An Innovative Systemic Approach to Redesign a District-Wide K-12 Curriculum

Jane Lu, Dr. Shuhan Wang, Wenmei Zha
Part 1
A Brief Overview of
CPS Chinese Curriculum Guide and Resources
(CCGR)

Jane Lu
CPS Chinese World Language Program
jylu@cps.edu
CPS Chinese World Language Program At A Glance

- Began in 1999
- Pre K – 12 Program
- 24 elementary schools (K-8)
- 13 high schools (9-12)
- 11,000 students
- 49 full time, 4 part time teaching positions
- All teachers are certified by Illinois State Board of Education (ISBE)
The 1st CPS Chinese Curriculum

- FLAP grant 2004 – 2006
- K-12 Chinese Curriculum
- Based on both IL & national standards for learning languages
- Include teaching/learning content, suggested instructional strategies and learning activities, and assessment
- Lack of teaching/learning resources
The Redesign: CPS Chinese Curriculum Guide and Resources (CCGR)

- Thematically-organized
- Standards-aligned
- Performance-based
- Assessment-based
- Cultural awareness and understanding integrated into language learning
Relationship of Curriculum, Unit, and Lesson

Chinese Curriculum Guide & Resources (30-35 Weeks)
Vision, goals, contexts, expected outcomes; curriculum framework, pedagogical principles, assessment approaches, list of resources

FLES Curriculum K- G8
5 Units Per Grade (6-7 Weeks Per Unit)
5 Lessons (1-1.5 Weeks per Lesson)
Lessons 1-4, including formative assessments;
Lesson 5: summative assessment tasks

HS Curriculum Levels 1-4 & AP
5 Units Per Level (6-7 Weeks Per Unit)
The Documents Created for CPS Chinese Curriculum Guide and Resources (CCGR)

- Expected Chinese Proficiency & Literacy Outcomes
- Templates:
  - Unit Map At A Glance
  - Unit Template
- A Collection of Units (K-12)
## Chicago Public Schools
### Expected Chinese Proficiency and Literacy Learning Outcomes for PreK–8 FLES Programs
**(Based on a minimum of 120 minutes per week)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>WLGD Suggestion (Version 2.0 SY18-19, P.11)</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Intermediate Low</td>
<td>Intermediate Low</td>
<td></td>
<td>Novice High –</td>
<td>Novice High –</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intermediate Low</td>
<td>Intermediate Low</td>
</tr>
<tr>
<td>6</td>
<td>Novice High – Intermediate Low</td>
<td>Novice High –</td>
<td>Novice High</td>
<td>Novice High</td>
<td>Novice High</td>
</tr>
<tr>
<td>5</td>
<td>Novice High – Intermediate Low</td>
<td>Novice High</td>
<td>Novice High</td>
<td>Novice Mid – Novice High</td>
<td>Novice Mid – Novice High</td>
</tr>
<tr>
<td>4</td>
<td>Novice Mid – Novice High</td>
<td>Novice Mid – Novice High</td>
<td>Novice Mid</td>
<td>Novice Mid</td>
<td>Novice Mid</td>
</tr>
<tr>
<td>3</td>
<td>Novice Mid</td>
<td>Novice Mid</td>
<td>Novice Low –</td>
<td>Novice Low – Novice Mid</td>
<td>Novice Low – Novice Mid</td>
</tr>
<tr>
<td>2</td>
<td>Novice Low – Novice Mid</td>
<td>Novice Low – Novice Mid</td>
<td>Novice Low</td>
<td>Novice Low</td>
<td>Novice Low</td>
</tr>
<tr>
<td>K</td>
<td>Jr. Novice Mid</td>
<td>Jr. Novice Mid</td>
<td>Emerging Literacy</td>
<td>Emerging Literacy</td>
<td>Emerging Literacy</td>
</tr>
</tbody>
</table>
### Chicago Public Schools

**Expected High School Chinese Proficiency and Literacy Learning Outcomes**

(Based on 200 instructional minutes or more per week)

<table>
<thead>
<tr>
<th>Level</th>
<th>WLGD Suggestion (Version 2.0 SY18-19, P.11)</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 4</strong></td>
<td>Intermediate Low – Intermediate Mid</td>
<td>Novice High – Intermediate Low</td>
<td>Novice High – Intermediate Low</td>
<td>Novice High</td>
<td>Novice High</td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td></td>
<td>Novice High</td>
<td>Novice High</td>
<td>Novice Mid – Novice High</td>
<td>Novice Mid – Novice High</td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td>Novice Mid – Novice High</td>
<td>Novice Mid – Novice High</td>
<td>Novice Mid – Novice High</td>
<td>Novice Mid</td>
<td>Novice Mid</td>
</tr>
<tr>
<td><strong>Level 1</strong></td>
<td>Novice Low – Novice Mid</td>
<td>Novice Low – Novice Mid</td>
<td>Novice Low – Novice Mid</td>
<td>Novice Low – Novice Mid</td>
<td>Novice Low – Novice Mid</td>
</tr>
<tr>
<td>FLEX</td>
<td>FLES</td>
<td>High School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>----------</td>
<td>--------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>_______</td>
<td>_______</td>
<td>_______</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>______</td>
<td>_____</td>
<td>_________</td>
</tr>
</tbody>
</table>

### Grade/Level Unit at a Glance

<table>
<thead>
<tr>
<th>Performance/Proficiency Targets (based on ACTFL scale)</th>
<th>Listening:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Speaking:</td>
</tr>
<tr>
<td></td>
<td>Reading:</td>
</tr>
<tr>
<td></td>
<td>Writing:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit/AP Theme</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essential Question(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Lesson Topics (#5 is summative performance assessments)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Chinese Curriculum Unit Template

## Program Type
- ☐ FLES
- ☐ FLEX
- ☐ HIGH SCHOOL

## Grade/Level & Unit

## Theme

## Title

## Essential Question

## Topics Addressed

<table>
<thead>
<tr>
<th>Targeted Range of Performance/Proficiency</th>
<th>Listening:</th>
<th>Speaking:</th>
<th>Reading:</th>
<th>Writing:</th>
</tr>
</thead>
</table>

## Length of Unit

## Where does the unit come in the academic year (beginning, middle, end)

## Key Prior Learning (what students already know)

## Unit Goals and Contexts

## Can-Do Statements

**Students can:**

- Listening and Speaking skills
- Reading and Writing skills
- Cultural products, practices, and perspectives
- Content area connections
- Comparisons
- Communities
<table>
<thead>
<tr>
<th>Summative Performance Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretive</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interpersonal</th>
<th>Presentational</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge and Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Functions</td>
</tr>
<tr>
<td>Key Structures/Patterns</td>
</tr>
<tr>
<td>Key/Priority Vocabulary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hanzi for Reading/Recognition</th>
<th>Hanzi for Reading and Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>识读字 (三会字)</td>
<td>读写字 (四会字)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lessons and Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
</tr>
<tr>
<td>Materials and Resources for Reference:</td>
</tr>
<tr>
<td>Lesson 2</td>
</tr>
<tr>
<td>Materials and Resources for Reference:</td>
</tr>
<tr>
<td>Lesson 3</td>
</tr>
<tr>
<td>Materials and Resources for Reference:</td>
</tr>
<tr>
<td>Lesson 4</td>
</tr>
<tr>
<td>Materials and Resources for Reference:</td>
</tr>
</tbody>
</table>
**Lesson 5**

**综合评估 Summative Assessment Tasks**
- Interpretive
- Interpersonal
- Presentational (Writing or Speaking or both)

Materials and Resources for Reference:

### Formative Assessment

<table>
<thead>
<tr>
<th>Formative Assessment Tasks</th>
<th>Rubrics for Emerging (Below 60%)</th>
<th>Rubrics for Meeting (60-80%)</th>
<th>Rubrics for Exceeding (81-100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PART 2

CONCEPTUAL FRAMEWORK AND PEDAGOGICAL PRINCIPLES FOR THE CPS CHINESE CURRICULUM GUIDE & RESOURCES

王周淑涵博士 Shuhan C. Wang, PhD.
ELE Consulting International
CPS Chinese Curriculum Guide & Resource Project

2021 National Chinese Language Conference
April 16, 2021
SEVEN PILLARS: CONCEPTUAL FRAMEWORK & PEDAGOGICAL PRINCIPLES

1. Standards-based
2. Global competency
3. Integrating language, culture, and content with the real world connections
4. Thematically-organized
5. Backward design by proficiency and literacy outcomes
6. Performance-based assessments: formative & summative
7. Employing research-based pedagogical principles

Pillars of CPS Chinese Language Curriculum Design
1. Standards-Based

World Readiness Standards for Learning Languages (ACTFL, 2014):
The 5Cs

Communicating in the Language

- Comprehensibility
- Comprehension
- Language Control
- Vocabulary
- Cultural Awareness
- Communication Strategies
2. **GLOBAL COMPETENCY-ORIENTED**

- Asia Society-CCSSO Global Competency Matrix
- 21\textsuperscript{st} Century Skills
- ACTFL
  - Inter-cultural competency
  - Application in the real world
3. Integrating Language, Culture, Content, and Context

布面设计：文化
Culture：3P

布面材料：语言
Language

伞架：内容/题材
Content/topics

伞骨：学习和使用的情境
Handle: Context & Use
4. THEMATIC-ORGANIZED
A THEME 主题

- Defined by Context
  透过有意义的情境

- Offers a Cluster of Experience
  提供学生操作体验的机会

- Enriched by Culture and Content
  具备丰富的文化与内容

- Enables students to acquire and use the Target Language
  促使学生习得目标语言
AP Chinese Language Culture
Recommended Contexts

- National and Ethnic Identities
- Heroes and National Figures, Pop Culture Icons
- Gender and Gender Roles
- Personal Interests
- Self-image and the Role of the Individual in Society
- Nationalism, Patriotism, Global Identity and Responsibility

- Technology and Access to Technology
- Health Care and Medicine
- Climate and the Physical World
- Innovations and Inventions
- Effects of Science and Technology on Self and Society
- Science and Ethics

- Population and Demographics
- Managing and Protecting Resources
- Access to Food and Water
- Environmental Issues
- Economic Trends
- International Trade

- Family Structure/Roles within Families
- Social Customs, Traditions, Values, Rites of Passage
- Urban and Rural Communities and their Development
- Relationships, Friendship, and Social Networking
- Perspectives of Age, Ethnicity, Class, Religion
- Citizenship, Social Welfare, and Social Justice

- Architecture
- Defining Beauty: Perspectives of Beauty in Chinese Culture
- Traditional and Contemporary Arts and Music
- Literature
- Fashion and Design
- Visual and Performing Arts, Film

- Education and Careers
- Lifestyles and Pop Culture
- Entertainment, Sports, and Leisure
- Travel, Transportation, and Tourism
- Holidays and Celebrations
- Food, Nutrition, and Meal-taking Culture

AP Chinese Language and Culture Course and Exam Description
5. Based on Backward Design and Driven by Language Learning Goals

<table>
<thead>
<tr>
<th>Grade</th>
<th>WLGD Suggestion (Version 2.0 SY18-19, P.11)</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Intermediate Low</td>
<td>Intermediate Low</td>
<td>Novice High – Intermediate Low</td>
<td>Novice High – Intermediate Low</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Novice High – Intermediate Low</td>
<td>Novice High – Intermediate Low</td>
<td>Novice High</td>
<td>Novice High – Intermediate Low</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Novice High – Intermediate Low</td>
<td>Novice High</td>
<td>Novice Mid – Novice High</td>
<td>Novice Mid – Novice High</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Novice Mid – Novice High</td>
<td>Novice Mid – Novice High</td>
<td>Novice Mid</td>
<td>Novice Mid</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Novice Mid</td>
<td>Novice Mid</td>
<td>Novice Low – Novice Mid</td>
<td>Novice Low – Novice Mid</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Novice Low – Novice Mid</td>
<td>Novice Low – Novice Mid</td>
<td>Novice Low</td>
<td>Novice Low</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>Jr. Novice Mid</td>
<td>Jr. Novice Mid</td>
<td>Emerging Literacy</td>
<td>Emerging Literacy</td>
<td></td>
</tr>
</tbody>
</table>
6. **Use Integrated Performance Assessment**

1. Interpretive Communication
2. Interpersonal Communication
3. Presentational Communication

(Sandrock, 2010)

- Require students to demonstrate what they know and can do.
- Require students to transfer what they have learned to a new context in the real world.
7. APPLYING THE BMW PRINCIPLES FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT

以 BMW 的理念和方针来设计课程、实践教学与评估成果

Beginning, Middle, WOW-ending！引学练用评、精彩大惊喜!

它是一套教学原则，也是一个课堂实践的指南。
以学生为中心来设计和实践有BMW的课程和学习

• 课程：循序渐进地安排要学的内容以及先后次序
  
  *Curriculum*: language and academic content, knowledge, and skills, scope & sequence.

• 教学：运用BMW的结构和学习轮——引学练用评大转轮
  
  *Instruction*: BMW structures and learning cycles: engaging and comprehensible input, interactions, practice, use/application, and assessment

• 评估：展示学习成果的评估——内容、目标、标准和方法
  
  *Assessment*: The tasks and methods also need to follow the BMW cycle
引学练用评 教学轮（SINGAPORE; WANG）

预达目标
Desired Outcomes

学习者
Learners

引导输入
Comprehensible Input

互动练习
Interactions-Intake

输出使用
Output

评估衡量
Assessment
Beginning:
Activate prior knowledge & interest; build background knowledge

Middle:
Purposeful and meaningful interactions; input becomes automatized intake; push for meaningful output

Ending:
Wrapping up into a coherent package; use it in the real world; both students and teacher reflect upon their learning

Provide targeted feedback along the way

每课、每单元、每个年级都用BMW紧紧相扣
有头有身还有尾，惊喜见到大神龙！
谢谢！ THANK YOU!

SHUHANCW@GMAIL.COM

CELIN AT ASIA SOCIETY

HTTPS://ASIASOCIETY.ORG/CHINA-LEARNING-INITIATIVES/CHINESE-EARLY-LANGUAGE-AND-IMMERSION-NETWORK
1. Introduce CCGR Grade 5 Unit 2 “My Interests”

2. Share sample activities and student work

3. Share students’ feedback and my reflection
**TARGET GRADE: 5th Grade (FLES)**

- **Targeted Range of Performance/Proficiency**
  - Listening: Novice High
  - Speaking: Novice High
  - Reading: Novice Mid-Novice High
  - Writing: Novice Mid-Novice High
My Interests
ESSENTIAL QUESTION

我的兴趣爱好如何为我未来的事业做好准备？
How can my interests prepare me for my future career?
TOPICS /LESSONS

- Lesson 1: 我的爱好 My Hobbies
- Lesson 2: 我喜欢的运动 My Favorite Sports
- Lesson 3: 我喜欢的科目 My Favorite School Subjects
- Lesson 4: 我的才能以及理想的工作 My Talents and Dream Job
- Lesson 5: 我的自传 My Autobiography
INSTRUCTIONAL ACTIVITIES/TASKS

1. Engagement
2. Introducing New Content
3. Making flashcards to practice new vocabulary and sentence patterns
4. Interactive Activities
5. Formative Assessment Task
Interpretive Communication

- **Content and Purpose:**
  - Learn and practice vocabulary or sentences related to “Hobby”/”Sport” through listening, reading, visual aid or physical movement.

- **Examples:**
  - 看图听故事， 并回答问题 Look at the pictures, listen to the story and answer questions.
  - 创造爱好/运动肢体动作Create TPR for each hobby / sport.
  - 用字卡拼句子Use flashcards to make sentences.
  - 信息沟通活动 Information Gap activity (我说你画 Describe and draw)

---

**我说你画 Describe and Draw**

**Student A:**
Please describe your hobbies and the sports you like in Mandarin Chinese to your partner. You may also choose to read the description in the box below if you prefer.

我的爱好是唱歌， 跳舞和看电视。我也很喜欢运动。我喜欢打篮球， 打棒球， 踢足球和溜冰。

**Student B:**
Please draw a picture based on what you hear student A say in the box below.

---
“红绿灯”游戏
“Traffic Lights” game

“哪一个不见了？”游戏
“Which One Is Missing ” game

“看谁又快又准”游戏
“See Who Is Correct and Fast” game
Interpersonal Communication

Content and Purpose:
• Students work on the content of hobbies, sports, subjects of study, talents and dream jobs through conversations and communications. Students exchange ideas and thoughts to one another. They work on spontaneous conversations to practice listening and speaking.

Example:
• 即兴对话 Random object improv
• 采访 Interview
• 调研 Survey
• 讨论 Discussion

你喜欢唱歌吗？ 你喜欢滑雪吗？ 你喜欢看电视吗？
名字： 名字： 名字：

你喜欢运动吗？ 你的爱好是什么？ 你最喜欢什么科目？
名字： 名字： 名字：

你喜欢什么运动？ 你有什么才艺？ 你想当什么？
名字： 名字： 名字：
Presentational Communication

- **Content and Purpose:**
  - Students work on the content of hobbies, sports and subjects of study through speaking and writing with high concentration and engagement.

- **Example:**
  - 说唱  Chant
  - 制作海报  Create a flyer/poster
  - 演讲  Give a speech
  - 写一写，画一画  Story writing and illustration
Presentational Communication

- **Content and Purpose**: Students work on the content of hobbies, sports, subjects of study, talents and dream jobs. Students answer the essential question of the unit “How can my interests prepare me for my future career?” as well as show understanding of the topics in the unit through speaking and writing.

- **Example**:  
  - 写自传  Write an autobiography  
  - 自传的口头报告  Present an autobiography orally
**STUDENT FEEDBACKS**

CLASSROOM OBSERVATIONS AND STUDENT VERBAL FEEDBACK

- interesting
- engaging
- purposeful
- meaningful
- realistic
Guiding Questions for My Reflections

1. Is the unit appropriate for students’ proficiency and grade level?
2. Are the lessons and topics interesting and engaging to students?
3. Are the learning activities related to students’ real life?
4. How well have students learned?
### Student Examples

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Micky</th>
<th>Desi</th>
<th>Damian</th>
<th>Riley</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Favorite Hobby</th>
<th>运动</th>
<th>唱歌</th>
<th>运动</th>
<th>玩</th>
</tr>
</thead>
<tbody>
<tr>
<td>Favorite School Subject</td>
<td>英语</td>
<td>数学</td>
<td>汉语</td>
<td>音乐</td>
</tr>
<tr>
<td>Favorite Sport</td>
<td>打网球</td>
<td>滑冰</td>
<td>滑雪</td>
<td>乒乓球</td>
</tr>
<tr>
<td>Talent</td>
<td>运动</td>
<td>女孩</td>
<td>数字</td>
<td>唱歌</td>
</tr>
<tr>
<td>Dream Job</td>
<td>运动</td>
<td>老师</td>
<td>医生</td>
<td>律师</td>
</tr>
</tbody>
</table>

**Wǒ shì xué shēng. Wǒ xiǎng yào zuò yī shēng yǐn wèi wǒ kě yǐ bāng zhù rén. Wǒ yě xiǎng dāng lǜ shī.**

I am a student. I want to be a doctor because I can help people. I also want to be a lawyer.
谢谢！THANK YOU!

Presenters’ email:
- Jane Lu jylu@cps.edu
- Shuhan Wang shuhancw@gmail.com
- Wenmei Zha wzha@cps.edu

Presentation link:
https://drive.google.com/drive/folders/1VtPSEj0__RXsFV3ovl9pl8x5CZ_4Ygra?usp=sharing