

Integrating Chinese and English and Whole-School Buy-In

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Life changing. World changing.

At CAIS we started
with a question....



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Goals and Principles of Chinese Language Immersion Instruction at CAIS

Goals

At Chinese American International School, the goals of Chinese language immersion instruction are:

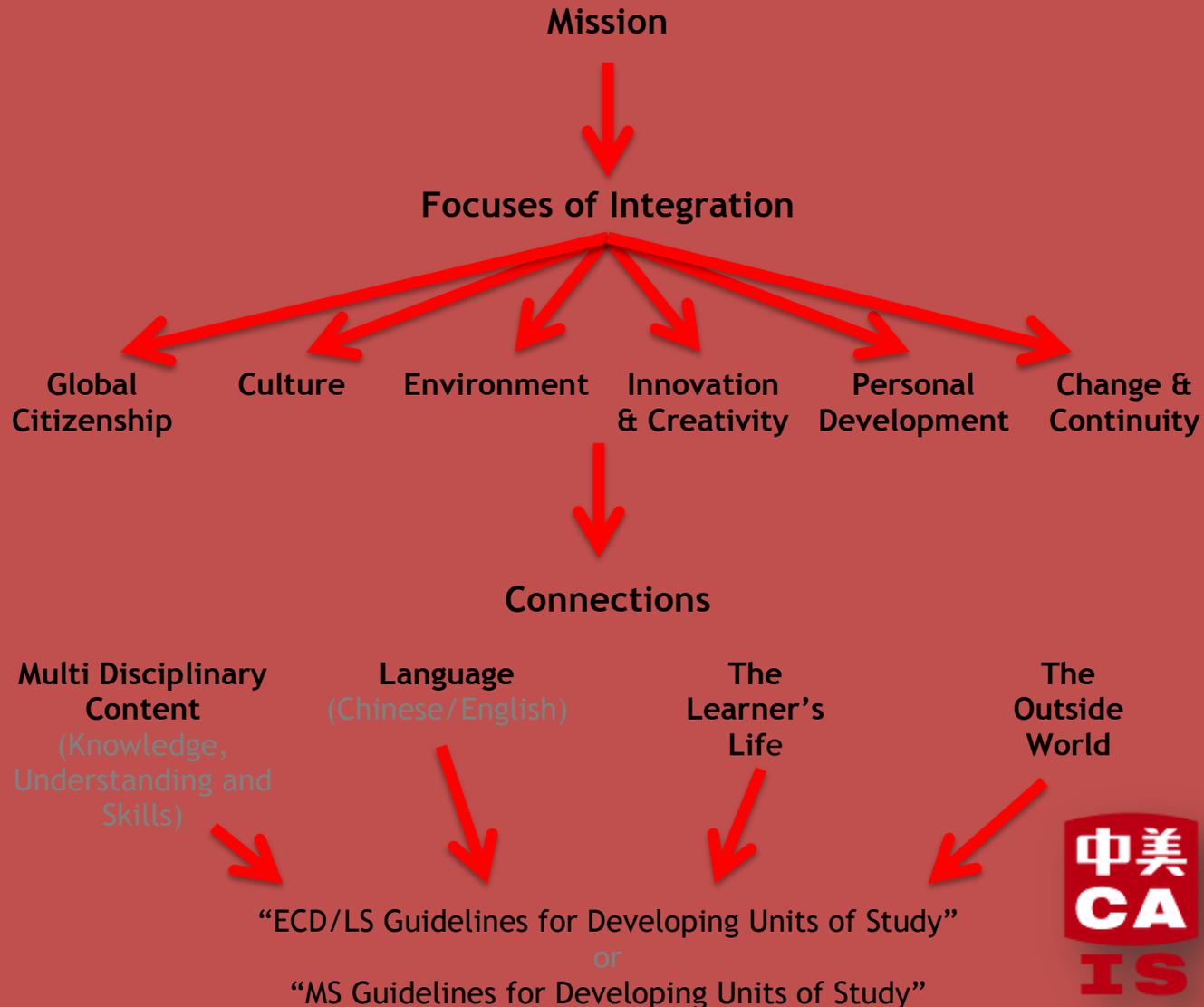
1. Proficiency in spoken and written Chinese
2. Achievement of core academic competencies
3. Chinese cultural competence

Principles

In order to achieve these goals, the following fundamental principles of Chinese language immersion instruction guide our practice:

1. **Instruction in the Target Language**—At CAIS, 100% of instruction within the Chinese language classroom takes place in the target language.
2. **Primacy of Language Proficiency**—At CAIS, curriculum and instruction in Chinese place primary emphasis on developing Chinese language proficiency. Chinese language proficiency is measured against the [ACTFL Proficiency Guidelines 2012](#).
3. **Academic Content**—At CAIS, academic content serves as the vehicle through which Chinese language proficiency is developed. Achievement of core academic competencies through Chinese language may also at times be an appropriate objective. The level of achievement will depend upon one or more of the following factors:
 - Chinese language proficiency
 - Complexity of the content
 - Previous content knowledge acquired in English
 - Instructional strategies aimed at creating comprehensible input (sometimes referred to as “sheltered instruction”)
4. **Culture**--At CAIS, students' ability to function comfortably, competently and confidently in a Chinese cultural environment is developed through
 - Curriculum content
 - Modeling of appropriate cultural practices by faculty and staff
 - Deliberately created environment
 - Special events
 - International programs
5. **Cognitive Benefits**—At CAIS, students gain cognitive benefits associated with second language proficiency that monolingual students do not. The cognitive benefits of second language proficiency have been demonstrated by a large and growing body of research. CAIS students enjoy these benefits in addition to second language proficiency and academic achievement. Annual standardized assessments of core academic competencies (ie, ERBs) have consistently demonstrated that CAIS students achieve at or above the level of peer groups at suburban and independent single language schools.

CAIS Curriculum Framework



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CAIS Focuses of Integration

Global Citizenship

1. What does it mean to be a global citizen?
2. What rights do I have as a global citizen?
3. What responsibilities do I have to others in my local and global community?
4. What is the relationship between rights and responsibilities as a global citizen?
5. How can I make a difference in my community, my country, and the world?

Culture

1. What is culture, and how is it presented?
2. How are people different and similar across and within cultures?
3. How does my culture influence my view of the world?
4. How does culture change and remain the same over time?
5. How does cultural awareness make me a better global citizen?



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CAIS Focuses of Integration

Environments

1. What is the relationship between environments and their inhabitants?
2. What are the responsibilities of inhabitants to their environment?
3. What resources do inhabitants have or need from their environment?
4. What are the biggest threats to environments?
5. What social, political, and economic factors affect the environment?

Innovation and Creativity

1. What impact does innovation have on our lives?
2. What causes and prevents creativity and innovation?
3. What are the ways in which failure and risk-taking are related to creativity and innovation?
4. In what ways do creative and innovative people think and act?
5. How do people express creativity?



CAIS Focuses of Integration

Self Development

1. How do my thoughts and emotions influence my behavior?
2. How can I become my best self?
3. How can I establish and maintain healthy and rewarding relationships with others?
4. What contributes to responsible decision making?
5. What does it mean to be healthy, and what factors influence your understanding?

Change and Continuity

1. How do humans adapt to change?
2. When is it appropriate to preserve tradition or affect change?
3. What factors cause people to embrace or resist change?
4. What are the advantages and disadvantages of change and continuity?
5. What is the relationship between leadership and change?



ECD and LS Guidelines for Developing a Unit of Study

Steps	What	How	Who
1	Select Focus(es) of Integration		EN/CH Together
2	Develop enduring understandings (EUs) for the unit	<ul style="list-style-type: none"> What deep understanding will your students achieve at the end of this unit? Does it have a lasting value beyond the classroom? Can it be revisited over the course of life time? Can it be transferred to other disciplines? 	EN/CH Together
3	Co-develop essential questions as a team	<ul style="list-style-type: none"> Brainstorm relevant topics, concepts, or knowledge appropriate for the age group Sort, filter, and organize the content Develop a few essential questions that guide students to explore/discover 	EN/CH Together
4	Design a theme and make content decisions	<ul style="list-style-type: none"> Make decisions about which essential questions will be addressed in different subjects; e.g., Chinese, English, Special, or in various combination Design themes that provide contexts that tie the content together in a coherent and cohesive way Determine time needed and the scope and sequence of the content for the unit 	EN/CH Together
5	Map out key knowledge areas	<ul style="list-style-type: none"> Map out the relevant topics, concepts, and key vocabulary needed for students to address the essential questions For English and Chinese Language Arts classes, key vocabulary, grammatical patterns, and language use conventions also need to be identified 	By Language

7	Draw Summative Assessment	<ul style="list-style-type: none"> How do you know what students have learned? How well? 	Participating teachers
8	Select Materials	<ul style="list-style-type: none"> Textbooks Other reading materials, programs Music , photos, videos Other authentic materials Web resources 	Participating teachers
9	Plan Lessons	<ul style="list-style-type: none"> Plan lessons and assessments including: <ul style="list-style-type: none"> Collaboration with a Chinese teacher/subject/or China trip (English for Chinese) Includes IT in some way Includes at least one of: ESS, Science, PE, Arts, ELA, Math Includes an outside resource: field trip museum, expert, speaker, etc. (optional) Map on CAIS template in Atlas Rubicon 	Participating teachers
10	Conduct Summative Assessments		Participating teachers

Thank You

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