

*Curriculum and Instruction in  
Chinese Elementary Schools:  
Strategies and Resources*

Rita A. Oleksak & Meiching Chang  
Betsy Hart & Joy Kreeft Peyton

# CELIN

Briefs Series



Center for  
Global Education

China Learning Initiatives

## *Curriculum, Instruction, and Assessment for Elementary Chinese and Immersion Programs*

Rita A. Oleksak and Betsy Hart

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## CELIN 专题指南系列

- *Designing and Implementing Chinese Language Programs: Preparing Students for the Real World*  
Yu-Lan Lin, Der-lin Chao, and David Kojo Hakam
- *Developing Initial Literacy in Chinese*  
Michael Everson, Kevin Chang, and Claudia Ross
- *Mapping Chinese Language Learning Outcomes in Grades K-12*  
Jianhua Bai, Luyi Lien, and Madeline Spring

# THE SIX STARTALK-ENDORSED PRINCIPLES FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT

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# Designing and Implementing a Standards-based and Thematically Organized Curriculum

- 2017 STARTALK Level 1 Curriculum

**STARTALK-endorsed Principles for Effective Teaching and Learning**

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment

**STAGE 1: What will learners be able to do with what they know by the end of the program?**

**Program Overview and Theme**

In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

The overarching theme of the program is "Discover China Through Authentic Tales"

In level 1, students will explore and express who they are, where they live, and what their heritage is in the target language. They will learn to greet people and describe themselves and their families, including ages, birthdays, nationalities, and their likes and dislikes. They will exchange e-mail addresses and phone numbers, and they will be able to communicate with new acquaintances in person, on the phone, and in e-mails. Students will also experience the culture aspects of the tale through food, Chinese art, and performances.

Students will learn the advantages of knowing more than one language and will create an identity where they are working and living in the target culture as if they are simulated to have Chinese teenagers as reading partners and go to the famous TV show called "Readers" together in China. Students will learn to talk about their daily activities and schedules by comparing and contrasting their daily routine to their Chinese reading partners in China. In addition, students will learn, practice, and write Chinese calligraphy because they will give their Chinese calligraphy writing as gifts for their reading partners. Finally, students will role play their future identities and will learn more about the identities of the other students in class.

By the end of the program, students will be able to introduce themselves, provide information about themselves and their families, and comprehend full sentences and phrases about their Chinese reading partners who are going to attend the famous TV show together.

Page 2 of 5 1339 words English (United States) 7:59 AM 4/26/2018

# Facilitating a Learner-Centered Classroom

- Stations: students work on putting part of words together to make words, putting words together to make sentences, and identifying correct response for questions.





# Facilitating a Learner-Centered Classroom

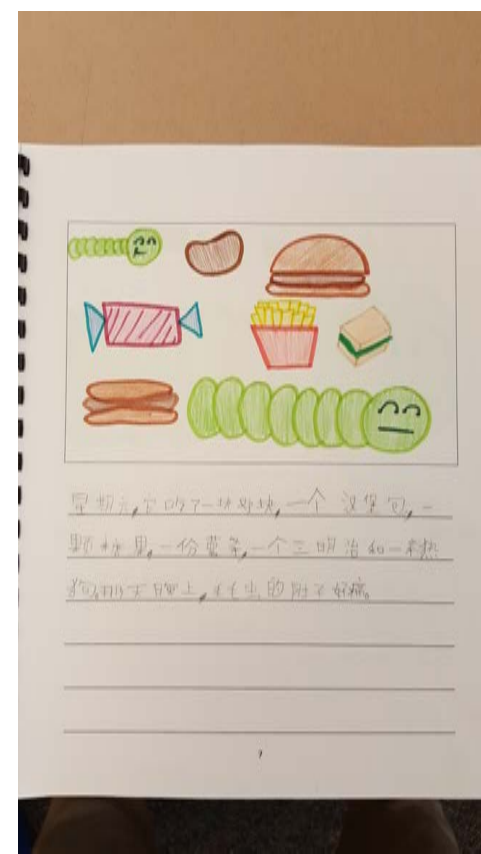
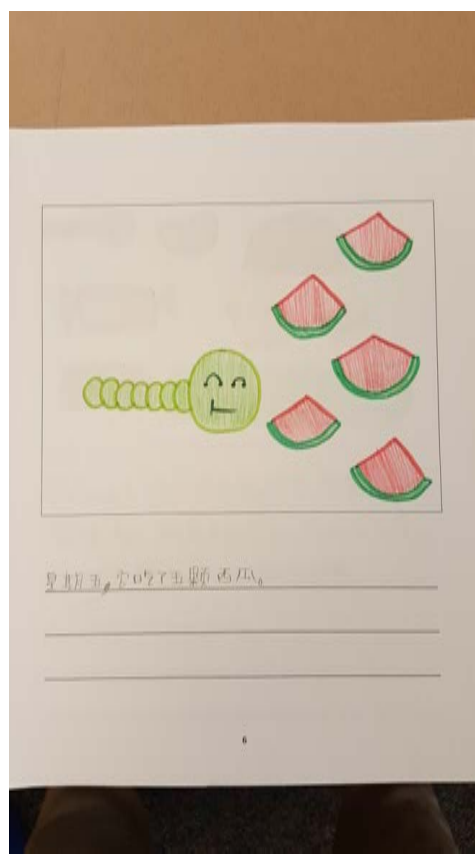
- Activities: students use picture cards to ask appropriate questions.





# Facilitating a Learner-Centered Classroom

- Project: students presents their knowledge on days of the week, food, measure words, and colors in the “The Very Hungry Caterpillar.”



# Using the Target Language and Providing Comprehensible Input for Instruction

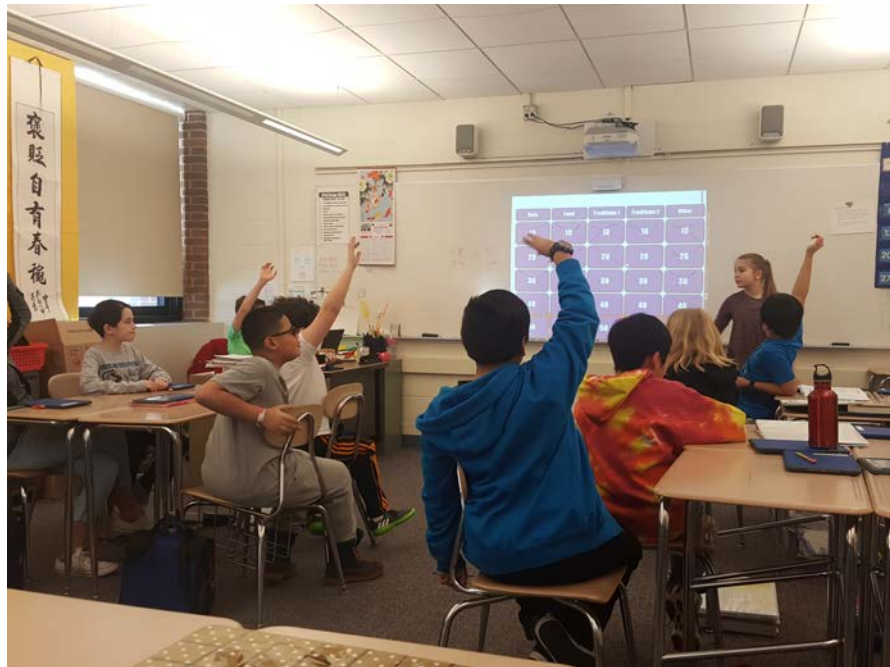
- The single greatest factor to building student proficiency is the use of the target language.

- $i + 1$  (Krashen)



# Integrating Culture, Content, and Language in a World Language Classroom

- Teacher-made Jeopardy Game
- Students demonstrated what they learned about Chinese New Year
- Culturally appropriate prizes





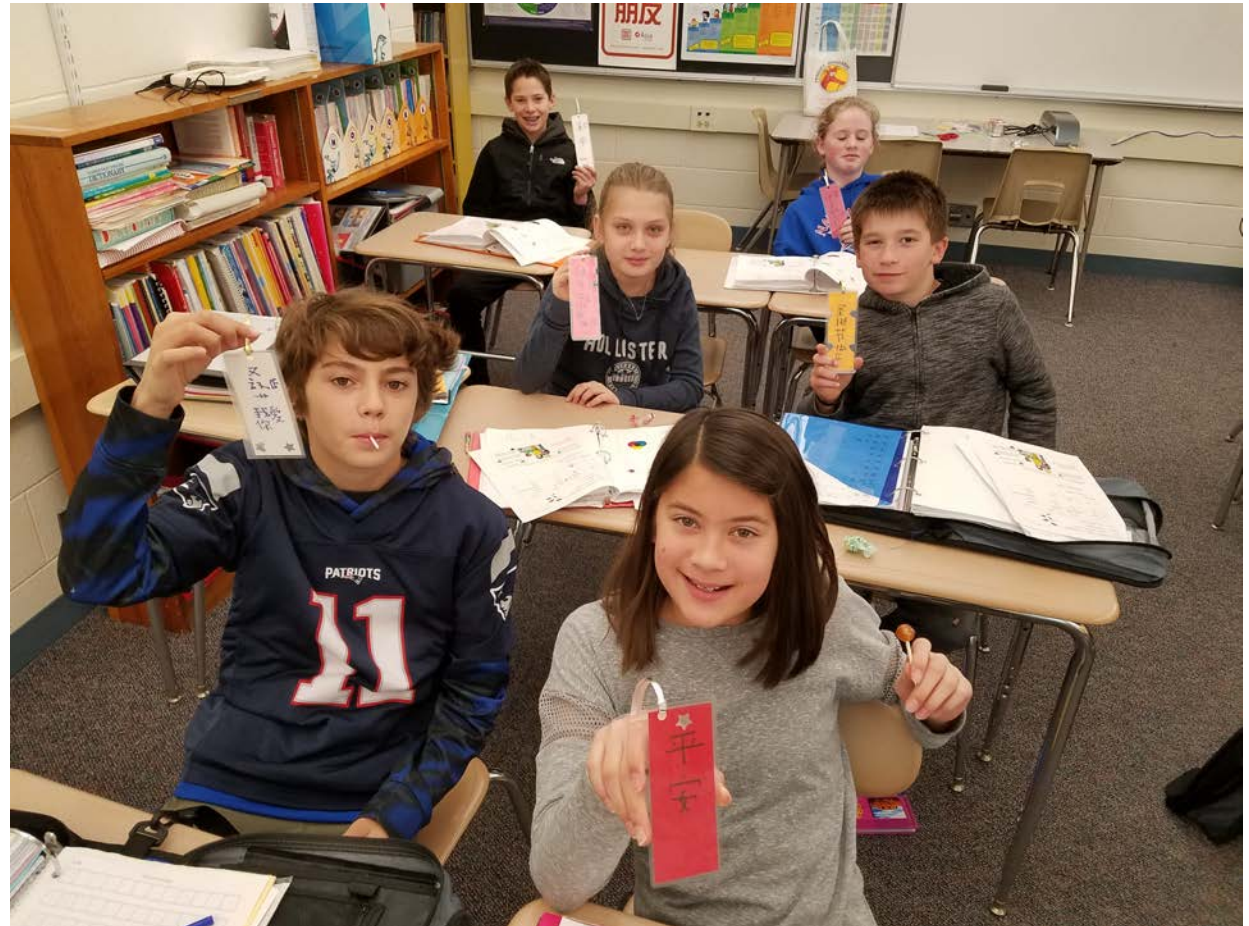
# Integrating Culture, Content, and Language in a World Language Classroom

- Teach with authentic games, food, and activities



# Integrating Culture, Content, and Language in a World Language Classroom

- Making connections with local cultures





# Adapting and Using Age-Appropriate Authentic Materials

- Using authentic children's books in class
- Reading room





# Adapting and Using Age-Appropriate Authentic Materials

- Lead teacher demonstrating how to use authentic children's books in class in target language



# Conducting Performance-Based Assessment

- Backwards design: what students should know and be able to do at the end of the year, unit, lesson.



青蛙，青蛙，我看见了什么？  
青蛙，青蛙，我看见了什么？

# Conducting Performance-Based Assessment

- Variations of same assessment for differentiation (scaffolding for students with different levels): Bingo

# Bingo worksheet A

看电视			打网球
滑雪	打篮球	买东西	跑步
打乒乓球		打排球	
唱歌	打棒球	游泳	打游戏机

# Bingo worksheet B: with more pictures

<p>看电视</p>			<p>打网球</p>
<p>滑雪</p>	<p>打篮球</p>		
<p>打乒乓球</p>			
			



# Conducting Performance-Based Assessment

- Variations of same assessment for differentiation: colors



# RESOURCES FOR CHINESE TEACHERS

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STARTALK Resources

[www.startalk.umd.edu](http://www.startalk.umd.edu)



STARTALK-Endorsed Principles



Search Resources



Apply for a Grant

### Welcome to STARTALK!

## 2018 Summer Program List Now Available!

The National Foreign Language Center is pleased to announce the STARTALK 2018 Summer Programs. Visit the [Find A Summer Program](#) page to browse the list and learn about the 2018 offerings.

## STARTALK's Mission

STARTALK's mission is to increase the number of U.S. citizens learning, speaking, and teaching critical need foreign languages. STARTALK offers students (K-16) and teachers of these languages creative and engaging summer experiences that strive to exemplify best practices in language education and in language teacher development.



### Announcements [\(View all\)](#)

[2017 Fall Conference Presentations Now Available](#)  
Presentations and handouts from the 2017 STARTALK Fall Conference in Portland, OR are now available online... [more](#)

[Watch Matt Coss' Language and Content Through Culture: Making the Match](#)  
Are you interested in hands-on cultural activities full of target language use in your classroom? Would... [more](#)

# Search by Resource Type & Language

**Search Resources**

Program Resources [↻](#)  
Team Leader, Site Visitor, and Consultant Resources [↻](#)

**Filter by Material Type(s):**

Administration    Assessment    Curricula    Instruction  
 Learning Plan/Lesson Plan    Presentation    Report    Video

**Language (Optional)**


Arabic (15)    Chinese (74)    Dari (18)    Hindi (18)    Korean (2)  
 Persian (20)    Portuguese (4)    Russian (11)    Swahili (3)    Turkish (1)  
 Urdu (16)

Enter terms

Sort results by

Field  
Relevancy ▼

Direction  
Ascending ▼



# Apply Filters

## Filter by Proficiency Level(s):

- Novice (134)
- Intermediate (110)
- Advanced (47)

## Filter by Program Grade Level(s):

- K-2 (72)
- 3-5 (73)
- 6-8 (95)
- 9-12 (103)
- Undergraduate (24)

## Filter by Teaching Experience:

- Beginning (86)
- Experienced (85)

## Filter by Mode(s):

- Interpersonal (31)
- Interpretive (27)
- Presentational (30)

## Filter by TELL Domain(s):

- The Learning Experience (70)
- Collaboration (11)
- Planning (177)
- Performance Feedback (15)
- Professionalism (24)
- Learning Tools (78)
- Environment (26)

## Filter by STARTALK Principle(s):

- Standard-Based Curriculum (101)
- Learner Centered (64)
- Target Language (75)
- Integration of Culture, Content, Language (49)
- Authentic Material (10)
- Performance-Based Assessment (31)

## Instructional Resources (optional)

- Student (164)
- Teacher (71)



Learning Plan/Lesson Plan » Chinese

## Search Resources

[Program Resources](#) 

[Team Leader, Site Visitor, and Consultant Resources](#) 

### Filter by Material Type(s):

Curricula     Instruction     Learning Plan/Lesson Plan     Presentation

### Language (Optional)

Chinese     Russian (1)

Enter terms



Retain current filters

Showing 1 - 20 of 31 results found.

#### **Chinese Intermediate 9-12th Grades Student Lesson Plan 2015-2**

Material Type: Lesson Plan Theme/Topic: Shandong Today Language: Chinese Participant Type: Student Age Range of Learners: Grade 9-12 Targeted Performance Level: Chinese 4 Intermediate mid/high Number of Minutes: 225 min Chinese Intermediate 9-12th Grades ...

#### **Chinese Intermediate 7-12th Grades Student Lesson Plan 2015-3**

Material Type: Lesson Plan Theme/Topic: Shandong Today Language: Chinese Participant Type: Student Age Range of Learners: Grade 7-12 Targeted Performance Level: Chinese 4 Intermediate mid/high Number of Minutes: 225 min Chinese Intermediate 9-12th Grades ...

#### **Chinese Novice 7-12 Grades Student Lesson Plan 2015-1**

Material Type: Lesson Plan Theme/Topic: Shandong Province Language: Chinese Participant Type: Student Age Range of Learners: Grade 7-12 Targeted Performance Level: Chinese 1 Novice Number of Minutes: 360 min Chinese Novice 7-12 Grades Student Lesson Plan ...



# Classroom Language Observation Checklist Kit (CLOCK)

*a formative assessment tool designed for K-5 STARTALK teachers to periodically assess students' speaking and listening comprehension skills based on observations of students' use of the target language in a classroom setting*

## COMPONENT 2 - LANGUAGE SAMPLES

### Language Sample 2

**Context:** This sample is from the last week of a four-week STARTALK summer program. The students who will be in grade 5 in the fall, also participated in the same summer program the year before.

**Instructional/Assessment Activity:** The language below was transcribed from a "Paired Conversation" activity that two students participated in (see Component 1 for a description of this activity). The teacher divided her students into pairs, provided a list of topics on the board, and instructed students to exchange information on those topics. The teacher signaled the start and stop time of the activity.

**Performance Level:** The language sample is a Novice High to Intermediate Low performance, with two students asking each other questions and responding with full or incomplete sentences.

- Linda\*: 春天你喜欢什么运动? Mary\*: 春天我喜欢游泳。  
 Linda: 夏天你喜欢什么运动? Mary: 夏天我喜欢骑自行车。  
 Linda: 冬天你喜欢什么运动? Mary: 冬天我喜欢玩电子游戏。  
 Linda: 秋天你喜欢什么运动? Mary: 秋天我喜欢买东西。  
 Linda: 你好。Mary: 你好。你好吗? Linda: 我很好, 谢谢。  
 Mary: 今天天气怎么样? Linda: 今天是晴天。Mary: 今天几月几日? Linda: 今天7月7日。  
 Linda: 你是哪国人? Mary: 我是美国人。  
 Linda: 你家有几口人? Mary: 我家有5口人, 我家有爸爸, 妈妈, 弟弟, 妹妹和我。  
 Linda: 你喜欢什么颜色? Mary: 我喜欢红色, 我喜欢金色, 粉红色, 灰色, 绿色, 蓝色, 和黑色, 和白色。  
 Linda: 你几岁? Mary: 我十一岁, 你几岁? Linda: 我十一岁。  
 Linda: 你属什么? Mary: 我属马。  
 Linda: 你喜欢什么运动? Mary: 我喜欢骑自行车, 冲浪, 和玩电子游戏。  
 Linda: 你喜欢吃什么? Mary: 我喜欢牛肉, 猪肉, 牛肉, 鱼, 海鲜。  
 Mary: 海鸥是什么颜色? Linda: 海鸥是蓝色和灰色。  
 Linda: 中心城市\*在哪里? Mary: 中心城市在这里。这里有水族馆, 购物中心, 市中心, 海豚。  
 Linda: 雨天你喜欢什么运动? Mary: 雨天我喜欢玩电子游戏。



### CLOCK Classroom Observation Checklist: Intermediate Sublevels\*\*

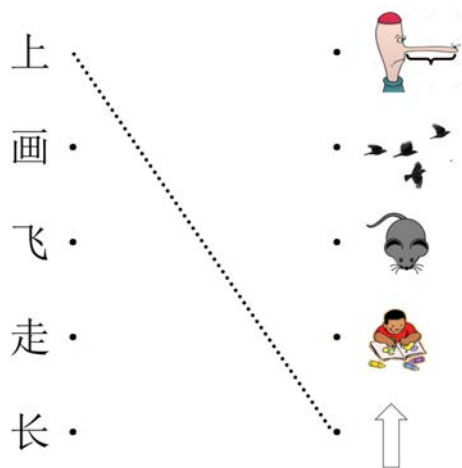
Student Name: Amy Grade: 5 Language: Chinese Topic: New Rules Activity: Debate Date: 2/27/2015

Performance Level	Interpersonal or Presentational Speaking (circle one or both)		Language Control		Vocabulary		Interpretive Listening	
	Fluency/Text type		How well does he/she use Chinese?		What kind of words does he/she know in Chinese?		How well does he/she understand Chinese?	
Intermediate High	<ul style="list-style-type: none"> <li>Uses sentences or questions learned in class very easily.</li> <li>Often generates sentences or own questions.</li> </ul>	<ul style="list-style-type: none"> <li>Describes something or tells a simple story using strings of sentences.</li> <li>Has conversations easily and is able to keep the conversation going.</li> <li>Handles social interactions in everyday situations that sometimes have an unexpected complication.</li> <li>Makes presentations using organized strings of sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Mostly accurate when uses learned sentences or questions.</li> </ul>	<ul style="list-style-type: none"> <li>puts strings of generated sentences together.</li> <li>puts strings of learned sentences together.</li> </ul>	<ul style="list-style-type: none"> <li>Uses new words he/she has just learned easily.</li> <li>Often figures out a way to say what he/she wants to say in Chinese.</li> <li>Rarely uses words from native language. <b>None</b></li> <li>Makes presentations on personal, school, community or researched topics.</li> </ul>	<ul style="list-style-type: none"> <li>Understands sentences, questions and strings of sentences about things he/she has been learning in class.</li> <li>Understands some new sentences, questions, and strings of sentences.</li> <li>When he/she is learning about something new, usually can figure out the main idea and some important details.</li> </ul>		
	Intermediate Mid	<ul style="list-style-type: none"> <li>Describes something using strings of sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Has conversations about things he/she knows and is sometimes able to keep the conversation going.</li> <li>Presents information using connected sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Mostly accurate when using learned sentences and questions.</li> </ul>	<ul style="list-style-type: none"> <li>Often accurate when:                             <ul style="list-style-type: none"> <li>generates sentences and/or questions.</li> <li>puts strings of generated sentences together.</li> <li>puts strings of learned sentences together.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Sometimes uses new* words easily.</li> <li>Tries to figure out a way to say what he/she wants to say in Chinese, but sometimes has to use native language.</li> <li>Sometimes uses words from native language when he/she doesn't know the words in Chinese.</li> <li>Presents information on a wide range of familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Usually understands sentences, questions, and groups of sentences about things learned in class.</li> <li>When he/she is learning about something new, is sometimes able to figure out the main idea and some important details.</li> </ul>	
Intermediate Low		<ul style="list-style-type: none"> <li>Asks and answers questions about things learned in class.</li> <li>Uses sentences and questions learned in class.</li> <li>Occasionally generates some sentences or questions on own.</li> <li>Has simple, short conversations about things he/she knows.</li> <li>Presents information using simple sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally generates some sentences or questions on own.</li> <li>Has simple, short conversations about things he/she knows.</li> <li>Presents information using simple sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Usually uses learned sentences/questions well.</li> <li>Sometimes uses learned sentences and questions accurately.</li> <li>Occasionally uses accurate language in generated sentences or questions.</li> </ul>	<ul style="list-style-type: none"> <li>puts strings of learned sentences together.</li> </ul>	<ul style="list-style-type: none"> <li>Uses familiar words easily.</li> <li>Uses some new words.</li> <li>Uses words in his/her native language when he/she does not know the words in Chinese.</li> <li>Presents information on familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Understands simple words, phrases, sentences, questions, and directions learned in class.</li> <li>Understands new* sentences and questions and new directions easily if teacher speaks slowly, repeats the sentence, question, or uses pictures or gestures to help him/her understand.</li> </ul>	

# K-5 Word Frequency Dictionary & Character Assessments

- *The Word Frequency Dictionary can help to:*
  - *Predict L2 student's reading comprehension by grade*
  - *Provide vocabulary guidelines for textbook writing and reading material selection*
  - *Inform the development of assessments*

Format 2 : dot to dot 连连看



GRADE	WORDS FROM LOWER GRADE(S)	NEW WORDS	TOTAL =WORDS FROM LOWER GRADE(S) +NEW WORDS
K	0	300	300
1	300	400	700
2	300+400=700	500	1200
3	300+400+500=1200	600	1800
4	300+400+500+600=1800	700	2500
5	300+400+500+600+700=2500	849	3349

## Guiding Principles for Early Literacy Experiences for Beginning Learners of Chinese

Committee Members: Helena Curtain, Michael Everson, Yalan King,  
Claire Kottenbeutel, Magaly Lavadenz, Ping Liu, and Claudia Ross

As more STARTALK Chinese programs are implemented, the need for direction on how to provide appropriate early literacy experiences while also building oral language skills has become clear. Chinese programs in general do not have the advantages of commonly agreed-upon approaches to literacy that are found in mainstream first language (L1) English language programs or in programs for more commonly taught foreign languages (L2). Also, few materials give guidance on basic methods of teaching literacy to students who are beginning their study of Chinese, especially at the elementary and middle school levels. This paper is an attempt to synthesize effective practices in this area. The focus is on programs in grades K–8, but the principles can be applied to the teaching of students at any level. The focus is also on students who have had no previous exposure to Chinese as a heritage language, but the principles apply to both heritage and nonheritage learners.

The following three guiding principles for effective Chinese language literacy instruction can assist how best to approach early literacy instruction for beginning learners of Chinese. The principles are based on the concept that character and vocabulary knowledge are not taught in isolation but instead are integral parts of thematically based content and contexts. These three principles flow from and are an extension of the six STARTALK Endorsed Principles for Effective Teaching and Learning. Each is designed to be used in conjunction with those six principles.

### **Principle 1: Literacy instruction is an integral part of a comprehensive STARTALK language program.**

- 1.1 Teachers establish realistic literacy goals based on the type of program and on the instructional time available.
- 1.2 Literacy instruction takes into consideration the students' age, Chinese proficiency, and English reading and writing levels.
- 1.3 Practices in literacy instruction are supported by research on Chinese first and second language readers.

### **Principle 2: Literacy instruction is incorporated in a thematically based, balanced approach that encompasses both higher- and lower-level skills and competencies.**

# White Paper: Early Chinese Literacy Development

Chinese Demo  
Lesson Video:  
Integrating  
Language, Content  
& Culture

Matt Coss - Language and Content Through Culture: Making the Match



Language(s):

- Chinese

Proficiency Level(s):

- Novice

Teaching Experience:

- Beginning
- Experienced

Material Type(s):

- Video
- Presentation

TELL Domain(s):

- Planning
- The Learning Experience
- Professionalism

STARTALK Principle(s):

- Target Language
- Integration of Culture, Content, Language



# Chinese Model Curricula

## Search Resources

[Program Resources](#)

[Team Leader, Site Visitor, and Consultant Resources](#)

### Filter by Material Type(s):

Curricula     Instruction     Learning Plan/Lesson Plan

### Language (Optional)

Arabic (1)     Chinese     Persian (1)     Russian (1)

Enter terms

  Retain current filters

Showing 1 - 20 of 27 results found.

#### Chinese All Teacher Curriculum 2015-1

Material Type: Curriculum Theme/Topic: STARTALK Chinese Teacher Training Program at Hunter College: A Blended Model Language: Chinese Participant Type: Teacher Age Range of Learners: All Targeted Performance Level: All Chinese All Teacher Curriculum 2015- ...

#### Chinese All Teacher Curriculum 2015-2

Material Type: Curriculum Theme/Topic: STARTALK Vermont Building Teacher Capacity, Generating Student Interest Language: Chinese Participant Type: Teacher Age Range of Learners: All Targeted Performance Level: All Chinese All Teacher Curriculum 2015-2 Ins ...

#### Chinese Intermediate 2nd-5th Grades Student Curriculum 2014

Material Type: Curricula Theme/Topic: STARTALK STEM-Integrated Chinese Learning Program Language: Chinese Participant Type: Student Age Range of Learners: Grade 2-5 Targeted Performance Level: Intermediate Low- Intermediate Mid Chinese Intermediate 2nd-5t ...

### Filter by Proficiency Level(s):

- Novice (16)
- Intermediate (10)
- Advanced (3)

### Filter by Program Grade Level(s):

- K-2 (4)
- 3-5 (5)
- 6-8 (6)
- 9-12 (9)

### Filter by Teaching Experience:

- Beginning (5)
- Experienced (5)

### Filter by Mode(s):

- Interpersonal (13)
- Interpretive (13)
- Presentational (12)

### Filter by TELL Domain(s):

- The Learning Experience (3)
- Planning (24)
- Performance Feedback (2)
- Professionalism (2)
- Learning Tools (1)

### Filter by STARTALK Principle(s):

- Standard-Based Curriculum (16)
- Learner Centered (1)
- Target Language (1)
- Integration of Culture, Content, Language (1)

### Instructional Resources (optional)

- Student (15)
- Teacher (11)

# Direct Links to Specific Resources

- Sample & Model Curricula – [https://startalk.umd.edu/public/searchresources/?f%5B0%5D=im\\_field\\_st\\_language%3A39&f%5B1%5D=im\\_field\\_material\\_type%3A58](https://startalk.umd.edu/public/searchresources/?f%5B0%5D=im_field_st_language%3A39&f%5B1%5D=im_field_material_type%3A58)
- CLOCK in English & Chinese <https://startalk.umd.edu/public/resources/cal?st=1>
- Word frequency dictionary & assessments <https://startalk.umd.edu/public/resources/WordFrequencyDictionary?st=1>
- White paper on literacy development <https://startalk.umd.edu/public/resources/chinese-literacy-development?st=1>
- Language, Content & Culture – Making the Match (examples and demo lesson in Chinese) [https://startalk.umd.edu/public/videos/coss\\_lccmatch?st=1](https://startalk.umd.edu/public/videos/coss_lccmatch?st=1)
- Supplemental Activities guide (we still don't have the updated version) [https://startalk.umd.edu/public/system/files/resources/curtain\\_supplementalactivities\\_confhandout.pdf](https://startalk.umd.edu/public/system/files/resources/curtain_supplementalactivities_confhandout.pdf)



**CHINESE EARLY LANGUAGE AND  
IMMERSION NETWORK (CELIN) AT  
ASIA SOCIETY**

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# Welcome to CELIN!



<http://asiasociety.org/china-learning-initiatives/chinese-early-language-and-immersion-network>

**CELIN Staff:** Shuhan Wang, Joy Kreeft Peyton, Ting Shen

## **CELIN's Mission**

Support the growth and sustainability of Chinese early language and immersion programs in and outside the United States to ensure that students have opportunities to develop high-level multilingual and intercultural competency for advanced study and work in an interconnected world.

# Chinese Language Matters

Asia Society | Center for Global Education

A Publication of China Learning Initiatives

November 8, 2017



## Increasing Enrollment, Funding, and Satisfaction

Key Findings from our Evaluation of Asia Society's Confucius Classrooms Network

Since 2009, Asia Society's China Learning Initiatives has been building and supporting a network of 100 Confucius Classrooms in K-12 schools in 28 states throughout the United States. During the 2016-17 school year, we conducted an evaluation to determine the effectiveness of the network's collective efforts. Some of these findings may be of interest to the Chinese language field at large, and the full report will be released later this year. Meanwhile, we've **compiled highlights** with teachers and program administrators in mind.

National  
Advisors

Monthly  
Newsletter



# CELIN Web Pages



CONFUCIUS CLASSROOMS NETWORK +

NATIONAL CHINESE LANGUAGE CONFERENCE

PROFESSIONAL DEVELOPMENT

CHINESE EARLY LANGUAGE AND IMMERSION NETWORK -

Staff and Advisors

Find a Program

Program Profiles

CELIN Briefs

Resources for Educators

Resources for Parents

Ask the Experts

Language Learning Supporters

CHINA STRAIGHT UP RESOURCES

## Chinese Early Language and Immersion Network

*CELIN @ Asia Society*



# CELIN

Chinese Early Language and Immersion Network at Asia Society



As part of Asia Society's ongoing work to promote the development of Chinese in U.S. schools, we are pleased to announce the establishment of the Chinese Early Language and Immersion Network at Asia Society (CELIN @ Asia Society).

### DOWNLOADS

 [CELIN flyer.pdf \(PDF, 3.1MB\)](#)

### NEWSLETTER

[Chinese Language Matters](#)

### ABOUT CELIN

#### Staff and Advisors

Meet the Staff and Advisors of the Chinese Early Language and Immersion Network (CELIN)

#### Find a Program

The CELIN Program Directory documents information about Chinese early language and immersion programs across the United States. Search here for programs or document your program in this directory.

#### Program Profiles


Profiles of specific early language and immersion programs.

#### Resources for Educators

Research and resources educators interested in early and immersion Chinese language education.

# Resources for Educators

« ASIASOCIETY.ORG

 Asia Society

China Learning Initiatives

What are you looking for?



HOME INITIATIVES TOPICS INSIGHTS

## Resources for Educators

*From the Chinese Early Language and Immersion Network (CELIN)*



On this page you'll find links to research and resources for educators interested in early and immersion Chinese language education. This is an ongoing effort, and we welcome your contributions and feedback.

RESOURCE

### Assessment

Experts in the field of Chinese language education answer questions about assessment.



# Program Profiles

« ASIASOCIETY.ORG

Asia Society

China Learning Initiatives

What are you looking for?



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## Program Profiles



*The Chinese Early Language and Immersion Network (CELIN)*



Profiles of specific early language and immersion programs.



### FEATURED PROGRAMS

PROFILE

#### Utah Chinese Dual Language Immersion Program

The Utah Chinese Dual Language Immersion Program is in place in the following 12 districts across the state of Utah.



PROFILE

#### Barnard Asian Pacific Language Academy

Barnard Asian Pacific Language Academy, located in beautiful San Diego, California, is the only public school in the San Diego Unified School District that offers Mandarin immersion.



PROFILE

#### Caesar Rodney School District

Located in the suburbs outside of the Delaware state capital, the Caesar Rodney School District is home to Delaware's first Chinese immersion program, with almost 300 students in grades K-2 in 2015.



<http://asiasociety.org/china-learning-initiatives/program-profiles>



# Program Directory: Document or Find a Program

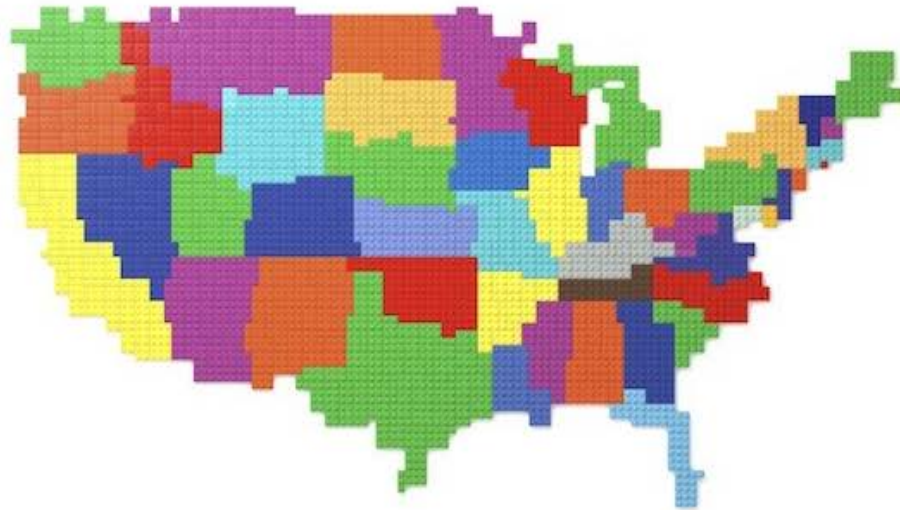
Asia Society China Learning Initiatives

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## Directory of Programs

*CELIN's Online Directory of Chinese Early Language and Immersion Programs Across the U.S.*



*Be counted! Add your Chinese early language or immersion program to the directory. (iStock)*

### DOWNLOADS

-  Find a Program (PDF, 144KB)
-  Document Your Program (DOC, 42KB)

<http://asiasociety.org/chinese-language-initiatives/celin-directory-programs>



# CELIN

Briefs Series



Center for  
Global Education

China Learning Initiatives

<http://AsiaSociety.org/CELIN>

## To interact with CELIN

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# Questions/Discussion