World Language Curriculum

Mandarin I Grade 9-12

UNIT 2

PATERSON PUBLIC SCHOOLS
Preparing All Children for College and Career

Course Description

This is a proficiency-based, experiential world languages course for students who are beginning their study of Chinese. 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 six themes, each of which is anchored by essential questions. 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 will build on their knowledge 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 I	Getting to Know You 你好！	4 Weeks
Unit II	School 学校	5 Weeks
Unit III 衣	Daily life 日常生活	6 Weeks
Unit IV 住	Busy Family 家	6 Weeks
Unit V 行	Travel to China 到中国旅游 Geography of China, Hong Kong and Taiwan 大中国	5 Weeks
Unit VI 食	Shopping and Eating Out 逛街	5 Weeks
Unit VII	Going Green 化	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.

Paterson Public Schools
Preparing All Children for College and Career

Differentiated Instruction			
Accommodate Based on Students Individual Needs: Strategies			
Time/General	**Processing**	**Comprehension**	**Recall**
- 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	- Extra Response time - Have students verbalize steps - Repeat, clarify or reword directions - Mini-breaks between tasks - Provide a warning for transitions - Reading partners	- Precise step-by-step directions - Short manageable tasks - Brief and concrete directions - Provide immediate feedback - Small group instruction - Emphasize multi-sensory learning	- Teacher-made checklist - Use visual graphic organizers - Reference resources to promote independence - Visual and verbal reminders - Graphic organizers
Assistive Technology	**Tests/Quizzes/Grading**	**Behavior/Attention**	**Organization**
- Computer/whiteboard - Tape recorder - Spell-checker - Audio-taped books	- Extended time - Study guides - Shortened tests - Read directions aloud	- Consistent daily structured routine - Simple and clear classroom rules - Frequent feedback	- Individual daily planner - Display a written agenda - Note-taking assistance - Color code materials

PATERSON PUBLIC SCHOOLS
Preparing All Children for College and Career

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

- Create an Original Song, Film, or Poem

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: II 6 Weeks	Topic: Transportation, School Days, and Time
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 life long learners by using the language for personal enjoyment and enrichment.

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices and Perspectives
Discuss common modes of transportation in Chinese-speaking countries **Standard: 7.1.NM.A.2**	How does population and space impact transportation? Will China always be nicknamed the Kingdom	**Choral response:** The class will respond to flash card pictures of the transportation vocabulary. **Map Activity:** In groups	**Transportation in China:** http://www.travelchinaguide.com/essential/transportation.htm	Acquiring a driver's license in China; age restriction, procedures and costs. Practices that the Chinese

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices and Perspectives
Demonstrate comprehension of simple oral and written directions, commands and requests through appropriate physical response. **Standard 7.1.NM.B.2** Give and follow simple oral and written directions, commands and requests when participating in age appropriate classroom and cultural activities.	of the Bicycle?	of two students will use a hypothetical map to guide their partner to a desired destination on the map. **Matching Activity**: Students will watch a brief video followed by a matching activity coupling road signs and their meanings or significance.	**Transportation:** http://www.chinese-tools.com/learn/chinese/24-means-of-transportation.html **Common Modes of Transportation in Chinese Speaking Countries:** http://www.fcps.edu/is/worldlanguages/chinese/level2/theme4.shtml **Peddling in the old kingdom of bicycles:** http://www.bbc.com/travel/feature/20110609-peddling-in-the-old-kingdom-of-bicycles	government has undertaken (such as the driver's lottery) to limit road congestion in densely populated areas.
Compare and contrast general information about a school/grade level/division in the US and China	What are the differences between the educational system of the US and China?	**Lecture:** Given a graphic organizer, the student will fill in an articulated sequence of study for the college-bound and career-bound student.	**School in China:** http://www.scholastic.com/browse/article.jsp?id=3755511	Authentic print material in the form of a Chinese student's schedule. Implications of high stakes testing and tracking in

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices and Perspectives
Standard: 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. **Standard: 7.1.NM. B.5** Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas. **Standard: 7.1.NM.C.5** Name and label tangible cultural products and imitate cultural practices from the target culture(s). **Standard: 7.1.NM.A.5** Demonstrate comprehension of brief oral and written messages using age and level	Are there public and private schools in China?	**Student ID Card**: Create a student ID containing basic identifying details. Incorporate ordinal numbers to tell level of study. **Translation:** Translate daily school schedule into Chinese language. **Interpersonal activity:** In groups of two, students ask and answer questions about each other's daily schedule. **Skype:** As a class students will Skype with a 9-12 English language class in China.	**Primary and Secondary Education in China:** http://www.chinaeducenter.com/en/cedu/psedu.php **Education in China:** http://www.globalization101.org/education-in-china/ **Chinese Lesson Plans:** http://www.brighthubeducation.com/chinese-lesson-plans/	China Study behaviors and protocols in middle and high school learners Chinese school structure (class groupings in elementary, middle and high school)

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices and Perspectives
appropriate culturally authentic materials on familiar topics.				
Explain why Confucius is important in Chinese history and culture **Standard: 7.1.NM.C.4** Present information from age and level appropriate culturally authentic materials orally or in writing. **Standard: 7.1.NH.C.4** Tell or retell stories from age and level appropriate culturally authentic materials orally or in writing.	Who was Confucius and why was he so important? Is there any counterpart in the US? What are the four books containing Confucius' philosophy?	**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. **Comics:** Using Makebeliefscomix.com, design a four frame narration of the Two Peaches story	**Confucianism in a Changing Society:** http://www.pbs.org/pov/lasttrainhome/lesson-confucianism.php **Asia for Educators:** http://afe.easia.columbia.edu/tps/1000bce.htm **Asia Society Confucius Classrooms Network:** http://asiasociety.org/education/chinese-language-initiatives/asia-society-confucius-classrooms-network **Confucius Wisdom:** http://www.scholastic.co	The impact of the thinking of Confucius on everyday life in China

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices and Perspectives
			m/browse/lessonplan.jsp?id=1097	
Compare and contrast school programs in China and the United States **Standard: 7.1.NH.C.5** Tell or write about cultural products associated with the target culture(s) and simulate common cultural practices.	How do the educational systems of the US and China reflect cultural perspectives? What subjects do they study in China? What are their favorite subjects?	**Poem:** Using the characters learned in the unit compare and contrast school structure and school life in the US and China. **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.	**Boarding Schools Generate China's Sport Stars:** http://www.npr.org/templates/story/story.php?storyId=92479526 **After School Education in China:** http://www.chinadaily.com.cn/english/doc/2004-03/26/content_318433.htm **Martial Arts and Teenagers:** http://www.dailymail.co.uk/news/article-	After school programs in China as they compare to those in the US Classification of core subjects vs electives in the US and China

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices and Perspectives
			[2328880/Shaolin-children-Martial-arts-practice-makes-teenagers-China-behaved-world.html](#)	

Unit 2 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 世界语言/世界语文shìjiè yǔyán/ shìjiè yǔwén
Literature 文学 wénxué
Math 数学shùxué
Science 科学kēxué
History 历史lìshǐ
Physical Education 体育tǐyù
Art 艺术yìshù
Music 音乐yīnyuè
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

Unit Projects (Suggested)	
In this interpersonal assessment, each student is paired up with a partner, contextualized prompts are given, and the students use appropriate courtesy expressions with one another based on the prompts. Then, each student is asked to take turns "being the teacher." Each student is given four picture cards that depict different commands. Each student then commands his or her partner to do the actions based on his or her cards. The partner responds by doing what he or she is commanded to do.	In groups of 3-4 student will create an orginal skit demonstrating a typical school day. Students are required to speak in the target language.