



West Windsor-Plainsboro Regional School District  
Chinese Literacy & Culture Grade 3

## Unit 1: Four Great Inventions of Ancient China

### 中国古代四大发明

**Content Area: World Language**

**Course & Grade Level: 3rd Grade DLI Chinese Literacy & Culture**

#### Summary and Rationale

In the Dual Language Immersion program, we empower our students to be multicultural global citizens. In this unit, students will explore Four Great Inventions of ancient China. The earliest invention, paper, can be dated back to the Han Dynasty (202 BCE – 220 CE) which still impacts our modern life today. Paper, compass, gun powder, and printing press are not only well utilized by other civilizations, but also set a foundation for modern innovations and later industrialization. Knowing China’s connection with the rest of the world in history will broaden students’ horizons. Through investigating historical stories and the invention process around each invention, students will gain greater appreciation of the spirit of innovation in ancient Chinese culture. Knowing that inventions are often built upon inventions so that our lives are improved, students will have a greater interest in becoming an inventor. By being guided through the process of inventing, students will also start to notice great ideas, embrace innovations in their lives, and apply what they learn in science class to solve practical problems.

#### Recommended Pacing

20 days

#### State Standards

**Standard 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
7.1.IL.IPRET.1:	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2:	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3:	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
7.1.IL.IPRET.4:	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5:	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6:	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community.
7.1.IL.IPERS.1:	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.

7.1.IL.IPERS.2:	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3:	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4:	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5:	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6:	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
7.1.IL.PRSNT.1:	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2:	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3:	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4:	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5:	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

**New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.1.2.CR.1:	Recognize ways to volunteer in the classroom, school, and community.
9.1.2.CR.2:	List ways to give back, including making donations, volunteering, and starting a business.
9.1.2.FI.1:	Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
9.1.2.FP.1:	Explain how emotions influence whether a person spends or saves.
9.1.2.FP.2:	Differentiate between financial wants and needs
9.1.2.FP.3:	Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
9.1.2.PB.1:	Determine various ways to save and places in the local community that help people save and accumulate money over time.
9.1.2.PB.2:	Explain why an individual would choose to save money.

9.1.2.RM.1:	Describe how valuable items might be damaged or lost and ways to protect them.
<b>New Jersey Student Learning Standards for Technology</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
<b>Interdisciplinary Standards: Social Studies</b>	
6.1.2.CivicsPI.4:	Explain how all people, not just official leaders, play important roles in a community.
6.1.2.CivicsPI.5:	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
6.1.2.CivicsPD.1:	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPR.3:	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
6.1.2.CivicsCM.3:	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.2.Geo.GI.1:	Explain why and how people, goods, and ideas move from place to place.
6.1.2.Geo.GI.2:	Use technology to understand the culture and physical characteristics of regions.
6.1.2.HistorySE.1:	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Paper, compass, printing press and gunpowder are great inventions because they impacted other civilizations throughout history and still impact our modern life</li> <li>● There is a rich story behind every invention</li> <li>● Many great inventions in history were born with the spirit of trial-and-error</li> <li>● Inventors are often curious, observant, sensitive to needs and persistent to solve problems</li> <li>● Things that we learn about in science class can help us understand how inventions work</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● Do people discover or invent things?</li> <li>● Why do people invent things?</li> <li>● Can we live in a world that does not have innovations or has a slow progression of innovation?</li> <li>● Why is it so important to learn about four inventions of ancient China?</li> <li>● How has Chinese intelligence and innovation changed the world?</li> <li>● How does learning this topic help me better understand Chinese history and culture?</li> <li>● How can I become an innovator? Where do I start?</li> </ul>	
<b>Objectives</b>	

**Students will know:**

- Four great Chinese inventions in the history: paper, printing, compass, and gun power (\*the fourth invention will be discussed in developmentally appropriate ways with sensitivity to students' age)
- The time period and the purpose of these inventions
- The inventor, scientific methods, and the process behind the birth of four great inventions
- The impact of four inventions in our modern lives
- The process of problem solving and design thinking

**Students will be able to:**

- Identify four main Chinese inventions and describe the history, stories, and inventors behind it
- Using your science content knowledge, make inferences and explain how magnets function in a compass
- Talk about differences between ancient inventions and modern inventions in our lives
- After working with inventions in hands-on activities, describe how the invention functions
- Give opinions and reasons about how people can have big ideas to improve global conditions
- After making your own inventions, explain your thinking and how your invention represents a solution
- Give information about how to be an inventor and how to invent to improve lives

**Evidence of Learning****Assessment**

Students' learning will be assessed via various activities based on three modes of communication, which are interpretive, interpersonal, and presentational.

**Competencies for 21<sup>st</sup> Century Learners**

Collaborative Team Member	Effective Communicator
Globally Aware, Active, & Responsible Student/Citizen	Information Literate Researcher
Innovative & Practical Problem Solver	Self-Directed Learner

**Resources****Suggested Resources:**

- Mandarin Matrix book: "Four Great Inventions of Ancient China"
- Li, H. (2013) The Four Great Inventions of China. (Chinese Edition) Unity Press.
- [China's Four Great Inventions](#)
- [China's Four Great Inventions](#)
- [The Invention of Paper](#)
- [The Invention of Paper](#)
- [The Invention of Compass](#)
- [The Invention of Printing Press](#)
- [The Invention of GunPowder](#)

## Unit 2: Xi'an and Its Culture

西安 - 中国的古都之一

**Content Area: World Language**

**Course & Grade Level: 3rd Grade DLI Chinese Literacy & Culture**

### Summary and Rationale

There are many distinct cities with rich history in China. Students in the DLI program will benefit from exploring Chinese culture and history in a systematic study. As students learned about Beijing in their 2nd Grade class, they will continue to explore a famous city in Chinese ancient history: Xi'an. Xi'an was the capital of China for many centuries from the Zhou, West Han, Sui, and Tang dynasties, for a total of 1077 years. This city was built for more than 3100 years. The culture in Xi'an plays an important role in the study of ancient Chinese civilization. The goal behind this unit is for our 3rd graders to continue investigating a Chinese city through exploring its rich historical, geographical, artistic, linguistic and culinary heritage, which will further their understanding of Chinese culture and history. Through the connection and comparison with Beijing, students can be challenged in a deeper way to: discuss how cultural products and practices are different regionally in China, consider a variety of cultural perspectives, communicate ideas, and use language in a more meaningful and culturally appropriate way.

### Recommended Pacing

20 days

### State Standards

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6.1.2.HistorySE.1:	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Aspects of a city, such as geographic features, architecture, and food help us to learn about culture</li> <li>● Xi'an is a unique city whose architectures were impacted by different aesthetics and culture over time</li> <li>● Investigating Xi'an and its heritage helps us understand Chinese culture during Qin, Han, and Tang dynasties</li> <li>● Weather patterns impact the design of a city and the future of a city</li> <li>● Cities often face environmental issues for a variety of reasons</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How does studying a city help me learn about its culture?</li> <li>● How does the city, Xi'an, play an important role in Chinese ancient history (geographically and culturally)?</li> <li>● How does the history of Xi'an influence Chinese culture until today?</li> <li>● How are Beijing and Xi'an different?</li> <li>● Why do ancient cities rise and fall?</li> <li>● Why were Terracotta Warriors created? Why can't we open Emperor Qin's Mausoleum?</li> <li>● Why do Chinese people in different regions speak differently?</li> </ul>	
<b>Objectives</b>	



**Students will know:**

- The location on the map, geographical features and their important role
- The rich history embedded in this city, including Zhou, West Han, Sui, and Tang Dynasty
- The historical landmarks of Xi'an, including Terracotta Warriors (兵马俑) and Emperor Qin's Mausoleum (秦始皇陵)
- The traditional architecture in Xi'an, such as Fortification of Xi'an from Sui Dynasty (西安古城墙) and Huaqing Palace from Tang Dynasty (华清宫)
- The famous food of Xi'an, such as Flat Bread Soaked in Lamb Soup (羊肉泡馍), Biangbiang Noodle (油泼扯面), Cold Rice Noodles (凉皮) and Meat Buns (肉夹馍)
- Art Performance such as Tang Dance (唐代舞蹈), Xi'an Drum Music (西安古乐) and many more
- The dialect in Xi'an and its comparison to Mandarin

**Students will be able to:**

- Classify and describe important characteristics of Xi'an
- Ask for information during the guided reading related to Xi'an
- Talk about differences between history, landmarks, culture, and food between Xi'an and Beijing
- Give opinions regarding why cultural products were created such as TerraCotta Warriors
- Give opinions about the rise and fall of an ancient city
- Describe the Terracotta Warrior they make using play dough
- Give information about how to make "Biangbiang" Noodle using play dough
- Make an introduction to the history and landmarks of Xi'an to friends and family

**Evidence of Learning****Assessment**

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Collaborative Team Member	Effective Communicator
Globally Aware, Active, & Responsible Student/Citizen	Information Literate Researcher
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**Resources****Suggested Resources:**

- Mandarin Matrix books: "A trip to Xi'an" and "Famous Cities in China"
- Chinese Stories books: "Xi'an", "The TerraCotta Warriors", and "Where is Xijing?"
- O'Connor, J. (2002) The Emperor's Silent Army: Terracotta Warriors of Ancient China. Viking Books for Young Readers.
- Zheng, Y.L. & Wang, F.J. (2013) A Study on Xian. An Ancient Capital of the Orient. (Chinese Edition) Shanxi People's Publishing House.
- [Ancient architecture in Xi'an](#)
- [Visiting Xi'an](#)
- [48 hours in Xi'an](#)
- [Eastward: Xi'an](#)
- [Xi'an local food](#)
- [Tang Dance](#)

- [Xi'an Drum Music](#)

## Unit 3: Chinese Food Culture & Etiquette

### 中国的餐饮文化

**Content Area: World Language**

**Course & Grade Level: 3rd Grade DLI Chinese Literacy & Culture**

#### Summary and Rationale

Food culture plays a very important part of our everyday life as it provides a great lens to understand and explore different perspectives in different societies. What is the relationship between food and culture? Does culture define food, or is it the food that shapes culture? In this unit, students will start to explore Chinese etiquette and food culture in more depth. Through understanding Chinese etiquette, and investigating the similarities and differences between etiquettes in different countries, students will build a more comprehensive knowledge about global communities as a global citizen. Is it necessary to have proper table manners? Is eating with peers the same as eating with elders or someone special? Students will compare the products and practices that are related to their everyday life and become aware of how cultural practices and perspectives impact a person's lifestyle and daily choices.

#### Recommended Pacing

20 days

#### State Standards

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<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Table manners along with food culture are essential components of many communities around the world</li> <li>● There are specific languages and social customs we need to know when dining in different cultures. Failing to know this information may cause misunderstanding and unpleasantness</li> <li>● Occasions, themes, the eating companion and region can cause differences in eating conventions</li> <li>● Table manners are usually a showcase of cultural products, practices, and perspectives</li> <li>● A person's perspective can be shaped greatly by cultural practices received in daily life</li> <li>● Eastern food culture and etiquette are both similar and different from those in Western society</li> <li>● A person's table manners reflect one's cultural background</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● Why is it important to learn about table manners?</li> <li>● What happens if we eat in our own ways?</li> <li>● What is the relationship between food, social language, and table manners?</li> <li>● How do we deepen our understanding towards Chinese culture by learning about etiquette?</li> </ul>	

- What are some important phrases and expressions to be used in Chinese etiquette? What is regarded to be “proper” manners?
- How do traditional table manners reflect and affect Chinese people’s social habits and perspectives?
- Why do we eat differently in China than in the US? What causes such a difference?

**Objectives**

**Students will know:**

- Sitting arrangements and the meaning of seats in each location
- The usage of common utensils and dining ware; the comparison with those in American etiquette
- Manners for specific dishes in the meal, from tea, main course, soup to fruits
- The way to handle if one does not like the dish; the way to end a meal properly and know when to leave the table
- Do’s and don’ts when eating at Chinese social gathering
- Stories and perspectives behind expected gestures in Chinese etiquette
- The polite way to have a conversation with people in different age
- The differences and similarities between Chinese and American table manners
- How people’s dining habits and expectations differ in China and other countries, such as Japan

**Students will be able to:**

- Give information about the importance of respect as part of table manners
- Identify cultural practices, products, and perspectives in Chinese etiquette
- Give and accept or refuse compliments as part of table manners
- Talk about similarities of table manners between western and eastern culture
- Talk about different etiquettes between China and neighboring countries; between eastern and western culture
- Request menu, ask for information and state preferences at a Chinese restaurant in a culturally responsive way
- Give opinions on culturally different living habits and give reason on healthy food choices

**Evidence of Learning**

**Assessment**

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**Competencies for 21<sup>st</sup> Century Learners**

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Effective Communicator

Globally Aware, Active, & Responsible Student/Citizen

Information Literate Researcher

Innovative & Practical Problem Solver

Self-Directed Learner

**Resources**

**Suggested Resources:**

- iChinese Reader books: “中国人吃饭的礼仪” Chinese Dining Etiquette and “中美饮食文化的比较” Comparison of Chinese and American Food Culture
- Zi, M. (2019) Time for Eating. Chinese Etiquette Culture for Kids (Chinese Edition) Beijing Normal University Press.
- [Customs and etiquette in Chinese Dining](#)
- [Chinese Dining Etiquette](#)
- [A Tale of Table Manners](#)

- [Chinese Table Manner: Basic Dining Etiquette](#)

## Unit 4: Profound Chinese Idioms Stories

### 成语故事

**Content Area: World Language**

**Course & Grade Level: 3rd Grade DLI Chinese Literacy & Culture**

### Summary and Rationale

Chinese idioms play an important part in Chinese language and literature. These four phrases not only help one communicate more efficiently in daily conversation, they also help our young learners to explore Chinese wisdom in a more authentic way. Chinese idioms mostly originated from folk tales that reveal certain patterns in human nature and objective environment. Many classical ones that have deep philosophical meaning have been passed from generation to generation. In this unit, students will be exposed to many great ideas and fun explorations presented by the ancient Chinese in a guided reading format. At the end of the unit, students will cultivate an ability for story telling by picking interesting idioms and sharing their stories with teachers and classmates.

### Recommended Pacing

20 days

### State Standards

**Standard 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**CPI #**

**Cumulative Progress Indicator (CPI)**

7.1.IL.IPRET.1:	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2:	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3:	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.IPRET.4:	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5:	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6:	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
7.1.IL.IPERS.1:	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2:	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.



7.1.IL.IPERS.3:	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4:	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5:	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6:	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
7.1.IL.PRSNT.1:	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2:	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3:	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4:	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5:	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

**New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.1.2.CR.1:	Recognize ways to volunteer in the classroom, school and community.
9.1.2.CR.2:	List ways to give back, including making donations, volunteering, and starting a business.
9.1.2.FI.1:	Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
9.1.2.FP.1:	Explain how emotions influence whether a person spends or saves.
9.1.2.FP.2:	Differentiate between financial wants and needs
9.1.2.FP.3:	Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
9.1.2.PB.1:	Determine various ways to save and places in the local community that help people save and accumulate money over time.
9.1.2.PB.2:	Explain why an individual would choose to save money.
9.1.2.RM.1:	Describe how valuable items might be damaged or lost and ways to protect them.

**New Jersey Student Learning Standards for Technology**

CPI #	Cumulative Progress Indicator (CPI)
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
<b>Interdisciplinary Standards: Social Studies</b>	
6.1.2.CivicsPI.4:	Explain how all people, not just official leaders, play important roles in a community.
6.1.2.CivicsPI.5:	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
6.1.2.CivicsPD.1:	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPR.3:	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
6.1.2.CivicsCM.3:	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.2.Geo.GI.1:	Explain why and how people, goods, and ideas move from place to place.
6.1.2.Geo.GI.2:	Use technology to understand the culture and physical characteristics of regions.
6.1.2.HistorySE.1:	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Chinese idioms are an important part of Chinese language and culture, linguistically and socially</li> <li>● Chinese idioms are strictly composed in four-character format which is different from sayings</li> <li>● Many Chinese idioms are derived from folk tales and observations passing down generations through Chinese ancient history</li> <li>● Many wisdom sayings and idioms usually contain deep thoughts, enlightening teachings, and moral lessons</li> <li>● People still use Chinese idioms in their everyday conversations and writings nowadays</li> <li>● Failing to know idioms may cause misunderstanding because these idioms cannot be decoded by characters</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● Why are Chinese Idioms in four words ?</li> <li>● Why do Chinese Idioms pass down generations for even thousands of years and continue to affect people's life now and beyond?</li> <li>● How does ancient wisdom affect Chinese in their way of thinking?</li> <li>● Why is it beneficial to learn about these philosophical stories?</li> <li>● Why do certain Chinese Idioms and English Idioms have similar plot or description?</li> <li>● How can you use idioms in daily conversations?</li> <li>● What can you do if you come across an idiom that you do not know?</li> </ul>	
<b>Objectives</b>	

**Students will know:**

- The significance of Chinese idioms in daily conversations and written works
- The format of Chinese idioms and the reason behind them
- The specific meaning and moral teachings behind some of the most popular Chinese Idioms
- The way to find out the meaning independently when seeing an unfamiliar idiom

**Students will be able to:**

- Identify and retell the story behind select idioms
- Give opinion about the character's perspective in an idiom-based story
- Give information or ask for information about deeper meaning to the meaning of an idiom
- Make inferences about a random four-word idioms
- Describe how an idiom applies to our practical lives
- Ask for perspectives and give perspective while role playing some Chinese idiom stories
- Make suggestions using Chinese idioms in your daily conversation or writing

**Evidence of Learning****Assessment**

Students' learning will be assessed via various activities based on three modes of communication, which are interpretive, interpersonal, and presentational.

**Competencies for 21<sup>st</sup> Century Learners**

Collaborative Team Member	Effective Communicator
Globally Aware, Active, & Responsible Student/Citizen	Information Literate Researcher
Innovative & Practical Problem Solver	Self-Directed Learner

**Resources****Suggested Resources:**

- Chinese Stories: many Chinese idiom stories
- Mandarin Matrix books: 拔苗助长 “Pulling up the Seedlings to help them Grow”
- Zhou, L. (1999) The Stories Behind 100 Chinese Idioms (Chinese Edition) Sinolingua
- [Chinese Idioms](#)
- [A Frog in the Bottom of The Well 井底之蛙](#)
- [Pulling Up The Seedlings to Help Them Grow 拔苗助长](#)
- [A Crane Among A Flock of Chickens 鹤立鸡群](#)
- [Carve A Boat to Seek A Sword 刻舟求剑](#)