

Innovating Mandarin Curriculum: Integrating AI into Curriculum Planning

利用AI辅助创新中文课程设置

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报告大纲

- 01 Rethinking curriculum with AI
- 02 AI in teaching preparation (CAC STARTALK)
- 03 AI as a TA
- 04 AI as a thought partner
- 05 AI Assisted Activities vs. AI Resistant Assignments
- 06 AI literacy, policy, accountability, and privacy concerns

AI和课程设计

- AI设计的课程是否适用？
- AI建议的活动是否真的能让学生真正参与？
- AI可否用来检视课程的连贯性和学校的使命 (mission) 和愿景 (vision) ？
- 教育者使用AI时的角色和底线在哪儿？

Credit: Jerome Noguez

The 6 Types of Teacher Reactions to AI

Which one are you? And which one do you want to be?

| | | |
|---|---|---|
| <p>The Skeptic</p> <p>It's just hype. Nothing beats a real teacher.</p>  | <p>The Secret User</p> <p>I don't tell anyone I use ChatGPT....</p>  | <p>The Power Prompter</p> <p>I've got a prompt for "everything"!</p>  |
| <p>Resistant, prefers tried-and-tested-methods. Deeply values pedagogy. Worries about ethics, data, or overreliance. Next step: Try using AI to summarize a pupil's work, once.</p> | <p>Curious, but cautious. Doesn't want to be judged. Uses AI for planning but deletes the evidence, Next step: Share one thing that saved time with a colleague.</p> | <p>Creative, efficient, maybe slightly addicted. Writes, rewrites, building lessons in minutes. Tools of choice: ChatGPT, Claude, Gemini. Next step: Building a prompt library for the department.</p> |
| <p>The Copy-Paster</p> <p>I just ask it to write a worksheet. Done.</p>  | <p>The Ethical Warrior</p> <p>We can't use this until we talk about safety and bias.</p>  | <p>The Curious but Cautious</p> <p>I can see the potential ..but where do I start?</p>  |
| <p>Time starved and task focused. Uses AI as a shortcut. Not always checking accuracy or adapting content. Next step: Review content critically. Ask: Would I teach this?</p> | <p>Values justice, safeguarding, and critical literacy. Often the voice of caution an the staff room. Next step: Help create the policy and uses AI to model practice.</p> | <p>Wants to explore, but overwhelmed. Needs someone to guide them, not another shiny tool! Next step: Try one small thing: ask AI to create 3 vocab games.</p> |

检视Sal Khan的AI思路是否与学校的使命和愿景相符



You are a curriculum developer and have been asked to look at how Sal Khan's views and opinions in his TedTalk (<https://www.youtube.com/watch?v=hJP5GqnTrNo>) align with our mission and vision (The Ravenscroft community, guided by our legacy of excellence, nurtures individual potential and prepares students to thrive in a complex and interdependent world.). Generate a report that I would be able to share with both teachers and administration.

| | | | |
|--|---|---|--|
| <h3>How Sal Khan's Vision Aligns with Ravenscroft's Mission</h3> <ul style="list-style-type: none">• Insights from TED Talk: 'How AI Could Save (Not Destroy) Education'• Presented by: Curriculum Development Team• Date: [Insert Date] | <h3>Ravenscroft Mission & Vision</h3> <ul style="list-style-type: none">• Mission:<ul style="list-style-type: none">• The Ravenscroft community, guided by our legacy of excellence, nurtures individual potential and prepares students to thrive in a complex and interdependent world.• Purpose:<ul style="list-style-type: none">• To explore how Sal Khan's ideas on AI and education align with and advance our mission. | <h3>Overview of Sal Khan's TED Talk</h3> <ul style="list-style-type: none">• TED Talk (2023): 'How AI Could Save (Not Destroy) Education'• Central idea: AI enhances—not replaces—teaching and learning.• Goal: Give every student a personal tutor and every teacher an assistant. | <h3>Major Themes from Khan's Talk</h3> <ol style="list-style-type: none">1. Personalized Learning – Solving Bloom's 'Two Sigma Problem'2. AI as Teacher Support – Enhancing rather than replacing3. Just-in-Time Feedback – Promoting deep understanding4. Equity and Access – Raising both floor and ceiling5. Ethical, Human-Centered AI – Guided by empathy and integrity |
| <h3>Alignment with Ravenscroft Mission</h3> <ul style="list-style-type: none">• Legacy of Excellence → AI tools enhance rigor• Nurturing Individual Potential → Personalized tutoring supports growth• Preparing for Complexity → Builds digital fluency and collaboration• Community Values → AI complements human relationships | <h3>Implications for Teachers</h3> <ul style="list-style-type: none">• Differentiate instruction using AI insights• Focus on mentorship and higher-order thinking• Use AI for real-time feedback• Teach AI literacy and responsible use• Keep empathy central to learning | <h3>Implications for Administration</h3> <ul style="list-style-type: none">• Invest in mission-aligned AI tools• Provide professional development• Create clear ethical guidelines• Ensure equitable access• Use AI data for continuous improvement | <h3>Cautions & Considerations</h3> <ul style="list-style-type: none">• AI enhances—not replaces—teachers• Address equity and access issues• Protect data and integrity• Maintain focus on empathy, creativity, ethics• Roll out AI gradually with feedback |

AI教材设计实例 - CAC StarTalk

- AI设计初级和中级平行教材
- 根据暑期班活动来安排内容
- 快速生成生词表和语法结构



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Presentational Writing

- Write 4-5 sentences in Chinese about how you clean the kitchen.
- Use at least 3 new vocabulary words: 衣服 (yī fu), 书 (shū), 桌子 (zhuō zi), 椅子 (yǐ zi), 垃圾 (lā jī), 干净 (gān jìng)



对话

王晓：我们要买牛肉、白菜、面粉，对吧？
 艾米：我找到面粉了！是这个吗？
 李强：对，是这个。我们还要买肉。
 王晓：这边是蔬菜。啊，我看到白菜了！
 艾米：那我们还要买什么？
 李强：还得买葱和姜，放在饺子馅里。
 艾米：好，那我们也可以买糖果吗？
 李强：哈哈哈，没问题，老师不知道。

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Presentational Speaking

- 你常常打扫卧室吗？为什么？
- 你常常怎么打扫房间？你会把什么东西放在哪里？
- 除了打扫房间，你还要做什么家务？



You are asked to do a grocery run for your mother at a Chinese store. You will need to buy ingredients for dumplings and perhaps some snacks with any leftover cash. Complete the following sentences.

- 我们得买_____、_____和_____。
- 我还要在超市买_____，因为_____。
- 你觉得我可以_____吗？妈妈不知道~

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第四课《我们去买菜》

场景：同学们一起去亚洲超市，为第二天的包饺子活动买食材。

王晓：我们先列一下要买的東西吧——肉、白菜、面粉、葱和姜，差不多了吧？

李强：嗯，还可以看看有没有香菇和鸡蛋，我想试试做个“鸡蛋白菜馅儿”的素饺子。

艾米：听起来很好吃！我刚刚在那边看到面粉了，不过有好几种，不太确定哪一种比较合适。

王晓：没关系，我们挑最普通的就行，不用太讲究。包饺子其实最重要的是馅儿和调味。

艾米：这个白菜看起来挺新鲜的。中国人是不是过节的时候都吃饺子？

李强：北方人过年一定吃饺子，特别是除夕晚上，周末的时候我们也吃饺子。

王晓：我们南方人过年吃汤圆和年糕，但冬天的时候也会包饺子。其实很多节日都和食物有关系。

艾米：像中秋节吃月饼，对吗？我在中文课学过一点。你们更喜欢月饼还是饺子？

李强：我当然选饺子！月饼太甜了。不过中秋节吃月饼、赏月，和家人在一起，也挺有意思的。

艾米：对，我觉得这些传统节日都很有“家的味道”。我们买完菜，就可以早点准备明天的饺子了！

生词表 Vocabulary List:

| 汉字 | 拼音 | 英文意思 |
|-----|------------|----------------|
| 食材 | shí cái | ingredients |
| 列一下 | liè yí xià | to make a list |

I'm creating a writing assignment for Novice level Chinese students. Please check and make edits:
You are asked to do a grocery run for your mother in a Chinese store. You will need to buy ingredients for dumplings and perhaps some snacks with the leftover cash. Complete the following sentences.
我们要买_____、_____和_____。
我还要在超市买_____，因为_____。
你觉得我可以_____吗？妈妈不知道~

Show thinking ^

Revising the Task

I'm currently considering the task of reviewing a writing assignment for novice Chinese students. The focus is on grocery shopping, specifically filling in sentences related to buying dumplings and snacks. I'm thinking about how to effectively assess their understanding of vocabulary and sentence structure in this context.

Enter a prompt for Gemini

Canvas x

2.5 Flash v



中文写作练习修改建议

Normal text

B I

Create x

好的，这是一个很棒的写作练习！对于初级中文学生来说，这个任务既实用又有趣。

以下是我对你的写作练习的一些修改和建议：

原句：我们要买_____、和_____。我还要在超市买_____，因为_____。你觉得我可以_____吗？妈妈不知道~

修改建议：

1. 更明确的提示：可以在开头稍微补充一下，提示学生需要填写的是什么类型的内容，比如“请用中文完成以下句子，写出你要买的饺子食材和你想买的零食。”
2. 词汇提示：对于初级学生，可以提供一些饺子食材和常见零食的词汇，或者让他们自己查字典。
3. 句子结构：原句的结构很好，符合初级学生的水平。

修改后的练习范例 (你可以直接使用或根据需要调整)：

请你为妈妈去中国超市买菜。你需要买做饺子的食材，如果有多余的钱，还可以买一些零食。请用中文完成以下句子。

完成以下句子：

1. 我们要买饺子皮、猪肉和白菜。
2. 我还要在超市买薯片，因为我肚子饿了。
3. 你觉得我可以买一瓶可乐吗？妈妈不知道~

解释和提示：

- 饺子食材：常见的饺子食材有饺子皮(jiǎozipí)、猪肉(zhūròu)、牛肉(niúròu)、白菜(báicài)、韭菜(jiǔcài)、鸡蛋(jīdàn)等。
- 零食：常见的零食有薯片(shǔpiàn)、饼干(bǐnggān)、巧克力(qiǎokèlì)、糖果(tángguǒ)、汽水(qìshuǐ)等。
- 原因：可以写一些简单的原因，比如“我喜欢吃(wǒxihuānchī)”、“我肚子饿了(wǒdùzǐèle)”、“它很好吃(tāhěnhǎochī)”等。
- 请求：可以写一些你想买的小东西，比如“买一个冰淇淋(mǎiyígebīngqílín)”、“买一杯奶茶(mǎiyībēinǎichá)”等。

AI教材设计实例 - CAC StarTalk

- AI辅助设计课后活动
- 周末校外旅行

Xiǎo zǔ rèn wù jiǎo zi pí cái liào
小组任务 第三组：买饺子皮材料 materials [Budget: \$50]

| 组员名字 | 梁平、可艾米、方国听、亚典娜 |
|--|---|
| Gòu wù qīng dān 购物清单 Shopping List | <input type="checkbox"/> 高筋(jiān)面粉 (2包) <input type="checkbox"/> 饺子皮 (3包白色的、1包黄色的) <input type="checkbox"/> 植物油 (1瓶) <input type="checkbox"/> 玉米淀粉(yùmǐ diànfěn) (1包) |
| 价钱(jià qián, price) | |
| 数量(shù liàng, quantity) | |
| 总价(zǒng jià, total amount) | |



一、填空题 Fill in the Blanks Using the Given Structures

一定 / 为..... / V1 完 O1 就 V2

1. 北方人春节的时候 _____ 吃饺子，特别是除夕夜。
2. 我们这次去超市，是 _____ 包饺子活动买食材的。
3. 我们买 _____ 白菜和肉 _____ 回宿舍准备馅儿。

二、写句子 Form Sentences

Form complete sentences using "和.....有关系" based on the given words.

1. 全球变暖 / 温室气体排放 (Global warming / greenhouse gas emissions)
2. 我的心情 / 考试成绩 (My mood / exam results)
3. 这部电影 / 真实事件 (This movie / real events)
4. 这个错误 / 他的粗心 (This mistake / his carelessness)

总评任务 Summative Assessments:

一、阅读理解任务 Interpretive Reading Task

Task Title: 中国的节日和“家的味道”

Instructions: Read the short passage. Then answer the questions in Chinese.

很多中国人一想到节日，就会想到家里的味道。春节早上，奶奶总是在厨房里包饺子，爸爸会准备鱼和红烧肉，全家人一边看春晚一边吃年夜饭。中秋节时，一家人坐在阳台上吃月饼、赏月，说说家里的事。虽然这些食物在平时也能吃到，但节日那天吃，就有一种特别的感觉，就是家的温暖。现在，越来越多的年轻人住在外地工作，有时候不能回家过节，可是他们还是会为自己做一顿“节日饭”，因为那不只是吃饭，更是和家的联系。

Questions (Answer in Chinese):

1. What is Grandma doing on the morning of the Spring Festival?

AI教材设计实例 - CAC StarTalk

写作和口语任务 *Presentational Writing & Speaking Task*

Task Title: 打扫厨房 Cleaning the kitchen

Task Description: Write 4–5 sentences in Chinese about how you clean the kitchen.

- Use at least 3 new vocabulary words: 衣服 (yī fu), 书 (shū), 桌子 (zhuō zi), 椅子 (yǐ zi), 垃圾 (lā jī), 干净 (gān jìng)
- At least one sentence containing "还要"
- At least one sentence using the "得" or "把...放在...里" or "Verb + 到" structure

Speaking Task:

Now, let's practice speaking! Answer the following questions in Chinese, using some of the vocabulary and grammar structures you learned in the writing task.

1. 你常常打扫卧室吗？为什么？
2. 你常常怎么打扫房间？你会把什么东西放在哪里？
3. 除了打扫房间，你还要做什么家务？

罗里

王傲丽

How I clean my kitchen

我得把水放在桶子里，还得把肥皂放在桶子里。然后我把拖把放在桶子里。最后我还要拖地。我妈妈叫我打扫厨房的地板。

我常常打扫我的厨房因为它很脏。我把包放在卧室里，还有把垃圾放在垃圾桶里。我打扫桌子用吸尘器。所以现在的厨房很干净。

Add comment

Add comment

Cleaning the kitchen (speaking task)

Audio - 00:47

questions:

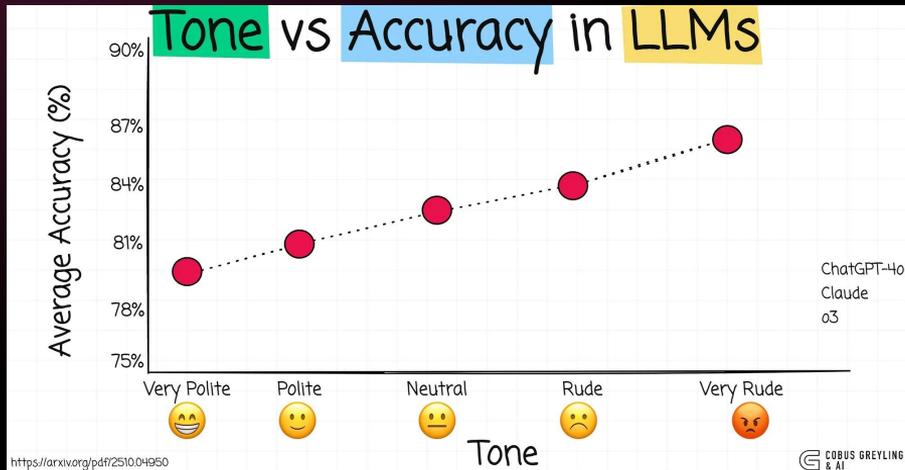
1. 你常常怎么打扫卧室吗？为什么？
2. 你常常怎么打扫房间？你会把什么东西放在哪里？
3. 除了打扫房间，你还要做什么家务？

Add comment



提示技巧 Prompting Technique

- “First, provide context. Second, be specific. And third, build on the conversation.” - *MIT Sloan Technology Services*
- “简单粗暴”



之前的reading assessment为什么没有阅读？

对的，你说得很对！之前的Reading Assessment其实只是理解问题，没有包含“阅读材料”部分，应该加上对应的中文文本或者摘录，让学生有具体的阅读内容，再根据内容答题。

你的reading task为什么又没有阅读？

明白了！你说得对，Interpretive Reading Task应该有真实的阅读材料，不能只有问题。

我帮你补充一个简短的阅读材料示范（基于这课的内容），然后配合问题，这样就完整了。

<https://mitsloanedtech.mit.edu/ai/basics/effective-prompts/>

<https://cobusgreyling.medium.com/mind-your-manners-why-rude-prompts-might-actually-make-ai-smarter-3c7338e0dcd2>

提示技巧 Prompting Technique

- 做好基本模版，在此基础上利用AI 高效省时的 优势 生成更多课文、练习、快速 排版
- 坚持课程设计基本原则，不要被AI带跑偏

王晓：是酱油。有的颜色很黑，有的颜色很浅。

李强：没关系，我们买一个就好！

艾米：(笑) 好！我们要做很好吃的饺子给老师吃！

这个版本用词非常基础，适合入门学生轻松理解、朗读和练习。

需要我现在帮你调整第五课吗？

🗨️ 🔊 🗨️ 🗨️ 🗨️

你在买什么??? 不要酱油!!!

哈哈，明白了！我们是在为“包饺子”买菜，不是在逛调料区 😊 那我来重新改写这段对话，更贴合真实的购物目标，专注在买肉、蔬菜和面粉，不再提酱油，也不加太多无关内容：

☰ ChatGPT

✉️ ...

- 你以为包饺子容易吗？结果怎么样？
- 你刚才包的饺子像什么形状？
- 你的饺子里放了什么？
- 我觉得重要的不是.....而是.....
- 我们做得虽然不完美，但.....

Bonus: End your role play with something you look forward to doing after making dumplings (e.g., 喝珍珠奶茶 or 参加文化节活动)。

如需录音任务模板、评分标准 (rubrics)、或 Google Form 格式，请告诉我，我可以继续为你设计整合版教学资源。

🗨️ 🔊 🗨️ 🗨️ 🗨️

interpersonal的要改一下内容，不要再弄包饺子的题材了

好的！下面是修改后的 中班级《第五课》**Interpersonal Speaking Task**，题材改为围绕“节日”和“家的味道”，保留与课文主题相关但不再聚焦“包饺子”。话题更适合展开文化、个人经验与交流。

AI作为助教



- 帮学生练习发音，给一对一反馈(可读可听)
- 为老师总结学生进度(包括个别学生的差异化表现)

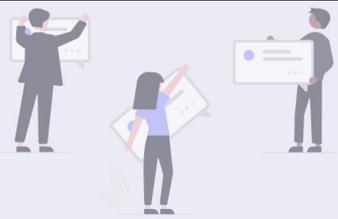
新闻报道 news report feedback

Practice presenting your Chinese news report and receive personalized feedback on fluency, pronunciation, and delivery to improve your speaking skills.

© Bonnie Wang created 2 months ago

🔒 Open to E - CHAT 华裔班 2025-26

📅 17 sessions created



📊 Activity analytics

STRENGTHS

Most students demonstrated excellent receptiveness to feedback by **consistently incorporating corrections into their practice** and showed strong dedication through **multiple practice attempts with audio recordings**. Students showed clear pronunciation skills with **accurate articulation of key vocabulary** and demonstrated strong engagement with news reporting format by **including specific details like dates and numbers**. Many students also showed good initiative by **choosing relevant and current news topics**.

AREAS OF IMPROVEMENT

While students showed good initiative in practicing Chinese news reporting, most could work on **improving sentence flow and natural word order** to sound more natural in Chinese. Students should focus on **developing more formal vocabulary and news reporting structures** to sound more professional. Additionally, many students could benefit from **practicing smoother transitions between ideas** and maintaining consistency in formal expressions throughout their reports.

FOLLOW-UP

Students should continue practicing complete news articles with proper intonation and emphasis on key information while expanding their formal Chinese vocabulary for news reporting contexts. They should focus on building fluency with standard news opening phrases and transitions between different parts of news stories. Students should also work on developing confidence in spontaneous Chinese speaking through improvised news segments while maintaining professional tone and accurate pronunciation. Additionally, students should continue using audio recordings for self-assessment and practice maintaining consistent Chinese language use during practice sessions to build fluency in news broadcasting contexts.

AI作为助教



- 帮学生练习发音，给一对一反馈(可读可听)
- 为老师总结学生进度(包括个别学生的差异化表现)



四和十 Tongue Twister Practice

Master the complete Chinese tongue twister '四是四，十是十，四不是十，十不是四，十四是十四，四十是四十，十四不是四十，四十不是十四，谁能说好四和十，请来试一试' through progressive practice with detailed pronunciation feedback.

[Show less](#)

🕒 Bonnie Wang created 2 months ago

🔓 Open to F - Novice and Novice Mid Chinese 初级、初级中等中文班

📄 6 sessions created



🔊 Activity analytics

STRENGTHS

Students **demonstrated exceptional persistence and dedication throughout practice**, showing remarkable commitment to mastering challenging Chinese pronunciation. Many students **showed mastery of the 是 (shì) sound** with excellent falling tone control. Students also **explored creative learning strategies** and demonstrated strong phonetic awareness when working with similar-sounding character combinations.

AREAS OF IMPROVEMENT

Students need to work on **distinguishing and producing the rising tone for 十 (shí)**, as many struggled with consistent tone direction and pitch elevation. Most students could benefit from **maintaining consistency with target sounds** rather than switching between different sound combinations. Students also need to **practice combining individual sounds into complete phrases** for smoother transitions and better fluency.

FOLLOW-UP

Students should focus on mastering the fundamental distinction between 四 (sì) and 十 (shí) sounds, particularly working on the rising tone for 十 (shí) with consistent pitch elevation. They should practice **smooth transitions between falling and rising tones**, especially in sequences like 十是十 (shí shì shí). Once students can clearly distinguish these individual sounds, they should work on combining them into the basic phrase "四是四，十是十" before progressing to more complex levels of the tongue twister.

AI作为助教



- 帮学生练习发音，给一对一反馈(可读可听)
- 为老师总结学生进度(包括个别学生的差异化表现)

The screenshot displays the Flint AI assistant interface. At the top, there is a notification icon, the text "Needs attention", and a green "LIVE" status indicator. Below this, two student progress reports are shown in light orange cards. The first card, for "Lulu", includes a red square icon with a white letter 'L', a title "Lulu needs pronunciation guidance", and a checkmark icon. The text describes Lulu's difficulty with the 'si' and 'shi' sounds and suggests one-on-one support. The second card, for "Isabella", includes a grey circle icon with a person silhouette, a title "Isabella needs tone guidance", and a checkmark icon. The text describes Isabella's progress with consonant sounds and her need for focused practice on Chinese tones. Both cards have a "Show less" link at the bottom. The interface also features a left sidebar with navigation icons and a bottom status bar with the date and time "Sep 2, 2025 at 1:31 PM" and "Sep 2, 2025 at 1:27 PM".

Needs attention **LIVE**

L **Lulu needs pronunciation guidance** ✓

Lulu is having difficulty distinguishing between the 'si' and 'shi' sounds needed for the tongue twister. Despite multiple attempts and different approaches, she continues to only produce the 'shi' sound (是). She may need additional one-on-one support or alternative teaching methods to master the fundamental sound distinction between 四 (sì) and 十 (shí) before progressing with the tongue twister.

Show less

Sep 2, 2025 at 1:31 PM

Isabella needs tone guidance ✓

Isabella is making good progress with the consonant sounds (si vs shi) but needs focused practice on Chinese tones. She's attempting the basic sounds but the tones aren't clear yet. May benefit from additional tone practice exercises or visual tone demonstrations.

Show less

Sep 2, 2025 at 1:27 PM

AI作为思考伙伴

- 学生的思考伙伴 
- 老师备课的思考伙伴 
- 学校设计课程的思考伙伴

You are an expert high school Mandarin teacher in the US. Take a look at the syllabus of Honors Mandarin IV class for 2025-2026 and create a similar syllabus based on the AP Chinese syllabus from last year. Keep all the information and the course materials from page 1-6 in the AP syllabus and modify the course planners part using the Honors Mandarin IV pacing (week) to reorganize the units and modules for AP class. Create 3 versions of Google documents for the AP syllabus for 2025-2026.



Thank you for the request. I can definitely help you with this. I've reviewed both the Honors Mandarin IV and AP Chinese syllabi.

As an expert high school Mandarin teacher, I understand the importance of having a well-structured syllabus. While I cannot directly create and share Google Docs for you, I have prepared the full content for three different versions of the AP Chinese syllabus for the 2025-2026 school year. You can easily copy and paste these into new Google Docs.

Here are the three syllabi, each with a different approach to pacing while maintaining all the core information from the original AP syllabus.

 **AP Chinese Language and Culture Syllabus (2025-2026) - Standard Pacing**
Aug 14, 10:43 AM

 **AP Chinese Language and Culture Syllabus (2025-2026) - Thematic Pacing**
Aug 14, 10:42 AM

Open

 **AP Chinese Language and Culture Syllabus (2025-2026) - Skills-Based Pacing**
Aug 14, 10:42 AM

Open



NotebookLM

是Google開發的AI筆記工具



张大千的艺术历程与毕加索会面



Sources



+ Add

Discover

Select all sources



Zhang Daqian's Artistic Journe...



Chat



张大千的艺术历程与毕加索会面

1 source

这段节选概述了中国画家张大千的生平与艺术发展。文本介绍了张大千的早年学习和在上海成名的经历，以及他从模仿古人到创作新风格作品的转变。资料还指出，张大千在1949年后开始了漂泊的生活，辗转台湾、香港、印度，并定居巴西，不幸的是在巴西因搬运石头而伤及眼睛，影响了其精细创作的能力。特别重要的事件是，张大千在1956年于巴黎会见毕加索，两位艺术大师互相赠送了作品，这次东西方艺术家的会面被认为是艺术史上重要的时刻。

Save to note



Start typing...

1 source



什么影响?

张大千的地理迁移如何塑造和影响了他的艺术风格与创作?

Studio



Audio Overview



Video Overview



Mind Map



Reports



Flashcards



Quiz



New Note

1m ago



张大千闪卡

1 source



Add note

AI故事书

Gemini



Claude

Canva



Zài gāozhōng shíqī, Lǐ Ān xiān jiùdú yú Tái'nán Èr Zhōng,
在高中时期，李安先就读于台南二中，

hòulái zhuǎnxué dào Tái'nán Yī Zhōng. Tái'nán Yī Zhōng bùdàn shì nán Tái'wān
后来转学到台南一中。台南一中不但是南台湾
de míngxīng gāozhōng, yěshì Lǐ Ān fùqīn dānrèn xiàozhǎng de
的明星高中，也是李安父亲担任校长的
xuéxiào. Tóngxué chángcháng wèn Lǐ Ān: "Zài xuéxiào yùdào nǐ
学校。同学常常问李安：“在学校遇到你
bàba shì jiào bàba hái shì xiàozhǎng? Yào búyào jìnglǐ?"
爸爸是叫爸爸还是校长？要不要敬礼？”

Yīnwèi Lǐ Ān duì bàba yòu jìng yòu wèi, suǒyǐ měi cì zài xuéxiào
因为李安对爸爸又敬又畏，所以每次在学校
kàndào xiàozhǎng bàba dōu duò de yuǎnyuǎn de. Gāozhōng shídài de
看到校长爸爸都躲得远远的。高中时代的
Lǐ Ān hěn chénmò hǎixiū, xǐhuān kàn mànhuà hé wénxué zuòpǐn,
李安很沉默害羞，喜欢看漫画和文学作品，
yě chángcháng bēizhe shūbāo zài Tái'nán Quánměi Xìyuàn kàn diànyǐng.
也常常背着书包在台南全美戏院看电影。

Quánměi Xìyuàn shì Tái'nán yǒumíng de èr lún xìyuàn, guānzhòng kěyǐ huā
全美戏院是台南有名的二轮戏院，观众可以花
hěn shǎo de qián yī cì kàn liǎng bù diànyǐng. Yīncǐ, Lǐ Ān céngjīng
很少的钱一次看两部电影。因此，李安曾经
shuōguò: "Wǒ cóngxiǎo zài Quánměi Xìyuàn zhǎngdà," Quánměi Xìyuàn
说过：“我从小在全美戏院长大”，全美戏院
yěshì Lǐ Ān diànyǐng mèng de fāyuāndì.
也是李安电影梦的发源地。

Gemini

Claude



光影之墙

华裔学生“先说后写”

AI辅助课堂活动实例

□ 王老师



你好！欢迎来到你的中文音频日记空间！ This is a safe place to practice expressing yourself in Chinese. I'm here to listen, encourage you, and help you grow your vocabulary and confidence.

Each week we'll explore a different theme, and I'll give you daily prompts to help guide your reflections. This week's theme is "Daily Life and Family" (日常生活和家庭).

Today's prompt: Tell me about your morning routine. What do you usually do when you wake up? Do you have breakfast with family? Try to include some details about what you eat or drink.

Vocabulary to help you:

- 早上 (zǎoshang) - morning
- 起床 (qǐchuáng) - wake up/get up
- 吃早饭 (chī zǎofàn) - eat breakfast
- 家人 (jiārén) - family members

Don't worry about being perfect - just speak naturally in Chinese! After you record, I'll help you with some key vocabulary and maybe ask you to try writing one simple sentence. When you're ready, record your first journal entry.

Listen

先说：
理顺书写思路
增加细节
提高质量

AI辅助课堂活动实例

□ 王老师

- 给学生思路引导：
通过已知信息多提
相关问题从而打开
思路

Oct 29, 2025 at 2:06 PM

我早上七点钟起床，然后我会换衣服和刷牙。然后我去楼下吃早饭，然后我的爸爸送我去学校。

🔊 Listen

Follow-up questions to help you practice more:

1. 你早饭通常吃什么? (What do you usually eat for breakfast?)
2. 你和家人一起吃早饭吗? (Do you eat breakfast together with family?)
3. 从家到学校要多长时间? (How long does it take from home to school?)

Oct 29, 2025 at 2:08 PM

有的时候我早上没有时间吃早餐，所以我会给我自己做一个水果奶昔，因为做得很快，然后我可以在车上喝。

🔊 Listen

Follow-up questions:

1. 你的水果奶昔里面放什么水果? (What fruits do you put in your smoothie?)
2. 你喜欢喝奶昔还是喜欢吃早饭? (Do you prefer drinking smoothies or eating breakfast?)

Oct 29, 2025 at 2:11 PM

我的水果奶昔里面有很多不同的配料，你们有牛奶、蜂蜜、草莓、菠萝等等。我早上更喜欢喝水果奶昔，因为我不喜欢吃甜的东西或者是食物。

🔊 Listen

华裔学生“先说后写”

AI辅助课堂活动实例

□ 王老师

小作文 4

这是我每天早上做的事。我平常七点钟起床，我把我的床铺好以后就开始找我要穿的衣服，但是有的时候我会头一天晚上准备好我明天要穿的衣服。夏天的时候我最喜欢穿的衣服是短裤和一个背心，现在天气比较冷所以我喜欢穿牛仔裤。我在卧室把衣服穿好以后就会去洗手间洗脸，刷牙和梳头发。我把头发梳好以后就去楼下有的时候我的妈妈已经准备好了早餐，但是有的时候我会给我自己打一个水果奶昔。我做的水果奶昔有很多的配料，像草莓，菠萝，牛奶，香蕉，蜂蜜等等。我喜欢做水果奶昔因为很淡而且我可以带在车上。我偶尔会吃热的遭赞因为我的肚子会痛。最后，我吃完早餐之后我拿着我的书包和饭盒然后我的爸爸送我去学校。

后写：
有条理有细节



倒影故事：

我朝自己的倒影挥了挥手。

他没有回应。

然后——他慢慢
举起来手。

对抗AI的作业实例

□ 刘老师

- 给学生i+1的引导
- 使用可以观察历史的文件 (draftback, Canvas Quiz log, and TrueMark)
- 明确标注是否能使用AI

Essay 1: AI在我生活中的一天

AI has already entered our daily lives—for example, voice assistants on smartphones, translation tools, learning apps, and video recommendation systems. Write an essay in Chinese describing how you interact with or use AI in a typical day. What conveniences does it bring? You may also share your thoughts or feelings about it.

Paragraph 1: Introduction and Thesis

- How will you introduce the topic by writing an engaging sentence that describes how Artificial Intelligence (AI) has been integrated into our daily lives? 你用AI吗？你每天用AI用多长时间？你常常用AI做什么？
- Considering the convenience and your feelings about AI throughout your day, what is the main point (thesis statement) you want to emphasize in your essay? 你觉得用AI好吗？方便吗？为什么？

Paragraph 2: Specific Interactions and Convenience

- **Select Scenarios:** Choose 2 to 3 of the most important AI interactions from your "AI Diary" and describe the **time/location** where they occurred (e.g., *In the morning, I used*

AI在我生活中的一天

有时我用人工智能可是我没有每天用人工智能。我一般是用它来学习。不过我不喜欢用人工智能，因为我觉得你不会真的学到东西。不过，我朋友常常用人工智能来学习。我不觉得用人工智能好，因为人工智能让学生什么都学不到，可是我觉得人工智能带来方便。



Yi-Wen Liu
7:56 AM Oct 24

是真的吗？Is that true?

检测学生是否使用AI编辑的工具

3.1.4 My Travel Story

Jaeden Jordan submitted Oct 11 at 7:37pm late

Text Playback

九年级的寒假我跟同学一起去过多明尼加共和国，我们在多明尼加共和国呆了两个星期。我们的了飞机票可是飞机很小和很长所以我的腿觉得不舒服，以后我介绍了我们的两个导游。在多明尼加共和国我们先去多明尼加共和国的首都，圣多明各。第二天我们在学校帮小孩子学科学课，数学课，他们。每天我去学校帮了六个钟头，以后参观好久名胜古迹我看了圣多明各最有名海岸叫Boca 在洞穴的里面，它叫三个眼睛。我跟朋友在洞穴的里面拿很都漂亮得不得了张篇，我们也可以游穴的里面所以别的朋友跳着进水我用手机录像。我觉得很饿了以后游泳游了一个钟头所以晚上我馆吃了很好吃得不得了西班牙菜。多明尼加共和国的天气比北卡的天气更好，在多明尼加共和国天和没有下雨：如果你不得喝很都水然后你会成很累因为天气越来越太热。多明尼加共和国的晚很暖和所以我跟同学去外面聊天很学无聊。以后两个星期我回家可是我不想坐很小的飞机。

Student Chat

Student

have I used 着 correctly in this sentence 所以我用着手机别的朋友跳进水

Oct 11, 2025, 6:48:04 PM

AI

The 着 particle can work for showing you were using your phone continuously, but your sentence needs clearer structure. What exactly were you trying to say about using your phone while your friends jumped in the water? Were you taking photos of them, or doing something else with the phone?

Oct 11, 2025, 6:48:15 PM

Student

I was trying to say while one of us recorded, the other would jump into the water

Oct 11, 2025, 6:48:50 PM

Content and Story Structure 7/10 ^

Story is complete, well-organized, and uses the required time phrases effectively to tell a clear and engaging travel story. 8-10

Story is mostly complete with some use of time phrases and story structure, but may lack clarity or full development. 4-7

Story is incomplete, lacks clear structure, or does not use the required time phrases and story elements. 0-3

Your story is mostly complete and you have used some time phrases like '第一天' and '第二天'. However, the story could benefit from more detailed descriptions and a clearer structure to enhance coherence and engagement. Consider adding more transitions and details about your experiences.

7

Language Accuracy and Grammar 7/10 v

Vocabulary Usage 3/5 v

Sentence Length and Complexity 3/5 v

Chinese Characters and Pinyin Accuracy 3/5 v

 Clear all feedback

Rubric Total 23/35

COMPLETION TIME

- Average time to complete: 41 mins
- Fastest completion time: 13 mins
- Slowest completion time: 1 hours 52 mins

STUDENT AI USAGE

- Total AI chats: 3 (0.6 per student)

RUBRIC ANALYSIS: Total rubric scans: 4 (1.0 per student)

- Strongest category: Content and Story Structure (7.0/10.0)
- Weakest category: Chinese Characters and Pinyin Accuracy (2.8/5.0)

AI政策和正确使用方式

- 莫入误区：“杀鸡焉用牛刀”
 - 是否必要？或是为了使用AI而使用，盲目追求高科技感)
- 少即是多：教学核心不变
 - AI-resistant, not AI-advanced 教学设计应经得起AI的冲击，而非依赖AI的包装
 - AI-assisted, not AI-reliant 借助AI提升效率与体验，而非让AI主导教学
- 以人为本：保持教育温度

AI应是教学共同体的“助教”而非“主角”

Teacher & Student < - > AI

~~Teacher < - > Student & AI~~



Policy on Use of Generative AI, Online Dictionaries, and Translation Tools

USE OF TECHNOLOGY

- Students may use Generative AI tools and other educational technology only during class activities and under teacher supervision.
- Unsupervised use of these tools, especially for creating full sentences or passages, is not permitted.

APPROVED ONLINE DICTIONARIES

You may only use the following resources:

- YellowBridge (website)
- Train Chinese (website or mobile app)
- Pleco (mobile app)

All other online dictionaries, translation tools, or AI tools are not allowed, unless specifically approved by the teacher.

LIMITED USE OF GOOGLE TRANSLATE (Chinese Class Only)

Google Translate may be used under teacher supervision for the following purposes only:

- Converting Chinese characters into Pinyin.
- Switching between Traditional and Simplified characters.
- Translating individual vocabulary words between Chinese and non-English languages (e.g., Chinese ↔ Spanish, Chinese ↔ French).

Use of Google Translate for full sentences, passages, or unsupervised work is strictly prohibited.

ADDITIONAL INFORMATION AND POLICIES REGARDING ACADEMIC INTEGRITY

- Reusing work from previous years or other classes is an Honor Code violation. All work must be original and created specifically for this class.
- If there are any concerns regarding the honesty or integrity of your work, the matter will be referred to the Honor Council.

| 类别 | 代表产品 | 开发方/背景 | 主要特点 | 教学场景举例 |
|---|--|---------------|----------------------------|------------------|
|  聊天型AI (Chatbot类) | ChatGPT (OpenAI) Gemini (Google) Claude (Anthropic) Copilot (Microsoft) Perplexity AI | 各大AI公司 | 通用对话、问答、写作、语言练习 | 语言练习对话、写作修改、备课思路 |
|  教学辅助平台 (AI for Education) | MagicSchool AI (教师专用) Curipod (AI课件生成) Diffit (生成差异化教学材料) Flint (AI学习伴侣平台) | 教育科技公司 | 为教师量身定制的教学工具: 自动生成教案、测验、活动 | 备课、课堂活动、差异化教学 |
|  笔记 / 知识管理类AI | NotebookLM (Google) Mem AI Notion AI Obsidian + AI插件 | Google、独立开发团队 | 基于文档或笔记生成洞见、自动摘要、文献辅助 | 文献整理、学生项目研究、论文辅助 |

| 类别 | 代表产品 | 开发方/背景 | 主要特点 | 教学场景举例 |
|---|--|--------------------|-----------------|-------------------|
|  多模态创作类(文本+图像/音频/视频) | ChatGPT(带图像生成) Gemini Advanced(带多模态) Runway ML(视频生成) Pika Labs(视频) Midjourney / Leonardo AI(图像) | OpenAI、Google、独立团队 | 跨媒体内容创作 | 课堂视觉材料、文化导入、情境教学 |
|  办公与学习集成型(工具嵌入AI) | Microsoft Copilot(整合进Office) Google Workspace Duet AI Canva Magic Studio | 微软、谷歌、Canva | 在常用软件内嵌AI功能 | AI生成PPT、文档润色、图像设计 |
|  搜索与研究辅助类 | Perplexity AIYou.com Elicit(科研辅助) | 独立团队 | 结合AI与检索,生成有出处答案 | 学术研究、资料搜集、项目学习 |

Durham Academy Faculty-Staff Guide to Use of Generative AI

| Traffic Light | Usage | Example | Copilot | Gemini | Flint | Toddle | Canva | Other |
|---------------------------|---------------------------|--|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|---------|
| Green (low risk) | Administrative Efficiency | automate meeting schedules and personal tasks | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | Administrative Efficiency | develop AI-generated newsletters and communications | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | Administrative Efficiency | summarize long documents and meeting notes | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | Content Creation | generate supplementary materials for class such as flashcards and quizzes | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| | Content Creation | provide suggestions for curricular units, assignments, and rubrics | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| | Content Creation | customized reading aids to support diverse literacy needs | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | Content Creation | writing and editing assistance | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| | Content Creation | multimedia enhancements | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | Instructional Support | enhancing learning materials | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | Instructional Support | real-time feedback for students using AI-based interactive tools | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Yellow (moderate risk) | Professional Development | training | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | Professional Development | skill enhancement | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | Student Assessment | AI-assisted student grading | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| | Student Assessment | AI-assisted student feedback (should not replace direct teacher insight) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| | Personalized Learning | tailor educational experiences based on individual student data | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Yellow (moderate risk) | Communication Tools | chatbots or virtual assistants for student/parent interactions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Ask OIT |
| | Data Analysis | use non-sensitive organizational data to inform decision-making | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | Red (high risk) | Sensitive Data Handling | use of AI tools with student or organizational data that could compromise privacy | | | | | Ask OIT |
| Red (high risk) | Surveillance | use of AI tools to monitor student or staff behavior without consent | | | | | | Ask OIT |
| | Automated Decision Making | use of AI tools that make decisions affecting individuals without human oversight | | | | | | Ask OIT |
| Red (high risk) | Bias and Fairness | use of AI tools without vetting potential biases that could lead to unfair treatment | | | | | | Ask OIT |

RAVENSCROFT AI ACCEPTABLE USE SCALE

LEVEL 1



NO AI USE

AI IS NOT PERMITTED ON THIS ASSIGNMENT FOR ANY REASON.

Reading: You must complete all reading without any help from AI.

Content Creation: You must complete the assignment using only your own knowledge, skills, and creativity.

Problem Solving: You must solve all parts of assigned problems using only your own knowledge, skills, and reasoning, as well as material covered in the course..

ONLY THE RAVENSCROFT DISCLOSURE STATEMENT IS REQUIRED.

LEVEL 2



AI AS A THOUGHT PARTNER

AI CAN BE USED ONLY FOR INITIAL INQUIRY, BRAINSTORMING, AND HELPING GENERATE IDEAS.

Reading: You must read the original text as assigned. AI may be used to help you understand the text by summarizing passages, creating bullet points of key ideas, or creating visual representations such as mind maps.

Content Creation: You may use AI tools only for initial idea-gathering, but not to complete the assignment. You must review all AI-created work to ensure its accuracy.

Problem Solving: You must generate your own solutions to problems, but you may use AI to suggest strategies, explore concepts, and provide helpful ideas.

STUDENTS MUST DISCLOSE AI USAGE. COPIES OF CHAT(S) MUST BE SUBMITTED.

LEVEL 3



AI AS AN EDITOR

AI CAN BE USED TO EDIT AND RECEIVE FEEDBACK ON ORIGINAL CONTENT.

Content Creation: You can use AI feedback to help edit and revise your original content.

Problem Solving: You may use AI to improve the clarity, organization, and simplicity of a solution you have created, but not to correct errors.

STUDENTS MUST DISCLOSE AI USAGE. COPIES OF CHAT(S) MUST BE SUBMITTED.

LEVEL 4



AI AS AN ANALYST

AI CAN BE USED TO ANALYZE DATA, IDENTIFY PATTERNS, AND IDENTIFY THEMES.

Reading: AI may be used to help you analyze the reading, but you must read the text assigned.

Content Creation: AI can be used to help you create visualizations such as charts or graphs to help identify new patterns or themes, but you must complete the assignment yourself. You need to review AI-created work to ensure its accuracy.

Problem Solving: You may use AI to identify the correct method you need to begin a problem or to find your mistakes after completing a problem on your own, but you may not use an AI-generated solution.

STUDENTS MUST CITE AI-CREATED CONTENT IN THE APPROPRIATE FORMAT. COPIES OF CHAT(S) MUST BE SUBMITTED.

LEVEL 5



AI AS A CO-CREATOR

AI CAN BE USED TO HELP COMPLETE ASSIGNMENTS AND PROJECTS.

Reading: You can create and read an AI summary instead of reading the original text.

Content Creation: You can use AI to create parts of an assignment as permitted. You need to review AI-created work to ensure its accuracy.

Problem Solving: You may use AI to generate solutions when solving problems. You must check and verify your solution.

STUDENTS MUST CITE AI-CREATED CONTENT IN THE APPROPRIATE FORMAT. COPIES OF CHAT(S) MUST BE SUBMITTED.

教学建议

- 学校或课堂教师应该提供AI使用标准，并且清楚界定哪些行为是“作弊”。
- 学区或者学校应该提供教师AI相关的训练，教师也应该积极地参与学习。
- 小学和初中不应该忽视AI的重要性，特别是学生要开始逐渐认识并习惯怎么在日常中使用AI。
- 做一个不被“会使用AI的老师”取代的人！

Innovating Mandarin Curriculum: Integrating AI into Curriculum Planning

利用AI辅助创新中文课程设置

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