Verona Public School District
Curriculum Overview

<u>Mandarin II</u>

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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 goals of this course are to continue to develop the ability to communicate in Mandarin in a meaningful way, to continue to increase the student's appreciation of the Chinese culture, and to increase language fluency. Student will be able to converse, interact and present in the target language of Mandarin. Grammar and vocabulary learned in Mandarin I-New are briefly reviewed. The expectation is that the student has established a firm language foundation during Mandarin I-New.

Prerequisite(s):
Mandarin I or for entering HBW students, teacher recommendation based on student assessment

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.
	X 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.	**X** CRP5. Consider the environmental, social, and economic impact of decisions.
	   CRP7. Employ valid and reliable research strategies.
	X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	   CRP9. Model integrity, ethical leadership, and effective management.

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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	A. Career Awareness (K-4) B. Career Exploration (5-8) X 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.*
● Chinese for Youth, Level 1, revised Edition. 2006 The Far East Book Co., Ltd. ● Learn Chinese with Me series. 2007 People's Education Press. ● Huanying An Invitation to Chinese. 2009 Cheng & Tsui Company, Boston.	● Kuaile Hanyu 快乐汉语 CD-Rom series. ● Mandarin weekly ● Chinese Culture CD-Rom series.

Subject/Grade Level: MANDARIN/GRADES 9-10   **Course: MANDARIN II**

Unit	Duration	NJCCCS	Transfer Goal(s)	Enduring Understandings	Essential Questions
Food	8 weeks	7.1.IL.A.1 7.1.IL.A.2 7.1.IL.A.4 7.1.IL.B.1 7.1.IL.B.2 7.1.IL.B.4 7.1.IL.B.5 7.1.IL.C.1 7.1.IL.C.2 7.1.IL.C.3 7.1.IL.C.4 8.1.12.E.1	Students will be able to independently use their learning to converse with fluency utilizing Chinese characters that relate to time expression, past experiences, description words, and frequency words.	Students will understand that: ● There are similarities and differences in different cultures (e.g. foods, beverages, and fruits). ● Language is a reflection of culture. ● The recognition and use of sentence patterns give the speaker a wider range of communication skills. ● Learning a second language will open doors for you professionally and personally.	● How does culture shape language? ● How would communication be different without tenses? ● How might learning a language open "doors of opportunity"? ● How does the study of another language and culture make the world smaller?
School Life	8 weeks	7.1.IL.A.1 7.1.IL.A.2 7.1.IL.A.4 7.1.IL.A.5 7.1.IL.A.6 7.1.IL.A.7 7.1.IL.B.1 7.1.IL.B.2 7.1.IL.B.4 7.1.IL.C.2 7.1.IL.C.3 7.1.IL.C.4 7.1.IL.C.5 8.1.12.E.1	Students will be able to independently use their learning to demonstrate comprehension of short conversations and the ability to write about familiar topics in the target language of Mandarin.	Students will understand that: ● There are similarities and differences in different cultures (e.g. education systems, daily life, course selection, parent's involvement and more). ● The recognition and use of varied sentence patterns gives the speaker a wider range of communication skills.	● How does the study of another language and culture make the world smaller? ● How do you figure out meanings when words are not understood?
Chinese New Year & Chinatown	8 weeks	7.1.IL.A.1 7.1.IL.A.2 7.1.IL.A.3	Students will be able to independently use their learning to gain a	Students will understand that: ● There are similarities and differences in different	● What can be learned about one's own language and culture from studying another?

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		7.1.IL.A.4 7.1.IL.A.5 7.1.IL.A.7 7.1.IL.A.8 7.1.IL.B.1 7.1.IL.B.2 7.1.IL.B.3 7.1.IL.B.4 7.1.IL.B.5 7.1.IL.C.1 7.1.IL.C.2 7.1.IL.C.4 7.1.IL.C.5 8.1.12.E.1	cultural perspective of the Mandarin speaking cultures by experiencing their products and practices.	cultures (e.g. holidays, traditions, idioms) ● A dictionary does not give you syntax. Readers develop a deeper understanding through reflection of text. ● Visual materials enhance understanding.	● How do you figure out meaning when you study idioms? ● How do the visual materials send messages? ● Why isn't a dictionary enough?
Be a host or be a guest	5 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.B.1 7.1.IL.B.2 7.1.IL.B.4 7.1.IL.C.1 7.1.IL.C.2 7.1.IL.C.3 7.1.IL.C.5 8.1.12.E.1	Students will be able to independently use their learning to converse with fluency and accuracy in a culturally appropriate manner (e.g. greetings, gift giving/receiving, seating and paying bills at restaurants) when communicating in the target language of Mandarin.	Students will understand that: ● Cultural perspectives are gained by using the language and through experience with its products and practice. ● Language acquisition is facilitated by a keen observation and understanding grammatical patterns in addition to repeated exposure to the spoken language. ● Language learning involves taking risks and learning from one's mistakes.	● How are cultural perspectives (e.g. attitudes, values, courtesy) reflected in a culture's products and social practices? ● How can you carry on an understandable conversation? ● How can evaluation and reflection be used to improve our communication?
Seasonal activities and summer plans	5 weeks	7.1.IL.A.1 7.1.IL.A.2 7.1.IL.A.4 7.1.IL.A.5	Students will be able to independently use their learning to describe past real life and	Students will understand that: ● Learning a different language/culture leads to greater understanding of	● Why do people from different cultures sometimes say, write and do things differently from the way you do them? ● What happens when two cultures meet?

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		7.1.IL.A.6 7.1.IL.B.1 7.1.IL.B.2 7.1.IL.B.4 7.1.IL.B.5 7.1.IL.C.1 7.1.IL.C.2 7.1.IL.C.3 7.1.IL.C.4 8.1.12.E.1	fictional activities when communicating in the target language of Mandarin with peers and community.	one's own and other languages/cultures and why people think and act in different ways. ● New traditions and customs are established when two cultures meet. ● Language requires you to solve problems. ● Text and organizational tools communicate different kinds of information. ● Writing is a tool used for thinking, learning and communicating.	● How do you acquire factual information through reading primary and secondary sources? ● How do you communicate through writing?

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