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# Springleaf Chinese School Newsletter

School Year 2019-2020 Fall



## Class Schedule

Class time	Grade Level	Subject	Room	Teacher
9:00-10:30	Level 10	Algebra II	SS 108	June Chen-Todt
	Level 12	Chinese	ST 104	Wenny Lin
	Level 6	Chinese	ST 103	Yuan Lu
10:35-12:05	Level 1 & 2	Chinese	ST 103	Yuan Lu
	Level 7	Chinese	ST 104	Wenny Lin
	Level 7 ~12	SAT I & II Math	SS 108	Leixuan Yang
	Level 1, 2, 3 & 6	Art	SS 103	Yonghong Zhong
12:20-1:20	Level 7 & up	English Writing & SAT Prep	ST 104	Richard Boudreau
12:45 - 1:45	Level 4	Chinese	ST 103	Yuan Lu
12:45 - 2:15	Level 8	Algebra I	SS108	Leixuan Yang
2: 00 - 3:00	Level 3	Chinese	ST 103	Yuan Lu
1:25-2:55	Level 10	Chinese	ST 104	Wenny Lin
	Level 7, 11, & 12	Art	SS 103	Yonghong Zhong
3: 10 - 4:10	Level 6 -(2)	Chinese	ST 103	Yuan Lu

### Fall Term

**Sept** 7<sup>th</sup>, 14<sup>th</sup>,  
21<sup>st</sup>, 28<sup>th</sup>

**Oct** 5<sup>th</sup>, 12<sup>th</sup>, 19<sup>th</sup>,  
26<sup>th</sup>

**Nov** 2<sup>nd</sup>, 9<sup>th</sup>, 16<sup>th</sup>,  
23<sup>rd</sup>

**Dec** 7<sup>th</sup>, 14<sup>th</sup>, 21<sup>st</sup>

**Win-ter Break** 15 classes total this term

# Tuition/Fees

- 1.5 hour Chinese, 1.5 hour Math, 1.5 hour Art -**\$13/week**
- 1 hour Chinese - **\$9/week**
- 1.5 hour SAT math class-**\$15/week**
- 1 hour English Writing - **\$16/week**
- Math material fee-**\$5/term**
- Art material fee - **\$15/term**



## Chinese

With the development of Chinese economy and the increasing international exchanges, Chinese has become a more popular language. Children who come to Springleaf not only to learn Chinese for potentially broad future application in their life, but also make friends and gain new skills. Especially for the older students, their teachers serve as both teachers and mentors.

## Level 1

### Level 1 (Quote from Teacher Yuan Lu)

As Chinese becomes a more popular foreign language, we hope to continue to introduce beginners to Chinese through this class. Our Level 1 class covers contents including Chinese language, Chinese culture, music and children's art.

We introduce Chinese to beginning level students through playing, fostering a sense of curiosity for the language and sparking excitement for learning a new language. We create a motivational and fun

environment for them to begin exploring Chinese language and culture, which we hope will provide a strong basic foundation for these students to continue learning Chinese in a greater capacity in the future.

During a typical class, students learn new vocabulary words, read nursery rhymes, sing traditional Chinese songs and draw children's pictures.

Over the course of this school year, the students in this class have learned many children's nursery rhymes and completed Ma Liping's Grade 1 Unit 1 lessons. After the one year Level 1 program, most students possess a good command of more than 100 Chinese characters.



### Level 2 (Quote from Teacher Yuan Lu)

Level 2 provides further experience with the Chinese language for students with some prior knowledge of Chinese. In this class, the students improve their language skills and build familiarity with Chinese. during this school year, we completed Ma

Liping's Grade 1 Unit 1 & 2 , and started the Unit 3.

In each class, the students used the "direct reading" method to learn common words. They practiced Chinese with Quizlet flashcards, through which they were exposed to new vocabulary and given a chance review old vocabulary. They also participated in

various memory games, such as putting flashcards into sentences from texts taught in class and read stories aloud. In the process of learning to write Chinese characters, the students were taught to emphasize the standard of strokes and the order of strokes.

The students in this class were

very enthusiastic about learning Chinese and made great progress.

### Level 3 (Quote from Teacher Yuan Lu)

The Level 3 class helps intermediate Chinese learners develop more confidence in their oral, reading and writing abilities.

This school year, we completed Ma Liping's Grade 1 Unit 2 & 3, and started Ma Liping's Grade 2 Unit 1.

Paired with the Ma Liping readings, students watched cartoon depictions of the stories in the Ma Liping textbook.

In this class, students also practiced flashcards to learn and acquire new terminology. Through these flashcards, students gained more exposure to and interaction with new



### Level 6 (Quote from Teacher Wenny Lin)

Level 6 Chinese is lower intermediate Chinese class. Students can speak fluent Chinese, read short story in Chinese and start to learn how to write sentences using the vocabulary that they learned at classes. The textbook we use for this class is MaLiping grade 3 book.

Students learned each lesson through reading, writing, flash cards, story reciting, puppet shows etc.

Meanwhile, students learned Chinese culture throughout the whole school year as well. Stu-

words. There were many thematic, narrative elements in the Grade 1 unit 3 and Grade 2 unit 1 lessons, so students were able to engage in rich storytelling through skits performed in Chinese. The students gained a deeper understanding of the texts and stories by transforming them from the page to the stage. The students greatly enjoyed these performances!

### Level 5 (Quote from Teacher Yuan Lu)

The Level 5 class is designed for intermediate Chinese learners, typically in the higher levels of beginner Chinese.

This school year, we finished Ma Liping's Grade 2 curriculum and started Ma Liping's Grade 3 curriculum, completing Unit 1.

dents learn how to have better understanding of Chinese language usage through real life, customs and Chinese traditional holidays such as Chinese new year, mid-autumn festival. We also taught students how to make moon cakes, dumplings and Chinese art crafts.

### Level 9 (Quote from Teacher Wenny Lin)

The level 9 Chinese class is an intermediate class designed for students who can speak fluent Chinese and start to develop comprehensive ability through reading those advanced Chinese articles. This school year, we learned Ma Liping's 5th grade book "XiYouJi" consisting of 14 chapters.

Students learned how to identify the themes, supporting details, sequence of events in an article.

This class greatly enjoyed flashcard activities. The students completed flashcard tests with accuracy and speed. They even incorporated a little bit of friendly competition into the activity to make it more fun.

The students learned Pinyin, which we believe is an useful tool that can enable students to learn Chinese more self-sufficiently in their future studies. As students accumulate more words in their Chinese vocabulary, learning Pinyin offer even more benefits. We also transitioned texts and readings from children's stories to Chinese historical myths and fables. Additionally, we encouraged students to move beyond simple character recognition, towards more advanced interpretations the stories' themes and implications. Teaching grammar provided students with an opportunity to compare and contrast Chinese and English syntax.

Students also learned how to organize ideas in the logical and well-connected way for their story summaries. Meanwhile, students learned Chinese culture throughout the whole school year as well. Students learn how to have better understanding of Chinese language usage through real life, customs and Chinese traditional holidays such as Chinese new year, mid-autumn festival. We also taught students how to make moon cakes, dumplings and Chinese art crafts.



## Level 11 (Quote from Teacher Wenny Lin)

The level 11&12 class is an advanced Chinese class.

This class is designed for students who is ready for Chinese SAT II test or want to challenge for AP Chinese test in a couple of years. Students can apply Chinese fluently on and off school.

In this school year, we learned Ma Liping's 7th grade textbook from unit 1 to unit 2 lesson 4. We worked really hard to improve student's advanced reading and writing skills. In reading, we learned how to recognize a cause-and-effect relationship described in a paragraph, select an accurate summary of a paragraph and draw conclusions based on given information. In writing, we

learned how to organize ideas in a logical, well-connected, and consistently concise sentences into paragraphs.

During the Chinese traditional holidays, students demonstrated a better understanding of Chinese culture and Chinese traditions.

They made moon cakes to celebrate moon festival, organized class party to celebrate Chinese New Year, made a movie time in a class to celebrate dragon boat festival.



## English Writing & SAT Prep

The English writing and SAT Prep lessons are offered at our Chinese School. The class is geared towards the needs of improving students English skills in grammar, critical reading and creative writing for school as well as SAT and ACT.

### Level 6 to 12 (Quote from Teacher Richard Boudreau)

In the first section of the course, the class focused on an introduction to essay writing as well as understanding basic proper grammar, sentence and paragraph construction, proper use of adjectives and adverbs, consistency of tenses and proper use of punctuation. We also studied how to expand vocabulary and avoid repetition through use of synonyms, pronouns, sentence variety and modifiers. We worked on editing essays to reduce unnecessary words and make the text understandable to different levels of readers.

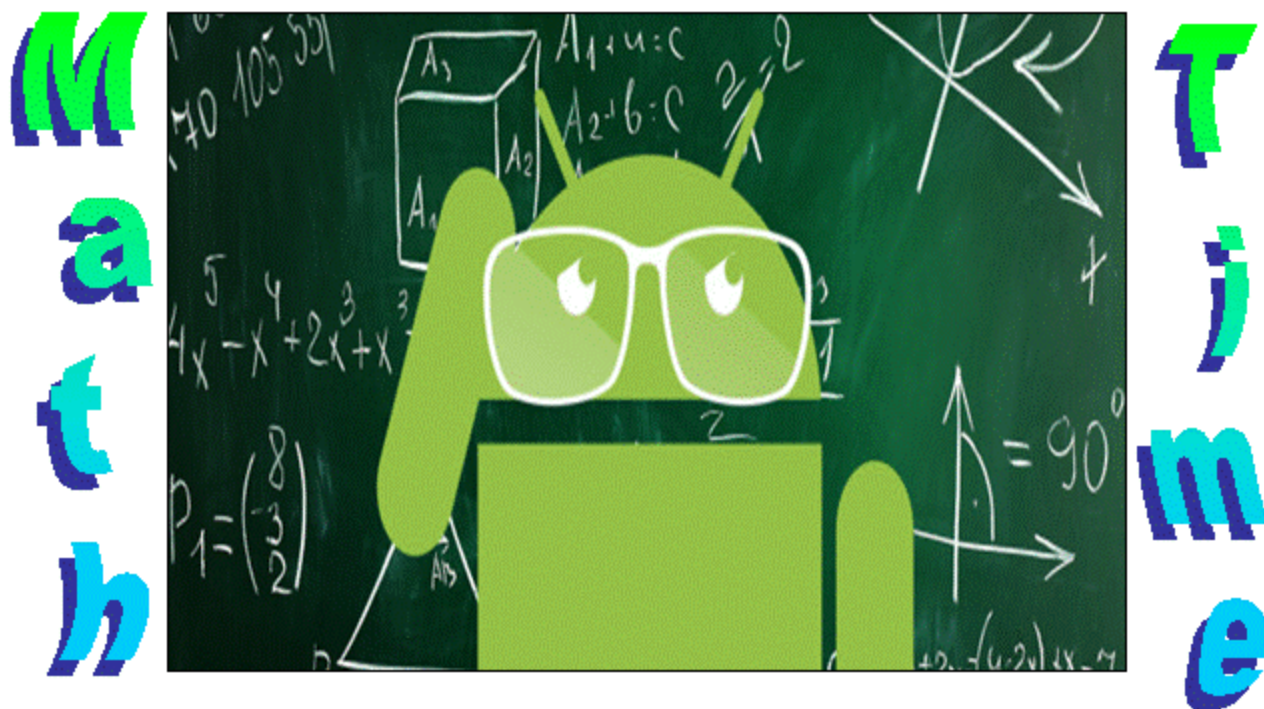
Later in the course, we focused on different types of essay writing. This included narrative, persuasive, descriptive, personal narrative and informative essays. As well, we looked at incorporating dialogue into writing. Students were encouraged to seek clarity, directness and efficiency in their essay writing.

In the final part of the course, we pursued creative writing. Some exercises included free writing, writing with one-word prompts as well as fantasy, science fiction, personal narrative writing and flashback narratives. Students enjoyed the opportunity to write using own imagination and opinions.

We also spent one class writing cover letters for interviews.

I would like to say how much I enjoyed the experience. The Springleaf students were diligent, respectful and engaged. As a teacher, it is a real pleasure to be with students who demonstrate a love of learning and a respect for the classroom environment. If there is sufficient interest, I would love the opportunity to teach again next year for Springleaf.





## Math

The math program, established for nine years and taught by Teacher Chen and Teacher Yang, has helped so many students. Many parents have also given feedback about how helpful the program is. SAT I and II classes provide a comprehensive review for the high school students for their math exam needs.

### Algebra 1 (Quote from Teacher Leixuan Yang)

The following algebra concepts have been introduced and taught to the students:

Algebra Expressions

Exponents and Roots

Factoring

Solving Equation

Linear Function

Graph of the Linear Function

Solving System Equations

Coordinate Geometry

Quadratic Equations

The students have made progress in what was taught in

the class and became more interested in the Math subject.

### Geometry (Quote from Teacher June Chen-Todt)

We covered Geometry this past term and reviewed all the chapters before schools final exams. Next term we will start Algebra 2.

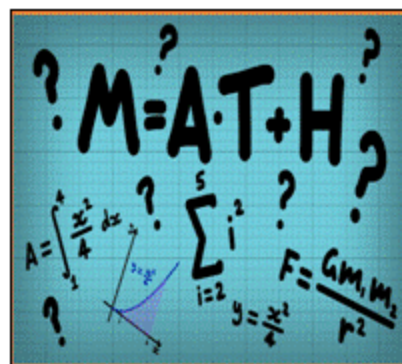
### SAT I Math (Quote from Teacher Leixuan Yang)

In this school year, part of it was spent on SAT I, and the rest of on SAT II.

We mainly worked on the practice tests of Dr. John Chung's SAT I and II. Many sets of the practice tests from the books were com-

pleted in the classes. The students have learned how to solve various types of SAT questions.

I believe their problem solving skills have been certainly improved.





## Art

Our school offers art classes to our students in order to foster creative thinking and a more well-rounded, holistic educational experience. Teacher Yanghong Zhong has an immense body of artistic knowledge and hopes to pass on to the students his passion for art.

### All Levels Art Classes (Quote from Teacher Yanghong Zhong)

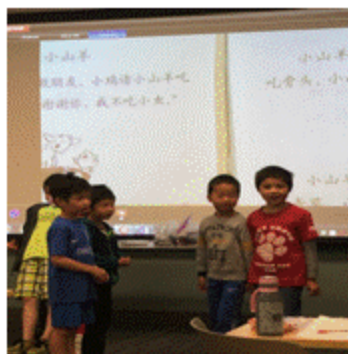
For the past 9 months, we focused primarily on experimenting with watercolor. Most artists would agree that watercolor is one of the hardest medium to control and master. The classes were structured specifically to allow students to have fun and learn to paint with watercolor without any limitations. The main goal of the first trimester was to experiment with different kind of watercolor techniques and making sure students were comfortable using the

medium. The goals of the second trimester were to paint mostly simple objects or still life either from



photo or from life and continue to fine tune different techniques they learned in the first trimester. The last semester, students continue to build and fine tune all the watercolor techniques through various class assignments. Toward to end the third trimester as students becoming more confidence with the medium the class assignments were more focused on imagination and creativity rather than painting still life.

## School Activities





# School Activities (Continued)



## School Activities



## Students' Achievements

### Academic Accolades

Anrew Todt, representing Lake Oswego High, and Kvein Qiu, representing Lincoln High, participated in an international high school robotics competition, The First Robotics Competition 2019. Congratulations to them!!!

### College Admission

Andrew Todt is attending UCLA; Olivia Weng is attending Case Western Reserve University. Congratulations to them!!!



## Students' Corner

**Chinese** Here are Chinese essays from our students. Although you might find some grammatical mistakes and awkward sentence structures, these essays represent impressive displays of hard work and proficiency, considering the infrequency that some of these students interact with the Chinese language in their day to day lives.

### My School Breaks

## 迪士尼的巨雷山

盛颖萱

Olivia Sheng Level 5

二〇一九年一月二号，我和我的朋友Leia去加州迪士尼玩巨雷山。这是在一座模拟布莱斯峡谷的山里坐上高速狂奔的车，体验车在坑道里奔驰。

我和Leia坐下，放下安全杆，车就开动了。刚开始车开得很慢。转过一个弯，车开始加速。我们的车子往下一掉，我们的身体往一边歪。我举起手往空中摇摆，屏住呼吸，车在转圈圈。我一边尖叫，一边大笑。突然，我们的车往山上开进一个隧道，周围一片漆黑。开着，开着，前方亮起来了。我们看见隧道墙上很多炸药连在一起。有一个炸药被点着，其它也连锁反应地被点着。这些炸药连着一个巨大的盒子，盒子外面用黑色的油漆写着“危险！”。Leia和我深吸一口气，紧紧地抓住彼此的手。我们很害怕，但我们知道这只是过山车的一部分。我们的车缓缓前行。炸药还在接着爆炸。我们意识到那个黑色的盒子快爆炸了，3！2！1！……

嘭！的一声，我们的车一瞬间出了隧道。车笔直地向下朝着一片沙漠仙人掌冲过去，耳边传

来黑色盒子里炸药爆炸的声音。

我们经过一个电子仿真的山羊，山羊在悬崖边上小心地吃着草。我们的车转呀，转呀，最后安全地到站停下。我们下车以后，我马上说：“我要再玩一遍！”



### 登长城

盛颖萱

Olivia Sheng Level 5

今天，二〇一九年四月四日，我准备爬一段中国长城。

我们坐了一段缆车，然后我们开始爬这个陡峭的城墙。在上面风很大，我的头发被吹得脸上到处都是。我们走呀，走呀，觉得越来越热，越来越饿。

我们休息了一会儿，照了几张照片，然后往下走。这城墙是如此陡峭，我们不得不用手扶着城墙，一步一步往下挪，以免摔倒。

我爸爸也走不动了，找了个阴凉的石头坐下来，看着妈妈接着往前走。我们眼前的风景很好，长城沿着山脊上下左右蜿蜒。我告诉我自己：这就是中国的长城。



### 暑假趣事

陈岱彬

Davin Chen Level 5

这个暑假妈妈提出我可以和Ginny和Owen一起去中国玩，当然也要学习。Ginny和Owen是我在田纳西的好朋友。我们是寒假在旧金山一起玩时认识的。

有一天，Ginny和Owen的外公和外婆邀请我和爷爷奶奶去万达玩。万达是一个大型的游乐中心，里面有很多可玩的项目。一开始我们玩了一些简单的游戏机游戏。用赢来的游戏币换了一套车。过了一會兒，我们发现了一个很好玩的地方，那里聚集着很多方形的蹦蹦床。我们买了票，票价很高，每人要超过100元。我们都进去了，我提议我们在那些连成一片的蹦蹦床上比赛跑步！这很好玩，但是我们一会儿就累了，又想出新的游戏。在那蹦蹦床的右边有一个用泡沫塑料做成的坑，里面有很多小的塑料泡沫。我们一起跳进去打泡沫塑料战，和打雪战似的，一样的好玩，却不冷也不疼，而且还不要自己做“弹药”。我们又发现，在这个坑边上有一个攀岩的地方，我们就又去攀岩了。过了一會兒，我和Ginny还在上面，Owen却已经下来了。在下面用泡沫块射我们。我也跳下去，用我的泡沫塑料块打飞他的。没多久，我们又玩腻了，去了一个小一点的泡沫塑料坑。那个坑有8个挂着的轮胎，可以像荡秋千一样荡。我们又创造了一个游戏：我们荡着轮胎相互撞。我们

各有所长。我的是换轮胎，能从一个轮胎迅速换到另一个轮胎。Owen是攻击，仗着他比我们大家都重，重重地撞来撞去。Ginny的是干扰，她总是能同时控制两个轮胎一起打仗。我们玩得可高兴了。

时间过得飞快，好像没玩多久，爷爷奶奶就说该吃中饭了。我们去汉堡王吃，同样是汉堡，为什么他们那里的就比我们学校食堂做的好吃那么多？！吃完了中饭，我们顾不上休息，就说还要继续玩。没过多久，大人们说我们该回家了，但我们还没有玩够。我们三人一起努力，终于用中文说服了大人们让我们回家以后再在一起玩一会儿。我们又开开心心地在我们家玩了一会儿。

这是我快乐暑假的一天，我在中国渡过了很多这样快乐的日子。



## 中国行

许若苏

Rossle Xu Level 5

暑假，我去中国旅行。我到了北京，合肥和香港。

在北京，我呆在酒店里睡觉，我去合肥见爷爷和奶奶。我去香港玩得很开心。我喜欢回中国。



## 侏罗纪公园漂流记

盛颖萱

Olivia Sheng Level 5

暑假的一天，我在好莱坞环球影城的侏罗纪公园坐上了漂流的船。

一开始一切都很平静。有几只恐龙出现，他们喷了一点点水到我们身上。阳光灿烂，所有的人都很高兴。我们在河上往前漂，但我们从一个大山坡漂进了一个大洞。洞里有一个炸弹，已经开始了倒计时。我害怕得闭上了眼睛，听见很大的脚步声传来，是一只T-Rex恐龙的脚步声。因为它是按照真实恐龙的大小来制作的，所以它有巨大的嘴巴和牙齿，可以吃掉我们。眼看着这一切就要发生了，但是我们在倒计时的最后一刻快速冲出那个大洞，冲下了一个大坡。因为我们是坐在漂流的船上，河里的水溅了我们一身，我们全部都湿漉漉的。很快我们又回到阳光下，此时

我听到身后传来炸弹爆炸声，我很庆幸我们是幸存者！



## 我的暑假

Brock McCutchen Level 5

在暑假里，我和我的家人呆在家里。我的姐姐从大学放假回来探望我们。

我们在一起下棋，玩纸牌游戏，还在我的任天堂玩过马里奥游戏。我的祖母暑假期间也来我们家访问。除此之外，就没有其他的事情发生。但我还是很喜欢暑假，我们可以放松和休息。



## 洛杉矶游

许书弘

Aaron Hsu Level 6

今年暑假，我和我的家人去洛杉矶看我的姥姥和姥爷。

在洛杉矶，我和我的妈妈，姐姐一起去逛环球影城。环球影城是一个非常有趣和独特的地方，我喜欢去那里。

在环球影城，我们先坐木乃伊过山车。我们到得早，所以等的很短。坐了木乃伊过山车后，我的姐姐和我一起乘坐侏罗纪公园的过山车



Brock McCutchen Level 5

今年的寒假过得很愉快。我和父亲去打保龄球。

我们去保龄球馆，那里很忙。我们不得不进入到一个增设的区！后来，我们又去了拱廊。我们一起玩了七次滑雪球比赛。当我们回家的时候，我太累了。我很快就睡着了。



在炎热的夏日里，能在水里乘坐漂流船，真凉爽！

我们在环球影城里玩了几个小时，该是回家的时候了。在环球影城里，我最喜欢的是木乃伊过山车，乘坐它速度快，几乎看不到任何东西。我希望我们再来。



## 快乐的暑假

Joshua Yin Level 6

今年的暑假，我们家搬到公寓去，因为我们要改造房子。

我们要为爷爷加盖一间房子和浴室。我们的公寓小，但很舒服。我有个朋友住在公寓的附近，这样我们就常在一起玩。

我还去上了两周的暑期夏令营：一是Coding，另一个是Ultimate Frisbee。两个夏令营都好玩极了。

## 游戏场之行

许书弘

Aaron Hsu Level 6

在寒假里，我全家去了一个游戏场，每个人都玩得很开心。

在游戏场里，爸爸给我和姐姐五十元钱，姐姐和我试着玩瓜子游戏，但没有得到玩具。我的爸爸好像马上就要抓到一件玩具，但在最后一秒，瓜子松开了，也没有抓到玩具，我们太伤心了。我还尝试了两次篮球街机游戏。高分是七十分，我得到三十三分和四十七分。我还试了一个钓鱼游戏，得了四十分。我爸爸玩了一个射击游戏，结果非常糟糕。我的妈妈一直坐在椅子上睡觉。

我们在游戏场渡过了一个愉快的下午。



## 读书

Joshua Yin Level 6

今年的寒假，我没做什么特殊的事情。但是，我们全家去加州看望我的外婆。

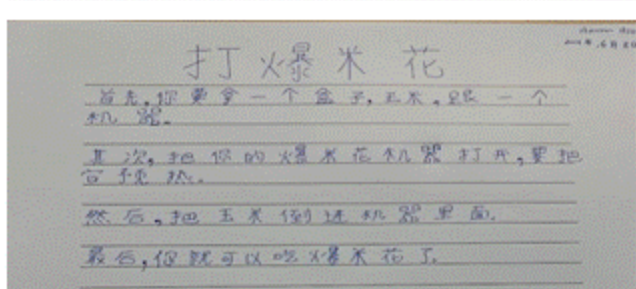
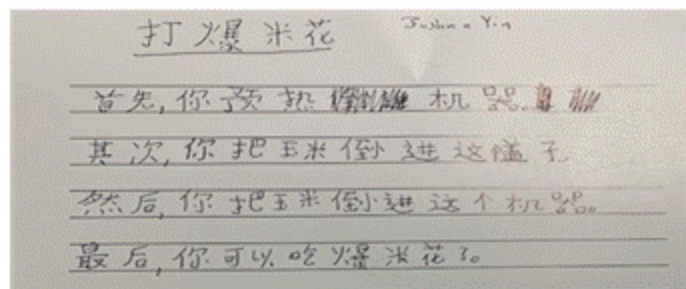
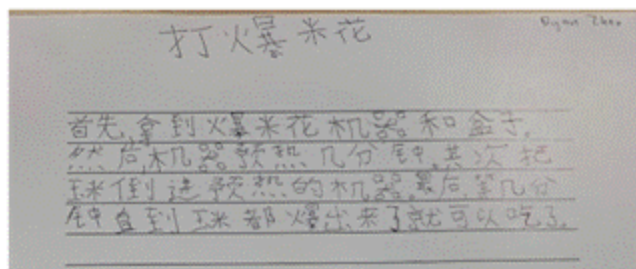
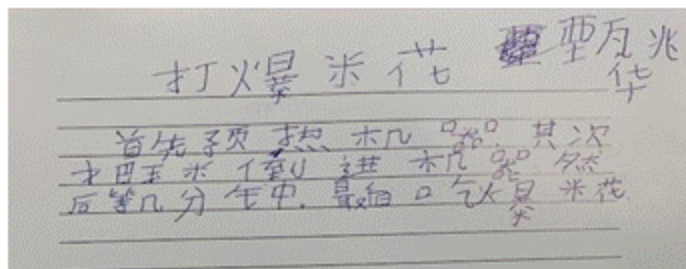
在外婆家，我们玩了好多游戏。外婆做了很多好吃的东西。我们回家过圣诞节。寒假，我读了很多书。最重要的是在家里休息，准备下学期的工作。



## 爆米花

你喜欢爆米花吗？孩子们在课堂里自己动手做爆米花，然后把他们的制作过程用中文写出，还画了自己打的爆米花。你觉得是否有点儿酷？

下面请看六岁班甄兆华，Joshua Yin, Ryan Zhao 和许书弘的实验报告。





## 下雪了

赵恒宇

Lucas Benson level 9

这个冬天我们得到很多雪。雪好像是一大床厚厚的白毯子。我们滑雪，我们滑得很快！我们得到六英寸雪。我们挖了一个雪洞。很多树跌下了，外面很冷还有结冰。在雪地里鹿的脚印很清晰，我们跟着脚印走，我们找到了鹿！

雪是这么美丽，还带给我们这么多快乐，我爱雪！



## 猪八戒吃西瓜

傅瑞奇

Ritchie Fu level 9

有一天，天气很热。孙悟空和猪八戒渴了。他们走了很长的路去找一些水果。猪八戒累了，他坐在树荫下。悟空去找水果吃。就在他要睡觉的时候，他看到了一个西瓜。他把西瓜分成了四片。当他吃了一片西瓜，他想要吃更多。所以，他吃了第二片西瓜。他吃完之后，他还要更多，就吃了第三和第四片，西瓜吃完了。然后，悟空回来了，看到八戒正在吃西瓜。悟空和八戒往回走了。过了一会儿，他摔了一跤。他又走了几步，又摔了一跤。孙悟空问八戒，“你今天为什么摔了两次？”八戒又走了几步，摔坏了他的脚。猪八戒现在才知道孙悟空看到他吃西瓜。当他们快到了，八戒又摔了一跤。唐僧和尚问猪八戒发生了什么事。八戒说他偷吃了西瓜后，他一直在摔跤。他知道他的错误，大家都笑了。

## 再写西游记-偷吃人参果

赵恒宙

Leal Benson level 9

悟空首先和他的主人一起走路，然后突然被大仙绑架了。他被绑在一棵树上，所以他缩小了一些树，看起来像他一样。然后走开时，大仙看到了他们并再次抓住他们。那个时候他在对悟空生气，想把他煮成油。所以悟空让石狮变成像他一样。当大仙发现后，他要煮唐僧，所以悟空回来做了一笔交易。悟空会在三天内找到一种方法来拯救他摧毁的树。大仙说好的，所以悟空开始寻找拯救树的方法。他首先去了三个老人玩游戏的地方，但他们不知道如何救树。所以他去观音菩萨，她救了树。然后大仙和悟空成了结拜兄弟。

Nicolas Yin level 9

有一天，猪八戒和孙悟空出去找食物。

猪八戒跟孙悟空去找吃的，可是，悟空走得很快。八戒累死了，想：“我会休息一会儿，让悟空去找。”悟空找到了桃子和西瓜，一吹：“变”，变出一群小猴子帮他收集水果。八戒起来以后，看见了一个很大的西瓜，吃了一大片，西瓜非常甜。忍不住说：“太甜了，我先吃猴的那块。”吃完，还是想：“我把唐僧那块也吃了吧。”吃完，他想：“我还是吃整个西瓜吧。”可是，孙悟空看见猪八戒吃那个西瓜。悟空想：“呵，这个傻子，我会收拾他。”说一小咒语，八戒的西瓜皮跟着八戒，逼他摔跤。

猪八戒回到家，承认自己偷吃西瓜。

周芷兰

Elaine Zhou level 9

有一天，猪八戒和孙悟空出去找食物。因为猪八戒很懒惰，他假装他肚子痛，所以，孙悟空只好自己去找食物了。八戒在树下打了一个盹，当他醒来时，他找到了一个大西瓜。当时，孙悟空已经回

## 编写《西游记》——降伏小白龙

贺明

Raymond He level 9

有一天，唐僧和悟空走到了一个地方叫鹰愁涧。忽然一条白龙跳出水，一口把白马给吃了。悟空急忙把唐僧拉到安全的地方。白龙就回到水底了。悟空去岸边，把行李带给唐僧。他不知道他应该做什么，因为唐僧不让他去打白龙，他怕白龙会偷偷的把他吃了。突然，六丁神从天空下来，说他会保护唐僧。悟空和白龙打了一会，可是白龙变成了一条蛇，跑了。土地神告诉悟空这龙是观音放在这的。六丁神去找观音帮忙。观音来了以后，把白龙变成了



来啦，正在偷看。猪八戒把那一个西瓜切开了，分成了四块，所以唐僧师徒每人都有一块。猪八戒立刻就吃他的那一块吃掉了。他吃了那一块还不够，就吃掉了孙悟空的那一块。说道：一片还不解渴，就把猴子的也吃了吧！然后就把悟空的吃了。接下来，就把沙僧的也吃了，因为他还没有吃饱。最后他把所有人的西瓜都吃了。孙悟空那时从石头后面跳了出来，看见八戒在忙着扔西瓜皮呢，孙悟空假装没看到，于是就就和八戒一起回到庙那儿。

在路上，八戒被一片西瓜皮滑倒了，他就把西瓜皮叉到他的叉子上。接下来，他又遇到了一片西瓜皮，就又叉起来。但是，孙悟空捡到了最后两块西瓜皮，猪八戒就跑了，可是西瓜皮跟着八戒跑来跑去，直到八戒道了歉。猪八戒说：我吃了西瓜没有给你们们的份，我很不好意思，我以后不会那么自私了。最后，所有人原谅了八戒，继续往西天前进。



## 《托马斯》

郑碧山

Bishan Zheng level 9

在中国有一个美国人叫托马斯。他要去一个很重要的地方。他开他的车去那个重要的地方。他看见了一个标志说：“车速-120”。托马斯开车的时候也看见了很多标志比如：停。如果他碰到那标志，他就要停车，看一看是否有别的车。托马斯最后找到了一个标志上写着：“停车场”。他可以停车，去特别重要的地方。他进了入口，很快地跑。他跑的时候他看见了一个标志说：“小心！很滑！”但是他看见那标志太晚了，摔倒了。他立刻起来跑去重要的地方。最后，他来到了那特别重要的地方是一个厕所！

## 我的朋友

丁孙文美

Kara Dingsun level 12

我有一个很好的朋友叫“Jen”，她是一个韩国人，她小时候从韩国来，现在住在这儿，我们在初中六年级认识的，我刚从中国来美国，所以我那时候没有很多朋友，但是她是我第一个

早上去告别爸爸妈妈。傍晚睡在黄河边，木兰不能听到爸爸妈妈叫她的名字。木兰只能听到水流声。太阳出来后，木兰告别黄河，傍晚她到了黑山头。现在她只能听到胡人的战马声。



## 精写-晏子使楚

林骏嘉

Marvin Lin level 12

有一天，齐国派了晏婴，他是齐国一个比较机智的人。楚王想要显他的威风 and 嘲笑小齐国。

到了楚国，晏子遇到了城门开着，有一个士兵守着门。旁边有楚王做的狗洞，想要晏子从这个门进城。晏子一看到就问道：“这到底是狗国还是楚国？”楚王一听到晏子的话，只好让他进城门。进了城以后，楚王问了问晏子，齐国是不是没人了。一听到这话，晏子就开始仔细地描述齐国有众多的人。他讲齐国

在初中的朋友，我先找她说话，因为我听见她喜欢的东西也是我喜欢的，所以我跟她说话。现在，我们还是好朋友。

她是一个很聪明的人，和是一个调皮的人，她的数学很好，今年她选了三个AP课。她会帮我，当我写作遇到困难时，我们经常谈论功课和学校的事，我也会去她家学习，周末我会去她家练AP U.S History。因为我们有AP考试，她也是个很调皮的人。她老打扰我和逗我，她是个很爱笑的人，所以我们老笑和说话，她也很愉快，她有一个妹妹，我看她老跟她玩和逗她妹妹。她的个性很积极，所以很多人知道和喜欢她。她很喜欢电视节目，特别是韩剧。我会让她看美国节目，但是她不喜欢，所以我们的爱好不一样。她也是很友善，我有什么事情她都会帮我，像学校或者给我建议。她是个很好的人。

我们是好朋友，已经认识快五年了，我知道她挺好，她喜欢我，她是我很好的朋友。

## 木兰片段

余媚 Level 12

木兰去东边的集市买了一匹好马。然后，她去西边的集市买了马鞍和马鞍下的垫子，南边的集市买了驾马用的嚼和缰绳，最后木兰去北集市买了一根长鞭。

的人举起袖子像一片云，大家甩一把汗就像下雨一样。楚王又问：“齐国有这么多人，为什送你来呀？”晏子想了一想，就说：“齐国只会送上等人到上等国家，中等到中等。我是最没有用的人，所以被送到了这里。”楚王听到了这话，只好跟着晏子笑着。突然有一个强盗被带进来了，没想到是齐国人！楚王一听就用手指着这人，问齐国人怎么这么没出息，干这种事情！晏子回答道：“人就像橘子树一样，在好土会有好的结果，可是一到了不同的地方，就只会结出又酸又涩的橘子。这个齐国人一到了楚国，就成了强盗，一样的道理。”楚王一听，又被晏子言中了，只好低着头让晏子走了。



## 大鱼和聪明的猪

林骏杰

Max Lin level 12

战国时期的楚国，蜀国和齐国都很有名，但猪国和洋国却没有出现在历史书里。这两个小国老是有战争，没几天就会又开始打起来了。有一次，猪王跟着他的军队去占领一个洋国的城市。他们必须过一条大河才能到达那个城市，但是洋国的战船挡住了他们。猪王听到了消息急得说：“怎么办呢？我们即使打过他们的船，我们的步兵也杀不进城市。”

这时，猪王的儿子出来说：“我听说过这条河有一个神仙。他一定可以帮我们的。”猪王的儿子去船舱里拿出十几个粽子出来，然后把粽子都扔到河里去了。过了不久，一条巨大的鱼转到水面上来了。

“主人有什么吩咐？”猪王听到高兴极了。

“你能把那些战船翻了吗？”他指着对面的船说。

“没问题，你等着。”说完，大鱼就游走了。猪军往对岸一看，果然洋国的战船一个一个地都被推翻了。猪王就这样占领了洋国的一个城市。可惜是，诸葛亮发现了，所以猪国和洋国都被蜀国消灭了。

张斌

Evan Zhong level 12

一天，一条鱼去一堵墙。鱼再跟猪说话，因为他要买一些

东西。猪有鱼要的东西，所以鱼跟猪在说话。他们吵了半天他们没有达成协议。最后，猪让鱼给他15块钱还有猪就给他要的东西。但是鱼给猪钱时候，猪跑掉了。鱼很生气，所以他追了猪。然后鱼追了猪到海边。猪跳进海里不见了。但是鱼的游泳很厉害，所以他可以追猪。鱼看到猪就抓到他拖到岸上。人来了，“看，有猪和鱼！我们有吃的东西了！”他说。他抓了猪要去吃。鱼看到猪的脸，希望他不要被吃掉。然后它跳到人的手臂，然后咬掉人的手臂。猪跳到地上，逃走了。

最后他们两做了朋友。



## 端午节的故事

张亮亮

Zachary Zhang level 12

战国时代的楚国有一位忠臣名叫屈原。他有很好的建议，可叹乱臣挡道楚王把他赶走了。不久楚国就被灭了。屈原听到很伤心，跳江自杀了。人们找不到他的尸体，为了不让鱼虾吃他的躯体，人们就包粽子扔进江里喂鱼虾来保护屈原的尸体。

## 我的好朋友

薛若雪

Rochelle Xue level 12

我有一个非常好的朋友。在这篇文章里，我会叫她高美。高美非常可爱和好玩。她会唱歌和拉小提琴，都超级好听。而且，高美是一个很聪明和努力的姑娘。她在九年级，但是她在上一堂十一，十二年级的数学课。她去年陪我去一个数学比赛(Mathcounts)。我自己才达到了五分。高美考完，她几乎得到了满分。

高美也有一个善良的个性。有一次，她在学校看到了一个女孩独自坐着。高美不管三七二十一就跟她坐在一起。高美是一个很可爱而搞笑的姑娘。她什么都会变成玩笑，和她对什么事的态度都很积极。很多老师和同学们都喜欢高美。老师喜欢她因为她比较聪明，学生喜欢她因为她很好玩。我今年课程一堂都没跟高美在一起，所以我非常希望能跟她保持个好的关系。



## 木兰片段

邱钟石

Kevin Qiu level 12

木兰去了东边买宝马，西边买马鞍和马垫子，南边买了骑马用的嚼子和缰绳和北边买了鞭子。他对爸妈说完再见，就晚上去住在黄河旁边了。那里听不见爸妈的叫声，只听到河水的流声。第二天，木兰又从黄河离开，骑马到燕山去。她到了燕山也听不见爸妈的叫声，只听到胡人的战马声。





# 脏衣服

钱进

Collin Zhong level 12

一天，一个脏脏的女孩子来到学校。老师看看她说：“明天早晨上学以前，你把脸洗干净好吗？”第二天，那个女孩的脸跟头发是干干净净的了。她的衣服还是脏脏的。老师再跟她说：“孩子，请你妈妈把你的衣服洗一下，好吗？”过了一天，女孩的衣服还是脏脏的。老师想：“可能她妈妈不喜欢她。”于是，他就给那个女学生买了一件新的蓝衣裳。他说：“给你的。”那个女孩高兴地叫：“YAYYYYYYYYYYYYYY!”她就跑回家去了。

第二天，女孩的妈妈看见女孩儿穿着一件新的蓝衣裳，奇怪了。女孩回家，他爸爸说：“我以前怎么没有注意到，我们有这么漂亮的一个女儿！”



# 下雪

安逸

Elise Fan level 12

在下雪，我穿戴上我的夹克，帽子，手套，跟鞋子。然后赶快去跟邻居的孩子到雪里玩。我们先去大坡，然后滑下去，（也跟别人玩）很滑很多小朋友也来坡上玩。Uh 哦！我不小心在滑下的时候从雪撬倒下去。哎呀真的很痛。可是我还要玩，我再爬上坡上玩。我再下去一次，然后上来，下去，上来，下去，上来，下去，上来。Uh Oh我开始有一点累，回家吧！

过了一晚，我起来后又穿戴上夹克，帽子，手套，跟鞋子赶快跑出去再跟朋友玩一天。这一次我跟我的朋友一起滑下去。可是我们不小心摔进了邮箱。我们就只好休息一下了。



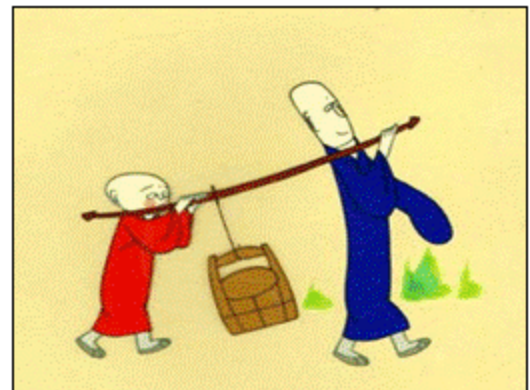
# 课堂编写故事——三个和尚

甄兆华

Ivan Zhen level 6

Tristan Shi Level 6

一个和尚有水喝，两个和尚抬水喝，三个和尚没水喝。



# Students' Art Pieces



钟康诚/Evan Zhong L 12



丁林文美/Kara Dingsun L 12



丁林文美/Kara Dingsun L 12



薛若雪/Rochelle Xue L 12



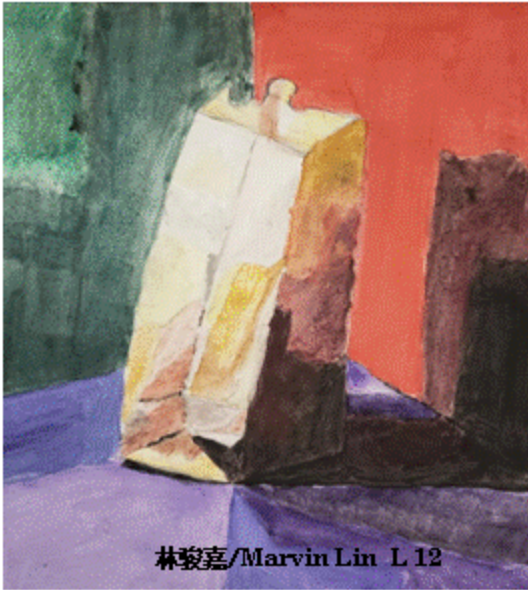
钟康诚/Evan Zhong L 12



钟康诚/Evan Zhong L 12



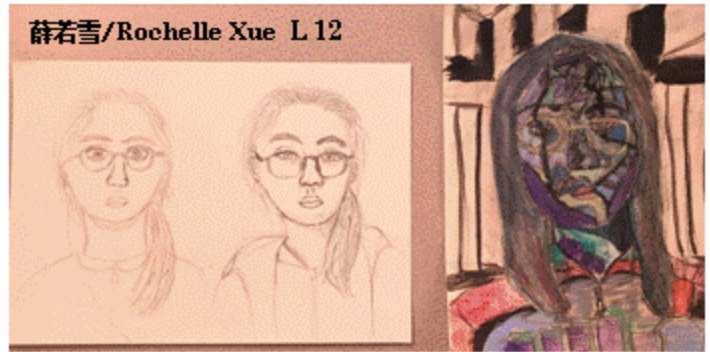
# Students' Art (continued)



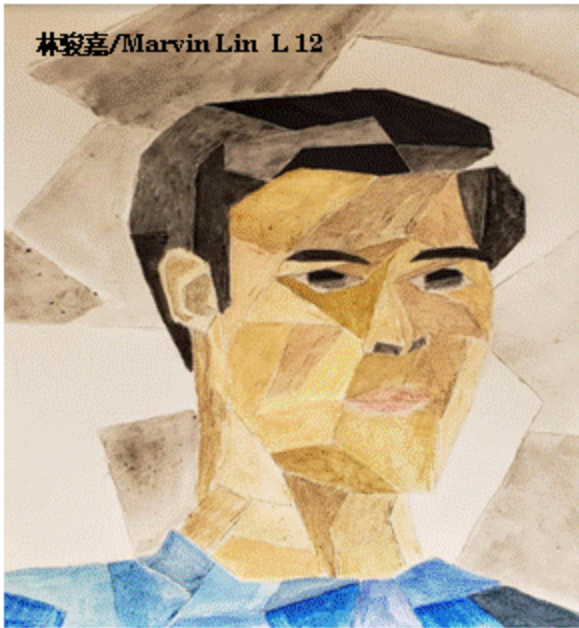
林骏嘉/Marvin Lin L 12



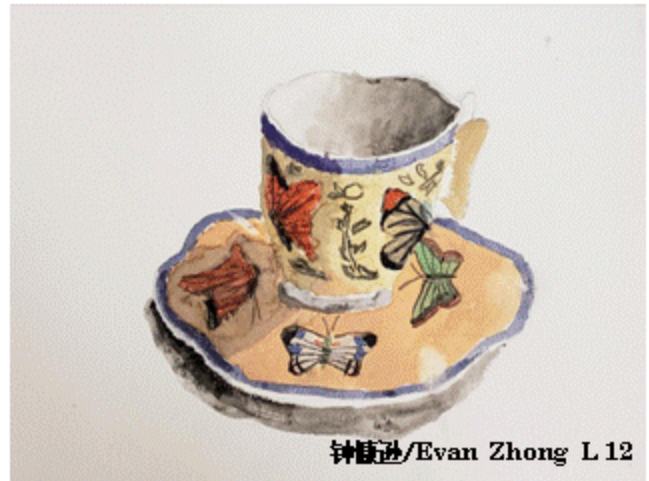
丁琳文美/Kara Dingsun



薛若雪/Rochelle Xue L 12



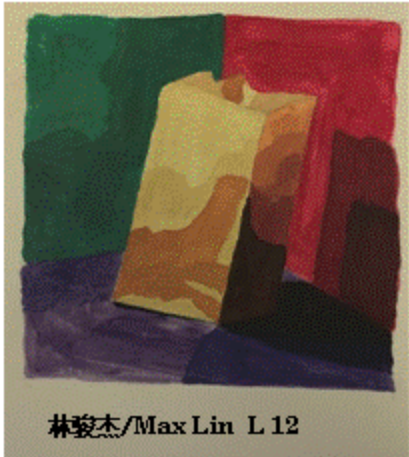
林骏嘉/Marvin Lin L 12



钟植迪/Evan Zhong L 12



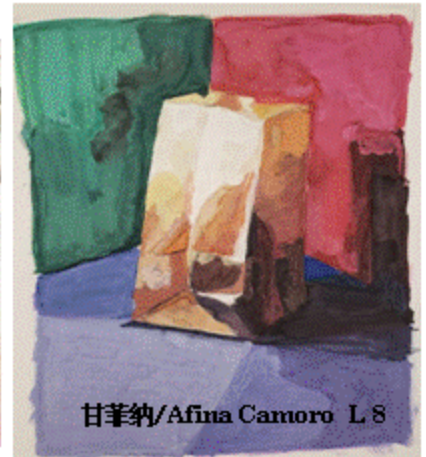




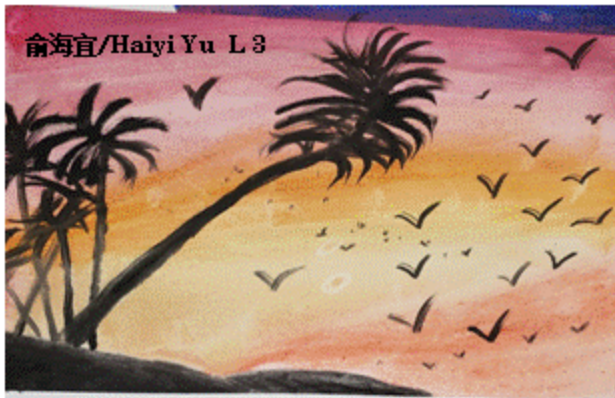
林骏杰/Max Lin L 12



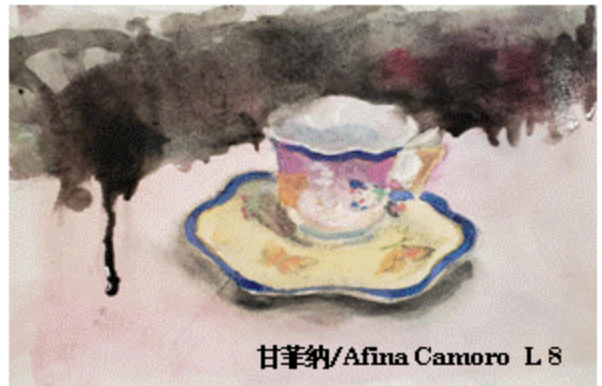
丁林文美/Kara Dingsun L 12



甘菲纳/Afina Camoro L 8



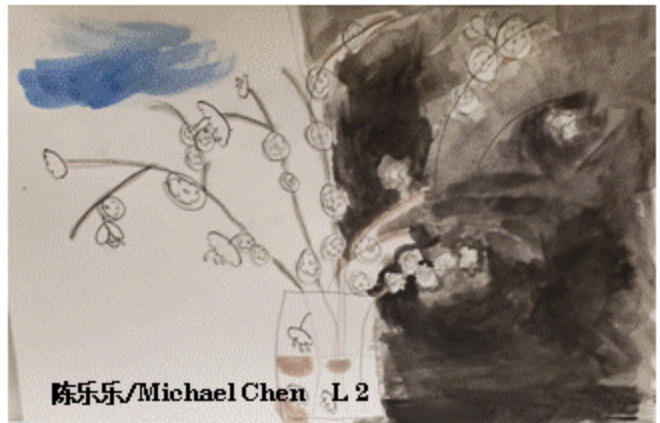
俞海宜/Haiyi Yu L 3



甘菲纳/Afina Camoro L 8



钟捷迪/Evan Zhong L 12



陈乐乐/Michael Chen L 2



薛若雪/Rochelle Xue L 12

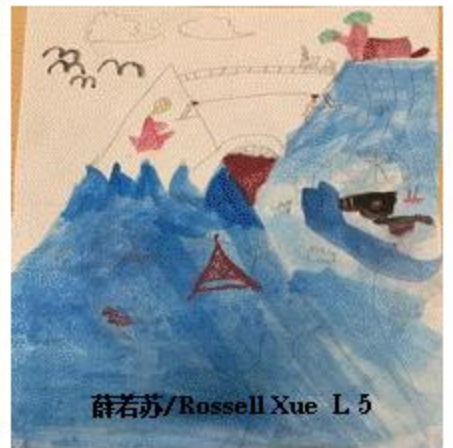


Alexa Sham L 5

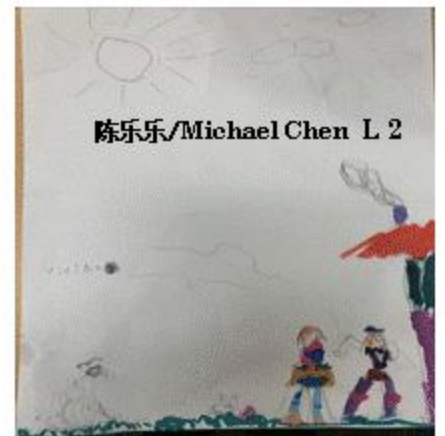




薛若苏/Rossell Xue L 5



薛若苏/Rossell Xue L 5



陈乐乐/Michael Chen L 2

**English Writing** The English writing class has been added to our school for nearly two years. This course has helped students a lot. Below are the students' English essays. These essays included different type of writing styles; narrative, persuasive, descriptive, personal narrative and informative essays.

## Notre Dame

By Marvin Lin

The blinding light of the sun was engulfed by darkness as I passed through the mammoth doors. Accented by dim candlelight, elegant chandeliers, and dark hues, the cathedral only felt more cavernous. Anxiously, I wandered past the massive pillars, probing the darkness for anything eye-catching. Out of the corner of my eye, a slight hint of color briefly came into view. Captivated by the stark contrast of the vibrant light to the dark environment, I unconsciously headed towards the odd occurrence. As I walked past the archway, the once hidden object came into view.

I stood in awe, taking in the vibrant colors of the stained-glass window. Pieced together with pristine plates of glass, a vibrantly colored mural looked back at me. Holy figures, landscapes, and flowered works covered the panes. The countless colors were cast to the wooden floor, illuminating regions of the cathedral. Every inch of the glass mural was to perfection, built hundreds of years ago.

with millions holding a prayer for the Notre Dame Cathedral. To accept the incident and surrender to the consequences of nature was a concept they could not indulge. Over the course of a few days, millions of dollars were raised for the reconstruction of the building. At this instance of resilience, the destruction of Notre Dame bonded the global community. Although the landmark was lost, the resulting inseparable community built provided a worthy reason for the sacrifice.



Surrounding the glass lies an oak frame, dating back to 1180 AD. The ancient oak-covered nearly all of the cathedral, from head to toe. The hefty pillars and arches I had seen in the beginning, all of them were built from the same ancient oak. Every piece was hand-carved. Looking upwards, the dark glint of the lead ceiling menaced back. The only supports to the 210-ton roof was the aging arches and pillars. The thought of the pillars and arches once built to hold such immense weight were to fail was frightening. Not long after my experience at the Notre Dame Cathedral, the invaluable historical landmark came crashing down.

On April 15<sup>th</sup> of 2019, locals and tourists could see smoke billowing out of the center of Paris. A massive blaze had engulfed the Notre Dame Cathedral, tearing down the iconic spire. Luckily, I was not in Paris. I watched the treasured building crumble on a screen, in shock that it was almost 2 years ago I walked where the cathedral once stood. The stained glass, the arches, all consumed by the fire.

The countless Christians and French locals were more than devastated, as the loss of such a significant landmark was more than just a building, but an essential element in their culture. The mourns were heard all around the world,

*Prompt: If you could change one law, what would it be?*

By Kevin Qiu

Throughout history, there has no doubt never been a lack of terrible legislation. However, in the United States, this issue is especially prevalent. One of the greatest examples of a problematic law is the 13th Amendment of the United States Constitution. The main premise of the amendment is not problematic — it abolishes slavery — but rather the loophole that exists within it, allowing it “except as a punishment for crime”. When put into historical context, we are able to see that this simple exclusion clause has had immense impacts on the lives of tens of millions of people from when it was amended over 150 years ago. Furthermore, it also highlights other contemporary issues



such as neoliberalism and the prison industrial complex which are deeply intertwined with this one amendment. As such, given the option to change one law, I would remove the loophole in the 13th amendment. The loophole that is in the 13th amendment is an incredibly expansive socioeconomic issue, so there are undoubtedly countless stances on it. However, it is important to first look at the situation of the United States at the time this amendment was passed. As the Civil War had just terminated, the southern slave owners lost their means of production (i.e. the slaves), which caused the South massive economic damage. By allowing this loophole, though, it allowed these former slave owners to take advantage of it and use it as a tool for their profit. In order to do so, however, they had to incarcerate people, thus they portrayed African American men as criminals. By doing so, it created fear among the white public and made people think of black men as criminals. Thus, the reason as to why these African American men were so commonly incarcerated and stigmatized was due to economic reasons. To this day, this system still exists in the form of the prison

industrial complex, where prisons have contracts with private companies that allow them to use the inmates for labor. And within these prisons, African American men remain overrepresented due to various factors that are by-products of this century-long problem. On learning about this topic in my social studies class (aptly named Political Economy), I was deeply shocked by the massive implications that this loophole in the 13th amendment had. I was wholly unaware of this issue, so when I learned about how it led to centuries of injustice I was horrified and deeply disappointed in our country. Despite having known about the prison industrial complex, mass incarceration, and overrepresentation of African Americans in prisons, I realized that these things were all interconnected and stemmed largely from this one law. And since it has been so problematic, almost unsurpassed in this regard, I believe that given the chance, I would change the 13th amendment.



## Flashback Story

By Rochelle Xue

I lift a fragile hand connected to an almost skeletal wrist and brush aside a tattered red curtain. The faint sliver of light nearly blinds me after months of confinement. When my eyes adjust, I peek outside. Nothing has changed. What were towering skyscrapers are now skeletons of steel frames, and plants and weeds have begun to overrun the streets and highways. The once majestic city is now in ruins, and it's quiet as the grave. Just like the rest of the world. You see, after virus D - D for Deadly - the world's population has been reduced to less than an eighth. Those afflicted with the virus, those who weren't spared the luxury of a quick death, went clinically insane. Anger and hatred dominated empathy and kindness, leaving monstrous cannibals in the place of once civilized humans. And I? I was spared, but now my food stock consists of a few packets of instant noodles and not much else. A loud crash jolts me out of my thoughts, and I whirl around. My door is in splinters. Something is inside, and my gun and knives are upstairs. I'm defenseless and alone. I hear the tap-tap noise of footsteps behind me and before it even occurs to me that I

should flee, a cold hand wraps around my neck and an even colder syringe presses against my neck. I freeze, the memories overcoming me. I was twenty-two. Young, naive, and fresh out of college. I was the star of the company, however - the first Ivy League graduate in twenty-something years. They trusted me with discovering a cure to a disease, and in doing so, destroyed the human race. I was twenty-two, injecting a patient with a syringe filled with the supposed cure. Within months, the virus had spread like a wildfire in grassland, decimating the population. A tear drips down my face as the syringe plunges into my neck, doubtlessly filled with the virus. I crumple to the floor as the masked intruder whispers "retribution", as tears and blood blur my vision. I took the lives and minds of nearly 7 billion people, and at last, at the age of 52, someone has finally taken mine. I wonder what's waiting for me in hell.



## Meursault Analysis

By Kara Dingsun

A man's personality often shines through his speech and thoughts. The main character of *The Stranger*, Meursault, presents himself as a calm and indifferent individual through the way he recounts his past events and interacts with the other characters. A clear indication of his apathetic natures originates from the lack of detail in his recollection of the story plot. Rarely does Meursault venture beyond a few sentences to describe anything, even his lover Marie. Beyond the limited descriptions, he produces a tone of uncertainty by stating something happened "probably because" of another event rather than directly affirming such relations. The reader's knowledge ultimately comes from Meursault, so to recall so vaguely displays the degree of thought and care he gives to his life.

By using both passive adjectives and verbs, he also conveys the idea of observing the events unfolding before him rather than actively being involved in

them. Many of the objects and scenes around Meursault "seemed" to mean something to him and he always "said" or "looked," never anything else. All of his actions make Meursault appear to be the audience of his own life. Even when he does engage, he speaks as if nothing mattered, and several times he even said so himself. When deciding on something as serious as a marriage, he told Marie that he would have replied "sure" to anyone that asked him. Aside from his physical lust desires, Meursault doesn't feel any deep emotions and feels any decision he makes would be meaningless anyhow. What Meursault recounts and does shows the audience that he neither ponders his life nor regards it with much importance.



## Is it better to be a good planner or to be a skilled adapter?

By Kara Dingsun

I've never been much of a planner, since I can't commit myself to events or things in a structural way. I'm more of a "go with the flow" type of person, and that any challenges I face I improvise. When I think of overall challenges in life and whether or not it is better to be a planner or adapter, I think it's the best option is to be a skilled adapter in any type of situation. The ability to change who you are and how you act is a valuable skill in dealing with unexpected situations. Planning only goes in one direction; to your own expectations. So how do you face challenges that you are not prepared for? Simply, you must adapt. Life is full of unpredictable events, and if you are not on top of it, you can fail and be left behind. A prime example of that would be being a teacher or instructor of some kind. Teachers plan lessons and

curriculum for the day for students to learn. But what happens when something unexpected happens, like when a fight breaks out or a student being hurt? The teacher has to make a decision on the spot and make the best one in that circumstance.

You can't plan that ahead and predict random events, so the best thing to do is to adapt quickly and efficiently. Plus, there can be dangerous situations that can decide life and death. School shootings have unfortunately become common in schools in the United States. With a shooter in the hallways, you have to take in the information you have at the time and apply it to make a decision to keep your students safe. Even if you had rehearsed these kind of situations, anything can happen and you have to be prepared. By having the skill to adapt to any situation you can be able to stay safe in dangerous circumstances.

Personally, I have never been in the kind of situations that could potentially kill me. However the ability to adapt can apply to daily situations. For me, entering high school isn't something I can really prepare for. Sure, I can brush up on some topics or talk with teachers, but to navigate high school is something I learned everyday in school with these situations thrown at me. How to manage my time, dealing with teachers, and interacting with other people is what I learned by adapting to the environment in school. Being flexible allows you to better survive

and flourish any circumstance.

Some may argue that planning helps you be prepared and that just to adapt isn't enough in areas where knowledge is a valuable tool for survival. I do agree with that, to an extent, that sometimes planning ahead can make your life easier. But to what extent will that work? At some point, plans can fall apart and won't work and the only thing you can rely on is yourself. To adapt in any situation allows you to be prepared as well, and learn as you go. There's nothing wrong with plans, it's just that it can only go one way, not taking in account of issues or situations that may be dangerous. Being a skilled adaptor is so much valuable than being just a good planner, and it helps you deal with any circumstances that may come up.



gotten citizens of America live, what acts of violence they witness, what struggles they are forced to undergo on a daily basis. I want to see how others discriminate against them and if they dissuade them for believing that they can become more. I want to live just like them for a week, so I will be able to compare our lifestyles. Hopefully, the insight and experience will shape me into becoming a more compassionate and generous person in the future - which is the kind of person I aspire to be.

Today's teenagers are growing up spoiled and lazy, the majority of which throw away their privileges. I know students at my school who purposely fail tests to "look cool" and dumb themselves down so others will accept them. On the other hand, students all around the world are walking miles through dangerous terrains to reach a shabby school taught by non-qualified teachers. Here, many of us - too many - aren't applying ourselves in classes at all. Whenever I find a post asking a simple addition question and scroll down through the comments, I'm shocked and dismayed at how many of us can't do basic math that we are taught in second grade. There are grown men and women using the wrong form of "your" and "their" and believing themselves to be educated. America is the most powerful country in the world, yet as a whole, we rank 125th

## What place do you want to visit, and when

By Rochelle Xue

I want to visit the very worst slums of America. I want to do it in the next few years, while I am still developing opinions and perspectives on important matters. I am spoiled, ridiculously so. My parents take me on grand, month-long vacations to whole other continents once or twice a year. They will buy me whatever my heart desires, even the most useless of luxuries. They will allow and provide the money for me to learn whatever I wish, such as instruments, tutoring for various school subjects, or sports. Just this morning, my mom offered to send me to a debate camp - a camp that costs 1,000 dollars a week. I'm not completely oblivious though - I am lucky to be so privileged. My parents and their generosity are the reason why I am fortunate enough to be sitting here in this classroom right now, instead of working two shifts to oblivion, what I am is incredibly sheltered. I want to gain experience and see how the for-

worldwide for literacy rate alone. Fifty percent of adults can't even read an eighth-grade level book, and the numbers are even lower for math. Aside from this, a ridiculous number of teenagers and adults lack regard and empathy for the poor, for the oppressed, for those with fewer choices. We take what we have for granted and throw it all away, and thus, each generation loses motivation and the willingness to work hard in favor of modern technology and video games. I want the experience of the worst living conditions to motivate and inspire me so that I don't give up halfway through and wind up in those same conditions.





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