robertson
Superintendent, Fridley
Public Schools
Peiju Ruan
Chinese Teacher,
Minnetonka High School
Brenda Sprenger
Director, Teaching and
Learning, Alexandria
Public Schools
Maria Stommes
Teacher

Donna Tabat
Alternate Assessment
Specialist, Minnesota
Department of Education

Xie Tiesing
Teacher and Board
Member, Minnesota
Rochester Chinese
School, and
Teacher, Minnesota
Rochester Community
Education, and
Facilitator, Diversity
Council

Feng-Yi Wang
Chinese Teacher,
Elizabeth Hall International
Elementary School,
Minneapolis Public
Schools

Jinxu Wang
Chinese Teacher, Breck
School

Tiberiu Weisz
Chinese Teacher,
Minneapolis

Steve Willett
Business Advocate,
Chinese Education, Parent
Edina School District

Charles Wong
Parent, Plymouth School
District

Jian Wu
Associate Director, CLA
Language Center,
University of Minnesota
Xiaonan Wu
Interpreter, Kim Tong
Translation Service, and
Teacher, Minnesota
Huaxia Chinese School

Elizabeth Yuanjing Xue
CEO, EYX Cultural
Exchange Inc.

Pinghua Yin
Chinese Language
Advocate

Brad Zenner
Parent, Minneapolis
School District

Ping Zhan
Parent, Edina School
District

Pei Zhang
Chinese Language
Advocate

Yanping Zhu
Curriculum Project
Manager, JBY Learning
LLC

Zhen Zou
Associate Education
Specialist, Liberal Arts
Language Center,
University of Minnesota

**Legislative
Recommendations
Group Members:**

Karen Balmer
Executive Director,
Minnesota Board of
Teaching

Wendy Behrens
Gifted and Talented
Education Specialist,
Minnesota Department of
Education

Gaelle Berg
*World Language
Specialist*, Department of
Curriculum and Instruction,
Minneapolis Public
Schools

Xiaowei Cao
Teacher, Minnetonka
Public Schools

**Legislative
Recommendations
Group Members
Continued:**

Catherine Chang
Attorney, Sanders & Co,
Ltd., and
Adjunct Instructor,
Women's Studies,
Minnesota State University

Kari Dahlquist
Principal, Creek Valley
Elementary, Edina Public
Schools

Nancy Erickson
Dean, College of Arts and
Letters, Bemidji State
University

Sabrina Harvey
Parent, Minnetonka Public
Schools

Ange Hwang
Executive Director, Asian
Media Access
Gary Langer
*Associate Vice Chancellor
for Academic Innovations*,
Office of the Chancellor,
Minnesota State Colleges
and Universities

Debra Lechner
Curriculum Director,
Brainerd Public Schools

Anna Lee
Chinese Teacher, and
Vice President, South
Central Minnesota
Chinese Association

Kathryn Leedom
Superintendent, Willmar
Public Schools, and
Current President,
Minnesota Association of
School Administrators

Luyi Lien
Curriculum Coordinator,
YingHua Academy, MN

Robert Marcotte
*Retired Social Studies
Teacher*, Anoka-Hennepin
School District

Mary Mehsikomer
*Senior Technology
Planner*, Minnesota
Department of Education

Yihua Mu
Business Teacher,
Columbia Heights High
School

Shannon Peterson
Vice Chair, Board of
Directors, Lakes
International Language
Academy

Michael VanKeulen
Board of Directors,
Yinghua Academy

Lisa Wedell Ueki
Student, University of
Minnesota

**Appendix B:
Textbooks Chosen for Review**

1. China Panorama Approaching Chinese
2. Chinese for Youth
3. Chinese Literature 1 & 2
4. Chinese Odyssey
5. Chinese Primer
6. Communicating in Chinese: Shirley Johnson
7. Contemporary Chinese
8. David and Helen in China
9. Discovering Chinese
10. Elementary text samples
11. Far East Chinese for Youth
12. Hanyu
13. Happy Chinese and Follow Me to Learn Chinese
14. Integrated Chinese
15. Learn Chinese With Me
16. Learning Chinese the Natural Way
17. Let's Play Games in Chinese
18. Liberate the Joy of Learning China
19. Magical Tour of China
20. My First Chinese Words
21. My First Chinese Workbook
22. My First Chinese Reader
23. New Practical Chinese Reader
24. Ni Hao
25. Read Chinese
26. Shifting Tides
27. Supplementary Material for Read About China
28. Teacher made material from CLASS web site
29. Teacher made/gathered materials/resources from St. John's Preparatory used in their program The Connection I & II
30. The Enduring Legacy of Ancient China
31. The Lady in the Painting
32. Zhong Guo Tong 1 & 2

**Appendix C:
Foreign Language Institute Scale and Level Descriptions**

Foreign Language Difficulty Levels
(Defined by the Foreign Service Institute)

The Foreign Service Institute categorizes languages based on the number of hours it takes for adult learners to achieve specific proficiency levels

Category I	Category II	Category III	Category IV
Dutch, English*, French, Haitian Creole, Italian, Norwegian, Portuguese, Spanish, Swahili and Swedish	German, Modern Greek, Hindi, Indonesian, Punjabi and Urdu.	Cambodian, Czech, Hmong, Hebrew, Hungarian, Lao, Polish, Russian, Serbo-Croatian**, Slovak, Tagalog, Turkish, Thai, Ukrainian and Vietnamese.	Arabic, Cantonese, Japanese, and Korean, Mandarin

Source: <http://www.actfl.org/i4a/pages/index.cfm?pageid=3642#profassess> .

Compare levels arrived at by an average adult learner studying **group 1** languages:

Group I: Afrikaans, Danish, Dutch, French, Haitian Creole, Italian, Norwegian, Portuguese, Romanian, Spanish, Swahili and Swedish.

<u>Length of Training</u>	<u>Proficiency Level (described below)</u>
---------------------------	--

16 weeks (480 hours/30 hours per week)	2
--	----------

To an average adult learner of **group 4** languages
Group IV: Arabic, Chinese, Japanese, Korean

<u>Length of Training</u>	<u>Proficiency Level (described below)</u>
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16 weeks (480 hours/30 hours per week)	1
--	----------

From Glastonbury Connecticut: <http://www.foreignlanguage.org/about/index.htm> Online Powerpoint created by Rita Olesak

Level Descriptions

Oral Proficiency Level	Function (tasks accomplished, attitude expressed, tone conveyed)	Context (topics, subject areas, activities and jobs addressed)	Accuracy (acceptability, quality and accuracy of message conveyed)
5	Functions equivalent to an educated native speaker (ENS)	All subjects	Performance equivalent to an ENS
4	Able to tailor language to fit audience, counsel, persuade, negotiate, represent a point of view and interpret for dignitaries	All topics normally pertinent to professional needs	Nearly equivalent to an ENS. Speech is extensive, precise, appropriate to every occasion with only occasional errors
3	Can converse in formal and informal situations, resolve problems, deal with unfamiliar topics, provide explanations, describe in detail, offer supported opinions, and hypothesize	Practical, social, professional and abstract topics, particular interests, and special fields of competence	Errors never interfere with understanding and rarely disturb the native speaker. Only sporadic errors in basic structure
2	Able to fully participate in casual conversations, express facts, give instructions, describe, report, and provide narration about current, past, and future activities	Concrete topics such as own background, family, interests, work, travel, and current events	Understandable to native speaker not used to dealing with foreigners; sometimes miscommunicates.
1	Can create with the language, ask and answer questions, participate in short conversations	Everyday survival topics and courtesy requirements	Intelligible to a native speaker used to dealing with foreigners
0*	No functional ability	None	Unintelligible

From Glastonbury Connecticut: <http://www.foreignlanguage.org/about/index.htm> Online Powerpoint created by Rita Olesak

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