

**A GUIDE FOR
DRAFTING AN ARTICULATED
CURRICULUM FRAMEWORK
FOR GRADES K-16**

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SECTION ONE

NEED FOR THE PROJECT AND GOALS

Section One: Need for the Project and Goals

Over the past decade, STARTALK has provided high-quality language and culture instruction to thousands of young American students who are learning a variety of less commonly taught languages. This experience has changed the lives of many young American students and stimulated within them a long-term interest in mastering the languages and cultures of the non-English speaking world. These programs serve to increase the number of Americans who are proficient in languages that are critical to economic competitiveness and national security, while increasing cross-cultural understanding in today's interconnected world.

STARTALK provides programs with training and resources, as well as professional guidance and support from STARTALK team leaders, who are world language experts, to develop performance- and proficiency-based curriculum using the NCSSFL-ACTFL Can-Do Statements, Can-Do Statements for Intercultural Communication, and the Reflection Tool for Learners. These tools and statements give educators the ability to unpack important documents, like The World-Readiness Standards for Learning Languages, the ACTFL Proficiency Guidelines 2012, and ACTFL Performance Descriptors for Language Learners. Not only does STARTALK provide educators with the skills and training necessary for any successful language education program, but the STARTALK curriculum has also been carefully articulated to ensure that students can effectively meet national, state, school district, and individual STARTALK summer program learning goals. Furthermore, STARTALK empowers learners by helping them cultivate 21st century skills (See "[21st Century Skills Map](#)") so that they are college- and career-ready. There is no doubt that these skills are extremely important in today's increasingly global society.

Designed curriculum are delivered and implemented in the classroom with instructional methods that adhere to STARTALK-endorsed Principles for Effective Teaching and Learning (<https://startalk.umd.edu/public/principles>). These principles promote meaningful language and culture instruction that is theme-based and learner-centered. Student learning outcomes are demonstrated through performance-based assessments, the self-assessment tool *LinguaFolio*¹, and language proficiency tests. Instruction that integrates language, content, and culture focuses on reaching designated language proficiency targets in the three modes of communication: Interpersonal, Interpretive, and Presentational. Besides these three traditional modes of communication, instruction also focuses on giving students the tools and targets to meet a high degree of Intercultural Communication Proficiency through age-appropriate activities that are culturally rich and cognitively engaging. STARTALK programs equipped with STARTALK curriculum and STARTALK-endorsed Principles for Effective Teaching and Learning have successfully helped learners smoothly develop their language proficiency. Unfortunately, the STARTALK approach to curriculum design and instruction are not yet common practice for K-12 Chinese language providers. As a result, many Chinese language programs in the country face challenges in both vertical (across levels) and horizontal (classes at the same level) articulation. The lack of articulation may potentially stem from a few key factors. Some of which include the lack of understanding of the breakdown and importance of student proficiency levels in language acquisition, differing world language learning standards, or the challenge of understanding how to implement quality language instruction and assessment. Consequently, many students find themselves inadequately prepared for college language courses.

¹ Beginning from Summer 2018, Pulsar, online language portfolio, is used to collect evidence demonstrating STARTALK students' communicative abilities in a world language. Here is the info: <https://startalk.umd.edu/public/resources/pulsar>

SECTION TWO

**CONTEXTS FOR EACH SCHOOL AND
THE CHALLENGES FACED**

Section Two: Contexts for Each School and the Challenges Faced

Research has shown that learning a critical language such as Chinese takes a long time. Offering Chinese to children at young ages has many advantages, such as acquiring native-like tones and pronunciation, all while assisting in children's cognitive development. Therefore, we have seen an increase in Chinese courses offered to students at elementary and middle school levels. In addition to the American education system, the Chinese community has a long history of offering language and culture instruction to students with Chinese heritage at the K-12 levels. These heritage school students are valuable national resources. Having articulated curriculum can help them maintain and further develop their heritage language skills successfully.

The flourishing of Chinese language programs at different education levels makes articulation extremely important because it requires unprecedented collaborative efforts. Collaboration must not only exist from level-to-level within the same school, but also be maintained for students transitioning from elementary school to middle school, from middle school to high school, and from high school to college. But, professional development is perhaps the most crucial aspect of this articulation effort. Why? Because teachers equipped with curriculum mapping knowledge are more able to adjust their curriculum and differentiate instruction to meet their students' needs at the individual and class level. This Infrastructure-building articulation project demonstrates how the Hunter College STARTALK team has worked with the selected Chinese language providers to adopt STARTALK principles and curriculum design, along with performance-based assessments to help facilitate articulation from elementary to secondary school and into college.

The Hunter College STARTALK team worked with three partners: 1) a public high school with three levels of Chinese and an AP Chinese course in the fourth/senior year, 2) a public college preparatory STEM high school which offers one year of college-level Chinese courses for students to earn three college credits (CHIN101), and 3) a K-12 Chinese heritage school which offers weekend and after school Chinese language instruction. The primary goal of this project is to show partner school teachers how the STARTALK approach works, and how they can adopt its principles. Showing partner school teachers the STARTALK approach will smooth articulation so that their students can transition into college level Chinese courses more smoothly.

Participants were introduced the ACTFL Proficiency Guidelines first and were then asked to complete a course survey. In this survey, the partner school teachers indicated the course level's speaking, listening, reading, and writing proficiency targets for each and every course they taught, then specified the different types of classroom activities they use to reach these purported proficiency targets. The project team also asked them to elaborate upon the challenges they faced in teaching Chinese at their school. High school teachers emphasized that Chinese is difficult for all students (regardless of their status as a heritage or non-heritage student) to learn because it requires more time to reach advanced proficiency than an alphabetical language such as Spanish or French.

The teachers from public high schools believed that because the Chinese courses are part of the school's curriculum, the problem of learning difficulty can be overcome if students were able to pursue a longer sequence of developing proficiency. If we provide students with a longer and better articulated sequence, they would be more likely to possess a solid and balanced Intermediate Chinese proficiency upon graduating from high school. Upon entering college, these students would be able to continue forward in

their pursuit of establishing higher proficiency – instead of having to retake, relearn, or redo lessons or studies they’ve completed before.

Heritage school teachers who taught Chinese outside of the mainstream education system expressed more challenges in their teaching environment. In the section below, we focus on describing the numerous challenges faced by heritage schools and how this project can equip teachers to meet these challenges:

Challenge One: Lack of Motivation

The first challenge was students’ lack of motivation. Teachers believed that many kids in heritage schools were forced to study Chinese by their parents, and therefore, did not complete homework or review. As a result, they quickly fell behind and could not follow what was taught in class.

Teachers in grades 5 and 6 experienced a lack of participation in classroom activities. Students were not willing to speak in class due to lack of interest. When they did speak, they might say things that were not related to the instructional content. This wasted valuable instructional time – time which ought to have been used to teach content. Classroom management for grades 5 and 6 students was often a headache for teachers. Teachers mentioned that students played with their cell phones in class despite teachers issuing multiple warnings. Teachers found that this behavior seriously affected their ability to instruct students effectively.

While traditionally, heritage schools recruit students from heritage families, in the past few years, there has also been a number of students who come from non-Chinese families. To the surprise of Chinese teachers, these non-Chinese students are typically genuinely motivated in their pursuit of learning Chinese. One family not only sent their two children to Chinese school but also hired a tutor to teach them Chinese at home. The elder brother was in third grade. He won the first place in the story telling competition last year. During the semester, he also maintained good grades on every test. Teachers were nonplussed by the different performance of heritage and non-heritage students.

Challenge Two: Insufficient Resources and Support

The second challenge was lack of resources and support for teachers. Many heritage schools were managed by volunteers and part-time teachers with scarce resources for instruction and professional development. Compared to STARTALK teachers, heritage school teachers had limited access and thus very little knowledge of modern foreign language teaching methods and approaches. The heritage schools do not provide regular professional development opportunities either.

In terms of course materials, school administrators may change language textbooks without telling teachers. At the beginning of the academic year, teachers experienced this. They were asked to switch to a new textbook series. According to teachers, the new textbooks were linguistically more complex than the old textbooks. Since changing textbooks meant teachers had to create new supplementary materials for students, many teachers decided to use old materials because they were given no time to develop supplementary materials for the new book. Besides the problems with educational materials, the educational environment has also provided the heritage schools with another set of problems. Because Chinese heritage schools often do not have their own buildings, they have no option but to rent local school classrooms or church space. The less permanent nature and constant

shuffling of classrooms between programs made the use of technology a challenge. Because of this, the heritage school was unable to download files or play videos in class since teachers had no access to computers in the classrooms.

Challenge Three: Wide Range of Proficiency at Secondary Level

Teachers who taught students at the secondary level faced the challenge of having a wide range of proficiency amongst different age groups in their classes. Students from middle schools and high schools were put in one class in order to fill up the classroom seat space to 30 students. As a result, the weaker students fell even further behind because the learning materials were too difficult for them and the learning abilities of older students and younger students were different. The weak students often spaced-out or day-dreamt in class.

Challenge Four: Requirements from School Cannot be Met Without Support

The fourth challenge was related to the unrealistic requirements mandated by the school. The heritage school's education followed the Chinese education tradition which emphasizes writing skills – especially compositional writing. Following this traditional ideal, students in grades 6-8 were required to write five essays per semester. Some students simply ignored this essay assignment because their writing skills were low. Students would not be able to produce five essays even if teachers provided assistance and guidelines for students. Another example of unrealistic school requirements involved the school's policy of using Pinyin for K-3 students. In pre-K and K, the workload was very light. Students played in class most of the time. Ever since they entered first grade, students were required to learn Pinyin and Chinese characters. Thus the burden of memorization increased dramatically. Because students only meet once a week for three hours, if students did not review or study at home, they would fall behind very quickly.

Challenge Five: The Mismatch of Parental Expectations and Teachers' Teaching Goals

The main concern of this challenge is the contradiction between teachers' teaching goals and parents' expectations. Parents wanted their children to learn Chinese but children were not interested in learning the language. On the other hand, some parents sent their children to Chinese school not because they really wanted them to study Chinese, but because they regarded the Chinese school as a sort of day care for their kids. Other parents, however, had high (or unrealistic) standards. These parents were extremely upset if their children did not earn first place and even questioned the fairness of the contest or test and would appeal to check scores. A teacher reported one such case where a parent requested that her child be selected as an honor student and later protested when it was not the case. Upon finding out that her child was not selected due to the fact that her child had missed five classes, the parent said it was her own fault and not the child's fault and therefore her child still ought to receive the honor.

Other cases of institutional/familial mismatch manifested in a set of complaints made to the lead teacher. Two parents actually filed complaints within the same semester for the exact opposite reasons. One parent said that the teacher did not give enough homework and that the instructional materials were too easy for her child. This parent wanted her child to learn Chinese and bring it to a high level so that her child could later do business in China. On the other hand, in the same class, another parent said that her child only needed to speak and understand simple Chinese and Chinese culture. She complained that the teacher gave too much homework and that the homework load

caused her child to lose interest in going to Chinese school. She said there was too much pressure for her child to complete her homework at home and blamed the teacher for being too demanding. She even threatened to file a complaint to the Department of Education. These two incidents precisely capture how different learning expectations vary from parent to parent. Such differing expectations caused much frustration amongst the teaching staff.

Teaching Observations at the Heritage School

In order to better understand how to best help heritage teachers face these various challenges, the project team conducted a site visit. Four Hunter teachers observed classes at each level for grades K-2, 3-5, 6-8, and 9-12 and wrote observation reports.

As evidenced in the classroom observation reports, the project team realized that the students' lack of motivation may not entirely be the fault of students (as teachers believed), but rather a result of a more fundamental issue: inadequate pedagogy. In the observation reports, the class activities included rote memorization or activities which did not involve meaningful communication. Some examples of less meaningful communication included: reciting a lesson from memory or copying down paragraphs of characters that teachers wrote on the blackboard. Teaching and learning focused more on finishing the textbook content, rather than meeting the set proficiency goals. Because the class was teacher-centered, instruction was irrelevant to students' needs or interests, leading to students sitting through hours of classes until their parents finally gave in and said they did not have to go to Chinese school any more.

Given the dearth of discussions about articulation and lack of coordination which could align curricula between levels, teachers on the receiving end often found that their students had deficiencies in certain areas. Teachers were told to teach new materials and were discouraged from devoting time for review. These suggestions or ignoring review and pushing relentlessly through lesson plans caused the aggravation of articulation issues. Without articulated instruction, students not only showed minimal or no improvement, but also sometimes ended up losing interest entirely in Chinese language study. Our conclusion was that the aforementioned challenges made by teachers listed above were, to a large extent, due to the lack of common and shared learning goals for all stakeholders. These stakeholders included school administrators, teachers, parents, and students. To address this, the project provided partner school teachers with professional development activities.

During the process, partner school teachers first reviewed their current curriculum. After review, they received training which elucidated and helped them understand STARTALK-endorsed principles, proficiency goals, assessments, and curriculum mapping in order to find gaps in curriculum, both in horizontal and vertical articulation, within their schools. These professional development activities enabled partner school teachers to continue the pursuit of refining their curriculum and instructional practices even after the project was over. Partner school teachers also learned how to use assessment results to inform their pedagogical design and the effectiveness of their articulation. Most importantly, the articulated curriculum will not only ensure a better learning experience, but it will also help transition students from pre-college to college-level language classes more seamlessly. Students will be motivated to sustain their learning trajectories and continue their development of usable and applicable high language proficiency in their future careers.

SECTION THREE

**CURRICULUM MAPPING AND
PROFICIENCY TARGETS FOR
ARTICULATION**

Section Three: Curriculum Mapping and Proficiency Targets for Articulation

The purpose of curriculum mapping is to identify gaps with proficiency targets and to explore strategies for revising the curriculum by adding assessments and learning experiences to meet proficiency targets. Curriculum mapping produces a roadmap for language- and culture-progression pathways to guide students from Novice, to Intermediate, to Advanced in each and every communication mode – Interpersonal, Interpretive, and Presentational; along with students’ Intercultural Communication. Cultural mapping shows how learners’ competence in two major areas can grow: 1) their competence in investigating cultural perspectives and 2) their use of the target language when interacting with native speakers in a culturally appropriate manner. The most important type of competence gained and made visible through Cultural Mapping is instilling students with the virtues of tolerance and respect for cultural differences. The roadmap will also cultivate learners’ 21st century skills in information, finance, and entrepreneur literacy; cross-cultural understanding, communications, critical thinking skills, leadership skills; and the ability to collaborate with others. These skills bring to life the World Readiness Standards and the 5C’s (Communications, Culture, Connections, Communities, and Comparison).

Mapping helps teachers find out whether students have integrated language, culture, and content learning along with uncovering whether or not students have developed proficiency in speaking, listening, reading, and writing. Knowing where gaps and weaknesses are helps teachers develop solutions to fill gaps and implement a revised curriculum. As Dr. Deborah Robinson points out, there are several advantages to conducting curriculum mapping: “It can help teachers to organize curriculum by standards, themes, topics, culture, vocabulary, structures, and assessments over the course of the academic year to meet proficiency targets, AP, and unique school foci (e.g., STEM, arts).”²

In order to map out how what we teach aligns with proficiency targets, we followed the three major stages in backward design:³

Stage 1: Desired results: what will learners be able to do with what they know by the end of the program?

Stage 2: Evidence: how will learners demonstrate what they can do with what they know by the end of the program?

Stage 3: Instruction: what lesson Can-Do Statements and resources will guide learning plans?

The Process of Building an Articulation Framework

In today’s global economy and society, the ability to speak more than one language is critical. It is always exciting to hear about the establishment of a new language program, especially in less commonly taught languages, such as Chinese, Arabic, Korean, and so forth. Often times, the entire program rests on the shoulders of one sole teacher who is responsible for teaching, curriculum design, and assessments – among other school responsibilities. As the program grows, new teachers will be hired, multiple classes and levels will be offered, and more students will be recruited. Without a comprehensive plan for

² Dr. Robinson’s workshop on September 1, 2018 at Hunter College.

³ Understanding by Design, 2000, Wiggins and McTighe

horizontal and vertical articulation, the program may not maintain adequate rigor across classes or scale up in expectations from one level to the next.

For this project, the team adopted the STARTALK curriculum design procedure derived from backward-design principles. These procedures were introduced to our project partner school teachers – where a Hunter College project team member served as a curriculum mapping coach to assist teachers in conducting curriculum mapping. We found that having a coach work with teachers was crucial because teachers’ background knowledge varied in terms of understanding proficiency levels, constructing thematic units, and national standards. It will no doubt take a while to absorb the new concepts; however, they proved useful and were well-received by partner school teachers.

Setting Reasonable and Yearly Proficiency Targets for the Chinese Language

One area that the partner school teachers needed help in was language proficiency training.

Understanding the significance of the different language proficiency standards and comprehending the various means of setting proficiency goals was necessary for these teachers because they needed to be able to set reasonable and yearly progressive proficiency targets for learners of Chinese. The training included two steps. The first step was helping partner school teachers grasp the major characteristics of learners’ language performance by unpacking proficiency performance ranges. The second step involved the teams’ pointing out what teachers ought to take into consideration when dealing with the characteristics of Chinese language learning for English speakers. Besides this, the team also encouraged partner school teachers to consider how these proficiency ranges must exist in time – not in an abstract context where a semester or year never ends. Accordingly, these ranges must take into consideration the amount of time required for students to achieve the teacher-set proficiency level.

Unpacking Proficiency Performance Ranges⁴

For teachers encountering proficiency guidelines for the first time, it is very likely that they will find the information to be abstract and difficult to decipher. During the project, we invited Dr. Robinson to conduct a workshop for partner school teachers on curriculum mapping. She addressed this issue by describing performance and proficiency within the context of six features: text type, contexts and topics, functions, variety/range/extensiveness, level of detail, and timeframes. We advised partner school teachers that proficiency is a sort of continuum – from Novice to Intermediate to Advanced. The embodiment of proficiency’s continuum-like nature is shown in how at the Novice-High level, students will exhibit a lot of Intermediate level performance, but will be unable to sustain it. Below is a chart that shows some features and the kind of proficiency or performance characteristics that learners will exhibit:

Unpacking Proposed Learning Outcomes Based on Performance Ranges

- Text Type (e.g., words, phrases, formulaic expressions, sentences, series of sentences, connected sentences, paragraphs)
- Contexts, Tasks, and Topics (e.g., oneself, immediate environment, general interest, world)
- Functions (e.g., ask and answer formulaic questions; give simple advice; start maintain, and end a brief conversation; create with language; give short narrations and descriptions; make inferences)

⁴ This is adopted from Dr. Robinson’s workshop content conducted at Hunter College on September 1, 2018.

Notes: Each performance range is defined by a set of features explaining what the language learner is able to do, in what contexts and content areas, as well as how much and what kind of language the learner is able to produce or understand. The ranges take into consideration that the learning environment is controlled and articulated, allowing learners to demonstrate greater control of certain features of a level when these have been practiced in familiar contexts.

- Variety/Range/Extensiveness (e.g., very familiar, familiar, variety of/range of... wide variety/range of...)
- Level of Detail (main ideas, a few details, some details, many details, most details)
- Timeframes (e.g., periphrastic future vs. future tense – I'm going to study / I will study; chunks of language vs. complete paradigms – I came, I saw, I conquered vs. I came, you came, he/she/it came...)

It is important to note that each performance range is defined by a set of features explaining what the language learner is able to do, in what contexts and content areas, as well as how much and what kind of language the learner is able to produce or understand. The ranges take into consideration that the learning environment is controlled and articulated, allowing learners to demonstrate greater control of certain features of a level when these have been practiced in familiar contexts.

In the project, we worked with teachers to unpack proficiency/performance levels based on text type, topics/contexts, levels of details, etc. We also discussed variation of targets by modes because Chinese is not an alphabet-based language, and thus, takes a longer time at the beginning and intermediate level for students to develop reading skills.

Considerations for Setting Proficiency Targets for Chinese

Because the process of moving from Novice to Intermediate, and from Intermediate to Advanced is a continuum, students must engage in tasks at the next higher level so that they can perform them independently after sufficient practice. The project team advised teachers on two points regarding proficiency – specifically when learning Chinese: 1) it takes a longer time to develop literacy in Chinese, and 2) teachers should teach to the target level rather than to students' current level.

Chinese uses a character-based writing system and thus requires more time to achieve literacy. Given the linguistic characteristics of the Chinese language, it is extremely crucial for teachers to take into consideration how students develop oral skills and literacy skills at different paces and should design curriculum accordingly. Therefore, the proficiency targets should specify the progression of all four modalities: speaking, listening, reading, and writing – rather than just using one proficiency target for all skills.

Another linguistic feature concerning literacy skills is the Chinese language's written style, otherwise known as '*shumianyu*' (book-face-language). '*Shumianyu*' has a set of vocabulary and sentence structures, most of which are derived from Classical Chinese. Chinese writing is composed of written style Chinese, which is very different from vernacular Chinese or spoken and conversational Chinese. In a sense, written style Chinese is the formal style Chinese. Thus, it is used not only in composition but also used in formal speaking situations. For example, audio authentic materials such as TV commercials or public announcements that might be considered for novice level tasks would be difficult for Chinese language learners because the language usage in these materials is formal.

When learning to write Chinese characters, learners use a different cognitive process from learning to speak words. Learners cannot assume that knowing how to speak will eventually increase their reading skills. Learning to read character-based texts and write characters requires explicit instruction, as well as frequent review or memorization of characters. To acquire literacy, students first need to know the structure of the characters, the strokes, stroke order, and the radicals (meaning the components of the characters). Then, students need to be able to recognize the 2,000 to 3,000 most frequently used characters and the compound words formed by these characters. Furthermore, students need to learn written Chinese vocabulary and sentence structures.

The second point teachers ought to keep in mind is that it takes a shorter amount of time to go from Novice level to Intermediate than from Intermediate level to Advanced level. An analysis of time required for moving from the Novice level to the Intermediate level and from the Intermediate level to the Advanced level for college students with no background indicates that this is indeed the case. The time required to move from Intermediate to Advanced level is double the time (or even more) that is required for moving from the Novice level to the Intermediate level. Therefore, when creating proficiency targets, teachers should give students more time to develop from Intermediate-Low to Intermediate-Mid while encouraging students at Novice level to achieve an Intermediate level as soon as possible. This could be done by introducing instructional tasks or activities that focus on the targeted proficiency performance and require students’ output to meet the target proficiency level.

A. Proficiency Targets for High School Students

Given the linguistic characteristics, the Chinese language requires more time to reach Advanced proficiency than an alphabetical language such as Spanish or French. Therefore, the proficiency targets should be specified for each modality, speaking, listening, reading, and writing. It is also critical for students to pursue a longer sequence to develop proficiency. The goal is to have high school graduates achieve the Intermediate level in both oral and literacy proficiency. They can continue to build Advanced proficiency in college.

When working with the high school teachers, the project team consulted several proficiency progression charts developed by language professionals in the field, including the Ohio Department of Education’s “Proficiency and Research-based Proficiency Targets (Level 4 Difficulty), the Virginia Department of Education’s “Implementing the Foreign Language Standards of Learning in Virginia Classrooms”, CELIN’s “Mapping Chinese Language Learning Outcomes in Grades K-12,” and Dr. Richard Chi’s proficiency for Chinese as a second language learner. The proficiency targets that the project team came up with is below:

Recommended 9-12 Non-heritage Proficiency Progression Chart (for L2 Learners):

	Speaking	Listening	Reading	Writing	ICC
9th	NH	NM	NM	NM	Novice
10th	IL	NH	NH	NH	Novice/Intermediate
11th	IL/IM	IL	IL	IL	Intermediate
12th	IM	IL/IM	IL/IM	IM	Intermediate

B. Proficiency Targets for K-12 Heritage Schools

The project team did not find any resources on proficiency target for heritage schools. The original curriculum provided by the heritage school set the following proficiency targets, which are shown below:

Grades	I	1	2	3	4	5	6	7	8	9	10	11	12
Proficiency Target	N/A	N/A	N/A	NM	NM	NH	NH	IL	IM	IH	AL	AM	AH

Note that neither of these proficiency charts assign proficiency targets for each modality. Also, the progress going from IL to IM to IH and then graduate from Chinese school at AH is unrealistic since it did not take into consideration students' need for more time to develop proficiency after intermediate level. In order to find out what, in Chinese heritage school, would be a reasonable exit proficiency, we gave students a STAMP test. The STAMP tests are computer-based standardized tests for speaking, listening, reading, and writing. Students can take the tests in traditional and simplified characters.

After an information session provided to students about the test, 42 secondary students and 21 elementary school students signed up to take the tests. The test tool we used was STAMP for secondary students and STAMP 4Se for elementary students. Students did not have any practice before they took the tests. It was also every student's first time taking a STAMP test.

One issue was that some students did not know how to type, therefore, when they took the writing test, they had to write characters stroke by stroke using a computer mouse. Some younger students were not used to speaking into the microphone when taking the speaking tests so they spoke too softly. Overall, after the test, students were happy about their accomplishment and the project team prepared snacks for them since it took about an hour or longer for the elementary students to complete and about two hours for secondary students to complete.

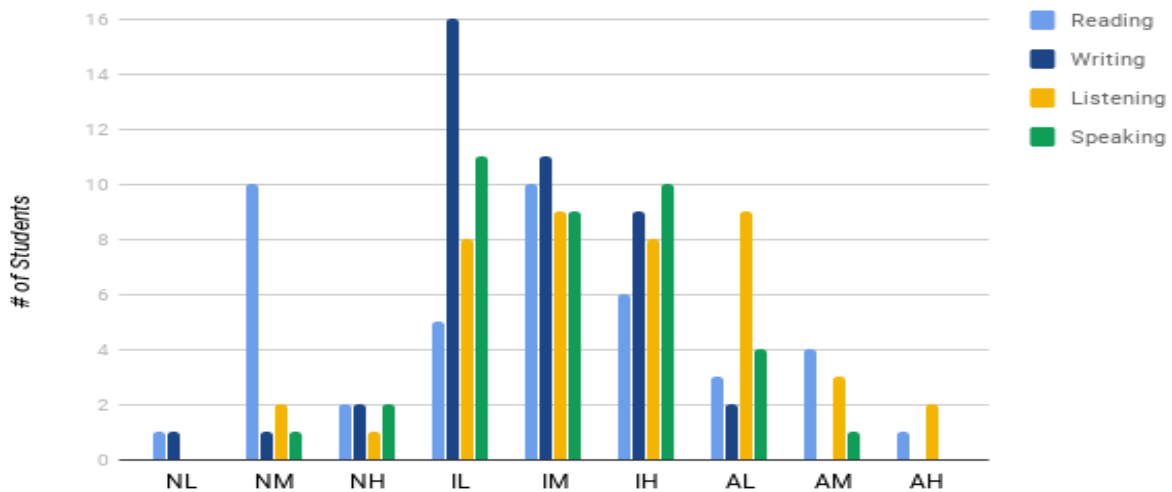
STAMP Assessment Results for Secondary School Students

A total of 42 middle and high students completed the STAMP assessments. Thirty-six students completed the traditional version and six completed the simplified version.

	Speaking	Listening	Reading	Writing
Advance-High	n/a	2/42 (5%)	1/42 (2%)	n/a
Advance-Mid	1/42 (2%)	3/42 (7%)	4/42 (10%)	0/42 (0%)
Advance-Low	4/42 (10%)	9/42 (21%)	3/42 (7%)	2/42 (5%)
Intermediate-High	10/42 (24%)	8/42 (19%)	6/42 (14%)	9/42 (21%)
Intermediate-Mid	9/42 (21%)	9/42 (21%)	10/42 (24%)	11/42 (26%)
Intermediate-Low	11/42 (26%)	8/42 (19%)	5/42 (12%)	16/42 (38%)
Novice-High	2/42 (5%)	1/42 (2%)	2/42 (5%)	2/42 (5%)
Novice-Mid	1/42 (2%)	2/42 (5%)	10/42 (24%)	1/42 (2%)

Novice-Low	0/42 (0%) (*1 NR)	0/42 (0%)	1/42 (2%)	1/42 (2%)
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Grades 7 - 12 Combined Proficiency Results



The purpose of this proficiency assessment was to grasp an overall understanding of the proficiency range for secondary school aged heritage students in speaking, listening, reading and writing. This information will help the project team evaluate whether the proficiency targets set for heritage school grades 7-12 students were reasonable or not.

The language background of the secondary school students is either Mandarin Chinese or speakers of Chinese dialects. They attend American public or private schools so they are proficient in both English and at least a Chinese dialect, which may or may not include Mandarin. If we take a look at the bar graph, it is evident that the proficiency of secondary students falls within the range of Intermediate-Low to Intermediate-High for all four skills. The majority of students are at Intermediate-Mid in all four skills. Among the four skills, heritage speakers apparently have stronger listening skills. The largest group of students have reached Advanced-Low level in listening whereas the other three skills are lower.

In conclusion, listening is the students' strongest modality, and reading is students' weakest modality.

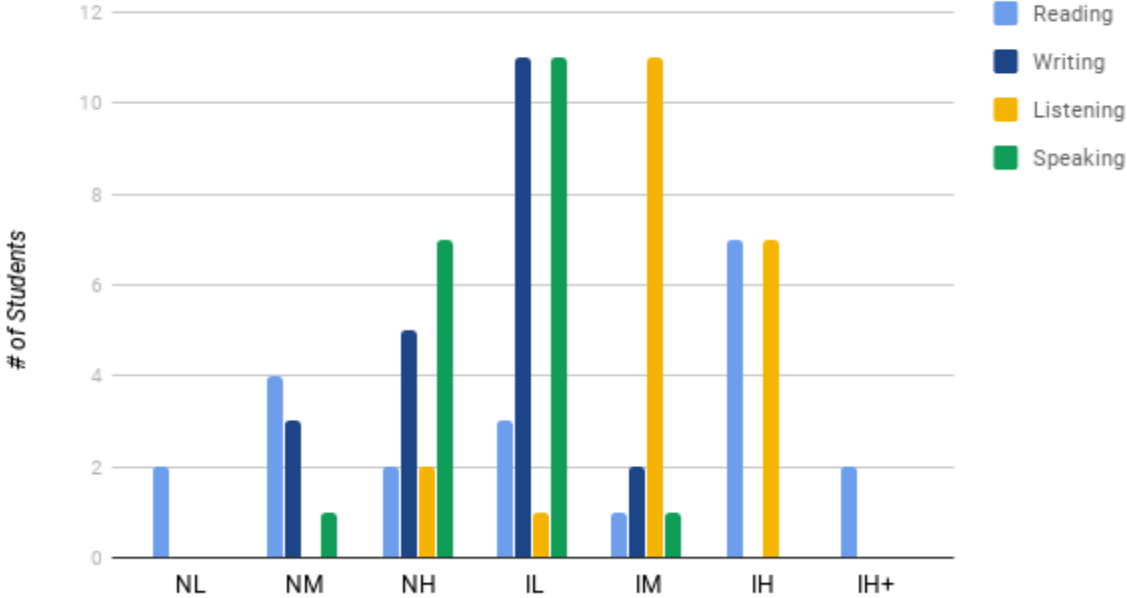
STAMP Assessment Results and Analysis of Elementary School Students

A total of 21 elementary students at grades 3 to 6 completed the STAMP 4Se tests. Below is the score distributions in chart and in bar graph:

	Speaking	Listening	Reading	Writing
Intermediate-High+	0/21	0/21	2/21 (10%)	0/21
Intermediate-High	0/21	7/21 (33%)	7/21 (33%)	0/21
Intermediate-Mid	1/21 (5%)	11/21 (52%)	1/21 (5%)	2/21 (10%)

Intermediate-Low	11/21 (52%)	1/21 (5%)	3/21 (14%)	11/21 (52%)
Novice-High	7/21 (33%)	2/21 (10%)	2/21 (10%)	5/21 (24%)
Novice-Mid	1/21 (5%)	0/21	4/21 (19%)	3/21 (14%)
Novice-Low	0/21 *1 NR	0/21	2/21 (10%)	0/21

Grades 3 - 6 Combined Proficiency Results



The test results showed that the proficiency of elementary students falls within the range of Novice-Mid to Intermediate-Low for all four skills. The majority of students are at Intermediate-Low in speaking and writing skills. Among the four skills, heritage speakers at elementary level also showed stronger listening skills.

In conclusion, similar to the secondary school group, listening also appears to be the strongest modality for this group. To improve students' output performance (writing and speaking), instructors need to provide more opportunities for students to speak and write during class time. In addition, while it is important for students to be able to hand-write characters, being able to type out characters is equally important, and perhaps can be added to the curriculum. The project team and the teachers came up with the following chart after discussing the materials and the proficiency scores. Below is the K-12 proficiency progression chart:

Recommended K-12 Proficiency Progression Chart for Heritage School Students:

	Speaking	Listening	Reading	Writing	ICC
K	NL	NL	NL	NL	Novice
1st	NL/NM	NL/NM	NL	NL	Novice
2nd	NM	NM	NL/NM	NL/NM	Novice
3rd	NM/NH	NM/NH	NM	NM	Novice
4th	NH	NH	NM/NH	NM/NH	Novice
5th	NH/IL	NH/IL	NH	NH	Novice/Intermediate
6th	IL	IL	NH/IL	NH/IL	Novice/Intermediate
7th	IL/IM	IL/IM	IL	IL	Intermediate
8th	IM	IM	IL/IM	IL/IM	Intermediate
9th	IM	IM	IM	IM	Intermediate
10th	IM/IH	IM/IH	IM	IM	Intermediate
11th	IH	IH	IM/IH	IM/IH	Intermediate
12th	IH	IH	IH	IH	Intermediate

SECTION FOUR

**INTRODUCING THE
STARTALK CURRICULUM TEMPLATE
TO TEACHERS**

Section Four: Introducing the Startalk Curriculum Template to Teachers

The project team introduced the STARTALK curriculum template to partner school teachers and used the template stages to lead them step-by-step in grasping the concept of curriculum mapping.

STARTALK Curriculum Design Stages

According to the STARTALK Curriculum Guide, the STARTALK curriculum design is divided into three stages. Stage 1 asks program personnel to identify desired results and to identify the program Can-Do Statements which essentially guide the program. Stage 2 asks program personnel to identify formative performance tasks which allow learners to provide evidence that they have met each program Can-Do Statement. Stage 3 asks program personnel to unpack each program Can-Do Statement into smaller lesson Can-Do Statements that will guide the major learning experiences in the program.

Stage 1: What Will Learners Be Able To Do With What They Know by the End of the Program?

After the program's yearly language proficiency goals had been identified, the project team and teachers consulted the NCSSFL-ACTFL Can-Do Statements to help write down their own Can-Do statements for each mode (interpretive, interpersonal, and presentational) based on the proficiency target in the chart. These Can-Do Benchmark Statements bridge performance and proficiency from Novice to Advanced levels, indicating what students can do at each level. The team brainstormed with teachers to come up with three themes for their yearly curriculum.

How to Write Program Can-Do Statements

One observation from teachers was that each of the Can-Do Statements begins with "I can" and they wondered why it was not 'Students can' as wording more similar to this is required by the school lesson plan, which states: 'students will be able to...' in the posited learning outcomes. This led to a discussion on the purpose of Can-Do's being written from a learner's point of view and not the teacher's point of view. One teacher suggested that if that were the case, then it would be critical that students be introduced to Can-Do Statements so that they also could understand the learning goals that they should be able to achieve by the end of the lesson/unit. The group agreed. A comment was that younger learners in particular need to be guided through examples. If a course description is provided, teachers should write down the proficiency targets for students and parents for each course. Students also should understand the language learning goals at each stage in relation to proficiency. If students comprehend what the characteristics of the language output should look like, they can monitor their own language performance and be conscious of their language performance.

The project team worked with teachers to show them the [2017 NCSSFL-ACTFL Can-Do Statements](#) and explained what each proficiency means by cross-referencing the Can-Do statements (in interpersonal, interpretive, and presentational speaking, listening, reading, and writing skills) to the unpacking methods introduced at the curriculum mapping workshop. The teachers now know that proficiency levels correspond to the text types, details of information, and tasks. They are also aware of the resources provided on the ACTFL website for more direct access to Can-Do charts (blue, green, and orange) where they can learn how to review the text type, details, and functions.

The team explained to teachers the importance of theme-based instruction, as a tool which would enable students to engage in real life situations with meaningful activities. Besides this, theme-based instructions also allow students to recycle language usage and thoroughly memorize new vocabulary and grammatical/sentence structures. We wrote down the topics of each lesson in a textbook to be used throughout one year and came up with four unit themes. This helped teachers to see how we unite the language (vocabulary, grammar, sentence patterns) into a meaningful and connected theme. They agreed that having a theme made teaching and learning more meaningful and easy to do since students could recycle similar words for a period of time without jumping from one topic to the next that were completely unrelated. Several themes that teachers came up with were: ‘Let me introduce myself’ (this theme could be used for students at all grade levels) and ‘Let’s plan a trip’ (for high school students). After teachers filled the Can-Do’s, the team worked with teachers to modify the Can-Do statements (which are very general) to suit their level’s needs based on the chosen theme and the modes of communication.

Stage 2: How Will Learners Demonstrate What They Can Do With What They Know?

The purpose of Stage 2 is to understand how well learners demonstrate what they can do with what they know. The task is to develop performance assessments which allow learners to provide evidence that they have met each level’s Can-Do statement.

In order to design performance assessments that show evidence of students meeting their assigned targets, the teachers must know students’ current language level(s) and the target proficiency. Again, the project team advised partner school teachers to use backward design methods to develop good performance assessments to better show evidence of meeting targets. In this project, we worked with teachers to better understand what proficiency goals students should achieve by the time they complete the level in each modality. After setting this goal, teachers would then use the backward design process to determine the learning pathway from level one up. All teachers must participate in this discussion so that teachers at every level know what the goals are.

One important task in revising curriculum is the revision of language tasks for the current curriculum. Oftentimes, the revision needed is a sort of augmentation of the current tasks which makes them more challenging and meaningful. This requires teachers to have a clear understanding of not only language proficiency, but also the corresponding language tasks and text types of language output that learners should be able to produce. In order to revise the curriculum so that language tasks match the targeted proficiency outcomes, teachers need more training in the areas of language proficiency and performance, as well as increased understanding of the relationship between Can-Do Statements and the language tasks leading to proficiency.

How to Design Performance-Based Assessment Tasks

A common issue of teaching is that teachers tend to use the same types of prompts and probes from beginning level to advanced level courses, often focused on discrete WH-questions. Students’ language output in terms of text type, level of detail, and functions elicited are good indicators of what level of language tasks teachers are using. The article “How to Use Can-Do Statements” (<https://www.actfl.org/publications/guidelines-and-manuals/ncssf-actfl-can-do-statements>), states, “Can-Do Statements describe what learners can independently do at each sublevel and help pave the way to higher levels. Higher level skills and functions (e.g., using timeframes, understanding complex texts) need to be

introduced at lower sublevels and built upon in order to have independent control of those skills and functions at higher sublevels.”

Write a Scenario Related to Theme and Real Life for Students Age

This is an important concept for language teachers to remember when delivering learning plans. If a teacher solicits word-level language output in an advanced-level language course, students will not be able to develop Advanced level proficiency. Often times, word-level language output is found in beginning level and advanced level courses because teachers may not be familiar with language proficiency or the distinction between the characteristics of proficiency levels. Teachers need to know that in order to push students to higher proficiency levels, instruction should contain language tasks that are beyond students’ current proficiency levels. The text type of students’ language output serves as an important indicator to determine whether instruction is effective or not. Failure to practice tasks in the target language at the targeted proficiency level is the fundamental reason why students cannot advance in their language proficiency from year-to-year.

The difference between how thematic units versus individual lessons impact learning effectiveness and student motivation is huge. For theme-based instruction, students are working on real-life tasks (e.g., introduce my school to my Chinese friend). These themes bring topics to learners’ day-to-day life, making them meaningful to talk about and practice. Provided, with practical themes like this, teachers can invite students to express what they are interested in doing. Giving students some flexibility when developing or working on their interests is crucial when attempting to motivate them in continuing their study of the target language. If students attend classes based on the themes that they are interested in, they will be more engaged in participating in all sorts of activities concerning different types of communication modes in class and, thus, achieve better learning outcomes (See Appendix A for task examples in Curriculum Framework).

Stage 3: What Lesson Can-Do Statements and Resources Will Guide Learning Plans?

In Stage 3, teachers need to identify smaller indicators of how learners can incrementally move toward meeting each level’s Can-Do Statement. The project team showed partner school teachers how they can follow the instruction of the curriculum template in creating learning plans and designing activities. An important piece of information for teachers to consider is “what language students need to know to do the target tasks?”

In order to determine what students need to know in order to do the tasks, teachers need to provide the appropriate and corresponding vocabulary, grammar, and sentence patterns required to accomplish the assigned tasks. Teachers can introduce some new vocabulary and new sentence patterns to scaffold their students so that they can perform the tasks independently after the unit is taught.

We have mentioned that schools use different learning materials. Teachers should go beyond the textbook by thinking about real life situations, and asking, “what language (vocabulary, grammar, and sentence patterns) would be required to complete each task?” The textbook language may not be relevant to students’ personal situations, and in this case, we suggested that teachers should include what students want to express in real life.

However, asking teachers to do this may be a daunting task. In our observation of teachers, regardless of level, one phenomenon that caught our attention was the teachers' focus on teaching vocabulary but not teaching sentence patterns. A favorite question of teachers is, 'Do you like X?' This question was asked at the Novice level, the Intermediate level, and even at the Advanced level when these Chinese students are supposed to practice describing different types of foods, activities, hobbies with a variety of words. As a result, students can only provide word-level answers and students are consequently not pushed beyond the elementary word-level. The obligation to push students beyond this elementary stagnation falls on teachers who must require students to use increasingly complex sentence and grammar structures at Intermediate and Advanced levels.

Below is an example from Dr. Robinson's workshop of a backward designed unit on families focused on identifying results and determining evidence.

Example for Novice Learners

Topic: Families

Theme: Comparing families in the U.S. and the Chinese-speaking world.

- Overarching understandings
 - Family structures vary.
 - Grandparents (and others) often care for children.
 - Roles within families vary both in the U.S. and in the Chinese-speaking world.
- Essential questions
 - What are families across the Chinese-speaking world like?
 - How are families similar and different in the U.S. and in the Chinese-speaking world?

Comparing My Family and Yours

Need to Know

- Family terms: *father, aunt, grandma*
- Expressions: *How many people are in your/his/her family? There are ___ people. Who are they?*
- Numbers: *1-10*
- Comparative terms: *more, fewer*

Need to Do

- Interpret information from a story about a family
- Ask and answer questions about families
- Describe one's own family as well as others' families
- Construct a graph
- Present information about families here and in the Chinese-speaking world

Determine Acceptable Evidence

- What evidence will show that students can compare families in the Chinese-speaking world and in the U.S.?
 - Performance Tasks and Projects:
 - Purpose: From Can-Do's and Theme
 - Context: When, why, with whom students communicate
 - Expectations: How well?

Determine Acceptable Evidence: Performance Assessment

Students will create:

- a. a poster (elementary school)
- b. a multimedia presentation (middle school)
- c. a Webpage or blog (high school) that compares their families with families in the Chinese-speaking world.

Teachers can use RAPPs to differentiate performance assessments⁵:

R= Role	WHO are you?
A=Audience	To WHOM are you communicating?
P=Products	What FORM will your communication take?
P=Performances	HOW will you demonstrate proficiency?

Here is an example of RAPP poster:

Role	Guide
Audience	Guests attending open house at school
Product	Posters with photos and labels of family members Graphs
Performance	Share comparisons between families at home and in the Chinese-speaking world with open-house guests in Chinese.

Teachers should keep in mind that we all want respectful tasks. What are respectful tasks? Here are some key words to consider:

- Engaging, stimulating, varied; build curiosity; allow everyone to participate and contribute.
- Challenging, hard fun, rigorous; based on where students begin.
- Authentic, relevant, meaningful; connected to real world, outside people, other learning, and subject areas.

In short, it is important for teachers to keep in mind that the themes and language tasks in the learning plans should be age appropriate and match learners' cognitive abilities. In addition, teachers should purposefully and systematically incorporate authentic materials into their teaching.

Design Performance Tasks Across the Modes

In order to enable students to develop proficiency skills in a balanced fashion, teachers should use a variety of learning activities along the way to ensure that students can perform tasks across the modes. In

⁵ Understanding by Design, 2000, Wiggins and McTighe

other words, one activity in interpretive listening can be expanded to include a task in interpersonal followed by presentational speaking.

Below is a list of activities students can participate in when teachers plan learning experiences and instruction that adds more of a variety of authentic tasks for students. These activities take into consideration students' lives, and thus are based around events that they are likely to encounter in daily life situations. Besides this, the activities also encourage the development of critical thinking and analytical skills in the target language.

Plan Learning Experiences and Instruction

- Identify family members through manipulatives, visuals, and games.
- Understand illustrated stories about various families in the Chinese-speaking world.
- Answer *yes/no*, *choice*, and *short response* questions about the stories.
- In pairs, ask and answer questions about their own families.
- Report back about their classmate's family.
- Practice writing about their own and others' families.
- Create a family tree.
- E-mail or videoconference with peers to ask questions about their families.
- Create simple graphs with class data and compare information about U.S. and Chinese-speaking families.
- List similarities and differences between families using a Venn diagram.
- Present comparison results to visitors during open house.

Proficiency Assessment Tool and When to Assess

Requiring students to take a proficiency assessment is beneficial to students' learning because it demonstrates an objective assessment of students' learning outcomes. The assessment results (proficiency scores) can be used to check if the proficiency targets have or have not been reached. High school partners do not adopt any proficiency assessment. The Chinese heritage school asked students to take the TOCFL (Test of Chinese as a foreign language). This test was developed by the TOCFL in Taiwan. During the project year, the Chinese school did not give students the tests because of a scheduling conflict. Thus, the project team recommended that their students take the STAMP tests. In addition to STAMP tests, there are several other proficiency tests listed in the chart below:

Assessment Tools	Assessment Type	Speaking	Listening	Reading	Writing	Children Version
ACTFL	Proficiency (telephonic, paper)	OPI	ACTFL	ACTFL	WPT	No
	Computer-based	OPIc	Yes	Yes	Yes	No
AAPPL	Performance (only on computer)	yes	Yes	Yes	Yes (Presentational writing)	No

STAMP	Proficiency (only on computer)	(Presentational)	Listening	Reading	Presentational	Yes
TOCFL	Proficiency (paper)	Speaking	Listening	Reading	Writing	Yes
	Computer-based	Yes	Yes	Yes	Yes	Yes
Lingua Folio (Pulsar)	Performance (only on computer)	Self-assess	Self-assess	Self-assess	Self-assess	Yes
CAP	Proficiency (only on computer)	No	Listening	Reading	No	No
American Councils	Proficiency (only on computer)	Yes	Yes	Yes	Yes	

Proficiency tests can be conducted at key junctures, such as the end of an academic year or the end of a semester, or after an intensive summer study. It is our goal to take students from where they are to where they need to be by using differentiation of instruction and personalizing learning plans. Teachers need to design different learning plans for them so that no matter where they are, they can continue to improve. For example, if students' speaking scores are higher than their reading skills, the allocation of learning time and major learning focus should be reading. If students' reading skill is much higher than their speaking skills, then the focus of learning for these students in the next semester would be to improve their target language speaking abilities.

SECTION FIVE

**ADDITIONAL COACHING FOR
TEACHERS IN HERITAGE SCHOOL**

Section Five: Additional Coaching for Teachers in Heritage School

Heritage school is a community-based entity that provides heritage speakers with language and culture instruction. Students only meet once a week on weekends for three hours. Comparatively speaking, students in Chinese heritage school receive rich culture activities but the quality of language instruction has been an issue. Heritage school classes are taught by teachers who are not trained to teach languages. These schools rely on the support of the motherland in providing language materials along with sporadic teacher training activities. The salary of heritage school teachers is low. Teachers have to work many hours in order to make a minimal living. The low salary cannot attract professional foreign language teachers. As a result, the majority of teachers in Chinese schools are native speakers of Chinese or those who had some teaching experience in their native country. Many of the heritage school teachers are not proficient in English making it difficult for them to secure opportunities to become full-time teaching professionals in the American education system.

The teaching methods demonstrated in heritage school classes are thus very different from what STARTALK promotes. Two issues stood out from the classes that the project team observed: 1) classes were teacher-centered; 2) there was no real-life communicative interactions in class. The most common activities that took place in these classes included asking students to read the text out loud; copying text in characters; memorizing text; and the teacher asking content-based questions to check for reading comprehension. For younger students, the teacher might play some games or let students watch a video in class, but students rarely engage in meaningful communicative language tasks. As a result, many students could not survive this rote memorization teaching style and quit. The attrition rate reaches its peak when students transition from elementary school to middle school. Another sharp drop in enrollment occurs when students transition from middle school to high school. This heritage school goes from having hundreds of students at K or grade 1, to only having ten or fewer students left at the high school level. To save money, heritage schools would put middle school and high school students together in one class. At the same time, heritage school teachers are bound by school requirements. For example, they must teach the content of the language textbook provided by the school and ask students to complete school-assigned homework.

Owing to this complicated situation of heritage teachers, the project team decided to adopt a different approach to work with heritage school teachers since the project team realized that any drastic change in curriculum or teaching methods would hit a wall and run into strong resistance. Therefore, rather than asking them to do a holistic curriculum mapping, the goal was to obtain the buy-in of teachers by making small, incremental changes. The goal for this project was to add one presentational and one interpersonal speaking activity in their teaching so that students could have some chance to be engaged in communication in class. The project team provided coaching to the teachers and worked alongside them throughout the process, which is described below.

Making Small Changes: Adding Presentational and Interpersonal Speaking Activities

The team worked with three lead teachers (K-5, 6-8, and 9-12) and engaged them in individual coaching. During the first meeting in person, the team reviewed the STARTALK principles, proficiency levels, and three modes of communication using an outline written in Chinese. During the guided discussion, the

team provided them with examples of interpersonal and presentational tasks and asked them to create a few examples on their own.

Because heritage teachers shared with the project team that student motivation has been a serious issue, the team pointed out to the teachers that in order to motivate students, teachers should not teach Chinese as a Chinese language art, in other words Chinese as a subject matter in a Chinese school in China, but rather, they should teach Chinese as a language of students' heritage in the U.S. where the Chinese heritage language (Mandarin or a Chinese dialect) is not a dominant language. The team made sure to advocate to teachers an emphasis that language is a tool for communication-not some abstract or futile part of their culture. If we wish to motivate students who come from a Chinese heritage background but live in an environment where Chinese is not the dominant language, students must first be guided to see the potential and need of using Chinese in their lives. For example, some very practical uses of Chinese we shared with partner teachers included providing students with language skills to use when paying a visit to China, communicating with grandparents and relatives; and communicating with the Chinese local communities. Furthermore, students should be reminded that if they reach a high level in Chinese, the language skills will bring them numerous and varied opportunities in their future careers. Teachers, by endeavoring to connect with their students' life purposes of learning Chinese (however remote they might be), ought to work to illuminate the practical uses of Chinese in their own lives. This sort of personal and practical guidance is essential in motivating students to learn Chinese.

The team pointed out to teachers that the activities they currently use in their classrooms only partially fulfilled the purposes of the course (that is, the instruction has an emphasis on literacy rather than balanced conversation and literacy instruction). During the discussion, the team realized that the teachers' understanding of the word "communication" is fundamentally different from the project team's understanding. Teachers thought that students reading the text aloud was a form of "presentational speaking" and the teacher asking students questions were forms of "interpersonal speaking." This indicates to the team that in order to enlist any type of instructional changes at the heritage school, the fundamental concept of what communication really means must first be established and be reviewed over and over again.

In order to find out how teachers can integrate presentational speaking and interpersonal speaking activities into the existing lesson plan, the team invited teachers to describe their teaching routines for two weeks' of lessons. The team then asked the teachers to suggest where they thought it would be possible to add one presentational and one interpersonal communication activity. Once that was determined, the team asked teachers to submit their activity designs in writing for an experiment which would be held the following week. The activity design was commented on by the project coaches before implementation. The team met again to discuss with the teachers about the first experiment and asked if they had encountered any issues or not. Communications between the heritage school teachers and the project team were often carried out through emails and WeChat messaging. One coach asked her teacher to videotape the activities and use the video for comments. After receiving the coaches' comments on their first implementation, teachers were provided with several ideas on how they could improve these presentational and interpersonal activities. Teachers then went home to design a second set of activities. This time, the team asked teachers to distribute a survey to be filled out by students after the activities. The survey contained questions relating to students' experiences and feedback. The team also asked teachers to provide their written feedback to the team.

The team found out that there were many advantages to this “small-change” approach when working with heritage teachers because 1) during the process of design, teachers were able to discuss their ideas and work together closely with coaches for comments and suggestions; 2) teachers were able to practice in a sequence of two weeks to reinforce the skills in conducting the activities; 3) the cycle of design, that is experiment, critique, and reflection, provided teachers with a comprehensive coaching and learning experience. Given the comprehensive nature of this approach, teachers not only gained a real sense of achievement, but were also positively encouraged to implement further and more beneficial small changes in the future. After the experiment, the team believed that teachers had a better idea about what presentational speaking and interpersonal speaking activities actually mean. In order to ensure a long-term impact on transforming the teaching style to more learner-centered communications, the project team asked teachers to design weekly presentational speaking and interpersonal speaking activities for the upcoming spring semester. These activities were also reviewed by coaches to ensure that they were ready for implementation. Below are the activities, student and teacher surveys, along with feedback from students and teachers:

Summary of the Activities and Survey Results for Students and Teachers

Interpersonal Speaking Activity for Grade 3-5

Teacher gives instruction in Chinese, students work in pairs with interview sheets on which there are questions concerning specific family members. The other student will answer in Chinese. While the questions are asked, students must check the correct answer on the interview sheet or write down if they have one or two or more siblings. Before the whole class worked on this activity in pairs, the teacher gave a demo on how the interview should be conducted and reminded students to speak in Chinese.

Note: All the questionnaires for teachers were in Chinese. The answers were translated from Chinese to English. Students at grades 2-3 did not do a survey but the teacher sent us video clips of student performance during the activities.

Zheng Laoshi (Teacher Zheng)

1) Please describe your experience regarding the process of planning and implementing these presentational and interpersonal activities. Please elaborate upon any challenges you may have faced throughout this process.

In general, during the design process of the activity, I did not run into any formidable challenges, but during the implementation stage there were some difficulties. However, the activity as a whole really didn't have any problems and the students were quite happy to participate.

Presentational Activity for Grades 2-3

For example, some students, when they got in front of the class to speak, they were able to speak but were too shy and their voices were too quiet. For others, the problem was their precision in their Chinese speaking abilities. Consequently, they stammered in broken Chinese or used some English words throughout.

Interpersonal Activities for Grades 2-3

The students have different levels of Chinese proficiency, some students could fill up six pages when filling out their questionnaire, some could only finish one page and still needed help. During the interactive

paired interview activity, there were problems with some students when it came to their listening ability, or they were unable to understand their partner's language and occasionally would use English to help make themselves clear. Other students could listen and understand well enough but couldn't speak and would use English instead to reply. These above mentioned issues are the sorts of problems we ran into during the activity. But upon the activity's completion, students wanted to keep going! Everyone wanted some more time to work! There are 18 students in class, and in total did the interpersonal pair activity twice, giving us a total of 108 examination papers. We did the presentational activity once and every student got up and had a chance to speak.

2) Would you agree with the statement that presentational activities are beneficial to increasing students' speaking abilities? Why?

Presentational activities are definitely beneficial to students' speaking abilities. For one, standing at the front of the class and introducing your family can only happen after students go through the lesson, study it and truly digest it. Besides this, it is spoken on the basis of one's own real family situation and requires organization in their language skills if they hope to effectively introduce their family. This not only gives students an opportunity to practically apply their language skills and create a Chinese atmosphere, but also deepens how students understand and can use the lesson – all while improving their spoken confidence and command of the Chinese language.

3) Would you agree with the statement that interpersonal activities are beneficial to increasing students' speaking abilities? Why?

Interpersonal activities are beneficial in improving students' spoken Chinese ability. Because of the interpersonal question and answer activity process, there was an improvement in student-to-student communication, and some students for a moment thought, "Hey! I can actually use Chinese to interact with other students!" From this instant a realization emerged which gave rise to growth in interest and a sort of confidence in their Chinese language. The students were competing and striving to finish before one another and come up with other questions to write down in regards to their familial investigations, thereby advancing their oral proficiency in a social context.

4) In future teaching activities, would you still be willing to try this activity? Why?

I would be willing to continue trying these sorts of activities, because through these activities, I was actually able to see an increase in students' interest in Chinese. Besides this, their Chinese language ability also improved. As a teacher this was really quite gratifying and I felt some sort of accomplishment. In fact, this grade has carried out a number of other activities as well. For example, we have held daily character recognition card activities. Even though we only have class once a week, teachers and parents keep in touch every day. We ask each student to participate in this card character recognition activity and parents report the progress of their child's in the character recognition process. The parents and students are extremely cooperative with this endeavor and by the end of the semester most of the students could recognize every single card. The grades are then broken up into groups for competition and the winning parties are awarded prizes and certificates. Everyone is pretty enthusiastic about this.

Student Survey Results for Presentational speaking for Grades 6-8

Students were asked to tell a story based on a picture. It's a story about a student in middle school. In total, eight students completed the survey. Seven students (87.5%) indicated that they understood the instructions given by the teacher and one student (12.5%) indicated he understood "some" of the instructions. Five students (62.5%) indicated that they were able to describe the picture in 4-6 sentences, two students (25%) indicated 6 or more sentences, and one student (12.5%) indicated 1-3 sentences. All eight students indicated that they had the opportunity to share their description with at least one other classmate. Six students indicated that they liked the paired sharing activity, but two students indicated that they did not enjoy the sharing activity. All eight students agreed that the activity allowed them to create their own story and that they had the opportunity to share their story with the whole class. All eight students indicated that overall they liked the story.

Student Survey Results for Presentational Speaking Activity: My Favorite Book

Eight students completed the survey. Five students (62.5%) indicated that they understood the instructions given by the teacher, three students (37.5%) indicated they understood "some" of the instructions. Three students (37.5%) indicated that they were able to introduce their favorite story in 4-6 sentences and five students (62.5%) indicated that they were able to introduce in six or more sentences. Six students (75%) indicated that they had the opportunity to share their favorite book with one other classmate, and two students (25%) indicated they didn't have the opportunity to do so. Among those six students who had the opportunity to share with one other classmate, four students indicated that they enjoyed doing so, two indicated "I didn't" even though they checked off "yes" previously.

The two students who previously indicated that they didn't have the opportunity to share then indicated that they liked the activity, so all eight students indicated that they had the chance to share their favorite book with the whole class. When asked whether or not they liked to share their story with the whole class, six students indicated "yes," two students indicated "I didn't". All eight students indicated that they asked questions when their classmates introduced their favorite book to the class, and all eight students indicated that overall they liked the activity.

Wang Laoshi (Teacher Wang)

1) Please describe your experience regarding the process of planning and implementing these presentational and interpersonal activities. Please elaborate upon any challenges you may have faced throughout this process.

When I was designing this activity, I was already beginning to predict many things that could go wrong. But upon actually implementing these ideas, some things ended up really exceeding my expectations. First, I thought students wouldn't be able to fulfill the expectations of this sort of educational program, since after all they've already been studying at the heritage school for five years and the school has always implemented traditional Chinese educational methods. However, something that I did not expect, was that they were not only extremely willing but also really enjoyed this sort of American teaching style (after all they were born and raised here in America). But the thing which really blew me away was this interpersonal communication activity; it really made them want to participate – eagerly, even! Sometimes students would ask quite a few weird questions, like why do the lessons' characters always have the same names, and aren't these names really outdated and overused? This made me think, "Perhaps before teaching class I, myself, as a teacher, ought to perform some societal investigations, so that the lessons are

more pertinent to the *real* Chinese society existing here and now – not the made up, outdated one of a more rigid lesson plan.”

2) *Would you agree with the statement that presentational activities are beneficial to increasing students’ speaking abilities? Why?*

I would agree that presentational activities are beneficial to increasing students’ speaking abilities because quite simply, if students are studying language, the most important part of this study would be for them to be able to gain the skills which allow them to use the language in their everyday lives (I am referring specifically to listening and speaking). If one is not frequently using this language, there is simply no way to get it embedded deeply into your brain, and consequently after a while it will be very easily forgotten.

3) *Would you agree with the statement that interpersonal activities are beneficial to increasing students’ speaking abilities? Why?*

I would agree that interpersonal activities are beneficial to increasing students speaking abilities because interpersonal speaking activities allow for each and every student to really involve themselves and participate in growing their own oral proficiency. Sometimes teachers will have taught something over and over yet students still will not remember. This is because in that case the responsibility of proficiency-raising is left entirely to the teacher. Yet in this new interpersonal activity, when students engage in small group discussions, they take responsibility for their own proficiency-raising, and consequently the impression that students left upon one another were deep. Whether it was a careless question or a short phrase as an answer, you could tell they were remembering better already. Besides this, dialogue between similarly aged peers as opposed to learning with teachers are very different, also encouraging this sort of dialogue was more simple and convenient than traditional Chinese education methods.

4) *In future teaching activities, would you still be willing to try this activity? Why?*

I will continue trying out and working with these sorts of teaching methods because it makes the students who are studying Chinese grow more interested in the learning process than they were before. At the same time, students are also more enthusiastic about expressing their own questions and ideas, instead of mindlessly, stubbornly answering the teacher’s questions.

Student Survey Results for Presentational Speaking Activities for Grade 9-12

Students worked in groups of four to present their stories. Then one student representing each group told the story to the whole class.

Seventeen students completed the survey above. Thirteen students (76%) indicated that they were able to understand the instructions given by the teacher about the activity and four students (24%) answered they understood “some” instructions. Eight students (47%) indicated that when they narrated their story, their story was about 5-8 sentences long, seven students (41%) indicated that their response was between 3-5 sentences long, and the remaining two students (12%) indicated that their response was one or more paragraphs long. Twelve (71%) students indicated that they had the opportunity to discuss their story with one of their classmates and five students (29%) indicated that they didn’t have the opportunity to discuss their story with their classmates. Four students (24%) indicated that they had the opportunity to share their story with the class and thirteen students (76%) indicated that they didn’t have the

opportunity to share their story with the class. Although only four students had a chance to share their story with the class, six students (35%) indicated that they didn't want to share their story with the class, four students (24%) indicated that they liked to share, another seven students (41%) indicated "not applicable" because they probably didn't get an opportunity to share with the whole class. Fifteen students (88%) expressed that the activity helped them to remember the story better and two students indicated the activity didn't help them to remember the story better. Twelve students (71%) concluded that overall they liked the activity, while five students (29%) indicated that they didn't like the activity. 100% of students indicated that they hope to improve their speaking skill. When students were asked to check all that apply below, here's the final results:

- I want to be able to tell a story. (11 checks)
- I want to be able to describe (10 checks)
- I want to be able to talk about current events or news (13 checks)
- I want to be able to debate in Chinese (10 checks)

Students suggested the following activities that they think would be helpful to improve their speaking skill:

- Talk to classmates about things that happened to them
- More opportunity to speak in class
- Talk about more news in class
- Watch more Chinese TV

The same teacher conducted the presentational speaking activity with another class for grades 9-12, which is described below:

Student Survey Results for Presentational Speaking Activities for Grades 9-12

Twenty students completed the survey above. Seventeen students (85%) indicated that they understood the instructions given by the teacher about the activity, and three students (15%) indicated they understood "some" of the instructions. Nine students (45%) indicated that their story was 5-8 sentences long, seven students (35%) indicated that their story was 3-5 sentences long, and four students (20%) indicated that their story was one or more paragraphs long. Fifteen students (75%) indicated that they had the opportunity to share their story with at least one classmate, while five students (25%) indicated that they didn't have the opportunity to share with their classmates. Twelve students (60%) indicated that they liked to share their story with a classmate and eight students (40%) indicated that they did not like to share their story with a classmate. Seven students (35%) indicated that they shared their story with the whole class and thirteen students (65%) didn't have the opportunity to share their story with the whole class. Among those seven students who shared their story with the whole class, four students indicated they liked to share, two students indicated they did not like to share, and one student indicated "not applicable." In conclusion, eighteen students (90%) indicated they liked the activity overall, and two students (10%) responded that they did not like the activity.

Zou Laoshi (Teacher Zou)

1) Please describe your experience regarding the process of planning and implementing these presentational and interpersonal activities. Please elaborate upon any challenges you may have faced throughout this process.

During the process of design and implementation of presentational and interpersonal activities I ran into the following problems:

- Some students aren't in the habit of being willing to speak Chinese aloud in class, and upon engaging in this activity we had to be patient in our leading/guiding tactics, but at the same time, time is limited which led to some conflicts in implementation.
- Because students have varying proficiency levels, some students had a hard time participating in the presentational/interpersonal activities.
- Many factors impact student performance. For example, whether the content is new or too advanced and whether or not students had prepared at home, such factors have direct effects on the level of participation in this activity. Therefore, requiring students to prepare their lessons in Chinese before class would help us make better use of class time.
- Increasing student interest in participating in educational activity arrangements requires a targeted approach. If we hope to better target increasing student interest in participation, teachers will need to put in more work and effort when designing these educational programs and activities.

2) Would you agree with the statement that presentational activities are beneficial to increasing students' speaking abilities? Why?

I agree that presentational communication activities are beneficial in increasing students' oral proficiency and ability. The development of presentational communication activities shortens the amount of time students passively listen to teachers while increasing the amount of time along with opportunities students have to actively practice their speaking skills, thus students' oral proficiency will definitely increase.

3) Would you agree with the statement that interpersonal activities are beneficial to increasing students' speaking abilities? Why?

I agree with the statement that interpersonal communication activities are beneficial in increasing students' oral proficiency. During interpersonal activities there is exchange and communication amongst students. During these activities, students are actually opening their mouths to speak Chinese and at the same time this allows for them to use their own familiar and comfortable ways of speaking. This makes communication easier for them to understand and accept. The fruit and result of this sort of study has proven to truly exceed our expectations.

4) In future teaching activities, would you still be willing to try this activity? Why?

After today, I will utilize presentational and interpersonal activities throughout my teaching methods. The goal is to increase the actual effectiveness of teaching Chinese and allow my students to, within a limited amount of time, not only learn better, but also perhaps learn a bit more.

Further Thoughts from Heritage School Teachers

From working with Chinese heritage school teachers, the team learned that the Chinese heritage school neither had graduation benchmarks nor did they have any plans to help their graduates in regards to articulation leading into college. The teachers agreed that if there were set proficiency benchmarks, it would help students to articulate with colleges or earn college credits. The teachers also agreed that focusing on helping students take Chinese AP tests would help motivate students continue to learn Chinese at the high school level.

When the team asked teachers what activities were beneficial to students' learning, teachers mentioned that students liked to watch TV dramas with their parents. The teachers believed that watching TV dramas with their families was a main way by which students were able to learn how to understand Mandarin Chinese. Another benefit of watching TV is that students also get to read characters by reading subtitles. These enhanced students' reading and character recognition abilities, along with overall fluency because they had to read fast. In teachers' views, watching TV dramas in Mandarin Chinese was useful because the story was interesting and engaging. If a continuous plot were to go on for 30 episodes, the word-repetition rate would obviously grow quite high. Thus the team agreed and felt that watching TV dramas could become a kind of authentic language immersion with rich language input. This realization led to teachers encouraging students to share the stories they have been watching in class with other students. Another thing we ought not to forget, which we have already mentioned above, is that language learning is a long process. So, the team also suggested that another way teachers could keep students motivated would be by assigning long-term group projects. Long-term group projects would allow students to work with friends on a topic in the target language. These group projects would be a good method for teachers hoping to engage with teenagers.

Then the team asked teachers if they had ever made use of the local language environment, such as Chinatown. Teachers replied that field trips were not part of the curriculum so they were unable to implement such use of the local language environment. However, every school has different policies. At another school, teachers were able to take students to a nearby McDonalds at the end of the semester. The team did not ask why he chose this American fast food restaurant instead of local Chinese restaurants, but perhaps it was simply because McDonalds is cheap. On the way to McDonalds, the teacher would point at the store signs with characters out to students and ask them what these signs meant. Students would then order a meal at McDonalds. Students would each pay \$1 and the rest would be paid for by the teacher. (The team suspected that it was paid for out of his pocket, and not paid for by school.) According to the teacher, these sorts of extra-curricular activities really motivate students to learn and they really enjoyed them.

During the discussion the team suggested that teachers could divide students into groups so that every student could get a chance to speak. However, teachers said there were always students who did not want to speak up. This may be the reason why teachers tend to pamper the good, performing, and outspoken students and were thus prone to giving all the opportunities to them. When the teacher asked students to do group work, it was always the strong students who would be asked by the group to present or report. We made a suggestion that the student who did the presentation this week should not be presenting the second week, thus ensuring that every student would eventually have a chance to present. The teachers took our suggestion and said that they would ask a student to call on another student to present the next week.

Even though it may take a long time before any concrete results would begin to show, the team believed that the coaching activity was successful. Regardless, this project helped them make the first step toward a more communicative classroom. The team was moved by the passion of promoting Chinese language and culture to heritage students in the U.S. Their effort should be better recognized with appreciation by the field.

SECTION SIX

**ARTICULATION BETWEEN
HIGH SCHOOL AND COLLEGE**

Section Six: Articulation Between High School and College

In order to help students enter the target course during college, teachers in high school programs or Chinese Heritage weekend schools should have a good understanding of college course requirements. A course syllabus contains key information about the course including the course's title, instructor's name, office hours, contact information, information about required learning materials (textbooks), supplementary materials, a course description, grading system, instructional content to be taught, and assignments due each week. A syllabus may also contain information regarding the mid-term, final exam, and/or any projects that students need to complete for the course. Click [here](#) for a sample college language course syllabus.

In order to identify what language textbooks were used at the college level, the project team conducted a language textbook survey at 12 institutions, 3 private institutions, 3 liberal arts institutions, and 3 public institutions. The results show that 70% of institutions, regardless of the type of institution, use *Integrated Chinese* for beginning and intermediate Chinese. The rest of the institutions use other language textbooks. This result corresponds to a national language textbook survey conducted by the Chinese Language Teachers Association in 2012, which stated that *Integrated Chinese* was the most adopted Chinese language textbook in college (Li, Wen, Xie 2014)⁶.

Compare Expectations of High School and College Courses

The project team organized the instructional content of *Integrated Chinese* for the first four courses CHIN101, CHIN102, CHIN201, and CHIN202 on a spreadsheet. [Please click the link here](#) to access the file. Please note that the file has multiple tabs, each indicates a specific level.

For heritage school teachers, the project team learned that they used the *Go Chinese* series, published by the Taiwan Ministry of Education. Therefore, the project team created another spreadsheet for the instructional content for *Go Chinese* for levels 200 – 600. The project team did not have access to level 100 and 700 – 800.

[Go Chinese 200](#)

[Go Chinese 300](#)

[Go Chinese 400](#)

[Go Chinese 500](#)

[Go Chinese 600](#)

High School-College Articulation Suggestions from College Teachers

The project team asked advice from college teachers who teach at public institutions, liberal arts colleges, and private institutions on how to pass placement tests successfully. The project team asked them to identify some reasons why students with prior learning experience were not able to pass the placement exams to enroll in an advanced class and instead had to repeat from beginning Chinese. Most of the students failed their placement exam because they did not know how to write characters or did not know

⁶ Li Yu, Wen Xiaohong, Xie Tianwei. 2014. "CLTA 2012 Survey of College-Level Chinese Language Programs in North America" *Journal of the Chinese Language Teachers Association* February 2014, Volume 49:1, pp. 1-49

the vocabulary or sentence structures of the course they wanted to be placed out of. Not knowing how to write characters from memory would make an advanced speaker of Chinese end up taking a CHIN 101 course. It is not only a waste of time and money, but it also leads to students who are clearly qualified in some modalities to feel frustration and resentment for being placed into lower classes, just because of their weaknesses in other modalities. The college teachers also advised that Chinese high school teachers should know the requirements for the acquisition of characters, whether they are teaching traditional or simplified characters. In addition, students wanting to be placed out of beginning Chinese courses must master *Hanyu pinyin*, the most standard Romanization system along with its four tones.

College-Credit Awarding Guidance

As mentioned earlier, our partner school teachers did not know how to help their students successfully achieve placement into the next higher-level Chinese course upon graduating from high school and entering into college. In fact, every year, many college freshmen with prior language background enter college and want to continue taking language courses. Unfortunately, many of them do not know the college curriculum or course credit equivalency requirements. Therefore, many students have to repeat beginning Chinese. Even though they know how to speak Chinese, they do not have sufficient literacy skills to be placed into higher-level courses.

Most colleges require students with prior learning experiences to take college placement exams. Placement exams usually consist of a written and an oral part. Placement exams are not proficiency exams. The test questions may very likely be directly related to the learning materials offered in that particular institution which the student is hoping to be placed out of. Therefore, it is important to know what learning materials are used and know how to handwrite Chinese characters in order to pass these written placement tests. For the oral tests, it often starts with a self-introduction and a few impromptu questions and answers. This is also the method by which college teachers check a student's pronunciation. Therefore, it is a good idea to practice for these potential test areas before going to see the teacher for the placement.

Information concerning the college-credit award system would also be useful to partner school students who hope to prepare and test out of lower language level classes. Such information will better prepare them for college Chinese language course placement exams, show valid proof of their language proficiency through such means as proficiency assessment scores, transcripts of relevant courses, proof of the New York State Seal of Biliteracy, or qualified AP scores.

In addition, the project introduced the concept of college-credit award systems to partner school teachers and students. The college-credit award systems introduced included college-course placement exams, AP Chinese tests, transfer of college credits earned in high school, and equivalency between high school and college language courses. The project also introduced the New York Seal of Biliteracy to Chinese heritage school teachers and students. The project team worked to help them understand this new initiative, and thus increased the possibility that their secondary students will persist not only in language study, but also in obtaining certifiable support of their proven proficiency. This particular initiative of the New York Seal of Biliteracy would help students earn a seal on their high school diploma which acknowledges their language proficiency in English and Chinese. This seal could be used as certifiable proof of a student's language abilities upon entering college. This section will discuss the major types of language proficiency proofs that are likely to be accepted by university and college language programs, introduced below:

High School or College Language Course Transcript

If a student took language courses or college-level language courses while in high school, he or she should get a copy of the transcript that indicates the language courses taken and the grades received for these courses. Some colleges have a policy which recognize one year of high school instruction as equivalent to one semester of college instruction. If a college has one-year of language requirements, then students should have two years of that language in high school to show on their transcript for proof. However, a college teacher may not accept a language course taken many years ago because it could suggest that the student may have subsequently forgotten the materials. Therefore, it is a good idea to redeem language credits as soon as students enter college.

Chinese SAT or Chinese AP Scores

Many high school language programs offer AP Chinese and ask students to take AP exams. In other words, the AP Chinese course usually is the highest level Chinese course offered at the high school level.

Collegiate policies of granting college credits based on AP scores vary from school to school. Many would not grant college credits but instead allow students to use a certain AP score to fulfill certain foreign language requirements. For example, if a university requires students to take two semesters of foreign language as a graduation requirement, showing an AP score of 3 or above may be sufficient in exempting students from taking college foreign language courses. If a university requires four semesters of foreign language, then students are likely to need a score 4 or even 5. Please note that sometimes a university may not give students with an AP score free college credits, but instead, allow students to skip beginning level or intermediate level courses so that they can immediately begin advanced level courses upon entering college. Because the Chinese AP exam does not require students to write characters, college teachers may want students to take a written test anyway to make sure that the student knows how to write an essay in characters on site.

Language Proficiency Test Scores

Even though it is still not common for high school students to take language proficiency tests, if a student has taken it and has a copy of the score, the student should by all means provide college language instructors with any obtained certification of proficiency, along with some information about the proficiency tests and how long ago it was taken. However, because language proficiency tests are often computer-based and do not require hand writing characters, it would still be a good idea to ask students to be prepared to write an essay in Chinese characters on site and also ask students to read *Hanyu pinyin* Romanization and know the correct tone marks. For heritage speakers, the concept of differentiating tones has been a problem because the tonal pitch articulation and pronunciation was acquired naturally. Therefore, K-12 teachers may want to conduct a workshop to help students to overcome these problems.

Seal of Biliteracy

The seal of biliteracy is a new initiative originated in California to acknowledge high school students' language background. Because it is a new program, it requires special attention for college teachers as well as high school teachers. There are different requirements and standards in each state, so K-12 programs should check with the State Department of Education website to learn if there is a seal of biliteracy program and if there is one, what mandated requirements are. [Here is a link](#) to states that have a seal of biliteracy program. The project conducted a workshop on the seal of biliteracy led by Dr. Ron

Woo, the deputy director of RBERN of New York State Department of Education. (Click [here](#) for Dr. Woo's PPT on New York State Seal of Biliteracy)

New York is one of 26 states that issues the Seal of Biliteracy to students, but none of our partner school teachers had ever heard about it, let alone helped students in their pursuit of taking advantage of obtaining the advantageous NYSSB. The workshop informed teachers about this opportunity to articulate with college. Teachers learned at the workshop that the seal means that students, regardless of language learning experience, who can demonstrate language proficiency in two languages (English and another language) at Intermediate-High or above, can be awarded the seal on their high school diploma. This information must be delivered to schools, parents, and communities so that heritage speakers will value their language skills more and so that non-heritage students can be better recognized for their language learning efforts and achievements. The project team showed teachers in heritage schools and public schools how to obtain the Seal of Biliteracy.

Finally, because each Chinese language program at an American universities or colleges has its own policy in terms of placement exams and credit award system, the best way is to find out from a particular institution about their language credit policy is to do some personal research or simply inquire with the school's language department. [Here is a link](#) to the list of American colleges' Chinese language placement guidelines for reader's reference.

CONCLUSION

Conclusion

The one-year project has tried to provide concrete guidelines in the following areas:

- How we *built capacity* with students, teachers, and other stakeholders
- How to *identify gaps* in the teaching and learning process
- Elucidate the various means by which teachers can help students *show evidence of prior learning* (e.g., proficiency assessments, AP) and be properly placed in college
- Show how educators can *close gaps* in their own curriculum and ensure that students can hand-write characters, acquire tones, and understand the *Hanyu pinyin* Romanization system.
- Show how students can *track their own progress* and ensure that they *meet and exceed expectations* which will help *close gaps* in articulation and place themselves into the next-higher level and prevent academic repeats.

The project team is grateful for the support from STARTALK and national experts, including our consultant Greta Lundgaard, workshop leaders Dr. Deborah Robinson and Dr. Ron Woo, and especially all the teachers from our partner schools. This project allowed us to foster a partnership among public high schools, K-12 heritage schools, and colleges. This partnership will undoubtedly help in our efforts to build a more articulated curriculum for students and teachers in which all stakeholders will benefit. It is our hope that from the findings of this project, teachers have a better understanding of how to build and maintain an articulated curriculum so that more students will achieve advanced-level or higher language proficiency. It is also our hope that the use of proficiency assessments and proficiency-based language instruction will be implemented at all levels. In realizing the above mentioned implementation, students will be provided with more clear expectations of their language learning pathways and value the language skills accumulated in a learning environment where meaningful communication is the process and goal of better language instruction.

APPENDIX A

**K-16 CURRICULUM FRAMEWORK
WITH USAGE INTRODUCTION
(ENGLISH VERSION)**

How To Use This Curriculum Framework

The project team designed a K-16 articulated curriculum framework that is proficiency-based, theme-based, and age-appropriate using the STARTALK Curriculum Template. The user-friendly design of the curriculum framework makes it applicable for instructors to teach non-Chinese students, as well as students with Chinese heritage, in all educational settings such as public schools, private schools, and heritage schools.

The purpose of the curriculum framework is to provide teachers with activity examples so that they can devise instructional and assessment activities on their own. The framework is user-friendly and has both English and Chinese versions.

Teachers can follow the steps found below to locate a particular activity in the framework:

Step 1:

Determine the target proficiency levels for your course.

Based on your students' background (ex. heritage or non-heritage), first set target proficiency levels, also please keep in mind that it is completely possible to set different target proficiency levels for different modalities. In other words, depending on your students' respective levels of proficiency you may find yourself working from the Novice section for reading and listening, while working off the Intermediate section's framework for speaking and writing.

Step 2:

Determine your preferred theme.

In this curriculum framework, there are three themes chosen for each proficiency level. Each theme covers multiple topics, which are common topics provided by most textbooks.

Intermediate Level

Theme 1: Come visit my home and my community

Theme 2: Let's travel around the world!

Theme 3: Let's celebrate (holiday name)!

Advanced Level

Theme 1: How should we protect our world?

Theme 2: Is our education system perfect?

Theme 3: How has technology changed our lives?

Step 3:

Identify age appropriate activities.

This curriculum framework follows the STARTALK approach of the backward design process. Following this process, the first section lists the desired outcomes and their corresponding program can-do statements. The sample activities can be found in the second section. The Novice level contains sample activities for Grades K-2, 3-5, 6-8 and 9-12. The Intermediate level contains sample activities for Grades 3-5, 6-8, and 9-12. Because students in Grades K-2 are not cognitively ready for Intermediate level tasks, this framework provides no Intermediate sample activities for K-2 students. The sample activities provided for

advanced level can be used for both Grades 9-12 and 13-16.

Step 4:

Design your own proficiency- and theme-based curriculum.

The ultimate goal of this curriculum framework is to help you design your own curriculum based on the topics and themes that you will choose for your students. Specific steps are clearly listed on the [STARTALK website](#). We hope that our themes and the variety of formative assessment activity samples will serve as a beneficial starting point for you!

Curriculum Framework Applicable for Grades K-16

Basic Program Information:

1. Institution: Chinese public schools or heritage schools
2. Language(s): Mandarin Chinese
3. Grade(s) of Learners: Grade K-16
4. Target Proficiency Level (by end of program): from Novice to Advanced

Curriculum Framework for K16 at Novice Level

Theme One: Let Me Introduce Myself!

Topics: Myself, Family and Friends

NCSSFL-ACTFL Can-Do Statements	Program Can-Do Statements
<p>INTERPRETIVE - NM I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in conversations.</p>	<p>Listening I can understand when someone asks a person's name, age, birth date, nationality, where they live, family or related questions.</p>
<p>INTERPRETIVE - NM I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in fictional texts.</p>	<p>Reading I can identify some phrases describing a person in terms of his or her simple personal information in a story.</p>
<p>INTERPERSONAL - NM I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.</p>	<p>Speaking I can ask and answer questions about someone's name, age, birth date, nationality, where they live, family or related questions.</p>
<p>INTERPERSONAL - NM I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.</p>	<p>Writing I can exchange preferences with my friends about our likes and dislikes.</p>

PRESENTATIONAL - NM

I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.

Speaking

I can name my family members, their ages, their relationships to me, and what they like or dislike to do.

Writing

I can provide captions to a photo of my family members, their names, ages, relationship to me, and what they like or dislike to do.

Program Can-Do Statements	Performance Assessment Tasks	Vocabulary and Sentence Patterns
<p>Interpretive Listening I can understand when someone asks a person's name, age, birth date, nationality, where they live, family or related questions.</p>	<p>K-2: It is the first day of school. There are many new students enrolled in grades K-2. The teacher will introduce how to say their name, age, birthdate, nationality, where they live and who do they live with. The teacher will make some vocabulary flashcards containing numbers, birthdates, nationalities, names of cities, etc. The kids can pick out cards while the teacher is talking. A culture aspect of class routines in China can be taught such as, the teacher will say "下课" (class dismissed) and students will stand up say "Thank you, teacher!"</p> <p>3-5: A new student has moved into town from China! S/he is introducing herself/himself to the class. Our Chinese teacher is asking many questions to get to know her/him. Listen to the conversation between the new classmate and the teacher, then introduce the new student to a friend who is not in your Chinese class.</p> <p>6-8: You and your friend are traveling in China and you lost each other at the train station. You go to the police station and ask for help. In order to confirm your information and find your friend, the police will ask you the questions about you and your friend's name, age, birth date, nationality, where you live and or related questions.</p> <p>9-12: While traveling in China, you visited a local school for a field trip. While in the school, you meet students around your age and they are eager to get to know you. Now listen to their own self introductions as well as questions they have about you so you can provide your answers.</p>	<p>K-2: Hello. My name is X. I am X years old. My birthday is X. I am American/Chinese. I live in New York/X. Thank you, teacher. Is your name.....? What is your name? I am not (name).</p> <p>3-5: Meet new friends in my Chinese class and introduce to each other (self, family) to meet new classmates; welcome; new; classmate What is your name? How old are you? When is your birthday? What is your nationality? Where are you from? Where do you live? How many people are there in your family? Who are they in your family? "Also," "and," and "but" statement forms (affirmative, negative) "Not only..., but also..."</p> <p>6-8: Gathering personal information: What is your friend's last name? What is your friend's name? When is your friend's birthday? Which nationality is your friend? Where does your friend live? How many people are there in your friend's family? My friend's last name is/is not X. My friend's name is/is not X. My friend's birthday is/is not X. My friend is/is not X years old. My friend's nationality is/is not X. My friend lives/does not live in X.</p> <p><i>Note: numbers, dates, family members, nationalities, country names, some famous or popular city names in China and the U.S</i></p> <p>9-12: Greetings and asking for personal information: Hello. What is your last name? What is your name? How old are you? (numbers) What is your nationality? Are you American/Chinese (countries)? When is your birthday? Where do you live? How many people are there in your family? Hello. My last name is/is not X. My name is/is not X. I am/am not X years old/ I am/am not X (nationality). My birthday is/is not X. I live/do not live in X. There are/are not X people in my family. I have/don't have siblings. Adjectives to describe a person: tall, pretty, friendly, etc.</p>

<p>Interpretive Reading I can identify some phrases describing a person in terms of his or her simple personal information in a story.</p>	<p>K-2: After a week of learning about their classmates, teacher post different signs with students' Chinese names on the wall, and leaves different birth dates on the floor. Students first need to read, find their name and birth date, and stand next to it. Then, students will take turns to read the information out loud in Chinese.</p> <p>3-5: While visiting a local Chinese weekend school, you want to make friends with students from that school. There are some posters with personal stories made by students in the hallway with their personal information on them. Please read the information and pick a person who shares the same hobby with you.</p> <p>6-8: This is your last week visiting a Chinese middle school that your pen-pal attends. The Chinese students prepared their personal stories (without their names disclosed) for you to read. Identify personal information in the story including name, age, birth date, and hobbies, to identify which personal story was written by your penpal.</p> <p>9-12: Your school is going to welcome a delegation from your sister school in China that consists of 2 teachers and 5 students. The delegation sent over everyone's biography that contains personal information such as name, age, birthday, and hobbies. You need to read everyone's biography to help you decide on the following:</p> <ul style="list-style-type: none"> • assign student visitors to a class, their grade level should be determined according to student's age • determine if there's a need to celebrate any's students' or teachers' birthdays during the visit • prepare a gift for each visitor that matches their hobby 	<p>K-2: Chinese numbers, I, you, he, she, name, good, months, dates, United States, China, person/people</p> <p>3-5: I live/do not live in the state of New York. town, road I like/dislike X (colors). I like/dislike to eat X (fruits). I am/am not able to speak X (English, Chinese). I like/dislike to play X (sports).</p> <p>6-8: My name is... I am # years old. My birthday is on... I attend... school, grade #. I live in... I like to..., also like to... I do not like to..., also do not like to...</p> <p>9-12: My last name is... my full name is... I am # years old. My birthday is on... I am/am not X (nationality). I attend... school, grade #. I live in... I like to..., also like to... I do not like to..., also do not like to...</p>
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Interpersonal Speaking

I can ask and answer questions about someone's name, age, birth date, nationality, where to live, family or related questions.

K-2:

Come to school in your favorite character's outfit. You can decide the age, birth date, nationality of your character. Introduce your character to others in the class, and also find out other student's favorite characters.

3-5:

It's your first time going to a Chinese language and culture summer camp in Taiwan! You would like to make new friends and find out who else is coming from New York. Now go introduce yourself to others and find out their information too.

6-8:

You are working on creating a social event for the upcoming Chinese club meeting. Now you must acquire the information regarding who will come, their personal information, like what they like to do in order to come up with activities.

9-12:

You are studying abroad in China. Today is the first social club meeting. You and your club members are excited to exchange personal information and get to know each other.

K-2:

Hello. My name is X. I am X years old. What is your name? How old are you? When is your birthday? I am American/Chinese, are you American/Chinese?

3-5:

My name is X. What is your name? I am X year old. How old are you? My birthday is X. When is your birthday? There are X people in my family. How many people are there in your family? I am American. What is your nationality? I come from New York. Where do you come from?

6-8:

What is your first name, last name?
What show do you want to see?
At what time do you want to see the show?
On which day do you want to see the show?
Will your family members come with you?
How many people are coming with you?
What is your family member's name?

9-12:

What is your last name?
What is your name?
How old are you?
What is your nationality (countries)?
When is your birthday (month, date, year)?
Where do you live?
Do you like X (colors)?
Do you like to do X (activities)?
My last name is X.
My name is X.
I am X years old/
I am X (nationality).
My birthday is X.
I live in X.
I like/dislike X (colors) because..
I like/dislike to do X (activities); I also like/dislike (activities); I like ...because..
I dislike...because..
All

<p>Interpersonal Writing I can exchange preferences with my friends about our likes and dislikes.</p>	<p>K-2: Not applicable.</p> <p>3-5: There are other heritage Chinese schools in the region! Write to your pen pal at a sister school in Boston. Share with your pen pal what you like and dislike. Mail your letter out after writing it.</p> <p>6-8: You and your friend's birthday is coming up. You two decide to exchange birthday gifts. To help choose a gift, you each write down your likes and dislikes on a note and exchange it.</p> <p>9-12: This is your first time writing a letter to your pen pal. In order to get to know more about each other, besides your personal information, you also want to discuss your preferences with your pen pal, for example, your likes and dislikes.</p>	<p>K-2: Not applicable.</p> <p>3-5: I like (color name) I like (activity name) What color do you like? What do you like to do?</p> <p>6-8: I like A and B. I like C, also like D. I dislike E, also dislike F. What do you like? Do you like...? Vocab: family members, colors, foods, leisure activities</p> <p>9-12: name, age, nationality, birthday, where they live, family members. colors and activities I like....., I also like..... I like.....the most. I do not like..... Do you like..... also because... all</p>
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<p>Presentational Speaking I can name my family members, their ages, their relationship to me, and what they like or dislike to do.</p>	<p>K-2: We are going to make a class family tree. The class family tree will be formed by the family photo of each student, and it will be posted on the wall. Each student brings in one family photo. Introduce the people on your photo by remarking on their age, and likes and dislikes. Afterwards you can paste your family photo to the class family tree.</p> <p>3-5: Thanksgiving Day is coming. The spirit of Thanksgiving is about showing gratitude and expressing your thanks to your friends and family members. First introduce who they are, what they like/dislike and then say why you want to thank them..</p> <p>6-8: Your friend is Chinese and has recently come to the US and has not yet learned English.. He or she visits your house for the first time. You take out your family photo to introduce your family members to your friend including, their age, relationships and what they like and dislike.</p> <p>9-12: Your classmate is an exchange student from China. During Chinese New Year they are not able to go back to China to celebrate the New Year with their family. Thus, you invite them to have dinner with your family. After dinner, your classmate is sharing family photos with you on their phone, so you also take out an album to show your family photos to them. Information can include their relationship to you, age, birthday, likes and dislikes.</p>	<p>K-2: This is my father/mother/younger brother/older brother/younger sister/older sister. Expressing one's age He/she likes (fruit names).</p> <p>3-5: This is my (family member) Describe the person: Ex. age, favorite color, favorite food I want to thank him/her because he/she likes to help others.</p> <p>6-8: family members, colors, foods, leisure activities He/she is called (name). He/she is my (relation). He/she is X years old. He/she likes/dislikes.....</p> <p>9-12: This is my (family member) Introduce one's relationship to you, age if appropriate, birth date, likes and dislikes regarding colors, activities, animals I love them. also, because, all</p>
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<p>Presentational Writing I can caption a photo with my family members' names, ages, relationship to me, and what they like or dislike to do.</p>	<p>K-2: Students make a family book to share with their classmates. Students can draw family pictures or bring in real pictures to paste on to the book, then label the pictures with word such as "father, mother, brother, sister."</p> <p>3-5: You are creating a Thanksgiving card for your host family. On the card, you will express gratitude to each family member using memorized phrases.</p> <p>6-8: It's almost Christmas! You want to prepare a gift for everyone in your Chinese host family. In order to help you remember everyone's preferences, you've decided to make notes using a family photo. You write out your family member's personal information including their relationship to you, age, their likes and dislikes regarding color, food, etc. Please keep in mind what colors or things should be avoided when giving gifts in Chinese culture.</p> <p>9-12: Your class is creating a yearbook. You want to write a short essay about your family to be published in the yearbook. The word limit is 150 characters.</p>	<p>K-2 Family members: father/mother/younger brother/older brother/younger sister/older sister. *students can write characters with 5 strokes or less; students can also write in pinyin.</p> <p>3-5: Family members: father/mother/younger brother/older brother/younger sister/older sister. I would like to thank (family member).</p> <p>6-8: family member, colors, foods, leisure activities He/she is called (name). He/she is my (relation). He/she is X years old. He/she likes/dislikes.....</p> <p>9-12: They are my family. This is my..... (introduce name, age, likes/dislikes regarding activities, colors, and animals). also, because, all</p>
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Theme Two: What Do You Do Everyday?

Topics: School, Class, Leisure Time & Clothing

NCSSFL-ACTFL Can-Do Statements	Program Can-Do Statements
<p>INTERPRETIVE - NM I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in conversations.</p>	<p>Listening I can understand some key information when someone explains his/her preferences regarding different activities, the type of clothes he/she likes to wear, and share his/her daily routines.</p>

<p>INTERPRETIVE - NM I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts or in conversations.</p>	<p>Reading I can identify key information on a daily schedule that my parents/school designed for me, listing out when I need to do what.</p>
<p>INTERPERSONAL - NM I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.</p>	<p>Speaking I can ask and answer questions about my preferences regarding different activities, the type of clothes that I like to wear, and about my daily routines.</p>
<p>INTERPERSONAL - NM I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.</p>	<p>Writing I can exchange a note with a friend about his/her preferences regarding different activities, favorite outfit and daily routines, and also write a short response.</p>
<p>PRESENTATIONAL - NM I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.</p>	<p>Speaking I can give some simple information about the activities that I like/dislike to do, my favorite and least favorite outfit, and my daily routine.</p>
	<p>Writing I can create my daily schedule by filling in the time information for each major activity that I have to do.</p>

Program Can-Do Statements	Performance Assessment Tasks	Vocabulary and Sentence Patterns
<p>Interpretive Listening I can understand some key information when someone explains his/her preferences regarding different activities, the type of clothes he/she likes to wear, and share his/her daily routines.</p>	<p>K-2: Teacher describes the class mascot’s daily routine which includes 3-4 activities. Students receive a stack of cards that included 4-5 activities. Students listen to teacher’s description and then pick out the activities that they hear.</p> <p>3-5: Your Chinese friend sent you an audio message talk about his/her daily schedule next semester, now check your daily schedule and highlight the classes you will both attend at what time.</p> <p>6-8: You are preparing to study abroad in China next semester. You are doing research on a Chinese video website (Youku/Douyin) about Chinese students daily life including their activities, the uniform they wear to school, the type of clothes they like to wear, and routines. Then determine how will you change your daily routine accordingly and what to bring with you.</p> <p>9-12: You are going to China as an exchange student. Even though you are really excited, you are also worried about the unknown. You found a video clip about Chinese students’ lives in China, including what they wear and their daily routines. Watch the video and then share with your classmates how your daily schedule is different from the Chinese student’s.</p>	<p>K-2: Colors (red, yellow, blue, green, purple, orange) Verbs: run, jump, swim, eat (fruits, breakfast, lunch, dinner), sleep Clothing</p> <p>3-5: Numbers, time, sports, leisure activities, clothes, color, simple adjectives(long/short), school subjects, Monday to Friday, Morning, afternoon, evening, frequency words (everyday/often).</p> <p>6-8: numbers, time, sports, leisure activities, clothes, color, simple adjectives(long/short), school subjects, Monday to Friday, Morning, afternoon, evening, frequency words (everyday/often). I do (activity) everyday at (specific time). I like to wear (clothes). I do not like to wear (clothes). I have (subject) on (day of the week).</p> <p>9-12: Times, daily activities, types of clothes, frequency words, subjects, attend+subjects, like and dislike also, because all</p>

<p>Interpretive Reading I can identify key information on a daily schedule that my parents/school designed for me, listing out when I need to do what.</p>	<p>K-2: Students review the class schedule together. Students identify when they will have activities such as “snack time” and “story time.”</p> <p>3-5: The schedules for the summer Chinese language and culture camp are out. You are very excited to learn all the activities and classes you will be taking part in this summer in Taiwan. Now you need to look at your schedule and add in your daily routine activities, like your sleep and meal schedule accordingly.</p> <p>6-8: You have just come to China to study abroad. The school has sent you a daily schedule. You need to read the daily schedule to find out the classes you must attend every day, these classes’ room #, along with when breakfast, lunch, and dinner times are. The school also provides some after school activities. You have add 2-3 activities to your schedule in order to fill up your free time.</p> <p>9-12: You are going to join the summer study abroad in Beijing. Upon your arrival, your school sends you the daily schedule. You need to look over your schedule to find out the times of your class, each classes’ classroom number, as well as other related activities that are on your schedule. You also need to jot them down in your planner and plan out other extracurricular activities you hope to participate in.</p>	<p>K-2: Days of the week (Monday, Tuesday... Sunday) Activities (eat snack, listen to stories, do physical activities)</p> <p>3-5: Monday to Friday Morning, Noon, Afternoon Chinese Class, paper cutting class, origami class, calligraphy class, lunch</p> <p>6-8: numbers, time, sports, leisure activities, clothes, color, simple adjectives(long/short), school subjects, Monday to Friday, Morning, afternoon, evening, frequency words(everyday / often) breakfast, lunch, dinner</p> <p>9-12: Times, Monday to Friday, classroom numbers, class titles, activities, Breakfast, lunch and dinner</p>
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<p>Interpersonal Speaking I can ask and answer questions about my preferences regarding different activities, the types of clothes that I like to wear, and information about my daily routines.</p>	<p>K-2: Students help to design the weekly class schedule. Students can decide on which days of the week, and at what time, they would like to have activities like story time, snack time, and computer time. Teachers can decide whether student’s request will be met.</p> <p>3-5: Talk to your partner about your weekly camp schedule this summer in Taiwan. Share what clothes you would like to wear according to the specific classes and activities.</p> <p>6-8: Now that you know your daily school activities in China, you're trying to make friends with your Chinese classmates. While talking to your Chinese classmates you find out they have the same courses and daily routines as you! Do not forget to ask their preferences, such as the type of clothes that they like and dislike along with what preferences they have about different activities.</p> <p>9-12: You are studying abroad in China. On your way to class, you meet another student who is studying abroad in China. They ask you to help them figure out which classroom they are supposed to go to. It turns out that you and the new student are going to the same classroom. You and the new student become friends and start to exchange preferences regarding different activities, the type of clothes that you like to wear, as well as daily routines.</p>	<p>K-2: Days of the week (Monday, Tuesday... Sunday) Activities (eat snack, listen to stories, do physical activities) Can we do (activity name) + on (day of the week)?</p> <p>3-5: On (day of the week) I attend...(class). When I (play ball/swim/make food/write calligraphy) I wear...(a jacket/shorts/trousers/a swimsuit/skirt/apron).</p> <p>6-8: On (day of the week) what subject do you attend? When do you attend (subject)? (Every day) what time do you do (activity)? What kind of clothes do you like to wear? What do you like to do? What kind of exercise do you like to do?</p> <p>9-12: Colors, long and short, time, subjects , activities What do you like to wear? What do you like to do? When do you attend (subject)? What time do you attend (subject)? Every day what time do you do (activity)?</p> <p>I like to wear (type of clothes). I like (activities). (not only, but also) On (day of the week) I attend (subject). At (time) I attend (subject). Every day at (time) I do (activity).</p>
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<p>Interpersonal Writing I can exchange a note with a friend about his/her preferences regarding different activities, favorite outfit and daily routines.</p>	<p>K-2: Our class is going to prepare for a Halloween party, and your teacher is having a hard time deciding on what outfit to wear for the party so you get to vote on your favorite one! Write out the costume you would like to wear on your vote sheet and cast your vote!</p> <p>3-5: Your pen pal wrote you an email asking what you think about some outfits. S/he mentions her favorite clothes and shares their daily routines and activities with you in the email. In your reply give them some advice about what to wear.</p> <p>6-8: Now that you know your daily school activities while in China, you're trying to make friends with your Chinese classmates. A classmate has sent you a copy of his/her schedule, you need to reply to them and write out what you will do each day. Include different activities, and find out which of your courses and activities are the same.</p> <p>9-12: You just received a letter from your pen pal in China. In the letter, your pen pal told you about his/her daily routines as a student in China and their preferences. Now, it is your turn to reply back to your pen pal and tell them your daily routines as an American student, as well as your preferences regarding different activities.</p>	<p>K-2: Students will fill in characters for the sentence: I like number # outfit the most. Students will be asked to trace over characters, but must write the number out strictly from memory.</p> <p>3-5: On (day of the week) when you attend swimming class, you can wear a swimsuit. On (day of the week) when you...(play ball/swim/make food/write calligraphy), you can wear... (a jacket/shorts/trousers/ a swimsuit/skirt/apron).</p> <p>6-8: On (day of the week) I also attend (subject). On (day of the week) we all attend (class). On (date/time) I do (activity). On (date/time) we all do (activity). numbers, time, sports, leisure activities, clothes, color, simple adjectives(long/ short), school subjects, Monday to Friday, Morning, afternoon, evening, frequency words (every day/frequently) breakfast, lunch, dinner (also, all)</p> <p>9-12: Greetings I like to wear(types of clothes). (not only, but also) (also, all) I don't like to wear (types of clothes), (because, therefore) On (day of the week) I have (#) of classes. Every day on (day of the week) at (time) I attend (subject) and (subject). Every day on (day of the week) I (do activity). Types of clothes, activities, time, subjects.</p>
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<p>Presentational Speaking I can give some simple information about the activities that I like/dislike to do, my favorite and least favorite outfit, and my daily routine.</p>	<p>K-2: Students share their weekly class schedule with students from other classes. Students present information such as, “we will ‘read a story,’ ‘eat snack,’ ‘play basketball’ on Monday/Tuesday/Wednesday/Thursday/Friday.”</p> <p>3-5: You will present about your summer Chinese language and culture camp schedules. Based on your interests and preferences, talk about what you would like to wear for each activity and class.</p> <p>6-8: The principal of your sister school in China is going to visit your school. You are chosen to welcome the visitor and share: - typical daily schedule of an American middle school student - what middle school students normally wear to school - activities that American middle school students like to do</p> <p>9-12: The principal of your sister school in China is going to visit your school. You are chosen to welcome the visitor and share: - typical daily schedule of an American high school student - what students normally wear to school - activities that American high school students like to do</p>	<p>K-2: Greeting (da4jia1hao3) Days of week we will “activity” on Monday-Sunday Thank the audience (xie4xie da4jia1)</p> <p>3-5: On (day of the week) when I attend swimming class, I have to wear a swimsuit. On (day of the week) when I (play ball/swim/make food/write calligraphy), I want to wear (a jacket/shorts/trousers/a swimsuit/skirt/apron). When I do (activity) I like to wear (type of clothes) because wearing (type of clothes) is very comfortable/good-looking/convenient.</p> <p>6-8: -Greeting -Simple self introduction (my name is...; I attend grade #) -Daily schedule (we come to school at...; we eat lunch at...; we get off school at...; we have # of classes everyday; we wear... to school; we cannot wear...; we like to do...) -Thank the audience</p> <p>9-12: -Greeting -Simple Self Intro (my name is...; I attend # grade) -Daily schedule (we come to school at...; we eat lunch at...; we get off school at...; we have # of classes everyday; we wear... to school; we cannot wear...; we like to do...) -Thank the audience</p>
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<p>Presentational Writing I can create my daily schedule by filling in the time information for each major activity that I do.</p>	<p>K-2: Students are given the opportunity to make their own schedule for the weekend by pasting the activity cards on the weekend schedule sheet, they will then write out the corresponding time of each activity using numeral characters.</p> <p>3-5: You have the opportunity to put together your own camp schedule. On a planner, write down the time slots and label the corresponding activities using character you have memorized.</p> <p>6-8: This is your second semester studying in China. The school no longer makes the schedule for you. You are free to arrange your daily courses and activities. The schedule should include times, dates, different activities, clothes that you have to wear on that day, class schedule, and room #.</p> <p>9-12: It is your second week of study-abroad in China. You got your class schedule and joined a club. It seems everything has settled down. You are really fascinated with Chinese calligraphy and would like to attend the calligraphy class outside of the school with your friend. However, you are not sure about your availability. Thus, you create your daily schedule by filling in the time information for your classes and major activities you have to attend every day.</p>	<p>K-2: Monday- Sunday, attend school, draw, play, read, breakfast/lunch/dinner</p> <p>3-5: -Early morning, morning, noon, afternoon, night -o'clock, half, minute (time expressions) -First class, second class, third class...., lunch time -Classes (Chinese Class/ Swimming Class/ Calligraphy Class/ Cooking Class/ Music Class/ Dance Class)</p> <p>6-8: Times, classes, activities On (day of the week), I have (#) class/ classes: class, class and class. In the/at morning/afternoon/evening/ night I have class from (time) to (time) . After (class), I want to go to (activity).</p> <p>9-12: Times, classes, activities On (day of the week), I have (#) class/ classes: class, class and class. In the/at morning/afternoon/evening/ night I have class from (time) to (time) . After (class), I want to go to (activity).</p>
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Theme Three: Let's Design a Healthy Dietary Plan!

Topics: Fruits, Colors, Shapes, Sizes, Drink, Food Items, Flavors & Healthy or Unhealthy

NCSSFL-ACTFL Can-Do Statements	Program Can-Do Statements
<p>INTERPRETIVE - NM I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in conversations.</p>	<p>Listening I can understand some key information when someone explains what he/she eats and drinks everyday, and what food, fruits and drinks he/she likes and dislikes to have.</p>
<p>INTERPRETIVE - NM I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts or in conversations.</p>	<p>Reading I can identify key information such as drinks or foods a store/restaurant offers and the corresponding price. ◦</p>
<p>INTERPERSONAL - NM I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.</p>	<p>Speaking I can ask and answer questions about my preferences regarding what food, fruits and drinks that I like and dislike to have.</p>
<p>INTERPERSONAL - NM I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.</p>	<p>Writing I can respond with note to a friend about my preferences of favorite and least favorite foods.</p>
<p>PRESENTATIONAL - NM I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.</p>	<p>Speaking I can give some simple information about the kinds of foods and drinks that I normally eat everyday.</p>
	<p>Writing I can create a food log to document what I eat everyday.</p>

Program Can-Do Statements	Performance Assessment Tasks	Vocabulary and Sentence Patterns
<p>Interpretive Listening I can understand some key information when someone explains what he/she eats and drinks everyday, and what food, fruits and drinks he/she likes and dislikes to have.</p>	<p>K-2: Teacher announces to the class what kind snacks they will have each day. Students listen to the teacher, pick out the corresponding pictures, and then paste them on the class schedule.</p> <p>3-5: You are planning an October-birthday party in your Chinese class. In order to ensure a great celebration, you interview your classmates to find out what they like and dislike to eat. The class is divided into groups depending on the number of classmates with October birthdays. Listen to the birthday girl/boy in your group and take notes about his/her preferences.</p> <p>6-8: Tomorrow you want to go out for dinner with your Chinese classmate at a Chinese restaurant. Your Chinese classmate tells you about what they eat and drink everyday, and what food, fruits and drinks they like and dislike. Use this information to determine which is the most appropriate Chinese restaurant to go to.</p> <p>9-12: You are hosting a party for all your classmates. To determine the food that will be served, you asked each classmate to leave a message on WeChat to indicate their food preferences, as well as what they can not eat. Listen to your classmate's response and choose the most popular food for the party.</p>	<p>K-2: Drinks: milk, orange juice, apple juice, water Fruits: apple, orange, banana</p> <p>3-5: all/often/sometimes I like to eat/drink..... I don't like to eat/drink..... Everyday I eat X for breakfast. Everyday/Often eat I (type of food) for lunch. Everyday/Sometimes I eat X for dinner.</p> <p>6-8: Everyday I eat..... I like to eat/drink..... I don't like to eat/drink..... Verb(to eat, to drink). food names, drinks names, currency units.</p> <p>9-12: I would like to have..... I would prefer.....over..... I am allergic to..... I can not eat..... I am on a diet. I am a vegetarian.</p>

<p>Interpretive Reading I can identify key information such as drinks or foods that a store/restaurant offers and the corresponding price.</p>	<p>K-2: Teacher shows students what snacks are available for the day. Students check off what drink and fruit they would like to have for each day.</p> <p>3-5: You and your family are planning to eat at a real, authentic Chinese restaurant and the menus they provide are all in Chinese. To help your family make their pick, view the menu and label the categories of food such as chicken, fish, vegetable and so on.</p> <p>6-8: You are taking your family to a food court in Chinatown full of authentic Chinese food. In order to help your family, you read the menus of each place and identify what kind of food they offer and the price range.</p> <p>9-12: You and your American friends are going to a new Chinese bubble tea shop in Chinatown. Because it is new, there is currently no English menu and your friends cannot read the Chinese menu. You need to read the menu and let them know what are some of the choices to help them make decisions.</p>	<p>K-2: Drinks: milk, orange juice, apple juice, water Fruits: apple, orange, banana</p> <p>3-5: Fried rice, stir-fry noodles, spring roll, stir-fry rice noodles, noodle soup, dumplings, potsticker. Bubble tea, cola, soda, water, lemon juice. a dish, a serving, a cup, a bottle How much money is it? In total it is (#) dollars.</p> <p>6-8: Everyday I eat... I like to eat (drink) I don't like to eat (drink).... Verb (to eat, to drink). food names, drinks names, currency units.</p> <p>9-12: Dishes, food, fruits and drinks' name, price</p>
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<p>Interpersonal Speaking I can ask and answer questions about my preferences regarding different activities, the type of clothes that I like to wear, and about my daily routines.</p>	<p>K-2: Teachers learn about students' preferences about what they like to eat during snack time and what activities students like or dislike. Students can respond by answering yes or no.</p> <p>3-5: You are voting between the uniform sets designed by the school committee. Compare all of the uniform sets and select what you would like to wear for the school spirit day.</p> <p>6-8: You are choosing a Chinese restaurant to have dinner at with your friend tomorrow. Have a conversation with your friend about what foods, fruits and drinks you both like and dislike.</p> <p>9-12: You and your new friend are going to a picnic tomorrow. Over the phone, you are asking each other's preferences regarding what food, fruits and drinks you both like and dislike.</p>	<p>K-2: Food and drink names: Ex. milk, water, orange juice, apple juice, cookies, chips, Activity names: Ex. play basketball, play baseball, read books Like or dislike</p> <p>3-5: A jacket, blouse, trousers, shorts, skirt, Dress (western-style), socks/stockings, hat What would like to wear? I want to wear ..(color and type of clothes).</p> <p>6-8: Everyday I eat.... I like to eat (drink).... I don't like to eat (drink) ... Verb(to eat, to drink). food names, drinks names</p> <p>9-12: What do/don't you like to eat/drink... (type of food or drink) I (don't) like to eat/drink... What is your (least) favorite thing to eat/drink? My least) favorite thing to eat/drink is...</p>
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Interpersonal Writing

I can respond a note to a friend about my preferences regarding my favorite and least favorite foods.

K-2:
Not applicable

3-5:
Exchange texts/messages with your classmates and find out what they would like to have for an upcoming birthday celebration in class. Then tally the most popular and unpopular food/drink so you can order accordingly later.

6-8:
You are a nutritionist. Your client has sent you their daily menu, which includes the foods they eat every day, as well as their favourite and least favourite foods. As a nutritionist, please help your client revise the food choices for each meal to make their meals healthier.

9-12:
You and your nutritionist friend are messaging through WeChat. In order to change your diet accordingly, you really want to know what kinds of food and drinks they eat to keep fit, as well as preferences regarding their favorite and least favorite foods.

K-2:
Not applicable

3-5:
most, to compare/prefer
My favorite thing to eat/drink is...
I prefer to eat/drink....
My least favorite thing to eat/drink is....
I don't like to eat/drink...

6-8:
Everyday I eat...
My favorite thing to eat/drink is....
My least favorite thing to eat/drink is...

Verb (to eat, to drink). food names, drinks names, 最 (most)

9-12:
What do you eat/drink everyday?
Everyday I eat/drink...(type of food).
What do you like to eat/drink?
What do you prefer to eat/drink?
Why do you like to eat/drink..(type of food)?

<p>Presentational Speaking I can give some simple information about the kinds of foods and drinks that I normally eat everyday.</p>	<p>K-2: Teacher presents a list of food and drinks (in photos) on the board. Each student tells the class whether or not they like the food/drink in the photo. Teacher can tell the students that their responses will help to determine what they will have for snack time next week.</p> <p>3-5: During the upcoming field trip, your class is going to Chinatown to visit and eat food. Leave your teacher a voicemail to give her simple information about the kinds of food and drinks that you would like.</p> <p>6-8: You are going to a Chinese classmate's Grandmother's house for dinner. His grandma is going to cook a big meal for you. His grandma asked you what you want to eat for dinner. You have to tell his grandma the kinds of foods and drinks you eat everyday, as well as the foods and drinks you would like to have for dinner with her.</p> <p>9-12: While hanging out, you and your friend go to a dim sum place for dinner. Your friend thinks you have a really healthy diet and thinks you should share what kind of foods and drinks you normally eat everyday. Now make a video talking about your dietary routine and upload to a social media platform such as wechat or YouTube.</p>	<p>K-2: Food and drink names: Ex. milk, water, orange juice, apple juice, cookies, chips, Activity names: Ex. play basketball, play baseball, read books I like (food name) I dislike (food name)</p> <p>3-5: most, to compare/prefer My favorite thing to eat/drink is... I prefer to eat/drink... My least favorite thing to eat/drink is... I don't like to eat/drink...</p> <p>6-8: Everyday I eat... I like to eat/drink... I don't like to eat/drink ...</p> <p>Verb(to eat, to drink). food names, drinks names.</p> <p>9-12: Everyday I like to eat/drink ...(type of food/drink) In the morning at (time) I eat breakfast. For breakfast I eat X, X, and X. Since (food) is very (un)healthy, I (won't/will) eat (food). In the afternoon at (time) I eat lunch. For lunch I eat... At this (time) at night I eat dinner. For dinner I eat...</p>
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<p>Presentational Writing I can create a food log to document what I eat everyday.</p>	<p>K-2: Students will be making a food bank poster in which they will have pictures of different food items. Students will organize all the pictures under groups such as fruits and vegetables, and underneath each item, they will label it as “healthy” or “unhealthy”.</p> <p>3-5: You have hives all over your body. In order to find out what has triggered your allergic reaction, your doctor ordered you to keep a food log to document what you eat every day.</p> <p>6-8: You're working out and getting ready to build some muscle. Your coach asks you to create daily meals based on your nutrition-needs including vegetables, meats, staples, and the drinks you eat with each meal. You can also tell your coach what foods you like to eat and add these to your list to help your coach revise your meal.</p> <p>9-12: You are taking a nutrition class. Your teacher is asking you to create a food log to document what you eat every day and label the amount calories and nutrients.</p>	<p>K-2: (Everyday/often) I eat (fruit or any food they have learned). (Everyday/often) I drink milk/juice. I don't eat (type of food), I don't drink (type of drink).</p> <p><i>*students write characters or components that have 5 strokes or fewer.</i></p> <p>3-5: Time expressions Days of the week I ate... I drank... Food names</p> <p>6-8: Everyday I eat... I like to eat/drink... I don't like to eat/drink ...</p> <p>Verb (to eat, to drink). food names, drinks names.</p> <p>9-12: On (date/day of the week) I ate/drank ... Measure words 份(for magazines, newspaper, etc) cup, bowl</p>
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Curriculum Framework for K16 at Intermediate Level

Theme One: Come Visit my Home and my Community!

Topics: Household, Chores & Directions

NCSSFL-ACTFL Can-Do Statements	Program Can-Do Statements
<p>INTERPRETIVE - IM I can understand the main idea and key information in short straightforward conversations, informational, or fictional texts.</p>	<p>Listening I can understand live or recorded introductions and descriptions by students from a partner school in China, about his/her home, and the community he/she lives in.</p>
	<p>Reading I can understand what is asked for on a simple questionnaire in a popular magazine about my home and the community that I live in.</p>
<p>INTERPERSONAL - IM I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences, along with being able to ask a variety of follow-up questions.</p>	<p>Speaking I can exchange information with a student in the partner school in China to help the student prepare for his/her short exchange visit to my home and my community.</p>
	<p>Writing I can respond to other people’s posts about how to prepare for a short stay to the community that I live in.</p>
<p>PRESENTATIONAL - IM I can give straightforward presentations on a variety of familiar topics and some concrete topics which I have researched, using sentences and series of connected sentences.</p>	<p>Speaking I can create an online video about my community: simple descriptions of the environment, the demographics, and special events that we hold each year.</p>
	<p>Writing I can write a short report about the community that I live in for peers in my Chinese partner school.</p>

Program Can-Do Statements	Performance Assessment Tasks	Vocabulary and Sentence Patterns
<p>Interpretive Listening I can understand live or recorded introductions and descriptions by students from a partner school in China about his/her home and the community he/she lives in.</p>	<p>3-5: Your friend from China just sent you a video showing you the city he/she lives in. After watching the video, you decide to share the information with your class and see if this is a city you want to visit in the future.</p> <p>6-8: You are planning to study abroad in China (travel). Before you go to China, you can watch some videos on a Chinese website to learn about the population, location, climate, environment, public facilities, famous sites, food and related information of the city you are going to, then make a list of things to pay attention to or bring.</p> <p>9-12: You are planning to study abroad in China. However, you parents are really worried about you and keep asking what it is like there. However, you also don't know much about it. Thus, you search through the internet to find any related information about the city you are studying in. Finally, you find some tourist and promotional videos online about the city you are going to live in. You are going to take some notes while you are watching the video clip in order to inform your parents about the place you are going.</p>	<p>3-5: We live in Beijing/Shanghai/Hong Kong. Beijing/Shanghai/Hong Kong is located in the north/south/east/west of China. Beijing/Shanghai/Hong Kong's winter is very warm/cold, summer is very hot/warm. The specialty food of Beijing/Shanghai/Hong Kong is tea/fruit/dimsum.</p> <p>6-8: My hometown is (city name). It is located in the (directional word) of (country name) (ex: it is located in the western part of China). The population of (City name) is (#). The climate of (City name) is... (city name) is both (adj) and (adj)/ This city has (name of public facilities/ famous sites) The specialty food of (City name) is...</p> <p>City name, numbers, weather, adjective for describing environment, food names, famous Chinese site, direction word (both...and...) (not only...,but also...)</p> <p>9-12: I live in (city name). It is located in the (directional word) part of China. (city name) is (not only..., but also.../both..., and ...). The cities seasons include (name seasons); the winter is (adj), the spring is (adj), the summer is (adj), the fall is (adj). The city has (public facilities names).. The specialty food/scenic spots of (city name) is/are....</p>

<p>Interpretive Reading I can understand what is asked for on a simple questionnaire in a popular magazine about my home and the community that I live in.</p>	<p>3-5 You're planning to introduce your home city to your Chinese friends. In order to find out more information about your hometown's city, you visit Chinese Wikipedia or Baidu article page and acquire basic information about the city such as location, area, population and so on.</p> <p>6-8: To promote tourism, your hometown has published a series of brochures and paper advertisements in Chinese. Read those materials and jot down key points/main attractions that you think your Chinese friends will be interested in.</p> <p>9-12: You are going to travel to China. Before your departure, you are trying to book a place on Airbnb. In order to book the perfect Airbnb for your trip, you are checking reviews and reading what other people say about the place and the community to help you make your decision.</p>	<p>3-5: New York City is the capital of the world because the United Nations is located there. New York City has residents from all different countries in the world and also has all types of yummy food from different countries. New York City is in the northeastern part of the United States. Winter time in New York City is very cold and summer time is very hot.</p> <p>6-8: My hometown is (city name). It is located in the (directional word) of (country name) (ex: it is located in the western part of China). The population of (City name) is (#). The climate of (City name) is... (city name) is both (adj) and (adj)/ This city has (name of public facilities/famous sites) The specialty food of (City name) is...</p> <p>9-12: The house is next to/near ..(public facilities). The house is...(not only..., but also..)/ (both....and..).. The house is far/near to ..(public facilities). The house has ...(house/rooms descriptors)</p>
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<p>Interpersonal Speaking I can exchange information with a student in the Chinese partner school to help the student prepare for his/her short exchange visit to my home and my community.</p>	<p>3-5: A new exchange students from China has arrived in your school. You were named the student ambassador who will help him/her to get to know the city and your community. You plan to have an orientation session for the student to answer all the questions he/she may have. At the same time, you plan to make the orientation more interactive by asking the student about his/her city and community as well.</p> <p>6-8: You are going to China as an exchange student next semester, and there is also a Chinese exchange student coming to your school. In order to prepare for the life of an exchange student, you two are contacting each other by phone. You both ask each other questions about the city, including the population, location, climate, environment, public facilities, famous sites, food and related questions.</p> <p>9-12: You and your friends are volunteering to be tour guides for a group of study-abroad students from China. They want to get to know more about your school as well as the community. During the tour, while your friends are introducing the school to the students, you are also trying to answer questions about the school and the community.</p>	<p>3-5: New York City is the capital of the world because the United Nations is located there. New York City has residents from all different countries in the world and also has all types of yummy food from different countries. New York City is in the northeastern part of the United States. Winter time in New York City is very cold and summer time is very hot. Our school has all kinds of interesting subjects. We have ...(subjects).</p> <p>6-8: Where is (City name) located in (country name)? What is the population of (city)? What is the climate of (city)? How is (city)? What is a famous scenic spot of (city)? What is the specialty food of (city)? Do you like (city)? My hometown is (city name). It is located in the (directional word) of (country name) (ex: it is located in the western part of China). The population of (City name) is (#). The climate of (City name) is... (city name) is both (adj) and (adj)/ This city has (name of public facilities/famous sites) The specialty food of (City name) is...</p> <p>City name, numbers, weather, adjective for describing environment, food names, famous Chinese sites, direction words (both...and...) (not only...,but also...)</p> <p>9-12: How is (school name)? What is near/next to (school's name)? What classes does (school's name) have? Is (school's name) close/far from public facilities? How far is (school's name) from public facilities? How is the climate of (city that the school located in)? What is their specialty food? What are some scenic spots? School name (not only+adj, but also+adj/ (even though+adj, but+adj)/(both+adj, and+adj) The school has ...(facilities). The school has ...(subjects). Nearby/next to the school is...(stores, public facilities).</p>
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<p>Interpersonal Writing I can respond to other people's posts about how to prepare for a short stay to the community that I live in.</p>	<p>3-5: Your teacher has created a blog for you to post suggestions for exchange students from China who are preparing for their upcoming trip to your community. Read your classmates' posts and leave your comments.</p> <p>6-8: You're visiting popular travel websites (蚂蜂窝/携程/穷游) and there are some travelers asking questions about your hometown, including population, location, climate, environment, public facilities, famous sites, food and related questions. Answer their questions in order to help travelers prepare for their visit to your hometown.</p> <p>9-12: You are a very popular Weibo travel blogger. After posting today, some of your followers asked you how to prepare for a short stay in the city that you live in. Write a response for your followers.</p>	<p>3-5: I agree that New York City is...because I think that New York City... I don't agree that New York City is....because.... I think that New York City...</p> <p>6-8: My hometown is (city name). It is located in the (directional word) of (country name) (ex: it is located in the western part of China). The population of (City name) is (#). The climate of (City name) is... (city name) is both (adj) and (adj)/ This city has (name of public facilities/ famous sites) The specialty food of (City name) is... City name, numbers, weather, adjective for describing environment, food names, famous Chinese sites, direction words (both...and...) (not only...,but also...)</p> <p>9-12: Greetings city(not only+adj, but also+adj/ (even though+adj, but+adj)/(both+adj, and+adj)/ (very). The cities seasons include (name seasons); the winter is (adj), the spring is (adj), the summer is (adj), the fall is (adj). This city has (name of public facilities/ famous sites) The specialty food of (City name) is... I suggest you go to (place) to eat/to walk around/take pictures. Degree modifiers: very, extremely, exceedingly</p>
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<p>Presentational Speaking I can create an online video about my community: simple descriptions of the environment, the demographics, and special events we hold each year.</p>	<p>3-5: You will be working with a group of three classmates to produce an introductory video about your school and community for exchange students who will visit the U.S. in the Spring. This video will provide information about the environment, demographics, and special events held each year.</p> <p>6-8: Congratulations! You've been named the travel ambassador for your hometown. Now you must record a promotional video to introduce your hometown. Please include the population, location, climate, environment, public facilities, famous sites, special foods and special events held each year.</p> <p>9-12: You are a very popular YouTuber. This week you decide to make a weekly Vlog about the city and community that you live in. You plan to not only introduce the city but will also encourage people to come and visit by talking about things they can do, places they can visit, and food they can taste.</p>	<p>3-5: New York City is the capital of the world because the United Nations is located there. New York City has residents from all different countries in the world and also has all types of yummy food from different countries. New York City is in the northeastern part of the United States. Winter time in New York City is very cold and summer time is very hot. Our school has all kinds of interesting subjects. We have ...(subjects). Every year our school will host "world day". During World Day, you can eat food from all different countries. You can also see different kinds of performances from different countries.</p> <p>6-8: My hometown is (city name). It is located in the (directional word) of (country name) (ex: it is located in the western part of China). The population of (city name) is (#). The climate of (city name) is... (city name) is both (adj) and (adj)/ This city has (name of public facilities/famous sites) The specialty food of (city name) is... Every year on (date/time), we will do ... (activity). City name, numbers, weather, adjective for describing environment, food names, famous Chinese sites, direction words, (both...and...) (not only...,but also...), holidays, celebration activities.</p> <p>9-12: Greeting This place is (city name). It is located in the (directional word) part of China. (city name) is (not only..., but also.../both..., and ...). The population of (city) is (#). The cities seasons include (name seasons); the winter is (adj), the spring is (adj), the summer is (adj), the fall is (adj). (City) has a lot of fun places and good food. The city has (public facilities names). The specialty food/scenic spots of (city name) is/are.... Every year during (season/date/time), we will host/celebrate (event name). We invite you all to come and visit!</p>
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<p>Presentation Writing I can write a short report about the community that I live in for peers in my Chinese partner school.</p>	<p>3-5: There will be a group of student ambassadors from China visiting your school in the Spring. Before their arrival, you are in charge of making a written presentation about your city for them to view so they can plan their activities accordingly. Make sure to include the local environment, demographics, and special events held each year.</p> <p>6-8: You recently found a Chinese pen pal who is interested in visiting the U.S. later. In this letter, introduce your hometown to your penpal. Please include the population, location, climate, environment, public facilities, famous sites, special foods and special events held each year.</p> <p>9-12: A friend you met when you studied abroad in China has asked you to write a short report about the community that you live in. This will be used as a reference and resource for the research paper that they are currently working on in China. They would appreciate if you could be as detailed as possible.</p>	<p>3-5: New York City is the capital of the world because the United Nations is located there. New York City has residents from all different countries in the world and also has all types of yummy food from different countries. New York City is in the northeastern part of the United States. Winter time in New York City is very cold and summer time is very hot. Our school has all kinds of interesting subjects. We have ...(subjects). Every year our school will host "world day". During World Day, you can eat food from all different countries. You can also see different kinds of performances from different countries.</p> <p>6-8: My hometown is (city name). It is located in the (directional word) of (country name) (ex: it is located in the western part of China). The population of (City name) is (#). The climate of (City name) is... (city name) is both (adj) and (adj)/ This city has (name of public facilities/famous sites) The specialty food of (City name) is... Every year on (date/time), we will do ... (activity).</p> <p>9-12: (City) is located in the (directional word) of (country name) (ex: it is located in the western part of China). The population of (City name) is (#). The main language of (city name) is... (city name) is (not only..., but also.../both..., and ...). The cities seasons include (name seasons); the winter is (adj), the spring is (adj), the summer is (adj), the fall is (adj). The city has ..(public facilities). (City) has a lot of fun places and good food. The famous specialty food/scenic spot of (city) is...</p>
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Theme Two: Let’s travel around the world!

Topics: Weather and seasons, geography & I don’t feel well

NCSSFL-ACTFL Can-Do Statements	Program Can-Do Statements
<p>INTERPRETIVE - IM I can understand the main idea and key information in short straightforward conversations, informational or fictional texts.</p>	<p>Listening I can understand conversations with peers, talk about planning for an upcoming family trip, like when it is a good time to take the trip, how many days the trip will last, what activities the family plans to do.</p>
	<p>Reading I can understand basic questions or statements exchanged in a text conversation between a Chinese classmate and his/her relatives in China regarding his/her upcoming visit to China.</p>
<p>INTERPERSONAL - IM I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.</p>	<p>Speaking I can interact with a doctor when I get sick during my trip in China.</p>
	<p>Writing I can exchange messages with a travel agent to switch my flight date/time.</p>
<p>PRESENTATIONAL - IM I can tell a story about my life, activities, events, and other social experiences, using sequences and series of connected sentences.</p>	<p>Speaking I can describe my plans for an upcoming family trip: when the trip will take place and why, how many days the trip will last, and what activities will be fun to do.</p>
	<p>Writing I can write my plans for an upcoming family trip: when the trip will take place and why, how many days the trip will last, and what activities will be fun to do.</p>

Program Can-Do Statements	Performance Assessment Tasks	Vocabulary and Sentence Patterns
<p>Interpretive Listening I can understand conversations when peers talk about planning for an upcoming family trip, like when it is a good time to take the trip, how many days the trip will last, and what activities the family plans to do.</p>	<p>3-5: Summer vacation is approaching. Your classmates are planning family trips all over the world! Listen to each classmate’s presentation and vote on one city that your family will consider going to next summer. State the reasons for your choice.</p> <p>6-8: Summer vacation is approaching. Your friend is planning to travel to some different places. You want to go to the same place for your next vacation. Listen to your friend’s travel experience to decide when it would be a good time to take a trip, how to get there, how many days the trip will last, what to eat while there, where to visit, what to buy, and what activities to do.</p> <p>9-12: Spring break is coming soon. You and two friends are planning an upcoming trip over the phone. Your friend already started the itinerary and is ready to share the plan with you. However, the other friend was not able to connect through the phone at this time. You are responsible for telling them the basic information about the upcoming trip after the chat.</p>	<p>3-5: During summer break I want to go to ...(city name). (City) is located on ..(continent). The city’s summer climate is... Me and my family want to do..(activities), want to eat ..(food), ...and also want to buy...(items).</p> <p>6-8: I plan to/want to go to (place). I plan to/want to go at (time). I plan to/want to take (type of transportation) to go to (place). I plan to/want to stay at (place) for (#) days. On the first day I plan to/want to eat/drink (food/drink name) On the second day I plan to/want to go to (place name) to walk around/visit. I plant to/want to buy...(item) Seasons, weather, transportation, famous sites and famous food of the city, activities, direction word.</p> <p>9-12: On (date) we want to travel to (place). On (date) we would like to leave/depart from (place). The Spring Festival in (place) is ... (adjectives). We can take ..(types of clothes). We want to go for (#) days. We want to go to visit/eat/drink... because..., therefore... First, after, again, lastly <u>or</u> first day, second day, X day On (date) they want to return from (place).</p>

<p>Interpretive Reading I can understand basic questions or statements exchanged in a text conversation between a Chinese classmate and his/her relatives in China regarding his/her upcoming visit to China.</p>	<p>3-5: Your Chinese classmate is going to China to visit their relative. They are trying to decide on which city to visit during the upcoming Spring Break vacation in April. Read the two advertisement packages provided by the travel agent to determine which city they would be most interested in visiting. Don't forget to consider the weather, season and geography of the city!</p> <p>6-8: You are planning a trip to China for your family. Read the three advertisement packages from the local Chinese travel agent, then determine which package to choose given that you will only spend one week in China and your trip's budget is \$1000 per person, excluding airfare. The advertisement includes information about when it would be a good time to take the trip, its provided transportation, how many days the trip will last, food, where to visit, what you can buy during the trip, and other activities.</p> <p>9-12: You and your friend are planning a trip to Beijing but neither of you have ever been to China before. You know that one of your classmates has been to Beijing and you ask them for their itinerary. After reading their itinerary, you will need to tell your friend about your classmates trip, how many days they stayed in Beijing and what sort of activities they did.</p>	<p>3-5: Beijing/Shanghai is located in the north/south of China. Beijing has.... Shanghai has.... In Beijing/Shanghai you can...(verb + object, the activities). In Beijing/Shanghai you can try ...(food); In Beijing/Shanghai you can also buy ...(items).</p> <p>6-8: We plan to/want to go to (place). We plan to/want to go at (time). We plan to/want to take (type of transportation) to go to (place). We plan to/want to stay at (place) for (#) days. On the first day we plan to/want to eat/drink (food/drink name) On the second day we plan to/want to go to (place name) to walk around/visit. You can buy...(item)</p> <p>Seasons, weather, transportation, famous sites and famous food of the city, activities, direction word.</p> <p>9-12: On (date) we will leave/set off from (place). On the morning of the first day, we plan to take (mode transportation) to (place). We plan to take (mode of transportation) for (#) minutes/hours. In the afternoon we will eat food at (place). At night we will go to (place) to walk around. On the second day, we plan to visit/eat.... On the (#) day, we plan to visit/eat.... On (date) we will return from (place).</p>
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<p>Interpersonal Speaking I can interact with a doctor when I get sick during my trip in China.</p>	<p>3-5: You do not feel well while in China. You go to a doctor's office and describe your symptoms of a cold or diarrhea. You provide the doctor with information about how you feel to help with their diagnosis.</p> <p>6-8: You get sick during your trip in China. You go to a hospital and need to talk to the doctors in order to diagnose your illness. Express your symptoms and learn how to take the medicine.</p> <p>9-12: While you are traveling in China, you get a little sick but do not know whether you should go to the hospital or not. Talk to your teachers and classmates first, describe your symptoms and ask them how they usually treat this kind of discomfort.</p>	<p>3-5: I don't feel well/my stomach is uncomfortable. My head hurts/stomach aches/ I have a fever/my throat hurts. I think it's very cold/hot. I have not been feeling well since last night.</p> <p>6-8: Adjective(uncomfortable, not feeling well, pain/hurt), frequency word 次(# times), sickness name.</p> <p>9-12: Greetings I don't feel well. My stomach/head/throat hurts. 。 When did (symptoms) start? My (symptoms) started on (time). What did you eat/drink? Symptoms, frequency words(continuously)</p>
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<p>Interpersonal Writing I can exchange messages with a travel agent to switch my flight date/ time.</p>	<p>3-5: In order to attend your cousin's wedding, you have to go home earlier than originally planned. Exchange emails with your travel agent to change your flight date and time.</p> <p>6-8: After reading advertisements given to you by a friend regarding tours in China, you decide to book a tour on a Chinese travel website (蚂蜂窝/携程/穷游). You are consulting online customer services about your trip and asking questions about when it would be a good time to take the trip, provided transportation, how many days the trip will last, what there will be available to eat, where to visit, what you can buy during the trip, and other activities.</p> <p>9-12: You booked a flight to go visit your friends in China. However, a super typhoon is taking aim at China. You are worrying about your flight and texting your travel agent, asking if you can switch your flight date and time.</p>	<p>3-5: We would like to change our flight date and time. I would like to reach New York on (date). Please help me change my flight time to night time. Thank you for your help.</p> <p>6-8: When can we go to (place)? How can we go to (place)? When does the plane take off/land? How many days do we want to stay in (place)? What can we eat at (place)? What can we buy at (place)? On the first day where do we plan to/want to go? On the second day, where do we plan to/want to visit? On the third day, what do we plan to/want to do? On the fourth day, what do we plan to/want to eat? We plan to/want to go to (place). We plan to/want to go at (time). We plan to/want to take (type of transportation) to go to (place). We plan to/want to stay at (place) for (#) days. On the first day we plan to/want to eat/drink (food/drink name) On the second day we plan to/want to go to (place name) to walk around/visit. You can buy....(item). Seasons, weather, transportation, famous sites and famous food of the city, activities, direction word. date, time.</p> <p>9-12: Hello, I would like to change my flight date and time. Where are you departing from and where are you bound for? I am departing from (place) and bound for (place). When would you like to change your departure date to? I would like to change my departure date to (date). When would you like to change your return date to? I would like to change my return date to (date). Thank you for your help.</p>
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<p>Presentational Speaking I can describe my plans for an upcoming family trip: when the trip will take place and why, how many days the trip will last, along with what activities will be fun to do while traveling.</p>	<p>3-5: Your family plans to take a summer trip to China. Describe details about when the trip will take place, how many days the trip will last, and what activities will be fun to do. Give some reasons about your choices.</p> <p>6-8: You just finished planning your upcoming trip to China. You tell your friend about your trip and ask him to give you some advice regarding when it would be a good time to take the trip, the available transportation, how many days the trip will last, what to eat, where to visit, what you can buy during the trip, and other activities.</p> <p>9-12: Winter recess is approaching. Your friend is still deciding whether or not to go with you and your friends on an upcoming trip. They want to hear about the plan first. You need to tell them when the trip will take place, why, how many days the trip will last, and what activities will be fun to do.</p>	<p>3-5: This summer me and my family want to go to ...We would like to travel in China for two weeks. Beijing/Shanghai is located in the north/south of China. Beijing has....Shanghai has... In Beijing/Shanghai you can ...(verb + object, the activities). In Beijing/Shanghai you can try ...(food); In Beijing/Shanghai you can also buy ...(items). We want to go to Beijing/Shanghai because Beijing/Shanghai has a lot of historical sites and scenic spots.</p> <p>6-8: I plan to/want to go to (place). I plan to/want to go at (time). I plan to/want to take (type of transportation) to go to (place). I plan to/want to stay at (place) for (#) days. On the first day I plant to/want to eat/drink (food/drink name) On the second day I plan to/want to go to (place name) to walk around/visit. On the third day, I plan to/want to buy... (item) Seasons, weather, transportation, famous sites and famous food of the city, activities, direction word.</p> <p>9-12: On (date) we plan to go to leave from (place) to go to the airport. After we get to (place), on the first day we plan to take (mode of transportation) to (place). On the first day we plan to leave at (time) to go to visit (place). Afterwards we plan to go to eat (snack/breakfast, lunch, dinner). Finally, we plan to return back to the hotel from (place). On the second day.. On the (#) day... On the last day, we plan to leave from (place) to go to the airport. Do you want to go out with us?</p>
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<p>Presentational Writing I can write my plans for an upcoming family trip: when the trip will take place and why, how many days the trip will last, what activities will be fun to do.</p>	<p>3-5: Write an email to your pen-pal to give some information about your family’s summer trip to China. Describe in detail about the trip: when the trip will take place, how many days the trip will last, and what activities will be fun to do. Give some reasons about your choices.</p> <p>6-8: After you complete your plan to travel to China, you want to share your plans with more people and receive their advice. You publish your plan on a China travel website asking for advice on when good times to take the trip are, the available types of transportation, how many days the trip should last, what to eat, where to visit, what you can buy during the trip, and other activities.</p> <p>9-12: You have scheduled a trip to China with your friends. Now you will need to convince your parents and inform them that you know you have planned everything out well. Write a detailed itinerary and let them know about your upcoming trip.</p>	<p>3-5: This summer me and my family want to go to ...We would like to travel in China for two weeks. Beijing/Shanghai is located in the north/south of China. Beijing has....Shanghai has.. .In Beijing/Shanghai you can ...(verb + object, the activities). In Beijing/Shanghai you can try ...(food); In Beijing/Shanghai you can also buy ...(items). We want to go to Beijing/Shanghai because Beijing/Shanghai has a lot of historical sites and scenic spots.</p> <p>6-8: I plan to/want to go to (place). I plan to/want to go at (time). I plan to/want to take (type of transportation) to go to (place). I plan to/want to stay at (place) for (#) days. On the first day I plant to/want to eat/drink (food/drink name) On the second day I plan to/want to go to (place name) to walk around/visit. Seasons, weather, transportation, famous sites and famous food of the city, activities, direction word.</p> <p>9-12: On (date) I plan to leave from (place) to go to the airport. I plan to go to (place), (place) and (place). On the second day: I plan to leave at (time) to go to visit (place). Afterwards I will got to eat (snack/ breakfast,lunch, dinner). Finally, we plan to return back to the hotel from (place). On the second day.. On the (#) day... On the last day, we plan to leave from (place) to go to the airport. Do you want to go out with us?</p>
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Theme Three: Let's Celebrate!

Topics: Traditional Chinese Holidays & Traditional American Holidays

NCSSFL-ACTFL Can-Do Statements	Program Can-Do Statements
<p>INTERPRETIVE - IM I can understand the main ideas and key information from short straightforward conversations, informational, or fictional texts.</p>	<p>Listening I can understand a speaker's description of how his/her family celebrates a holiday.</p>
	<p>Reading I can understand essential information in a community newspaper post regarding activities that the community is going to have for the upcoming Chinese New Year.</p>
<p>INTERPERSONAL - IM I can exchange information in conversations on familiar topics and some researched topics, creating sentences, series of sentences, and asking a variety of follow-up questions.</p>	<p>Speaking I can participate in a conversation with someone about ways that families celebrate a certain holiday.</p>
	<p>Writing I can exchange information in a Wechat group about how my family celebrates a holiday.</p>
<p>PRESENTATIONAL - IM I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.</p>	<p>Speaking I can create an online video to describe how a Chinese holiday is celebrated in the U.S. for peers in the Chinese partner school.</p>
	<p>Writing I can compose a simple article to compare and contrast a Chinese holiday and an American holiday.</p>

Program Can-Do Statements	Performance Assessment Tasks	Vocabulary and Sentence Patterns
<p>Interpretive Listening I can understand a speaker’s description of how his/her family celebrates a holiday.</p>	<p>3-5: During a club event, students from different countries are sharing what they do and eat during major holidays. Listen to their speeches and try to find that which food/activities you also eat/ do during holidays.</p> <p>6-8: After Thanksgiving holiday, your classmates are sharing how their families celebrate Thanksgiving, including what activities and what kind of food they will eat for the celebration. Listen to their speech and compare them with your family’s thanksgiving celebration.</p> <p>9-12: The Mid-Autumn Festival is approaching. This is your first time celebrating the Mid-Autumn Festival in China with your friend. You are really excited to listen to your friend describe what Chinese people normally do to celebrate the holiday. You will take notes so you can tell your family about the upcoming holiday on skype.</p>	<p>3-5: (Holiday) is on (date). (Holiday) is an (country name) holiday. During (holiday), we will do...(activity). During (holiday), we will eat...(food).</p> <p>6-8: (Holiday) is on (date). (Holiday) is an American/Chinese holiday. During (holiday), we will do...(activity). During (holiday), we will eat...(food). Chinese and American holiday names, activities for celebrations, food names, date, some Chinese customs.</p> <p>9-12: (Holiday) is on (date). It is a very important holiday in (country name). On (holiday) , we will ...(celebrate; trave;, we will eat/drink; first; after; again; finally).</p>

<p>Interpretive Reading I can understand essential information in a community newspaper post regarding the activities that the community is going to have for the upcoming Chinese New Year.</p>	<p>3-5: Chinese New Year is approaching. There are celebrations in New York City. Read the World Journal (《世界日报》) to find out when and where these events will be and what activities will be held.</p> <p>6-8: Chinese New Year is coming. You plan to celebrate the Chinese New Year in Chinatown. You pick up a newspaper in Chinatown about the Chinese New Year which describes its celebrations, customs, time, what people do and eat and some cultural knowledge.</p> <p>9-12: There is a club meeting next week that everyone has to attend. They must talk about what they can do as a club to celebrate the upcoming Chinese New Year. In order to get to know more about Chinese New Year, you are looking over information in a community newspaper post regarding the activities that the community will host. While you are reading the post, you are also jotting down basic information about Chinese New Year and the activities that people usually take part in, so that you can bring these ideas to the club meeting.</p>	<p>3-5: In 2019, New York City will get together to have a party for the Spring Festival, date (yyyy/mm/dd), it will be located at, a dragon dance and lion dance will be held, those who come can eat dumplings, exchange red envelopes. May you have a prosperous New Year, Happy New Year</p> <p>6-8: Spring Festival is on the first day of the lunar calendar. The Spring Festival is a Chinese holiday. During Spring Festival, people will ... (activities). During Spring Festival, people will eat .. (food)..</p> <p>Activities for celebrating Chinese New Year, some Chinese customs. Chinese traditional foods name.</p> <p>9-12: The Chinese New Year is also called Spring Festival. Spring Festival is one of China's most important holidays. Spring Festival is on the first day of the lunar month. The day before Spring Festival is Lunar New Years Eve. During Lunar New Years Eve, Chinese people will ...(activities). Chinese people will also eat/drink...(food/drink). Aside from (activities), Chinese people will also watch the Chinese New Years Special (New Years Gala).</p>
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<p>Interpersonal Speaking I can participate in a conversation with someone about ways that families celebrate holidays.</p>	<p>3-5: Thanksgiving is coming. Your relatives will come over to celebrate with your family. Some relatives will come by train, some by airplane, and some by car. Your dad and you will go pick them up. Find out from your dad how each relative will arrive and when you will have to pick them up.</p> <p>6-8: This year your family plans to celebrate Christmas together with your friend's family. To prepare for the upcoming Christmas party, you and your friend ask each other how your families celebrate holidays. What do they do, what kind of food do they eat and what gifts do they buy for family?</p> <p>9-12: It is Chinese New Year. You received a phone call from your friend who just returned to New York from a study abroad program in China. They would like to wish you happy Chinese New Year. Over the phone, you and your friend are exchanging information about how your families celebrate the new year.</p>	<p>3-5: Family member terms Transportation tools How will (family member) come? What time/when are we going to pick them up? Where are we going to pick them up?</p> <p>6-8: Who do you celebrate Christmas with? What do you do for Christmas? What do you eat for Christmas? What kind of gifts do you give for Christmas? I celebrate Christmas with.. (people). On Christmas we will... (activities). We eat...(foods) for Christmas We give ...(gifts) for Christmas Chinese and American holiday names, activities for celebrations, food names, date, some Chinese customs, gifts</p> <p>9-12: Happy New Year! When is New Years? Who do you celebrate the New Years with? How do you celebrate the New Years? What do you eat? What do you do? Our New Year's is on the first day of the year. Me and (family members) celebrate the New Years together. We will do ...(activities). We will eat ...(food). We will also do ...(activities).</p>
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<p>Interpersonal Writing I can exchange information in a Wechat group about how my family celebrates a holiday.</p>	<p>3-5: To help plan an inclusive multicultural New Year celebration, you are exchanging texts with your classmate to determine how they celebrate the New Year include what food they eat and what activities they do.</p> <p>6-8: This year your family plans to celebrate Christmas together with your friend's family. To prepare for the upcoming Christmas party, your family and your friend's family have created a Wechat group. In the group your family and your friend's family ask each other how each family celebrates the holiday, with whom, what do they do, what kind of food they eat and what gifts they buy for family members.</p> <p>9-12: On Christmas day, right after you posted your pictures on WeChat, you got a ton of likes from your friends. Your friends and you are excited to exchange information in a WeChat group about how your families celebrate Christmas.</p>	<p>3-5: Every year me and my family celebrate Spring Festival. Spring Festival is also called Chinese New Year. This year, Spring Festival is on (date).</p> <p>6-8: Who do you celebrate Christmas with? What do you do for Christmas? What do you eat for Christmas? What kind of gifts do you give for Christmas?</p> <p>I celebrate Christmas with.. (people). On Christmas we will... (activities). We eat...(foods) for Christmas We give ...(gifts) for Christmas</p> <p>Chinese and American holiday names, celebration activities, food names, date, some Chinese customs, gifts</p> <p>9-12: Merry Christmas! Your picture is very (adj)! Who do you celebrate Christmas with? What do you do for Christmas? What do you eat for Christmas? What kind of gifts do you give for Christmas?</p> <p>I celebrate Christmas with.. (people). On Christmas we will... (activities). We eat...(foods) for Christmas We give ...(gifts) for Christmas We also do...(activities).</p>
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<p>Presentational Speaking I can create an online video to describe how a Chinese holiday is celebrated in the U.S. for peers in the partner school in China.</p>	<p>3-5: On the evening of Moon Festival, the moon is at its fullest and brightness. Families get together to look at the full moon, eat moon cakes, and listen to stories about the special day. Does your family celebrate the Moon Festival? What does your family do? If not, is there a holiday that your family members celebrate together? What do you and your relatives do? What kind of food does your family prepare for the holiday? How does the food look, smell, and taste? Have your parents video record your presentation so it can be shared with the students from our sister school in China.</p> <p>6-8: New Years just passed in the U.S and the Chinese Lunar New Year is coming up. You are going to send a New Years video to your classmates in the partner school in China to tell them how you celebrate the New Year, that you really miss the Chinese New Year and its celebrations. When the New Year is celebrated the U.S as opposed to China, what people will do on New Year and what they will eat.</p> <p>9-12: Your peers in the Chinese partner school sent you an online video to describe how Chinese people celebrate the Dragon Boat festival. In return, you also create an online video to describe how the mid-autumn festival is celebrated in the U.S..</p>	<p>3-5: To celebrate, Mid-Autumn Festival, eat moon cakes, together, tradition. During the Mid-Autumn Festival, the Chinese tradition is to eat mooncakes, and for the entire family to eat dinner together and to look at the moon.</p> <p>6-8: (Holiday) is on (date). (Holiday) is an American/Chinese holiday. During (holiday), we will do...(activity). During (holiday), we will eat...(food). Chinese and American holiday names, activities for celebrations, food names, date, some Chinese customs.</p> <p>9-12: Today is the Mid-Autumn Festival. The Mid-Autumn Festival, is also called the Moon Festival. The Mid-Autumn festival is one of China's most important holidays. The Mid-Autumn festival is held on the 15th of the 8th month of the lunar calendar. On this day, Chinese people will do (activities). Chinese people will also eat/drink (food/drink names). Aside from (activities), Chinese people will also...(activities). The Mid-Autumn Festival also has a lot of legends, for example: HouYi's shooting of the sun, Chang'e flying to the moon, etc. Many Chinese Americans will also celebrate the Mid-Autumn Festival. They will ... (activities). They will also...(activities). Aside from (activities), they will also...(activities). Activities: Eat mooncakes, admiring the full moon, telling stories, eating food together</p>
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<p>Presentational Writing I can compose a simple article to compare and contrast a Chinese holiday and an American holiday.</p>	<p>3-5: You are the school newspaper reporter. Write an article to compare and contrast the Chinese Spring Festival and Christmas Day. Include time of the year, activities, food, and customs.</p> <p>6-8: New Year just passed in the U.S and the Chinese lunar New Year is coming up. You are going to send a New Year's card to your classmates at the Chinese partner school to tell them how you celebrate the New Year, and how you really miss the Chinese New Year celebrations. You will also explain when the New Year is celebrated in the U.S as opposed to China, and what people will do on the New Year and what they eat.</p> <p>9-12: You are invited to be a guest at your school's radio station to talk about the similarities and differences between a Chinese holiday and an American holiday. Before that, you need to compose a simple draft to compare and contrast the holidays between the two nations and have your teacher look at it.</p>	<p>3-5: Spring Festival, Lunar New Years Eve, Christmas, Silent Night, to eat a reunion dinner, to watch the New Years Special, to give/receive red envelopes, to give/receive gifts, to have a party, Happy New Year, Merry Christmas Not only..., but also... Although..., but...</p> <p>6-8: (Holiday) is on (mm/yy). (Holiday) is an American/Chinese holiday. During (holiday), we will do (activity). During (holiday), we will eat (food).</p> <p>Chinese and American holiday names, activities for celebrations, food names, date, some Chinese customs.</p> <p>9-12: (Holiday) is on (mm/yy). (Holiday) is one of the most important holidays in United States/China. During (Holiday) we will do (activity). Apart from this, we will also do (activity). During (holiday), we will also do (activity), but we will not do (activity).</p>
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Curriculum Framework for K16 at Advanced Level

Theme One: How Should We Protect our World?

Topics: Environmental Issues & Environmental Protection

NCSSFL-ACTFL Can-Do Statements	Program Can-Do Statements
<p>INTERPRETIVE - AM I can understand the main message and most supporting details across major time frames in conversations and discussions.</p>	<p>Listening I can understand the main message and supporting details of a discussion about environmental issues, especially regarding the causes, effects, and potential solutions of these issues.</p>
<p>INTERPRETIVE - AM I can understand the main message and most supporting details in descriptive informational texts and fictional texts.</p>	<p>Reading I can understand the main idea and supporting details of news stories about environmental issues, especially regarding the causes, effects, and potential solutions of these issues.</p>
<p>INTERPERSONAL - AM I can maintain discussions on a wide variety of familiar and unfamiliar concrete topics of personal and general interest, and sometimes academic, social or professional topics, as well as interact and negotiate to resolve an unexpected complication.</p>	<p>Speaking I can discuss the causes, effect, and potential solutions of environmental issues as well as the importance of environmental protection.</p>
<p>INTERPERSONAL - AM I can maintain extended conversations by supporting, reacting to, and comparing preferences and opinions and expressing advice and emotions through exchanges in writing.</p>	<p>Writing I can respond to others opinions and ideas regarding environmental protection and environmental issues in writing.</p>
<p>PRESENTATIONAL - AM I can deliver detailed presentations and elaborate on a variety of concrete academic, social, and professional topics of interest, using organized paragraphs</p>	<p>Speaking I can deliver a presentation in which I talk about the causes, effects, and solutions of environmental issues as well as the importance of environmental protection.</p>

<p>PRESENTATIONAL - AM I can present an argument with supporting evidence, based on a variety of concrete academic, social and professional topics of interest, as well as write stories based on concrete experiences in academic, social, and professional topics of interest, using organized paragraphs.</p>	<p>Writing I can write about the causes, effects, and solutions of environmental issues as well as the importance of environmental protection.</p>
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Program Can-Do Statements	Performance Assessment Tasks	Vocabulary and Sentence Patterns
<p>Interpretive Listening I can understand the main message and supporting details of a discussion regarding environmental issues, especially regarding the causes, effects, and potential solutions of these issues.</p>	<p>As an environmentalist you hope to increase people’s awareness in regards to the use of reusable bags and straws to reduce plastic pollution. To learn more about this issue, you need to listen to newscasts and find out about their issues in regards to plastic waste, along with their efforts to reduce plastic waste so you can take notes and summarize the story for others.</p>	<p>Content related words: e.g.</p> <ul style="list-style-type: none"> · white pollution · recycle, re-use sustainable · development · biodegradable · disposable tableware · plastic products · soil <p>Key phrases: e.g.</p> <ul style="list-style-type: none"> · create pollution <p>Advanced level sentence pattern: e.g.</p> <ul style="list-style-type: none"> · A is crucial for B · A is a problem that cannot be ignored.
<p>Interpretive Reading I can understand the main idea and supporting details of news stories about environmental issues, especially regarding the causes, effects, and potential solutions of these issues.</p>	<p>As the new intern of an environmental protection agency in China, your first tasks is to read news articles regarding China’s smog issue and compile a list of causes, effects, and solutions described to create a database for future reference.</p>	<p>Content related words: e.g.</p> <ul style="list-style-type: none"> · smog · suspend · visibility · closed <p>Key phrases: e.g.</p> <ul style="list-style-type: none"> · stop operation · issue warning signal <p>Advanced level sentence pattern: e.g.</p> <ul style="list-style-type: none"> · A is one of the causes of B · A poses a threat to B · Less than, (greater than / higher than / lower than)

<p>Interpersonal Speaking I can discuss the causes, effects, and potential solutions of environmental issues as well as the importance of environmental protection.</p>	<p>You are a reporter interviewing the chief of the environmental protection agency of China. In addition to asking questions about the government plans to reduce air pollution in the near future, you will also need to comment on the issue by expressing your own opinion and experience as a resident of a major city like Beijing so that your concerns can be better addressed.</p>	<p>Content related words: e.g.</p> <ul style="list-style-type: none"> · quality of life · sickness · respiratory disease · lung cancer <p>Key phrases: e.g.</p> <ul style="list-style-type: none"> · environmental protection · exhaust emissions · energy conservation <p>Advanced level sentence pattern: e.g.</p> <ul style="list-style-type: none"> · A is duty-bound to the issue · A and B work together
<p>Interpersonal Writing I can respond to others opinions and ideas regarding environmental protection and environmental issues in writing.</p>	<p>To increase awareness of environmental issues, you've decided to write to the office of your congressman/policy maker who represents you. Exchange email with the person, express your concerns about the environmental issue faced by your community, suggest potential solutions and comment on his/her response.</p>	<p>Content related words: e.g.</p> <ul style="list-style-type: none"> · to urge someone do something · report · supervision · public comment collection · participate · regulation <p>Key phrases: e.g.</p> <ul style="list-style-type: none"> · harmful to health · dial number <p>Advanced level sentence pattern: e.g.</p> <ul style="list-style-type: none"> · (Subject) plays an important role in the issue
<p>Presentational Speaking I can deliver a presentation talking about the causes, effects, and solutions of environmental issues as well as the importance of environmental protection.</p>	<p>You are the student ambassador to an international environmental protection summit hosted in China. Make a presentation where you discuss and compare the environmental issues faced by China and the U.S. Also make suggestions on who these two countries can cooperate with when finding solutions to these issues in the future.</p>	<p>Content related words: e.g.</p> <ul style="list-style-type: none"> · economic development · exhaust emissions · responsibility · obligation · global warming <p>Key phrases: e.g.</p> <ul style="list-style-type: none"> · reach an agreement · sign a contract · approval agreement <p>Advanced level sentence pattern: e.g.</p> <ul style="list-style-type: none"> · higher to the point that... · (Subject) consists of A, B, C · outcome is... caused by... · ... is the cause of the outcome

<p>Presentational Writing I can write about the causes, effects, and solutions of environmental issues as well as the importance of environmental protection.</p>	<p>As a vocal member of your community, you feel the need to write an open letter to all the students on campus to address the dire need of environmental protection and the different ways students can contribute to this effort. You will need to talk about the effects of pollutions, the causes of this pollution, how to deal with them as individuals, and what can be done at the policy-making level.</p>	<p>Content related words: e.g.</p> <ul style="list-style-type: none"> · natural disaster · ecosystem · sit back and relax (idiom) · bystander · participant <p>Key phrases: e.g.</p> <ul style="list-style-type: none"> · threatening life <p>Advanced level sentence pattern: e.g.</p> <ul style="list-style-type: none"> · harmful to... · protecting the environment, everyone is responsible (common saying)
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Theme Two: Is our Education System Perfect?

Topics: Academic Life & Standardized Tests

NCSSFL-ACTFL Can-Do Statements	Program Can-Do Statements
<p>INTERPRETIVE - AM I can understand the main message and most supporting details across major time frames in conversations and discussions.</p>	<p>Listening I can understand the main message and supporting details of a discussion about education, especially regarding students’ academic life, workload, tuition and standardized tests.</p>
<p>INTERPRETIVE - AM I can understand the main message and most supporting details in descriptive informational texts and fictional texts.</p>	<p>Reading I can understand the main idea and supporting details of news stories about education, especially regarding students’ academic life, workload, tuition and standardized tests.</p>
<p>INTERPERSONAL - AM I can maintain discussions on a wide variety of familiar and unfamiliar concrete topics of personal and general interest, and sometimes academic, social or professional topics, as well as interact and negotiate to resolve an unexpected complication.</p>	<p>Speaking I can discuss education related issues such as students’ workload, tuition, and standardized tests with others.</p>
<p>INTERPERSONAL - AM I can maintain extended conversations by supporting, reacting to, and comparing preferences and opinions and expressing advice and emotions in writing.</p>	<p>Writing I can exchange opinions regarding education related issues, include students’ workload, tuition, and standardized tests and respond to others’ comments in writing.</p>

<p>PRESENTATIONAL - AM I can deliver detailed presentations and elaborate on a variety of concrete academic, social, and professional topics of interest, using organized paragraphs</p>	<p>Speaking I can deliver a presentation about one of the education issues faced by China or America such as students' workload, tuition, and standardized tests using organized paragraphs.</p>
<p>PRESENTATIONAL - AM I can present an argument with supporting evidence, based on a variety of concrete academic, social, and professional topics of interest, as well as write stories based on concrete experiences in academic, social, and professional topics of interest, using organized paragraphs.</p>	<p>Writing I can write about important education-related issues in China or the U.S. I can include aspects about students' workload, tuition, and standardized tests using organized paragraphs.</p>

Program Can-Do Statements	Performance Assessment Tasks	Vocabulary and Sentence Patterns
<p>Interpretive Listening I can understand the main message and supporting details of a discussion about education, especially regarding students' academic life, workload, tuition, and standardized tests.</p>	<p>In order to prepare yourself for a lengthy study abroad experience in China, you want to hear about Chinese students' take on their academic life and about the difficulties they might be facing. Now, conduct interviews with Chinese students on campus who have had experiences studying at various grade levels in China and summarize their stories along with the issues they have faced.</p>	<p>Content related words: e.g.</p> <ul style="list-style-type: none"> · bachelor degree · major / professional · private/public · expensive/low cost · certification · academic · work-study · entrance examination <p>Advanced level sentence pattern: e.g.</p> <ul style="list-style-type: none"> · provided by the... · as a component of...
<p>Interpretive Reading I can understand the main idea and supporting details of news stories about education, especially in regards to students' academic life, workload, tuition, and standardized tests.</p>	<p>As an intern of the Bureau of Education in China, you were tasked to collect feedback from students and families on regards to their opinion on the College Entrance Exam. After reading the online forums, you will need to identify the issues stated and compile them along with their offered suggestions into a database.</p>	<p>Content related words: e.g.</p> <ul style="list-style-type: none"> · college entrance examination · entrance examination · examination-oriented education · quality education · score line · admission criteria · controversial <p>Key phrases: e.g.</p> <ul style="list-style-type: none"> · talent selection <p>Advanced level sentence pattern: e.g.</p> <ul style="list-style-type: none"> · time duration is... · based on... · A and B run counter to one another
<p>Interpersonal Speaking I can discuss education related issues such as students' workload, tuition, and standardized tests with others.</p>	<p>You were invited to a culture exchange program co-hosted by Universities in China and the U.S. In addition to answering questions regarding academic life in the U.S. you will also ask student representatives from Chinese universities questions about the same topic to promote further comparison.</p>	<p>Content related words: e.g.</p> <ul style="list-style-type: none"> · school system · teaching · counseling · extracurricular activities · practice · community service · various (idiom) · course pressure · the rhythm of life · balanced workload <p>Advanced level sentence pattern: e.g.</p> <ul style="list-style-type: none"> · make a foundation for... · with the purpose of... · A brings heavy pressure to B

<p>Interpersonal Writing I can exchange opinions about education related issues, including students' workload, tuition, and standardized tests, and also respond to others' comments in writing.</p>	<p>While browsing the internet, you find a thread on 知乎 arguing that the college life in China is more stressful than in the U.S. Craft a response to this argument. In addition to formulating your own argument which discusses students' workload, tuition, and internship, make sure to also respond to people's comments and counter arguments within the thread.</p>	<p>Content related words: e.g. popular</p> <ul style="list-style-type: none"> · educational resources · investment · to cultivate · eliminate · academic environment <p>Key phrases: e.g.</p> <ul style="list-style-type: none"> · intense competition <p>Advanced level sentence pattern: e.g.</p> <ul style="list-style-type: none"> · A and B have a big gap · A is very different from B · A and B are similar
<p>Presentational Speaking I can deliver a presentation regarding one of the education issues faced by China or America such as students' workload, tuition, and standardized tests using organized paragraphs.</p>	<p>You are being invited to talk to Chinese students who plan to study abroad in an U.S. university. Now give a detailed presentation comparing two countries education system and difficulties students will face when making the transition.</p>	<p>Content related words: e.g.</p> <ul style="list-style-type: none"> · critical thinking · collective consciousness · self-awareness · independent thinking · responsibility / mission · opportunity / competition / challenge · expectation / hope for children's success (idiom) <p>Advanced level sentence pattern: e.g.</p> <ul style="list-style-type: none"> · in contrast · in comparison
<p>Presentational Writing I can write about important education-related issues in China or the U.S. and include information about students' workload, tuition, and standardized tests using organized paragraphs.</p>	<p>As a parent of a high school student who chose to repeat senior year because of a less-than-ideal college entrance exam score, write to the Bureau of Education in China to discuss the issues of China's college entrance exam and college admission process in general. Talk about the issues it creates and offer some suggestions for improvements.</p>	<p>Content related words: e.g.</p> <ul style="list-style-type: none"> · repeat · attention · high score repeat · employment · tuition · blindly · famous university / ideal university <p>Key phrases: e.g.</p> <ul style="list-style-type: none"> · seize the opportunity <p>Advanced level sentence pattern: e.g.</p> <ul style="list-style-type: none"> · want nothing but... · ...growing more severer

Theme Three: How Has Technology Changed our Lives?

Topics: Smartphone, Space Exploration & Internet Addiction

NCSSFL-ACTFL Can-Do Statements	Program Can-Do Statements
<p>INTERPRETIVE - AM I can understand the main message and most supporting details across major time frames in conversations and discussions.</p>	<p>Listening I can understand the main message and most supporting details of news stories concerning major technology advancement, and the benefits it will bring.</p>
<p>INTERPRETIVE - AM I can understand the main message and most supporting details in descriptive informational texts and fictional texts.</p>	<p>Reading I can understand the main message and most supporting details of articles and editorials about the pros and cons which consider the use of technologies.</p>
<p>INTERPERSONAL - AM I can maintain discussions on a wide variety of familiar and unfamiliar concrete topics of personal and general interest, and sometimes academic, social, or professional topics, as well as interact and negotiate to resolve unexpected complications.</p>	<p>Speaking I can discuss the pros and cons of technology-reliance and support my opinion when engaging in conversation with others.</p>
<p>INTERPERSONAL - AM I can maintain extended conversations by supporting, reacting to, and comparing preferences and opinions and expressing advice and emotions in writing.</p>	<p>Writing I can write about the pros and cons of technology-reliance and respond to other people’s comments and questions.</p>
<p>PRESENTATIONAL - AM I can deliver detailed presentations and elaborate on a variety of concrete academic, social, and professional topics of interest, using organized paragraphs</p>	<p>Speaking I can discuss technology’s recent advancement and its importance to mankind’s development, while also talking about the dangers of over-reliance on technology.</p>

<p>PRESENTATIONAL - AM</p> <p>I can present an argument, with supporting evidence, based on a variety of concrete academic, social, and professional topics of interest, as well as write stories based on concrete experiences in academic, social, and professional topics of interest, using organized paragraphs.</p>	<p>Writing</p> <p>I can write about the importance of technological advancements to societies and evaluate the issues such advancement may bring.</p>
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Program Can-Do Statements	Performance Assessment Tasks	Vocabulary and Sentence Patterns
<p>Interpretive Listening</p> <p>I can understand the main message and most supporting details of news stories concerning major technology advancements, and the benefits they bring.</p>	<p>To promote the studies in science and technology, you decide to give a presentation to showcase recent advancements in technology. Before you can do so, you will need to listen to a number of newscasts and summarize the content describing the advancement and the benefits it will bring.</p>	<p>Content related words: e.g.</p> <ul style="list-style-type: none"> · features · findings · change with each passing day (idiom) · endless (idiom) · Indispensable (idiom) <p>Key phrases: e.g.</p> <ul style="list-style-type: none"> · get a breakthrough · make a progress <p>Advanced level sentence pattern: e.g.</p> <ul style="list-style-type: none"> · A brings great convenience to B · Become an indispensable part of..
<p>Interpretive Reading</p> <p>I can understand the main message and most supporting details of articles and editorials about the pros and cons which consider the use of technologies.</p>	<p>As a research assistant of a public health institution, you are given the task to read about recent researches regarding the reliance on smartphones. After reading the research, you will need to compile a graph to display the pros and cons of smartphone. The report should be completed by using the data acquired from reading the research.</p>	<p>Content related words: e.g.</p> <ul style="list-style-type: none"> · new type · communication tools · convenient · mental illness · popularity rate · mobile phone dependence · apathetic · frequently · only increased (idiom) <p>Key phrases: e.g.</p> <ul style="list-style-type: none"> · favored by <p>Advanced level sentence pattern: e.g.</p> <ul style="list-style-type: none"> · A becomes part of B

<p>Interpersonal Speaking I can discuss the pros and cons of technology-reliance and support my opinion when engaging in conversation with others.</p>	<p>Assuming the role of a psychologist who is being invited to a TV show, engage in conversation with concerned parents about the issue of internet addiction. Answer their questions and convince them that internet addiction is a serious issue which needs to be addressed.</p>	<p>Content related words: e.g.</p> <ul style="list-style-type: none"> · Addiction · real world/virtual world · crux · contrast · tend to avoid · disadvantages (idiom) · urgent task (idiom) · speak freely (idiom) <p>Key phrases: e.g.</p> <ul style="list-style-type: none"> · bear the consequences · express yourself · acquire self-fulfillment · smoking opium <p>Advanced level sentence pattern: e.g.</p> <ul style="list-style-type: none"> · A brings great harm to B · A hates B deeply
<p>Interpersonal Writing I can write about the pros and cons of technology-reliance and respond to other people's comments and questions.</p>	<p>You recently came across a thread on a Chinese social forum which argues that space exploration is not as important as citizens living standards. Furthermore, the government should instead direct all funding to improving people's living standards, and especially provide citizens with better public service. Make your contribution by adding to the discussion thread. Argue on the side of supporting space exploration and respond to others' comments and critiques.</p>	<p>Content related words: e.g.</p> <ul style="list-style-type: none"> · reward · by-product · short-sighted · priority treatment · strategic layout · hard to estimate · long-term (idiom) · strong financial resources (idiom) · Intriguing (idiom) · Unexpected (idiom) <p>Key phrases: e.g.</p> <ul style="list-style-type: none"> · invest funds <p>Advanced level sentence pattern: e.g.</p> <ul style="list-style-type: none"> · ...not a small amount · A is an important basis for B
<p>Presentational Speaking I can discuss recent technological advancements and their importance to mankind's development, while also talking about the dangers of over-reliance on technology.</p>	<p>As the spokesperson of a local health organization in China, you are invited to give a speech about internet-use to students at a local high school. In your speech you need to talk about the benefits of using internet as well as the dangers of internet addiction, offer helpful suggestions to promote the healthy use of the internet.</p>	<p>Content related words: e.g.</p> <ul style="list-style-type: none"> · Communication · psychological needs · self-esteem · satisfaction · far apart (idiom) <p>Key phrases: e.g.</p> <ul style="list-style-type: none"> · play a role grasp own destiny · realize the value of life <p>Advanced level sentence pattern: e.g.</p> <ul style="list-style-type: none"> · there is a huge contrast between A and B. · A becomes a substitute for B

<p>Presentation Writing</p> <p>I can write about the importance of technological advancements to a society and evaluate the issues this advancement might bring.</p>	<p>Witnessing the recent trend of accidents caused by people who were glued to their smartphone, you feel the need to address this. Address the students of your school by writing an open letter to the students. Talk about the healthy ways to use a smartphone and how to avoid using them recklessly.</p>	<p>Content related words: e.g.</p> <ul style="list-style-type: none"> · smartphone addicts · together all the time (idiom) · terribly upset (idiom) · unstable (idiom) · restless (idiom) · unconsciously (idiom) <p>Advanced level sentence pattern: e.g.</p> <ul style="list-style-type: none"> · inadvertently... · A has a great relationship with B
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APPENDIX B

**K-16 CURRICULUM FRAMEWORK
WITH USAGE INTRODUCTION
(CHINESE VERSION)**

适用于K-16年级的课程框架

基本项目信息

1. 适用机构：中文公立学校或华裔语言学校
2. 语言：中文普通话
3. 学生年级：K-16年级
4. 目标语言水平等级（在项目结束后）：从初级至高级

课程框架 初级水平

主题一：让我来介绍我自己！

话题：自己，家庭和朋友

美国国家语言管理委员会-美国外语教学委员会 能做声明	项目能做声明
诠释型语言任务-初中级 我能借助手势或视觉辅助手段从记住的词语中识别出一些基本事实。	听力 我能听懂某人询问他人的姓名，年龄，出生日期，国籍，居住地点，家庭等相关问题。
诠释型语言任务-初中级 我能借助手势或视觉辅助手段从记住的词语中识别出虚构文本中的一些基本事实。	阅读 我能在故事当中辨别出描述一个人的简单个人信息词语。
人际沟通型语言任务-初中级 我能通过询问和回答一些关于非常熟悉的日常话题的简单问题，并混合使用练习过或记住的词语和简单的句子，来获得并提供信息。	口语 我能询问和回答关于他人的姓名，年龄，出生日期，国籍，居住地点，家庭等相关问题。
人际沟通型语言任务-初中级 我能混合使用练习过或记住的词语和简单的句子以及问题，来表达我自己的喜好或感觉并对他人的喜好或感觉作出回应。	写作 我能跟朋友互相交流彼此喜欢和不喜欢的东西。

<p>表达演示型语言任务 - 初中级</p> <p>我能混合使用练习过或记住的词语和简单的句子表达关于我自己的信息，我的爱好及我的活动。</p>	<p>口语</p> <p>我能说出我的家庭成员和他们的年龄，他们与我的关系，以及他们喜欢和不喜欢做的事情。</p>
	<p>写作</p> <p>我能给照片添加文字说明，包括我的家庭成员的名字，年龄，与我的关系，以及以及他们喜欢和不喜欢做的事情。</p>

项目能做声明	语言表现评估任务	词汇和句型
<p>诠释型听力任务 我能听懂某人询问他人的姓名，年龄，出生日期，国籍，居住地点，家庭等相关问题。</p>	<p>K-2年级 开学第一天，有很多新同学上K-2年级。教师会向学生介绍怎么说自己的姓名，年龄，出生日期，国籍，居住地，以及他们跟谁一起住。教师会制作一些包括数字，生日，国籍，城市的名字，等内容的词卡。学生可以在教师说话的时候选择一些卡片。关于文化方面可以教授中国学校上课时的一些程序，如老师说“下课”学生会起立说：“谢谢老师！”</p> <p>3-5年级： 一位新同学刚从中国过来！他/她正在向全班介绍自己。我们的中文老师正在问许多问题来了解这位新同学。听一听新同学和老师之间的对话，并把这位新同学介绍给一位不在你的中文课上的朋友。</p> <p>6-8年级： 你和你的朋友在中国旅行。你们在火车站走散了。你去警察局请他们帮助你。为了确认你的信息，找到你的朋友，警察会问你一些关于你和你的朋友的问题，包括你们的名字，你们多大，你们的生日，你们是哪国人，你们住在哪里，和其他相关问题。</p> <p>9-12年级： 在中国旅行的时候，你在外出郊游活动时参观了一所当地的学校。在那所学校里，你见到了和你年龄差不多大的学生，他们都很想认识你。现在听一听他们自己的自我介绍和他们关于你的问题。这样你就可以给他们一些答案了。</p>	<p>K-2年级 你好。我叫X。我今年X岁。我的生日是X。我是美国人/中国人。我住在纽约/X。谢谢老师。你的名字是不是...? 你叫什么名字? 我不是(名字)。</p> <p>3-5年级： 跟我的中文课上的新朋友见面，互相介绍(自己，家人)，认识新同学；欢迎；新；同学 你叫什么名字? 你今年几岁? 你的生日是什么时候? 你是哪国人? 你从哪里来? 你住在哪里? 你家有几口人? 你家有谁? 也，跟/和，但是。陈述式(肯定，否定)不但.....，而且.....。</p> <p>6-8年级： 收集个人信息： 你的朋友姓什么? 你的朋友叫什么名字? 你的朋友的生日是几月几号? 你的朋友是哪国人? 你的朋友住在哪里? 你的朋友家有几口人? 我的朋友姓X/不姓X。 我的朋友叫/不叫X。 我的朋友的生日是/不是X。 我的朋友今年X岁/不是X岁。 我的朋友是/不是X国人。 我的朋友住在/不住在X。</p> <p>请注意：数字，日期，家庭成员，国籍，国家名称，以及中国和美国一些有名的城市的名称。</p> <p>9-12年级： 打招呼 and 询问个人信息： 你好。 你姓什么? 你叫什么? 你今年多大了? (数字) 你是哪国人? 你是美国人/中国人吗(国家)? 你的生日是几月几号? 你住在哪里? 你家有几口人? 你好。 我姓X/不姓X。 我叫/不叫X。 我今年X岁/不是X岁。 我是/不是X国人。 我的生日是/不是X。 我住在/不住在X。 我家有/没有X口人。我有/没有(兄弟姐妹)。 描述一个人的形容词：高，漂亮，客气，等等。</p>

<p>诠释型阅读任务 我能识别出一个故事中一些描述一个人简单个人信息的话语。</p>	<p>K-2年级 在跟同学们学习一个月以后，老师把同学们的中文名字用不同的标志贴在墙上，并且把不同的生日标志放在地上。学生们首先要阅读，找到他们的名字和生日，站在旁边。然后同学们轮流大声用中文读出自己的信息。</p> <p>3-5年级： 参观当地一家周末中文学校的时候，你想跟那所学校的同学们交朋友。这所学校的同学们做了一些海报，上面有他们的故事。这些海报贴在走廊里，上面还有同学们的个人信息。请阅读这些信息，然后找一个跟你有一样的爱好的人。</p> <p>6-8年级： 这是你参观你的笔友上学的中国初中的最后一个星期。这所学校的中国学生准备好了关于他们自己的故事（上面没有写他们的名字）请你读。在这些故事里找出个人信息，包括姓名，年龄，生日，和爱好，然后找出这些故事都是谁写的。</p> <p>9-12年级： 你的学校要欢迎中国姐妹学校的代表团，团员包括2位老师和5名学生。代表团把每个人的介绍发送过来，其中包括每个人的个人信息，比如姓名，年龄，生日，和爱好。你需要阅读每个人的介绍来决定以下事项：</p> <ul style="list-style-type: none"> - 安排要来参观的学生参观一堂课。这堂课所在的年级应该适合学生的年龄。 - 决定他们来参观的时候，是不是需要给哪一位老师或者同学过生日 - 准备一份适合每一位参观者爱好的礼物 	<p>K年级： 数字，我</p> <p>G1年级 中文数字，我，你，他，她，月份，日期，姓名，好</p> <p>G2年级 中文数字，我，你，他，她，姓名，好，月份，日期，美国，中国，人/人们</p> <p>3-5年级： 我住在/不主在纽约州。 城镇，路 我喜欢/不喜欢X（颜色）。 我喜欢/不喜欢吃X（水果）。 我会/不会说X（英文，中文）。 我喜欢/不喜欢玩（做）X（运动）。</p> <p>6-8年级： 我叫..... 我今年#岁。 我的生日是.....。 我上.....学校，#年级。 我住在#年级。 我喜欢.....，也喜欢.....。 我不喜欢.....，也不喜欢.....。</p> <p>9-12年级： 我姓.....我叫..... 我今年#岁。 我的生日是.....。 我是/不是X（国籍）。 我上.....学校，#年级。 我住在.....。 我喜欢.....，也喜欢.....。 我不喜欢.....，也不喜欢.....。</p>
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<p>人际沟通型口语任务 我能询问和回答关于一个人的姓名, 年龄, 生日, 国籍, 住处和家庭或相关的问题。</p>	<p>K-2年级: 穿着你最喜欢的角色人物的外衣来上学。你可以决定你的角色人物的年龄, 生日和国籍。把你的角色人物介绍给班里其他人, 然后了解其他同学最喜欢的角色人物。</p> <p>3-5年级: 这是你第一次去台湾的中文和中国文化夏令营! 你想要交新朋友, 也想要知道还有谁也是从纽约来的。现在去向别人做自我介绍, 然后也了解他们的个人信息。</p> <p>6-8年级: 你在给即将到来的中文俱乐部聚会策划一个社交活动。现在你必须得到一些信息, 比方说谁会来参加, 这些人的信息, 他们喜欢做什么, 等等, 来想出这些活动。</p> <p>9-12年级: 你在中国留学。今天是第一次的社交俱乐部活动。你和你的俱乐部会员非常兴奋地互换个人信息, 了解对方。</p>	<p>K-2年级: 你好。我叫……。我今年X岁。你叫什么名字? 你今年几岁? 我的生日是X。你的生日是几月几号? 我家有X口人。你家有几口人? 我是美国人/中国人。你是美国人/中国人吗?</p> <p>3-5年级: 我叫……。你叫什么名字? 我今年#岁。你今年几岁? 我的生日是X。你的生日是几月几号? 我家有X口人。你家有几口人? 我是美国人。你是哪国人? 我来自纽约。你来自哪里?</p> <p>6-8年级: 你姓什么, 叫什么名字? 你想看什么演出? 你要看几点的演出? 你要看哪一天的演出? 你会跟你的家人一起来吗? 有多少人会跟你一起来? 你的家人叫什么名字?</p> <p>9-12年级: 你姓什么? 你叫什么名字? 你今年多大了? (数字) 你是哪国人(国家)? 你的生日是几月几号? (月, 日, 年) 你喜欢X吗(颜色)? 你住在哪里? 你喜欢做X吗(活动)?</p> <p>我姓X。 我叫X。 我今年X岁。 我是X国人。 我的生日是X。 我住在X。 我家有/没有X口人。我有/没有(兄弟姐妹)。 我姓……。我叫…… 我今年#岁。 我的生日是……。 我是/不是X(国籍)。 我上……学校, #年级。 我住在……。 我喜欢……, 也喜欢……。 我不喜欢……, 也不喜欢……。</p>
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<p>人际沟通型写作任务 我能跟我的朋友交换关于我们喜欢和不喜欢的信息的事情的信息。</p>	<p>K-2年级: 不适用。</p> <p>3-5年级: 这个地区有一些其他的华裔中文学校! 给你在波士顿的姐妹学校的笔友写一封信。跟你的笔友分享你喜欢和不喜欢的东西。写好以后把信寄出去。</p> <p>6-8年级: 你跟你的朋友生日就快要到了。你们两个决定要互换礼物。为了帮助对方选一个礼物, 你们每个人都在纸条上写下你们喜欢和不喜欢的东西然后互相交换。</p> <p>9-12年级: 这是你第一次给笔友写信。为了让你们更好地互相了解, 除了你的笔友的信息, 你也要跟你的笔友说一说你的喜好, 比方说, 你喜欢什么, 不喜欢什么。</p>	<p>K年级: 不适用。</p> <p>3-5年级: 我喜欢 (颜色名称) 我喜欢 (活动名称) 你喜欢什么颜色? 你喜欢做什么?</p> <p>6-8年级: 我喜欢A跟B。 我喜欢C, 也喜欢D。 我不喜欢E, 也不喜欢F。 你喜欢什么? 你喜欢.....吗? 词汇: 家庭成员, 颜色, 食物, 休闲活动</p> <p>9-12年级: 姓名, 年龄, 国籍, 生日, 住在哪里, 家庭成员, 颜色跟活动, 我喜欢....., 我也喜欢..... 我最喜欢..... 我不喜欢..... 你喜欢.....吗? 也 因为..... 都</p>
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<p>表达演示型口语任务 我能说出我的家庭成员，他们的年龄，跟我的关系，还有他们喜欢做什么，不喜欢做什么。</p>	<p>K-2年级: 我们要做一个班级的家谱。这个家谱由每个学生的家庭照片组成，做好后贴到墙上。介绍照片上的人的情况，比方说年龄，喜欢和不喜欢的事情，然后可以把家庭照片贴到班级家谱上。</p> <p>3-5年级: 感恩节就要到了。感恩节的精神是关于向自己的朋友和家人表达感激以及表现自己的感谢。首先介绍他们是谁，他们喜欢/不喜欢的事情，然后说一说为什么你要感谢他们。</p> <p>6-8年级: 你的朋友是中国人，最近刚来美国，而且还没有学英文。他/她第一次到你家做客。你拿出你的家庭照片给你的朋友介绍你的家人，包括他们的年龄，跟你的关系，和他们喜欢什么，不喜欢什么。</p> <p>9-12年级: 你的同学是一位中国来的交换学生。在中国新年的时候，他们不能回中国跟家人过新年。吃完晚饭以后，你的同学在电话上跟你分享他的家庭照片，所以你也拿出一个相册，跟他分享你的照片，包括一些信息，比方说跟你的关系，年龄，生日，喜欢什么和不喜欢什么。</p>	<p>K-2年级: 这是我的爸爸/妈妈/弟弟/哥哥/妹妹/姐姐。 表达自己的年龄 他/她喜欢（水果名称）。</p> <p>3-5年级: 这是我的（家庭成员） 描述这个人：比如年龄，最喜欢的颜色，最喜欢的食物。我想要感谢他/她，因为他/她喜欢帮助别人。</p> <p>6-8年级: 家庭成员，颜色，食物，休闲活动 他/她叫（名字）。 他/她是我的（关系）。 他/她X岁。 他/她喜欢/不喜欢……</p> <p>9-12年级: 这是我的（家庭成员） 介绍他们跟你的关系，如果合适的话介绍他们的年龄，生日，喜欢和不喜欢的事情，比如颜色，活动，动物 我爱他们 也， 因为， 都</p>
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<p>表达演示型写作任务 我能给一张我的家庭成员的照片加一段文字介绍，包括他们的姓名，年龄，跟我的关系，和他们喜欢什么，不喜欢什么。</p>	<p>K-2年级: 学生可以画一张家人的画像，或者带真正的家庭照片，贴在本子上，然后给照片贴上标签，上面写上一些词，比方说“爸爸，妈妈，哥哥弟弟，姐妹姐妹。”</p> <p>3-5年级: 你正在给你的寄宿家庭做一个感恩节的卡片。在卡片上，你会用记住的词语对每一个寄宿家庭的成员表达你的感谢。</p> <p>6-8年级: 圣诞节快到了！你想给中国寄宿家庭的每一个家庭成员准备一个礼物。为了帮助你记住每个人的喜好，你决定用一张家庭照片做笔记。你写出你的家庭成员里每个人的个人信息，包括他们跟你的关系，年龄，他们喜欢和不喜欢的颜色、食物等等。请注意在中国文化里送礼物的时候应该避免什么颜色或者避免送什么东西。</p> <p>9-12年级: 你的班级正在做一本年鉴。你想要写一篇关于你的家庭的短文在年鉴上发表。字数要在150字之内。</p>	<p>K-2年级: 家庭成员: 爸爸/妈妈/弟弟/哥哥妹妹/姐姐。 *学生可以写笔画少于5画的汉字；学生也可以写拼音。</p> <p>3-5年级: 家庭成员: 爸爸/妈妈/弟弟/哥哥/妹妹/姐姐 我要感谢（家庭成员）。</p> <p>6-8年级: 家庭成员，颜色，食物，休闲活动 他/她叫（名字）。 他/她是我的（关系）。 他/她今年X岁。 他/她喜欢/不喜欢……</p> <p>9-12年级: 他们是我的家人。这是我的……（介绍姓名，年龄，喜欢/不喜欢什么活动，颜色，和动物）。 也， 因为， 都</p>
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主题二：你每天都做什么？

话题：学校，班级，业余时间和服装

美国国家语言管理委员会-美国外语教学委员会能做声明	项目能做声明
<p>诠释型语言任务—初中级 我能在使用手势和视觉手段辅助的情况下根据记住的词语识别出对话中一些基本的事实。</p>	<p>听力 有人解释他/她喜欢的不同的活动，他/她喜欢穿什么衣服的时候，我能听懂一些关键信息，并且可以转述这个人的一些日常活动。</p>
<p>诠释型语言任务—初中级 我能在使用手势和视觉手段辅助的情况下根据记住的词语识别出信息性文本或对话中一些基本的事实。</p>	<p>阅读 我能在父母/学校为我设计的日程当中识别出一些关键信息，并列出我什么时候需要做什么。</p>
<p>人际沟通型语言任务—初中级 我能混合使用练习过的或记住的词语和简单的句子，通过提出或回答一些关于日常生活的常见话题的简单的问题，来索取或提供一些信息。</p>	<p>口语 我能提出或回答一些关于我对于不同的活动，穿着的衣服，及个人日常生活的喜好的问题。</p>
<p>人际沟通型语言任务—初中级 我能混合使用练习过的或记住的词语和问题，表达我自己的喜好或感觉并对他人的喜好或感觉作出回应。</p>	<p>写作 我能跟朋友交换关于他/她的对于不同的活动，穿着的衣服，及个人日常生活的喜好的问题的一些笔记，并写出一些简单的段落。</p>
<p>表达演示型语言任务-初中级 我能混合使用练习过的或记住的词语和简单的句子来传达关于我个人的信息和我的日常活动。</p>	<p>听力 我能给出一些关于我喜欢/不喜欢做的活动，我最喜欢/最不喜欢的衣服，以及我的日常活动的简单信息</p>
	<p>写作 我能通过给我每天的每项主要活动填写时间信息制定我每天的日程。</p>

项目能做声明	语言表现评估任务	词汇和句型
<p>诠释型听力任务 我能听懂一些关键信息当有人解释他/她的关于对于不同活动以及穿着的服装的喜好，并分享他/她的日常生活安排。</p>	<p>K-2年级: 教师描述班级吉祥物包括3-4个活动在内的日常生活安排。学生或收到一副包括4-5个活动在内的卡片。学生听老师的描述，然后找出他们听到的活动。</p> <p>3-5年级: 你的中国朋友发送给你一条语音信息，讲述他/她的下学期的每日安排，现在来查看以下你的每日安排，并且着重显示出你们都会上的课程以及上课的时间。</p> <p>6-8年级: 你正在准备下学期去中国留学。你正在用中国的视频网站（优酷/抖音）研究中国学生的日常生活，包括他们的活动，他们的校服，他们喜欢穿什么样的衣服，和他们每天的日程，然后决定你应该如何改变你的日程，和你要带的东西。</p> <p>9-12年级: 你要作为一个交换生去中国，虽然你非常兴奋，但是你也对未知的事情感到担忧。你找到了一段关于中国学生在中国的生活的视频，包括他们的穿着和每天的日程。请看这段视频并与你的同学分享你的日常生活安排与中国学生有什么不同。</p>	<p>K-2年级: 颜色（红色，黄色，蓝色，绿色，紫色，橙色） 动词：跑步，跳，游泳，吃（水果，早饭，午饭，晚饭），睡觉 衣服</p> <p>3-5年级: 数字，时间，运动，休闲活动，衣服，颜色，简单形容词（长/短），学校科目，星期一到星期五，早上，下午，晚上，表示频率的词语（每天/常常）</p> <p>6-8年级: 早上，下午，晚上， 频率词语（每天/常常） 我喜欢穿（衣服） 我每天（时间）做（活动）。</p> <p>9-12年级: 次数，日常活动，穿着的衣服，表示频率的词语，学校科目，上+学校科目，喜欢和不喜欢 也 因为 都</p>

<p>诠释型阅读任务 我能在我的父母/学校为我设计的日程表上识别出关键信息，并列出现在我需要做什么。</p>	<p>K-2 年级: 学生们一起复习课程表。学生们找出他们什么时候会做各种活动，比方说“吃零食时间”和“讲故事时间”。</p> <p>3-5 年级: 中国语言文化夏令营的日程表出来了。你非常兴奋，因为可以了解到你这个夏天在台湾要做的所有活动。现在你需要看一下你的日程表然后根据情况加入你的日常活动比方说食宿时间安排等。</p> <p>6-8 年级: 你刚刚到中国留学。学校给了你一份每天的时间表。你需要阅读这份时间表来找到你每天需要上的课，教室的号码，和早饭，午午饭还有晚饭的时间。学校也提供了一些课后活动。你需要添加2-3个课后活动来填补你的自由的时间。</p> <p>9-12 年级 你要去北京参加暑期留学项目。你刚到北京的学校，你的学校就给你发了一份日程表。你需要仔细看一看你的日程表，找出你的上课时间，教室号码，和其他有关的活动。你也需要把你找到的信息在你的计划清单上写下来，并且计划好你想参加的其他课外活动。</p>	<p>K-2 年级: 一周的七天（星期一，星期二……星期日） 活动（吃零食，听故事，做体育运动）</p> <p>3-5 年级 周一到周五 早晨，中午，下午 中文课，剪纸课，折纸课，书法课，午饭</p> <p>6-8 年级: 数字，时间，运动，休闲活动，衣服，颜色，简单形容词（长/短），学校科目，周一到周五，早晨，下午，晚上，频率词语（每天/常常），早饭，午饭，晚饭</p> <p>9-12 年级 次数，周一到周五，教室号码，教室名称，活动，早饭，午饭和晚饭</p>
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<p>人际交际型口语任务 我能询问和回答我关于不同的活动，喜欢穿的衣服，以及日常生活安排方面的喜好的一些问题。</p>	<p>K-2年级: 学生帮忙设计每周的课程安排。学生可以决定他们想要在每周的哪一天，什么时间，做他们想做的活动，比方说吃零食，打电脑等。教师可以决定是否满足学生的要求。</p> <p>3-5 年级: 跟你的同伴谈一谈你们的台湾夏令营每周的安排。根据具体的活动分享一下你们要穿什么衣服。</p> <p>6-8年级: 现在你知道了你在中国学校的每日活动安排，你开始试着跟中国同学交朋友了。你发现他们跟你每天有一样的课程安排！不要忘了问他们的喜好，比方说他们喜欢穿什么衣服，不喜欢穿什么衣服，喜欢和不喜欢什么样的活动等等。</p> <p>9-12 年级 你在中国留学。在去上课的路上，你见到了另一个在中国留学的同学。他们请你帮他们找出应该去哪个教室上课。后来你发现原来你们在同一个教室上课。你跟这个新生成了朋友。你们开始互相交流你们喜欢做的不同的活动，喜欢穿的衣服，和每天的日程安排。</p>	<p>K-2 年级 一周七天（星期一，星期二.....星期日）活动（吃零食，听故事，做体育活动）我们+（一周七天）可以做（活动名称）吗？</p> <p>3-5 年级: （星期一.....星期天）我上.....（课程名称）。我（打篮球/游泳/做饭/写书法）的时候，我穿.....（夹克/短裤/裤子/游泳衣/裙子/围裙）。</p> <p>6-8年级: （星期一.....星期天）你上什么课？ 你什么时候上（科目名称）？ （每天）你什么时候做（活动名称）？ 你喜欢穿什么样的衣服？ 你喜欢做什么？ 你喜欢做什么运动？</p> <p>9-12 年级 颜色，长和短，时间，学校科目，活动 你喜欢穿什么？ 你喜欢做什么？ 你什么时候上（课程名称）？ 你每天什么时候（活动名称）？ 我喜欢穿（服装名称）。 我喜欢（活动名称）。（不但，而且） （星期一.....星期天）我上（课程名称）。 我（时间）上（课程名称）。 我每天（时间）做（活动名称）。</p>
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<p>人际交际型写作任务 我能跟朋友通过简短的文字交流关于他/她在不同的活动，最喜欢的衣服和日程安排方面的喜好。</p>	<p>K-2年级: 我们班要准备办一个万圣节派对。你的老师无法决定你们要穿什么去参加派对，所以你们可以投票决定最喜欢的派对服装，并把它写在选票上，投下你的一票!</p> <p>3-5年级: 你的笔友给你写了一封电子邮件，询问你对一些衣服的看法。他/她提到他/她最喜欢的衣服并且在电子邮件里与你分享。在你的回复中给出一些关于他们穿什么的一些建议。</p> <p>6-8年级: 现在你知道你在中国学校的日常活动了，你开始试着跟中国同学交朋友。一个同学给你发送了一份他的日程安排，你需要回复他并写出你每天会做什么，包括不同的活动在內，并且找出你们的哪些课程和活动是一样的。</p> <p>9-12 年级 你刚刚从你的中国笔友那里收到一封信。在信里，你的笔友告诉你她作为中国学生的每日安排和中国学生的喜好。现在，轮到你来给你的笔友回信，告诉他们你作为一个美国学生的每日安排，以及在不同活动方面的喜好。</p>	<p>K-2年级 学生在句子中填上字：我喜欢#号衣服。 学生们要在汉字上描红，而且只根据自己的记忆写出数字。</p> <p>3-5 年级: (星期一.....星期天) 你上游泳课的时候，可以穿游泳衣。 (星期一.....星期天) 你(打篮球/游泳/做饭/写书法)的时候，你可以穿.....(夹克/短裤/裤子/游泳衣/裙子/围裙)。</p> <p>6-8年级 (星期一.....星期天) 我也上(科目名称)。 (星期一.....星期天) 我们都上(课程名称)。 (星期一.....星期天) 我做(活动名称)。 (星期一.....星期天) 我们都做(活动名称)。</p> <p>数字，时间，运动，休闲活动，衣服，颜色，简单形容词(长/短)，学校科目，星期一到星期五，早上，下午，晚上，频率词语(每天/常常) 早饭，午饭，晚饭。(也/都)</p> <p>9-12年级: 我喜欢穿(服装名称)。(不但.....而且.....)(也，都) 我不喜欢穿(服装名称)。(因为.....所以.....) (星期一.....星期五) 我有#节课。 我(时间)上(科目名称)和(科目名称)。 每个星期(星期一.....星期天) 我(活动名称)。 服装名称，活动，时间，科目</p>
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<p>表达演示型口语任务 我能给出一些关于我喜欢/不喜欢的活动，我最喜欢/最不喜欢穿的衣服，以及我的每日日程安排的简单信息。</p>	<p>K-2年级 学生们跟其他班的同学分享每周的课程安排。学生们需要分享的信息包括星期一/星期二/星期三/星期四/星期五“吃零食”，“打球”等。</p> <p>3-5年级: 你将要报告你的中文夏令营的日程安排。根据你的兴趣和爱好，说一说你做每一个活动跟上每一节课的时候想要穿什么。</p> <p>6-8年级: 你在中国的姐妹学校校长要来参观你的学校。你被选中欢迎来访者并介绍:</p> <p>-一般美国初中生的日程表 -美国初中生一般穿什么上学 -美国初中生喜欢做的活动</p> <p>9-12年级: 你在中国的姐妹学校校长要来参观你的学校。你被选中欢迎来访者并介绍:</p> <p>-一般美国初中生的日程表 -美国初中生一般穿什么上学 -美国初中生喜欢做的活动</p>	<p>K-2: K-2年级 问候 (大家好) 一周七天 我们星期一到星期日“活动” 感谢听众 (谢谢大家)</p> <p>3-5年级: (星期.....) 我上游泳课的时候, 我得穿游泳衣。(星期.....) 我(打篮球/游泳/做饭/写书法)的时候, 我要穿(夹克/短裤/裤子/游泳衣/裙子/围裙)。我做(某个活动)的时候我喜欢穿(某种类型的衣服), 因为穿(某种类型的衣服)非常舒服/好看/方便。</p> <p>6-8年级: -问候 -简单自我介绍(我叫.....; 我上#年级) -每日日程安排(我们.....点到学校; 我们.....点吃午饭; 我们.....点下课; 我们穿.....上学; 我们不能穿.....上学; 我们喜欢做.....) -谢谢大家。</p> <p>9-12: -问候 -简单自我介绍(我叫.....; 我上#年级) -每日日程安排(我们.....点到学校; 我们.....点吃午饭; 我们.....点下课; 我们穿.....上学; 我们不能穿.....上学; 我们喜欢做.....) -谢谢大家。</p>
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<p>表达演示型写作任务 我能够通过填写每日主要活动的信息制作我自己的日程表。</p>	<p>K-2年级: 学生有机会通过把活动卡片贴到周末日程表上来制作他们自己的日程表。然后他们将要使用表示数字的汉字写出每个活动的相应时间。</p> <p>3-5年级: 你有机会制作你自己的夏令营日程表。在计划上写下时间段并使用你记住的字标注相应的活动。</p> <p>6-8年级: 这是你在中国留学的第二个学期。学校不再为你制作日程表了。你可以自由安排你每天的课程和活动。你的日程表应该包括时间,日期,不同的活动,你那一天需要穿的衣服,课程表,和教室号码。</p> <p>9-12年级: 这是你在中国留学的第二个星期。你拿到了你的日程表并加入了一个俱乐部。看起来一切都安排好了。你对中国书法非常着迷,想和你的朋友上校外的书法课。但是,你不太确定你是不是有时间。因此,你通过填写每天的课程和主要活动的时间信息制作了你每天的日程表</p>	<p>K-2年级: 星期一-星期日,上学,画画,玩,读,早饭/午饭/晚饭</p> <p>3-5年级: -清晨,早上,中午,下午,晚上 -.....点整, -.....点半,分(时间的表达方式) -第一节课,第二节课,第三节课....., 午饭时间 -课(中文课/游泳课/书法课/烹饪课/音乐课/舞蹈课)</p> <p>6-8年级: 时间,课程名称,活动名称 (星期一.....星期五),我有(##)节课:课程名称,课程名称和课程名称。 早上/下午/晚上/夜里我从(时间)到(时间)上课。 (课程名称)下课以后,我想去(活动名称)。</p> <p>9-12年级: 时间,课程名称,活动名称 (星期一.....星期五),我有(##)节课:课程名称,课程名称和课程名称。 早上/下午/晚上/夜里我从(时间)到(时间)上课。 (课程名称)下课以后,我想去(活动名称)。</p>
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主题三：我们设计一个健康的饮食计划！

话题：水果，颜色，形状，大小，饮品，食品，味道和健康或不健康

美国国家语言管理委员会-美国外语教学委员会能做声明	项目能做声明
<p>诠释型语言任务-初中级 我能通过记住的词语在视觉手段和手势的支持下识别出一些基本信息。</p>	<p>听力 我能听懂有关于食品饮料喜好的对话里的关键信息。</p>
<p>诠释型语言任务-初中级 我能通过记住的词语在视觉手段和手势的支持下在信息性文本中识别出一些基本信息。</p>	<p>阅读 我能识别出关键信息，比如一个商店/饭馆提供的饮料或食物以及相应的价格。</p>
<p>人际交际型语言任务-初中级 我能通过混合使用练习过的或记住的词语和简单的句子，就非常熟悉的和日常的话题，提出和回答一些简单的问题索取和提供信息</p>	<p>口语 我能提出和回答一些关于我在食物，水果和饮料方面的偏好的问题。</p>
<p>人际交际型语言任务-初中级 我能通过混合使用练习过的或记住的词语和问题，表达自己的偏好或感觉并对他人的偏好或感觉作出回应。</p>	<p>写作 我能用写信的方式告诉朋友我所喜欢的及不喜欢的食物。</p>
<p>表达演示型语言任务-初中级 我能通过混合使用练习过的或记住的词语和问题，就我的兴趣和活动进行演讲或报告。</p>	<p>口语 我能给出一些关于我每天吃的食品和每天喝的饮品的简单的信息。</p>
	<p>写作 我能制作一个食品日志来记录我每天吃的东西。</p>

项目能做声明	语言表现评估任务	词汇和句型
<p>诠释型听力任务 我能在别人解释他/她每天吃喝的东西,以及他/她喜欢和不喜欢食用的食物,水果和饮料的时候,理解一些关键信息</p>	<p>K-2 年级: 老师向全班宣布他们每天吃的零食有哪些。学生听老师说,然后选出相应的图片,并把图片贴到班上的日程表上。</p> <p>3-5 年级: 你在计划你的中文课十月份的生日派对。为了确保大家庆祝得开心,你访问了你的同学,来了解他们喜欢什么,不喜欢什么。根据十月份过生日的同学的数量把全班分成不同的组。听一听你的组里过生日的男孩/女孩的话,然后记下关于他们的喜好的笔记。</p> <p>6-8 年级: 明天你想跟你的中国同学去中国饭馆吃饭。你的中国同学告诉你他们每天吃的和喝的东西,以及他们喜欢和不喜欢什么食物,水果和饮品使用这些信息来决定最合适中国餐馆是哪一家。</p> <p>9-12 年级: 你要为你班上的所有同学办派对。为了决定要准备什么食物,你请你班上每一个同学在微信上留言,写下他们的喜好,以及他们不能吃的东西。听一听你的同学回应并选择办这次派对最受欢迎的食物。</p>	<p>K-2 年级 饮品:牛奶,橙汁,苹果汁,水 水果:苹果,橙子,香蕉</p> <p>3-5 年级 每天.....都/常常/有时候 我喜欢吃/喝..... 我不喜欢吃/喝..... 我早饭每天吃X。 我午饭每天/常常吃(食品名称)。 我晚饭每天/有时候我吃X。</p> <p>6-8 年级 我每天吃..... 我喜欢吃/喝..... 我不喜欢吃/喝..... 动词(吃,喝)。食品名称,饮品名称,货币单位</p> <p>9-12 年级: 我想吃..... 跟.....比,我更喜欢..... 我对.....过敏 我不能吃..... 我正在节食。 我吃素。</p>

<p>诠释型阅读任务 我能辨认关键信息，如商店或饭馆提供的饮品或食品及其相应的价格。</p>	<p>K-2年级 教师向学生展示当天可以吃哪些零食。学生在他们当天想喝的饮品和想吃的水果上做标记。</p> <p>3-5年级 你和你的家人正计划去一家地道的中餐馆吃饭。这家中餐馆只有中文菜单来帮助你的家人选择菜品。看一看这份菜单，然后给不同类型的菜标上类别，比方说鸡肉，鱼肉，蔬菜等等。</p> <p>6-8年级 你要带你的家人去一个中国城的美食广场，那里到处都是地道的中国菜。为了帮助你的家人，你要确保你能读得懂每一家的菜单并且能识别出他们所提供的食物的种类以及价格的范围。</p> <p>9-12 年级 你和你的美国朋友要去中国城的一家珍珠奶茶店。因为这家店是新开的，所以现在还没有英文菜单。但是你的朋友不懂中文，所以你需要把菜单读给你的朋友听，让他们知道有哪些可以选择的饮品，这样可以帮助他们决定要买什么。</p>	<p>K-2年级 饮品：牛奶，橙汁，苹果汁，水 水果：苹果，橙子，香蕉</p> <p>3-5 年级 炒饭，炒面，春卷，炒米粉，汤面，饺子，锅贴。珍珠奶茶，可乐，苏打水，水，柠檬汁。 一盘，一份，一杯，一瓶 ……多少钱？ 一共（#）钱。</p> <p>6-8年级 我每天吃…… 我喜欢吃（喝） 我不喜欢吃（喝） 动词（吃，喝）。食品名称，饮品名称，货币单位。</p> <p>9-12 年级 菜品，食品，水果和饮品名称，价格</p>
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<p>人际交际型口语任务 我能提出并回答我关于不同活动，服装，日程安排方面的喜好。</p>	<p>K-2年级 教师了解学生关于他们在校吃零食时的喜好以及学生喜欢与不喜欢的活动。学生可通过“是”或“不是”来回答。</p> <p>3-5年级: 你将在选择学校委员会设计的校服中选择一套作为校服，并投票表决。比较所有的校服并选出你在学校服装日所要穿的一套。</p> <p>6-8年级: 你正在为明天与朋友一起吃晚饭选择一家中国饭馆。跟朋友对话谈一谈你们都喜欢和都不喜欢的食品，水果，和饮品。</p> <p>9-12年级: 你跟你的新朋友明天要去野餐。在电话上，你们正在询问对方喜欢和不喜欢什么食品，水果和饮品。</p>	<p>K-2年级: 食品和饮品名称: 例如：牛奶，水，橙汁，苹果汁，饼干，薯片 活动名称：例如，打篮球，打棒球，读书</p> <p>3-5 年级: 夹克，女士衬衫，短裤，短裙，长裙（西式），短袜/长袜，帽子 你想穿什么? 我想穿……（颜色和服装名称）</p> <p>6-8 年级 我每天都吃…… 我喜欢吃（喝）…… 我不喜欢吃（喝）…… 动词（吃，喝）。食品名称，饮品名称。</p> <p>9-12年级: 你不喜欢吃/喝……（食品或饮品名称） 我不喜欢吃/喝…… 你最（不）喜欢吃什么东西? 我最（不）喜欢吃……</p>
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<p>人际交际型写作任务 我能用写信的方式告诉朋友我所喜欢的及不喜欢的食物。</p>	<p>K-2年级: 不适用</p> <p>3-5年级: 跟你的同学交换文本/信息并找出他们在班里的生日庆祝活动上想要什么样的食品和饮品。然后统计出最受欢迎和最不受欢迎的食品/饮品,这样你就可以根据情况安排了。</p> <p>6-8年级: 你是一个营养师。你的客户发送给你他们的每日食谱,其中包括他们每天吃的食品,和他们最喜欢和最不喜欢的食品。作为一个营养师,请帮助你的客户调整他们在饮食上的选择,让他们的每一餐都更加健康。</p> <p>9-12年级: 你跟你的营养师朋友在微信上发信息。为了根据你自己的情况调整你的饮食习惯,你非常想要知道那些食品和饮品是你的朋友常常食用以保持健康的,以及你的朋友最喜欢和最不喜欢的食物有哪些。</p>	<p>K-2年级: 不适用</p> <p>3-5年级: 最,比/更喜欢 我最喜欢吃/喝..... 我最不喜欢吃/喝..... 我不喜欢吃/喝.....</p> <p>6-8年级: 我每天吃..... 我最喜欢吃/喝..... 我最不喜欢吃/喝.....</p> <p>动词(吃,喝)。食品名称,饮品名称,最</p> <p>9-12年级: 你每天吃/喝什么? 我每天吃/喝.....</p> <p>你喜欢吃/喝什么?</p> <p>你更喜欢吃/喝什么? 你为什么喜欢吃/喝.....(食品名称)?</p>
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<p>表达演示型口语任务 我能给出一些关于我每天一般会食用的不同种类的食品和饮品的简单信息。</p>	<p>K-2年级: 老师向学生在黑板或白板上呈现一张食品和饮品（通过照片）的列表。每一名学生都告诉他们班上的同学他们喜欢还是不喜欢照片上的食品/饮品。老师可以告诉学生他们的答案会帮助决定下个星期零食时间会吃到什么样的零食。</p> <p>3-5年级: 在即将到来的外出活动当中，你的班级要去中国城参观吃饭。给你的老师留一个语音信息，给出一些简单的信息，告诉老师你们想要吃什么，喝什么。</p> <p>6-8年级: 你要去中国同学的外婆/奶奶家里吃晚餐。他的外婆/奶奶会给你们做一顿大餐。他的外婆/奶奶问你们晚餐想要吃什么。你必须告诉她你每天的饮食和你喜欢吃的食品和喜欢喝的饮品。</p> <p>9-12年级: 你跟你的朋友出去玩的时候去了一个点心餐厅吃晚饭。你的朋友觉得你的饮食习惯非常健康，而且希望你分享你每天的食谱。做一个视频，说一说你每天的饮食习惯，然后把视频上传到比如微信或是YouTube一类的社交媒体平台上。</p>	<p>K-2年级: 食品和饮品的名称: 例如：牛奶，水，橙汁，苹果汁，饼干，薯片， 活动名称：例如：打篮球，打棒球，读书 我喜欢（食品名称） 我不喜欢（食品名称）</p> <p>3-5年级: 最，比/更喜欢 我最喜欢吃/喝..... 我最不喜欢吃/喝..... 我不喜欢吃/喝.....</p> <p>6-8年级: 我每天吃..... 我喜欢吃/喝..... 我不喜欢吃/喝..... 动词（吃，喝）。食品名称，饮品名称。</p> <p>9-12年级: 我每天吃/喝.....（水果/饮品名称） 我早上（时间）吃早饭。我早饭吃X,X和X。因为（食品名称）非常（不）健康，我（不会/会）吃（食品名称）。我下午（时间）吃午饭。我午饭吃.....我晚上（时间）吃晚饭。我晚饭吃.....</p>
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<p>表达演示型写作任务 我能制作一个饮食日志来记录我每天吃的东西。</p>	<p>K-2年级: 学生将制作一个食品银行的海报。在海报中会有不同的食品,而且这些食品的图片会被学生贴在不同类别之下,比方说水果和蔬菜。在每个食品之下,学生要贴上“健康”和“不健康”的标签。</p> <p>3-5年级: 你身上起了疹子,浑身都是。为了找出引发过敏反应的原因,你的医生要求你做一份食品日志记录你每天的饮食。</p> <p>6-8年级: 你最近一直在锻炼,想要增长一些肌肉。你的教练要你根据你每日的营养需要创建一份每日饮食计划,包括蔬菜,肉类,主食,和饮品。你也要告诉你的教练你喜欢吃什么食品。把这些食品加入你的清单会帮助你的教练更好地修改你的饮食计划。</p> <p>9-12年级: 你正在上营养学的课。你的老师让你们制作一份饮食日志来记录你们每天吃什么并且标注你所吃的每种食物的热量和营养含量。</p>	<p>K-2年级: 我(每天/常常)吃(水果或任何学生学过的食品名称)。我每天(每天/常常)喝牛奶/果汁。 *学生写的汉字或部件要少于5画</p> <p>3-5年级: 时间的表达方式 一周七天 我吃..... 我喝..... 食品名称</p> <p>6-8年级: 我每天吃..... 我喜欢吃/喝..... 我不喜欢吃/喝..... 动词:(吃,喝)。食品名称,饮品名称。</p> <p>9-12年级: 我(日期/星期一-星期日)吃/喝..... 量词“份”(杂志,报纸等)杯,碗</p>
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课程框架 中级水平

主题一：来参观我的家和我的社区

话题：家庭，家务和方向

美国国家语言管理委员会-美国外语教学委员会能做声明 NCSSFL-ACTFL Can-Do Statements	项目能做声明 Program Can-Do Statements
<p>诠释型语言任务-中中级 我能理解简短直接的对话，信息性或虚构性文本中的主要内容和关键信息。</p>	<p>听力 我能理解由中国伙伴学校的学生直播或录制的介绍和描述她/他所居住的社区的情况。</p>
	<p>阅读 我能理解在流行杂志上给出的简单问卷中的关于我的家庭和社区的问题e。</p>
<p>人际交际型语言任务-中中级 我能通过关于熟悉的或是研究过的话题的对话交换信息，产出句子或是一系列的句子，并由此进一步提出各种各样的问题。</p>	<p>口语 我能跟在中国的伙伴学校的学生交换信息，帮助这个学生准备他/她在进行短期交换的过程中参观我的家庭和社区。</p>
	<p>写作 我能回复他人关于在我的社区短期居住计划的留言。</p>
<p>表达演示型语言任务 我能使用一些句子或一系列互相联系的句子对于熟悉的话题和一些具体的我所研究过的话题进行直接的报告。</p>	<p>口语 我能制作一个关于我的社区的视频：简单描述那里的环境，人口，以及每年举行的特别活动。</p>
	<p>写作 我能写出一份关于我的所居住的社区的简短的报告，给我在中国的伙伴学校的同龄人看。</p>

项目能做声明	语言表现评估任务	词汇及句型
<p>阐释型听力任务 我能理解由中国伙伴学校的学生直播或录制的介绍和描述她/他所居住的社区的情况。</p>	<p>3-5年级: 你的中国朋友给你发送了一个视频, 向你展示他/她所居住的城市。看完这段视频以后, 你决定把视频里的信息跟你的同班同学分享, 看一看你们将来是不是想去这个城市参观。</p> <p>6-8年级: 你计划去中国留学(旅行)。在你去中国之前, 你可以看一看中国网站上的视频, 了解一下你要去的城市的人口, 位置, 气候, 环境, 公共设施, 著名景点, 食物和相关信息, 然后列一份清单, 写明要注意什么或是要带什么。</p> <p>9-12年级: 你计划去中国留学。因为你从没见过过去中国, 因此父母非常担心。为了让父母放心你开始在网络上搜索相关信息来解答父母的问题。你找到了一部跟你要去留学的城市相关的影片, 所以请你先记录该影片所提供的关键信息。</p>	<p>3-5年级: 我们住在北京/上海/香港。 北京/上海/香港位于中国的北部/南部/东部/西部。 北京/上海/香港的冬天非常热/冷, 夏天非常热/暖和。北京/上海/香港的特色菜是茶/水果/点心。</p> <p>6-8年级: 我的家乡是(城市名称)。 我的家乡位于(国家名称)的(方位词语)(例如: 我的家乡位于中国的西部)。 (城市名称)的人口是(#)。 (城市名称)的气候是..... (城市名称)又(adj.)又(adj.) 这座城市有(公共设施/著名景点名称) (城市名称)的特色菜是..... 城市名称, 数字, 天气, 描述环境的形容词, 食品名称, 著名中国景点, 方向词语 (又.....又.....) (不但....., 而且.....)</p> <p>9-12年级: 我住在(城市)。(城市在)在中国的(方向词) (城市的名字) (不但.....而且.....) (又.....又.....) 这个城市有(季节的名字)。春天(形容词), 夏天(形容词), 秋天(形容词), 冬天(形容词), (城市的名字)最有名的小吃是..... (城市的名字)最有名的景点是.....</p>

<p>人际交际型阅读任务 我能理解在流行杂志的调查问卷上关于我的家庭和我所居住的社区的问题。</p>	<p>3-5年级 你正在计划向你的中国朋友介绍你家乡所在的城市。为了找出关于这座城市的更多信息，你需要访问中文版维基百科和百度相关页面文章并获取关于这座城市的基本信息，比如地点，地区，人口等等。</p> <p>6-8年级 为了促进旅游业发展，你的家乡发布了一系列中文的宣传手册和纸版广告。阅读这些材料并写下你的中国朋友会感兴趣的要点/主要的吸引人的地方。</p> <p>9-12 年级： 你要去中国旅游。你出发以前，想要在爱彼迎 (Airbnb) 上订一个住处。为了为你的旅行订到最完美的爱彼迎民宿，你正在查看网站上的评论，阅读其他人对于当地社区有什么评论，以帮助你做出决定。</p>	<p>3-5年级： 纽约市是世界之都，因为联合国坐落于此。纽约市不但有来自世界各地的居民，而且有来自不同国家的各种各样的美食。纽约市位于美国的东北部。纽约市冬天很冷，夏天很热。</p> <p>6-8年级： 我的家乡是 (城市名称)。它位于 (国家名称) 的 (方位词语) (例如：他位于中国的西部)。 (城市名称) 的人口是 (#)。 (城市名称) 的气候是.....</p> <p>9-12年级： 这个房子就在..... (公共设施) 附近。 这个房子..... (不但....., 而且.....) / (又.....又.....)。 这个房子离..... (公共设施) 很远/很近。 这个房子里有..... (描述房屋/房间的词语)。</p>
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<p>人际交际型口语任务 我能跟来自中国伙伴学校的学生交换信息，帮助这个学生准备他/她来我的家庭和社区进行短期交流。</p>	<p>3-5年级: 刚从中国来的交换生来到了你的学校。你被任命为学生大使，帮助他/她了解这座城市和你的社区。你计划为这个学生办一个说明会，以解答他/她可能会有的所有问题。同时，你也计划通过询问这个学生关于他/她的城市和社区的问题，来增强说明会的互动性。</p> <p>6-8年级: 你下个学期要去中国做交换生，同时也有一个中国交换生要到你的学校来。为了为交换生的生活做好准备，你们两个通过电话互相联系。你们都问对方关于所在城市的问题，包括人口，地点，气候，环境，公共设施，著名景点，饮食和相关问题。</p> <p>9-12年级: 你和你的朋友志愿为一组来自中国的留学生做导游。他们想要了解更多关于你的学校和社区的情况。在导览过程中，你的朋友正在向留学生们介绍你的学校，你也在试着回答一些关于你的学校和社区的问题。</p>	<p>3-5 年级: 纽约市是世界之都，因为联合国坐落于此。纽约市不但有来自世界各地的居民，而且有来自不同国家的各种各样的美食。纽约市位于美国的东北部。纽约市冬天很冷，夏天很热。我们的学校有各种有意思的科目。我们有..... (科目名称)。</p> <p>6-8年级: (城市名称) 在 (国家名称) 的什么地方? (城市名称) 的人口有多少? (城市名称) 的气候是什么样的? (城市名称) 怎么样? (城市名称) 的著名景点是什么? (城市名称) 的特色食品是什么? 我的家乡是 (城市名称)。 我的家乡在 (国家名称) 的 (方位词语) (例如: 我的家乡位于中国的西部)。 (城市名称) 的人口是 (#)。 这座城市有 (公共设施/著名景点)。 (城市名称) 的特色食物是.....</p> <p>城市名称, 数字, 天气, 描述环境的形容词, 食品名称, 著名中国景点, 方位词语 (又.....又.....) (不但.....而且.....)</p> <p>9-12年级: (学校名称) 怎么样? (学校名称) 附近/旁边是什么? (学校名称) 有什么课? (学校名称) 离公共设施近/远吗? (学校所在的城市) 气候怎么样? 那里的特色食品是什么? 那里有什么景点? 学校名称 (不但+形容词, 但是+形容词) / (虽然+形容词, 但是+形容词) / (又+形容词, 又+形容词)。 这所学校有..... (设施)。 这所学校有..... (科目)。 学校附近/旁边是..... (商店, 公共设施)。</p>
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<p>人际交际型写作任务 我能对其他人的关于他们如何准备在我所居住的社区短暂停留的帖子作出回应。</p>	<p>3-5年级: 你的老师创建了一个博客, 让你们发帖给从中国来的交换生关于如何准备在你的社区即将到来的行程提出建议。阅读你的同学的帖子并且做出评论。</p> <p>6-8年级: 你正在访问很受欢迎的旅行网站(蚂蜂窝/携程/穷游), 上面有一些旅行者在问关于你的家乡的问题, 包括人口, 地点, 气候, 环境, 公共设施, 著名景点, 食品和相关问题。为了帮助旅行者准备参观你的家乡, 回答他们的问题。</p> <p>9-12年级: 你是一个非常受欢迎的微博旅行博客作者。在发表完今天的博客之后, 你的一些粉丝问你如何在你居住的城市做短期旅游。给你的粉丝写一些回复吧。</p>	<p>3-5年级: 我同意纽约市很.....因为..... 我觉得纽约市..... 我不同意纽约市很.....因为..... 我觉得纽约市.....</p> <p>6-8 年级: 我的家乡是(城市名称)。 我的家乡在(国家名称)的(方位词语)(例如: 我的家乡位于中国的西部)。 (城市名称)的人口是(#)。 (城市名称)又.....(adj.)又.....(adj.)/ 这座城市有(公共设施/著名景点)。 (城市名称)的特色食物是..... 城市名称, 数字, 天气, 描述环境的形容词, 食品名称, 著名中国景点, 方位词语 (又.....又.....)(不但.....而且.....)</p> <p>9-12年级: 城市名称(不但+形容词, 而且+形容词/(虽然+形容词, 但是+形容词)/(又+形容词, 又+形容词)/非常。 这座城市的季节包括(季节名称); 这里冬天(形容词), 春天(形容词), 夏天(形容词), 秋天(形容词)。这座城市有(公共设施名称/著名景点) (城市名称)的特色食品是..... 我建议你去(地点)吃东西/散步/拍照。 程度副词: 很, 非常, 特别</p>
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表达演示型口语任务
我能制作关于我的社区的在线视频：对环境的简单描述，人口情况，和社区每年所举办的独特活动。

3-5 年级

你将会跟三位同学一组制作一个视频为春季将要来美国参观的交换生介绍你的学校和社区。这个视频将提供关于环境，人口，和社区每年举办的特别活动的信息。

6-8 年级:

祝贺你！你被任命为你的家乡的旅游大使。你现在必须录制一份宣传视频，介绍你的家乡。请在视频中包含关于家乡的以下信息：人口，地点，气候，环境，公共设施，著名景点，食品和每年举办的特别活动。

9-12 年级:

你是一个非常受欢迎的 YouTube 视频明星。这个星期你决定做一个关于你所居住的城市和社区的每周播客。你计划通过讨论人们来你的城市可以做的事情和他们可以参观的地方，以及他们喜欢品尝的食物，不但要介绍你的城市，而且要鼓励人们来这里参观。

3-5 年级:

纽约市是世界之都，因为联合国坐落于此。纽约市不但有来自世界各地的居民，而且有来自不同国家的各种各样的美食。纽约市位于美国的东北部。纽约市冬天很冷，夏天很热。我们有.....（科目名称）。我们的学校每年都会举办“世界日”活动。在“世界日”上，你可以吃到来自世界各国的食品。你也能看到来自不同国家的演出。

6-8 年级:

我的家乡是（城市名称）。
我的家乡在（国家名称）的（方位词语）（例如：我的家乡位于中国的西部）。

（城市名称）的人口是（#）。
（城市名称）又.....(adj.)又.....(adj.)/
这座城市有（公共设施/著名景点）。

（城市名称）的特色食物是.....
（又.....又.....）（不但.....而且.....）
城市名称，数字，天气，描述环境的形容词，食品名称，著名中国景点，方位词语，节日，庆祝活动

9-12 年级

这个地方是（城市名称）。
这个地方位于中国的（方位词语）
（城市名称）（不但.....而且...../
又.....又.....，还.....）。

（城市名称）的人口是（#）。
这座城市的季节包括（季节名称）；这里冬天（形容词），春天（形容词），夏天（形容词），秋天（形容词）。这座城市有（公共设施名称/著名景点）

（城市名称）的特色食物是.....
（城市名称）又.....(adj.)又.....(adj.)/
（城市名称）有很多有意思的地方和很多好吃的东西。

这座城市有（公共设施）。（城市名称）的著名景点和特色食物是.....
每年（季节/日期/时间）的时候我们会举行/庆祝（活动名称）。
我们邀请你们所有人到我们这里来参观！

<p>表达演示型写作任务 我能写出关于我所居住社区的简短的报告，与我在中国的伙伴学校的同龄人分享。</p>	<p>3-5年级： 一群来自中国的学生大使将在春天参观你的学校。在他们到来之前，你要负责制作一个关于你的城市的文字介绍，这样他们就可以通过你的介绍了解到你的城市的信息并有针对性地做好准备。确保你的介绍里包括以下信息：当地环境，人口，以及每年举办的特别活动。</p> <p>6-8年级： 你最近发现了一位对以后到美国来参观感兴趣的笔友。在这封信里，向你的笔友介绍你的家乡。请包括以下信息：人口，地点，气候，环境，公共设施，著名景点，食物以及每年举办的特别活动。</p> <p>9-12年级： 你在中国留学的时候认识的一个朋友让你给写关于你居住的社区的简短的报告。这个报告会用作他们现在正在做的关于中国的研究报告的参考资料。对他们来说，这份报告写得越详细越好。</p>	<p>3-5年级： 纽约市是世界之都，因为联合国坐落于此。纽约市不但有来自世界各地的居民，而且有来自不同国家的各种各样的美食。纽约市位于美国的东北部。纽约市冬天很冷，夏天很热。我们有.....（科目名称）。我们的学校每年都会举办“世界日”活动。在“世界日”上，你可以吃到来自世界各国的食品。你也能看到来自不同国家的演出。</p> <p>6-8年级： 我的家乡是（城市名称）。 我的家乡在（国家名称）的（方位词语）（例如：我的家乡位于中国的西部）。 （城市名称）的人口是（#）。 （城市名称）又.....(adj.)又.....(adj.)/ 这座城市有（公共设施/著名景点）。 （城市名称）的特色食物是..... 每年（季节/日期/时间）的时候我们会举行/庆祝（活动名称）。 我们邀请你们所有人到我们这里来参观！</p> <p>9-12年级： 我的家乡是（城市名称）。 我的家乡在（国家名称）的（方位词语）（例如：我的家乡位于中国的西部）。 （城市名称）的人口是（#）。 （城市名称）又.....(adj.)又.....(adj.)/ 这座城市有（公共设施/著名景点）。 （城市名称）的特色食物是..... 每年（季节/日期/时间）的时候我们会举行/庆祝（活动名称）。</p>
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主题二：让我们环游世界！

话题：天气和季节，地理和我觉得不舒服

美国国家语言管理委员会-美国外语教学委员会 能做声明	项目能做声明
<p>诠释型语言任务-中中级 我能理解简短直接的对话，信息性或虚构性文本中的一些基本事实。</p>	<p>听力 我能听懂同学间有关于旅游计划的对话。</p>
	<p>阅读 我能看懂跟旅游计划相关的对话里的关键信息。</p>
<p>人际沟通型语言任务-中中级 我能通过关于熟悉的或是研究过的话题的对话交换信息，产出句子或是一系列的句子，并由此进一步提出各种各样的问题。</p>	<p>口语 生病时我能跟医生简单沟通有关于我的症状。</p>
	<p>写作 我能通过邮件跟旅游公司要求更换航班时间。</p>
<p>表达演示型语言任务-中中级 我能使用一些句子或一系列互相联系的句子对于熟悉的话题和一些具体的我所研究过的话题进行直接的报告。</p>	<p>口语 我能描述我所设计的旅行计划，包括地点，活动等基本信息。</p>
	<p>写作 我能写一个简单的旅行计划，包括旅行日期、天数、活动等基本信息。</p>

项目能做声明	语言表现评估任务	词汇及句型
<p>诠释型听力任务 我能理解同龄人谈论计划家庭旅行的对话：什么时候适合旅行，这次旅行多长时间，我的家庭旅行的时候打算做什么。</p>	<p>3-5 年级： 暑假就要到了。你的同班同学正在计划环游世界的家庭旅行！请听每一位同学的报告，并投票选出你的家庭明年暑假会去的地方。请说明你做出这个选择的理由。</p> <p>6-8 年级： 暑假快到了。你的朋友正打算去不同的地方旅行。你明年夏天也想去同样的地方旅行。听一听你的朋友们的旅行经历并决定什么时候适合去旅行，怎么去那里，这次旅行要花多长时间，旅行的时候吃什么，参观什么地方，买什么东西，做什么活动。</p> <p>9-12 年级： 春假就要来了！你和两个朋友在电话上交谈计划即将到来的旅行。你的一位朋友已经开始计划行程并且已准备好与你分享。但是，另一位朋友这次不能在电话上跟你们交流。你要负责在电话交谈结束之后告诉他们关于即将到来的春假旅行的基本信息。</p>	<p>3-5 年级： 暑假的时候我想去.....（城市名称）。（城市名称）位于.....（大洲名称）。这座城市夏天的气候.....我和我的家人旅行的时候想做.....（活动名称），想吃.....（食品名称），.....也想买.....（物品名称）。</p> <p>6-8 年级： 我打算/想去（地点名称）。 我打算/想（时间）去。 我打算/想做（交通工具名称）去（地点名称）。 我打算/想在（地点名称）呆（#）天。 我第一天打算/想吃/喝（食品/饮品名称）。第二天我打算/想去（地点名称）走一走/参观。 季节，天气，交通，著名景点，当地名吃，活动，方位词语。</p> <p>9-12 年级： （日期）我们想去（地点名称）旅行。（日期）我们想从（地点）离开/出发。我们可以带.....（服装名称）。我们想去（#）天。我们想去参观/吃/喝.....因为.....所以..... 首先，接着，然后，最后或第一天，第二天，X天。 （日期）他们想要从（地点名称）返回。 季节，天气，交通，著名景点，当地名吃，活动，方位词语。</p>

诠释型阅读任务
我能理解一位中国同学和他/她的亲戚在中国进行的关于他/她的即将到来的去中国的旅游的文本对话中基本的问题或陈述。

3-5年级:
你的中国同学要去中国看他的亲戚。他们试着要决定在即将到来的四月份春假中要去哪个城市旅游。请阅读两份来自旅行社的广告套餐来决定他们对参观哪个城市最感兴趣。把这座城市的天气,季节和地理状况考虑在内!

6-8年级:
你正在为你的家人计划一趟去中国的旅行。请阅读中国当地旅行社提供的三个广告套餐,然后决定要选择哪个广告套餐。你们在中国只有一个星期的时间,而且每个人除机票外的交通费预算只有一千美元。广告中包括如下信息:什么时候适合旅行,交通,旅行会持续多长时间,食品,去哪里参观,旅行时可以买什么,以及其他活动。

9-12年级:
你和你的朋友正计划去北京旅行,但是你们都从来没去过中国。你知道你的一个同班同学去过北京,所以你跟他/她要来了一份行程。读完行程之后,你需要告诉你的朋友你的同班同学的行程,他们在北京停留了多长时间,和他们在北京做了什么。

3-5 年级:
北京/上海位于中国的北方/南方。北京有.....上海有.....在北京/上海你可以.....(动词+宾语,活动名称)。在北京/上海你可以试一试(食品名称);在北京/上海你也可以买.....。

6-8年级:
(日期)我们想去(地点名称)旅行。(日期)我们想从(地点)离开/出发。我们可以带.....(服装名称)。我们想去(＃)天。我们想去参观/吃/喝.....因为.....所以.....首先,接着,然后,最后或第一天,第二天,X天。

(日期)他们想要从(地点名称)返回。

9-12年级
(日期)我们想从(地点)离开/出发。第一天早上,我们计划坐(交通工具)去(地点名称)(＃)分钟/小时。下午我们会在(地点名称)吃东西。晚上我们会去(地点名称)转一转。

第二天,我们计划参观/吃.....第(＃)天,我们计划参观/吃.....

(日期)我们会从(地点名称)返回。

<p>人际交际型口语任务 我能在中国旅游期间生病时跟医生互动。</p>	<p>3-5年级: 你在中国的时候觉得不舒服。你去看医生并且描述了你的感冒或腹泻症状。你提供给医生关于你的感觉如何的信息以帮助医生进行诊断。</p> <p>6-8年级: 你去中国旅行的时候生病了。你去医院看病, 并且需要跟医生谈话, 以帮助诊断疾病, 描述你的症状, 并且了解如何用药。</p> <p>9-12年级: 你在中国旅行的时候, 觉得生了一点小病, 但是不知道应不应该去医院。先跟你的老师和同学们谈一谈, 描述一下你的症状并且问问他们平常是如何处理这一类不适的。</p>	<p>3-5年级: 我觉得不舒服/我的胃不舒服。我头疼/胃疼/我发烧了/我嗓子疼。我觉得非常冷/热。我从昨天晚上到现在一直都不舒服。</p> <p>6-8年级: 形容词(不舒服, 觉得不舒服, 疼/痛, 频率词语“次”), 疾病名称。</p> <p>9-12年级: 问候 我觉得不舒服。我胃/头/嗓子疼。 (症状) 什么时候开始的? 我的(症状)是从(时间)开始的。 你是什么时候吃的饭/喝的东西? 各种症状, 频率词语—一直</p>
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<p>人际交际型语言任务 我能跟旅行社交换信息来更改我的航班的日期/时间。</p>	<p>3-5年级: 为了参加你的表亲的婚礼,你必须比原计划早些回家。跟你的旅行社通过邮件进行交流,请他们更改你的航班的日期和时间。</p> <p>6-8年级: 读完你的朋友给你的关于中国的广告之后,你决定在中国旅游网站(蚂蜂窝/携程/穷游)上订购一趟中国之旅。你就你的行程咨询线上客户服务并且询问一些问题,例如什么时候去旅行比较合适,交通,旅行将持续多长时间,旅行的时候会吃什么,要参观什么地方,旅行的时候要买什么,以及其他活动。</p> <p>9-12年级: 你订了一趟航班去中国看你的朋友。但是,一场超强台风要登陆中国。你很担心你的航班,所以给你的旅行社发短信改变你的航班的日期和时间。</p>	<p>3-5年级: 我们想改变我们的航班的日期和时间。我向(日期)回纽约。请想改变我们的航班的日期和时间。谢谢您的帮助。</p> <p>6-8年级: 我们什么时候可以去(地点名称)? 我们可以怎么去(地点名称)? 飞机什么时候起飞/降落? 我们会在(地点名称)停留多长时间? 第一天我们计划/想去哪儿? 第二天我们计划/想参观什么地方? 第三天我们计划/想做什么? 第三天我们计划/想吃什么? 我们计划/想去(地点名称)。 我们计划/想(时间)去。 我们计划/想坐(交通工具)去(地点名称)。 我们计划/想在(地点名称)停留(#)天。 第一天我们计划/想吃/喝(食品/饮品名称)。 第二天我们计划/想去(地点名称)转一转/参观。 你们可以买..... 季节,天气,交通,著名景点和当地名吃,活动,方位词语。日期,时间。</p> <p>9-12年级: 您好,我想改变我的航班的日期和时间。 您的航班从哪里出发,要到哪里去? 我要从(地点名称)出发,到(地点名称)去。 您的出发时间要改到几月几号? 我想把出发时间改到(日期)。 您的返程时间要改到几月几号? 我想把返程时间改到(日期)。 谢谢您的帮助。</p>
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<p>表达演示型口语任务 我能描述我为即将到来的家庭旅游所做的计划：旅游什么时候开始，为什么，旅游会持续多长时间，有哪些有意思的活动可以做。</p>	<p>3-5 年级： 你的家庭计划夏天去中国旅游。描述一下这次旅游的细节，例如旅游什么时候开始，会持续多长时间，有哪些有意思的活动可以做。给出一些理由说明为什么会做出这样的选择。</p> <p>6-8 年级： 你刚刚做完去中国旅游的计划。你告诉你的朋友你的旅游计划并让他给你一些建议，例如什么时候适合旅游，交通，旅游会持续多长时间，吃什么，去哪里参观，旅游的时候可以买哪些东西，有哪些其他的活动可以做。</p> <p>9-12 年级： 寒假快要到了。你的一个朋友还在决定是否跟你和你的其他朋友一起去旅行。他们想先听一听你的旅行计划。你需要告诉他们旅行什么时候开始，会持续多长时间，有哪些有意思的活动可以做。给出一些理由说明为什么会做出这样的选择。</p>	<p>3-5 年级： 这个夏天我和我的家人想去……我们想在中国旅游两个星期。北京/上海位于中国的北方/南方。北京有……上海有……在北京/上海你可以……（动词+宾语，活动）。在北京/上海你可以试一试……（食品名称）；在北京/上海你也可以买（物品名称）。因为北京/上海有很多风景名胜，所以我们想去北京/上海。</p> <p>6-8 年级： 我计划/想去（地点名称）。 我计划/想（时间）去。 我计划/想坐（交通工具）去（地点名称）。 我计划/想在（地点名称）停留（#）天。 第一天我计划/想吃/喝（食品/饮品名称）。 第二天我计划/想去（地点名称）转一转/参观。 你们可以买……</p> <p>季节，天气，交通，著名景点和当地名吃，活动，方位词语。日期，时间。</p> <p>9-12 年级： （日期）我们计划离开（地点名称）去机场。我们到了（地点名称）以后，第一天我们计划坐（交通工具）去（地点名称）。第一天我们计划（时间）出发，去参观（地点名称）。然后我们计划去吃（小吃/早饭，午饭，晚饭）。最后，我们计划从（地点名称）回到酒店。 第二天…… 第（#）天…… 最后一天，我们计划从（地点名称）去机场。 你想要给我们一起去吗？</p>
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<p>表达演示型写作任务 我能为即将到来的家庭旅行写一份计划：旅行什么时候开始，为什么，会持续多长时间，有哪些有意思的活动可以做。</p>	<p>3-5 年级 给你的笔友写一封邮件，介绍你的家庭夏天去中国的旅行。请详细描述这次旅行：旅行什么时候开始，会持续多长时间，有哪些有意思的活动可以做。给出一些理由说明为什么会做出这样的选择。</p> <p>6-8 年级： 你完成去中国的旅行计划后，你想要跟别人分享你的计划，听取他们的意见。你在一个中国的旅游网站上询问别人的意见，例如旅行什么时候比较合适，交通，会持续多长时间，旅行的时候可以买什么，以及有哪些活动可以做。</p> <p>9-12 年级： 你跟你的朋友订了一趟去中国的旅行。现在你要说服你的父母，让他们知道你们所有的行程都已经计划好了。写一份详细的行程并且让他们知道。</p>	<p>3-5 年级： 这个夏天我和我的家人想去……我们想在中国旅游两个星期。北京/上海位于中国的北方/南方。北京有……上海有……在北京/上海你可以……（动词+宾语，活动）。在北京/上海你可以试一试……（食品名称）；在北京/上海你也可以买（物品名称）。因为北京/上海有很多风景名胜，所以我们想去北京/上海。</p> <p>6-8 年级： 我计划/想去（地点名称）。 我计划/想（时间）去。 我计划/想坐（交通工具）去（地点名称）。 我计划/想在（地点名称）停留（#）天。 第一天我计划/想吃/喝（食品/饮品名称）。 第二天我计划/想去（地点名称）转一转/参观。 你们可以买…… 季节，天气，交通，著名景点和当地名吃，活动，方位词语。日期，时间。</p> <p>9-12 年级 （日期）我们计划离开（地点名称）去机场。我们到了（地点名称）以后，第一天我们计划坐（交通工具）去（地点名称）。第一天我们计划（时间）出发，去参观（地点名称）。然后我们计划去吃（小吃/早饭，午饭，晚饭）。最后，我们计划从（地点名称）回到酒店。 第二天…… 第（#）天…… 最后一天，我们计划从（地点名称）去机场。 你想要给我们一起去吗？</p>
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主题三：我们来庆祝！

话题：传统中国节日和传统美国节日

美国国家语言管理委员会-美国外语教学委员会能做声明	项目能做声明
诠释型语言任务-中中级 我能理解简短直接的对话，信息性或虚构性文本中的主要内容和关键信息。	听力 我能理解说话者对于他/她的家庭如何庆祝节日的描述。
	阅读 我能通过社区报纸上的文章来理解关于社区将要举行什么活动来庆祝中国新年的关键信息。
人际交际型语言任务-中中级 我能通过使用一些句子和一些列的句子以及提出各种各样的后续问题，在对话当中就熟悉的话题和一些研究过的话题交换信息。	口语 我能参与到与他人的对话中，讨论家庭庆祝节日的方式。
	写作 我能在微信群中交换关于家庭庆祝节日的信息。
表达演示型语言任务-中中级 我能使用一些句子或互相联系的一系列句子就非常熟悉的话题以及一些我对研究过的具体的话题进行直接的报告演讲。	口语 我能制作线上视频向在中国伙伴学校的同学描述中国节日在美国是怎样庆祝的。
	写作 我能写出简单的文章比较和对比中国和美国的节日。

项目能做声明	语言表现评估任务	词汇与句型
<p>诠释型听力任务</p> <p>我能理解说话者对于他的/她的家庭庆祝节日的描述。</p>	<p>3-5 年级:</p> <p>在一个俱乐部活动中, 来自不同国家的学生正在分享他们在重大节日当中会做什么, 吃什么。听一听他们的话, 试着找出哪些食品/活动是你在过节的时候也会吃/做的。</p> <p>6-8 年级:</p> <p>感恩节之后, 你的同班同学正在分享他们的家庭是如何庆祝感恩节的, 包括他们会做什么样的活动, 吃什么样的食品来庆祝节日。听一听他们的话, 然后把他们庆祝的方式跟你们家比较。</p> <p>9-12 年级:</p> <p>中秋节快要到了。这是你第一次在中国跟朋友一起庆祝中秋节。你非常兴奋, 因为你要听你的朋友描述中国人过中秋节的时候一般会怎么庆祝, 这样你就可以记一下笔记, 然后在Skype上告诉你的家人关于这个即将到来的节日的情况。</p>	<p>3-5 年级:</p> <p>(节日名称) 是 (日期)。 (节日名称) 是 (国家名称) 的节日。 (节日名称) 的时候, 我们会做..... (活动名称)。 (节日名称) 的时候, 我们会吃..... (食物名称)。</p> <p>6-8 年级:</p> <p>(节日名称) 是 (日期)。 (节日名称) 是 (国家名称) 的节日。 (节日名称) 的时候, 我们会做..... (活动名称)。 (节日名称) 的时候, 我们会吃..... (食物名称)。 中美节日名称, 庆祝活动, 食品名称, 日期, 及一些中国民俗</p> <p>9-12 年级:</p> <p>(节日名称) 是 (日期)。 (节日名称) 是 (国家名称) 的节日。 (节日名称) 的时候, 我们会..... (庆祝; 旅行; 吃/喝; 首先; 然后; 其次; 最后)。 (节日名称) 的时候, 我们会吃..... (食物名称)。</p>

<p>诠释型阅读任务 我能理解社区报纸文章中关于社区即将举办的春节庆祝活动中的关键信息。</p>	<p>3-5 年级: 中国新年就要到了。纽约市有很多庆祝活动。请读一读《世界日报》，找出这些活动会在什么时候，什么地方举行，以及会举行哪些活动。</p> <p>6-8 年级: 中国新年就要到了。你计划在中国城庆祝中国新年。你在中国城买了一份报纸，了解中国新年的庆祝活动，习俗，时间，人们做什么，吃什么，和一些其他的文化知识。</p> <p>9-12 年级: 下星期你参加的俱乐部有一个活动，每个人都要参加。大家要说一说要庆祝中国新年，俱乐部应该举行哪些活动。为了更加了解中国新年，你在社区报纸上寻找社区即将举办的活动。你正在读报纸上的文章的时候，你同时也记下关于中国新年和人们常常参加的庆祝活动的基本信息，这样你就可以把这些想法在俱乐部活动上分享。</p>	<p>3-5 年级: 在2019年，纽约市的市民会聚在一起，庆祝春节，日期（年/月/日），地点，舞龙舞狮，吃饺子，红包，祝您新春吉祥，新年快乐</p> <p>6-8 年级: 春节是农历的第一天。 春节是中国传统节日。 春节的时候，人们会……（活动名称）。 春节的时候，人们会吃……（食品名称）。</p> <p>庆祝中国新年的活动，一些中国过年的习俗。中国传统食品的名称。</p> <p>9-12 年级: 中国新年也叫春节。春节是中国最重要的节日之一。春节是农历正月的第一天。春节的前一天是除夕。除夕的时候，中国人会……（活动名称）。中国人也会吃/喝……（食品/饮品名称）。除了（活动名称），中国人也会观看春节特别节目（春节晚会）。</p>
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<p>人际交际型口语任务 我能与他人进行关于 家庭庆祝节日的对 话。</p>	<p>3-5年级: 感恩节就要来了。你的亲戚会来跟你的家人一起庆祝。有一些亲戚会坐火车过来;有一些会坐飞机过来;有一些坐火车过来;有一些开车过来。你的爸爸和你会去接他们过来。问问你的爸爸你们去接他们的时候,每个亲戚都是怎么过来的。</p> <p>6-8年级: 今年你们一家打算跟你的朋友一家一起庆祝圣诞节。为了准备即将到来的圣诞节派对,你和你的朋友互相询问对方各自的家庭是怎么庆祝节日的。他们做什么?他们吃什么?他们给家人买什么礼物?</p> <p>9-12年级: 中国新年到了。你接到了你的朋友打来的电话。你的朋友刚从中国留学回来,他们想要对你说春节快乐。在电话上,你和你的朋友互相交换关于你们的家庭过新年的信息。</p>	<p>3-5年级: 家庭成员词语 交通工具 (家庭成员)会怎么过来? 几点/什么时候我们会去接他们? 我们什么时候会去接他们?</p> <p>6-8年级: 你跟谁一起过圣诞节? 你们过圣诞节做什么? 你们圣诞节吃什么? 你们圣诞节的时候送什么礼物? 我跟.....(哪些人)一起过圣诞节? 圣诞节的时候我们会.....(活动名称)。 我们圣诞节吃.....(食品名称)。 我们圣诞节的时候送.....(礼物名称)。 中美节日名称,庆祝活动,食品名称,日期,一些中国习俗,礼物</p> <p>9-12年级: 新年快乐! 什么时候过年? 你跟谁一起过年? 你怎么过年? 你过年的时候吃什么? 你过年的时候做什么?</p> <p>中国新年是农历第一天。 我跟我的(家庭成员)一起过年。 我们会.....(活动名称) 我们会吃.....(食品名称) 我们也会.....(活动名称)</p>
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<p>人际交际型写作任务 我能使用短信邮件及 社交媒体和家人交换 关于节日庆祝活动的 信息。</p>	<p>3-5年级: 为了帮助策划一个具有多元文化色彩的中国新年庆祝活动,你正在跟你的同班同学互相发信息来决定要跟谁一起庆祝新年,包括他们吃什么食品,做什么活动等。</p> <p>6-8年级: 今年你们一家打算跟你的朋友一家一起庆祝圣诞节。为了准备即将到来的圣诞节派对,你的家庭和你的朋友的家庭见了一个微信群。在微信群里,你们两家互相询问对方各自的家庭是怎么庆祝节日的。跟谁一起过节,他们做什么?他们吃什么?他们给家人买什么礼物?</p> <p>9-12年级: 圣诞节那天,你刚刚把照片发到微信上,就收到了许多朋友的点赞。你的朋友们和你都非常高兴地在微信群里交流关于你们的家庭如何过圣诞节的信息。</p>	<p>3-5年级: 每年我跟我的家人一起庆祝春节。春节也叫中国新年。今年春节是(日期)。</p> <p>6-8年级: 你跟谁一起过圣诞节? 你们过圣诞节做什么? 你们圣诞节吃什么? 你们圣诞节的时候送什么礼物?</p> <p>我跟.....(哪些人)一起过圣诞节? 圣诞节的时候我们会.....(活动名称)。 我们圣诞节吃.....(食品名称)。 我们圣诞节的时候送.....(礼物名称)。</p> <p>中美节日名称,庆祝活动,食品名称,日期,一些中国习俗,礼物</p> <p>9-12年级: 圣诞快乐!你的摘牌非常(形容词)! 你们跟谁一起过圣诞节? 圣诞节你们做什么? 圣诞节你们吃什么? 圣诞节你们送什么礼物?</p> <p>我跟.....(哪些人)一起过圣诞节? 圣诞节的时候我们会.....(活动名称)。 我们圣诞节吃.....(食品名称)。 我们圣诞节的时候送.....(礼物名称)。</p>
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表达演示型口语任务
我能给中国伙伴学校的同学制作线上视频来描述在美国如何庆祝中国节日。

3-5年级:

在中秋节的晚上，月亮最大最圆。家人团聚赏月，吃月饼，听关于中秋节的故事。你的家人过中秋节吗？过中秋节的时候你的家人做什么？如果不过，你的家人一起过什么节日？你和你的亲人一起做什么？你们过节的时候会准备什么吃的东西？这些吃的东西看起来，闻起来，尝起来怎么样？请你们的父母把你们的演讲录下来，这样你就可以跟中国姐妹学校的同学分享了。

6-8年级:

美国新年刚过中国新年就要到了。你准备给中国伙伴学校的同学们发一段视频，告诉他们你在美国是怎么过新年的，以及你很怀念在过中国新年的日子。你需要介绍新年在美国和中国是什么时候，人们在过新年的时候做什么，吃什么。

9-12年级:

你在中国伙伴学校的同学给你发送了一个线上视频，描述中国人是怎么过端午节的。作为回复，你也给中国伙伴学校的同学们发送了一段线上视频，告诉他们你在美国是怎么过端午节的。作为回复，你也制作了一个线上视频来描述在美国是怎么过中秋节的。

3-5年级:

过（节），中秋节，月饼，一起，传统。中秋节的时候，中国传统习俗是吃月饼，家人团聚，吃团圆饭，和赏月。

6-8年级:

（节日名称）是（日期）。
（节日名称）是（国家名称）的节日。
（节日名称）的时候，我们会……
（活动名称）。
（节日名称）的时候，我们会吃……
（食物名称）。

中美节日名称，庆祝活动，食品名称，日期，一些中国习俗，礼物

9-12年级:

今天是中秋节。中秋节也叫月饼节，是中国最重要的节日之一。中秋节是农历八月十五。中秋节的时候，中国人会（活动名称）。中国人也会吃/喝（食品/饮品名称）。除了（活动名称），中国人也会……（活动名称）

关于中秋节，也有许多传说。比方说：后羿射日，嫦娥奔月，等等。很多华裔美国人也会过中秋节。他们会……（活动名称）。除了（活动名称），他们也会……（活动名称）。

活动：吃月饼，赏月，讲故事，一起吃东西

<p>表达演示型写作任务 我能写出一篇简单的文章,比较和对比中美节日的不同。</p>	<p>3-5年级: 你是校报记者。写一篇文章来比较和对比中国春节和美国圣诞节,包括它们的在一年中的时间,庆祝活动,吃的食品,和习俗。</p> <p>6-8年级: 美国新年刚过中国新年就要到了。你准备给中国伙伴学校的同学们发一段视频,告诉他们你在美国是怎么过新年的,以及你很怀念在过中国新年的日子。你需要介绍新年在美国和中国是什么时候,人们在过新年的时候做什么,吃什么。</p> <p>9-12年级: 你学校的广播站邀请你作为嘉宾谈一谈一个中国节日和一个美国节日之间的不同。在谈论这个话题之前,你需要比较和对比两个国家之间其他节日的不同并且让你的老师看一看你的文章。</p>	<p>3-5年级: 春节,除夕,圣诞节,平安夜,吃团圆饭,看新年特别节目,给/收红包,给/收礼物,开派对,新年快乐,圣诞快乐。 不但.....而且..... 虽然.....但是.....</p> <p>6-8年级: (节日名称)是(日期)。 (节日名称)是(国家名称)的节日。 (节日名称)的时候,我们会..... (活动名称)。 (节日名称)的时候,我们会吃..... (食物名称)。</p> <p>中美节日名称,庆祝活动,食品名称,日期,一些中国习俗,礼物</p> <p>9-12年级: (节日名称)是(日期)。 (节日名称)是中国/美国最重要的节日之一。(节日名称)的时候,我们会.....(活动名称)。除此之外,我们也会(活动名称)。 (节日名称)的时候,我们会吃..... (食物名称)。</p>
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课程框架 高级水平

主题一：我们应该怎样保护我们的世界？

话题：环境问题和环境保护

美国国家语言管理委员会-美国外语教学委员会能做声明	项目能做声明
<p>诠释型语言任务-高中级 我能理解对话和讨论中跨越各时间框架的主要信息和大部分的支撑性细节。</p>	<p>听力 我能理解关于环境问题，尤其是关于这些问题的成因，影响和可能性解决方案的主要信息和支撑性细节的讨论中的主要信息和支撑性细节。</p>
<p>诠释型语言任务-高中级 我能理解描述性信息性的文本以及虚构性文本中的主要信息和大部分的支撑性细节。</p>	<p>阅读 我能理解关于环境问题，尤其是关于这些问题的成因，影响和可能性解决方案的主要信息和支撑性细节的新闻报道中的主要信息和大部分的支撑性细节。</p>
<p>人际交际型语言任务-高中级 我能就关于个人和公共兴趣的广泛的熟悉与不熟悉的具体话题，甚至有时是学术，社会或职业话题，持续进行讨论，同时也能通过互动与协商解决意料之外的复杂情况。</p>	<p>口语 我能讨论环境问题的成因，影响和可能性解决方案以及环境保护的重要性。</p>
<p>人际交际型语言任务-高中级 我能通过书面交流，使用支撑，回应，和比较偏好和意见以及表达建议和情感，来持续进行较长的对话。</p>	<p>写作 我能对他人关于环境保护和环境问题的意见和想法以书面形式作出回应。</p>
<p>表达演示型语言任务-高中级 我能就感兴趣的各种各样的具体的学术，社会和职业话题，使用有组织的段落，进行详细的报告和具体的阐述。</p>	<p>口语 我能就环境问题的成因，影响和解决方案以及环境保护的重要性进行报告。</p>

<p>表达演示型语言任务 - 高中级</p> <p>我能使用有组织的段落，基于感兴趣的各种各样的具体学术，社会和职业话题进行立论和阐述，同时也可以使用有组织的段落，根据感兴趣的各种各样的具体学术，社会和职业话题撰写叙述性的文体。</p>	<p>写作</p> <p>我能就环境问题的成因，影响和解决方案以及环境保护的重要性进行写作。</p>
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项目能做声明	语言表现评估任务	词汇和句式
<p>诠释型听力任务</p> <p>我能理解关于环境问题，尤其是关于这些问题的成因，影响和可能性解决方案的主要信息和支撑性细节的讨论中的主要信息和支撑性细节。</p>	<p>作为一位环境保护主义者，你希望增强人们在使用可重复使用的袋子和喜欢以减少塑料污染方面的意识。为了进一步了解这一问题，你需要听关于塑料废品的问题以及为减少塑料废品所作出的努力的新闻广播，这样你就可以做笔记并对新闻进行总结，转述给他人。</p>	<p>与内容相关的词语：例如</p> <p>白色污染 回收利用 可持续发展 可生物分解 一次性餐具 塑料产品 土壤</p> <p>关键词语：例如 制造污染</p> <p>高级水平句式：例如 A对B来说至关重要 A是一个不容忽视的问题。</p>

<p>诠释型阅读任务 我能理解关于环境问题，尤其是关于这些问题的成因，影响和可能性解决方案的主要信息和支撑性细节的讨论中的主要信息和支撑性细节。</p>	<p>作为一名中国环境保护局的新实习生，你的第一项任务是阅读关于中国雾霾问题的新闻并列出其中描述的关于雾霾的成因，影响和解决方案的清单，以制作数据库，供日后参考。</p>	<p>内容相关词语： 雾霾 停课 能见度 封闭 关键词组：例如 停止运营 发布预警信号 高级句式：例如： A是B的成因之一 A对B造成威胁 小于（大于/高于/低于）</p>
<p>人际交际型口语任务 我能讨论关于环境问题，尤其是关于这些问题的成因，影响和可能性解决方案的主要信息和支撑性细节的讨论中的主要信息和支撑性细节。</p>	<p>你是一名记者，采访中国环境保护局的领导。除提出关于政府近期减少空气污染的计划之外，你也需要通过表达自己的个人意见及描述作为像北京市一样的大城市的居民的经历对该事宜进行评论，以使你关心的问题得到解决。</p>	<p>内容相关词语：例如 生活质量 疾病 呼吸道疾病 肺癌 关键词语：例如： 环境保护 尾气排放 能源保护 高级句式：例如 A对这一问题责无旁贷 A和B通力合作</p>

<p>人际交际型写作任务 我能就关于环境问题，尤其是关于这些问题的成因，影响和可能性解决方案以书面形式进行回应。</p>	<p>为了增强民众对于环境问题的意识，你决定致函代表你的意见的国会议员/决策制定者。与此人邮件交流，表达你对于本社区所面临的环境问题的关切，同时提出可能性建议并对他/她的回复作出评论。</p>	<p>内容相关词语：例如</p> <p>呼吁 举报 监督 公众意见征集 参与 治理</p> <p>关键词语：</p> <p>危害健康 拨打电话</p> <p>高级水平句式：</p> <p>S在issue上扮演着重要的角色</p>
<p>表达演示型口语任务 我能就环境问题的成因，影响和解决方案以及环境保护的重要性进行报告。</p>	<p>你是在中国举办的国际环境保护峰会的学生大使。请做一份报告讨论并比较中美两国所面临的环境问题，并提议两国在将来可合作找出解决问题的方案。</p>	<p>内容相关词语：例如</p> <p>经济发展 废气排放量 承担责任/义务 全球气温变暖</p> <p>关键词语：例如</p> <p>达成协议 签署协议 批准协议</p> <p>高级水平句式：例如</p> <p>高达 S由 A, B, C 组成 Outcome 是……造成的 ……是 outcome 的原因</p>

<p>表达演示型写作任务 我能就关于环境问题，尤其是关于这些问题的成因，影响和可能性解决方案进行写作。</p>	<p>作为你的社区的一名积极发声的成员，你感到你需要给全体在校学生写一封公开信来表明环境保护的迫切需求以及学生们可以为环保所做的努力。你需要在信中讨论环境污染的影响，这些环境污染的成因，作为个人如何解决这些问题，以及在政策制定层面上可以作出怎样的努力。</p>	<p>内容相关词语：例如</p> <p>自然灾害 生态环境 高枕无忧（成语） 旁观者 参与者</p> <p>关键词语：例如 威胁生命</p> <p>高级句式：例如 殃及…… 保护环境，人人有责（常用口号）</p>
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主题二：我们的教育制度是否完美？

话题：学术生活和标准化考试

美国国家语言管理委员会-美国外语教学委员会 能做声明	项目能做声明
<p>诠释型语言任务-高中级 我能理解对话和讨论中跨越各时间框架的主要信息和大部分的支撑性细节。</p>	<p>听力 我能理解关于教育，尤其是关于学生的学术生活，课业数量，学费和标准化考试的讨论中的主要信息和大部分的支撑性细节。</p>
<p>诠释型语言任务-高中级 我能理解描述性信息性的文本以及虚构性文本中的主要信息和大部分的支撑性细节。</p>	<p>阅读 我能理解关于教育，尤其是关于学生的学术生活，课业数量，学费和标准化考试的新闻报道中的主要信息和大部分的支撑性细节。</p>
<p>人际交际型语言任务-高中级 我能就关于个人和公共兴趣的广泛的熟悉与不熟悉的具体话题，甚至有时是学术，社会或职业话题，持续进行讨论，同时也能通过互动与协商解决意料之外的复杂情况。</p>	<p>口语 我能与他人讨论教育相关的问题，例如学生的学术生活，课业数量，学费和标准化考试等。</p>

<p>人际交际型语言任务-高中级</p> <p>能通过书面交流，使用支撑，回应，和比较偏好和意见以及表达建议和情感，来持续进行较长的对话。</p>	<p>写作</p> <p>我能以书面形式就以下问题交换意见并对他人的评论进行回应：学生的学术生活，课业数量，学费和标准化考试等。</p>
<p>表达演示型语言任务-高中级</p> <p>我能使就感兴趣的各种各样的具体的学术，社会和职业话题，使用有组织的段落，进行详细的报告和具体的阐述。</p>	<p>口语</p> <p>我能就中国或美国所面临的的教育问题中的一项进行报告，如学生的学术生活，课业数量，学费和标准化考试等。</p>
<p>表达演示型语言任务-高中级</p> <p>我能使用有组织的段落，基于感兴趣的各种各样的具体学术，社会和职业话题进行立论和阐述，同时也可以使用有组织的段落，根据感兴趣的各种各样的具体学术，社会和职业话题撰写叙述性的文体。</p>	<p>写作</p> <p>我能就重要的中美教育相关的问题进行写作，如学生的学术生活，课业数量，学费和标准化考试等。</p>

项目能做声明	语言表现评估任务	词汇及句型
<p>诠释型听力任务</p> <p>我能理解关于教育，尤其是关于学生的学术生活，课业数量，学费和标准化考试的讨论中的主要信息和大部分的支撑性细节。</p>	<p>为了为你长期在中国留学作准备，你想要听取中国学生如何应对他们的学业生活和他们正在面临的一些学业上的挑战。请对校园中有过不同年级学习经验的中国学生进行访问并总结他们的故事以及他们所面临的问题。</p>	<p>内容相关词语：如 本科学位 主修科目/专业 私立/公立 学费昂贵/低廉 安排/主办/认证 学业 半工半读 升学考试</p> <p>高级句型：如 由.....提供 以.....作为组成部分</p>

<p>诠释型阅读任务 我能理解关于教育，尤其是关于学生的学术生活，课业数量，学费和标准化考试的新闻报道中的主要信息和大部分的支撑性细节。</p>	<p>作为中国教育局的实习生，你承担了收集学生及其家庭对于高考制度的意见的反馈的任务。在阅读网络论坛的内容之后，你需要确认其中所陈述的主要问题，并将这些问题与相关意见编纂进入数据库。</p>	<p>内容相关词语：如</p> <p>高考 升学考试 应试教育/素质教育 分数线 入学标准 备受争议</p> <p>关键词语：如：</p> <p>人才选拔</p> <p>高级句型：如</p> <p>为期 + time duration 以.....为标准 A与B背道而驰</p>
<p>人际交际型口语任务 我能与他人讨论教育相关的问题，例如学生的学术生活，课业数量，学费和标准化考试等。</p>	<p>你受邀参加一个由中国的大学和美国的大学共同主办的文化交流项目。除回答关于美国学术生活的问题外，你也会像来自中国大学的学生代表就相同的问题进行提问，以进行进一步比较。</p>	<p>内容相关词语：如</p> <p>学制 授课 辅导 课外活动 实习 社区服务 五花八门 课业压力 生活节奏 有张有弛</p> <p>高级句型：如</p> <p>为.....打基础 以.....为目的 A给B带来了沉重的压力</p>

<p>人际交际型写作任务 我能以书面形式就以下问题交换意见并对他人的评论进行回应：学生的学术生活，课业数量，学费和标准化考试等。</p>	<p>在浏览网络的时候，你发现知乎上的一个讨论，其观点是中国的大学生活比美国压力更大。除了形成你自己关于学生的学业数量，学费，和实习方面的论点以外，也要对于其他人的评论以及反对意见进行回复。</p>	<p>内容相关词语：如 普及 教育资源 投入 培养 淘汰 学术环境</p> <p>关键词语：如： 竞争激烈</p> <p>高级句型：如 A与B有很大的差距 A与B大相径庭 A与B大同小异</p>
<p>表达演示型口语任务 我能就中国或美国所面临的的教育问题中的一项进行报告，如学生的学术生活，课业数量，学费和标准化考试等。</p>	<p>你受到邀请与计划去美国留学的中国学生座谈。请做一个详细的报告，比较中美两国教育制度和学生在过渡期所面临的困难与挑战。</p>	<p>内容相关词语：如 批判性思维 集体意识 自主意识 独立思考 责任感/使命感 机遇/竞争/挑战 期望/望子成龙（成语）</p> <p>高级句型：如 相比之下 相较而言</p>

<p>表达演示型写作任务 我能就重要的中美教育相关的问题进行写作，如学生的学术生活，课业数量，学费和标准化考试等。</p>	<p>作为由于高考成绩不理想而选择高考复读的高中生的家长，请致信中国教育局，讨论高考制度及一般高考录取过程，及其所产生的问题，并提出一些改善措施。</p>	<p>内容相关词语：如 复读 关注 高分复读 就业 复读费 盲目 名牌大学/理想大学</p> <p>关键词语：如 把握机遇</p> <p>高级句型：如 非 object 不 verb 愈演愈烈</p>
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主题三：技术如何改变我们的生活？

话题：智能手机，太空探索和网络成瘾

美国国家语言管理委员会-美国外语教学委员会 能做声明	项目能做声明
<p>诠释型语言任务-高中级 我能理解对话和讨论中跨越各时间框架的主要信息和大部分的支撑性细节。</p>	<p>听力 我能理解新闻报道中关于主要技术进步及其将带来的好处的主要信息和大部分的支撑性细节。</p>
<p>诠释型语言任务-高中级 我能理解描述性信息性的文本以及虚构性文本中的主要信息和大部分的支撑性细节。</p>	<p>阅读 我能理解关于技术使用的利与弊的文章及社论中的主要信息和大部分的支撑性细节。</p>

<p>人际交际型语言任务-高中级 我能就关于个人和公共兴趣的广泛的熟悉与不熟悉的具体话题，甚至有时是学术，社会或职业话题，持续进行讨论，同时也能通过互动与协商解决意料之外的复杂情况。</p>	<p>口语 我能在与他人交流过程中讨论依赖技术所产生的利与弊并且支持我的观点。</p>
<p>人际交际型语言任务-高中级 我能通过书面交流，使用支撑，回应，和比较偏好和意见以及表达建议和情感，来持续进行较长的对话。</p>	<p>写作 我能就技术依赖的利与弊进行写作并对他人的评论与问题进行回复。</p>
<p>表达演示型语言任务 - 高中级 我能使就感兴趣的各种各样的具体的学术，社会和职业话题，使用有组织的段落，进行详细的报告和具体的阐述。</p>	<p>口语 我能讨论最新技术进步及其对人类发展的重要性，同时也能讨论过分依赖技术所造成的危害。</p>
<p>表达演示型语言任务 - 高中级 我能使用有组织的段落，基于感兴趣的各种各样的具体学术，社会和职业话题进行立论和阐述，同时也可以使用有组织的段落，根据感兴趣的各种各样的具体学术，社会和职业话题撰写叙述性的文体。</p>	<p>写作 我能就技术进步对社会的重要性进行写作并评估该进步可能带来的问题。</p>

项目能做声明	语言表现评估任务	词汇和句型
<p>诠释型听力任务 我能理解新闻报道中关于主要技术进步及其将带来的好处的主要信息和大部分的支撑性细节。</p>	<p>为了推进科学与技术方面的学习和研究，你决定做一个报告来展示最新的技术进步。为准备这份报告，你需要听大量的新闻广播并对描述技术进步及其带来的好处的相关内容进行总结。</p>	<p>内容相关词语：如</p> <p>功能 发现 日新月异（成语） 层出不穷（成语） 不可或缺（成语）</p> <p>关键词语：如</p> <p>获得突破 取得进展</p> <p>高级句型：如</p> <p>A给B带来巨大的便利 成为了……不可或缺的一部分</p>
<p>诠释型阅读任务 我能理解关于技术使用的利与弊的文章及社论中的主要信息和大部分的支撑性细节。</p>	<p>作为某公共健康机构的研究助理，你承担了阅读近期关于手机依赖研究文献的工作。在阅读这些文章之后，你需要根据从研究当中收集到的完整数据，制作一份图表，展示智能手机使用的利与弊。</p>	<p>新型 通讯工具 方便快捷 心理疾病 普及率 手机依赖症 精神萎靡 频繁</p> <p>有增无减（成语）</p> <p>关键词语：如</p> <p>获得青睐</p> <p>高级句型：如</p> <p>A成为B的一部分</p>

<p>人际交际型口语任务 我能在与他人交流过程中讨论依赖技术所产生的利与弊并且支持我的观点。</p>	<p>你扮演一位受到电视台邀请的心理医生的角色，与相关的父母探讨网络成瘾的问题，解答他们的问题并说服他们网络成瘾是一个需要解决的严重问题。</p>	<p>内容相关词语：如 网瘾 现实世界/虚拟世界 症结 反差 趋利避害（成语） 当务之急（成语） 畅所欲言（成语）</p> <p>关键词语：如 承担后果 展现自我 实现自我满足 吸食鸦片</p> <p>高级句型：如</p> <p>深恶痛绝 A给B带来巨大的危害</p>
<p>人际交际型写作任务 我能就技术进步对社会的重要性进行写作并评估该进步可能带来的问题。</p>	<p>你最近在网络社交论坛上看到一则讨论，认为太空探索并非特别重要，因此政府应将投资全部用于提高人民生活水平，如提供更好的公共服务等。</p>	<p>内容相关词语：如 副产品</p> <p>关键词语：如</p> <p>高级句型：如</p> <p>投入资金 ……不是一个小数目 财力雄厚 耐人寻味 意想不到的收获</p> <p>事关长远 短视 优先处理 战略布局 难以估量 A是B的重要依据</p>

<p>表达演示型口语任务 我能讨论最新技术进步及其对人类发展的重要性，同时也能讨论过分依赖技术所造成的危害。</p>	<p>作为中国当地健康机构的发言人，你受到邀请为当地高中学生们进行关于网络使用的演讲。在你的演讲中，你需要讨论使用网络的好处以及网络成瘾的危险，提供健康使用网络方面的具有帮助性的建议。</p>	<p>内容相关词语：如</p> <p>交流沟通 心理需要 自尊 满足感 远隔重洋（成语）</p> <p>关键词语：如</p> <p>扮演 把握命运 实现人生价值</p> <p>高级句型：如</p> <p>A和B存在巨大的反差 A成了B的替代物</p>
<p>表达演示型写作任务 我能就环境问题的成因，影响和解决方案以及环境保护的重要性进行写作。</p>	<p>鉴于最近由于人们忙于使用手机而造成交通事故的情况时有发生，你觉得有必要向你们学校的学生阐明这种情况的重要性。请给同学们写一封公开信，谈一谈健康使用智能手机的方式以及如何避免过度使用智能手机。</p>	<p>内容相关词语：如</p> <p>手机成瘾 形影相伴（成语） 心烦意乱（成语） 魂不守舍（成语） 坐卧不宁（成语） 不知不觉（成语）</p> <p>高级句型：如</p> <p>无意中..... A与B有很大的关系</p>