



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

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Part 1

A Brief Overview of CPS Chinese Curriculum Guide and Resources (CCGR)

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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

HS Curriculum
Levels 1-4 & AP

5 Units Per Grade
(6-7 Weeks Per Unit)

5 Units Per Level
(6-7 Weeks Per Unit)

5 Lessons (1-1.5 Weeks per Lesson)
Lessons 1-4, including formative assessments;
Lesson 5: summative assessment tasks

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)

Grade	WLGD Suggestion (Version 2.0 SY18-19, P.11)	Listening	Speaking	Reading	Writing
8	Intermediate Low – Intermediate Mid	Intermediate Low – Intermediate Mid	Intermediate Low – Intermediate Mid	Intermediate Low	Intermediate Low
7		Intermediate Low	Intermediate Low	Novice High – Intermediate Low	Novice High – Intermediate Low
6		Novice High – Intermediate Low	Novice High – Intermediate Low	Novice High	Novice High
5	Novice High – Intermediate Low	Novice High	Novice High	Novice Mid – Novice High	Novice Mid – Novice High
4		Novice Mid – Novice High	Novice Mid – Novice High	Novice Mid	Novice Mid
3		Novice Mid	Novice Mid	Novice Low – Novice Mid	Novice Low – Novice Mid
2		Novice Low – Novice Mid	Novice Low – Novice Mid	Novice Low	Novice Low
1		Jr. Novice Mid – Jr. Novice High	Jr. Novice Mid – Jr. Novice High	Initial Literacy	Initial Literacy
K		Jr. Novice Mid	Jr. Novice Mid	Emerging Literacy	Emerging Literacy
PreK		Jr. Novice Low – Jr. Novice Mid	Jr. Novice Low – Jr. Novice Mid	Pre-Literacy	Pre-Literacy

Chicago Public Schools
Expected High School Chinese Proficiency and Literacy Learning Outcomes
 (Based on 200 instructional minutes or more per week)

Level	WLGD Suggestion (Version 2.0 SY18-19, P.11)	Listening	Speaking	Reading	Writing
AP/ Seal of Biliteracy	Intermediate Low – Intermediate Mid	Intermediate Low – Intermediate Mid	Intermediate Low – Intermediate Mid	Novice High – Intermediate Low	Novice High – Intermediate Low
Level 4	Intermediate Low – Intermediate Mid	Novice High – Intermediate Low	Novice High – Intermediate Low	Novice High	Novice High
Level 3		Novice High	Novice High	Novice Mid – Novice High	Novice Mid – Novice High
Level 2	Novice Mid – Novice High	Novice Mid – Novice High	Novice Mid – Novice High	Novice Mid	Novice Mid
Level 1		Novice Low – Novice Mid	Novice Low – Novice Mid	Novice Low – Novice Mid	Novice Low – Novice Mid



**CHICAGO PUBLIC SCHOOLS
CHINESE CURRICULUM UNIT MAP AT A GLANCE**

FLEX _____	FLES _____	High School _____
Grade _____	Grade _____	Level _____

Grade/Level Unit at a Glance	
Performance/ Proficiency Targets (based on ACTFL scale)	Listening: Speaking: Reading: Writing:

Unit	1	2	3	4	5
Unit/AP Theme					
Title					
Essential Question(s)					
5 Lesson Topics (#5 is summative performance assessments)					

CHICAGO PUBLIC SCHOOLS CHINESE CURRICULUM UNIT TEMPLATE

Program Type	<input type="checkbox"/> FLES	<input type="checkbox"/> FLEX	<input type="checkbox"/> HIGH SCHOOL
Grade/Level & Unit			
Theme			
Title			
Essential Question			
Topics Addressed			
Targeted Range of Performance/Proficiency	Listening: Speaking: Reading: Writing:		
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			

Summative Performance Tasks**Interpretive****Interpersonal****Presentational****Knowledge and Skills****Language Functions****Key Structures/Patterns****Key/Priority Vocabulary****Hanzi for Reading/Recognition**
识读字 (三会字)**Hanzi for Reading and Writing**
读写字 (四会字)**Lessons and Instructional Strategies****Lesson 1****Materials and Resources for Reference:****Lesson 2****Materials and Resources for Reference:****Lesson 3****Materials and Resources for Reference:****Lesson 4****Materials and Resources for Reference:**

<p>Lesson 5</p>	<p>综合评估 Summative Assessment Tasks</p> <ul style="list-style-type: none"> • Interpretive • Interpersonal • Presentational (Writing or Speaking or both)
<p>Materials and Resources for Reference:</p>	

Formative Assessment			
Formative Assessment Tasks	Rubrics for Emerging (Below 60%)	Rubrics for Meeting (60-80%)	Rubrics for Exceeding (81-100%)
Lesson 1			
Lesson 2			
Lesson 3			
Lesson 4			





PART 2

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

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ELE Consulting International

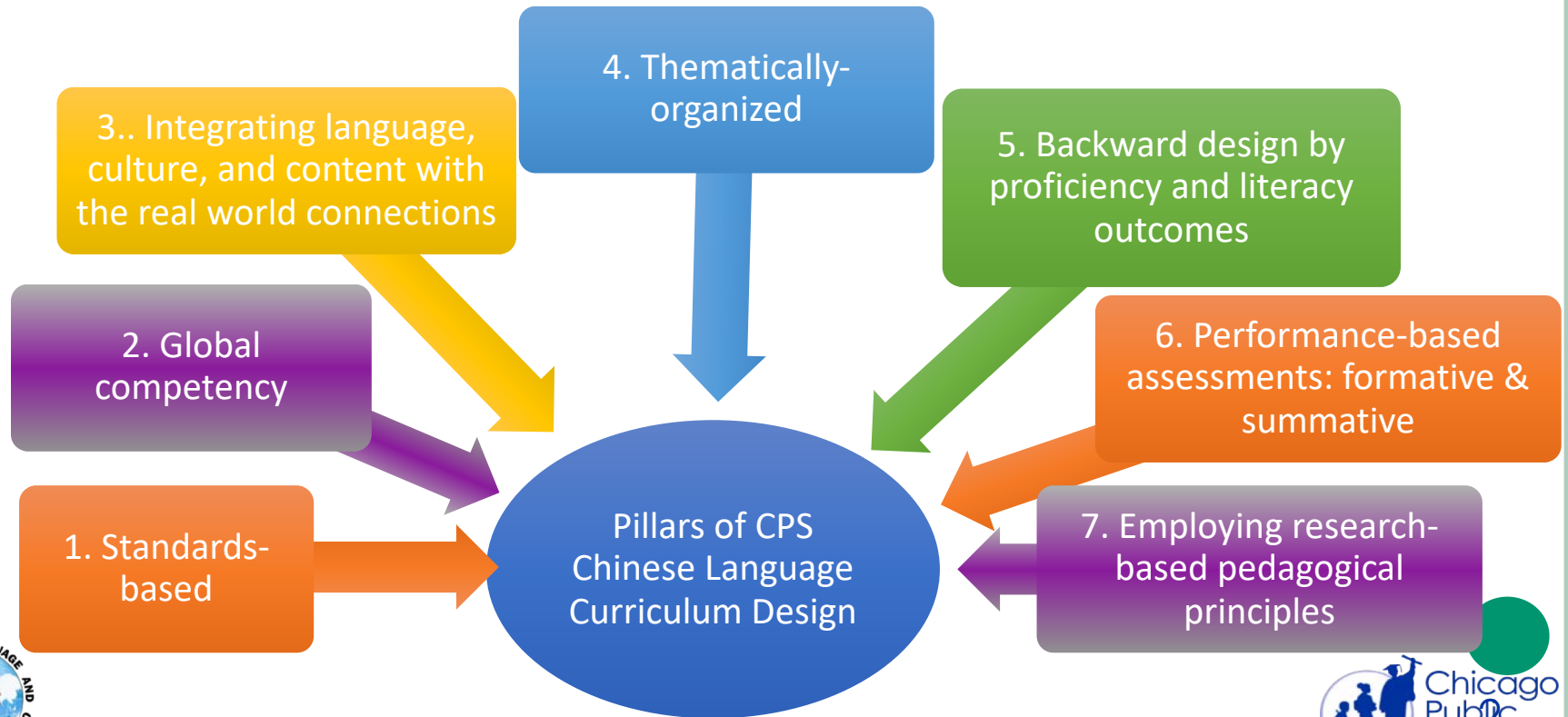
CPS Chinese Curriculum Guide & Resource Project

2021 National Chinese Language Conference

April 16, 2021



SEVEN PILLARS: CONCEPTUAL FRAMEWORK & PEDAGOGICAL PRINCIPLES



1. STANDARDS-BASED

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
- 21st 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

Personal and Public Identities

Families and Communities

- 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

Beauty and Aesthetics

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

Science and Technology

- 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

Contemporary Life

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

Global Challenges

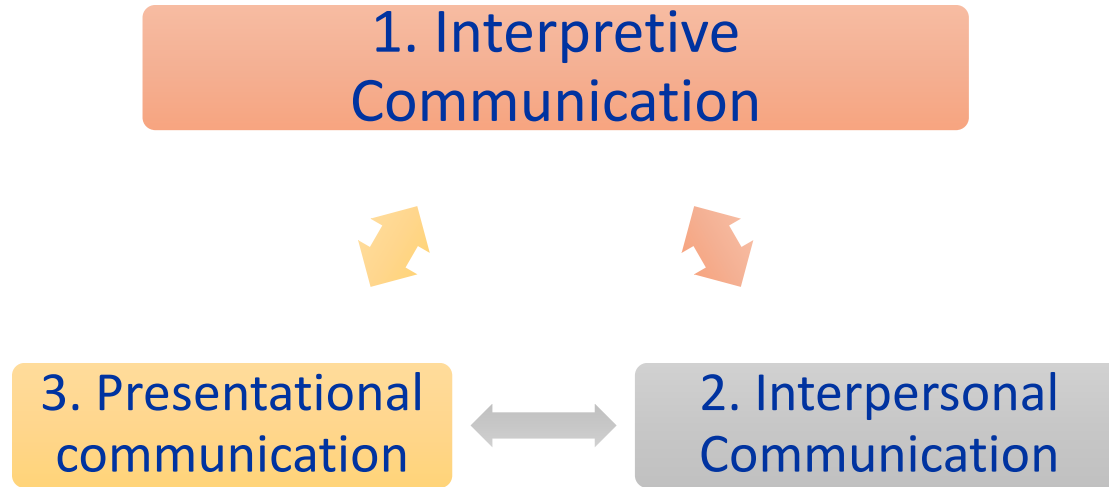
- Population and Demographics
- Managing and Protecting Resources
- Access to Food and Water
- Environmental Issues
- Economic Trends
- International Trade

5. BASED ON BACKWARD DESIGN AND DRIVEN BY LANGUAGE LEARNING GOALS

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6. USE INTEGRATED PERFORMANCE ASSESSMENT



(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

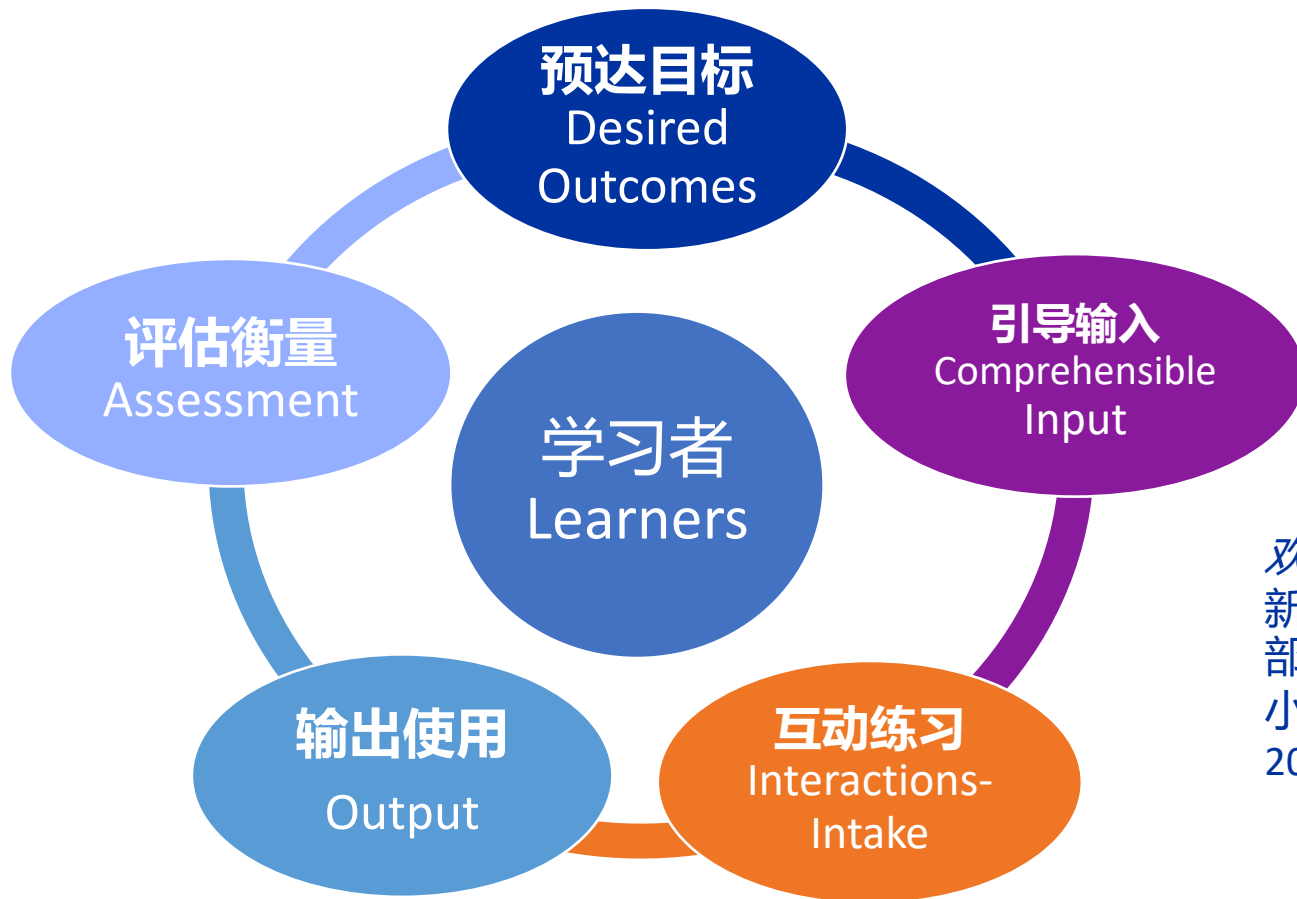
Instruction: BMW structures and learning cycles: engaging and comprehensible input, interactions, practice, use/application, and assessment

- **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)



欢乐伙伴，
新加坡教育
部新编
小学教材，
2015-2020

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！



Provide targeted feedback
along the way

Beginning:

Activate prior knowledge
& interest; build
background knowledge

Middle:

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



WOW- Ending:

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

谢谢！ THANK YOU!

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CELIN AT ASIA SOCIETY

**[HTTPS://ASIASOCIETY.ORG/CHINA-LEARNING-INITIATIVES/CHINESE-
EARLY-LANGUAGE-AND-IMMERSION-NETWORK](https://ASIASOCIETY.ORG/CHINA-LEARNING-INITIATIVES/CHINESE-EARLY-LANGUAGE-AND-IMMERSION-NETWORK)**



PART 3

CCGR CLASSROOM TEACHING PRACTICE AND REFLECTION

WENMEI ZHA (WALT DISNEY MAGNET SCHOOL)

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



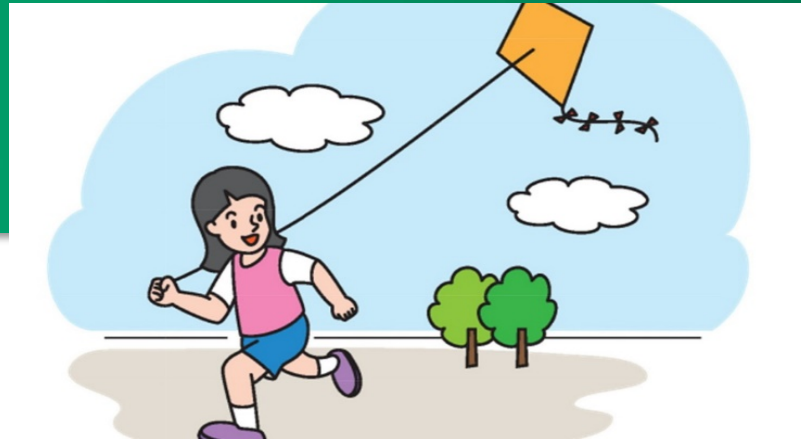
我的兴趣爱好

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

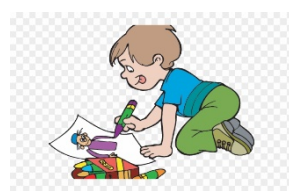
Interpretive Communication

□ 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 IPR 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

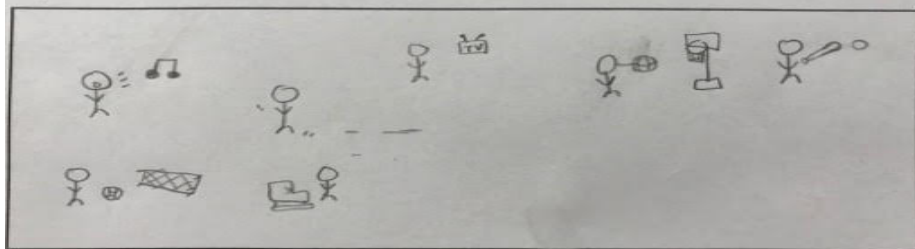
Student A:

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。

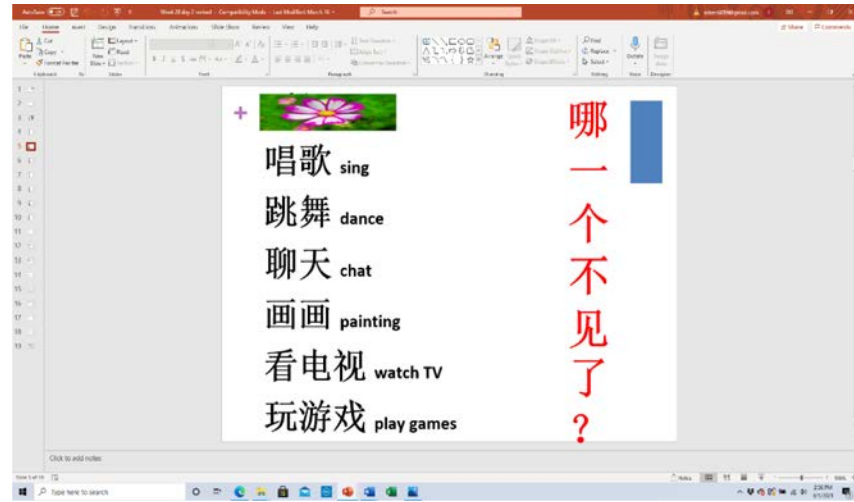
Student B:

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

故事时间 Story Time:

Due: end of Friday 02/05/2021

Please use all the listed words or phrases to create a story in Pinyin or Hanzi. You may refer to quizlet at <https://quizlet.com/class/1564615/>

for the reference. You may also refer to [Chinese English Dictionary - Learn Chinese - 英汉字典 - 汉英字典 - 汉字 - Arch Chinese for the](#)

understanding of the Chinese characters and writing. Please feel free to illustrate what you write in the box below!

有个人叫 Lily. 她七岁. 她的爱好是听音乐, 唱歌, 看电视和玩游戏. 她喜欢运动. 她常常打网球. 她最喜欢的科目是科学. 她白喜欢汉语.

Your related pictures or drawings :



叫
岁
爱好
听
唱
看
玩
喜欢
运动
打网球
科目
科学
汉语

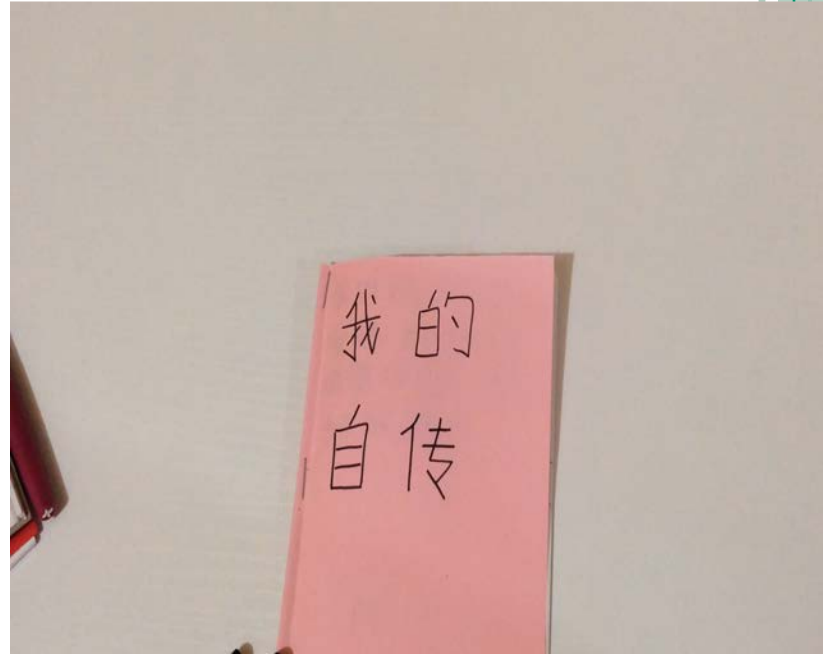
Presentational Communication

□ 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.

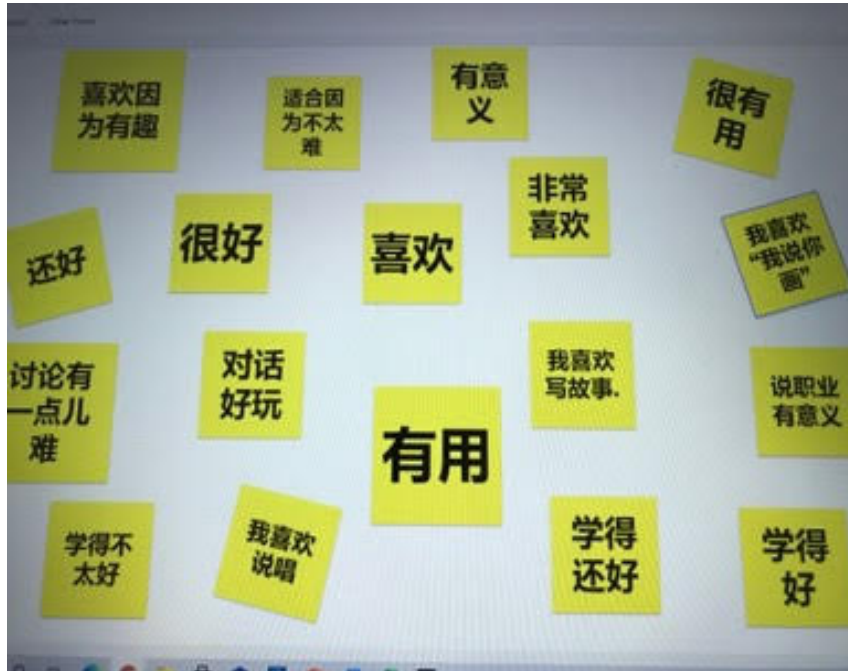
□ Example:

- 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



学生名 Student name	Micky	Desi	Damian	Riley
爱好 Favorite hobby	运动	听音乐	运动	玩
学习科目 Favorite school subject	英语	数学	汉语	音乐
运动 Favorite sport	打网球	滑冰	滑雪	羽毛球
才艺 Talent	打网球	数学	汉语	唱歌
将来的职业 Dream job	网球运动员	数学老师	汉语老师	歌手

我是学生。我想要做医生 因为我可以帮助人。我也当律师。
 Wǒ shì xué shēng. Wǒ xiǎng yào zuò yī shēng yīn wèi wǒ kě yǐ bāng zhù rén. Wǒ yě xiǎng dāng lǚ 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

