

Unit 06: Chinese Arts, Calligraphy & Modern Life

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

Unit 4

Unit Title:	Chinese Arts, Calligraphy, and Modern Life
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.2	React to a series of oral and written instructions connected to daily life.
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.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
WL.II.7.1.II.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
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.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.

WL.II.7.1.II.PRSNT.4

Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

WL.II.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.

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 analyze informational texts, biographies of modern artists and designers, and articles about urban life. They reflect on how traditional and modern Chinese identities are expressed through fashion, art, and daily routines.

Mathematics:

Students explore urban planning concepts like population density, cost of living comparisons, and transit systems in Chinese cities. Geometry and symmetry are applied when designing traditional patterns and calligraphy characters.

Science:

Students explore environmental science topics such as air quality, sustainable fashion, and public transportation systems in megacities like Beijing and Shanghai. They also consider materials science in clothing, ink, and brush-making.

Social Studies/Geography:

Students explore the geography, history, and cultural significance of major cities in the Chinese-speaking world. They examine how globalization, tradition, and innovation shape city life in Beijing, Shanghai, Taipei, and Hong Kong.

Art:

Students practice Chinese calligraphy, explore traditional vs. modern clothing styles, and study architectural design in urban landscapes. They reflect on how visual art conveys cultural values in both historical and contemporary contexts.

Music:

Students listen to both traditional and contemporary Chinese music (e.g., guzheng vs. Mandopop), analyzing how music evolves alongside urban culture. They may explore soundscapes of city life or create their own

music-inspired artwork.

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.

- Google Slides created by teacher
- Chromebook for students
- Smartboard activities
- Edpuzzle
- Quizet
- Quizizz
- Gimkit
- Kahoot
- Formative for speaking practices
 - 四大名著 Four great Classic Novel (6'21'')[China's 4 Classic Novels Explained | Learn Chinese Now](#)
- 服装演变(1) 7' [Chinese Fashion Through the Dynasties](#)
服装演变(2) 8' [Chinese Fashion Through the Dynasties Part 2](#)

STAGE I Desired Results

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Objective (Transfer)

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

- Recognize and describe key elements of traditional Chinese arts, such as calligraphy, brush painting, and classical clothing design.
- Explain the cultural significance and symbolism behind traditional Chinese artistic styles and forms.
- Compare traditional Chinese fashion with modern trends in Chinese-speaking cities, identifying how

heritage influences contemporary design.

- Describe daily urban life in major cities like Beijing, Shanghai, Taipei, and Hong Kong using basic Mandarin vocabulary (e.g., describing transportation, clothing, places, and routines).
- Identify how global influences and local customs shape modern life in Chinese cities, including art, architecture, fashion, and public behavior.
- Use simple Chinese phrases to express opinions about art, clothing, and lifestyle preferences (我喜欢...).
- Analyze how modern Chinese culture reflects a blend of ancient traditions and 21st-century innovations in areas such as design, media, and public spaces.
- Create a presentation, art piece, or fashion display that reflects the intersection of traditional and modern culture in the Chinese-speaking world.
- Reflect on how learning about Chinese art and city life can deepen their appreciation of cultural continuity and change.

Mastery

Big Ideas/Understanding

Students will understand that...

- Art is an important expression of Chinese culture, identity, and values.
- Traditional Chinese arts such as calligraphy, painting, music, and opera reflect deep historical roots and cultural beliefs.
- Chinese clothing and design (e.g., the qipao) carry symbolic meanings and have evolved over time.
- Modern Chinese-speaking cities are dynamic and diverse, blending tradition with innovation.
- Urban life in cities like Beijing, Shanghai, Taipei, and Hong Kong reflects both global influences and unique local customs.
- Understanding modern Chinese cities helps us appreciate the global presence of Chinese culture today.

Essential Questions

- What can traditional Chinese arts tell us about Chinese identity and values?
- How is modern China connected to its past through culture and language?
- In what ways have I grown in understanding culture through learning language?
- How can cultural appreciation build bridges between different people?
- Why do traditional arts like opera, brush painting, and music still matter today?
- What do modern Chinese cities reveal about the diversity of Chinese-speaking communities?

Acquisition

Students will know . . .

Students will be skilled at . . .

<ul style="list-style-type: none"> • The basic elements and cultural significance of Chinese calligraphy as both art and written language • Key traditional Chinese art forms such as brush painting, opera, and traditional musical instruments • How traditional arts express Chinese cultural identity, values, and history • The names and characteristics of major modern Chinese-speaking cities: Beijing, Shanghai, Taipei, Hong Kong, and Singapore • How modern Chinese cities blend traditional culture with modern technology, fashion, and lifestyle. • Common vocabulary related to Chinese arts, culture, and urban life 	<ul style="list-style-type: none"> • Creating simple Chinese calligraphy strokes and writing basic characters related to art and culture • Comparing traditional and modern Chinese cultural elements through speaking, writing, or visuals. • Researching and presenting information about modern Chinese-speaking cities • Collaborating with peers in group projects to create posters, presentations, or crafts related to Chinese culture • Applying language skills to share and celebrate Chinese culture with others in meaningful ways.
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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"> • Cultural Showcase and Celebration: Students will demonstrate their understanding of key Chinese cultural themes studied throughout the semester by selecting one topic, creating a poster project with a partner, and presenting it in a gallery-style showcase that may include artifacts, music, crafts, food samples, or short videos. 	<ul style="list-style-type: none"> • Song interpretation (Interpretive Mode) • Communicative Activities (Interpersonal Mode) • Vocabulary quizzes (Interpretive Mode) • Vocabulary Activities and games (Interpersonal Mode) • Class discussions (Interpersonal Mode) • Dialogue Presentation in pairs (Interpersonal Mode) • Worksheets that students will complete in classes

- Calligraphy Practice Sheets
- Design a qipao or Design your own 京剧脸谱 with color meanings
- Travel brochure: students “advertise” one city to visit

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

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Organize plan by weeks

Week 1: Chinese Art

- expressing culture through art & literature
- 四大名著 Four great Classic Novel (6’21’’) [China's 4 Classic Novels Explained | Learn Chinese Now](#)
- Introduce: Calligraphy (书法), National brush painting (国画), Chinese opera (京剧)
- Traditional clothing: Qipao (旗袍)

服装演变(1) 7’ [Chinese Fashion Through the Dynasties](#)

服装演变(2) 8’ [Chinese Fashion Through the Dynasties Part 2](#)

- Traditional instruments: guzheng (古筝), erhu (二胡), pipa (琵琶)
- Try basic calligraphy strokes with brush & ink
- Listen to short samples of opera or traditional instruments
- Fashion activity: design a qipao
- Watch short videos or clips introducing each art form

Week 2: Exploring Modern Life in Chinese Culture

- Cities: Beijing, Shanghai, Taipei, Hong Kong, Singapore
- Modern culture, skyline, technology, food, landmarks
- Daily life comparisons (transportation, fashion, school, food)
- Virtual city tour (video clips of subways, schools, street food)
- Travel brochure: students “advertise” one city to visit
- Modern vs traditional matching game (e.g., calligraphy vs smartphone, qipao vs modern fashion)

Week 3: Final Assessment: Cultural Showcase (student display, art gallery, or mini-presentation on a favorite topic)

- Assessment: Students will demonstrate their understanding of key Chinese cultural themes studied throughout the semester by selecting one topic, creating a poster project with a partner, and presenting it in a gallery-style showcase that may include artifacts, music, crafts, food samples, or short videos.

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

- Chromebooks
- Characters to pinyin: <https://www.chineseconverter.com/en/convert/chinese-to-pinyin>
- Google Slides and worksheets created by teacher
- Videos:
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- 四大名著 Four great Classic Novel (6'21'') [China's 4 Classic Novels Explained | Learn Chinese Now](#)
- Traditional clothing: Qipao (旗袍)
- 服装演变(1) 7' [Chinese Fashion Through the Dynasties](#)
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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.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.	