

Verona Public School District Curriculum Overview

Mandarin III



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Curriculum Developed:
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Board Approval Date:
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Verona Public Schools
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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:

Mandarin III continues to emphasize the development of the three communication modes: interpretive, interpersonal and presentational, but at a much higher level. The use of audio-visual aids, classroom activities, projects and texts continues to strengthen understanding, speaking and the knowledge of grammatical structures. Students will learn thematic vocabulary relevant to practical everyday life situations. Customs and culture are reflected in festival and culture-related activities.

Prerequisite(s):

Mandarin II

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. 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.

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>
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<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"> A. Career Awareness (K-4) B. Career Exploration (5-8) X 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.
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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>
<ul style="list-style-type: none"> ● Integrated Chinese, Level I, part 1. 3rd edition 	<ul style="list-style-type: none"> ● Kuaile Hanyu 快乐汉语 CD-Rom series. ● http://www.yellowbridge.com (dictionary/flashcards) ● http://www.nciku.com (dictionary) ● Learning Chinese: https://www.youtube.com/results?search_query=learn+chinese+from+dongdong+chen ● https://www.youtube.com/results?search_query=activechinese

Unit	Duration	NJCCCS	Transfer Goal(s)	Enduring Understandings	Essential Questions
Meeting People	6 weeks	7.1.IM.A.2 7.1.IM.A.3 7.1.IM.A.4 7.1.IM.A.5 7.1.IM.A.7 7.1.IM.A.8 7.1.IM.B.1 7.1.IM.B.2 7.1.IM.B.4 7.1.IM.B.5 7.1.IM.C.2 7.1.IM.C.3 8.1.12.E.1	Students will be able to independently use their learning to accurately use a variety of tenses and forms (e.g., past, present and future) when engaged in conversations in the target language of Mandarin.	Students will understand that: <ul style="list-style-type: none"> ● Language connects people. ● Communication helps us to appreciate differences. ● Different linguistic structures communicate different meanings. ● There are multiple ways to say the same thing. ● Conversations are more than questions and answers. 	<ul style="list-style-type: none"> ● How does where you live shape who you are? ● How would communication be different without tenses? ● Why don't you have to translate everything? ● What can you do to keep a conversation going?
Hobbies	6 weeks	7.1.IM.A.1 7.1.IM.A.2 7.1.IM.A.4 7.1.IM.A.5 7.1.IM.A.7 7.1.IM.A.8 7.1.IM.B.1 7.1.IM.B.2 7.1.IM.B.4 7.1.IM.B.5 7.1.IM.C.1 7.1.IM.C.2 7.1.IM.C.3 7.1.IM.C.4 7.1.IM.C.5 8.1.12.E.1	Students will be able to independently use their learning to accurately express personal interests and activities when engaged in conversations in the target language of Mandarin.	Students will understand that: <ul style="list-style-type: none"> ● Members of one culture may make assumptions about other cultures based on their own experiences. ● Being able to express personal interests helps to foster relationships. ● There are multiple ways to say the same thing. ● Language acquisition is facilitated through keen observation and understanding of grammatical patterns in addition to repeated 	<ul style="list-style-type: none"> ● How does where you live shape who you are? ● Why is being able to communicate interests and other information about oneself important? ● How would communication be different without tenses? ● What can you do to keep a conversation going?

				exposure to the spoken language.	
<i>Making appointments</i>	6 weeks	7.1.IM.A.2 7.1.IM.A.4 7.1.IM.A.7 7.1.IM.B.1 7.1.IM.B.2 7.1.IM.B.4 7.1.IM.B.5 7.1.IM.C.1 7.1.IM.C.2 7.1.IM.C.3 8.1.12.E.1	Students will be able to independently use their learning to engage in formal and informal dialogue with respect to making appointments when speaking in the target language of Mandarin.	Students will understand that: <ul style="list-style-type: none"> ● Being able to effectively communicate schedules, calendars, and time is essential to establishing and maintaining relationships, adhering to obligations, etc. ● There are multiple ways to say the same thing. ● Conversations are more than questions and answers. ● Different linguistic structures communicate different meanings. 	<ul style="list-style-type: none"> ● Why is it important to be able to effectively communicate time? ● How can one express complex ideas using simple terms? ● What can you do to keep the conversation going? ● How does where you live shape who you are?
<i>Web-based Communication</i>	5 weeks	7.1.IM.A.1 7.1.IM.A.2 7.1.IM.A.4 7.1.IM.A.5 7.1.IM.A.7 7.1.IM.A.8 7.1.IM.B.1 7.1.IM.B.2 7.1.IM.B.4 7.1.IM.B.5 7.1.IM.C.1 7.1.IM.C.2 7.1.IM.C.3 8.1.12.E.1	Students will be able to independently use their learning to communicate effectively on a variety of familiar and unfamiliar topics with Chinese speaking communities via web-based services.	Students will understand that: <ul style="list-style-type: none"> ● Language connects people. ● Technology is a tool that can be used for collecting, organizing, creating, and presenting information. ● Successful communication is to know how, when and why to convey a message to different audience. 	<ul style="list-style-type: none"> ● How can you enhance connections with people beyond your living space? ● What is the impact of technology on research and communication? ● How do you develop communicative competence?

<p>Shopping</p>	<p>6 weeks</p>	<p>7.1.IM.A.2 7.1.IM.A.3 7.1.IM.A.4 7.1.IM.A.5 7.1.IM.B.1 7.1.IM.B.2 7.1.IM.B.4 7.1.IM.B.5 7.1.IM.C.1 7.1.IM.C.3 7.1.IM.C.5</p> <p>8.1.12.E.1</p>	<p>Students will be able to independently use their learning to interact productively and respectfully with Chinese speaking communities when engaged in monetary based activities.</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> • You can't identify and correct your mistakes unless you have the courage to make them. • Expressing wants and needs in the target language is essential for living and interacting within another culture. • Learning a second language will open doors for you professionally and personally. • Successful communication is to know how, when and why to convey a message to different audience. 	<ul style="list-style-type: none"> • How can you improve your ability to say what you want to say and be understood? • Why is it important to be able to express wants and needs? • What are your motivations to learn another language? • How do you know that you are getting better in using language in real-world situations?
<p>Transportation</p>	<p>5 weeks</p>	<p>7.1.IM.A.1 7.1.IM.A.2 7.1.IM.A.4 7.1.IM.A.6 7.1.IM.B.1 7.1.IM.B.2 7.1.IM.B.5 7.1.IM.C.2 7.1.IM.C.3</p> <p>8.1.12.E.1</p>	<p>Students will be able to independently use their learning to express preferences, requests and exchange information related to social activities done in the city when communicating in the target language of Mandarin with their community.</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> • Expressing requests and preferences in the target language is essential for living and interacting within another culture. • Knowledge of a foreign language opens doors in the academic, personal and professional worlds. • Language learning involves acquiring 	<ul style="list-style-type: none"> • Why is it important to be able to express preferences and requests? • How will learning a world language help me to develop my potential? • How can you communicate more effectively?

				strategies to fill communication gaps.	
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