

Unit 04: Symbols, Traditions (习俗文化) and Cultural Legends (生肖, 屈原, 七夕, 白蛇传)

Content Area: **World Language**
 Course(s):
 Time Period:
 Length: **3 weeks**
 Status: **Published**

Unit 4

Unit Title:	Symbols, Traditions (习俗文化) and Cultural Legends (生肖, 屈原, 七夕, 白蛇传)
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.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.2	React to a series of oral and written instructions connected to daily life.
WL.II.7.1.II.PRSNT	Presentational Mode of Communication
WL.II.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.
WL.II.7.1.II.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
WL.II.7.1.II.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
	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.

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:

Students build reading comprehension and storytelling skills through exposure to Chinese myths and folktales. Analyzing characters, themes, and morals in legends like *Qu Yuan* and *The Legend of the White Snake* supports literary analysis and narrative writing skills.

Mathematics:

Students explore the Chinese zodiac cycle and calendar system, applying concepts of time, patterns, sequencing, and cycles (e.g., 12-year rotation, animal order, birth year calculations).

Science:

Students investigate the astronomical and seasonal basis of traditional festivals (e.g., lunar phases in Qixi and Dragon Boat Festivals), gaining understanding of Earth's cycles and how science connects to cultural timekeeping.

Social Studies/History:

Students explore how traditional stories and festivals reflect Chinese values, historical figures, and belief systems. They investigate how stories like Qu Yuan's connect to patriotism and how Qixi reflects views on love and fate in ancient society.

Art:

Students create symbolic art inspired by cultural traditions—such as zodiac animal masks, paper dragons, festival posters, or visual storytelling scenes from legends—enhancing visual literacy and creative expression.

Technology Integration

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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.

- 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...

- Identify and explain the meaning of important Chinese cultural symbols, such as zodiac animals, dragons, and festival icons.
- Retell traditional Chinese legends, including stories like the Zodiac (生肖), Qu Yuan and the Dragon Boat Festival, Qixi Festival, and the Legend of the White Snake (白蛇传).
- Discuss how these cultural symbols and legends influence Chinese language, expressions, and idioms.
- Describe how traditional stories and customs shape community celebrations and cultural identity in China.
- Use basic Chinese vocabulary and sentence structures to share legends and explain the significance of symbols and festivals.
- Compare Chinese cultural symbols and stories with those from their own culture to understand universal themes and unique cultural perspectives.
- Create visual or oral presentations that illustrate the connection between Chinese traditions, language, and community events.

- Reflect on the role of storytelling in preserving cultural heritage and fostering social cohesion.

Mastery

Big Ideas/Understanding

Students will understand that...

- Traditional Chinese beliefs such as Feng Shui, lucky/unlucky numbers, and colors play an important role in everyday life and decision-making
- Cultural values like humility, collectivism, and respect for tradition shape behavior and communication in Chinese society
- The Chinese zodiac and BaZi (Eight Characters) reflect ancient systems of personality, destiny, and compatibility rooted in astrology and philosophy
- Superstitions and symbolic practices are deeply embedded in Chinese celebrations, daily habits, and social customs
- Legends and folklore (e.g., 白蛇传, 屈原, 七夕) convey moral lessons, cultural values, and historical memory
- The meanings of colors, animals, and numbers differ across cultures and can impact intercultural communication

Essential Questions

- How do symbols (animals, colors, numbers) communicate meaning in Chinese culture?
- What can the Chinese zodiac teach us about personality and storytelling?
- How is language influenced by cultural beliefs and traditions?
- Why do people retell legends like Qu Yuan's story?
- How do festivals help preserve history and community?
- How do cultural stories shape the way people speak, celebrate, and remember?

Acquisition

Students will know . . .

- Traditional Chinese views on fate, luck, and personal traits gives insight into how people see themselves and others in society
- The story of Chinese zodiac animals
- Basic vocabulary related to Zodiac animals and "luck" and the personality traits they represent
- The legends and folktales of the Chinese

Students will be skilled at . . .

- Working in groups to explore legends fosters collaboration, critical thinking, and cultural appreciation
- Explaining key Chinese cultural symbols and their meanings (red envelopes, dragons, zodiac animals)
- Retelling traditional Chinese stories using simple vocabulary and visuals to demonstrate comprehension

<p>culture</p> <ul style="list-style-type: none"> • The meanings and lessons behind each legend and story • How the legends reflect the Chinese culture 	<ul style="list-style-type: none"> • Identifying cultural values and lessons conveyed through Chinese legends and symbols • Using basic conversational phrases to discuss cultural traditions respectfully and with curiosity • Comparing Chinese symbols and customs with their own cultural experiences to build cross-cultural understanding • Listening actively to peers' presentations and asking thoughtful questions about cultural topics • Creating visual or oral projects that showcase understanding of Chinese culture and folklore
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STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Assessments (Linked weekly below)	Practices (Linked weekly below)
<ul style="list-style-type: none"> • Create superstition symbol posters (Fu 福 character, the number 8) or Create Zodiac animal posters with traits and stories • Group presentation on a cultural legend and reflect on their peer's presentations • Cultural Symbols Matching Quiz: A matching activity where students pair symbols (like red envelopes, dragons, Fu character) with their meanings or cultural significance 	<ul style="list-style-type: none"> • Worksheets that students will complete in classes • Group discussions • Vocabulary and basic conversational phrases practices • Flashcard Games: Use flashcards with symbols, vocabulary, or phrases to play memory or matching games that reinforce recognition and recall • Sentence Building: Give students key vocabulary cards and have them build simple sentences related to food, greetings, or cultural symbols
Modifications	
<p>How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)</p> <ul style="list-style-type: none"> • 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: Lucky/unlucky numbers and colors, superstitions

- Introduce vocabulary for numbers, colors (红色, 蓝色, 绿色, 黄色...), add phrases about luck and superstition
- Why Chinese love color Red & 春节:

[Why Chinese love the color red | CCTV English](#) 4'46"

- Feng Shui basics
- Personal traits valued in Chinese culture (like humility), differences from Western individualism
- Group discussion: What colors or numbers do you think are lucky/unlucky and why?
- Vocabulary games with colors and numbers

Week 2: Chinese Zodiac stories and personality traits

- Introduce Chinese zodiac animals and the story
- Watch a video of the story
- 十二生肖 属相 [The myth behind the Chinese zodiac - Megan Campisi and Pen-Pen Chen](#)
- 龙生肖传说 [Secrets of the Chinese Zodiac: Year of the Dragon Story 龙年生肖故事](#)
- Compare Chinese zodiac vs Western zodiac
- Compare Zodiac with students' own personalities in Chinese
- Culture: 八字 (BaZi), 风水 (Feng Shui), and superstitions in daily life
- Fate, destiny, luck (命运, 运气), and cultural customs (风水, 传统)
- Activities (assessment): Create superstition symbol posters (e.g., Fu 福 character, the number 8) or

Create Zodiac animal posters with traits and stories

Week 3: The Terracotta Warriors & Cultural Legends

- 长城 [What makes the Great Wall of China so extraordinary - Megan Campisi and Pen-Pen Chen 4'30"](#)
- 兵马俑 [The incredible history of China's terracotta warriors - Megan Campisi and Pen-Pen Chen 4'31"](#)
- 兵马俑 BBC 4' [Terracotta Army: The greatest archaeological find of the 20th century - BBC News](#)
- 兵马俑 Terracotta Army dark history 3'55" [The Dark History of the Terracotta Army - Guinness World Records](#)
- Discussion questions:
 - 长城, 兵马俑, 丝绸之路

When was it built- how many years ago? What dynasty?

Who was the emperor?

What do you know about Emperor Qin?

How many years has Emperor Qin reigned?

Why was it built?

Anything like this in other countries?

- Group research and presentation on one cultural legend (白蛇传, 屈原, 七夕)
- Discussion: How do these beliefs affect holidays, weddings, or business in China?
Assessment: Group presentation on a cultural legend

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

- Teacher-created activity worksheets for communicative activities
- Teacher-created slides
- Cultural videos
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- Why Chinese love color Red & 春节:

[Why Chinese love the color red | CCTV English](#) 4'46"

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- 十二生肖 属相 [The myth behind the Chinese zodiac - Megan Campisi and Pen-Pen Chen](#)

龙生肖传说 [Secrets of the Chinese Zodiac: Year of the Dragon Story](#) 龙年生肖故事

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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.	