

Verona Public School District

Curriculum Overview

Mandarin Grade Four



Curriculum Committee Members:
Angie Yang

Supervisor:
Dr. Sumit Bangia

Curriculum Developed:
November 2014

Board Approval Date:
March 24, 2015

Verona Public Schools
121 Fairview Ave., Verona, NJ 07044
www.veronaschools.org

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:

Students who begin study of a World Language at the elementary level develop a basic foundation of the skills necessary to achieve further success in second language acquisition. Students are asked to demonstrate all four components of language: listening, speaking, reading, and writing in order to be able to communicate in an effective manner. The use of pictures, songs, acting, role plays, and cultural activities and projects help students internalize and communicate in the language. Each year builds upon the year before with expansion of the topics. A natural approach to second language acquisition is utilized at each level. First and second grade focus more on listening and comprehension whereas third and fourth grade take it to the level of application in communication with others. Topics include but are not limited to greetings, numbers, colors, family, body parts, calendar, classroom objects, animals and weather.

Prerequisite(s):

None

Standard 8: Technology Standards

8.1: Educational Technology: <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>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <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"> A. Technology Operations and Concepts X B. Creativity and Innovation X C. Communication and Collaboration X D. Digital Citizenship X E. Research and Information Fluency X F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> A. The Nature of Technology: Creativity and Innovation X B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <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>
Self-awareness: 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.
Self-management: 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.
Social awareness: 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.	X CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: 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.	X 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.
Responsible decision making: 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.	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: 21st Century Life and Careers

<p>9.1: Personal Financial Literacy: <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>9.2: Career Awareness, Exploration & Preparation: <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>9.3: Career and Technical Education: <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"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> x A. Career Awareness (K-4) B. Career Exploration (5-8) C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

<p>Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i></p>	<p>Differentiated Resources: <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>N/A</p>	<p>Far East My Chinese book level 2 Chinese Treasure Chest book 2 My first Chinese book Far East Chinese Culture for Children book 1 Far East Chinese Culture for Children book 2 Rhythms and Tones - Inventive Chants and Songs for Learning Chinese www.betterchinese.com www.61flash.com/list/510_1.htm www.semamda.com/ www.languagenut.com/</p>

Unit	Duration	NJCCCS / Unit Goals	Transfer Goal(s)	Enduring Understandings	Essential Questions
Meeting People	12 weeks	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4 7.1.NM.C.5 8.1.2.A.1 8.1.2.C.1 8.1.8.F.1	<i>Students will be able to <u>independently</u> use their learning to...</i> Ask simple questions and response correctly to communicate with someone in the Mandarin language.	<i>Students will understand that:</i> <ul style="list-style-type: none"> • People need language to communicate. • Communication is necessary in people's lives. • Meeting people is essential to having a conversation. • The Chinese greet people differently than people do in the US. 	<ul style="list-style-type: none"> • Why is it important to have the ability to meet people in Chinese? • Why is it important to communicate? • How is communication in Mandarin different than English?
Weather	12 weeks	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.2	<i>Students will be able to <u>independently</u> use their learning to...</i> Accurately state the weather conditions in the Mandarin language.	<i>Students will understand that:</i> <ul style="list-style-type: none"> • The weather determines what one wears. • China's latitude is the same as America's, thus the weather is about the same. • Weather affects people's feelings. 	<ul style="list-style-type: none"> • Why is it important to know the weather? • How is the weather between China and the US different and similar? • How does weather affect mood?

		7.1.NM.B.3 7.1.NM.B.4 7.1.NM.B.5 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4 7.1.NM.C.5 8.1.2.A.1 8.1.2.C.1 8.1.8.F.1			
<i>Pets and Animals</i>	<i>12 weeks</i>	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4 7.1.NM.C.5 8.1.2.A.1	<p><i>Students will be able to <u>independently</u> use their learning to ...</i></p> <p>Construct simple sentences in the Mandarin language that focus upon their knowledge of pets and animals.</p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> Animals can be part of a conversation because people have pets. Different animals thrive in different climates. There are different shapes, sizes, and colors of animals in the world. Describing animals is important when talking about the animal in a conversation. 	<ul style="list-style-type: none"> Why is it important to know the names of the animals? How do the animals in China and America differ? Why is it important to describe animals?

<p>Classroom Objects</p>	<p>12 weeks</p>	<p>7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.A.4 7.1.NM.A.5 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.B.3 7.1.NM.B.4 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3 7.1.NM.C.4 7.1.NM.C.5 8.1.2.C.1</p>	<p><i>Students will be able to <u>independently</u> use their learning to...</i></p> <p>Accurately state and incorporate classroom objects when speaking about their daily school life in Mandarin language.</p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Knowing the name of the classroom objects help us regularly in school. ● There are basic essential necessities and supplies in the language classroom. ● Communicating using vocabulary from the classroom (objects) is ● Chinese children practice calligraphy in elementary schools. 	<ul style="list-style-type: none"> ● Why do we have to know the classroom objects? ● What are the essential accessories and supplies in the language classroom? ● What items can be found in the backpack? ● What are the different necessities that are used in the Western and Chinese elementary schools?
---------------------------------	------------------------	--	--	--	--