

# Verona Public School District

## Curriculum Overview

### Mandarin Grade Three



**Curriculum Committee Members:**  
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**Supervisor:**  
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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:**

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

<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>
<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>	<p><b>X</b></p> <ul style="list-style-type: none"> <li>A. Career Awareness (K-4)</li> <li>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>N/A</p>	<p>Far East My Chinese book 2          Chinese Treasure Chest book 1          My first Chinese book 2          Far East Chinese Culture for Children book 2          Rhythms and Tones - Inventive Chants and Songs for Learning Chinese  <a href="http://www.betterchinese.com">www.betterchinese.com</a>  <a href="http://www.61flash.com/list/510_1.htm">www.61flash.com/list/510_1.htm</a>  <a href="http://www.semamda.com/">www.semamda.com/</a>  <a href="http://www.languagenut.com/">www.languagenut.com/</a></p>

Unit	Duration	NJCCCS / Unit Goals	Transfer Goal(s)	Enduring Understandings	Essential Questions
<b>American and Chinese Culture</b>	<b>12 weeks</b>	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 8.1.2.C.1	<i>Students will be able to <u>independently</u> use their learning to ...</i>  Develop a cultural perspective of the Chinese-speaking people.	<i>Students will understand that:</i> <ul style="list-style-type: none"> <li>Knowing more than one language allows people to exchange views with a wider audience.</li> <li>Foreign Language learning extends beyond the classroom to real life situations.</li> <li>The use of foreign language for personal enjoyment, travel, work and enrichment encourages lifelong language learning.</li> </ul>	<ul style="list-style-type: none"> <li>What are the benefits to being able to communicate in another language?</li> <li>How does the study of language help improve global relations?</li> <li>How well can a person interact with a native speaker in the target language?</li> </ul>
<b>Colors and Fruits</b>	<b>10 weeks</b>	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	<i>Students will be able to <u>independently</u> use their learning to...</i>  Identify the different colors of fruits and express their preferences of fruits in the Mandarin language.	<i>Students will understand that:</i> <ul style="list-style-type: none"> <li>Different climates result in different fruits.</li> <li>Some fruits are grown in both America and China, while others are only grown in one part of the globe.</li> <li>Colors on fruits make them more attracting and appealing.</li> </ul>	<ul style="list-style-type: none"> <li>What kinds of fruit is grown and eaten in China?</li> <li>Which fruits are tropical fruits?</li> <li>Why do fruits have different colors?</li> <li>How do colors make our world more interesting?</li> <li>What do colors mean on different fruits?</li> </ul>

		<p>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>		<ul style="list-style-type: none"> <li>• Colors on fruits provide people with various nutrients.</li> <li>• Colors shape up our world.</li> <li>• Colors can be associated with different occasions or moods.</li> </ul>	
<b>Calendar</b>	<b>12 weeks</b>	<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.A.1 8.1.2.C.1</p>	<p><i>Students will be able to <u>independently</u> use their learning to...</i></p> <p>Identify the months and days of the week so that in the long run they will be able to tell the current date and their birthdays in the Mandarin language.</p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> <li>• Knowing the months and days of the week is crucial to telling time.</li> <li>• Knowing the date allows one to be organized and keep track of events.</li> <li>• The lunar calendar is based on the moon rotating around the earth.</li> <li>• The western calendar is based on the earth rotating around the sun.</li> </ul>	<ul style="list-style-type: none"> <li>• Why is it important to know the months and days of the week?</li> <li>• Why is it important to know the current date?</li> <li>• What are the differences between the Western calendar and the lunar calendar?</li> </ul>
<b>Chinese Zodiac</b>	<b>8 weeks</b>	<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</p>	<p><i>Students will be able to <u>independently</u> use their learning to ...</i></p> <p>Apply their knowledge of the Zodiac sign to tell them their</p>	<ul style="list-style-type: none"> <li>• The Chinese Zodiac is comprised of twelve animals.</li> <li>• The Chinese Zodiac can tell someone's age and birth year.</li> </ul>	<ul style="list-style-type: none"> <li>• Why is the Chinese Zodiac so important in Chinese culture?</li> <li>• What is the personality for each animal in the Chinese zodiac?</li> <li>• What can we learn about our</li> </ul>

	<p>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</p>	<p>birth year, age and preference in the Mandarin language.</p>	<ul style="list-style-type: none"> <li>● The Chinese Zodiac is used to find the personality of each individual person.</li> <li>● Cultural comparisons help the students understand that language is a tool that can be used to communicate with others and can contribute to future life.</li> </ul>	<p>own language and culture from studying a different language?</p>
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