

## BIG IDEAS

Listening and viewing with intent supports our acquisition of a new language.

Language and culture are interconnected and shape our perspective, identity, and voice.

The communicative context determines how we express ourselves.

Exploring diverse **forms of cultural expression** promotes greater understanding of our own cultural identity.

Developing proficiency in a new language provides unique opportunities for careers, travel, personal growth, and study abroad.

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>• Derive and negotiate meaning in speech and a variety of other <b>texts</b> and <b>contexts</b></li> <li>• Demonstrate degrees of formality in speech and writing to reflect different <b>purposes</b></li> <li>• Analyze cultural points of view in texts</li> <li>• Recognize how <b>choice of words</b> affects meaning</li> <li>• Use various <b>strategies</b> to increase understanding and produce oral and written language</li> <li>• <b>Narrate stories</b>, both orally and in writing</li> <li>• Respond personally to a variety of texts</li> <li>• <b>Exchange ideas</b> and information, both orally and in writing</li> <li>• Share information using the <b>presentation format</b> best suited to their own and others' diverse abilities</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• phonetic systems</li> <li>• <b>tonal variations</b></li> <li>• <b>Chinese characters, meaning, and structure</b></li> <li>• Increasingly complex vocabulary, sentence structures, and expressions, including:               <ul style="list-style-type: none"> <li>– complex questions</li> <li>– <b>sequence of events</b> in stories</li> <li>– <b>explanation and justification of opinions</b></li> <li>– points of view</li> </ul> </li> <li>• past, present, and future <b>time frames</b></li> <li>• <b>language formality and etiquette</b></li> <li>• First Peoples perspectives connecting language and culture, including <b>oral histories, identity, and place</b></li> <li>• Chinese <b>works of art</b></li> <li>• Chinese history and worldviews</li> <li>• ethics of <b>cultural appropriation</b> and plagiarism</li> </ul>

**Learning Standards (continued)**

Curricular Competencies	Content
<p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>• Recognize regional and ethnic diversity of language and culture in China and in Chinese communities throughout the world</li> <li>• <b>Engage in experiences</b> with Mandarin-speaking people and Chinese communities</li> <li>• Identify and explore <b>educational and personal/professional opportunities</b> requiring proficiency in Mandarin</li> <li>• Analyze personal, others', and shared experiences, perspectives, and worldviews through a <b>cultural lens</b></li> <li>• Recognize First Peoples perspectives and knowledge; other <b>ways of knowing</b>, and local cultural knowledge</li> </ul>	

<p style="text-align: right;"><b>SECOND LANGUAGES – Mandarin Chinese</b></p> <p><b>Grade 11</b></p>	
<p><b>Big Ideas – Elaborations</b></p> <ul style="list-style-type: none"> <li>• <b>forms of cultural expression:</b> representing the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g., books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)</li> </ul>	

Curricular Competencies – Elaborations

- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **contexts:** e.g., contexts differing in terms of audience, purpose, setting, formality/informality
- **purposes:** e.g., to convince, inform, entertain
- **choice of words:** e.g., pronouns (e.g., 你 versus 您), words with close but not identical meanings (e.g., 得 versus 要)
- **strategies:** For example:
  - rephrase in Mandarin to compensate for unknown expressions
  - make personal notes to use as a reference for oral and written production
  - actively review common, useful expressions and patterns to refine communication
- **Narrate:**
  - Use expressions of time and transitional words to show logical progression.
  - Use multiple time frames.
- **stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity.
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **Engage in experiences:** e.g., blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, social media, stores and restaurants with service in Mandarin
- **educational and personal/professional opportunities:** e.g., academic research, translation, international affairs, government, teaching, travel, study abroad
- **cultural lens:** e.g., values, practices, traditions, perceptions
- **ways of knowing:** e.g., First Nations, Métis and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive

## Content – Elaborations

- **tonal variations:** *mā, má, mǎ, mà, ma*
- **Chinese characters, meaning, and structure:** including sounds, meaning, parts, and radicals
- **sequence of events:** using expressions such as 先, 之后, 结果, 后来
- **explanation and justification of opinions:** e.g., 因为……, 所以……。
- **time frames:** e.g. using 过 to indicate past experiences (e.g., 我没吃过饺子。)
- **language formality and etiquette:** e.g., using formal language when addressing people, differentiating formal and informal writing, choosing appropriate words for context
- **oral histories:** e.g., conversations with an Elder about celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals.
- **place:** A sense of place can be influenced by, for example, territory, food, clothing, and creative works.
- **works of art:** e.g., creative works in dance, drama, music, or visual arts
- **cultural appropriation:** use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn

## BIG IDEAS

Language learning is a lifelong process.

Sharing our feelings, opinions, and beliefs in a new language contributes to our identity.

With increased language proficiency, we can discuss and justify opinions with nuance and clarity.

Exploring diverse **forms of cultural expression** promotes greater understanding and appreciation of cultures worldwide.

Becoming more proficient in a new language enables us to explore global issues.

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>• <b>Derive</b> and negotiate meaning and perspectives in a wide variety of <b>contexts</b></li> <li>• <b>Locate</b> and explore a variety of <b>texts</b> in Mandarin</li> <li>• <b>Respond personally</b> to a variety of texts</li> <li>• Analyze and compare elements of creative works from diverse communities</li> <li>• Recognize how choice of words affects meaning</li> <li>• Use various <b>strategies</b> to increase understanding and produce oral and written language</li> <li>• <b>Narrate stories</b>, both orally and in writing</li> <li>• <b>Exchange ideas</b> and information, both orally and in writing</li> <li>• Express themselves effectively, with <b>fluency and accuracy</b>, both orally and in writing</li> <li>• Share information using the <b>presentation format</b> best suited to their own and others' diverse abilities</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• <b>Chinese characters, meaning, and structure</b></li> <li>• Increasingly complex vocabulary, sentence structures, and expressions including: <ul style="list-style-type: none"> <li>– complex questions</li> <li>– <b>sequence of events</b> in stories</li> <li>– <b>needs</b> and emotions</li> <li>– support and defence of opinions</li> </ul> </li> <li>• multiple forms of past, present, and future <b>time frames</b></li> <li>• <b>language formality and etiquette</b></li> <li>• First Peoples perspectives connecting language and culture, including <b>oral histories, identity, and place</b></li> <li>• Chinese <b>works of art</b></li> <li>• Chinese-related <b>resources and services</b></li> <li>• ethics of <b>cultural appropriation</b> and plagiarism</li> </ul>

**Learning Standards (continued)**

Curricular Competencies	Content
<p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>• Recognize the regional and ethnic diversity of language and culture in China and in Chinese communities throughout the world</li> <li>• <b>Engage in experiences</b> with Mandarin-speaking people and Chinese communities</li> <li>• Identify and explore opportunities to continue language acquisition beyond graduation</li> <li>• Identify and explore <b>educational and personal/professional opportunities</b> requiring proficiency in Mandarin</li> <li>• Analyze personal, shared, and others' experiences, perspectives, and worldviews through a <b>cultural lens</b></li> <li>• Recognize First Peoples perspectives and knowledge; other <b>ways of knowing</b>, and local cultural knowledge</li> </ul>	

<b>Big Ideas – Elaborations</b>	<b>SECOND LANGUAGES – Mandarin Chinese Grade 12</b>
<ul style="list-style-type: none"> <li>• <b>forms of cultural expression:</b> representing the experience of the people from whose culture they are drawn; for example, celebrations, customs, folklore, language use, traditions, and creative works (e.g., books, paintings, pictures, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)</li> </ul>	

Curricular Competencies – Elaborations

- **Derive:** Understand key information, supporting details, time, and place.
- **contexts:** e.g., contexts differing in terms of audience, purpose, setting, formality/informality
- **Locate:** Search for various types of Chinese texts.
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **Respond personally:** e.g., provide personal interpretations and/or opinions
- **strategies:** For example:
  - negotiate meaning by rephrasing questions, and using other techniques for clarification
  - summarize information in oral, visual, and written forms
  - use dictionaries and other reference materials for clarity of comprehension and expression
- **Narrate:**
  - Use expressions of time and transitional words to show logical progression.
  - Use multiple time frames.
- **stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity.
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **fluency and accuracy:** e.g., using the full range of tenses and moods, developing flow, employing precise vocabulary, using appropriate structures
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **Engage in experiences:** e.g., blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, social media, stores and restaurants with service in Mandarin
- **educational and personal/professional opportunities:** e.g., academic research, translation, international affairs, government, teaching, travel, study abroad
- **cultural lens:** e.g., values, practices, traditions, perceptions
- **ways of knowing:** e.g., First Nations, Métis and Inuit; and/or gender-related, subject/discipline-specific, cultural, embodied, intuitive

## Content – Elaborations

- **Chinese characters, meaning, and structure:** including sounds, meaning, parts, and radicals
- **sequence of events:** using expressions such as 先, 之后, 结果, 后来
- **needs:** e.g., 我需要.....。 请让.....。
- **time frames:** e.g., using 过 to indicate past experiences (e.g., 我没吃过饺子。)
- **language formality and etiquette:** elements of formal and informal speech and writing, such as the distinguishing features of major dialects and other accents, idiomatic expressions, and local slang vocabulary
- **oral histories:** e.g., conversations with an Elder about celebrations, traditions, and protocols
- **identity:** Identity is influenced by, for example, traditions, protocols, celebrations, and festivals.
- **place:** A sense of place can be influenced by, for example, territory, food, clothing, and creative works.
- **works of art:** as expressed through creative works (e.g., books, dance, paintings, pictures, poems, songs), historical origins of words and expressions
- **resources and services:** e.g., blogs, community centres, publications
- **cultural appropriation:** use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn