

World Languages Curriculum



Mandarin II: Unit IV

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	<u>The Chinese Writing System Characters</u> - Pinyin 拼音 - Tones 语调 Stroke Order Level 2 Characters - Forms of address 称谓	4 weeks
Unit 2	<u>School 学校</u> - 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	5 weeks
Unit 3	<u>Daily life 日常生活</u> - 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	<u>Busy Family 家</u> - 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	<u>Travel to China 到中国旅游</u> - 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	5 weeks
Unit 6	<u>Shopping and Eating Out 逛街和外卖</u> - Bargaining 讨价还价 - Currency YUEN 元/圆 - Clothing preferences 衣服	5 weeks

Pacing Chart		
	<ul style="list-style-type: none"> - Favorite snacks 小吃 - Night market 夜市 	
Unit 7	Going Green 绿化 <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 	5 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 Understanding:

- Cultural preferences and values determine how families spend their free time.
- Valuing age and wisdom or possessions and youth is a cultural phenomenon

Grade: 9-12	Unit: Four (Six weeks)	Topic: Busy Family
New Jersey Core Curriculum Content Standards (NJCCCS): 7.1.NH.A.1, 7.1.NM.A.4, 7.1.NM. A.5, 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NH. C.1, 7.1.NH.C.3, 7.1.NH.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>Classify the family structure in China.</p> <p>Standard: 7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p> <p>Standard: 7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and simulate common cultural practices.</p> <p>Standard: 7.1.NM.A.4 Identify familiar people, places and objects based on simple oral and/or written descriptions.</p>	<p>How does Chinese culture compare to mine in the areas of family and school life?</p> <p>What is the family system like in China (nuclear family versus big family)?</p> <p>How does the one child policy affect family life?</p> <p>How are family traditions different in Chinese and American cultures?</p>	<p>Venn Diagram: Compare and contrast traditional family structure with the concept of “big family” and its impact of student/teen life.</p> <p>Journal: Write a short paragraph describing a day in the life of a traditional Chinese family. Read your story to a partner.</p> <p>Guess who: Using the game, <i>Guess Who</i>, work in groups of 4 to describe the characters in Chinese.</p> <p>Frenzy: Play the card game, <i>Frenzy</i> with descriptive adjective vocabulary.</p>	<p>Chinese Culture and Family: http://traditions.cultural-china.com/en/214Traditions12270.html</p> <p>Chinese Family and Work: http://learnchinesebusiness.com/2013/06/21/family-and-work-in-china-家庭/</p> <p>Chinese Family Lesson Plans: http://www.learnnc.org/lp/conditions/mandarin1/4121</p>	<p>The Chinese concept of “big family.”</p> <p>The one child policy</p>
Describe family members	How will you describe your	Photo Talk: Students will	Chinese Family Titles:	Personality traits associated

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<p>and their relationships.</p> <p>Standard: 7.1.NH. C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multi-media rich presentation to be shared virtually with a target language audience.</p> <p>Standard: 7.1.NM.A4 Identify familiar people, places and objects based on simple oral and/or written descriptions.</p> <p>Standard: 7.1NM.C.3 Copy/write words, phrases or simple guided texts on familiar topics.</p>	<p>family?</p> <p>How will you describe yourself in terms of personality?</p>	<p>randomly select a family photo and be asked to describe and talk about it in Mandarin. Students may also bring in their own family photos for this exercise.</p> <p><u>Make a Movie:</u> Each student will complete a Prezi, PowerPoint or iMovie identifying their family members and describing each member's Chinese zodiac sign and their personality. Students should use their knowledge of Mandarin to express each person's individual characteristics. Be as creative as possible.</p> <p><u>Comic:</u> Using makebeliefscomix.com, create a comic showing the protocol for addressing relatives in China and the U.S.</p>	<p>http://www.mandarintools.com/family.html</p> <p><u>Chinese Kinship Terms:</u> http://www.omniglot.com/language/kinship/chinese.htm</p>	<p>with various Zodiac signs</p>
<p>Talk about commonly held jobs in China.</p>	<p>What are the top 10 occupations in China and</p>	<p><u>Journal:</u> What are your career goals? Would you be</p>		<p>Cultural prestige as it is awarded to various</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Interdisciplinary Connections
<p>Standard: 7.1.NM.B.3 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 Ask and respond to simple questions, make requests, express preferences using memorized words and phrases.</p> <p>Standard: 7.1. NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture.</p>	<p>the US?</p> <p>Is there any relevance between zodiac signs and occupations?</p>	<p>able to do this job in China? Present to the class in Mandarin your aspirations.</p> <p>Job Interview: In groups of 4, take turns conducting a job interview by a team of three interviewers.</p> <p>Research: Find the most commonly held jobs in China and the US. Create a bar graph and Venn diagram comparing and contrasting your findings.</p>		<p>occupations in China. Which jobs are esteemed and which are not?</p>
<p>Discuss family traditions including vacations, meals and chores.</p>	<p>What responsibility does each family member traditionally bear for the</p>	<p>Travel Agency: The teacher will assume the role of travel agent. Students will select and plan a family</p>		<p>Division of labor in the Chinese household</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Interdisciplinary Connections
<p>Standard: 7.1.NM. A.4 Identify familiar people, places and objects based on simple oral/and or written descriptions.</p> <p>Standard: 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age and level appropriate, culturally authentic materials on familiar topics.</p>	<p>upkeep of the home?</p>	<p>vacation.</p> <p>Centers: At each center, students will be prompted to address family members in a culturally appropriate manner. Following this activity compare and contrast the differences in addressing family members in China and the US.</p> <p>Picture identification: Listen to the teacher as she describes a family working together. After each pause, write the number associated with a picture that illustrates the chore described.</p>		
<p>Explain the Chinese perspective on aging.</p> <p>Standard: 7.1.NH.A.1</p>	<p>How do Chinese people view the aged?</p> <p>How is aging viewed in the</p>	<p>Fly swatters: Culminate the unit with a game of fly swatters that includes vocabulary and cultural understandings gained in the</p>		<p>The practice of ancestor worship</p> <p>Honor and respect due to</p>

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Interdisciplinary Connections
<p>Recognize familiar words and phrases, understand the main idea and infer meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.</p>	<p>United States?</p> <p>How does the cultural tradition of ancestor worship influence the way that aging is regarded in China?</p>	<p>unit.</p> <p><u>Story and Socratic Discussion:</u> Read the Chinese story of the three sons. Discuss.</p>		<p>elders</p> <p>Male domination in the Chinese family</p>

Unit 4 Vocabulary

Love 愛 ài
 Family 家 jia
 I Love My Family 我爱我的家 wǒ ài wǒ de jiā
 生日 Birthday ishēngrì kuàilè
 快乐 Happy kuàilè
 Zodiac 生肖 shēngxiào
 12 Zodiac 十二生肖 shí'èr shēngxiào
How old are you? 你多大了? / 你几岁 nǐ duōdàle? Nǐ jǐ suì
 age 年龄/年纪 niánlíng niánjì
 Old Age 高龄/老化 gāolíng lǎohuà
 Loyal 忠/忠诚 zhōngchéng
 Filial 孝 xiào
 Ren 仁 rén
 Righteous 义 yì
 Animal 动物 dòngwù
 mouse 鼠 Shǔ
 ox 牛 niú
 tiger 老虎/虎 hǔ
 rabbit 兔子/兔 tù
 dragon 龍/龙 lóng
 snake 蛇 shé
 horse 馬 mǎ
 lamb/sheep 羊 yáng
 monkey 猴 hóu
 chicken 鸡 jī

Career 职业 zhíyè
 dreams 梦想 mèngxiǎng
 goal 目标 mùbiāo
 Doctor 医生 yīshēng
 Lawyer 律师 lǜshī
 Chef 厨师 chúshī
 Scientist 科学家 kēxuéjiā
 Engineer 工程师 gōngchéngshī
 Nurse 护士 hùshì
 Graphic Designer 电脑制图设计师 diànnǎo zhìtú shèjì shī
 Actor 演员 yǎnyuán
 Teacher 老师 lǎoshī
 Public Servant 公务员 gōngwùyuán
 drivers 司机 sījī
 Family Members 一般的家庭称谓 yībān de jiātíng chēngwèi
 :mother 妈妈 Māmā
 father 爸爸 bàba,
 siblings 兄弟姐妹 xiōngdì jiěmèi
grandparents (father's side) 爷爷奶奶 yéyé nǎinai
(mother's side) 外公外婆 wàigōng wàipó
 friends 朋友 péngyǒu,
 dog 狗 gǒu
 pig 猪 zhū

Unit Projects (Suggested)

Each student will create a family tree poster using traditional rice paper and calligraphy brushes/ink. Students will present their family trees to the teacher and class.

Students will demonstrate culturally appropriate family greetings and interactions through an oral demonstration one on one with the teacher.