



West Windsor-Plainsboro Regional School District
Chinese Culture and Literacy Grade 2

Unit 1: The Origin and Evolution of Chinese Characters

汉字的起源和发展

Content Area: World Language

Course & Grade Level: 2nd Grade DLI Chinese Enrichment

Summary and Rationale

In the Chinese Dual Language Immersion program, we empower our students to be global citizens. The first foundational unit for Chinese language and culture is designed to help students explore the origins of Chinese characters and its evolution from pictorial version to traditional and simplified Chinese. Not only to know “what” but to know “why”, teachers will help students to visualize and understand how characters originated and how they evolved overtime. By exploring the history of the Chinese characters, students will gain a broader horizon to make sense of different perspectives in the world. In order to have successful interactions with Chinese-speakers across global communities, teachers will help students to communicate, read, and write at the Novice-high level.

Recommended Pacing

20 days

New Jersey Student Learning Standards for

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.NH.IPRET.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
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7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
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7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.1.2.CR.1:	Recognize ways to volunteer in the classroom, school and community.
9.1.2.CAP.1:	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.1:	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2:	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.GCA:1:	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
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.
Interdisciplinary Standards: Social Studies	
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.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.

Instructional Focus

Unit Enduring Understandings

- Learning about the origins of a language, especially writing system, helps us become better global citizens
- The composition of a pictograph Chinese character reflects creativity in early Chinese civilization
- Chinese writing system originates from pictographs (like a drawing) which impacted Chinese's form-based thinking later in literature and art.
- The evolution of fonts reflect change of perspectives in Chinese history
- Recognizing structure and radicals is helpful to learn new characters as it is similar to "roots" in English

Unit Essential Questions

- How did the Chinese written language originate?
- Why do many ancient written languages originate from pictographs?
- Why is it so important to learn the origin of Chinese characters?
- How does the form of a character influence Chinese people's way of thinking?
- Why is it important to know stroke order and the radical of a Chinese character?
- How does tracing back to the origin help me with my language learning?
- What are the similarities and differences between Chinese radicals and "root system" in English language?
- How do written languages promote communications and strengthen the development of community?

Objectives

Students will know:

- the Chinese character originates from a type of pictorial forms (象形文字)
- the form of a Chinese character can reflect Chinese people's way of thinking, which is reserved
- this way of thinking impacts Chinese literature, art, and social styles
- the structure of a Chinese character (ex. up-and-down, left-and-right)
- common radicals (偏旁部首), stroke order (笔画) for writing characters and the names of the strokes
- four important Chinese writing materials, brush, ink, paper, and ink pad (笔墨纸砚)
- the evolution of fonts and structures of Chinese character (ex. regular script 楷体, big-seal style 大篆, etc.)
- the comparison between Chinese and English writing system

Students will be able to:

- Identify simple pictorial symbols and make connection to the Chinese character
- Describe what they see in each pictorial symbol
- Talk about differences between Chinese writing system and other writing systems
- Make an introduction of how to write some of the Chinese characters in correct stroke order with rhymes
- Ask for information using the learned characters and the 5W's in writing
- Identify key vocabulary words from the stories through flashcards, games, and riddles
- Give information in your leveled books in a small group
- Give information based on guided reading and stories
- Give reasons when guessing the meaning of a new character by decoding the component
- Make an introduction of your own Chinese characters from the pictorial symbols to create your own version of the Chinese characters

Evidence of Learning

Assessment

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

Competencies for 21st 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:

- [A Brief History of Chinese Characters](#)
- *Readings in Chinese Stories: Chinese characters; The spirit of Chinese characters; Cang Jie Creating Chinese Characters; Borrowing Water Buffalo; Ask Xiao Liu for Buffalo; The Limitless Character; The Child Who Saved Trees*
- [Introduction to Chinese characters](#)
- [The Building Blocks of Chinese Characters](#)

Unit 2: Beijing and Its Culture

北京 - 中国的首都

Content Area: World Language

Course & Grade Level: 2nd Grade DLI Chinese Enrichment

Summary and Rationale

There are many distinct cities with rich history in China. Students in the DLI program will benefit most from exploring Chinese culture and history in a systematic study. 2nd Graders will start the journey by first learning about Beijing. Beijing is not only the capital of China today, it has been the capital of China for many centuries from the Yuan to Ming and Qing dynasties, a total of 600 years. Beijing has many unique cultural aspects, from food to dwelling, from leisure activities to toys, from tea houses to operas. The culture in Beijing has a great influence on other parts of China. The goal behind this unit is for our 2nd graders to start investigating a Chinese city through exploring its rich historical, geographical, artistic, linguistic and culinary heritage. Through the connection and comparison with the place they live and New York City, students can be challenged in a deeper way to how cultural products and practices are different in the US and China, consider a variety of cultural perspectives, communicate ideas, and use language in a more meaningful and culturally appropriate way.

Recommended Pacing

20 days

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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.
6.1.4.D.11:	Determine how local and state communities have changed over time, and explain the reasons for changes.

Instructional Focus

Unit Enduring Understandings

- Aspects of a city, such as geographic features, architecture, and food help us to learn about Chinese culture through the lens of a city like Beijing
- Investigating Beijing and its heritage helps us understand post-Yuan Chinese culture
- Social science knowledge, such as knowledge of geographic landforms, can help us to investigate and understand a city
- Cities often face environmental issues for a variety of reasons

Unit Essential Questions

- What is culture? Why is culture important to learn about?
- How can studying a city help me learn about culture?
- How does the city, Beijing, play an important role in Chinese ancient history (geographically and culturally)?
- How does the history of Beijing influence Chinese culture until today?
- How are Beijing and Washington D.C different? How are Beijing and the place you live different?
- Why were the Great Wall and Forbidden City created?
- How do dwellings in Beijing change over time?
- Why is there air pollution in this ancient city in modern days?

Objectives

Students will know:

- The location on the map, geographical features and its important role
- The rich history embedded in this city, including Yuan, Ming, and Qing Dynasty
- The historical landmarks of Beijing, including Great Wall of China and Forbidden City
- The traditional dwellings in Beijing, such as Quadrangle Dwellings (四合院) and alley (胡同)
- The famous food of Beijing, such as Soy Juice (豆汁儿), Beijing Style Noodles with Soy Bean Paste (炸酱面), Beijing Traditional Desert (传统点心: 驴打滚、豌豆黄、山楂糕), Roast Duck (烤鸭), Copper Pot (大铜锅), Sugar-coated Haws (糖葫芦)
- Art Performance such as Peking Opera (京剧) including Facial Makeup (脸谱), Doughnut (面人), and Sugar Blower (吹糖人)
- The Beijing dialect and its comparison to Mandarin

Students will be able to:

- Describe and classify diverse information about Beijing
- Ask for information and give information during guided readings
- Identify the landform of Beijing and infer its impact on dwellings, food and cultures
- Talk about differences between old Beijing dwelling places and modern ones
- Talk about differences between Beijing with Washington D.C and Beijing with where you live

- Describe your doughnut figure and give reasons why you created in this way
- Describe your 3D “Great Wall of China” with the guidance of the teacher
- Describe your own Beijing opera facial make-up on cardboard

Evidence of Learning

Assessment

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Competencies for 21st Century Learners

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

Resources

Suggested Resource:

- [*Readings in Chinese Stories: Beijing; Peking Roast Duck; The great wall; The Forbidden City; The Palace Museum at night; Hutong \(Chinese alley\); The Siheyuan;*](#)
- [History of Beijing](#)
- [Virtual tour to Great Wall of China](#)

Unit 3: Chinese Food

中国的食物

Content Area: World Language

Course & Grade Level: 2nd Grade DLI Chinese Enrichment

Summary and Rationale

Food reflects culture and connects with culture. In this unit, students will explore how regions affect people's diets and eating habits. For example, the staple food for people in Northern China is flour-based, and the staple food for people in Southern China is rice-based. This difference comes from many reasons, including the available resources. Later, the food style became varied within the region. For example, food styles in Guangzhou and Fujian are much different even though both regions lay in Southern China. Later, they will also learn about the differences of dining ware between eastern and western society and investigate possible reasons behind it. Through the comparison between American food and Chinese food, students will examine various eating habits and food choices and further discuss the definition of healthy eating.

Recommended Pacing

20 days

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New Jersey Student Learning Standards for Technology	
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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.
Interdisciplinary Standards: Social Studies	
6.1.4.B.6.	Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
6.1.2.CivicsPD.1:	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
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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.

Instructional Focus

Unit Enduring Understandings

- Food is a significant component and expression of culture as it is part of daily living and festival celebrations
- People in different cultures enjoy eating together for important events and celebrations
- Food in Southern China is much different than that in Northern China which is caused by many factors
- Food styles are different in materials, diet habits, and cooking styles.
- Reading the name of the food on a menu can help us determine the main ingredients and make healthy food choices
- The style of Chinese food is categorized by region, yet there are many variations within the region

Unit Essential Questions

- How does food reflect culture?
- Why do dumplings, ravioli, and empanada look alike but taste different?
- What makes Chinese food so different across regions? Why do differences in region contribute to different appetite and diet?
- Why are dining wares used in China so different from those in the U.S?
- Why do Chinese people contain food in a bowl while Americans contain food in a plate?
- Why do Chinese people eat at a circle table and also not use a square plate?
- Why do Chinese people prefer to share food while Americans eat in individual portions?
- Why do people eat differently in festivals?
- How can we make healthy choices when choosing food?

Objectives

Students will know:

- Dining wares such as Chopsticks, tea cups, etc. have different usages compared to western dining wares (e.x plate and bowl)
- Appropriate utensils for different types of food, eating orders and the “sharing culture”
- The meaning of shape “circle” that are embedded in dining tools and environment
- Basic steps for food making, such as steam, stir fry, boil and saute (蒸炒煮煎)
- Traditional must-have items in every Chinese households (柴米油盐酱醋茶)
- Eight Regional Cuisines in China (八大菜系)
- Specific food for festivals, such as Zong Zi (粽子), Mooncake (月饼), Dumplings (饺子), etc.

Students will be able to:

- Identify perspectives behind food choices across region and special food for festivals
- Talk about differences between food choices by Northern Chinese and Southern Chinese
- Talk about differences between utensils, eating habits, and food choices between Chinese and Americans.
- Give opinions about what makes food look and taste different and describe basic steps in creating a typical Chinese dish
- Explain different stories about Chinese food and the cultural meaning of a circle shape

- Make an introduction of food choices and give reasons using sensing verb, 看起来 / 吃起来

Evidence of Learning

Assessment

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Competencies for 21st Century Learners

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	Innovative & Practical Problem Solver		Self-Directed Learner

Resources

Suggested Resources:

- [iChineseReader stories](#)
 - [7 stories from iChineseReader about Chinese food](#)
- [Chinese Stories](#)
 - [2 stories from Chinese Stories](#)
- [Chinese Regional Cuisine](#)
- [Chinese Cooking VS. Western Cooking](#)
- [Bowl of Art - Lanzhou Beef Noodle Making](#)

Unit 4: Chinese Clothing

中国的服装

Content Area: World Language

Course & Grade Level: 2nd Grade DLI Chinese Enrichment

Summary and Rationale

In addition to food, fashion is also an important aspect that displays cultural differences. Traditional clothing displays the culture and values of a country. Within a country, ethnic groups scattered in different regions also develop varying clothing styles for their own culture. In this unit, students will explore and learn about how to use cultural products to investigate cultural perspectives. As they recognize four main clothing styles in Chinese history that have a great impact on Chinese aesthetics, they will examine how different components shaped perspectives and lifestyles. In the meantime, they can apply reading skills to investigate independently about clothing, such as the choices made in materials for different seasons and occasions. They will practice presentation skills on demonstrating and describing their own designs.

Recommended Pacing

20 days

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7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age-and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.1.2.CR.1:	Recognize ways to volunteer in the classroom, school and community.
9.1.2.CAP.1:	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.1:	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2:	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.GCA:1:	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
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.
Interdisciplinary Standards: Social Studies	
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.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.
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Instructional Focus

Unit Enduring Understandings

- Investigating traditional clothing styles around the world helps us become better global citizens
- Clothing is a significant expression of culture
- The difference of clothing styles are impacted by different factors, such as region, resources, seasons, activities and reputation
- Clothing preferences and customs can vary by region within a country
- Clothing choices reflect identify and values
- The aesthetics for appearance vary in different periods of time throughout Chinese history
- In Chinese traditional clothing, an individual’s background, reputations and emotions can be reflected by certain accessories, colors, materials, and patterns

Unit Essential Questions

- Why are clothing styles so different in different countries and even within the countries?
- Why do people around the world dress more similarly nowadays than they did before?
- How can studying clothing styles in history help me learn about different cultures?
- Why do neighboring countries, such as China and Korea or China and Japan share similarity yet difference in traditional clothing?
- How does my choice of clothing reflect who I am?

Objectives

Students will know

- People wear different types of clothing for different occasions, seasons, and places
- Four main unique clothing styles in the Chinese history
 - Han Clothing (汉服) and its history, characteristics, materials and social functions
 - Tang Clothing (唐朝服装) and its history, characteristics, materials and social functions
 - Manchu Clothing (满族服装) and its history, characteristics, materials and social functions
 - Qipao (旗袍), Zhongshan Suit (中山装) and its history, characteristics, materials and social functions
- The impact of the four main traditional clothing on traditional aesthetics and social-cultural development
- Traditional Clothing for minority ethnic groups, such as Tibet and Uzbek
- Color, representatively yellow, red, white and black, and its impact on Chinese culture
- Jade and its impact on Chinese culture.
- Simple steps of clothing design

Students will be able to:

- Identify four main unique historical Chinese clothing styles
- Identify factors that cause the difference of Chinese clothing styles historically and regionally
- Explain and describe the right color and attire for the right cultural occasions
- Ask for information and give information during guided readings
- Talk about differences between the meaning of colors, such as yellow, red, white and black, and own culture
- Talk about differences between clothes people wear and Tibet and Navajo
- Give preferences for clothing, and describe your own design

Evidence of Learning

Assessment

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

Competencies for 21st 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:

- [iChineseReader stories](#)
 - [9 stories from iChineseReader about Chinese Clothing](#)
- [Chinese Stories](#)
 - [2 stories from Chinese Stories](#)
- [Han Clothing Appreciation](#)
- [Chinese Apparel Routines Through The Dynasties](#)
- [Chinese Fashion Through the Dynasties Part 1](#) and [Part 2](#)