

Unit 01: Discovering China & the Mid-Autumn Festival (中秋节)

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

Unit 1

Unit Title:	Discovering China & the Mid-Autumn Festival (中秋节)
Suggested Duration:	3 weeks

Standard(s) Addressed

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

WL.IL.7.1.IL.IPERS	Interpersonal Mode of Communication
WL.IL.7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
WL.IL.7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
WL.IL.7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
WL.IL.7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
WL.IL.7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
WL.IL.7.1.IL.IPRET	Interpretive Mode of Communication
WL.IL.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).
WL.IL.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.
WL.IL.7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
WL.IL.7.1.IL.PRSNT	Presentational Mode of Communication
WL.IL.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.
WL.IL.7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

Interdisciplinary Connections

Interdisciplinary Connections

Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects

- [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 Companion Standards or Practices here.

Language Arts:

Reading and comprehension skills will be utilized when students explore Chinese legends, such as the story of Chang'e and Hou Yi. Understanding narrative structure, identifying theme and character motivations are aligned with literary analysis strategies used in English classes.

Mathematical/Numerical:

Skills in measurement, symmetry, and geometry will be applied while students design traditional lanterns or mooncake molds. Calendar-based concepts such as lunar cycles and festival timing encourage understanding of patterns and sequencing.

Science:

Exploring the Mid-Autumn Festival introduces students to astronomy concepts like the lunar calendar, moon phases, and seasonal change, connecting to Earth and space science standards. The role of the moon in tidal patterns and ecosystems may also be discussed.

Social Studies/History:

Students investigate the historical roots of the Mid-Autumn Festival and its evolution over time, understanding dynastic history, folk traditions, and how cultural celebrations reflect societal values, agricultural practices, and historical events.

Art:

Artistic expression is explored through traditional crafts such as paper cutting, lantern-making, and calligraphy. These activities develop fine motor skills and visual literacy while introducing aesthetic principles rooted in Chinese culture.

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>
- Video: [China & Chinese Culture -- A Glimpse of Chinese Culture](#)
- Culture video: [Mid-Autumn Festival 中秋节](#)
- 中秋节: <https://www.youtube.com/watch?v=ndknxk4v4QY> (2’41“)
- 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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<i>Objective (Transfer)</i>
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Identify and describe key aspects of Chinese culture, including values, traditions, geography, and historical contributions, to build global cultural awareness. • Explain how language and culture are connected in the Chinese context, recognizing how words, expressions, and customs reflect cultural values and worldviews. • Understand the basics of the Chinese writing system by distinguishing between pinyin and Chinese characters, and explaining how each is used in reading and pronunciation. • Retell the legend behind the Mid-Autumn Festival and explain the cultural significance of key symbols like the moon, mooncakes, and lanterns. • Use basic Mandarin vocabulary and sentence structures to introduce themselves, greet others, and

express simple ideas related to cultural topics.

- Engage in beginner-level conversations or presentations about Chinese culture and traditions using appropriate expressions and tone.
- Compare and contrast Chinese cultural practices with their own, demonstrating an appreciation of global perspectives and cultural diversity.
- Create and present visual, written, or multimedia projects that explore cultural themes, using both English and Chinese to communicate ideas.
- Demonstrate curiosity, respect, and open-mindedness when learning about cultural differences, and reflect on their own cultural identities in relation to what they learn.
- Describe key elements of the Mid-Autumn Festival, including its origin, legends, foods, and customs, to demonstrate cultural understanding
- Explain the significance of the moon in Chinese culture, referencing myths such as Chang’e and Hou Yi, and connecting them to festival practices.
- Analyze how cultural festivals reflect a society’s values, such as family unity, gratitude, and nature appreciation, using examples from both Chinese and personal contexts.

Mastery

Big Ideas/Understandings

Students will understand that...

- Language and culture are mutually dependent.
- Chinese festivals reflect deep cultural values such as family unity and harmony.

Essential Questions

- What makes Chinese culture unique, and how does it compare to my own?
- How do Chinese characters work? Why do they look different from letters in English?
- How does language help us understand people, places, and traditions in China?
- Why are festivals important in Chinese culture?
- How does language express tradition and emotion during the Mid-Autumn Festival?
- What can stories and symbols of the moon teach us about Chinese values?

Acquisition

Students will know . . .

- The big picture and key aspects of Chinese culture
- The connection between Chinese culture and language

Students will be skilled at . . .

- Introducing themselves and exchanging names
- Identifying and writing basic Chinese characters
- Using numbers for counting

<ul style="list-style-type: none"> • How the Chinese language system works, including pinyin and Chinese characters • Elements of Chinese culture such as mythology, traditional stories, food, family life, school life, festivals, superstitions and symbols • Basic vocabulary and sentence structures for simple conversations • 你好 • 你好吗 • 我很好 • 拼音 • 字 • 中国 • 中文 • 数字（一到十） 	<ul style="list-style-type: none"> • Understanding and explaining the cultural significance of major Chinese holidays (ex: Mid-Autumn Festival for this unit)
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STAGE II Assessment Evidence

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Assessments (Linked weekly below)	Practices:
<ul style="list-style-type: none"> • Create a China travel brochure using the facts learned and Chinese words learned on Canva, number recognition (1–10) • Speaking assessment: Can say their Chinese name “你好，我叫...” 	<ul style="list-style-type: none"> • Internet Activities (Interpretive Mode, Interpersonal Mode and Presentational Mode) • Checking for Understanding (Interpersonal Mode) • Interpretive readings (Interpretative Mode) • Applying vocabulary through writing (Presentational Mode) • Listening Activities (Interpretive Mode)

- Picture Prompt Activities (Presentational Mode)
- Think-pair-share: “What do you notice about Chinese school uniforms?” or “Why do families celebrate with food?”
- Gallery walk reflections: Students walk around posters of cultural images and leave sticky notes answering a question.
- Worksheets that students will complete in classes

Modifications

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

- Add visuals to support discussion. Show photos 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

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Organize plan by weeks

Week 1: Welcome and introduction of the class

- Assign seats and explain classroom expectations
- Go over class routines, participation rules, and behavior norms
- Introducing “What is Culture?” and overview of China (map, flag, national animal, landmarks, introduction of the language system), students will follow along with worksheets
- Watch cultural videos and reflect (Video: [China & Chinese Culture -- A Glimpse of Chinese Culture](#))
- Activity: “What do you already know about China?” - KWL chart
- Pick a Chinese name
- Practice writing their Chinese names in Chinese characters

Week 2: Greetings and Chinese Pinyin

- Video: [Chinese language overview \(14min\)](#)
- Introduce greetings and goodbyes: 你好, 再见, 你好吗? 我很好
- Practice those conversations
- Practice pronunciation using Pinyin
- Simple name exchange phrases: 我叫... (I am ...)
- Worksheet practice [Chinese Language Basics: Greetings, Goodbyes, and Introductions](#)
- Matching/memory game with words and images
- Skit (greeting with their Chinese names)

Week 3: Mid-Autumn Festival (中秋节)

- Introduce the festival: meaning, symbols (moon, mooncake, family) [Google Slides Story](#)
- Video 1: [Mid-Autumn Festival 中秋节](#)
- Video 2: [Mid-Autumn Festival | An introduction \(Hello China #35\)](#) (2'41")
- Tell the legend of Chang'e and Hou Yi (story + video or visuals)
- Questions for Discussion

1. What story does the animated video tell? How does this story relate to the moon festival celebrated in Chinese culture each autumn?
2. What myths and stories about the moon did you hear as a child? Retell or write down some of these stories.
3. Moon cakes are an important marker of the Mid-Autumn Festival. Look up images of moon cakes online and draw some of the patterns you find. Then, make stamps or stencils using these patterns in order to print your own circular "moon cake" patterns on paper.

- Activities: Make paper lanterns, writing assignment (compare ZhongQiu Jie to Thanksgiving)
- Key vocabulary: 中秋节, 月亮, 月饼, 家人
- Review greetings and names exchange conversation

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

- Song and video clips
- Youtube video clips
 - Characters to pinyin: <https://www.chineseconverter.com/en/convert/chinese-to-pinyin>
 - Video: [China & Chinese Culture -- A Glimpse of Chinese Culture](#)
 - Culture:video: [Mid-Autumn Festival 中秋节](#)
 - 中秋节: <https://www.youtube.com/watch?v=ndknxk4v4QY> (2'41")
- Google Slides with pictures and vocabulary

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.	