
Immersion Education: Pathways to Bilingualism and Beyond
October 16th, 2008
9 AM - 12 PM

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As a Chinese immersion teacher how do you decide what language to teach?

Outcomes of Workshop:

1) Participants identify rationale, benefits and challenges of articulating language curriculum for an immersion program.
2) Participants identify and share ways to adapt the PPS curriculum framework model to their particular settings.
3) Participants identify strategies for implementing a curriculum framework.

CONTEXT:

PPS Chinese K-12 Immersion Program
PPS Dual Language Immersion: 10 Programs 4 Languages

- K-12
- 20 year history
- Diverse settings
- Diverse learner populations
- Languages:
  - 7 Spanish
  - 1 Japanese
  - 1 Mandarin
  - 1 Russian

Elementary School

Woodstock (K-5)

- 50/50
- One Way (Foreign Language)
- Lottery Process
- Late Entry Criteria:
  - Space Availability
  - Language proficiency

Content Areas Taught in Mandarin:
- Math
- Science
- Chinese Language arts

Middle School

Hosford (6-8)

- 2 Periods a day (30%)
- Content Areas:
  - Social Studies
  - Chinese Language Arts
- 8th Grade:
  - Research Residency in China
  - (Two Week Academic Trip to Suzhou, China)

High School

- Cleveland (9-12)
- Current:
  - 9th/10th Grade Class
  - Social Studies Technology Themed Based Course
  - IB Program
- Future:
  - Content Classes
  - Summer Flagship Scholar Preparatory Institute
  - In Country Experience
Outcome Goal

- Set by The Language Flagship (http://www.thelanguageflagship.org)
- In collaboration with U of Oregon
- Goal: Produce high academic achieving students with Advanced Language Proficiency

Language Proficiency

What does this mean to you?

Defining Proficiency

“What students know and can do”
- Proficiency is a goal of language teaching rather than a methodology
- Students may show proficiency at different levels in different modalities at any given time

Proficiency Outcomes
What is a curriculum?

Curriculum answers five basic questions:
1. Why should students gain these skills and knowledge?
2. What should students learn?
3. When should they learn it?
4. How will they learn?
5. How will we know what students have learned?

The Decision Tree

ACTFL Proficiency Guidelines

ACTFL Performance Guidelines for K-12 Learners

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Goal of the project

To create a comprehensive, articulated K-12 Chinese language curriculum framework that will provide teachers with a clear set of language expectations by grade level. The online document will include functions, grammar, vocabulary, reading, writing, and other important aspects of the language program. The curriculum will be compatible with district, state, and national second language standards and benchmarks.

Scope and Nature of Project

Who:  PPS K-12 Chinese Immersion Teachers with Dr. Madeline Spring, Dr. Myriam Met, and Michael Bacon
When:  February 2006 - ? (main work completed in week long work sessions; 3-4 year project)
How:  team work, intense work sessions, raising working assumptions, making mistakes, learning from the work of others, reflecting on our own practices, aligning with standards, materials, etc.
What:  Product and Process

Rationale for the Chinese language curriculum project

Challenges in articulating K-12 immersion program

• Traditionally no language curricula
• Language curriculum at unit & lesson level
• Piecemeal approach - lacking social language
• Lacking articulation across grade levels
• No accountability for teachers and program
• Additional challenge for non-cognates
• Shifting content standards, new adoptions, etc.

Identified Benefits of Creating a K-12 Chinese Curriculum Framework

• Focuses medium of instruction
• Presents both academic and social language
• Defines proficiency goal for program
• Simplifies planning of units and lessons
• Facilitates assessment
• Brings better accountability
• Assures clearer transition for late entry students
• Ensures articulation: grade to grade & ES to MS to HS to post secondary level
• Operates independent of standard curriculum
• Not just language - content, scheduling, inst strategies
Chinese Curriculum Framework Overview

Components

- Introduction
- Oral Language
  - Functions and Forms
- Grammar
- Vocabulary
- Written Language
  - Reading
  - Writing
- Culture
- Grade Level Sections
- Assessment
- Resources
- Training Manual

Critical Questions

- Who should be involved?
- What components go into framework?
- How do we get “there”? 

Empowering Teachers

Development Strategies

- Listen to Teacher Concerns
- Utilize Proficiency Standards
- Develop Theme-based Curriculum
- Continuous Curriculum Training

Using Proficiency Standards

- Provide clear benchmarks
- Assess ‘real world’ language abilities
- Unify broader Goals & Objectives
Helps teacher develop and refine appropriate:

- **Themes/units**
- **Lessons**
- **Performance Tasks**
- **Assessment strategies**

**JUNIOR ACTFL SCALE (SOPA)**

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Jr. Novice-Low</td>
<td>- Produces only isolated words, and/or high-frequency expressions such as good morning and thank you.</td>
<td>- Has essentially no functional communicative ability.</td>
<td>- Uses a limited number of isolated words, two- to three-word phrases, and/or longer memorized expressions with reasonable ease.</td>
</tr>
<tr>
<td>Jr. Novice-Mid</td>
<td>- Uses high-frequency expressions and other memorized expressions with reasonable ease.</td>
<td>- Signs of originality are beginning to emerge.</td>
<td>- Creates some sentences successfully, but is not successful. Long pauses are common.</td>
</tr>
<tr>
<td>Jr. Novice-High</td>
<td>- May attempt to create sentences, but is not successful. Long pauses are common.</td>
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**Mandarin Immersion Curriculum Framework**

**Second Grade**

**Unit: Friendship**

<table>
<thead>
<tr>
<th>Theme</th>
<th>Communicative Tasks &amp; Objectives</th>
<th>Language Functions</th>
<th>Language Forms</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working together</td>
<td>Can make simple invitations and/or suggestions</td>
<td>1. Invitation</td>
<td>吧</td>
<td>爸爸, 妈妈, 你好, 起床, 送客, 家长, 出门, 住下, 学校</td>
</tr>
<tr>
<td>Playing together</td>
<td>Can express basic courtesy (compliments, apologies, gratitude) with frequency</td>
<td>2. Courtesy</td>
<td>吧</td>
<td>妈妈, 妈妈, 你好, 起床, 送客, 家长, 出门, 住下, 学校</td>
</tr>
<tr>
<td>Making friends</td>
<td>Can make simple descriptions of people and/or pets</td>
<td>3. Describing</td>
<td>吧</td>
<td>妈妈, 妈妈, 你好, 起床, 送客, 家长, 出门, 住下, 学校</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Asking for help</td>
<td>吧</td>
<td>妈妈, 妈妈, 你好, 起床, 送客, 家长, 出门, 住下, 学校</td>
</tr>
</tbody>
</table>

**Context: Thematic Units**

**Curriculum Framework**

**Proficiency Guidelines**

**Lessons with Performance Tasks**
How would you adapt this framework for your program?

How to use Curriculum Framework?
- Year Curriculum Map
- Lesson Plans
- Performance Tasks

How can you adapt the Junior ACTFL SCALE to create performance tasks for your classroom?

ABC’s of Curriculum Framework Development
Questions?

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