



West Windsor-Plainsboro Regional School District
5th Grade DLI Chinese Literacy & Culture

Unit 1: Chinese Celebrities 中国古今名人

Content Area: World Language

Course & Grade Level: 5th Grade DLI Chinese Literacy & Culture

Summary and Rationale

In this unit, DLI fifth graders embark on a journey through the "wisdom series," exploring the lives and achievements of distinguished individuals who left a significant impact on Chinese history. Case studies include Confucious (孔子), the revered educator and philosopher who influenced East Asian culture; Zhuge Liang (诸葛亮), the strategic thinker who keenly observed times and people; Bian Que (扁鹊), the noble physician who pioneered fundamental procedures in Chinese medicine; Zhang Qian (张骞) and Zheng He (郑和), two diplomatic figures who forged connections with the world and enhanced commerce; Kang Xi (康熙), the studious emperor who rigorously studied western technology for domestic needs; Wang Xizhi (王羲之), the calligrapher who relentlessly practiced a single character for aesthetic excellence; and The Soong Sisters—Ailing Soong (宋霭龄), Chungling Soong (宋庆龄), and Mayling Soong (宋美龄)—three remarkable females from one family who made profound social and political impacts in Chinese modern history. Learning about the stories and ideas of great figures in Chinese history enables DLI students to delve deeper into the customs, traditions, and values of Chinese culture.

Through these captivating case studies, DLI fifth graders progress to take ownership of their knowledge and engage in the analysis of intricate historical and social texts from a literacy perspective. The unit fosters bilingual language acquisition, empowering students to read short biographical paragraphs and create poster writings at an intermediate-low proficiency level. As they delve into the wisdom of the past, students gain insights into intelligence and develop an appreciation for the profound impact of historical figures, reinforcing the importance of studying history to foster a better understanding of the world and themselves.

Recommended Pacing

45 days

State Standards for World Language

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.

Standard: Standards for Interpretive Mode

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

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.
<p>Standard: Standards for Interpersonal Mode</p> <p>Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.</p>	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.
<p>Standard: Standards for Presentational Mode</p> <p>Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.</p>	
CPI #	Cumulative Progress Indicator (CPI)
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 English Language Arts	

Companion Standards	
Reading Informational Text	
CPI #	Cumulative Progress Indicator (CPI)
RI.5.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 5 topic or subject area.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.1.5.EG.3	Explain the impact of the economic system on one’s personal financial goals.
9.1.5. EG.4	Describe how an individual’s financial decisions affect society and contribute to the overall economy.
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.1.5.IC.2	Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
Interdisciplinary Standards: Social Studies	
6.1.5.CivicsPD.2	Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.
6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
6.1.5.EconGE.2	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
6.1.5.EconGE.4	Compare and contrast how the availability of resources affects people across the world differently.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Chinese ancient and modern celebrities have played a crucial role in shaping Chinese history, culture and society. • Understanding the lives and achievements of Chinese celebrities provides insights into the values and priorities of Chinese society. • Studying Chinese ancient and modern time celebrities helps us appreciate the diversity and richness of Chinese arts, literature, and political culture. • The stories of Chinese celebrities can inspire us to pursue excellence and dreams. • Analyzing the personal and professional journeys of Chinese ancient and modern celebrities deepens our understanding of their motivations, aspirations, and impact on their respective fields. 	

- By learning the stories and ideas of Chinese celebrities, we can broaden our horizons and understand different ways of thinking and perspectives so we can better adapt to the complex and changing social environment.

Unit Essential Questions

- Who are some of the famous ancient celebrities?
- Who are some of the modern celebrities?
- How have Chinese ancient and modern celebrities shaped and influenced the perception of fame and success in Chinese society?
- What role did Chinese celebrities play in promoting traditional Chinese values and beliefs?
- What contributions did the ancient and modern celebrities give to our society?
- What can we learn from the lives and achievements of Chinese ancient and modern time celebrities in terms of personal growth, perseverance, and impact on society?
- What inspires you to become a better citizen for our society?

Objectives

Students will know:

- The life experiences of the famous ancient and modern celebrities, as well as their interesting stories in history
- The impact of society on distinguished people’s growth and thinking
- The influence of celebrities on the traditional Chinese values and beliefs
- That personal development is strongly connected to society
- How to set a life goal to carry out their dreams and change the world in the future through learning the stories of celebrities.

Students will be able to:

- Describe Confucianism and the impact on Chinese ancient and modern education
- Compare and contrast the major theories between Confucius and Socrates
- Restate the interesting stories of Zhu Geliang, Bian Que, Zhang Qian and Zheng He and their impact in the fields of military strategies, medical development, and worldwide diplomacy.
- Compare and contract Kang Xi and Mao Zhedong’s growing path and social background, political theories and their impacts on Chinese histories
- Describe what they appreciate about Wang Xizhi and Qi Baishi’s artwork, explain the connections between artists’ life experience and their artwork and then explain the feature of Chinese calligraphy and national painting
- Retell the Soong sisters’ stories and explain their influence on Chinese modern history and then relate to current outstanding women and summarize their common features.

Evidence of Learning

Assessment

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the three modes of communication and the ACTFL proficiency guidelines. During each common, formative, and summative assessment, teachers will provide [accommodations](#) and alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students.

Formative Assessment

Summative Assessment

<input checked="" type="checkbox"/> Alternative Assessment
<input checked="" type="checkbox"/> Benchmark
Resources
Core Text: <ul style="list-style-type: none"> ● Empty City Plan by Zhu Geliang ● Mao Zedong ● Zheng He's Achievements ● The Soong Sisters ● Qi Baishi painting Chinese painting Level Learning Booklist

Unit 2: Chengdu 成都	
Content Area: World Language	
Course & Grade Level: 5th Grade DLI Chinese Literacy & Culture	
Summary and Rationale	
<p>Do you have a penchant for spicy Chinese food like Hot Pot and ever wondered about the origin of adorable pandas? Look no further than Chengdu, the vibrant and culturally rich city located in the southwest of China, known as the "Panda" city. Chengdu has a storied history that dates back over 2,000 years, offering a treasure trove of a rich culture, stunning landscapes, relics, architectural marvels and delectable Sichuan cuisine. As fifth-grade DLI students honed their research skills with cities like Beijing, Shanghai, and Hong Kong previously, they grew more adept at delving into the historical, geographical, artistic, linguistic, and culinary heritage of foreign cultures. Chengdu's storied past offers ancient artifacts and architectural marvels, revealing insights into China's glorious history. The city's diverse flavors, from famous Sichuan Hot Pot to savory Mapo Tofu, provide a delicious exploration of Chinese culinary traditions, emphasizing the significance of food in bringing people together. Embracing the local Sichuanese dialect, students appreciate China's linguistic diversity. Chengdu's unique geography, nestled amidst lush landscapes, allows students to delve into conservation efforts for endangered pandas, deepening their understanding of environmental stewardship. This multi-perspective study equips students with valuable research skills and fosters cultural awareness, empowering them to appreciate the world's diverse cities. Immersed in Chengdu's charm, students enhance language proficiency while developing a global perspective.</p>	
Recommended Pacing	
45 days	
State Standards for World Language	
<p>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.</p>	
CPI #	Cumulative Progress Indicator (CPI)
Standard: Standards for Interpretive Mode	

<p>Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.</p>	
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.
<p>Standard: Standards for Interpersonal Mode</p> <p>Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.</p>	
CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.
<p>Standard: Standards for Presentational Mode</p> <p>Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.</p>	
CPI #	Cumulative Progress Indicator (CPI)
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.II.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.II.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.II.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing
7.1.II.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 English Language Arts Companion Standards	
Reading Informational Text	
CPI #	Cumulative Progress Indicator (CPI)
RI.5.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 5 topic or subject area.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.1.5.EG.3	Explain the impact of the economic system on one's personal financial goals.
9.1.5. EG.4	Describe how an individual's financial decisions affect society and contribute to the overall economy.
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.1.5.IC.2	Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
Interdisciplinary Standards: Social Studies	
6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
6.1.5.CivicsPI.5	Explain how the government functions at the local, county, and state level.
6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.
6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
6.1.5.EconGE.2	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
6.1.5.EconGE.4	Compare and contrast how the availability of resources affects people across the world differently.

Instructional Focus

Unit Enduring Understandings

- Aspects of a city, such as geographic features, architecture, history and food help us to learn about culture.
- Chengdu was an important cultural and economic center during the Qin Dynasty.
- Chengdu is famous for being the hometown of the giant pandas.
- Exploring Chengdu's historical landmarks, such as the Jinsha Site Museum, Wuhou Shrine, and Dufu Thatched Cottage will help students appreciate its cultural heritage.
- Chengdu is famous for its Sichuan cuisine such as Mapo Tofu, Kung Pao Chicken and Hot Pot.
- Sipping tea and playing mahjong or Chinese chess is a common pastime for locals.
- Chengdu is famous for its traditional Shu Brocade, a type of textile craftsmanship.
- The three wonders of Sichuan opera: changing faces, blowing fire, and rolling lights are unique parts of Chengdu's culture.
- The dialect of Chengdu is different from Mandarin.

Unit Essential Questions

- How does studying a city help me learn about its culture?
- How do the local cuisine and culinary traditions of Chengdu reflect the city's culture?
- What are the differences among Chengdu, Beijing, Xi'an, Shanghai and Hong Kong?
- Why is Chengdu famous for Giant Panda?
- What are some advantages of Chengdu for breeding pandas?
- How does Chengdu nurture and support the development of the arts, literature, and performing arts?
- How does Chengdu promote tourism and preserve its cultural heritage for visitors from around the world?

Objectives

Students will know:

- The location of Chengdu on map, geographical features and its important role
- The rich history embedded in this city, including Han, Ming and Qing dynasty
- The historical landmark of Chengdu, including Dujiangyan Irrigation System (都江堰), Leshan Giant Buddha and Mountain Qingcheng (乐山大佛)
- The famous food of Chengdu, such as Kung Pao Chicken (宫保鸡丁), Ma Po Tofu (麻婆豆腐), Sichuan Hot pot (火锅) and Bobo Chicken (钵钵鸡)
- Facts about art performance such as Sichuan opera (川剧), Sichuanese pop stars and Shu embroidery (蜀锦)
- Famous sights near Chengdu, such as Chengdu research Base of Giant Panda Breeding (熊猫基地), Jiuzhai Valley National Park (九寨沟) and Mountain E'mei (峨眉山)
- Information about the dialect in Chengdu and its comparison to Mandarin

Students will be able to:

- Describe and classify the important characteristics about Chengdu
- Ask for information during the guided reading related to Chengdu
- Identify the landform of Chengdu and infer the impact on food, cultures and natural disasters, especially earthquakes in recent years
- Compare and contrast the similarities and differences between Sichuan opera and Beijing Opera
- Describe the landform and climate of Chengdu and explain why it's panda's habitat;
- Describe student-created drawings of pandas and bamboo created with Chinese brush painting skills
- Synthesize and summarize all that they have learned about Chengdu in a poster presentation to peers and families.

Evidence of Learning
Assessment
Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the three modes of communication and the ACTFL proficiency guidelines. During each common, formative, and summative assessment, teachers will provide accommodations and alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students.
<input checked="" type="checkbox"/> Formative Assessment
<input checked="" type="checkbox"/> Summative Assessment
<input checked="" type="checkbox"/> Alternative Assessment
<input checked="" type="checkbox"/> Benchmark
Resources
Core Text: <ul style="list-style-type: none"> ● Explore Chengdu ● Chengdu Research Base of Giant Panda Breeding ● Chengdu Hot Pot ● Sichuan Opera ● Chinese Embroidery ● Welcome to Chengdu ● Nezha and Huahua Level Learning Booklist

Unit 3: Chinese Architecture 中国建筑
Content Area: World Language
Course & Grade Level: 5th Grade DLI Chinese Literacy & Culture
Summary and Rationale
<p>Following the study of Chinese classical gardens, DLI students will then continue to study Chinese Architecture, which embodies the highest standards of Chinese art, mathematics, and social influences, showcasing its distinctive style, social functions, wooden materials, and intricate structures that have left a profound impact on architectural styles in Japan and Korea. Distinguishingly, Maosun (卯榫) Structure has no nails but it provides beauty and stability. Various elements, such as roof shapes, colors, and decorative motifs, convey specific messages and represent different aspects of Chinese culture, values, and social hierarchy. The design of courtyards serves as a focal point for business activities or family gatherings, offering natural light, ventilation, and privacy, allowing students to experience a harmonious relationship between indoor and outdoor spaces, fostering spatial awareness. Dual language immersion students learn to analyze and interpret architectural elements, developing a keen sense of aesthetics. Exploring Chinese classical architecture introduces students to the cultural perspectives of Harmony through the concepts of Yin and Yang (阴阳), and working with nature using Feng Shui (风水) principles. This unit cultivates a deeper appreciation for the country's aesthetics and ingenuity, while encouraging critical thinking, problem-solving, and cross-cultural connections, inspiring creativity as they engage with this captivating aspect of Chinese civilization.</p>

Recommended Pacing

45 days

State Standards for World Language

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.

Standard: Standards for Interpretive Mode

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

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.

Standard: Standards for Interpersonal Mode

Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.

7.1.IM.IPERS 6	Exchange information from a variety of resources with classmates about global issues, including climate change.
Standard: Standards for Presentational Mode	
Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.	
CPI #	Cumulative Progress Indicator (CPI)
7.1.II.PRSENT.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.II.PRSENT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.II.PRSENT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.II.PRSENT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing
7.1.II.PRSENT.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 English Language Arts Companion Standards	
Reading Informational Text	
CPI #	Cumulative Progress Indicator (CPI)
RI.5.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 5 topic or subject area.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.1.5.EG.3	Explain the impact of the economic system on one's personal financial goals.
9.1.5. EG.4	Describe how an individual's financial decisions affect society and contribute to the overall economy.
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.1.5.IC.2	Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
Interdisciplinary Standards: Social Studies	
6.1.5.CivicsPD.2	Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
6.1.5.EconGE.2	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
6.1.5.EconGE.4	Compare and contrast how the availability of resources affects people across the world differently.

Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Chinese architecture has had a significant impact on the development of other architectural styles worldwide, particularly in East Asia and Southeast Asia. ● Ancient Chinese cities were often built according to specific layout principles, reflecting the social hierarchy and organization of the society. ● The preservation and restoration of historical Chinese architecture is crucial for maintaining cultural heritage and providing insights into the country's past. ● The use of wooden structures, decorative elements, and curved lines is a characteristic feature of Chinese architecture, representing elegance and balance. ● Chinese architecture is deeply influenced by traditional beliefs and principles, including feng shui and the belief in harmony between humans and nature. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How does Chinese architecture reflect the cultural and philosophical values of Chinese society? ● What are the key features and structural elements of traditional Chinese architecture? ● How has Chinese architecture evolved throughout different dynasties and time periods? ● How does Chinese architecture incorporate principles of feng shui and harmony with nature? ● What are the major styles and types of Chinese buildings, such as temples, palaces, and gardens? ● How do the architectural designs of Chinese buildings vary across different regions of China? ● What is the significance of symbolism and ornamentation in Chinese architectural design? ● How has modernization and globalization influenced Chinese architecture in contemporary society? ● How can Chinese architectural principles and techniques be applied in modern urban planning and sustainable design? ● What are the challenges and opportunities in preserving and conserving historical Chinese architecture? 	
Objectives	
Students will know:	
<ul style="list-style-type: none"> ● Cultural and philosophical values of Chinese history and society have strong influence on Chinese architecture ● Key features and structural elements of traditional Chinese buildings, such as styles, materials and decorations, etc ● The ancient and contemporary major styles of Chinese buildings, such as temples, palaces, gardens and dwellings ● Traditional housing styles for Chinese minority ethnic groups, such Mongolian, Tibetan and Tai peoples (土楼/碉楼/竹楼/蒙古包/船屋) ● Ancient Chinese Architecture had great influence on other East Asian countries, such as Japan and Korea 	

- Changes in Chinese dwellings in recent decades have been significantly influenced by international communities.

Students will be able to:

- Identify factors that cause the differences of Chinese architecture styles historically and regionally
- Explain the differences between traditional architecture styles in Northern and Southern China
- Explain the differences between housing styles among Han people and minority groups in China
- Analyze the similarities and differences in materials, styles, features between Chinese and American dwelling styles
- Ask for information and give information during guided readings
- Give preferences for housing and explain your choices
- Give a detailed description of student-designed houses that incorporate specific regional and culture information (students will work in groups to design houses based on specific regional and cultural information and present all details in Chinese.)

Evidence of Learning

Assessment

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the three modes of communication and the ACTFL proficiency guidelines. During each common, formative, and summative assessment, teachers will provide [accommodations](#) and alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students.

- Formative Assessment
- Summative Assessment
- Alternative Assessment
- Benchmark

Resources

Core Text:

- [Chinese Architecture](#)
- [Yurt](#) (Mongolian Ger)
- [Siheyuan](#)- Chinese courtyard houses
- Chinese [Feng Shui](#)
- [Ancient Chinese Architecture](#)

[Level Learning Booklist](#)

Unit 4: Chinese Folk Stories 中国民俗故事

Content Area: World Language

Course & Grade Level: 5th Grade DLI Chinese Literacy & Culture

Summary and Rationale

The enduring popularity of the Mulan story across generations raises intriguing questions about its significance and relevance. In this vein, DLI fifth-grade students embark on an enlightening journey through the last station of the "folk series". Through age-appropriate contexts, narratives, and storytelling, students can delve into the ethnic and moral dimensions of Chinese society, gaining profound insights into its historical events and the authors' deliberate intentions. These narratives offer a window into the bygone eras of Chinese history, illuminating customs, societal

challenges, and the fabric of ancient life. The symbolic nature of folk stories allows authors to accentuate particular values and life lessons that resonate with universal human experiences, encouraging students to apply their literacy skills to comprehend and analyze these captivating tales, also offering a rich resource for character development and personal growth. Beyond their intrinsic value, Chinese folk stories wield significant influence, having been adapted and retold in various literary works, plays, operas, and visual arts, attesting to their enduring impact on Chinese literature and arts. Studying Chinese folk stories transcends mere language learning, offering a multi-faceted and enriching experience that unveils the essence of Chinese culture and society. The holistic approach fosters cultural empathy, heightens literary and artistic appreciation, and empowers students to become effective communicators and culturally competent global citizens, embracing the wisdom and diversity of the world's cultures. By unraveling the timeless allure of these narratives, DLI fifth graders embark on a profound journey of discovery that nourishes their minds and hearts, connecting them to the living tapestry of humanity's shared heritage.

Recommended Pacing

45 days

State Standards for World Language

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.

Standard: Standards for Interpretive Mode

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

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.

Standard: Standards for Interpersonal Mode

Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.
<p>Standard: Standards for Presentational Mode Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.</p>	
CPI #	Cumulative Progress Indicator (CPI)
7.1.II.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.II.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.II.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.II.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing
7.1.II.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
<p>New Jersey Student Learning Standards for English Language Arts Companion Standards</p>	
Reading Informational Text	
CPI #	Cumulative Progress Indicator (CPI)
RI.5.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 5 topic or subject area.
<p>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</p>	
CPI #	Cumulative Progress Indicator (CPI)
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.1.5.EG.3	Explain the impact of the economic system on one's personal financial goals.
9.1.5.EG.4	Describe how an individual's financial decisions affect society and contribute to the overall economy.

New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.1.5.IC.2	Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
Interdisciplinary Standards: Social Studies	
6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
6.1.5.CivicsPD.2	Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.
6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
6.1.5.EconGE.2	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
6.1.5.EconGE.4	Compare and contrast how the availability of resources affects people across the world differently.

Instructional Focus
Unit Enduring Understandings
<ul style="list-style-type: none"> Chinese folk stories provide insights into the rich cultural heritage and traditions of the Chinese people. Chinese folk stories have roots in ancient history and have been influenced by various dynasties, empires, and social changes. Studying these stories deepens understanding of Chinese history, social structures, and the ways in which historical events have shaped cultural narratives. Chinese folk stories frequently teach moral and ethical lessons. Chinese folk stories have often been passed down through generations orally, emphasizing the importance of storytelling as a means of preserving cultural identity and engaging listeners. Chinese folk stories have adapted and evolved over time, reflecting changing social dynamics and cultural contexts. Learning about their adaptations and variations helps learners understand the fluid nature of storytelling and the ways in which narratives evolve with society.
Unit Essential Questions
<ul style="list-style-type: none"> How do Chinese folk stories reflect the cultural values and traditions of Chinese society? What are the common themes and symbols found in Chinese folk stories and how do they contribute to the overall message or moral lesson? How do Chinese folk stories provide insight into historical events, social structures, and everyday life in China?

- How can the study of Chinese folk stories enhance cross-cultural understanding and appreciation?
- What are the different narrative structures and storytelling techniques used in Chinese folk stories?
- How have Chinese folk stories been passed down through generations and preserved in Chinese literature?
- What are the techniques and strategies for effectively analyzing and interpreting Chinese folk stories?
- What role do Chinese folk stories play in shaping children's moral values and character development?
- How can the lessons and wisdom conveyed in Chinese folk stories be applied to modern-day situations and challenges?
- How might the influence of Chinese folk stories be seen in contemporary Chinese literature, arts, and media?

Objectives

Students will know:

- The significance of Chinese folk stories enriching Chinese history
- The relationship between some Chinese folk stories and traditional festivals
- The specific meaning and moral teachings behind some of the most popular Chinese folk stories
- The influence of Chinese folk stories in ancient and contemporary Chinese literature, arts, and media
- How the Chinese folk stories passed on from generation to generation, and how it impacted Chinese cultural values and traditions.

Students will be able to:

- Identify and retell the story behind each selected folk story, such as *The Cowherd and the Weaver Girl*《牛郎织女》, *Journey to the West*《西游记》, *Chang'e Flying to the Moon*《嫦娥奔月》, *Nezha*《哪吒闹海》, *Mulan*《花木兰》
- Give opinions about the characters' perspectives in a folk story
- Give information or ask for information about deeper meaning of a folk story
- Describe how a folk story applies to our practical lives
- Rewrite folk stories in groups and retell them using dramatic roleplays
- Compare and contrast the folk stories in China and US

Evidence of Learning

Assessment

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the three modes of communication and the ACTFL proficiency guidelines. During each common, formative, and summative assessment, teachers will provide [accommodations](#) and alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students.

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

Resources

Core Text:

- [Chang'e and Houyi](#) (嫦娥和后羿)
- [The Cowherd and The Weaver Girl](#) (牛郎织女)
- [Nezha](#) (哪吒)
- [Mulan](#) (花木兰)
- [Journey to the West](#) (西游记)

[Level Learning Booklist](#)