

World Languages Curriculum



Mandarin II: Unit II

Course Description

This is a proficiency-based, experiential world languages course for students who are continuing their study of Chinese. Mandarin II is a continuation of the study of Mandarin I requiring the use of previously learned knowledge. Students will use background knowledge to build fluency by reconsidering some themes and topics already taught in level 1 and adding new material and vocabulary. Mandarin II students will be placed in meaningful, realistic situations where they must use their language skills for authentic communication purposes. They will be given the opportunity to take risks in the target language in simulated, yet realistic situations.

Instructional methods and materials provide for diversification across ability levels. Emphasis is placed on hands-on, interactive tasks where students learn by tasting, manipulating, speaking, singing and moving. Cooperative learning and project work are employed regularly. Assessment is ongoing and essentially performance-based. New and formerly learned concepts are spiraled through an increasingly challenging progression of activities.

The course is divided into seven themes, each of which is anchored by essential questions and enduring understandings. Cultural practices and products are incorporated routinely so that students may develop a sense of cultural plurality and thereby expand and reconfigure their worldview. Students continue their study and on previous study of of the Chinese pronunciation system, the pinyin writing system and Chinese calligraphy. Learners will also hone technology skills in the following ways: conducting research, composing thoughts, sorting and organizing information, developing presentations and following Webquests.

| Pacing Chart | | |
|--------------|--|---------|
| Unit 1 | <p><u>The Chinese Writing System Characters</u></p> <ul style="list-style-type: none"> - Pinyin 拼音 - Tones 语调 <p>Stroke Order Level 2 Characters</p> <ul style="list-style-type: none"> - Forms of address 称谓 | 6 weeks |
| Unit 2 | <p><u>School 学校</u></p> <ul style="list-style-type: none"> - Transportation (China is the nation of the bicycle) 交通 - Public versus private schools 公立学校和私立学校 - Classroom Articles 学习科目 - Confucius 孔子 - Time 时间 | 6 weeks |
| Unit 3 | <p><u>Daily life 日常生活</u></p> <ul style="list-style-type: none"> - Teen culture 青少年文化 - Routines 日常作息 - Pastimes 休闲生活 - Tea culture 茶文化 - Holidays 假日 | 6 weeks |
| Unit 4 | <p><u>Busy Family 家</u></p> <ul style="list-style-type: none"> - Nuclear vs. Extended Families 核心家庭 VS 传统大家庭 - Popular Jobs 工作 - Family Traditions 家庭传统 - Aging 老化 - Concept of honor, respect 忠孝仁义 | 6 weeks |
| Unit 5 | <p><u>Travel to China 到中国旅游</u></p> <ul style="list-style-type: none"> - Geography of China, Hong Kong and Taiwan 大中国地理 - Tourist attractions 旅游胜地 - Giving directions 认路 - Map skills 地图 | 6 weeks |
| Unit 6 | <p><u>Shopping and Eating Out 逛街和外食</u></p> <ul style="list-style-type: none"> - Bargaining 讨价还价 - Currency YUEN 元/圆 | 6 weeks |

Pacing Chart

| | | |
|--------|--|---------|
| | <ul style="list-style-type: none"> - Clothing preferences 衣服 - Favorite snacks 小吃 - Night market 夜市 | |
| Unit 7 | <p>Going Green 绿化</p> <ul style="list-style-type: none"> - Renewable resources 再生资源 - Recycling 回收 - Pollution 污染 - Outsourcing 外包 - Environmental Products 环境产品 - China and the Environment 中国环境 | 6 weeks |

Educational Technology Standards

8.1.12.A.1, 8.1.12.A.2, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.3, 8.1.12.E.1, 8.1.12.F.1

➤ **Technology Operations and Concepts**

- Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources
- Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

➤ **Creativity and Innovation**

- Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

➤ **Communication and Collaboration**

- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

➤ **Digital Citizenship**

- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
- Compare and contrast policies on filtering and censorship both locally and globally.

➤ **Research and Information Literacy**

- Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

➤ **Critical Thinking, Problem Solving, Decision Making**

- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

Career Ready Practices

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Career Ready Practices

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

| <u>Time/General</u> | <u>Processing</u> | <u>Comprehension</u> | <u>Recall</u> |
|---|--|---|---|
| <ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline | <ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners | <ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning | <ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers |
| <u>Assistive Technology</u> | <u>Tests/Quizzes/Grading</u> | <u>Behavior/Attention</u> | <u>Organization</u> |
| <ul style="list-style-type: none"> • Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books | <ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud | <ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback | <ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials |

Enrichment

Accommodate Based on Students individual Needs: Strategies

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- Concept Mapping
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Essays, Short Answers
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Rubrics

Enduring Understandings:

- Dense population requires mass transportation
- Tests at various grade levels determine the kind of schools that students are allowed to attend.

| | | |
|---|----------------------------|---|
| Grade: 9-12 | Unit: Two (6 weeks) | Topic: Transportation, School Days, and Time |
| New Jersey Core Curriculum Content Standards (NJCCCS): 7.1.NM.A.2, 7.1.NM.A.5, 7.1.NM.B.1, 7.1.NM.B.2, 7.1.NM. B.5, 7.1.NM.C.4, 7.1.NM.C.5 | | |
| ACTFL Standards: 1.1 Students engage in conversation, provide and obtain information, express feelings and emotions and exchange opinions. 1.2 Students understand and interpret written and spoken language on a variety of topics. 1.3 Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics. 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language. 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. 5.2 Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. | | |

| NJDOE Student Learning Objective | Essential Questions | Sample Activities | Resources | Interdisciplinary Connections |
|---|---|--|---|--|
| <p>Discuss common modes of transportation in Chinese-speaking countries</p> <p>Standard: 7.1.NM.A.2</p> <p>Demonstrate comprehension of simple oral and written directions, commands and requests through appropriate physical response.</p> <p>Standard 7.1.NM.B.2</p> <p>Give and follow simple oral and written directions, commands and requests when participating in age appropriate classroom and cultural activities.</p> | <p>How does population and space impact transportation?</p> <p>Will China always be nicknamed the Kingdom of the Bicycle?</p> | <p><u>Choral response:</u> The class will respond to flash card pictures of the transportation vocabulary.</p> <p><u>Map Activity:</u> In groups of two students will use a hypothetical map to guide their partner to a desired destination on the map.</p> <p><u>Matching Activity:</u> Students will watch a brief video followed by a matching activity coupling road signs and their meanings or significance.</p> | <p><u>Transportation in China:</u> http://www.travelchinaguide.com/essential/transportation.htm</p> <p><u>Transportation:</u> http://www.chinese-tools.com/learn/chinese/24-means-of-transportation.html</p> <p><u>Common Modes of Transportation in Chinese Speaking Countries:</u> http://www.fcps.edu/is/worldlanguages/chinese/level2/tfhome4.shtml</p> <p><u>Peddling in the old kingdom of bicycles:</u> http://www.bbc.com/travel/feature/20110609-peddling-in-the-old-kingdom-of-bicycles</p> | <p>Acquiring a driver's license in China; age restriction, procedures and costs.</p> <p>Practices that the Chinese government has undertaken (such as the driver's lottery) to limit road congestion in densely populated areas.</p> |

| NJDOE Student Learning Objective | Essential Questions | Sample Activities | Resources | Interdisciplinary Connections |
|--|---|---|--|---|
| <p>Compare and contrast general information about a school/grade level/division in the US and China</p> <p>Standard: 7.1.NM.B.1</p> <p>Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.</p> <p>Standard: 7.1.NM. B.5</p> <p>Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>Standard: 7.1.NM.C.5</p> | <p>What are the differences between the educational system of the US and China?</p> <p>Are there public and private schools in China?</p> | <p>Lecture: Given a graphic organizer, the student will fill in an articulated sequence of study for the college-bound and career-bound student.</p> <p>Student ID Card: Create a student ID containing basic identifying details. Incorporate ordinal numbers to tell level of study.</p> <p>Translation: Translate daily school schedule into Chinese language.</p> <p>Interpersonal activity: In groups of two, students ask and answer questions about each other's daily schedule.</p> <p>Skype: As a class students will Skype with a 9-12 English language class in</p> | <p>School in China: http://www.scholastic.com/browse/article.jsp?id=3755511</p> <p>Primary and Secondary Education in China: http://www.chinaedcenter.com/en/cedu/psedu.php</p> <p>Education in China: http://www.globalization101.org/education-in-china/</p> <p>Chinese Lesson Plans: http://www.brighthubeducation.com/chinese-lesson-plans/</p> | <p>Authentic print material in the form of a Chinese student's schedule.</p> <p>Implications of high stakes testing and tracking in China</p> <p>Study behaviors and protocols in middle and high school learners</p> <p>Chinese school structure (class groupings in elementary, middle and high school)</p> |

| NJDOE Student Learning Objective | Essential Questions | Sample Activities | Resources | Interdisciplinary Connections |
|---|--|---|--|--|
| <p>Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p> <p>Standard: 7.1.NM.A.5</p> <p>Demonstrate comprehension of brief oral and written messages using age and level appropriate culturally authentic materials on familiar topics.</p> | | <p>China.</p> | | |
| <p>Explain why Confucius is important in Chinese history and culture</p> <p>Standard: 7.1.NM.C.4</p> <p>Present information from age and level appropriate culturally authentic materials orally or in writing.</p> | <p>Who was Confucius and why was he so important? Is there any counterpart in the US?</p> <p>What are the four books containing Confucius' philosophy?</p> | <p>Pen Pal: Write an email to an American pen pal explaining Confucius' philosophy and giving at least three details about how it is evidenced in Chinese life.</p> <p>Comics: Using Makebeliefscomix.com, design a four frame narration of the Two</p> | <p>Confucianism in a Changing Society: http://www.pbs.org/pov/lasttrainhome/lesson-confucianism.php</p> <p>Asia for Educators: http://afe.easia.columbia.edu/tps/1000bce.htm</p> <p>Asia Society Confucius Classrooms Network:</p> | <p>The impact of the thinking of Confucius on everyday life in China</p> |

| NJDOE Student Learning Objective | Essential Questions | Sample Activities | Resources | Interdisciplinary Connections |
|--|---|---|--|--|
| <p>Standard: 7.1.NH.C.4</p> <p>Tell or retell stories from age and level appropriate culturally authentic materials orally or in writing.</p> | | <p>Peaches story</p> | <p>http://asiasociety.org/education/chinese-language-initiatives/asia-society-confucius-classrooms-network</p> <p>Confucius Wisdom: http://www.scholastic.com/browse/lessonplan.jsp?id=1097</p> | |
| <p>Compare and contrast school programs in China and the United States</p> <p>Standard: 7.1.NH.C.5</p> <p>Tell or write about cultural products associated with the target culture(s) and simulate common cultural practices.</p> | <p>How do the educational systems of the US and China reflect cultural perspectives?</p> <p>What subjects do they study in China? What are their favorite subjects?</p> | <p>Poem: Using the characters learned in the unit compare and contrast school structure and school life in the US and China.</p> <p>Poster: Create a poster for an after program in the United States and in China. Make sure that each poster highlights a program or sport and the unique experience in China and the US.</p> | <p>Boarding Schools Generate China's Sport Stars: http://www.npr.org/templates/story/story.php?storyId=92479526</p> <p>After School Education in China: http://www.chinadaily.com.cn/english/doc/2004-03/26/content_318433.htm</p> <p>Martial Arts and</p> | <p>After school programs in China as they compare to those in the US</p> <p>Classification of core subjects vs electives in the US and China</p> |

| NJDOE Student Learning Objective | Essential Questions | Sample Activities | Resources | Interdisciplinary Connections |
|----------------------------------|---------------------|-------------------|---|-------------------------------|
| | | | <p>Teenagers: http://www.dailymail.co.uk/news/article-2328880/ShaoLin-children-Martial-arts-practice-makes-teenagers-China-behaved-world.html</p> | |

Unit II Vocabulary

School 学校 Xuéxiào

Subject 科目 kēmù

STudents 学生

xuéshēng Confucius 孔

子 kǒngzǐ Age 年纪

niánjì

Grades 年级 niánjí

Study 学习 xuéxí

Map 地图 Dìtú

Directions 地址

dìzhǐ

Confucius 孔子 kǒngzǐ

Relations 关系 guānxì

World Languages 世界□言/世界□文 shìjiè yǔyán/ shìjiè yǔwén

Literature 文学

wénxué Lunch 午餐

wǔcān

Study Hall 自修室 zìxiū shì

Bicycle 脚踏车/自行车/单车 jiǎotàchē/zìxíngchē/dānchē

Road Signs 路标

lùbiāo Car 车 chē

Bus 公车/巴士 gōngchē/bāshì

Truck 大卡车 dà kǎchē

Motorcycle 摩托车/机车 mótuō chē/jīchē

Trains 火车 huǒchē

airplane 飞机 fēijī

Boat/cruise 船/遊輪

chuán/yóulún Math 数学 shùxué

Science 科学

kēxué History □

史 lǐshǐ

Physical Education 体育 tǐyù

Art □□ yìshù

Music 音乐

yīnyuè

Unit Projects (Suggested)

Students will demonstrate oral skills and describe how they get to a from school using the voice recorders. The recording should be 5-7 minutes in length and recorded in the target language.

Each student will create a poster of their school schedule including course, extracurricular activities, and a timetable.