

BIG IDEAS

Listening and viewing with intent helps us acquire a new language.

Both verbal and **non-verbal cues** contribute meaning in language.

Reciprocal communication is possible using high-frequency words and patterns.

We can explore our identity through a new language.

Stories help us to acquire language.

Each culture has traditions and ways of celebrating.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> • Demonstrate awareness of the relationships between sounds, phonetic representation, Chinese characters, and meaning • Identify key information in slow, clear speech and other texts • Comprehend stories • Comprehend high-frequency vocabulary in slow, clear speech and other texts • Use language-learning strategies • Interpret non-verbal cues to increase understanding • Respond to simple commands and instructions • Participate in simple interactions • Seek clarification of meaning • Share information using the presentation format best suited to their own and others' diverse abilities <p>Personal and social awareness</p> <ul style="list-style-type: none"> • Consider personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens • Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • phonetic systems • tonal variations • commonly used Chinese characters • basic strokes and structure of Chinese characters • common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> – simple questions and descriptions – basic information about self and others – basic commands • First Peoples perspectives connecting language and culture, including oral histories, identity, and place • Chinese works of art • Chinese communities in Canada • common elements of Chinese cultural festivals and celebrations

BIG IDEAS

Listening and viewing with intent helps us understand a message.	We can explore our identity through a new language.	Reciprocal communication is possible using high-frequency words and patterns.	Stories help us to acquire language and understand the world around us.	Learning about language from diverse communities helps us develop cultural awareness.
--	---	--	---	---

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> Recognize the relationships between sounds, phonetic representation, Chinese characters, and meaning Identify key information in slow, clear speech and other texts Comprehend stories Comprehend high-frequency words and patterns in slow, clear speech and other texts Use language-learning strategies Interpret non-verbal cues to increase understanding Respond to questions, simple commands, and instructions Exchange ideas and information, both orally and in writing Seek clarification of meaning using common statements and questions Share information using the presentation format best suited to their own and others' diverse abilities <p>Personal and social awareness</p> <ul style="list-style-type: none"> Consider personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> phonetic systems tonal variations commonly used Chinese characters basic strokes and structure of Chinese characters common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> types of questions descriptions of others hobbies and topics of interest common emotions and states of physical health First Peoples perspectives connecting language and culture, including oral histories, identity, and place cultural aspects of Chinese communities Chinese works of art Chinese communities in Canada Chinese cultural festivals and celebrations in Canada

BIG IDEAS

Listening and viewing with intent helps us understand an increasing variety of messages.

We can explore identity and place through increased understanding of a new language.

Reciprocal interactions help us understand and acquire language.

Stories help us to acquire language and **understand the world** around us.

Knowing about diverse communities helps us develop cultural awareness.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> Recognize the relationships between sounds, phonetic representation, Chinese characters, and meaning Comprehend key information and supporting details in slow, clear speech and other texts Comprehend meaning in stories Use language-learning strategies to increase understanding Follow instructions to complete a task and respond to questions Exchange ideas and information, both orally and in writing Seek clarification of meaning using common statements and questions Share information using the presentation format best suited to their own and others' diverse abilities <p>Personal and social awareness</p> <ul style="list-style-type: none"> Identify, share, and compare linguistic and cultural information about Chinese communities Examine personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> phonetic systems tonal variations commonly used Chinese characters basic parts and radicals common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> types of questions instructions and comparisons descriptions of others common elements of stories First Peoples perspectives connecting language and culture, including oral histories, identity, and place Chinese works of art cultural aspects of Chinese communities Chinese communities around the world

BIG IDEAS

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

We can express ourselves and talk about the world around us in a new language.

With increased fluency, we can participate actively in **reciprocal** interactions.

We can share our experiences and perspectives through **stories**.

Creative works are an expression of language and culture.

Acquiring a new language and learning about another culture deepens our understanding of our own language and culture.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> Recognize the relationships between sounds, phonetic representation, Chinese characters, and meaning Comprehend key information and supporting details in texts Comprehend meaning in stories Use various strategies to increase understanding and produce oral and written language Narrate stories, both orally and in writing Exchange ideas and information, both orally and in writing Seek clarification and verify meaning Share information using the presentation format best suited to their own and others' diverse abilities <p>Personal and social awareness</p> <ul style="list-style-type: none"> Describe cultural aspects of Chinese communities Describe similarities and differences between their own cultural practices and traditions and those of Chinese communities Engage in experiences with Mandarin-speaking people and Chinese communities Examine personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> phonetic systems tonal variations commonly used Chinese characters basic parts and radicals common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> types of questions time and frequency reasons for preferences, emotions, and physical states beliefs and opinions past and present time frames common elements of stories First Peoples perspectives connecting language and culture, including oral histories, identity, and place Chinese works of art cultural aspects of Chinese communities around the world

BIG IDEAS

Listening and viewing with intent supports our acquisition and understanding of a new language.	Acquiring a new language allows us to explore our identity and culture from a new perspective.	Conversing about things we care about can motivate our learning of a new language.	We can share our experiences and perspectives through stories .	Creative works allow us to experience culture and appreciate cultural diversity.
---	--	--	--	---

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> Recognize the relationships between sounds, phonetic representation, Chinese characters, and meaning Recognize and produce content-related Chinese characters Derive meaning from speech and a variety of other texts Use various strategies to increase understanding and produce oral and written language Narrate stories, both orally and in writing Exchange ideas and information, both orally and in writing Seek clarification and verify meaning Share information using the presentation format best suited to their own and others' diverse abilities <p>Personal and social awareness</p> <ul style="list-style-type: none"> Recognize the importance of story in personal, family, and community identity Describe similarities and differences between their own cultural practices and those of Chinese communities Engage in experiences with Mandarin-speaking people and Chinese communities Examine personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> phonetic systems Chinese characters, meaning, and structure tonal variations commonly used vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> types of questions descriptions of people, objects, places, and personal interests sequence of events needs and opinions past, present, and future time frames elements of common texts common elements of stories First Peoples perspectives connecting language and culture, including oral histories, identity, and place Chinese works of art cultural practices in various Chinese communities ethics of cultural appropriation and plagiarism

BIG IDEAS

Listening and viewing with intent supports our acquisition and understanding of a new language.	Stories give us unique ways to understand and reflect on meaning.	Expressing ourselves and engaging in conversation in a new language require courage, risk taking, and perseverance.	Cultural expression can take many forms.	Acquiring a new language provides a unique opportunity to access and interact with diverse communities.
---	--	---	---	---

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Thinking and communicating</p> <ul style="list-style-type: none"> Recognize the relationships between sounds, phonetic representation, Chinese characters, and meaning Recognize how choice of words affects meaning Comprehend key information and supporting details in speech and a variety of other texts Comprehend meaning and viewpoints in stories Use various strategies to increase understanding and produce oral and written language Narrate stories, both orally and in writing Interpret non-verbal cues to increase understanding Exchange ideas and information, both orally and in writing Share information using the presentation format best suited to their own and others' diverse abilities Seek clarification and verify meaning 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> phonetic systems tonal variations Chinese characters, meaning, and structure commonly used vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> types of questions activities, situations, and events opinions past, present, and future time frames elements of common texts common elements of stories First Peoples perspectives connecting language and culture, including oral histories, identity, and place Chinese works of art cultural practices in various Chinese communities contributions of Chinese Canadians to society ethics of cultural appropriation and plagiarism

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and social awareness</p> <ul style="list-style-type: none"> • Describe how the cultural identity of China and Chinese communities throughout the world have been shaped by regional, cultural, and linguistic practices • Engage in experiences with Mandarin-speaking people and Chinese communities • Recognize the importance of story in personal, family, and community identity • Analyze personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens • Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge 	