

# Verona Public School District

## Curriculum Overview

### Mandarin Grade Eight



**Curriculum Committee Members:**  
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**Curriculum Developed:**  
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**Verona Public Schools Mission Statement:**

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

**Course Description:**

The primary objective of Grade Eight Mandarin is to have students effectively deepen their skills in the target language in order to achieve an intermediate proficiency in the target language. Continued focus will be placed on creating authentic learning experiences to further enhance student use of the target language in all domains including their oral, listening, reading, and written skills. Study of current events with regard to the Chinese speaking world and its' culture will be incorporated to further enhance student understanding of the target language. Technology will continue to play an instrumental role in the class.

**Prerequisite(s):**

None

## Standard 8: Technology Standards

<b>8.1: Educational Technology:</b> <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	<b>8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> <li>A. Technology Operations and Concepts</li> <li><b>X</b> B. Creativity and Innovation</li> <li><b>X</b> C. Communication and Collaboration</li> <li><b>X</b> D. Digital Citizenship</li> <li><b>X</b> E. Research and Information Fluency</li> <li><b>X</b> F. Critical thinking, problem solving, and decision making</li> </ul>	<ul style="list-style-type: none"> <li>A. The Nature of Technology: Creativity and Innovation</li> <li><b>X</b> B. Technology and Society</li> <li>C. Design</li> <li>D. Abilities for a Technological World</li> <li>E. Computational Thinking: Programming</li> </ul>

## SEL Competencies and Career Ready Practices

<b>Social and Emotional Learning Core Competencies:</b> <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	<b>Career Ready Practices:</b> <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
<b>Self-awareness:</b> The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
<b>Self-management:</b> The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	CRP3. Attend to personal health and financial well-being. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
<b>Social awareness:</b> The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<b>X</b> CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management.
<b>Relationship skills:</b> The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<b>X</b> CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence.
<b>Responsible decision making:</b> The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<b>X</b> CRP5. Consider the environmental, social, and economic impact of decisions. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management.

## Standard 9: 21<sup>st</sup> Century Life and Careers

<p><b>9.1: Personal Financial Literacy:</b> <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i></p>	<p><b>9.2: Career Awareness, Exploration &amp; Preparation:</b> <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i></p>	<p><b>9.3: Career and Technical Education:</b> <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i></p>
<ul style="list-style-type: none"> <li>A. Income and Careers</li> <li>B. Money Management</li> <li>C. Credit and Debt Management</li> <li>D. Planning, Saving, and Investing</li> <li>E. Becoming a Critical Consumer</li> <li>F. Civic Financial Responsibility</li> <li>G. Insuring and Protecting</li> </ul>	<ul style="list-style-type: none"> <li>A. Career Awareness (K-4)</li> <li>X B. Career Exploration (5-8)</li> <li>C. Career Preparation (9-12)</li> </ul>	<ul style="list-style-type: none"> <li>A. Agriculture, Food &amp; Natural Res.</li> <li>B. Architecture &amp; Construction</li> <li>C. Arts, A/V Technology &amp; Comm.</li> <li>D. Business Management &amp; Admin.</li> <li>E. Education &amp; Training</li> <li>F. Finance</li> <li>G. Government &amp; Public Admin.</li> <li>H. Health Science</li> <li>I. Hospital &amp; Tourism</li> <li>J. Human Services</li> <li>K. Information Technology</li> <li>L. Law, Public, Safety, Corrections &amp; Security</li> <li>M. Manufacturing</li> <li>N. Marketing</li> <li>O. Science, Technology, Engineering &amp; Math</li> <li>P. Transportation, Distribution &amp; Log.</li> </ul>

## Course Materials

<p><b>Core Instructional Materials:</b> <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i></p>	<p><b>Differentiated Resources:</b> <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i></p>
<p><i>Textbook:</i>  <i>Far East Chinese for Youth level 1. By Wei-ling Wu and Hai-lan Tsai.</i></p>	<ul style="list-style-type: none"> <li>● <i>Far East Chinese for Youth Student workbook level 1. By Wei-ling Wu and Hai-lan Tsai.</i></li> <li>● <i>Ni Hao 你好 ! Level 1, 2 &amp; 3. By Shumang Fredlein and Paul Fredlein</i></li> <li>● <i>Discovering Chinese 奇妙中文 Level 1 and 2. By Better Chinese</i></li> <li>● <i>Flying with Chinese 飞向中文 By Shuhan C.Wang, Ph.D &amp; Carol Ann Dahlberg, Ph.D</i></li> <li>● <i>Chinese Treasure Chest 中文百宝箱&gt; By Marisa Fang, Helen Jung and Rosemary Firestein</i></li> <li>● <i>My Chinese Picture Dictionary 汉语图解词典 By Dr.Yuemei Wu</i></li> </ul>

- Chinese Tale Series by Wang zhiwei.
- Origins of Chinese Culture series by Li Xiaoxiang and Fu Chunjiang.
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- Origins of Chinese Culture series by Li Xiaoxiang and Fu Chunjiang.
- Huanying An Invitation To Chinese 欢迎 Level 1. By Jiaying Howard and Lanting Xu
- Chinese Made Easy for Kids 轻松学汉语 By Yamin Ma
- Great Wall Chinese 长城汉语 By Hanban ( Confucius Institute Headquarters)
- Common Knowledge about Chinese Culture 中国文化常识> by The Overseas Chinese Affairs Office of the state Council China Overseas Exchanges Association.
- Chinese tools: <http://www.chinese-tools.com/>
- Dictionary and writing exercise: <http://www.nciku.com/>
- Learn Chinese songs: <http://www.erge100.com/erge/cn/>
- Kids learn Chinese with flash cards: [http://learning.chinese.cn/card\\_en/](http://learning.chinese.cn/card_en/)
- Listen stories and learning idioms :  
[http://academics.wellesley.edu/Chinese/Chinese\\_Fables/title/title\\_page.html](http://academics.wellesley.edu/Chinese/Chinese_Fables/title/title_page.html)
- Chinese Culture explore: <http://www.chinesecio.com/cms/en/culture/culture-retrieval>
- And more supplemental texts, periodicals, short stories, websites

Unit	Duration	NJCCCS	Transfer Goal(s)	Enduring Understandings	Essential Questions
Time / Date / Weather  时间/日期/ 天气	8 weeks	7.1.IL.A.1 7.1.IL.A.2 7.1.IL.A.3 7.1.IL.A.5 7.1.IL.A.6 7.1.IL.A.7 7.1.IL.A.8  8.1.8.C.1 8.1.8.E.1 8.1.8.F.1	<i>Students will be able to <u>independently</u> use their learning to...</i>  Initiate daily life conversations (e.g., time, date and weather) in various real life situations when communicating in the target language of Mandarin.	Students will understand that: <ul style="list-style-type: none"> <li>• There are common important elements in all languages that are essential part of effective communication (e.g., dates, times and weather).</li> <li>• The Lunar calendar is different from the solar calendar and was used to mark time in most ancient cultures.</li> <li>• There is a connection between perspectives and practices of cultures studied this knowledge can be used to interact effectively in cultural contexts.</li> <li>• Simulating real life scenarios allow new language learners to acquire the language in a more natural and practical manner.</li> </ul>	<ul style="list-style-type: none"> <li>• How does understanding my own language help me learn and gain an appreciation for another?</li> <li>• How does foreign language learning and cultural awareness extend beyond the classroom to real-life situations?</li> <li>• How can knowledge of a culture assist in communication?</li> <li>• What is the importance of using real-life examples and items to aid in foreign language acquisition?</li> </ul>
My Schedule  我的日程	6 weeks	7.1.IL.A.1 7.1.IL.A.2 7.1.IL.A.3 7.1.IL.A.4 7.1.IL.A.5 7.1.IL.A.7 7.1.IL.A.8	<i>Students will be able to <u>independently</u> use their learning to ...</i>  Accurately engage in short conversations (both oral and written) about familiar topics such	Students will understand that: <ul style="list-style-type: none"> <li>• The choices we make every day both define and reflect who we are as people.</li> </ul>	<ul style="list-style-type: none"> <li>• How can one express complex idea using simple terms?</li> <li>• How does time control my day?</li> <li>• What can you do to keep the conversation going?</li> </ul>

		8.1.8.C.1 8.1.8.E.1 8.1.8.F.1	as one's schedule using the target language of Mandarin.	<ul style="list-style-type: none"> <li>• Daily routines are both personal choice and reflection of societal cultural culture and values.</li> <li>• Time controls many aspects of our daily routines.</li> <li>• A good plan is an important way to make success.</li> </ul>	<ul style="list-style-type: none"> <li>• How do I make schedule during the school day and how do those plan impact my life?</li> </ul>
<b>Animals/ Chinese Zodiac</b>  <b>十二生肖 和动物</b>	8 weeks	7.1.IL.A.1 7.1.IL.A.2 7.1.IL.A.3 7.1.IL.A.4 7.1.IL.A.5 7.1.IL.A.6 7.1.IL.A.7 7.1.IL.A.8  8.1.8.C.1 8.1.8.E.1 8.1.8.F.1	<p><i>Students will be able to <u>independently</u> use their learning to...</i></p> <p>Engage in a simple conversation in culturally and linguistically appropriate ways.</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> <li>• Language is a reflection of culture.</li> <li>• The Chinese zodiac has traditionally been a central part of Chinese culture, not only marking time and age, but defining human characteristics and identifying potential marriage partners.</li> <li>• Traditional legends impact a society and their cultural practices and perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>• What can we learn about our own language and culture from studying another?</li> <li>• Why is the Chinese zodiac important to the Chinese people and their customs?</li> <li>• How do traditional legends impact a society and their cultural practices and perspectives?</li> </ul>
<b>My Hobbies</b>  <b>我的爱好</b>	6 weeks	7.1.IL.A.1 7.1.IL.A.2 7.1.IL.A.3 7.1.IL.A.4 7.1.IL.A.5 7.1.IL.A.6 7.1.IL.A.7 7.1.IL.A.8	<p><i>Students will be able to <u>independently</u> use their learning to ...</i></p> <p>Express personal interests and activities when engaged in conversations in the target language of Mandarin.</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> <li>• There are multiple ways to say the same thing.</li> <li>• Language acquisition is facilitated through keen observation and understanding of grammatical patterns in addition to repeated</li> </ul>	<ul style="list-style-type: none"> <li>• What can you do to keep a conversation going?</li> <li>• How can I communicate my ideas effectively when I don't know all the words and tones of the Chinese language?</li> <li>• How does culture influence what I say and how I act?</li> </ul>

		8.1.8.C.1 8.1.8.E.1 8.1.8.F.1		<p>exposure to the spoken language.</p> <ul style="list-style-type: none"> <li>Members of one culture may make assumptions about other cultures based on their own experiences.</li> </ul>	
<p><b>Making A Phone Call</b></p> <p><b>打电话</b></p>	6 weeks	7.1.IL.A.1 7.1.IL.A.2 7.1.IL.A.3 7.1.IL.A.4 7.1.IL.A.5 7.1.IL.A.6 7.1.IL.A.7  8.1.8.C.1 8.1.8.E.1 8.1.8.F.1	<p><i>Students will be able to <u>independently</u> use their learning to...</i></p> <p>Engage in a conversation in which likes and dislikes are accurately stated in the target language of Mandarin.</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> <li>Conversations are more than questions and answers.</li> <li>Many products and practices related to home, school, and community are shared across cultures, while others are culture-specific.</li> <li>Successful communication is to know how, when, and why to convey a message to different audience.</li> </ul>	<ul style="list-style-type: none"> <li>What is perceived as “basic needs” varies among and within cultures?</li> <li>How can I enhance my connections with people beyond my living space?</li> <li>How do I develop communicative competence?</li> </ul>