

MANDARIN CHINESE – INTRODUCTORY 11

Description

Mandarin Introductory 11 has been developed to offer an opportunity for students who did not begin Mandarin in the elementary grades to enter Mandarin at the secondary level. Mandarin Introductory 11 is an intensive course, designed to cover essential learning standards from Grades 5 to 10 in an accelerated time frame in order to prepare students for Mandarin 11. It should be noted that this course does not replace the richness of the regular Mandarin 5-10 curriculum.

It is assumed that students would have limited to no background in Mandarin prior to enrolment. However, as contexts vary, districts may use their discretion with regard to admission criteria for this course. Enrolment in Mandarin Introductory 11 is not limited to Grade 11 students, and there are no prerequisites for this course.

BIG IDEAS

Listening and viewing with intent supports our acquisition and understanding of a new language.	Stories help us to acquire language and understand the world around us.	Expressing ourselves in a new language requires courage, risk taking, and perseverance.	Exploring diverse forms of cultural expression allows us to experience and appreciate 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>Thinking and communicating</p> <ul style="list-style-type: none"> • Demonstrate awareness of the relationships between sounds, phonetic representation, Chinese characters, and meaning • Identify and produce Chinese characters • Comprehend key information in speech and other texts • Use language-learning strategies to increase understanding • Narrate stories, both orally and in writing • Exchange ideas and information, both orally and in writing • Seek clarification and verify meaning • Share information using the presentation format best suited to their own and others' diverse abilities <p>Personal and social awareness</p> <ul style="list-style-type: none"> • Engage in experiences with Mandarin-speaking people and Chinese communities • Consider 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 	<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 • common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> – types of questions – self and others – comparisons – places, time – opinions and beliefs – communicative functions • elements of common types of texts and stories • First Peoples perspectives connecting language and culture, including oral histories, identity, and place • cultural practices in various Chinese communities • Chinese works of art • ethics of cultural appropriation and plagiarism

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.
- **understand the world:** by exploring, for example, thoughts, feelings, knowledge, culture, and identity
- **forms of cultural 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, architecture)

Curricular Competencies – Elaborations

- **sounds:** tonal variations and basic intonation patterns
- **phonetic representation:** the correlation between Zhuyin symbols and their pronunciation or Pinyin letters and their pronunciation
- **Chinese characters:** traditional or simplified
- **key information:** e.g., answers to questions such as 谁, 什么, 哪, 什么时候, 为什么
- **texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **language-learning strategies:** e.g., interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge and familiar words
- **Narrate:**
 - Use expressions of time and transitional words to show logical progression.
 - Use past, present, and future time frames.
- **Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations
- **Seek clarification and verify:** e.g., request or provide repetition, word substitution, reformulation, or reiteration
- **presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
- **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

- **phonetic systems:** Hanyu Pinyin (e.g., 注音符號); Mandarin phonemes (b, p, m, f, or ㄅ, ㄆ, ㄇ, ㄈ)
- **tonal variations:** *mā, má, mǎ, mà, ma*
- **parts and radicals:** e.g., 亻, 讠, 艹, 扌, 辶, 钅
- **vocabulary:** refers to compounds 词汇 instead of characters 字
- **questions:** questions with *WH* words; e.g., 这是什么?有几个.....?在哪儿?
- **comparisons:** e.g.,不比.....。
- **time:** e.g., using 了 to indicate completion (e.g., 我写完了。); using 在/正在 to describe activity in action (e.g., 我在吃饭。)
- **opinions and beliefs:** e.g., 我觉得.....。
- **elements:** 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:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.
- **cultural practices:** e.g., activities, celebrations, dance, festivals, traditions, clothing, food, history, land, music, protocols, rituals
- **works of art:** e.g., creative works in dance, drama, music, or visual arts
- **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