



West Windsor-Plainsboro Regional School District  
4th Grade DLI Chinese Literacy & Culture

**Unit 1: Classical Chinese Poetry**

中国古诗词

**Content Area: World Language****Course & Grade Level: 4th Grade DLI Chinese Literacy & Culture****Summary and Rationale**

Progressing through the line of “wisdom series”, this unit serves the purpose of continuously broadening DLI students’ horizons towards the richness of Chinese wisdom through taking a close look at unique cultural perspectives and cultural products. As the nature of Chinese language is derived from characters and further developed into the art of forming those characters, it is time to introduce young learners the artistic design and philosophical thinking behind the way ancient Chinese organize their writings. Classical Chinese poetry is an art of the arrangement of Chinese characters which is distinguished by its fine design of meaning, rhyme and its brevity within certain rules or forms. In addition, preceding from characters, poetry (诗) shares the same importance as songs (曲) and paragraphs (赋) as artistic expressions. Learning to comprehend and appreciate different classical poems helps DLI students deepen their concept and learning of individual Chinese characters. In this unit, fourth grade DLI students will identify styles of poets, including motivations, emotions, thoughts, and techniques, through various formats, themes of poetry, and apply learned inspirations for their writing improvement. At this unit, students will have an opportunity to select a topic or theme that they are interested in and develop their own poems using a word bank with a visual illustration. This will help students cultivate a deeper understanding of individual characters and practice literacy writing within a rich cultural responsive context.

**Recommended Pacing**

45 days

**State Standards**

**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.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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 Low** learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

CPI #	Cumulative Progress Indicator (CPI)
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.
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.
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.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

**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.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.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 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.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.8	Identify risks that individuals and households face.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.
<b>Interdisciplinary Standards: Social Studies</b>	
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.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Classical poetry that reflects the art of using each character is a highlight of Chinese culture.</li> <li>● Composing poems is one of the most popular hobbies of ancient scholars’ lifestyles.</li> <li>● The composition of classical poems can be considered a strategic game using individual Chinese characters because each character has its meaning.</li> <li>● Poems address different topics, including depicting an observation, appreciating nature, recording a history event and expressing emotions and thoughts.</li> <li>● Different poetic forms have strict rules, such as five-word verse (五言) and seven-word verse (七律).</li> <li>● Works from many famous poets are worth studying for their brilliant designs and thinking.</li> </ul>	
<b>Unit Essential Questions</b>	

- Why do people in different cultures create poems?
- What hidden information do you find out from poets after decoding the poetry?
- What to consider before creating classical Chinese poetry?
- Why are there rules to follow to create Chinese poetry?
- What are the central points that the poems convey?
- Why do different forms of poetry insist on different rules?
- Why are poems mostly created by scholars and officials?
- What do you think of poets' designs in the arrangement of characters that he/she/they use?
- What causes poets to create those poems?
- Do you think that there is a difference between Chinese poems and English poems?
- How could you transfer ancient peoples' thinking to our modern living?

## Objectives

### Students will know:

- the major styles of Classical Chinese poems: Shi (“诗”), Ci (“词”), Cu (“曲”), Fu (“赋”) (1 week)
- the earliest extant anthologies are the *Book of Songs* (《诗经》) and *Chu Ci* (《楚辞》) (1 week)
- a folk-song style of poetry became popular in the Han dynasty, known as *Yuefu Poetry Collection* (《乐府诗集》). The *Ballad of Mulan* (《木兰诗》) described the story of Mulan (1 week)
- five-character quatrains (“五言绝句”), seven-character rhythm poem (“七言律诗”), Chinese acrostic (“藏头诗”) and rhyme were distinguishable rules for Chinese classical poetry (1 week)
- a high peak of classical Chinese poetry occurred during the Tang, Song and Yuan dynasties. Many talented poets, such as Li Bai (李白), Du Fu (杜甫), Wang Wei (王维), Su Shi (苏轼), Li Qiangzhao (李清照) and Ma Zhiyuan (马致远) created outstanding and profound work (3-4 weeks)

### Students will be able to:

- distinguish between Shi (诗) Ci (词) Cu (曲) Fu (赋)
- explain the most famous ancient poets and poems in China
- read and demonstrate the 5 famous poems that Chinese children typically know: *Sing Goose* (《咏鹅》), *Homesick in Bright Moonlight* (《静夜思》), *Sympathy for Peasants* (《悯农》), *Spring Morning* (《春晓》), *The Quatrain of Seven Steps* (《七步诗》)
- read and sing *When will the moon be clear and bright?* (《明月几时有》) for Mooncake Festival (中秋节)
- read and draw a picture for *Autumn Muse* (《思秋》)
- write a simple Chinese poem based on the basic rules and draw a picture for it, or sing it as a song with gestures to show meaning.
- give information about the individually-created painting associated with poems

## Evidence of Learning

### Assessment

Students' learning will be assessed via various activities based on three modes, which are interpretive, interpersonal, and presentational.

## Resources

### Suggested Resources:

- [Expression of Chinese Poem](#)
- [Chu Ci](#)
- [When will the moon be clear and bright?](#)
- [Autumn Muse](#)
- [Sing Goose](#)
- Sand art [明月几时有](#)

**Unit 2: Shanghai/Hong Kong - Two Commercial Cities in China**

**上海和香港 - 中国的商业之都**

**Content Area: World Language**

**Course & Grade Level: 4th Grade DLI Chinese Literacy & Culture**

**Summary and Rationale**

There are many distinct cities with rich history in China. Students in the DLI program will benefit from exploring Chinese culture and history in a systematic study. Progressing through the line of “Cities Series”, this unit serves the purpose of continuously broadening young minds’ horizons towards the geographical learning as a global citizen. As students learned about the ancient capitals (Beijing and Xi’an) in 2nd and 3rd grade, they now explore two important commercial cities in China, Shanghai and HongKong. Both cities serve as large economic engines and international ports. By comparing and contrasting cities, students will continue to deepen their learning about Chinese cities and their cultures. The goal behind this unit is for our 4th graders to continue investigating a Chinese city through exploring its rich historical, geographical, artistic, linguistic and culinary heritage, which will further their understanding of Chinese culture and history. Through the connection and comparison with New York and Los Angeles, students can be challenged in a deeper way to: discuss how cultural products and practices are different regionally in China, consider a variety of cultural perspectives, communicate ideas, and use language in a more meaningful and culturally appropriate way.

**Recommended Pacing**

45 days

**State Standards**

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**Instructional Focus****Unit Enduring Understandings**

- Aspects of a city, such as geographic features, architecture, history and food help us to learn about culture.
- Shanghai and Hongkong are known as China's two important international cities with a rich history of foreign economic and cultural exchange.
- Ports are important geographic features, and promote sea and land transport and benefit the economy of a city and country.
- Cantonese, a form of Chinese other than Mandarin, is spoken in Hong Kong.
- Shanghainese, also a form of Chinese, is very different from Cantonese tones and articulation.
- Cities often face environmental issues for a variety of reasons.

## Unit Essential Questions

- How does studying a city help me learn about its culture?
- Why are Shanghai and Hongkong two important cities to investigate for China's cultural exchange?
- Why did Shanghai and Hongkong transform into two international cities but not others (geographical investigation)?
- How does the history of two cities influence Chinese culture until today?
- How are cities different (Shanghai v.s Hong Kong; Shanghai v.s. New York; Hongkong v.s. Los Angeles)?
- What is the difference between Cantonese and Mandarin?
- Why do Chinese people in different regions speak differently?
- What geographic and cultural patterns do you see from investigating large international cities in the world?

## Objectives

### Students will know:

- the locations of Shanghai/Hong Kong on the map, their geographic features and important roles (1 week)
- the rich history and historical landmarks embedded in Shanghai/Hongkong (1 week)
- valuable aspects about Shanghai, such as City God Temple (城隍庙), The Bund (外滩), Pearl of the Orient (东方之珠), Lujiazui Business Center (陆家嘴), Shanghai Longtang (弄堂), Western-style Houses in Shanghai (上海小洋房), Yu Garden (豫园) (2 weeks)
- valuable aspects about Hong Kong, such as Dim Sum(早茶), Cantonese dessert (甜品), herbal tea (凉茶), menu (菜单), Feng Shui (风水), Chinese herbal medicine (中医), ... (2 weeks)
- Art performance such as Cantonese opera (粤剧), Kung Fu movie (香港功夫电影), Cantonese pop music (粤语流行音乐) (1 week)
- unique languages: including Cantonese and Shanghainese and their differences with Mandarin

### Students will be able to:

- ask and answer questions about cities and their products, practices and perspectives
- identify differences between history, landmarks, culture, and food between Xi'an and Beijing
- compare and contrast the geographic features and history of Shanghai and Hong Kong
- describe and classify diverse information about Shanghai and Hong Kong
- identify the locations of Shanghai and Hong Kong and infer the impacts on dwellings, food and cultures.
- compare these two cities in their historical, economic, political and cultural fields.
- compare and contrast Cantonese and Mandarin and their influences from English
- give information about the comparison between Shanghai and Hongkong in a poster

## Evidence of Learning

### Assessment

Students' learning will be assessed via various activities based on three modes, which are interpretive, interpersonal, and presentational.

## Resources

### Suggested Resources:

- [上海宣传片 Shanghai. Let's meet!](#)
- [Yes, Shanghai!](#)
- Pearl of the orient [东方之珠 香港宣传片](#)
- History of Hong Kong [中华文明之美-香港](#)
- Hong Kong herbal medicine [香港中成药](#)

**Unit 3: Chinese Gardens**

中国的园林

**Content Area: World Language****Course & Grade Level: 4th Grade DLI Chinese Literacy & Culture****Summary and Rationale**

In the Dual Language Immersion program, students have the opportunity to study Chinese culture in a systematic, deep way. After concluding the line of “food culture” in 3rd grade, a new “art” series will introduce the essence of Chinese Art. Chinese gardens play an important part in Chinese culture. It reflects Chinese values towards nature. Compared to western gardens, Chinese classical gardens, especially the Literati Gardens, reflect Chinese traditional philosophy that it is beneficial for humans to work with nature in order to coexist in harmony. With ideas such as “respecting and learning from nature” and “working with nature” in mind, many gardens are worth studying due to their outstanding designs and craftsmanship. The purpose of this unit is to broaden students’ horizons and help to cultivate students’ ability to learn about a culture by analyzing landmarks and other unique places. By investigating cultural products and perspectives of famous Chinese gardens, young learners will develop a deeper understanding of how culture is shaped in the social context and geographic features.

**Recommended Pacing**

45 days

**State Standards**

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**Instructional Focus**

**Unit Enduring Understandings**

- Chinese traditional gardens reflect rich Chinese culture.
- Gardens are very different in different parts of the world.
- Four major elements in Chinese gardens: water, rocks, plants, and architecture.
- Chinese gardens construct an important place for scholars to have academic writing, artistic creation, social gatherings, and other cultural activities.
- The aesthetics of Chinese gardens derive from classical painting and classical writing which are the ubiquitous beauty of literacy brilliance in gardening.

**Unit Essential Questions**

- How does studying landscape help me learn more about a different culture?
- How do classical gardens play an important part in Chinese culture?
- How do differences form between eastern and western landscapes?
- Why do gardens differ regionally?
- How do geographic characteristics affect traditional gardens in their developments?
- What is the most common part in all different types of gardens?
- What are the features of a Chinese garden?
- What do different materials, such as fake mountains (假山), moon gate, and pine tree, represent?
- What is the difference between a Chinese garden and gardens in other cultures?
- How can art and culture be developed through gardens?

## Objectives

### Students will know:

- general information of gardens in the world, including Chinese gardens (中国园林), European gardens (欧洲园林) and West Asian gardens (西亚园林) (1 week)
- gardens of geographic groupings in China, including northern, southern, western, eastern, and central parts (江南, 岭南, 蜀中, 北方) (1week)
- gardens of socio-economic groupings in China, such as royal gardens, literati gardens, temple, ancestral hall (皇家园林, 人文园林, 寺庙宗祠) (3 weeks)
- famous gardens: *the Forbidden City* (故宫, 最大四合院), *Quadrangle Dwellings in Beijing* (北京四合院), *Classical Gardens of Suzhou* (苏州园林), *Classical Gardens of Shanxi* (山西大院), *Summer Palace in Beijing* (颐和园), *Ke Garden* (可园) (1 week)
- art and culture that was inspired from Chinese classical gardens, including literature, calligraphy and decorative elements (文学, 书法, 雕刻) (1 week)

### Students will be able to:

- classify and describe distinguishable characteristic of different types of gardens
- ask for information about a cultural product in questions, such as “how” and “why” it is created
- give opinions regarding why cultural products were created such as classical gardens of Suzhou
- make an introduction of classical gardens to friends and family
- give opinions regarding whether a city should preserve cultural landscape or adopt a more spacious one
- give information about a “mini Chinese garden” designed and created in a gallery walk

## Evidence of Learning

### Assessment

Students’ learning will be assessed via various activities based on three modes, which are interpretive, interpersonal, and presentational.

## Resources

### Suggested Resources:

- [Documentary–Chinese Garden](#)
- [The Chinese Brush Painter in The Humble Administrator’s Garden](#)
- [Chinese ink painting](#)
- [Royal Garden 御花园](#)

**Unit 4: Chinese Games**

中国传统游戏

**Content Area: World Language****Course & Grade Level: 4th Grade DLI Chinese Literacy & Culture****Summary and Rationale**

Traditional games, representatives such as *Go* (围棋) and *Chinese Chess* (象棋), were invented and enjoyed for a long history of around 2,500 years, and are considered as two of the oldest board games continuously played till present day. Other fascinating games also include *Five In A Row* (五子棋), *Mahjong* (麻将), *Pai Gow* (牌九), *Chinese Checker* (跳棋), and ancient Chinese football game, *Cuju* (蹴鞠). Later, those games were adopted by many other countries and cultures. For instance, *Go* and *Five In A Row* were adapted as *Gomoku* in Japan. In this unit, students will be exposed to the amazing history, design, and strategies behind those games. There are many similar games in different cultures, such as International Chess and Chinese Chess, Badminton, and Tennis. Through this unit, students will develop a profound understanding of comparing and contrasting cultural products in a fun way. In addition, this unit was developed with the intention of being taught at the end of the school year, as the age-appropriate and intriguing nature of the content correlates with students having fun, discussing, and collaborating with each other as a class community.

**Recommended Pacing**

45 days

**State Standards**

**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.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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 Low** learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete

sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

CPI #	Cumulative Progress Indicator (CPI)
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.
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.
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.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

**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.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.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

**Instructional Focus**

**Unit Enduring Understandings**

- While early board games were created for entertainment, many invented in different cultures aim to serve to teach morality and thinking skills.
- Qi (棋) is one of the four main academic and artistic talents required for an ancient Chinese scholar.
- Many Chinese games, such as Go, and Chinese chess, are not only for leisure entertainment, but also help to cultivate abilities, such as patience, resilience, and strategic thinking.

- There are good values in the art of games, including “wisdom” (智), resilience (信), benevolence (仁), courage (勇), and righteousness (义), in Chinese culture.

### Unit Essential Questions

- Why do people in different cultures create different kinds of games?
- Why are games similar and different in different cultures?
- What benefits can we gain through learning and participating in games from different cultures?
- Why are “stones” in the game, Go (围棋), only black and white?
- What causes fun games to be invented?
- What ideas or strategies does Chinese Chess (象棋) reflect?

### Objectives

#### Students will know:

- Traditional board games for indoor enjoyment, such as
  - Go (围棋)
  - Chinese Chess (中国象棋)
  - Five In A Row (五子棋)
  - Mahjong (麻将)
  - Chinese Checkers (跳棋)
  - Pai Gow (牌九)
- Traditional crafts, such as
  - Chinese Kite (风筝)
  - paper lantern (灯笼)
  - tangerine lantern (小桔灯)
- Traditional games for outdoor enjoyment, such as
  - shuttlecock (毽子)
  - Bamboo Dragonfly (竹蜻蜓)
  - Chinese Yo-yo (抖空竹)
  - Chinese Jump Rope (跳皮筋)
  - Badminton (羽毛球)
  - Ping Pong (乒乓)
- The extension and review of games in the modern world, such as
  - basketball (篮球)
  - football (橄榄球)
  - soccer (足球)
  - volleyball (排球)

#### Students will be able to:

- explain the history and development of the most popular sports in the modern world
- compare and contrast Five In A Row and Tic Tac Toe
- demonstrate understanding of the rules and Chinese characters of Mahjong, and play with classmates
- compare and contrast Chinese chess and international chess
- explain how to make traditional Chinese crafts, like kite and lantern
- give information about a game designed and created in play stations by teams
- ask and answer questions about games

### Evidence of Learning

#### Assessment

Students’ learning will be assessed via various activities based on three modes, which are interpretive, interpersonal, and presentational.

## Resources

### Suggested Resources:

- [How to play Go?](#)
- [Online Live Go game](#)
- [Online Live Chinese Chess?](#)
- [Online Go game \(with computerized player\)](#)
- [Indoor games](#)
- board game [中华文明之美-下棋](#)
- game safety [游戏安全](#)