



**Learning About Chinese Culture through Local Myths**

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Target Age Group: Elementary School

**Part II**

**Information from the Michigan Curriculum Framework  
Michigan Department of Education**

***Strand II. Geographic Perspective***

**Standard II.I Diversity of People, Places, and Cultures**

All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements. *The mosaic of people, places, and cultures expresses the rich variety of the earth. Natural and human characteristics meld to form expressions of cultural uniqueness, as well as similarities among peoples. Culture is the way of life of a group of people including language, religion, traditions, family structure, institutions, and economic activities.*

**Standard 5. Literature**

All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity of our society.

*One of the important ways we learn to use language effectively is through our close reading of a wide range of well constructed texts used for a variety of purposes. The reading of both fiction and non-fiction high-quality literature allows us to experience and learn things that we might not experience in our daily lives; reading helps us to understand the actions, thoughts, and feelings of others who may or may not be like us. Exploring texts that our ancestors felt important, as well as texts that represent other cultures and other times, helps to increase our understanding of ourselves, our communities, and our world.*

**LITERATURE**

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## ***Strand II. Reflecting on Scientific Knowledge***

*Scientifically literate students can also “step back” and analyze or reflect on their own knowledge. One important type of analysis is the **justification** of personal knowledge or beliefs using either theoretically or empirically based arguments. Scientifically literate students can also **show an appreciation** for scientific knowledge and the patterns that it reveals in the world; this often involves seeing **connections** among different areas of knowledge. They may be able to take a **historical and cultural perspective** on concepts and theories or to discuss institutional relationships among **science, technology, and society**. Finally, scientifically literate students can **describe the limitations** of their own knowledge and scientific knowledge in general.*

### **Standard II.1 Reflecting on Scientific Knowledge**

All students will analyze claims for their scientific merit and explain how scientists decide what constitutes scientific knowledge; how science is related to other ways of knowing; how science and technology affect our society; and how people of diverse cultures have contributed to and influenced developments in science.

*There is one standard under Reflecting on Scientific Knowledge.*

*This standard incorporates the nature of the scientific enterprise, its strengths, limitations, and connections to other ways of knowing.*