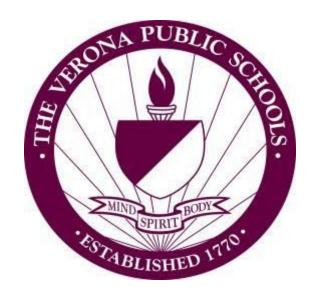# Verona Public School District
Curriculum Overview

<u>Mandarin Grade One</u>

Curriculum Committee Members:
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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:

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: *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.*	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: *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.*

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
	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: *These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities*	Career Ready Practices: *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.*	
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

9.1: Personal Financial Literacy: *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.*	**9.2: Career Awareness, Exploration & Preparation:** *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.*	**9.3: Career and Technical Education:** *This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.*

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
	X A. Career Awareness (K-4)
	      B. Career Exploration (5-8)
	      C. Career Preparation (9-12)
		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

Core Instructional Materials: *These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.*	**Differentiated Resources**: *These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.*
N/A	Far East My Chinese book level 1 Chinese Treasure Chest book 1 My first Chinese book Far East Chinese Culture for Children book 1 Rhythms and Tones - Inventive Chants and Songs for Learning Chinese www.betterchinese.com www.dltk-holidays.com/china/index.htm www.apples4theteacher.com/coloring-pages/chinese-new-year/

Mandarin Grade One

Subject/Grade Level: MANDARIN/GRADE 1   **Course: MANDARIN GRADE 1**

Unit	Duration	NJCCCS / Unit Goals	Transfer Goal(s)	Enduring Understandings	Essential Questions
Greetings	**10 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 8.1.2.B.1	*Students will be able to* <u>*independently*</u> *use their learning to …* Communicate in basic greetings with someone in the Mandarin language.	*Students will understand that:* ● Learning other languages and cultures makes it easier to communicate and work with people in this interconnected world. ● Mandarin Chinese is the most widely-spoken language in the world. ● Greetings are very important in today's society because it is a way of showing respect for others. ● Having acquired basic Mandarin skills becomes very useful when traveling to the numerous Chinese-speaking countries. ● Learning a foreign language like Chinese, which is completely different to one's own native tongue, speaking it and reading its characters is simply rewarding and gratifying.	● Why is it important to communicate in other languages? ● Why is learning Mandarin important? ● How is learning greetings important? ● How do greetings in Mandarin differ from greetings in English? ● Is Mandarin difficult to learn?
Family	*10 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	*Students will be able to* <u>*independently*</u> *use their learning to …*	*Students will understand that:* ● Families are a basic unit of organization in many cultures.	● Why is it important to know each member of the family? ● Why do the Chinese people have different names for each member of the family?

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		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 8.1.2.C.1	Read and speak simple sentences that apply their knowledge of family members in the Mandarin language.	• Chinese people usually address family members by their title and not their names. • The appellations of family members in China are quite different from western countries. • The Chinese greatly respect their elders and ancestors.	• How do you address family members?
Numbers	**10 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.B.1	*Students will be able to <u>independently</u> use their learning to …* Identify numbers when reading, writing and speaking simple sentences in the Mandarin language.	*Students will understand that:* • Numbers are everywhere - they are used in measuring and counting. • Numbers are used when telling time, using the telephone, and the calendar. • Numbers are necessary to determine one's age. • Numbers are needed at the store, restaurants, and banks. • The characters for numbers differ greatly. • Chinese characters have the meaning enforced in them and are easier to learn.	• Why do we need to use numbers? • How can numbers help in problem solving in our lives? • Where do we use numbers? • How do Western cultures and Chinese cultures use numbers differently?
Colors	**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	*Students will be able to <u>independently</u> use their learning to…*	*Students will understand that:* • Colors shape our world and make it exciting.	• Why are colors important? • How do colors affect our lives?

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		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 8.1.2.C.1	Ask and respond using simple sentences and express their preferences of colors in the Mandarin language.	- Colors can be associated with different occasions or moods. - Colors have different meanings in different cultures. *Ex: Red is the color for happiness and luck in China.*	