

Verona Public School District Curriculum Overview

Advanced Placement Mandarin V



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Supervisor:
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Curriculum Developed:
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Board Approval Date:
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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:

Advanced Placement Mandarin is designed to provide the student with an intellectual challenge through the advanced study of language. While literature is included in the course, the emphasis is on composition and conversation. This course is comparable in both content and difficulty to a college-level Mandarin language course. The course seeks to develop language skills that can be applied to various activities and disciplines rather than the mastery of any specific subject matter. Students must take AP exam in order to receive AP course credit.

Prerequisite(s):

Mandarin IV Honors

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 II, 2nd edition. 	<ul style="list-style-type: none"> ● Strive for a 5, AP Chinese Practice Tests. Cheng & Tsui. ● Kuaile Hanyu CD-Rom series. ● https://www.youtube.com/results?search_query=activechinese ● Abigail holst YouTube ● https://www.youtube.com/results?search_query=fluentu+chinese ● https://apstudent.collegeboard.org/apcourse/ap-chinese-language-and-culture/exam-practice

**Subject/Grade Level: Mandarin /Grade 12
AP**

Course: Mandarin V

Topics	Duration	NJCCCS / Unit Goals	Transfer Goal(s)	Enduring Understandings	Essential Questions
School Opens and Dorms	6 weeks	7.1.AL.A.1 7.1.AL.A.2 7.1.AL.A.3 7.1.AL.B.1 7.1.AL.B.2 7.1.AL.B.3 7.1.AL.B.4 7.1.AL.B.5 7.1.AL.C.3 7.1.AL.C.5 8.1.12.E.1	<i>Students will be able to <u>independently</u> use their learning to ...</i> Comprehensively describe their school life and general lifestyle through a variety of methods (e.g. face-to-face, phone call, e-mail, texting).	Students will understand that: <ul style="list-style-type: none"> ● Our living preferences are related to our cultural background ● Different living situations call for different language to describe them. ● You are judged by what you say as well as how you say it. ● There are similarities and differences in different cultures (e.g. schooling, living space, living preference, living standards, etc.). ● You can use your background knowledge, context clues, and word families to approximate unfamiliar terms ● Language requires you to solve problems. 	<ul style="list-style-type: none"> ● How does where I live shape who I am? ● How do I describe different kinds of living arrangements and circumstances? ● How do I figure out the meanings of words I don't understand? ● What can you do to keep a conversation going? ● Why isn't a dictionary enough?
At a Restaurant	3 weeks	7.1.AL.A.1 7.1.AL.A.2 7.1.AL.A.3 7.1.AL.A.6 7.1.AL.B.1 7.1.AL.B.2 7.1.AL.B.3	<i>Students will be able to <u>independently</u> use their learning to ...</i> Express preferences, requests and comments in Mandarin related	Students will understand that: <ul style="list-style-type: none"> ● You are judged by what you say as well as how you say it. ● You can use background knowledge, context clues, and word families to make 	<ul style="list-style-type: none"> ● How is language a product of culture? ● How do people communicate without using verbal language? ● How do I know that I am improving at using language in real-world situation?

		7.1.AL.B.4 7.1.AL.B.5 7.1.AL.C.1 7.1.AL.C.5 8.1.12.E.1	to social activities when dining out environments require Chinese.	assumptions about unfamiliar terms <ul style="list-style-type: none"> • There are multiple ways to say the same thing. 	<ul style="list-style-type: none"> • What can I do to keep the conversation going?
Shopping	3 weeks	7.1.AL.A.1 7.1.AL.A.2 7.1.AL.A.4 7.1.AL.A.6 7.1.AL.B.1 7.1.AL.B.2 7.1.AL.B.3 7.1.AL.B.5 7.1.AL.C.3 7.1.AL.C.5 8.1.12.E.1	<i>Students will be able to <u>independently</u> use their learning to...</i> Interact productively and respectfully with Chinese speaking communities when engaged in selling and buying products.	<i>Students will understand that:</i> <ul style="list-style-type: none"> • You can't identify and correct your mistakes unless you have the courage to make them. • 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 I improve my ability to say what I want to say and be understood? • What are my motivations to learn another language? • How do I know that I am getting better in using language in real-world situations?
Selecting a Major	3 weeks	7.1.AL.A.1 7.1.AL.A.2 7.1.AL.A.3 7.1.AL.A.6 7.1.AL.A.7 7.1.AL.B.1 7.1.AL.B.2 7.1.AL.B.4 7.1.AL.B.5 7.1.AL.B.6 7.1.AL.C.2 7.1.AL.C.3 7.1.AL.C.6 8.1.12.E.1	<i>Students will be able to <u>independently</u> use their learning to ...</i> Communicate topics of personal interest and utilize Mandarin in a variety of settings to further personal and/or academic goals.	<i>Students will understand that:</i> <ul style="list-style-type: none"> • Knowledge of a foreign language opens doors in the academic, personal and professional worlds. • Language learning involves acquiring strategies to fill communication gaps. 	<ul style="list-style-type: none"> • How will learning a language enhance my life? • How can I enhance my connections with people through language? • What strategies and resources will help me learn another language?

Travel	3 weeks	7.1.AL.A.1 7.1.AL.A.2 7.1.AL.A.4 7.1.AL.A.6 7.1.AL.B.1 7.1.AL.B.2 7.1.AL.C.2 8.1.12.E.1	<i>Students will be able to <u>independently</u> use their learning to ...</i> Express preferences, requests and comments in Mandarin related to social activities done while traveling to Chinese-speaking countries.	<i>Students will understand that:</i> <ul style="list-style-type: none"> ● Knowledge of a foreign language opens doors in the academic, personal and professional worlds. ● Language learning involves acquiring strategies to fill communication gaps. 	<ul style="list-style-type: none"> ● How will learning a world language help me to develop my potential? ● How can I communicate more effectively?
Influence of TV and Movies	3 weeks	7.1.AL.A.1 7.1.AL.A.2 7.1.AL.A.4 7.1.AL.A.6 7.1.AL.B.1 7.1.AL.B.2 7.1.AL.C.2 8.1.12.E.1	<i>Students will be able to <u>independently</u> use their learning to...</i> Express their leisure activities and discuss the pros and cons of popular entertainment.	<i>Students will understand that:</i> <ul style="list-style-type: none"> ● Language connects people. ● You are judged by what you say and how you say it. ● Speaking is not the only form of communication. 	<ul style="list-style-type: none"> ● How can I enhance my connections with people through language? ● How can I explore other cultures without stereotyping? ● How can cultural awareness enhance my language learning and vice versa?
Health and health insurance	2 weeks	7.1.AL.A.1 7.1.AL.A.2 7.1.AL.A.4 7.1.AL.A.5 7.1.AL.A.6 7.1.AL.A.7 7.1.AL.B.1 7.1.AL.B.2 7.1.AL.C.2 8.1.12.E.1	<i>Students will be able to <u>independently</u> use their learning to...</i> Interact productively and respectfully with Chinese speaking communities when discussing topics related to health and healthcare.	<i>Students will understand that:</i> <ul style="list-style-type: none"> ● Refinement comes from practice. ● Some words are more important than others. ● Language requires you to solve problems. 	<ul style="list-style-type: none"> ● What mistakes are worth making? ● How do I figure out meaning when words are not understood? ● What do I do when I am stuck?
Family And Education	7 weeks	7.1.AL.A.1 7.1.AL.A.2 7.1.AL.A.4 7.1.AL.A.6 7.1.AL.B.1	<i>Students will be able to <u>independently</u> use their learning to...</i>	<i>Students will understand that:</i> <ul style="list-style-type: none"> ● Learning a different language/culture leads to greater understanding of 	<ul style="list-style-type: none"> ● How is language a product of culture? ● How are cultural perspectives (attitudes, values and beliefs)

		<p>7.1.AL.B.2 7.1.AL.B.3 7.1.AL.B.5 7.1.AL.C.3 7.1.AL.C.5</p> <p>8.1.12.E.1</p>	<p>Describe their early upbringing and education, their opinions on their experiences, and their relationships with their families.</p>	<p>one's own and other languages/cultures and why people think and act in different ways.</p> <ul style="list-style-type: none"> Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs. 	<p>reflected in a culture's products and social practices?</p>
<p>Talking about Sports</p>	<p>3 weeks</p>	<p>7.1.AL.A.1 7.1.AL.A.2 7.1.AL.A.5 7.1.AL.B.1 7.1.AL.B.2 7.1.AL.B.3 7.1.AL.B.4 7.1.AL.B.5 7.1.AL.C.1 7.1.AL.C.6</p> <p>8.1.12.E.1</p>	<p><i>Students will be able to <u>independently</u> use their learning to ...</i></p> <p>Engage in oral and/or written discourse on their experiences with athletics.</p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> Cultural perspectives are gained by using the language and through experience with its products and practices. Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs. 	<ul style="list-style-type: none"> How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices? How do sports impact health? What sports originally came from China?