

BIG IDEAS

Listening and viewing with intent helps us acquire a new language.	Both verbal and non-verbal cues contribute meaning in language.	With basic language skills, we can describe ourselves.	Reciprocal communication is possible using simple, high-frequency words and patterns.	Stories help us make connections to what we have already learned.	Each culture has traditions and ways of celebrating.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Language Thinking</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 simple texts • Comprehend high-frequency vocabulary in simple stories • Begin to use strategies to increase understanding <p>Communication</p> <ul style="list-style-type: none"> • Interpret non-verbal cues to increase understanding • Respond appropriately to simple commands and instructions • Participate, with support, in simple interactions about everyday situations: <ul style="list-style-type: none"> – ask and answer simple questions in context – describe themselves and their interests – provide simple descriptions • Seek clarification of meaning using common statements and questions • Use visuals or technology to assist in understanding and communicating 	<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 • commonly used vocabulary • content-related measure words • First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> – oral histories – identity – place • basic sentence structures for communicating meaning: <ul style="list-style-type: none"> – simple questions – basic information about themselves and others – likes, dislikes, and preferences – simple descriptions – common elements of cultural festivals and celebrations • location of Chinese-speaking communities across Canada • Chinese cultural festivals or celebrations in Canada

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Demonstrate basic awareness that there are many different Chinese language varieties • Identify basic information about Chinese cultural festivals or celebrations in Canada • Reflect on personal, shared, or others' experiences of place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of Chinese culture 	

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BIG IDEAS

Listening and viewing with intent helps us understand a message.	Using strategies helps us understand and acquire language.	With basic language skills, we can describe important people in our lives.	Reciprocal communication is possible using simple, high-frequency words and patterns.	Stories communicate ideas in a meaningful way.	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>Language Thinking</p> <ul style="list-style-type: none"> • Demonstrate awareness of the relationships between sounds, phonetic representation, Chinese characters, and meaning • Identify key information, some details, and high-frequency vocabulary in slow, clear speech and other simple texts • Comprehend simple stories • Use strategies to increase understanding <p>Communication</p> <ul style="list-style-type: none"> • Interpret non-verbal cues to increase understanding • Respond appropriately to questions, simple commands, and instructions • Exchange ideas and information using phrases and simple sentences, orally and in writing: <ul style="list-style-type: none"> – ask and answer simple questions in context – describe common emotions and states of physical health – describe people, objects and places – give reasons for likes and dislikes – share basic information about events • Seek clarification of meaning using common statements and questions • Use visuals or technology to assist in communicating 	<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 • commonly used vocabulary • content-related measure words • First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> – oral histories – identity – place • basic sentence structures for communicating meaning: <ul style="list-style-type: none"> – simple questions – descriptions of others – hobbies and topics of interest – reasons for likes, dislikes, and preferences – common emotions and states of physical health – cultural aspects of communities • location of Chinese-speaking communities in Canada • Chinese cultural festivals or celebrations in Canada

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Demonstrate awareness that there are many different Chinese language varieties • Identify and share information about Chinese-speaking communities in Canada • Reflect on personal, shared, or others' experiences of place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of Chinese culture 	

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BIG IDEAS

Listening and viewing with intent helps us understand an increasing variety of messages.	Using strategies helps us understand and acquire language.	With basic language skills, we can discuss our interests.	Reciprocal interactions are possible even with limited language skills.	Stories allow us to understand ideas in a meaningful way.	Deepening our knowledge of 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>Language Thinking</p> <ul style="list-style-type: none"> Recognize the relationships between sounds, phonetic representation, Chinese characters, and meaning Comprehend increasingly complex key information and supporting details in slow, clear speech and other simple texts Comprehend simple stories Use strategies to increase understanding <p>Communication</p> <ul style="list-style-type: none"> Follow instructions to complete a task, including responding to questions or asking relevant follow-up questions Exchange ideas and information using phrases and simple sentences, orally and in writing: <ul style="list-style-type: none"> ask and answer questions in context describe important people in their community and key characters in texts describe locations and give simple directions describe people and objects explain reasons for likes, dislikes, and preferences make simple comparisons share basic information about events Seek clarification of meaning using a variety of statements and questions Share information using more than one mode of presentation 	<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 content-based vocabulary content-related measure words First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> oral histories identity place basic sentence structures for communicating meaning: <ul style="list-style-type: none"> types of questions descriptions of others locations and directions reasons for likes, dislikes, and preferences simple comparisons cultural aspects of communities past and present time frames common elements of stories

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> Identify, share, and compare information about Chinese-speaking communities and other communities in Canada Identify cultural aspects of Chinese-speaking communities Express and reflect on personal, shared, or others' experiences of place Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of Chinese culture 	<ul style="list-style-type: none"> information about where Mandarin Chinese is spoken around the world basic information about Chinese-speaking communities in Canada Chinese cultural festivals or celebrations in Canada

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BIG IDEAS

Listening and viewing with intent supports our understanding and acquisition 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 more actively in reciprocal interactions.	Stories allow us to communicate ideas in a meaningful way.	Creative works are an expression of culture.	Acquiring a new language and learning about another culture deepen our understanding of our own language and culture.
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Language Thinking</p> <ul style="list-style-type: none"> Recognize the relationships between sounds, phonetic representation, Chinese characters, and meaning Comprehend increasingly complex key information and supporting details in texts Comprehend and retell simple stories Use a variety of strategies to increase understanding <p>Communication</p> <ul style="list-style-type: none"> Narrate simple stories Exchange ideas and information using phrases and simple sentences, orally and in writing: <ul style="list-style-type: none"> ask and respond to questions on familiar topics describe people, objects, and personal interests compare and contrast basic characteristics of objects and people explain reasons for emotional and physical states express basic beliefs and opinions Seek clarification and provide verification of meaning 	<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 content-based vocabulary content-related measure words First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> oral histories identity place basic sentence structures for communicating meaning: <ul style="list-style-type: none"> types of questions time and frequency descriptions of people, objects, and personal interests reasons for preferences, emotions, and physical states simple comparisons basic beliefs and opinions cultural aspects of communities past and present time frames

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Identify, share, and compare information about Chinese-speaking communities around the world • Expand their experience of Chinese culture through the exploration of Chinese creative works • Describe cultural aspects of Chinese-speaking communities, practices, and traditions • Explore ways to engage in experiences with Chinese-speaking people and communities • Express and reflect on personal, shared, or others' experiences of place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of Chinese culture 	<ul style="list-style-type: none"> • common elements of stories • basic information about and cultural aspects of Chinese-speaking communities, practices, and traditions around the world • Chinese cultural festivals or celebrations in Canada

BIG IDEAS

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

Acquiring another language provides opportunities to explore our own cultural identity from a new perspective.

We can have meaningful conversations in a new language about things that are important to us.

Stories give us unique ways to interpret and share knowledge, thoughts, and feelings.

Creative works allow us to experience culture in an authentic way.

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

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Language Thinking</p> <ul style="list-style-type: none"> • Use knowledge of phonetic systems and parts and radicals in Chinese characters in relation to pronunciation and meaning • Recognize and produce content-related Chinese characters • Derive meaning from a variety of simple texts • Use a growing variety of strategies to increase understanding <p>Communication</p> <ul style="list-style-type: none"> • Narrate stories • Participate in short and simple conversations • Exchange ideas and information using simple sentences, orally and in writing: <ul style="list-style-type: none"> – ask and respond to questions on familiar topics – describe people, objects, places, and personal interests – compare and contrast characteristics of people, objects, places, and personal interests – describe sequences of events – express simple needs in familiar situations – express opinions on familiar topics • Seek clarification and provide verification of meaning through a variety of strategies 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • phonetic systems • tonal variations • content-related Chinese characters, meaning, and structure • topic-based vocabulary • content-related measure words • First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> – oral histories – identity – place • an increasing range of sentence structures for conveying meaning: <ul style="list-style-type: none"> – types of questions – descriptions of people, objects, places, and personal interests – comparison and contrast – sequence of events – simple needs and opinions – cultural aspects of communities • past, present, and future time frames

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Describe cultural practices, traditions, and attitudes in various Chinese-speaking regions and describe their role in cultural identity • Recognize how Chinese culture is expressed through creative works • Describe similarities and differences between their own cultural practices and traditions and those of Chinese-speaking communities in various regions • Engage in experiences with Chinese-speaking people and communities • Express and reflect on a variety of experiences, perspectives, and worldviews through place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of Chinese culture 	<ul style="list-style-type: none"> • elements of common types of texts • common elements of stories • information about cultural practices, traditions, and attitudes in various Chinese-speaking communities • Chinese cultural festivals or celebrations around the world

BIG IDEAS

Listening and viewing with intent strengthens our understanding and acquisition of a new language.	Acquiring a language can shape our perspective and identity.	Expressing ourselves and engaging in conversation in a new language requires courage, risk taking, and perseverance.	Acquiring a language provides us with new opportunities to appreciate and value creative works and cultural diversity.	Acquiring a new language provides a unique opportunity to access and interact with diverse communities .
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Language Thinking</p> <ul style="list-style-type: none"> Use knowledge of phonetic systems and parts and radicals in Chinese characters to relate to pronunciation and meaning Recognize and produce content-related Chinese characters Recognize that choice of words affects meaning Derive meaning from a variety of texts Locate and explore a variety of media in Mandarin Chinese Use a growing variety of strategies to derive and negotiate meaning <p>Communication</p> <ul style="list-style-type: none"> Narrate stories orally and in writing Engage in short conversations Express themselves with growing fluency, orally and in writing: <ul style="list-style-type: none"> ask and respond to a variety of questions describe situations, day-to-day activities, and a series of events express the degree to which they like or dislike objects and activities express hopes, dreams, desires, and ambitions express opinions on familiar topics 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> phonetic systems tonal variations content-related Chinese characters, meaning, and structure topic-based vocabulary First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> oral histories identity place an increasing range of sentence structures for conveying meaning: <ul style="list-style-type: none"> types of questions activities, situations, and events degrees of likes and dislikes hopes, dreams, desires, and ambitions opinions comparison and contrast past, present, and future time frames

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Demonstrate awareness that there are traditional, regional, and contemporary variations in Mandarin Chinese • Recognize how cultural identity is expressed through Chinese texts and creative works • Recognize contributions of Chinese Canadians to society • Engage in experiences with Chinese-speaking people and communities • Express and reflect on a variety of experiences, perspectives, and worldviews through place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of Chinese culture 	<ul style="list-style-type: none"> • elements of common types of texts • common elements of stories • traditional, regional, and contemporary idiomatic expressions of Chinese-speaking communities • contributions of Chinese Canadians to society • Chinese cultural festivals or celebrations around the world

BIG IDEAS

Listening and viewing with intent broadens 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.

Experiencing **creative works** promotes an understanding of cultures around the world.

Becoming proficient 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>Language Thinking</p> <ul style="list-style-type: none"> • Use knowledge of parts and radicals in Chinese characters to predict pronunciation and meaning • Use phonetic systems to accurately pronounce new words • Recognize how choice of words affects meaning • Derive and negotiate meaning in a wide variety of contexts • Locate and explore a variety of authentic texts in Chinese • Explore and interpret a wide variety of texts <p>Communication</p> <ul style="list-style-type: none"> • Narrate stories orally and in writing • Respond personally to a variety of texts • Engage in meaningful conversations on a variety of topics • Express themselves with growing fluency, orally and in writing: <ul style="list-style-type: none"> – share personal experiences – make predictions about future events – express and justify personal opinions on topics of interest – compare and contrast points of view and opinions 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • phonetic systems • tonal variations • content-related Chinese characters, meaning, and structure • specific topic-based vocabulary • First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> – oral histories – identity – place • a range of increasingly complex sentence structures for conveying meaning: <ul style="list-style-type: none"> – complex questions – sequence of events in stories – a diverse range of personal lifestyles and relationships – explanation and justification of opinions – comparison and contrast of points of view and opinions • past, present and future time frames • register and language etiquette

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Recognize that there are traditional, regional, and contemporary variations in Mandarin Chinese • Analyze cultural points of view in texts • Recognize connections between language and culture • Engage in experiences with Chinese-speaking people and communities • Identify educational and career opportunities requiring proficiency in Mandarin Chinese • Express and reflect on a variety of experiences, perspectives, and worldviews through place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of Chinese culture 	<ul style="list-style-type: none"> • variations in traditional, regional, and contemporary idiomatic expressions of Chinese-speaking communities • contributions of Chinese people to Canadian society • Chinese cultural events and activities

BIG IDEAS

<p>Acquiring a language is a lifelong process.</p>	<p>Sharing our feelings, opinions, and beliefs in a new language contributes to our identity.</p>	<p>With increased language proficiency, we can discuss and justify opinions with nuance and clarity.</p>	<p>Experiencing the creative works of other cultures helps us develop an appreciation of cultures worldwide.</p>	<p>Proficiency in a new language allows us to understand global issues and explore opportunities for careers, travel, personal growth, and study abroad.</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>Language Thinking</p> <ul style="list-style-type: none"> • Use knowledge of parts and radicals in Chinese characters to predict pronunciation and meaning • Derive and negotiate meaning in a wide variety of contexts • Locate and explore a variety of authentic texts in Chinese • Explore and interpret a wide variety of texts • Recognize different purposes, degrees of formality, and cultural points of view in a variety of texts • Analyze and compare elements of creative works from diverse communities <p>Communication</p> <ul style="list-style-type: none"> • Narrate stories orally and in writing • Respond personally to a variety of texts, including oral, written, and visual forms • Engage in meaningful conversations on a variety of topics of interest, orally and in writing • Express themselves effectively, with fluency and accuracy, orally and in writing: <ul style="list-style-type: none"> – express doubts, wishes, possibilities, and hypotheticals – express and explain needs and emotions – express, support, and defend opinions on a variety of topics of interest – synthesize, evaluate, and respond to the opinions of others 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • content-related Chinese characters, meaning, and structure • specific topic-based vocabulary • First Peoples perspectives connecting language and culture: <ul style="list-style-type: none"> – oral histories – identity – place • a wider range of increasingly complex sentence structures for communicating meaning: <ul style="list-style-type: none"> – a wide range of complex questions – sequence of events in stories – doubts, wishes, possibilities, and hypotheticals – needs and emotions – a diverse range of personal lifestyles and relationships – explanation and justification of opinions – comparison and contrast of points of view and opinions – expression, support, and defence of opinions

Learning Standards (continued)

Curricular Competencies	Content
<p>Personal and Social Awareness</p> <ul style="list-style-type: none"> • Identify and explain biases in texts • Recognize and explain connections between language and culture • Engage in experiences with Chinese-speaking people and communities • Identify and explore opportunities to continue language acquisition beyond graduation • Identify and explore career opportunities requiring proficiency in Mandarin Chinese • Express and reflect on a variety of experiences, perspectives, and worldviews through place • Recognize First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding of Chinese culture 	<ul style="list-style-type: none"> • multiple forms of past, present, and future time frames • register and language etiquette • variations in traditional, regional, and contemporary idiomatic expressions of Chinese-speaking communities • contributions of Chinese people to the global community • Chinese cultural events and activities • where to access Chinese language resources and services