

Student Program Curriculum

Basic Program Information

Host Institution:	Wofford College
Program Title:	STARTALK Chinese Student Program @ Wofford College
Curriculum Title:	Life As An Exchange Student
Language(s):	Chinese;
Grade(s) of Learners:	G6-8; G9-12;
Language Background:	Non-heritage;
Program Setting:	Non-residential
Program Type:	Blended
Duration:	38 Days

Contact Hours: 149 Hours

STAGE 1: What will learners be able to do with what they know by the end of the program?

Target Proficiency/Target Performance

Target Proficiency Level (by end of program):

Novice Range

Target Performance Level(s) (during and by end of program):

Novice Mid, Novice High

Program Overview and Theme

The program theme is “Life as an Exchange Student”. Students will explore who they are, where they live, their nationalities, and their heritage as they prepare to participate in exchange programs and meet other exchange students and host families. They will be able to introduce themselves and meet others while exchanging personal information such as phone numbers. They will be able to state their

ages and birthdays, and will talk about their likes and dislikes with regard to daily activities, sports, and regional foods. Finally, students will role play being an exchange student from China and will engage in conversation to learn more about the identities of the other students. To prepare for their future experiences as exchange students, they will take a simulated field trip to the local Chinese community, where several Chinese native speakers from the local community will come and interact with them. They will engage in conversation with these native speakers to create a guide to places in that community for those interested in learning more about Chinese Mandarin and the local culture. Students will use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the selected topics studied, such as food, sports, and cuisines. They will access and evaluate information that are available through the language and its culture.

Learning Goals	
NCSSFL-ACTFL Global Can-Do Benchmarks Be sure to label the mode and proficiency level of each statement.	Program Can-Do Statements or NCSSFL-ACTFL Can-Do Statements
Interpersonal Communication	

<p>(Novice Mid: I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.)(Novice High: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.)</p>	<p>1. 1. I can ask and talk about someone’s name, nationality, hometown, family, age, birthday, and phone number.</p>
	<p>2. 2. I can talk with someone about hobbies, likes and dislikes in food, drinks, and sports.</p>
	<p>3. 3. I can ask and talk about daily schedules, school life, holidays, and travel.</p>
<p>Interpretive Listening</p>	
<p>(Novice Mid: I can often understand words, phrases, and simple sentences related to everyday life.)(Novice High: I can recognize pieces of information and sometimes understand the main topic of what is being said.)</p>	<p>4. 4. I can often understand questions or statements on familiar topics such as biographical information, family, hobbies, food, drinks, sports, daily schedule, school life, holidays, and travel.</p>
	<p>5. 5. I can often understand simple information when presented with pictures, graphs or videos on topics I have learned.</p>

Interpretive Reading	
(Novice Mid: I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.)	6. 6. I can recognize some characters and words when I read items such as a business card, a schedule, a menu, a to-do list, a note from a friend/family member, or an advertisement.
Presentational Speaking	
(Novice Mid: I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.)(Novice High: I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.)	7. 7. I can present information about myself and my life, including giving basic biographical information, describing my family, friends, and my school, telling what I do in class, after school, and during weekends or holidays.
	8. 8. I can present information about others' likes, dislikes, free-time activities, and basic biographical information.

Presentational Writing	
(Novice Mid: I can write lists and memorized phrases on familiar topics.)	9. 9. I can fill out a simple form with some basic personal information in order to apply to be an exchange student and complete mock driver's license, library ID, name tag, etc.
	10. 10. I can list my daily activities and write lists that help me in my day-to-day life, such as a to-do-list, and a daily schedule.

STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?

Summative Performance Assessment		
INTERPRETIVE TASK	INTERPERSONAL TASK	PRESENTATIONAL TASK
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.	Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
To prepare for their exchange program, students will watch short video clips and read authentic materials with graphs	Students will share real or virtual scrapbook pages and will talk with a partner and/or native speakers. They will	Students will create physical or virtual scrapbooks of their imagined lives as exchange students. They will create

<p>or images about Chinese people and cities and identify the persons and the places that are described. Students will identify information about family life, school life, sports, hobbies, food and drinks, holidays and other free time activities. They will connect information to the appropriate visuals or answer comprehension questions.</p>	<p>exchange personal information to get to know each other while discussing images shown in the scrapbooks.</p>	<p>pages that introduce their families as well as pages that share information about their favorite activities and food. These scrapbooks will be shared with others during the interpersonal task.</p>
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STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

Learning Experiences			
No.	Program Can-Do Statements NCSSFL- ACTFL Can-Do Statements Learners can...These Can-Dos are from Stage 1 Learning Targets.	Language, Culture, Content Learners need to use...List the language chunks, vocabulary, grammatical structures, cultural knowledge, and content information that learners need to accomplish the stated Can-Dos listed in column 1.	Major Learning Experiences & Evidence Learners will experience & demonstrate...Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.
Interpersonal Communication			

1	1. I can ask and talk about someone's name, nationality, hometown, family, age, birthday, and phone number.	<p>Language chunks: -你叫什么名字? What is your name? -你是哪国人? What is your nationality? -你家在哪儿? Where is your hometown? -你今年多大? How old are you? -你属什么? What Chinese Zodiac animal are you?/ What animal sign were you born under? -你的生日几月几号? When is your birthday? -你的电话多少号? What is your phone number? -你家有几口人? How many people are in your family? -你家有什么人? Who are they? -你有哥哥/姐姐/弟弟/妹妹吗? 有几个? Do you have siblings? How many? -你爸</p>	<p>Students will ask each other's name, nationality, hometown, phone number and create a contact list for themselves. Students will each use or create images of two families. They will work with images of their actual families, and they will create images of their future exchange families. They will explain these images in small groups by asking and answering simple questions. Students will interview each other about their families. Students will begin by holding interview question-and-answer strips as they ask and answer basic questions about themselves and their families. Eventually, they will be directed</p>
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爸工作吗？你爸爸在哪儿工作？
他做什么工作？ Does your father
work? Where does he work? What
is his occupation? Vocabulary:
Name, pronouns (you, I, he/
she), countries (U.S.A., China),
states (South Carolina, North
Carolina), cities (Spartanburg,
Greenville, Beijing), numbers
(1-20), telephone, birthday, months
and dates, Chinese zodiac, family
members, jobs, and siblings. .
Grammatical structures: 是 to be
吗 yes-no question particle 有 to
have Question words: 什么what、
哪which、哪儿where、几how many
Culture Knowledge: - Students will

to hold the strips behind their backs
and look at them only if necessary.
They will be challenged to engage in
short, thirty-second conversations and
start over if they run out of things to
say. Students will participate in a “get
acquainted” event. They will assume
their imaginary exchange student
identities and will mingle to meet and
greet the other “exchange students”.
They will complete graphic organizers
to track the information that they learn
about others in an effort to complete a
“find someone who” grid. Students will
participate in a “get acquainted” event.
They will engage in inner-outer circles to
exchange information about themselves.

		<p>know that in China, the cell phone number has 11 digits. Land phone numbers in different cities vary in term of how many digits. - Students will know that Chinese people talk about places from big to small (country→state/province→city)</p> <p>- Students will know that the order to talk about family member is from male to female, senior to junior. - Students will know that in China, people use the Zodiac to mark their birth year. Content Zodiac</p>	<p>Students from the inner circle will use their own identities, and those from the outer circle will assume an identity of local peers from the imaginary exchange program. Each time they will engage in sixty-second conversation and move on to the next partner afterward.</p>
<p>2</p>	<p>2. I can talk with someone about hobbies, likes and dislikes in food, drinks, and sports.</p>	<p>Language chunks Hobbies: -你喜 欢做什么? What do you like to do?/ What are your hobbies? -你什么</p>	<p>Students will engage in inner-outer circles. They will interview various partners to determine their hobbies, likes</p>

时候打球? What time do you play ball? -你在哪儿打球? Where do you play ball? -你和谁打球? Who do you play ball with?/Who else plays ball with you? -你为什么喜欢打球? Why do you like to play ball? Likes and dislikes in food and drink -你喜欢吃中国饭还是美国饭? 什么美国饭? Do you like to eat Chinese food or American food? What American food (do you like to eat)? -你喜欢喝什么? 美国人喜欢喝什么? 中国人喜欢喝什么? What do you like to drink? What do Americans like to drink? What do Chinese like to drink? -你在哪儿吃饭? 吃什么? 和谁吃饭? Where

and dislikes in food, drinks, and sports. Students will note on a list others who like the same things they do, and each student will attempt to identify the person in the class who is most like him or her. Common food, drinks, and sports in America and China will be presented in images and placed on three different tables. Students will rotate among the three tables and discuss with two different partners about what they see from the images. Students will participate in a “get acquainted” event. Half will assume their imaginary exchange student identities and will mingle to meet and talk with the local peers which are assumed by the other half. They will

do you eat food? What do you eat?
Who do you eat with? Sports: -你喜欢什么运动? What sports do you like? -你什么时候做运动? When do you play sports? -你在哪儿做运动? Where do you play sports? -你和谁做运动? Who do you play sports with? -美国人喜欢做什么运动? What sports do Americans like to play?/Which sports do American people like to play? -中国人喜欢做什么运动? What sports do Chinese like to play? /Which sports do Chinese people like to play?
Vocabulary Hobbies, food, drink, sports. Grammatical structures
Question words : 为什么 why; 谁

discuss about what American likes and what Chinese likes in terms of food, drinks, and sports. Students will engage in an activity to create interest groups. Students will be paired randomly and talk about their likes and dislikes, and create interest groups. Students will conduct a class survey, asking information, and create a class profile using graphics.

		<p>who/whom; 什么时候when 还是 or In Chinese language, time and location should be put before the verb. Cultural knowledge Food and drinks: Chinese people don't drink water from water fountain. Chinese people don't drink ice water. Chinese people like to drink hot tea, without cream and sugar. Sports preference: Chinese people likes to practice Tai Chi, Ping Pang, badminton, basketball. Content Food, drink, sports</p>	
<p>3</p>	<p>3. I can ask and talk about daily schedules, school life, holidays, and travel.</p>	<p>Language chunks: Daily schedule and school life: -你是学生吗? 你是 几年级的学生? Are you a student?</p>	<p>Students will assume their imaginary exchange student identities and will ask their teacher about the daily</p>

What year are you? -你在哪儿上学? Where do you go to school? -你喜欢你的学校吗? 为什么? Do you like your school? Why? -你几点上学? 几点下学? When do you go to school? When do you leave school? -你在学校上什么课? 你喜欢什么课? 为什么? What courses do you take at school? Which courses do you like? Why? -你几点上课? 几点下课? What time do you start class? What time do you finish class? -下学以后做什么? What do you do after school? Holidays -美国有什么节日? What holidays do America people celebrate? -是什么时候? When are they? -美国人

schedule and travel plan in the exchange program. They will complete graphic organizers to track the information that they learn about daily schedule and travel. Students will engage in inner-outer circles. They will have images of daily schedule or travel plan and will interview various partners to know each other. Students will note on a list and will attempt to identify the person in the class who is most like him or her. Students will participate in a “get acquainted” event. Half will assume their imaginary exchange student identities and will mingle to meet and talk with the local peers which are assumed by the other half. They will discuss about

喜欢做什么? What do Americans like to do? -中国有什么节日? What holidays do Chinese people celebrate? -是什么时候? When are they? -中国人喜欢做什么 What do Chinese people like to do? Travel -你喜欢旅游吗? 你喜欢去哪儿旅游? 什么时候、和谁? Do you like to travel? Where do you like to travel to? When and with whom? -你喜欢怎么去旅游? 开车还是坐飞机? How do you prefer to travel? By car or by plane? Vocabulary: School, course, activities, holidays, travel. Grammar: Question words: 几年级 which grade; 几点 what time; 怎么 how In Chinese language,

daily schedules, school life, holidays in America and in China, and represent the findings in venn-diagrams. Students will conduct a class survey, asking information, and find “someone” who share the most similarity in topics such as favorite class, daily schedule, holiday activities and travel plan.

		<p>manner (how an action happens) should be put before the verb.</p> <p>Cultural knowledge School life, holidays, and travel in China.</p> <p>Content information Holidays and travel.</p>	
Interpretive Listening			
4	<p>4. I can often understand questions or statements on familiar topics such as biographical information, family, hobbies, food, drinks, sports, daily schedule, school life, holidays, and travel.</p>	<p>Language chunks Vocabulary Grammatical structures Cultural knowledge Content information</p> <p>Same as in Customized Program</p> <p>Can-Do #1, #2, #3 in interpersonal communication mode.</p>	<p>Students will listen to the introductions made by exchange students or native speakers containing basic biographical information. They will provide relevant information by using graphic organizers, or confirming their understanding by making simple statements. Students will listen to short stories or watch short</p>

			<p>video clips about a Chinese person. They will confirm what they understand by making simple statements and indicating follow-up questions that could elicit more information. They will gather information to fill in an information sheet about that person.</p>
<p>5</p>	<p>5. I can often understand simple information when presented with pictures, graphs or videos on topics I have learned.</p>	<p>Language chunks What Chinese people like to eat and drink. 中国人喜欢吃热的饭。中国北方人早上吃包子、油条，喝豆浆或者粥。中午和晚上喜欢吃米饭和炒菜、面条、饺子什么的。Chinese people like eating hot food. For breakfast, northern Chinese people like to eat Baozi, Youtiao (fried dough sticks),</p>	<p>Students will gather information about preferences of the Chinese people in the authentic documents, short video clips, and visuals. They will organize the information they acquire on graphic organizers to demonstrate their comprehension. Students will watch videos for various cities and note the characteristics of each city according to</p>

and drink soy milk or porridge. For lunch and dinner, Chinese people like to eat rice, stir-fried vegetables, noodles, dumplings, etc. 中国人喜欢喝热水和热茶。中国人不喜欢喝冰茶和冰水。中国人有白茶、绿茶、红茶、乌龙茶等等。也有中国人喜欢喝可口可乐。Chinese people like to drink hot water and hot tea. Chinese do not like ice tea or ice water. They have white tea, green tea, black tea, oolong tea, etc. Some Chinese people also like to drink Coca-Cola. Typical day in a Chinese school 中国高中星期一到星期五上课。早上七点半上课。中午十二点下课。下午两点上课，

what they see and hear. They will then use that information to decide which cities have the most in common with where they live. Students will listen and follow the culture instructor's directions and successfully participate in the culture performance.

五点下课。晚上七点上课，九点下课。 Chinese High Schools run Monday through Friday. Classes start at 7:30 a.m and ends at twelve. Classes resume at 2 p.m. and go until 5 in the afternoon. Evening classes start at 7 and go until 9 p.m. Simple introduction of sports in China 中国人喜欢乒乓球、羽毛球、篮球、排球、足球。很多人也喜欢打太极拳、太极扇、太极剑。中国没有橄榄球。 Chinese people like to play Ping Pong, badminton, basketball, volleyball, and Soccer. Many people also like to practice Tai Chi, Tai Chi Fan, and Tai Chi Sword. China does not

have American Football. Simple introduction of the most important Chinese holidays -中国有名的节日有春节、五一劳动节、国庆节、中秋节。春节和中秋节是农历正月初一和八月十五。五一劳动节是五月一号，国庆节是十月一号。Famous Chinese holidays include Spring Festival, Labor Day, National Day, and Mid-Autumn Festival. Spring Festival demarcates the beginning of a new year in accordance with the lunar calendar, and Mid-Autumn Festival is August 15th of the Lunar calendar. Labor Day is May 1st, and National Day is October 1st. -春节的时候中国人

		<p>吃饺子、鱼。中国人中秋节要吃月 饼、水果。During Spring Festival, Chinese people eat dumplings and fish. During Mid-Autumn Festival, Chinese people eat Moon-cakes and fruit. Vocabulary Chinese food, drink, sports, holidays, simple instruction on writing. Grammatical structures Chinese word order, such as time expression and location expression Cultural knowledge Chinese tradition in terms of food and drink, sports, holidays. Content Cuisine, sports, holidays and tradition.</p>	
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Interpretive Reading			
6	6. I can recognize some characters and words when I read items such as a business card, a schedule, a menu, a to-do list, a note from a friend/family member, or an advertisement.	Chinese popular surname Family terms Daily schedule, daily activities	Students will read peer students' family trees and identify their family members. Students will read some Chinese celebrity's personal profile and identify their family members. Students will look at visual informations such as name cards and menus, and determine how to address strangers and order food and drink properly. Students will read Chinese students' daily schedule or to-do list and decide some get-together or fun time. They will also compare information to their own schedules. Students will

			read text messages in Chinese and reply accordingly.
Presentational Speaking			
7	7. I can present information about myself and my life, including giving basic biographical information, describing my family, friends, and my school, telling what I do in class, after school, and during weekends or holidays.	Language chunks Food and drink 我最喜欢日本饭、美国饭。我常常和爸爸妈妈去吃日本饭。My favorite food is Japanese and American. I often got out for Japanese food with my parents. Hobbies 我喜欢打篮球。我每天下午打篮球。我在学校打篮球。我和朋友一起打篮球。我打一个小时。I like to play basketball. I play every afternoon at school with my friends for one hour. Daily schedule and School	Students will make oral self-introduction in the exchange program. Students will create a personal profile which can be published in their personal social website, such as Edmodo or facebook. Students will share images of their families and talk about who are in their families, and their likes and dislikes. Students will share images of their school and talk about their daily routine. Students will create scrapbook about their activities during holidays and

life 我每天都很忙。早上六点半起床，吃早饭。吃完早饭我坐校车去学校。我的学校八点半开始。中午我在学校吃饭。下午三点我放学。然后去课外活动，或者写作业。晚上我和家人一起吃晚饭。我十点睡觉。I am busy every day. I wake up at 6 :30 a.m., and then eat breakfast. After I finish eating, I take the bus to school. My school starts at 8:30. I eat lunch at noon. I leave class at 3: 00 p.m. I then attend after school activities or do homework. In the evening, I eat dinner with my family. I go to bed at 10:00. Holidays -美国有名的节日有独立日、感恩节、圣诞节。它们是

weekends. Students will read authentic schedules of Chinese schools, compare those with their own schedules, and make a comparison. Students will compare their families with potential exchange Chinese families.

七月四号、十一月第四个星期四、十二月二十五号。 Famous American holidays include Independence Day, Thanksgiving, and Christmas. The dates are July 4th, the fourth Thursday in November, and December 25th, respectively. -美国人独立日喜欢看烟花、烤肉、开派对、去旅游。我的家人喜欢看烟花和去旅游。 0n Independence Day, Americans like to watch fireworks, have cook-outs, throw parties, and go on trips. My family likes to watch fireworks and travel. -美国人圣诞节喜欢看橄榄球、看电视、一家人一起吃饭、送礼物等等。 0n Christmas, many American

people like to watch football, watch TV, eat with their families, give gifts, etc. -美国人感恩节吃火鸡、看橄榄球、买东西。 On Thanksgiving, Americans like to eat turkey, watch football, and shop. Travel 我喜欢旅游。我和家人一起旅游。七月四号我们一起开车去海边。我很喜欢海边。我游泳和休息。 I like traveling. I travel with my family. We drive to the beach for Independence Day. I really like the beach. (There) I can swim and relax. Vocabulary Same as Customized Program Can-Do #1,2,3, such as name, age, contact information, hometown, family, activity, likes, and dislikes.

		<p>Grammar structures Chinese word order, such as time expression and location expression Cultural knowledge American traditions in terms of food and drink, sports, holidays, travel Content Cuisine, sports, holidays</p>	
<p>8</p>	<p>8. I can present information about others' likes, dislikes, free-time activities, and basic biographical information.</p>	<p>Language chunks About my peer American students Food and drink 美国学生喜欢吃美国饭、日本饭、中国饭。美国学生喜欢喝可口可乐、冰水和冰茶。American students like to eat American, Japanese, and Chinese food. They like to drink Coca-Cola, ice water, and ice tea. Hobbies 美国学生</p>	<p>Students will design a booklet/flyer using graphics to introduce American tradition to Chinese students in the exchange program. Students will design a booklet/flyer using graphics to introduce Chinese tradition to American high school students who are preparing for future exchange in China. Students will make venn-diagrams to present their</p>

喜欢打篮球。我在学校打篮球。
我和朋友一起打篮球。American students like to play basketball. I play basketball at school with my friends. Daily schedule and School life 美国学生早上六点半起床，然后吃早饭。吃完早饭坐校车去学校。美国学校八点半开始，下午三点放学。晚上我们和家人一起吃晚饭。American students wake up at 6:30 a.m., and then eat breakfast. After eating, they take the bus to school. American schools start at 8:30 a.m. and end at 3:00 p.m.. In the evening, we eat dinner with our family. American Holidays (same as Customized Program Can-Do

comparison between Chinese culture and American culture for topics such as school day, food and drinks, sports, and holidays. Students will read authentic schedules of Chinese schools, compare those with their own schedules, and make a comparison. Students will be given visual informations that they might eat, drink or play as exchange students. Students mingle to identify the items they like or want to try.

		<p>#7) Chinese food, drinks, holidays, likes and dislikes, etc. (same as Customized Program Can-Do #5) Vocabulary Same as Customized Program Can-Do #1, 2, 3, 5, 7 Grammatical structures Same as Customized Program Can-Do #1, 2, 3, 5, 7 Cultural knowledge Cuisine, sports, holidays Content Cuisine, sports, holidays</p>	
Presentational Writing			
9	9. I can fill out a simple form with some basic personal information in order to apply to be an exchange	Previously learned vocabulary in interpersonal communication, but in written format.	Students will fill out application forms, passport, name tag, etc. Using sentence frames provided by the teacher, students will work in small groups to create

	<p>student and complete mock driver's license, library ID, name tag, etc.</p>		<p>survey questions to collect information about the class. They will complete the survey using Poll Everywhere (www.polleverywhere.com) and then react to the information by saying whether they agree or disagree. This survey could also be taken by Chinese native speakers during the simulated field trip.</p>
10	<p>10. I can list my daily activities and write lists that help me in my day-to-day life, such as a to-do-list, and a daily schedule.</p>	<p>Previously learned vocabulary in interpersonal communication, but in written format.</p>	<p>Students will prepare a PPT slide with bullet points of scripts to assist their self-introduction. Students will create a family tree and present to their classmates. Students will create scrapbook pages to share basic biographical information about their alternate exchange student</p>

			identities, their families, and their daily activities.
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Materials & Other Resources

Simple stories about Chinese people. These stories are chosen from online materials. Photos and recorded sound file will be included in the PPT files. Audio Lingua. Video clips shows greetings, introductions, etc. Movie/video clips showing meals, school, holidays, travel, cities, etc. Simple recipes. Menus with photos. Food ads (print and video). Video clips with cultural information about holidays, sports, schools, etc. Authentic materials such as tickets, library card, school schedule, to-do-list, weekly schedules, driver licences, sports games, etc.

Daily Schedule

Schedule	Activity
8:45-9:00	Share the learning objectives for the day.
9:00-9:10	Review of the contents from the day before through conversation or student presentation.

9:10-9:20	Be familiar with today's content 1 through video, stories and vocabulary games.
9:20-9:50	Content 1 and its activities (interpersonal, interpretive, and presentation)
9:50-10:10	Break and snack time
10:10-10:20	Be familiar with today's content 2 through video, stories and vocabulary games.
10:20-10:50	Content 2 and its activities (interpersonal, interpretive, and presentation)
11:00-11:10	Be familiar with today's content 3 through video stories and vocabulary games.
11:10-11:40	Content 3 and its activities (interpersonal, interpretive, and presentation)
11:40-11:50	Cumulative conversation and presentation (combine the three small contents for the day and include contents from previous days if possible)
11:50-12:00	Head to cafeteria (will get lunch and eat together at reserved room)
12:00-1:15	Lunch and Chinese Table: do self presentation in front of the instructors/peers/tutors by accumulating what they have learned so far. Campers are encouraged to share their extra projects done in a group or at home.
1:30-2:20	Project. Students will continue the topics in the morning, use the language to investigate, and reflect on the relationship between the practices and perspectives of the culture studied, participate in hands-on practice,

	expand their knowledge of the relevant discipline, and make a comparison between the topics in base culture and the target culture.
2:30-3:20	Project of the day: Students will choose a project covered in the day, and develop it as the best work of the day. They will then share with the group.
3:30-4:00	Flexible time: this time can be used for the following purposes: (1) Technology tutorial hours to familiarize students with E-LinguaFolio, or other softwares such as quizlet, our App. (2) Complete E-LinguaFolio can-do statement and upload evidence. (3) Make purchase in our Chinese market: students will be given camp-made Chinese currency to reward their achievement or extra projects at home. Students can purchase Chinese items by using Chinese language and the camp-made currency. (4) Conduct small group activities with tutor where students can apply what they learned today in activities such as conversation, survey, interview, presentation, etc., or they can continue their uncompleted cultural activity.
4:00-4:10	Wrap up, brief review, and fill out exit cards.