Developing Standards-Based and Culture/Content-Rich Curricular Themes for Chinese Learners --2

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10:45-12:00
- Define what is a theme
- Talk about essential elements of a culture- and content-rich curricular theme
- Explain steps of developing a theme
- Share examples
- Small groups: hands-on experience to develop themes

Working Lunch: 12 - 12:30 PM
- 12:30 – 1:00 Continue to work
Definition of a theme 主题

- A cluster of elements that create a whole and cohesive learning experience (Dahlberg, 2011).

- What we call that theme may be a summary—or a suggestion—of the entire experience, or it may reflect the story line or the big idea that guides the experience (Dahlberg & Wang, 2011).

- The theme must be very interesting to students and must allow a wide variety of language skills to be practiced, always in the service of communicating about the theme (Oxford, 2010).
A Theme Offers a Cluster of Experience: Defined by Context; Enriched by Content

- Each theme is like an umbrella
- That is defined by a specific context (情境) which may contain the same or different content (内容)

- Chinese New Year
- Come to my house to celebrate Chinese New Year!
- Celebrating Chinese New Year in our school
- Let’s go to Chinatown to celebrate Chinese New Year!
Another view of a Theme

A Theme 主题

Content 内容

Context 情境
Context: meaningful, appropriate, & real

- Context refers to an environment or setting in which “new language is understandable, and familiar language becomes more memorable and useful” (Curtain & Dahlberg, 2010, p. 33)

- Context creates an environment that allows the brain to do what it does best:
  - Identify patterns and make connections
  - Link new information to existing knowledge for effective storage and recall (Curtain & Dahlberg, 2010, pp. 32-33)
Content includes:

- Topics
- Cultural perspectives or practices, or products
- Connection with other subject matter
- Language skills (vocabulary, grammar, communicative modes)
How to tie content together within a given context?

- Think about why and what students must know about this subject (the big idea and learning outcomes).

- Use the story form that has a beginning, middle, and end (Dahlberg 1995).

- Design activities that provide students with the opportunities to practice with a variety of language skills that center around the theme.

- Create a whole and cohesive learning experience.
An umbrella theme: A big idea

- **Context**
- **Learning Outcomes:** identified by 5Cs

**Topic 1**
- Objectives
- Learning activities
- Assessment
An effective theme needs to be:

- Standards-based
- Interesting and meaningful to the students: it matters
- Culturally rich
- Evocative of rich language use
- Designed to develop an enduring understanding
- Developed in “story form,” using the characteristics of a good story
Five steps of developing a theme

1. Specify the age and proficiency levels of students; determine the timeframe (how much time).

2. Determine the big idea (enduring understanding) and desired Standards-based outcomes that students must know and can demonstrate at the end of this unit.

3. Decide on a meaningful, interesting, and appropriate context for students (Connections, Comparisons, & Communities).

4. Select relevant topics that are connected and can be addressed within the timeframe (Cultures, Connections, & Comparisons).

5. Plan language skills (vocabulary, grammar, and communicative modes) and assessment with which students can communicate within the context (Communications).
Go Green

Communities

Family

buildings

school

Food

waste

water

paper

Recycle

Reuse

Reduce

clothes

toy

cans

electricity

energy

wind

water
Five Steps of Developing a Theme

1. **Age/proficiency level & timeframe**: high school, Levels 2-3, 9 weeks

2. **Big idea and desired outcomes**: Go Green to Protect Our Planet

3. **Context**: Energy & resource use in our daily life (Connections, Cultures, & Communities)

4. **Topics**: Paper, water, and electricity consumption in our life (Connections, Cultures, Comparisons, & Communities)

5. **Language skills & assessment**: See examples (Communication)

**Theme**: Environmental Detectives
1. **Communication 沟通**: Students will know and use vocabulary and expressions to talk about topics related to paper, water, and energy consumed in their daily life.

2. **Cultures 文化**: Students will understand Chinese notions that (1) all products are results of people's hard labor, which deserves to be respected and not wasted.

3. **Connections 贯连**: Students will make connections with the content from social studies and science classes to (1) identify the cause and effect of waste and pollution; and (2) suggest strategies to counter the negative impact on the environment.

4. **Comparisons 比较**: Students will (1) conduct research and present their findings about behaviors and perspectives on the consumption of paper, water, or energy as illustrated by a sampling of Chinese and American populations.

5. **Communities 社区**: involve family, school, or the community to engage in recycling and conservation of food consumption, water and energy.
蔡伦造纸

Cailun invented paper
The process of making paper
我们怎么浪费纸？
How do we waste paper?
Recycle Paper 再循环纸张
我们要用水！
How do we use water?

• 喝水
• 刷牙
• 冲凉洗澡的时候
• 洗衣服
• 洗车
• 洗碗
• 洗手
• 浇花草
• 做饭
• 冲厕所
• 游泳
我们浪费水
How do we waste water?

• 洗澡的时候，会洗好久
• 我们丢掉喝不完的水
• 刷牙的时候，不随手关水，让水流。
What’s the impact if we waste water?

We cannot bathe, wash dishes, wash cars, and use the toilet. We do not have drinking water. If the Earth has no water, animals cannot drink water. As a result, people cannot eat meat. So, if we waste water, we will all starve to death.
我们会节省水！Let’s conserve water!

你们刷牙的时候，你先装满水杯所以你会随手关水和不浪费水。因为如果你不随手关水，你浪费很多的水。
Comparing and Contrasting Activities

America

Differences
相异点

Both

Similarities
相似点

China

Differences
相异点

Adapted from FWC G5 TG Chapter 3, pp. 31-34
Theme: The Waste Detectives
My environment and I influence each other.

Enduring Understanding:
Students will understand that our actions can have an effect on the environment that can be either beneficial or dangerous.

Essential Question:
How can people act to protect rather than to endanger their environment?
Five Steps of Developing a Theme

1. **Age/proficiency level & timeframe:** G5-8, Novice Low-Mid, 2 weeks intensive summer camp.

2. **Big idea and desired outcomes:** Each culture has festivals that reflect its cultural characteristics.

3. **Context:** How Chinese celebrate the Dragon Boat Festival (Cultures, Communities, Connections).

4. **Topics:** Its origin/legend; how to make a Dragon Boat; Dragon Boat Race; comparison of Chinese Dragon Boat Festival with that of one’s own culture (Connections, Cultures, Comparisons).

5. **Language skills & assessment:** See examples (Communication).

**Theme:** Let’s Celebrate the **Chinese Dragon Boat Festival!**
Making Dragon Boats

制作龙舟

- 测量工具：尺，皮尺
- 形状：圆形，三角形，正方形，长方形
- 颜色：红，黄，蓝，绿，黑
- 身体部位：头，眼睛，鼻子，耳朵，嘴，牙齿，尾巴
• **Measuring tools:** rulers, measuring tapes, measuring cups, scales.
• 测量工具：尺，皮尺，秤，天坪
Dragon Boat Race

龙舟比赛

- **Length**: 从这里到那里是20公尺
- **Speed**: 3分5秒, 1个小时, 两个半小时
- **Rules**: 队长打鼓，队员划桨
- **Cheering**: 喊加油
- **Results**: 第一名（冠军），第二名（亚军），第三名（季军）
- **Comparisons**: 红队比蓝队快，黄队最快，绿队最慢
Title: My Dragon Boat Festival

Theme: Communities Work and Play Together

Enduring Understanding: Students will understand that communities develop their lifestyles as a response to their history and culture.

Essential Question: How does the lifestyle of a community in China reflect its history and culture?
Five Steps of Developing a Theme

1. Specify the age and proficiency levels of students and timeframe.

2. Determine the big idea (enduring understanding) and desired Standards-based outcomes that students must know and can demonstrate at the end of this unit.

3. Decide on a meaningful, interesting, and appropriate context for students (Connections, Comparisons, & Communities).

4. Select relevant topics that are connected and can be addressed within a reasonable timeframe (Cultures, Connections, & Comparisons).

5. Plan language skills (vocabulary, grammar, and communicative modes) and assessment with which students can communicate within the context (Communications).
Work in Groups and Discuss: Using Five Steps to Develop a Theme (See Handout 2)

1. Age/proficiency level & timeframe:
2. Big idea and desired outcomes:
3. Context:
4. Topics:
5. Language skills & assessment:

Theme: