

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
<i>Students are expected to be able to do the following:</i> Language Thinking - 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 Communication - Interpret non-verbal cues to increase understanding - Respond appropriately to simple commands and instructions - Participate, with support, in simple interactions about everyday situations: - 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	<i>Students are expected to know the following:</i> 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: oral histories identity place - basic sentence structures for communicating meaning: 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
Personal and Social Awareness • 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	

Big Ideas – Elaborations	SECOND LANGUAGES – Mandarin Chinese Grade 5
• 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	SECOND LANGUAGES – Mandarin Chinese Grade 5
• sounds: tonal variations and basic intonation patterns • phonetic representation: recognize the correlation between Zhuyin symbols and their pronunciation or Pinyin letters and their pronunciation • texts: <i>Text</i> 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., using context, prior knowledge, similar words in first language • in context: e.g., concerning a current theme, daily life • Seek clarification of meaning: e.g.,怎么说？	

Curricular Competencies – Elaborations

- **visuals or technology:** e.g., digital media, videos, pictures, posters, props
- **varieties:** e.g., the traditional and simplified written forms
- **information:** e.g., activities, clothing, dance, decorations, food, music, parades, sports
- **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:** 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 ㄅ ㄆ ㄇ ㄈ)
- **tonal variations:** *mā, má, mǎ, mà, ma*
- **Chinese characters:** traditional or simplified
- **basic strokes:** introduction of stroke order
- **structure:** e.g., 亻, 亻, 亻, 亻, parts, and radicals
- **vocabulary:** refers to compounds 词汇 instead of characters 字
- **measure words:** e.g., 一个, 两只, 三本
- **culture:** in Chinese culture, examples include making Chinese knots and dream catchers, and related myths and legends
- **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
- **simple questions:** e.g., 这是什么? 你是……吗?
- **basic information:** e.g., 我六岁。我叫……。
- **likes, dislikes, and preferences:** e.g., 我喜欢……, 我不喜欢……。
- **simple descriptions:** using 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)
- **communities across Canada:** e.g., early settlements of Chinese, Chinatowns
- **cultural festivals or 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.	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
<i>Students are expected to be able to do the following:</i> Language Thinking • 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 Communication • 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: – 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	<i>Students are expected to know the following:</i> • 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: – oral histories – identity – place • basic sentence structures for communicating meaning: – 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
Personal and Social Awareness • 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	

Big Ideas – Elaborations

- **strategies:** e.g., using context, prior knowledge, word-building strategies (e.g., 车 : 火车, 汽车, 自行车), similar words in first language (e.g., 酷 for cool)
- **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.
- **diverse communities:** i.e., Mandarin Chinese-speaking communities

Curricular Competencies – Elaborations

- **sounds:** tonal variations and basic intonation patterns
- **phonetic representation:** recognize the correlation between Zhuyin symbols and their pronunciation or Pinyin letters and their pronunciation
- **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 communication. Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **non-verbal cues:** e.g., gestures, facial expressions, pictures, props
- **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
- **Seek clarification of meaning:** e.g., 我不明白。请再说一遍。你在说什么？
- **visuals or technology:** e.g., digital media, videos, pictures, posters, props
- **varieties:** the traditional and simplified written forms
- **share:** use visual supports or technology to help convey message
- **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:** 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 ㄅ ㄆ ㄇ ㄈ)
- **tonal variations:** *mā, má, mǎ, mà, ma*
- **Chinese characters:** traditional or simplified
- **basic strokes:** introduction of stroke order
- **structure:** e.g., 上下结构, 左右结构
- **vocabulary:** refers to compounds 词汇 instead of characters 字
- **measure words:** e.g., 一件, 两碗, 三双
- **culture:** in Chinese culture, examples include making Chinese knots and dream catchers, and related myths and legends
- **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
- **simple 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。
- **likes, dislikes, and preferences:** e.g., 我喜欢红色。我不喜欢吃苹果。
- **common emotions:** e.g., 我很高兴。我非常高兴。
- **states of physical health:** e.g., 我很累。我很饿。
- **cultural aspects:** e.g.: activities, clothing, dance, decorations, food, music, parades, sports
- **location:** e.g., Chinatown
- **cultural festivals or 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.	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
<i>Students are expected to be able to do the following:</i> Language Thinking - 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 Communication - 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: - 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	<i>Students are expected to know the following:</i> 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: oral histories identity place - basic sentence structures for communicating meaning: 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
Personal and Social Awareness - 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	- 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

Big Ideas – Elaborations

- **strategies:** e.g., using context, prior knowledge, word-building strategies (e.g., 车 : 火车, 汽车, 自行车), similar words in first language (e.g., 酷 for cool)
- **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.
- **diverse communities:** i.e., Mandarin Chinese-speaking communities

Curricular Competencies – Elaborations

- **sounds:** tonal variations and basic intonation patterns
- **phonetic representation:** recognize the correlation between Zhuyin symbols and their pronunciation or Pinyin letters and their pronunciation
- **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 communication. Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **in context:** e.g., concerning a current theme, daily life
- **information about events:** e.g., in the form of posters or invitations, including information such as where and when an event will take place
- **Seek clarification of meaning:** e.g., 我不明白。请再说一遍。你在说什么？
- **mode of presentation:** e.g., digital, visual, verbal; aids such as apps, graphics, illustrations, photographs, videos, other visuals, music
- **share, and compare:** use visual supports or technology to help convey a message
- **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:** 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 ㄅ, ㄆ, ㄇ, ㄈ)
- **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:** e.g., 这是什么? 你有几个哥哥? 老师在哪儿?
- **descriptions of others:** e.g., 这是我的弟弟, 他叫马克。他是加拿大人。
- **locations:** e.g., 我家在学校的后面。
- **reasons:** e.g., 因为……, 所以……。
- **simple comparisons:** e.g., ……比……。
- **cultural aspects:** e.g., activities, clothing, dance, decorations, food, music, parades, sports
- **past and present time frames:** e.g., using 了 to indicate completion (e.g., 我写完了。); using 在/正在 to describe activity in action
- **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

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.

Learning Standards

Curricular Competencies	Content
<i>Students are expected to be able to do the following:</i> Language Thinking - 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 Communication - Narrate simple stories - Exchange ideas and information using phrases and simple sentences, orally and in writing: - 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	<i>Students are expected to know the following:</i> 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: oral histories identity place - basic sentence structures for communicating meaning: 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
Personal and Social Awareness - 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	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 – 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:** works of creative or artistic expression representing the experience of the people from whose culture they are drawn (e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, and architecture)

Curricular Competencies – Elaborations

- **sounds:** tonal variations and basic intonation patterns
- **phonetic representation:** recognize the correlation between Zhuyin symbols and their pronunciation or Pinyin letters and their pronunciation
- **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 communication. Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **Comprehend and retell:** identify key information in oral and written stories and retell stories orally or in writing
- **strategies:** e.g., interpreting gestures, facial expressions, intonation, tone of voice, contextual cues, familiar words
- **clarification and provide verification:** e.g., requesting or providing repetition, word substitution, reformulation, or reiteration
- **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:** 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 ㄅ ㄆ ㄇ ㄈ)
- **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

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
<i>Students are expected to be able to do the following:</i> Language Thinking - 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 Communication Narrate stories Participate in short and simple conversations - Exchange ideas and information using simple sentences, orally and in writing: - 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	<i>Students are expected to know the following:</i> - 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: oral histories identity place - an increasing range of sentence structures for conveying meaning: 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
Personal and Social Awareness - 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	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 – 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:** works of creative or artistic expression representing the experience of the people from whose culture they are drawn (e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, and architecture)

Curricular Competencies – Elaborations

- **phonetic systems:** Hanyu Pinyin, 注音符號, etc. Mandarin Chinese phonemes (b, p, m, f, or ㄅ ㄆ ㄇ ㄈ)
- **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 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, and familiar words, orally and in writing
- **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
- **Seek clarification and provide verification:** e.g., requesting or providing repetition, word substitution, reformulation, or reiteration
- **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:** 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

- **tonal variations:** *mā, má, mǎ, mà, ma*
- **Chinese characters, meaning, and structure:** including sounds, meaning, parts, and radicals
- **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 *or*; e.g.,还是.....。
- **comparison and contrast:** e.g., using expressions such as不比.....。
- **sequence of events:** using words such as 先, 之后, 再
- **simple needs:** e.g., 我得.....。
- **opinions:** e.g., 我觉得.....。
- **cultural aspects:** e.g., activities, clothing, dance, decorations, food, music, parades, sports
- **past, present, and future time frames:** using 过 to indicate past experiences; e.g., 我去过动物园。
- **elements of common types of texts:** e.g., format (letter versus email message), language, context, audience, register (informal versus formal), purpose
- **common elements of stories:** place, setting, characters, plot
- **information:** e.g., celebrations, food, geography, history, traditions
- **cultural practices, traditions, and attitudes:** e.g., relating to festivals, celebrations, idiomatic languages
- **cultural festivals or celebrations:** e.g., 腊八, 冬至, 七夕

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**.

Learning Standards

Curricular Competencies	Content
<i>Students are expected to be able to do the following:</i> Language Thinking - 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 Communication Narrate stories orally and in writing Engage in short conversations - Express themselves with growing fluency, orally and in writing: - 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	<i>Students are expected to know the following:</i> - phonetic systems tonal variations - content-related Chinese characters, meaning, and structure - topic-based vocabulary - First Peoples perspectives connecting language and culture: oral histories identity place - an increasing range of sentence structures for conveying meaning: 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
Personal and Social Awareness • 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	• 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 – Elaborations

- **creative works:** works of creative or artistic expression representing the experience of the people from whose culture they are drawn (e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, and architecture)
- **diverse communities:** i.e., Mandarin Chinese-speaking communities

Curricular Competencies – Elaborations

- **phonetic systems:** Hanyu Pinyin, 注音符號, etc. Mandarin Chinese phonemes (b, p, m, f, or ㄅ ㄆ ㄇ ㄈ)
- **choice of words:** e.g., degrees of formality, degrees of directness, choice of verb tense and modality
- **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 communication. Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **media:** e.g., online resources, articles, blogs, cartoons, music, news, videos
- **strategies:**
 - using circumlocution, paraphrasing, reformulation, reiteration, repetition, word substitution
 - interpreting body language, expression, and tone
 - using contextual cues
 - interpreting familiar words
- **Narrate:**
 - using expressions of time and transitional words to show logical progression
 - using past, present, and future 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.
- **Engage:**
 - with peers, teachers, and members of the wider community
 - can include virtual/online conversations
- **traditional, regional, and contemporary variations:** e.g., varying expressions 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:** 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

- **tonal variations:** *mā, má, mǎ, mà, ma*
- **Chinese characters, meaning, and structure:** including sounds, meaning, parts, and radicals
- **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:** e.g.,还是.....。
- **activities, situations, and events:** e.g.,看起来.....。好像.....。
- **degrees:** e.g., 更, 最
- **hopes, dreams, desires, and ambitions:** using expressions such as 我希望.....。 我想.....。
- **opinions:** e.g., 我觉得.....。
- **past, present, and future time frames:** using 过 to indicate past experiences; e.g., 我去过动物园。
- **elements of common types of texts:** e.g., format (letter versus email message), language, context, audience, register (informal versus formal), purpose
- **common elements of stories:** place, setting, characters, plot
- **cultural festivals or celebrations:** e.g., 腊八, 冬至, 七夕

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
<i>Students are expected to be able to do the following:</i> Language Thinking • 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 Communication • 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: – 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	<i>Students are expected to know the following:</i> • phonetic systems • tonal variations • content-related Chinese characters, meaning, and structure • specific topic-based vocabulary • First Peoples perspectives connecting language and culture: – oral histories – identity – place • a range of increasingly complex sentence structures for conveying meaning: – 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
Personal and Social Awareness - 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	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 – Elaborations

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

Curricular Competencies – Elaborations

- **phonetic systems:** Hanyu Pinyin, 注音符號, etc. Mandarin Chinese phonemes (b, p, m, f, or ㄅ, ㄆ, ㄇ, ㄈ)
- **choice of words:** e.g., pronouns (e.g., 你 versus 您), words with close but not identical meanings (e.g., 得 versus 要)
- **contexts:** e.g., contexts differing in terms of audience, purpose, setting, formality/informality
- **Locate:** search for various types of Chinese texts
- **authentic texts:** e.g., newspapers, advertisements, Mandarin Chinese literature (novels, short stories, animation, poetry)
- **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).
- **Narrate:** using expressions of time and transitional words to show logical progression; using 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.
- **Respond personally:** e.g., provide personal interpretations and/or opinions
- **Engage:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **topics of interest:** e.g., personal, local, regional, national, or global topics of interest, such as current events, matters of public debate, political issues, social trends
- **traditional, regional, and contemporary variations:** e.g., varying expressions in different Chinese-speaking regions
- **connections between language and culture:** as expressed through creative works (e.g., books, dance, paintings, pictures, poems, songs)
- **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:** 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

- **tonal variations:** *mā, má, mǎ, mà, ma*
- **Chinese characters, meaning, and structure:** including sounds, meaning, parts, and radicals
- **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
- **sequence of events:** using expressions such as 先, 之后, 结果, 后来
- **lifestyles and relationships:** e.g., diverse family structures, diverse types of relationships (e.g., 四世同堂, 单亲家庭, 同志族群)
- **explanation and justification of opinions:** e.g., 因为……, 所以……。
- **comparison and contrast:** e.g., using expressions such as ……和……一样……。
- **past, present and future time frames:** using 过 to indicate past experiences; e.g., 我没吃过饺子。
- **register and language etiquette:** e.g., using formal language when addressing people, differentiating formal and informal writing, choice of words
- **variations:** e.g., varying expressions in different Chinese-speaking countries, phrases derived from other languages (e.g., 迷你 from *mini* in English), contemporary terms such as 粉丝 (*fans*)
- **cultural events and activities:** e.g., speech contest, singing contest, Chinese folk dance

BIG IDEAS

Acquiring a language 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.

Experiencing the **creative works** of other cultures helps us develop an appreciation of cultures worldwide.

Proficiency in a new language allows us to understand global issues and explore opportunities for careers, travel, personal growth, and study abroad.

Learning Standards

Curricular Competencies	Content
<i>Students are expected to be able to do the following:</i> Language Thinking - 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 Communication 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: - 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	<i>Students are expected to know the following:</i> - content-related Chinese characters, meaning, and structure - specific topic-based vocabulary - First Peoples perspectives connecting language and culture: oral histories identity place - a wider range of increasingly complex sentence structures for communicating meaning: - 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
Personal and Social Awareness - 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	- 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

Big Ideas – Elaborations

- **contributes to our identity:** i.e., as Mandarin-Chinese speakers.
- **creative works:** works of creative or artistic expression representing the experience of the people from whose culture they are drawn (e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, and architecture)

Curricular Competencies – Elaborations

- **contexts:** e.g., contexts differing in terms of audience, purpose, setting, formality/informality
- **Locate:** search for various types of Chinese texts
- **authentic texts:** e.g., newspapers, advertisements, Mandarin Chinese literature (novels, short stories, animation, poetry)
- **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).
- **purposes:** e.g., to convince, inform, entertain
- **diverse communities:** Chinese, First Peoples, and other communities
- **Narrate:** using expressions of time and transitional words to show logical progression; using 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.
- **Respond personally:** e.g., provide personal interpretations and/or opinions
- **Engage:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **topics of interest:** e.g., personal, local, regional, national, or global topics of interest, such as current events, matters of public debate, political issues, social trends
- **fluency and accuracy:** includes using the full range of tenses and moods, developing flow, employing precise vocabulary, and using appropriate structures
- **connections between language and culture:** as expressed through creative works (e.g., books, dance, paintings, pictures, poems, songs), regional dialects, historical origins of words and expressions
- **Engage in experiences:** e.g., blogs, classroom and school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, social media, stores and restaurants with service in Mandarin Chinese
- **opportunities:** e.g., clubs, online resources, personal connections, travel, volunteering
- **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:** 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

- **Chinese characters, meaning, and structure:** including sounds, meaning, parts, and radicals
- **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
- **sequence of events:** using expressions such as 先, 之后, 结果, 后来
- **doubts, wishes, possibilities, and hypotheticals:** e.g., 希望……。如果……, 就……。可能……。要是……。
- **needs:** e.g., 我需要……。请让……。
- **lifestyles and relationships:** e.g., diverse family structures, diverse types of relationships (e.g., 四世同堂, 单亲家庭, 同志族群)
- **explanation and justification of opinions:** e.g., 因为……, 所以……。
- **comparison and contrast:** e.g., using expressions such as ……和……一样……。
- **past, present, and future time frames:** using 过 to indicate past experiences; e.g., 我没吃过饺子。
- **register and language etiquette:** e.g., using formal writing when addressing people, differentiating formal and informal writing, choice of words
- **variations:** e.g., varying expressions in different Chinese-speaking countries, phrases derived from other languages (e.g., 迷你 from *mini* in English), contemporary terms such as 粉丝 (*fans*)
- **cultural events and activities:** e.g., speech contest, singing contest, Chinese folk dance activity
- **resources and services:** e.g., blogs, community centres, publications