

Unit 03: Flavors of China: Food and Dining Culture

Content Area: **World Language**

Course(s):

Time Period:

Length: **3 weeks**

Status: **Published**

Unit 3

Unit Title:	Flavors of China: Food and Dining Culture
Suggested Duration:	3 Weeks

Standard(s) Addressed

[World Languages \(NJSL-S-WL\)](#)

WL.II.7.1.II.IPERS	Interpersonal Mode of Communication
WL.II.7.1.II.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.
WL.II.7.1.II.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
WL.II.7.1.II.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
WL.II.7.1.II.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
WL.II.7.1.II.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
WL.II.7.1.II.IPRET	Interpretive Mode of Communication
WL.II.7.1.II.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).
WL.II.7.1.II.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.
WL.II.7.1.II.PRSNT	Presentational Mode of Communication
WL.II.7.1.II.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
WL.II.7.1.II.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts. Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum. Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum. Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Interdisciplinary Connections

Interdisciplinary Connections
Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12
Math Practices: https://www.nj.gov/education/standards/math/Index.shtml
Science Practices: https://www.nj.gov/education/standards/science/Index.shtml
Find and paste appropriate <u>Companion Standards or Practices</u> here.

Language Arts:

Reading, writing, and speaking skills are used to explore food-related stories, menus, and recipes. Students analyze how food expresses culture and use descriptive language to share personal food preferences and cultural experiences.

Mathematical:

Students apply measurement and quantity concepts when interpreting Chinese recipes, comparing currency and food prices, or calculating ingredients for group meals. Discussions of portion sizes and family-style dining also reinforce estimation and ratios.

Science:

Students explore the science of taste (sweet, sour, bitter, salty, umami), digestion, and the nutritional value of Chinese cuisine. They examine how geography and climate influence available ingredients and regional food differences across China.

Social Studies/History:

Students study how food reflects cultural identity, historical trade routes (like the Silk Road), and regional diversity. They explore the social importance of shared meals and dining etiquette, such as respect for elders and group harmony at the table.

Art:

Students design traditional menus, draw regional dishes, or create visual food maps of China. They explore the aesthetic aspects of food presentation and how cultural values are reflected in artistic representations of cuisine.

Technology Integration

Technology Integration

Northern supports the integration of the [SAMR Model](#): a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.

- Characters to pinyin: <https://www.chineseconverter.com/en/convert/chinese-to-pinyin>
- Google Slides and worksheets created by teacher
- Youtube videos
- Google Slides created by teacher
- Chromebook for students
- Smartboard activities
- Edpuzzle
- Quizet
- Quizizz
- Gimkit
- Kahoot
- Formative for speaking practices

STAGE I Desired Results

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Objective (Transfer)

Students will be able to independently use their learning to...

- Recognize and name common Chinese dishes from various regions.
- Demonstrate understanding of basic Chinese table manners and dining customs, such as using chopsticks, sharing dishes, and respecting elders at the table.
- Describe how Chinese dining customs, such as family-style meals, seating arrangements, and the use of chopsticks, reflect cultural values like respect, harmony, and sharing.
- Use simple Mandarin phrases to order food politely in a restaurant setting (e.g., 我要...).
- Express gratitude using culturally appropriate language, such as saying “谢谢” (thank you) and responding with “不客气” (you're welcome).

- Make comparisons between Chinese and their own dining habits, showing awareness of cultural differences and similarities.
- Compare traditional Chinese meals and eating habits with their own cultural practices, noting similarities and differences in food, mealtime routines, and social behaviors.
- Explain how food and dining experiences offer insights into Chinese family structure, social roles, and values.
- Engage in basic conversations or role-plays to simulate real-life dining situations using culturally appropriate language and behavior.
- Reflect on how learning about food and dining customs deepens their understanding of Chinese culture and enhances cross-cultural empathy.

Mastery

Big Ideas/Understanding

Students will understand that...

- Language and culture are mutually dependent.
- Food is a vital expression of regional culture, history, and identity in China.
- Meals in Chinese culture are not just about eating, but about family, respect, and social connection.
- Cultural practices such as table manners, greetings, and food offerings reflect deeply held values like harmony, hospitality, and humility.
- Chinese cuisine varies widely by region, reflecting local resources, climate, and traditions.
- Learning simple vocabulary and phrases helps students appreciate and participate in real-life cultural experiences like ordering food or joining a meal.
- Understanding and respecting another culture's food customs promotes empathy and global awareness.

Essential Questions

- What does food tell us about Chinese regions and traditions?
- How do Chinese dining customs reflect values like sharing and respect?
- How can we use language to order food, express preferences, or show manners?
- How do traditional Chinese meals compare to meals in my own culture?
- What can we learn about a culture by learning how people eat and interact at the table?

Acquisition

Students will know . . .

- The connection between Chinese culture

Students will be skilled at . . .

- Recognizing and pronouncing basic Chinese

and language

- Cultural importance of eating together as a way to show respect and build relationships
- Differences between Chinese and American dining habits (ex: round tables, shared dishes, use of chopsticks)
- Basic table manners in Chinese culture (ex: not sticking chopsticks upright in rice, waiting for elders to start)
- Food reflects regional diversity in China (ex: spicy food in Sichuan, sweet in Shanghai)

Vocabulary:

- 米饭
- 面
- 牛奶
- 茶
- 水果
- 蔬菜
- 我喜欢。。。
- 我不喜欢。。。

food vocabulary (e.g., 米饭, 面, 饺子)

- Using simple phrases to order food and drinks in Chinese
- Expressing likes and dislikes about food using 喜欢 and 不喜欢
- Understanding and practicing basic Chinese dining etiquette (e.g., using 筷子, waiting for others to start eating)
- Describing common Chinese meals and dining customs in simple sentences
- Comparing and contrasting Chinese dining habits with their own culture
- Engaging in simple conversations about food preferences and mealtime routines
- Identifying key cultural values related to food such as sharing, respect, and family togetherness

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Assessments (Linked weekly below)	Practices (Linked weekly below)
<ul style="list-style-type: none">• Short dialogues/skits: Role-play ordering food or greeting someone	<ul style="list-style-type: none">• Create menus

- Speaking: express preference of food
- Short Cultural Response: Students answer simple questions in English or Chinese about Chinese dining customs (Why do people eat together? What is polite at the table?)
- Create a menu for a Chinese restaurant

- Chopstick games
- Use Chinese to express preferences I Like... 我喜欢/ 我不喜欢 with easy food vocabulary
- Mini-quizzes with visuals: "Circle all the foods you'd see at Chinese New Year" or "Which item is used at Mid-Autumn Festival?"
- Worksheets that students will complete in classes
- At the end of a lesson, students write or say one new thing they learned about Chinese food or dining etiquette

Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)

- Add visuals to support discussion. Give printed photos or slides showing uniforms or meals.
- Provide sentence starters
- Create a Gallery Walk Worksheet to guide them
- Provide a brochure template with areas clearly labeled

STAGE III Learning Plan

STAGE III Learning Plan

Organize plan by weeks

Week 1-2 : Food Vocabulary and Table Customs

- Introduce Chinese food words: 饺子, 面条, 米饭, 菜, 茶
- Discuss dining customs: chopsticks, sharing, family style meals
- Introduce vocabulary with pictures, flashcards, and repetition
- Watch short videos demonstrating Chinese dining customs
- Class/group discussions on the importance of sharing food and family-style eating
- Group activity: Menu matching game or role-play visiting a restaurant.

- Watch videos & have discussions
- Practice ordering food with visuals: 我要..., 我喜欢...
- Group work (assessment): Menu matching or role-play a restaurant visit
- At the end of a lesson, students write or say one new thing they learned about Chinese food or dining etiquette

Week 3: Chinese Restaurant Simulation

- Vocabulary review + sentence practice
- Discuss and practice table manners, toasting phrases, and polite expressions
- Simulated dining experience or ordering game
- Cultural focus: table manners, toasting, giving thanks
- Role-play ordering food using visuals and sentence frames
- Activity: try a Chinese snack & host a mini food day
- Project: Design your own Chinese meal or “restaurant”

Modifications

How are the activities modified/differentiated? (i.e.: abridged text)

- Use visuals + icons for vocabulary and instructions
- Break tasks into chunks with clear step-by-step instructions
- Give choice in how students show learning (draw, speak, act, write)
- Include peer or group work for support
- Use sentence starters, graphic organizers, and audio supports
- Include movement-based tasks (stations, scavenger hunts, etc.)

Specific Resources for Unit

Specific Resources for Unit

Attached Affirmative Action Compliance Checklist

- Videos for comprehension and differentiation

- Youtube.com video clips
- SmartBoard for interactive activities
- Google Slides created by teacher
- Gaming resources
 - Flashcards
 - Quizlet
 - Gimkit
 - Blooket

Diversity, Equity, & Inclusion

[Diversity, Equity & Inclusion](#)

NB World Language department believes that effective world language instruction promotes and advances social justice by affirming the dignity of students, languages, and cultures. To this aim, the revised standards afford each student the opportunity to use the target language to tell their own stories and to value and advocate for equity, global awareness, and intercultural understanding. The department recognizes the need to encourage dialogue and relationships on equal terms and empower the students to advocate for themselves and others by providing the tools for ongoing inclusive and equitable communication.

[Accommodations and Modifications](#) (link to menu)

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, LGBTQ, and students with 504 plans.

Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.

- WRK.K-12.P.5 Utilize critical thinking to make sense of problems and persevere in solving them.
- WRK.K-12.P.6 Model integrity, ethical leadership and effective management.
- WRK.K-12.P.7 Plan education and career paths aligned to personal goals.
- WRK.K-12.P.8 Use technology to enhance productivity increase collaboration and communicate effectively.
- WRK.K-12.P.9 Work productively in teams while using cultural/global competence.

Climate Change Education

ClimateChange Education	
Enduring Understandings/Core Ideas	Performance Expectations
Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the <u>Core Idea and Performance Expectation</u> from NJDOE link above.	