

## 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><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>• Demonstrate awareness of the relationships between <b>sounds, phonetic representation, Chinese characters</b>, and meaning</li> <li>• Identify key information in slow, clear speech and other <b>texts</b></li> <li>• Comprehend stories</li> <li>• Comprehend high-frequency <b>vocabulary</b> in slow, clear speech and other texts</li> <li>• Use <b>language-learning strategies</b></li> <li>• Interpret non-verbal cues to increase understanding</li> <li>• Respond to simple commands and instructions</li> <li>• Participate in simple interactions</li> <li>• <b>Seek clarification</b> of meaning</li> <li>• Share information using the <b>presentation format</b> best suited to their own and others' diverse abilities</li> </ul> <p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>• Consider 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>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• <b>phonetic systems</b></li> <li>• <b>tonal variations</b></li> <li>• commonly used Chinese characters</li> <li>• basic <b>strokes</b> and <b>structure</b> of Chinese characters</li> <li>• common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> <li>– simple <b>questions</b> and <b>descriptions</b></li> <li>– basic <b>information</b> about self and others</li> <li>– basic commands</li> </ul> </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 communities in Canada</li> <li>• common elements of Chinese <b>cultural festivals and celebrations</b></li> </ul>

Big Ideas – Elaborations

- **non-verbal cues:** e.g., gestures, facial expressions, pictures, props
- **Reciprocal:** involving back-and-forth participation
- **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.

Curricular Competencies – Elaborations

- **sounds:** tonal variations and basic intonation patterns
- **phonetic representation:** the correlation between Zhuyin symbols and their pronunciation or Pinyin letters and their pronunciation
- **Chinese characters:** traditional or simplified; students should be made aware that the two character systems exist
- **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).
- **vocabulary:** refers to compounds 词汇 instead of characters 字
- **language-learning strategies:** e.g., interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge and familiar words
- **Seek clarification:** Request or provide repetition, word substitution, reformulation, or reiteration (e.g., 怎么说?).
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **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

- **phonetic systems:** Hanyu Pinyin (e.g., 注音符號); Mandarin phonemes (b, p, m, f, or ㄅㄆㄇㄈ)
- **tonal variations:** *mā, má, mǎ, mà, ma*
- **strokes:** introduction of stroke order
- **structure:** e.g., 丿, 丨, 丶, 讠, parts, and radicals
- **questions:** e.g., 这是什么? 你是.....吗?
- **descriptions:** descriptive words such as numbers (e.g., 一~十), colours (e.g., 红色, 绿色, 白色), sizes (e.g., 大, 小, 中), and other physical attributes (e.g., 高, 矮, 长, 短)
- **information:** e.g., 我六岁。我叫.....。
- **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:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.
- **works of art:** e.g., creative works in dance, drama, music, or visual arts, with consideration for the ethics of cultural appropriation and plagiarism
- **cultural festivals and celebrations:** e.g., Lunar New Year, Mid-Autumn Festival, Lantern Festival, Dragon Boat Festival

## BIG IDEAS

Listening and viewing with intent helps us understand a message.	We can explore our identity through a new language.	<b>Reciprocal</b> communication is possible using high-frequency words and patterns.	<b>Stories</b> help us to acquire language and <b>understand the world</b> around us.	Learning about language from diverse communities helps us develop cultural awareness.
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## 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>Recognize the relationships between <b>sounds, phonetic representation, Chinese characters</b>, and meaning</li> <li>Identify key information in slow, clear speech and other <b>texts</b></li> <li>Comprehend stories</li> <li>Comprehend high-frequency words and patterns in slow, clear speech and other texts</li> <li>Use <b>language-learning strategies</b></li> <li>Interpret <b>non-verbal cues</b> to increase understanding</li> <li>Respond to questions, simple commands, and instructions</li> <li><b>Exchange ideas</b> and information, both orally and in writing</li> <li><b>Seek clarification</b> of meaning using common statements and questions</li> <li>Share information using the <b>presentation format</b> best suited to their own and others' diverse abilities</li> </ul> <p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>Consider 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>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li><b>phonetic systems</b></li> <li><b>tonal variations</b></li> <li>commonly used Chinese characters</li> <li>basic <b>strokes</b> and <b>structure</b> of Chinese characters</li> <li>common, high-frequency vocabulary, sentence structures, and expressions, including:             <ul style="list-style-type: none"> <li>types of <b>questions</b></li> <li><b>descriptions of others</b></li> <li><b>hobbies and topics of interest</b></li> <li>common <b>emotions</b> and states of <b>physical health</b></li> </ul> </li> <li>First Peoples perspectives connecting language and culture, including <b>oral histories, identity, and place</b></li> <li><b>cultural aspects</b> of Chinese communities</li> <li>Chinese <b>works of art</b></li> <li>Chinese communities in Canada</li> <li>Chinese <b>cultural festivals and celebrations</b> in Canada</li> </ul>

Big Ideas – Elaborations

- **Reciprocal:** involving back-and-forth participation
- **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.
- **understand the world:** by exploring, for example, thoughts, feelings, knowledge, culture, and identity

Curricular Competencies – Elaborations

- **sounds:** tonal variations and basic intonation patterns
- **phonetic representation:** the correlation between Zhuyin symbols and their pronunciation or Pinyin letters and their pronunciation
- **Chinese characters:** traditional or simplified
- **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).
- **language-learning strategies:** e.g., interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, word-building strategies (e.g., 车：火车, 汽车, 自行车), and similar words in first language (e.g., 酷 for *cool*)
- **non-verbal cues:** e.g., gestures, facial expressions, pictures, props
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **Seek clarification:** Request or provide repetition, word substitution, reformulation, or reiteration (e.g., 我不明白。请再说一遍。你在说什么？).
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **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

- **phonetic systems:** Hanyu Pinyin (e.g., 注音符號); Mandarin phonemes (b, p, m, f, or ㄅㄆㄇㄈ)
- **tonal variations:** *mā, má, mǎ, mà, ma*
- **strokes:** introduction of stroke order
- **structure:** e.g., 上下结构, 左右结构, parts, and radicals
- **questions:** e.g., 你是……吗? versus 你是不是……?
- **descriptions of others:** e.g., 他六岁。她很……。
- **hobbies and topics of interest:** e.g., 我喜欢打球。我喜欢听音乐。
- **emotions:** e.g., 我很高兴。我非常高兴。
- **physical health:** e.g., 我很累。我很饿。
- **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:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.
- **cultural aspects:** e.g., activities, celebrations, dance, festivals, traditions, clothing, food, history, land, music, protocols, rituals
- **works of art:** e.g., creative works in dance, drama, music, or visual arts, with consideration for the ethics of cultural appropriation and plagiarism
- **cultural festivals and celebrations:** e.g., Lunar New Year, Mid-Autumn Festival, Lantern Festival, Dragon Boat Festival

## 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><b>Thinking and communicating</b></p> <ul style="list-style-type: none"> <li>Recognize the relationships between <b>sounds, phonetic representation, Chinese characters</b>, and meaning</li> <li>Comprehend <b>key information</b> and supporting details in slow, clear speech and other <b>texts</b></li> <li>Comprehend meaning in stories</li> <li>Use <b>language-learning strategies</b> to increase understanding</li> <li>Follow instructions to complete a task and respond to questions</li> <li><b>Exchange ideas</b> and information, both orally and in writing</li> <li><b>Seek clarification</b> of meaning using common statements and questions</li> <li>Share information using the <b>presentation format</b> best suited to their own and others' diverse abilities</li> </ul> <p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>Identify, <b>share, and compare</b> linguistic and cultural information about Chinese communities</li> <li>Examine 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>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li><b>phonetic systems</b></li> <li><b>tonal variations</b></li> <li>commonly used Chinese characters</li> <li>basic <b>parts and radicals</b></li> <li>common, high-frequency vocabulary, sentence structures, and <b>expressions</b>, including:             <ul style="list-style-type: none"> <li>types of <b>questions</b></li> <li>instructions and <b>comparisons</b></li> <li><b>descriptions of others</b></li> </ul> </li> <li><b>common elements of stories</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><b>cultural aspects</b> of Chinese communities</li> <li>Chinese communities around the world</li> </ul>

Big Ideas – Elaborations

- **Reciprocal:** involving back-and-forth participation
- **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.
- **understand the world:** by exploring, for example, thoughts, feelings, knowledge, culture, and identity

Curricular Competencies – Elaborations

- **sounds:** tonal variations and basic intonation patterns
- **phonetic representation:** the correlation between Zhuyin symbols and their pronunciation or Pinyin letters and their pronunciation
- **Chinese characters:** traditional or simplified
- **key information:** answers to questions such as 谁, 什么, 哪, 什么时候, 为什么
- **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).
- **language-learning strategies:** e.g., interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, word-building strategies (e.g., 车 : 火车, 汽车, 自行车), and similar words in first language (e.g., 酷 for *cool*)
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **Seek clarification:** Request or provide repetition, word substitution, reformulation, or reiteration (e.g., 我不明白。请再说一遍。你在说什么? )
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **share, and compare:** Use visual supports or technology to help convey a message.
- **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

- **phonetic systems:** Hanyu Pinyin (e.g., 注音符號); Mandarin phonemes (b, p, m, f, or ㄅ ㄆ ㄇ ㄈ)
- **tonal variations:** *mā, má, mǎ, mà, ma*
- **parts and radicals:** e.g., 亻, 讠, 艹, 扌, 辶, 钅
- **expressions:** e.g., everyday observations about weather, food, clothing, daily activities
- **questions:** e.g., 这是什么? 你有几个哥哥? 老师在哪儿?
- **comparisons:** e.g., .....比.....。
- **descriptions of others:** e.g., 这是我的弟弟，他叫马克。他是加拿大人。这是一件黑色的上衣。
- **common elements of stories:** place, characters, setting, plot, problem and resolution
- **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, with consideration for the ethics of cultural appropriation and plagiarism
- **cultural aspects:** e.g., activities, celebrations, dance, festivals, traditions, clothing, food, history, land, music, protocols, rituals

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

Big Ideas – Elaborations

- **reciprocal:** involving back-and-forth participation
- **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.
- **Creative works:** representing the experience of the people from whose culture they are drawn (e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

Curricular Competencies – Elaborations

- **sounds:** tonal variations and basic intonation patterns
- **phonetic representation:** the correlation between Zhuyin symbols and their pronunciation or Pinyin letters and their pronunciation
- **Chinese characters:** traditional or simplified
- **key information:** answers to questions such as 谁, 什么, 哪, 什么时候, 为什么
- **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).
- **strategies:** language-learning strategies such as interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge and familiar words
- **Narrate:**
  - Use expressions of time and transitional words to show logical progression.
  - Use past, present, and future time frames.
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **Seek clarification and verify:** e.g., request or provide repetition, word substitution, reformulation, or reiteration
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **cultural aspects:** e.g., activities, celebrations, dance, festivals, traditions, clothing, food, history, land, music, protocols, rituals
- **similarities and differences:** e.g., compare the purpose of activities, celebrations, holidays, practices, and traditions
- **Engage in experiences:** e.g., blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, stores and restaurants with service in Mandarin
- **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

- **phonetic systems:** Hanyu Pinyin (e.g., 注音符號); Mandarin phonemes (b, p, m, f, or ㄅ ㄆ ㄇ ㄈ)
- **tonal variations:** *mā, má, mǎ, mà, ma*
- **parts and radicals:** e.g., 亻, 讠, 艹, 扌, 辶, 钅
- **expressions:** e.g., everyday observations about weather, food, clothing, daily activities
- **questions:** questions with *WH* words; e.g., 这是什么? .....有几个.....? .....在哪儿?
- **time and frequency:** e.g., 今天是星期五。现在十点二十分。我每星期看两本书。
- **preferences, emotions, and physical states:** e.g., 我想.....。我喜欢.....。因为我很累，所以.....。
- **beliefs and opinions:** e.g., 我觉得.....。
- **time frames:** e.g., using 了 to indicate completion (e.g., 我写完了。); using 在/正在 to describe activity in action (e.g., 我在吃饭。)
- **common elements of stories:** place, characters, setting, plot, problem and resolution
- **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, for example, by territory, food, clothing, and creative works.
- **works of art:** e.g., creative works in dance, drama, music, or visual arts, with consideration for the ethics of cultural appropriation and plagiarism

## 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 <b>stories</b> .	<b>Creative works</b> allow us to experience culture and appreciate cultural diversity.
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## 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>Recognize the relationships between <b>sounds, phonetic representation</b>, Chinese characters, and meaning</li> <li>Recognize and produce content-related Chinese characters</li> <li><b>Derive meaning</b> from speech and a variety of other <b>texts</b></li> <li>Use various <b>strategies</b> to increase understanding and produce oral and written language</li> <li><b>Narrate</b> stories, both orally and in writing</li> <li><b>Exchange ideas</b> and information, both orally and in writing</li> <li><b>Seek clarification and verify</b> meaning</li> <li>Share information using the <b>presentation format</b> best suited to their own and others' diverse abilities</li> </ul> <p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>Recognize the importance of story in personal, family, and community identity</li> <li>Describe <b>similarities and differences</b> between their own <b>cultural practices</b> and those of Chinese communities</li> <li><b>Engage in experiences</b> with Mandarin-speaking people and Chinese communities</li> <li>Examine 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>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>phonetic systems</li> <li><b>Chinese characters, meaning, and structure</b></li> <li><b>tonal variations</b></li> <li>commonly used vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> <li>types of questions</li> <li>descriptions of people, objects, places, and personal interests</li> <li><b>sequence of events</b></li> <li>needs and opinions</li> </ul> </li> <li>past, present, and future <b>time frames</b></li> <li><b>elements of common texts</b></li> <li><b>common elements of stories</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>cultural practices in various Chinese communities</li> <li>ethics of <b>cultural appropriation</b> and plagiarism</li> </ul>

Big Ideas – Elaborations

- **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.
- **Creative works:** representing the experience of the people from whose culture they are drawn (e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)

Curricular Competencies – Elaborations

- **sounds:** tonal variations and basic intonation patterns
- **phonetic representation:** the correlation between Mandarin phonemes and:
  - Zhuyin symbols and their pronunciation (e.g., ㄅ ㄆ ㄇ ㄉ)
  - Pinyin letters and their pronunciation (e.g., b, p, m, f)
- **Derive meaning:** Understand key information, supporting details, time, and place.
- **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).
- **strategies:** language-learning strategies such as interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge and familiar words
- **Narrate:**
  - Use expressions of time and transitional words to show logical progression.
  - Use past, present, and future time frames.
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **Seek clarification and verify:** e.g., request or provide repetition, word substitution, reformulation, or reiteration
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **similarities and differences:** e.g., compare the purpose of activities, celebrations, holidays, and traditions
- **cultural practices:** e.g., activities, celebrations, dance, festivals, traditions, clothing, food, history, land, music, protocols, rituals
- **Engage in experiences:** e.g., blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, stores and restaurants with service in Mandarin
- **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
- **tonal variations:** *mā, má, mǎ, mà, ma*
- **sequence of events:** using words such as 先, 之后, 再
- **time frames:** e.g., using 过 to indicate past experiences (e.g., 我去过动物园。)
- **elements of common texts:** e.g., format (letter versus email message), language, context, audience, register (informal versus formal), purpose
- **common elements of stories:** place, characters, setting, plot, problem and resolution
- **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

<p>Listening and viewing with intent supports our acquisition and understanding of a new language.</p>	<p><b>Stories</b> give us unique ways to understand and reflect on meaning.</p>	<p>Expressing ourselves and engaging in conversation in a new language require courage, risk taking, and perseverance.</p>	<p><b>Cultural expression</b> can take many forms.</p>	<p>Acquiring a new language provides a unique opportunity to access and interact with diverse communities.</p>
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## 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>Recognize the relationships between <b>sounds, phonetic representation,</b> Chinese characters, and meaning</li> <li>Recognize how <b>choice of words</b> affects meaning</li> <li>Comprehend key information and supporting details in speech and a variety of other <b>texts</b></li> <li>Comprehend meaning and viewpoints in stories</li> <li>Use various <b>strategies</b> to increase understanding and produce oral and written language</li> <li><b>Narrate</b> stories, both orally and in writing</li> <li>Interpret non-verbal cues to increase understanding</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> <li><b>Seek clarification and verify</b> meaning</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>commonly used vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> <li>types of <b>questions</b></li> <li><b>activities, situations, and events</b></li> <li><b>opinions</b></li> </ul> </li> <li>past, present, and future <b>time frames</b></li> <li><b>elements of common texts</b></li> <li><b>common elements of stories</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>cultural practices in various Chinese communities</li> <li>contributions of Chinese Canadians to society</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>• Describe how the cultural identity of China and Chinese communities throughout the world have been shaped by regional, cultural, and linguistic practices</li> <li>• <b>Engage in experiences</b> with Mandarin-speaking people and Chinese communities</li> <li>• Recognize the importance of story in personal, family, and community identity</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 10</b>
<ul style="list-style-type: none"> <li>• <b>Stories:</b> 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.</li> <li>• <b>Cultural expression:</b> represents the experience of the people from whose culture it is drawn (e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture)</li> </ul>	

Curricular Competencies – Elaborations

- **sounds:** tonal variations and basic intonation patterns
- **phonetic representation:** the correlation between Mandarin phonemes and:
  - Zhuyin symbols and their pronunciation (e.g., ㄅ ㄆ ㄇ ㄉ)
  - Pinyin letters and their pronunciation (e.g., b, p, m, f)
- **choice of words:** e.g., degrees of formality, degrees of directness, verb tense, modality
- **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).
- **strategies:** For example:
  - integrate new vocabulary into familiar Mandarin structures
  - take risks to extend language boundaries
  - use a variety of reference materials
- **Narrate:**
  - Use expressions of time and transitional words to show logical progression.
  - Use past, present, and future time frames.
- **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
- **Seek clarification and verify:** e.g., request or provide repetition, word substitution, reformulation, or reiteration
- **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
- **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
- **questions:** e.g., .....还是.....。
- **activities, situations, and events:** e.g., .....看起来.....。.....好像.....。
- **opinions:** e.g., 我觉得.....。
- **time frames:** e.g., using 过 to indicate past experiences (e.g., 我去过动物园。)
- **elements of common texts:** e.g., format (letter versus email message), language, context, audience, register (informal versus formal), purpose
- **common elements of stories:** place, characters, setting, plot, problem and resolution
- **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