

# Verona Public School District

## Curriculum Overview

### Mandarin Grade Six



**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 Six Mandarin is to have students effectively build upon established skills in the target language in order to achieve a basic proficiency in the target language. Student oral, listening, reading, and written skills will be further enhanced through the interaction with the teacher, other students, and the outside world. The students will be able to communicate applying basic structures as well as continue increasing their awareness of Chinese culture and customs in a global community.

**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.	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>
<p>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</p>	<p>A. Career Awareness (K-4)          X B. Career Exploration (5-8)          C. Career Preparation (9-12)</p>	<p>A. Agriculture, Food &amp; Natural Res.          B. Architecture &amp; Construction          C. Arts, A/V Technology &amp; Comm.          D. Business Management &amp; Admin.          E. Education &amp; Training          F. Finance          G. Government &amp; Public Admin.          H. Health Science          I. Hospital &amp; Tourism          J. Human Services          K. Information Technology          L. Law, Public, Safety, Corrections &amp; Security          M. Manufacturing          N. Marketing          O. Science, Technology, Engineering &amp; Math          P. Transportation, Distribution &amp; Log.</p>

## 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>Textbook          &lt;天天中文 Everyday Chinese for Children level 1. And level 2. With CD-ROM. By Wei-Ling Wu, Vicky Chang, Jume L. Shen</p>	<ul style="list-style-type: none"> <li>● 天天中文 Everyday Chinese for Children &gt; level 1.and level 2—Student Workbook-Copy / CD-ROM . By Wei-Ling Wu, Vicky Chang, Jume L. Shen</li> <li>● Ni Hao 你好 ! Level 1 &amp; 2 By Shumang Fredlein and Paul Fredlein</li> <li>● Discovering Chinese 奇妙中文 Level 1 &amp; 2 By Better Chinese</li> <li>● Flying with Chinese 飞向中文By Shuhan C.Wang, Ph.D &amp; Carol Ann Dahlberg, Ph.D</li> <li>● Chinese Treasure Chest 中文百宝箱&gt; By Marisa Fang, Helen Jung and Rosemary Firestein</li> <li>● My Chinese Picture Dictionary 汉语图解词典By Dr.Yuemei Wu</li> <li>● Chinese Tale Series &gt; by Wang zhiwei.</li> </ul>

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|  | <ul style="list-style-type: none"><li>● Origins of Chinese Culture series by Li Xiaoxiang and Fu Chunjiang</li><li>● Learn Chinese songs: <a href="http://www.erge100.com/erge/cn/">http://www.erge100.com/erge/cn/</a></li><li>● Kids learn Chinese with flash cards: <a href="http://learning.chinese.cn/card_en/">http://learning.chinese.cn/card_en/</a></li><li>● Listen stories and learning idioms :<br/><a href="http://academics.wellesley.edu/Chinese/Chinese_Fables/title/title_page.html">http://academics.wellesley.edu/Chinese/Chinese_Fables/title/title_page.html</a></li><li>● Chinese Culture explore: <a href="http://www.chinesecio.com/cms/en/culture/culture-retrieval">http://www.chinesecio.com/cms/en/culture/culture-retrieval</a></li><li>● And more supplemental texts, periodicals, short stories, websites</li></ul> |
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Unit	Duration	NJCCCS	Transfer Goal(s)	Enduring Understandings	Essential Questions
Nice To Meet People 认识你 很高兴	6 weeks	7.1.NH.A.1 7.1.NH.A.4 7.1.NH.A.5 7.1.NH.B.1 7.1.NH.B.2 7.1.NH.B.4 7.1.NH.C.1 7.1.NH.C.2 7.1.NH.C.3 7.1.NH.C.4  8.1.4.C.1 8.1.4.E.1 8.1.4.F.1	<i>Students will be able to independently use their learning to...</i>  Engage in Mandarin conversations using greetings in both the formal and informal setting with others around their age and/or adults.	Students will understand that: <ul style="list-style-type: none"> <li>The way you greet people around your age (siblings, cousins, friends) is different than how you would greet adults or people of authority.</li> <li>Some countries use the informal way of greeting parents, grandparents, uncles, aunts, while other Mandarin speaking countries would use the formal way of greeting when speaking to parents, grandparents, uncles, aunts, etc.</li> <li>Greetings are ways of starting a conversation and are essential for verbal communication.</li> <li>Comparing English with other languages is important to understanding other people's language and culture.</li> <li>Communicating in at least one other language in order to obtain information, express feelings and exchange opinions is important.</li> </ul>	<ul style="list-style-type: none"> <li>Why do you think knowing greetings are important for having a conversation?</li> <li>Why do you think that in Mandarin you greet friends differently than how you would greet adults?</li> <li>How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?</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>

<p><b>My School</b> <b>我的学校</b></p>	<p>6 weeks</p>	<p>7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.4 7.1.NH.A.5 7.1.NH.B.1 7.1.NH.B.2 7.1.NH.B.4 7.1.NH.B.5 7.1.NH.C.1 7.1.NH.C.2</p> <p>8.1.4.C.1 8.1.4.E.1 8.1.4.F.1</p>	<p><i>Students will be able to <u>independently</u> use their learning to ...</i></p> <p>Develop foundational skills including vocabulary acquisition (with focus upon school related vocabulary) in order to communicate in the target language of Mandarin.</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> <li>• The use of vocabulary acquisition will help them to interpret spoken and written language on a variety of topics.</li> <li>• Communicating in at least one other language is essential to gaining knowledge of other cultures' traditions, products, and perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>• How can one express complex ideas, in writing and speaking, using simple terms?</li> <li>• How do I use my understanding of culture to communicate and function appropriately in another culture?</li> </ul>
<p><b>Body Parts</b> <b>身体</b></p>	<p>6 weeks</p>	<p>7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.B.1 7.1.NH.B.2 7.1.NH.B.4 7.1.NH.B.5 7.1.NH.C.1 7.1.NH.C.2 7.1.NH.C.3 7.1.NH.C.5</p> <p>8.1.4.C.1 8.1.4.E.1 8.1.4.F.1</p>	<p><i>Students will be able to <u>independently</u> use their learning to ...</i></p> <p>Engage in conversation in which accurate sentences are developed in the target language that expresses feelings, actions and activities using the present tense.</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> <li>• Communicative competence is developed through life experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• How do I develop communicative competence when expressing present tense life experiences?</li> </ul>
<p><b>Colors and Clothing</b> <b>颜色和衣服</b></p>	<p>8 weeks</p>	<p>7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.4 7.1.NH.A.5 7.1.NH.B.1 7.1.NH.B.2 7.1.NH.B.4</p>	<p><i>Students will be able to <u>independently</u> use their learning to ...</i></p> <p>Accurately express personal interests, feeling, like and dislike when engaged in conversations</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> <li>• Language serves a purpose and demands meaning, thought and structure.</li> </ul>	<ul style="list-style-type: none"> <li>• How can one express complex ideas, in writing and speaking, using simple terms?</li> </ul>

		7.1.NH.C.1 7.1.NH.C.2 7.1.NH.C.3 7.1.NH.C.5  8.1.4.C.1 8.1.4.E.1 8.1.4.F.1	in the target language of Mandarin.		
<b>Food and Fruits</b> <b>食物和水果</b>	8 weeks	7.1.NH.A.1 7.1.NH.A.2 7.1.NH.A.3 7.1.NH.A.5 7.1.NH.B.1 7.1.NH.B.2 7.1.NH.B.3 7.1.NH.B.4 7.1.NH.B.5 7.1.NH.C.1 7.1.NH.C.2 7.1.NH.C.5  8.1.4.C.1 8.1.4.E.1 8.1.4.F.1	<i>Students will be able to independently use their learning to ...</i>  Converse with fluency utilizing Chinese characters and sentences that relate to nature, health, families, friends, countries and greeting expression in the target language off Mandarin.	Students will understand that: <ul style="list-style-type: none"> <li>• Tenses are an essential aspect of communication because it establishes the time reference (past, present or future).</li> <li>• Language is a reflection of culture.</li> <li>• The recognition and use of sentence patterns give the speaker a wider range of communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>• How would communication be different without tenses?</li> <li>• How might learning a language open “doors of opportunity”?</li> <li>• How does the study of another language and culture make the world smaller?</li> </ul>