

World Language Curriculum



Mandarin II: Unit III

Grade 9-12

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 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	The Chinese Writing System Characters - Pinyin 拼音 - Tones 语调 Stroke Order Level 2 Characters - Forms of address 称谓	6 weeks
Unit 2	School 学校 - 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	Daily life 日常生活 - 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	Busy Family 家 - 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	Travel to China 到中国旅游 - 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	Shopping and Eating Out 逛街和外卖 - 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.

<h2 style="margin: 0;">Differentiated Instruction</h2> <h3 style="margin: 0;">Accommodate Based on Students Individual Needs: Strategies</h3>			
<p style="text-align: center;"><u>Time/General</u></p> <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 	<p style="text-align: center;"><u>Processing</u></p> <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 	<p style="text-align: center;"><u>Comprehension</u></p> <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 	<p style="text-align: center;"><u>Recall</u></p> <ul style="list-style-type: none"> ● Teacher-made checklist ● Use visual graphic organizers ● Reference resources to promote independence ● Visual and verbal reminders ● Graphic organizers
<p style="text-align: center;"><u>Assistive Technology</u></p> <ul style="list-style-type: none"> ● Computer/whiteboard ● Tape recorder ● Spell-checker ● Audio-taped books 	<p style="text-align: center;"><u>Tests/Quizzes/Grading</u></p> <ul style="list-style-type: none"> ● Extended time ● Study guides ● Shortened tests ● Read directions aloud 	<p style="text-align: center;"><u>Behavior/Attention</u></p> <ul style="list-style-type: none"> ● Consistent daily structured routine ● Simple and clear classroom rules ● Frequent feedback 	<p style="text-align: center;"><u>Organization</u></p> <ul style="list-style-type: none"> ● Individual daily planner ● Display a written agenda ● Note-taking assistance ● Color code materials

Enrichment

- 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 Understanding:

➤ Parallels exist in teens’ daily life, whether it be East or West

Grade: 9-12	Unit: III 6 Weeks	Topic A Day in a Teen’s Life
NJCCCS: 7.1.NM.A.5, 7.1.NM.B.1, 7.1.NM. B.3, 7.1.NM.B.4, 7.1.NM.B.5, 7.1.NM.C.1, 7.1.NM.C.4, 7.1.NM.C.5		
<p>ACTFL Standards:</p> <p>1.1 Students engage in conversation, provide and obtain information, express feelings and emotions and exchange opinions.</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.2 Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.</p>		

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices and Perspectives
<p>Identify and describe three major holidays in China: New Year, Dragon Boat Festival and Mid-Autumn Festival</p> <p>Standard: 7.1.NM.C.4 Present information from age and level appropriate culturally authentic materials orally or in writing.</p> <p>Standard: 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practice from the target culture(s).</p> <p>Standard: 7.1.NH.C.4 Tell or retell stories from age and level appropriate culturally authentic materials orally or in writing.</p>	<p>What are the reasons for celebrating China’s major holidays?</p> <p>What are the similarities and difference in holiday celebrations in China and the West?</p>	<p>Invitation: In groups of 3-4 students will create a Chinese New Year party invitation.</p> <p>Display: Design a display in Mandarin and English to decorate the school atrium for each of the three major holidays.</p> <p>Re-imagine a Story: Using the story of the Chinese New Year and Moon Festival, write a revision that offers a reinterpretation of the story, using as much creativity as possible.</p>	<p>Chinese New Year: http://web.uvic.ca/~mroth/438/CHINA/chinese_new_year.html</p> <p>UK Chinese New Year: http://www.topmarks.co.uk/ChineseNewYear/ChineseNewYear.aspx</p> <p>Chinese New Year Invites: http://www.tinyprints.com/shop/chinese-new-year-cards.htm</p> <p>Dragon Boat Festival: http://www.travelchinaguide.com/essential/holidays/dragon-boat.htm</p> <p>Celebrating the Dragon Boat Festival: http://www.thechinesestaffroom.com/resources/lesson-plans/10-03-</p>	<p>Holiday celebrations, their origins, practices and products</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices and Perspectives
<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>14/celebrating-dragon-boat-festival-scheme-work-no2-series-4-sow</p> <p>Mid-Autumn Festival: http://www.chinahighlights.com/festivals/mid-autumn-festival.htm</p>	
<p>Identify aspects of pop culture in China, including athletes, movie stars, music and martial arts</p> <p>Standard: 7.1.NM. B.3</p> <p>Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave takings and daily interactions.</p> <p>Standard 7.1.NM.B.4</p> <p>Ask and respond to simple questions, make requests and express preferences</p>	<p>What do Chinese teens do in their spare time?</p> <p>What are the popular after school and extracurricular activities in China?</p> <p>What is <i>gong fu</i> and what does it communicate about learning ethics in Chinese culture?</p> <p>Who are some famous Chinese athletes, movie stars, and musicians?</p>	<p>Meet up: Randomly selecting the variables of location and personality articulate a meeting plan with a partner. Stations will be set up around the classroom symbolizing various meeting places such as the movies, coffee shop, and other popular teen hang outs.</p> <p>Venn Diagram: Using a Venn diagram, compare and contrast popular sports in the US and China.</p>	<p>ABC-Clio Pop Culture China: http://www.abc-clio.com/ABC-CLIOCorporate/product.aspx?pc=A1585C</p> <p>Sports in China: http://ncta.osu.edu/lessons/china/culture/Perry-Szafarowicz-China.pdf</p> <p>Chinese Lesson Plans: http://www.brighthubeducation.com/chinese-lesson-plans/126296-beginning-to-advanced-lessons-for-teaching-mandarin-chinese/</p>	<p>The perspective of fame in China. What types of individuals are awarded fame in China?</p> <p>The concept of privacy in China and how it differs from American expectations</p> <p>Chinese traditional music and instruments</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices and Perspectives
<p>using memorized words and phrases.</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>What are the Chinese traditional instruments?</p>	<p>Presentation: Selecting a celebrity at random, each student prepares a description of at least 5 sentences, then assumes the character and introduces himself to the class.</p> <p>Video: Watch a video on Gong Fu and extrapolate 5 rules of human behavior based on what is observed in the video</p>		
<p>Identify aspects of teen culture in China including dating habits, social media, TV and fashion.</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>What is the role of social media in Chinese youth culture?</p> <p>How do I spend my time each day?</p> <p>What is <i>Qi</i> and how does it travel through my body?</p> <p>How did the Chinese teen culture originate and how is it manifest each day?</p> <p>What is youth-palace throughout China?</p>	<p>Graphing: Using Poll Everywhere, students indicate their preferences for sports, movies and famous people. These are reported out in the form of a class bar graph.</p> <p>Role play:</p> <p>Students will make an invitation and agree on a meeting using digital voice recorders</p> <p>IMovie: Create an IMovie</p>	<p>Who is More Digital Teens in China or US? http://www.gsb.stanford.edu/insights/who-more-digital-teenagers-china-or-silicon-valley</p> <p>Culture of Chinese Teens: http://everydaylife.globalpost.com/culture-chinese-teens-18402.html</p>	<p>The impact of media on Chinese youth</p> <p>The use of free time by Chinese youth</p> <p>The concept of <i>Qi</i> and how it affects the Chinese world view.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices and Perspectives
<p>Standard: 7.1.NM.C.1 Use basic information at the word and memorized phrase level to create a multimedia rich presentation on targeted themes to be shared virtually with a target language audience.</p>	<p>Does it compare with YMCA in the US?</p>	<p>showing a typical series of activities in a Chinese teen’s daily life. Graphing: Graph time spend in school, in leisure activities and at chores of a typical American teen. Compare to the same information about a typical Chinese teen</p>		
<p>Identify aspects of traditional culture in Chinese society including tea culture, marriage and dress. Standard: 7.1.NH.B.4 Ask and respond to questions, make requests and express preferences in various social situations.</p>	<p>How does the significance of time differ in Chinese and American cultures? How did the Chinese tea culture originate and how is it manifest each day?</p>	<p>Video: Watch a video illustrating the Chinese tea process. Tea Activity: Students take turns being served and serving at an imaginary Chinese tea house</p>	<p>Chinese Tea Culture: http://chineseteas101.com BBC Tea Culture in China: http://www.bbc.co.uk/education/clips/zstd7ty Basics of the Chinese Tea Ceremony: https://www.youtube.com/watch?v=z92bCfoBtn4</p>	<p>Products used for traditional tea service and social enjoyment of tea The use of social media by Chinese youth</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices and Perspectives
<p>Express clock time in Chinese and relate activities that take place at various times.</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>What is the cultural perspective on time in China?</p> <p>Where do you find examples of analog and digital times in the Chinese-speaking world?</p>	<p>Email/Twitter: Narrate your daily activities to your pen pal in an email</p> <p>Matching Manipulatives: In groups of two, match the time shown on analog clocks and the time written on slips of paper.</p> <p>Telling Time: Using voice recorders in groups of two students will demonstrate the ability to tell time in Mandarin.</p>	<p>Time in Chinese: http://www.brighthubeducation.com/learning-chinese/58145-how-to-form-time/</p> <p>Time Lessons Chinese: http://www.chinese-lessons.com/mandarin/skillsL4Time.htm</p> <p>Telling Time in Mandarin Chinese: https://www.youtube.com/watch?v=Vlo7iJeJFZM</p>	<p>The significance of being on time in the Chinese speaking world.</p>

Unit 3 Vocabulary

Chinese Holidays 中国节日 Zhōngguó jià qí

Holidays 放假 fàngjià

Celebrate 庆祝 qìngzhù

Tradition 传统 chuántǒng

Culture 文化 wénhuà

Happy New Year 新年快乐 xīnnián kuàilè

Mid-autumn Festival 中秋节 zhōngqiū jié

龙舟/龍舟/端午节 Dragon Boat Festival /lóngzhōu duānwǔ

Holidays 假日 jiàri

Dumplings 饺子 jiǎozi

Lantern 灯笼 dēnglóng

Time 时间 Shíjiān

Now 现在 xiànzài

What hour/time? 几点 Jǐ diǎn

When 什么时候 shénme shíhòu/shíjiān

Drink Tea 喝茶 hē chá

Daily life 日常生活 rìcháng shēnghuó

Teen culture 青少年文化 qīngshàonián wénhuà

Routines 日常作息 rìcháng zuòxí

Pastimes 休闲生活 xiūxián shēnghuó

Tea culture 茶文化 chá wénhuà

Social Media 社交媒体 shèhuì méitǐ

Unit Projects (Suggested)

Students will create their individual project based on their life. They will use VoiceThread, which allows user to put pictures, videos, voices together to create vivid lessons or have digital conversations, to talk about their daily life.

Write an original story about the daily life of an American teenager who recently moved to China. The story should be no more than 2-3 pages.