

BIG IDEAS

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

Learning Standards (continued)

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

Big Ideas – Elaborations	SECOND LANGUAGES – Mandarin Chinese Grade 10
<ul style="list-style-type: none"> • 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. • Cultural expression: 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) 	

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