

## BIG IDEAS

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

Language strategies help us acquire a new language and understand a variety of messages.

**Stories** help us make connections and communicate ideas in a meaningful way.

Expressing ourselves in a new language requires courage, risk taking and perseverance.

**Creative works** allow us to experience culture and appreciate cultural diversity in an authentic way.

Acquiring a new language provides a unique opportunity to interact with **diverse communities**.

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Language Thinking</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of the <b>phonetic systems</b>, and the parts and radicals in Chinese characters relating to pronunciation and meaning</li> <li>• Identify and produce content-related Chinese characters</li> <li>• <b>Comprehend and retell</b> a variety of simple texts</li> <li>• Use a variety of <b>strategies</b> to increase understanding</li> <li>• Locate and explore a variety of <b>media</b> in Mandarin Chinese</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Follow instructions to complete tasks, and <b>narrate</b> simple stories</li> <li>• <b>Participate</b> in short and simple conversations</li> <li>• Exchange ideas and information using phrases and simple sentences, orally and in writing:               <ul style="list-style-type: none"> <li>– ask and answer simple questions <b>in context</b></li> <li>– describe <b>people, objects, and places</b></li> <li>– give reasons for likes and dislikes</li> <li>– share basic <b>information about events</b></li> <li>– compare and contrast basic characteristics of objects and people</li> <li>– describe situations, day-to-day activities, and a series of events</li> </ul> </li> <li>• Seek clarification and provide verification of meaning through a variety of strategies, such as visuals or technology</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 <b>Chinese characters</b></li> <li>• <b>basic parts and radicals</b></li> <li>• content-based <b>vocabulary</b></li> <li>• content-related <b>measure words</b></li> <li>• First Peoples perspectives connecting language and culture:               <ul style="list-style-type: none"> <li>– <b>oral histories</b></li> <li>– <b>identity</b></li> <li>– <b>place</b></li> </ul> </li> <li>• a range of basic sentence structures for communicating meaning:               <ul style="list-style-type: none"> <li>– <b>types of questions</b></li> <li>– <b>time and frequency</b></li> <li>– descriptions of people, objects, and personal interests</li> <li>– <b>reasons for preferences, emotions, and physical states</b></li> </ul> </li> </ul>

**Learning Standards (continued)**

Curricular Competencies	Content
<p><b>Personal and Social Awareness</b></p> <ul style="list-style-type: none"> <li>• Demonstrate awareness that there are <b>traditional, regional, and contemporary variations</b> in Mandarin Chinese</li> <li>• Identify cultural aspects of Chinese-speaking communities, such as festivals and celebrations</li> <li>• Recognize contributions of Chinese Canadians to society</li> <li>• <b>Engage in experiences</b> with Chinese-speaking people and communities</li> <li>• Express and reflect on a variety of experiences, perspectives, and worldviews through <b>place</b></li> <li>• Recognize First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding through place</li> </ul>	<ul style="list-style-type: none"> <li>– <b>simple comparisons</b></li> <li>– <b>basic beliefs and opinions</b></li> <li>– <b>cultural aspects</b> of communities</li> <li>• <b>past and present time frames</b></li> <li>• <b>common elements of stories</b></li> <li>• basic <b>information</b> about and cultural aspects of Chinese-speaking communities, practices, and traditions around the world</li> <li>• Chinese <b>cultural festivals or celebrations</b> in Canada</li> </ul>

Big Ideas – Elaborations	SECOND LANGUAGES – Mandarin Chinese Introductory Grade 11
<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>Creative works:</b> works of creative or artistic expression representing the experience of the people from whose culture they are drawn (e.g., dance, paintings, pictures, poems, songs, calligraphy)</li> <li>• <b>diverse communities:</b> e.g., Mandarin Chinese-speaking communities</li> </ul>	

Curricular Competencies – Elaborations

- **phonetic systems:** Hanyu Pinyin, 注音符號, etc. Mandarin Chinese phonemes (b, p, m, f, or ㄅ ㄆ ㄇ ㄈ)
- **Comprehend and retell:** identify key information in oral and written stories and retell stories orally or in writing
- **texts:** *Text* is a generic term referring to all forms of oral, written, visual, and digital communication. Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **strategies:** e.g., interpreting gestures, facial expressions, intonation, tone of voice, contextual cues, familiar words
- **media:** e.g., online resources, articles, blogs, cartoons, music, news, videos
- **narrate:**
  - using expressions of time and transitional words to show logical progression
  - using past, present, and future time frames
- **Participate:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **in context:** e.g., concerning a current theme, daily life
- **people, objects, and places:** e.g., family, pets, friends, or community members; objects in the classroom, school, home, community
- **information about events:** e.g., in the form of posters or invitations, including information such as where and when an event will take place
- **visuals or technology:** e.g., digital media, videos, pictures, posters, props
- **traditional, regional, and contemporary variations:** e.g., different pronunciation, varying expressions, different sentence structures in different Chinese-speaking regions
- **Engage in experiences:** e.g., blogs, classroom and school visits (including virtual/online visits), concerts, exchanges, festivals, films, plays, social media, stores and restaurants with service in Mandarin Chinese
- **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 of the world.
- **ways of knowing:** refers to the various beliefs about the nature of people’s knowledge (e.g., Aboriginal, gender-related, subject/discipline-specific, cultural, embodied, and intuitive).

Content – Elaborations

- **phonetic systems:** Hanyu Pinyin, 注音符號, etc. Mandarin Chinese phonemes (b, p, m, f, or ㄅㄆㄇㄉ)
- **tonal variations:** *mā, má, mǎ, mà, ma*
- **Chinese characters:** traditional or simplified
- **basic parts and radicals:** e.g., 亻, 讠, 艹, 扌, 辶, 钅
- **vocabulary:** refers to compounds 词汇 instead of characters 字
- **measure words:** e.g., 一件, 两碗, 三双
- **oral histories:** e.g., conversations with an Elder about local ceremonies, traditions, and protocols
- **identity:** e.g., identity is influenced by:
  - ceremonies, traditions, and protocols for local First Peoples
  - cultural celebrations and festivals
- **place:** e.g., a sense of place can be influenced by territory, food, clothing, and creative works
- **types of questions:** answering 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。
- **reasons for preferences, emotions, and physical states:** e.g., 我想.....。我喜欢.....。因为我很累，所以.....。
- **simple comparisons:** e.g., .....不比.....。
- **basic beliefs and opinions:** e.g., 我觉得.....。
- **cultural aspects:** e.g., activities, clothing, dance, decorations, food, music, parades, sports
- **past and present time frames:** 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, setting, characters, plot
- **information:** e.g., celebrations, food, geography, history, traditions
- **cultural festivals or celebrations:** e.g., Lunar New Year, Mid-Autumn Festival, Lantern Festival, Dragon Boat Festival