

Mandarin 10, 20, 30

2022 Saskatchewan Curriculum

July 2022 – Due to the nature of curriculum development this document is regularly under revision. For the most up-to-date content, please visit here: www.curriculum.gov.sk.ca.

Versioning History

This chart provides a summary of revisions made to the final document since publication. The posted document reflects the most recent version.

Date of revisions	Type of revisions made
July 25, 2022	Correction to AP20.3, indicator 'g'.
October 2022	Edits to “Outcomes at a Glance” on pages 17, 18, 19, 31

Acknowledgements

The Ministry of Education wishes to acknowledge the guidance of the following writer who contributed to the development of this curriculum:

Seok Cheng Teh, Teacher
Good Spirit School Division
Saskatchewan Teachers' Federation

The Ministry of Education also wishes to thank many others, such as community and cultural organizations and content area specialists, who contributed to the development of this curriculum.

Introduction

Mandarin 10, 20, 30 are elective language courses provided within Saskatchewan's Core Curriculum which is intended to provide all Saskatchewan students with an education that will serve them well regardless of their choices after leaving school.

Through its various components and initiatives, Core Curriculum supports the achievement of the Goals of Education for Saskatchewan. For current information regarding Core Curriculum, please refer to the *Registrar's Handbook for School Administrators* found on the Government of Saskatchewan website. For additional information related to the various components and initiatives of Core Curriculum, please refer to the Government of Saskatchewan website for policy and foundation documents.

This curriculum provides the intended learning outcomes that students are expected to achieve in *Mandarin 10, 20, 30* by the end of the course. The curriculum reflects current language education research and is responsive to changing demographics within the province.

All students will work toward the achievement of the provincial outcomes. Some students, however, will require additional supports. Effective instruction, including the use of the Adaptive Dimension, will support most students in achieving success. The Adaptive Dimension refers to the concept of making adjustments to any or all of the following variables: learning environment, instruction, assessment and resources. Adjustments to these variables are intended to make learning meaningful and appropriate and to support achievement. **Within the context of the Adaptive Dimension, curricular outcomes are not changed; adaptive variables are adjusted so that the curricular outcomes can be achieved. Please refer to the Saskatchewan Curriculum website for more information on the Adaptive Dimension.**

Course Synopsis

Mandarin 10, 20, 30 presents what students are expected to know, do and understand at the 10, 20 and 30 levels. Students are immersed in learning experiences through which they can gain new perspectives, engage with Chinese communities and become proficient users of the Mandarin language.

- *Mandarin 10* is an introduction to the Mandarin language and Chinese cultures and is designed for students who have little or no knowledge of the language. Students begin with basic vocabulary and structures to communicate about their lives.
- *Mandarin 20* has *Mandarin 10* as a prerequisite. Students add complexity and fluency to their language skills to communicate about the broader world and to develop their understanding of Chinese cultures.
- *Mandarin 30* has *Mandarin 20* as a prerequisite. Students continue to add complexity and understanding to their language skills as they explore different perspectives and apply their understanding of Chinese cultures to interactions with others.

Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education. All areas of study contribute to student achievement of the Goals of Education through helping students achieve knowledge, skills and attitudes related to these Broad Areas of Learning. The Kindergarten to Grade 12 goals and grade level outcomes for each area of study are designed for students to reach their full potential in each of the following Broad Areas of Learning.

Sense of Self, Community and Place*

(Related to the following Goals of Education: Understanding and Relating to Others, Self Concept Development and Spiritual Development)

Students possess a positive sense of identity and understand how it is shaped through interactions within natural and constructed environments. They are able to nurture meaningful relationships and appreciate diverse beliefs, languages and practices from the diversity of cultures in our province, including First Nations and Métis. Through these relationships, students demonstrate empathy and a deep understanding of self, others and the influence of place on identity. In striving to balance their intellectual, emotional, physical and spiritual dimensions, students' sense of self, community and place is strengthened.

Making additional language learning accessible to students enhances multiculturalism in Saskatchewan by valuing cultural diversity. Providing students with the opportunity to study languages and cultures in addition to their own not only enhances their concept of themselves but also promotes respect for members of other cultures.

Lifelong Learners

(Related to the following Goals of Education: Basic Skills, Lifelong Learning, Positive Lifestyle)

Students are curious, observant and reflective as they imagine, explore and construct knowledge. They demonstrate the understandings, abilities and dispositions necessary to learn from subject discipline studies, cultural experiences and other ways of knowing the world. Such ways of knowing support students' appreciation of Indigenous worldviews and learning about, with and from others. Students are able to engage in inquiry and collaborate in learning experiences that address the needs and interests of self and others. Through this engagement, students demonstrate a passion for lifelong learning.

Students who study an additional language have been shown to have a greater mastery of their dominant language. Learning another language helps students understand how knowledge and worldview are constructed, appreciate other ways of knowing and develop greater empathy for others.

Engaged Citizens

(Related to the following Goals of Education: Career and Consumer Decisions, Membership in Society and Growing with Change)

Students demonstrate confidence, courage and commitment in shaping positive change for the benefit of all. They contribute to the environmental, social and economic sustainability of local and global communities. Their informed life, career and consumer decisions support positive actions that recognize a broader relationship with, and responsibility for, natural and constructed environments. Along with this responsibility, students recognize and respect the mutual benefits of Charter, Treaty and other constitutional rights and relationships. Through this recognition, students advocate for self and others, and act for the common good as engaged citizens.

When students learn new languages, they take risks and explore new ways of knowing. As culture is intrinsic to language, students become more engaged with language acquisition when they also study the culture. Learning Mandarin in Saskatchewan helps connect students with the people in the province, the country and the world, who speak the language.

*A sense of place is a geographical concept that attempts to define our human relationships with the environment and knowledge derived from this relationship.

Cross-curricular Competencies

The Cross-curricular Competencies are four interrelated areas containing understanding, values, skills and processes which are considered important for learning in all areas of study. These competencies reflect the Common Essential Learnings and are intended to be addressed in each area of study at each grade.

Developing Thinking

(Related to CEL of Critical and Creative Thinking)

Constructing knowledge (i.e., factual, conceptual, procedural and metacognitive) is how people come to know and understand the world around them. Deep understanding develops through thinking and learning contextually, creatively and critically in a variety of situations, both independently and with others.

Think and learn contextually

- Apply prior knowledge, experiences and the ideas of self and others in new contexts.
- Analyze connections or relationships within and/or among ideas, experiences or natural and constructed objects.
- Recognize that a context is a complex whole made of parts.
- Analyze a particular context for ways that parts influence each other and create the whole.

- Explore norms*, concepts, situations and experiences from several perspectives, theoretical frameworks and worldviews.

Think and learn creatively

- Show curiosity and interest in the world, new experiences, materials and puzzling or surprising events.
- Experiment with ideas, hypotheses, educated guesses and intuitive thoughts.
- Explore complex systems and issues using a variety of approaches such as models, simulations, movement, self-reflection and inquiry.
- Create or re-design objects, designs, models, patterns, relationships or ideas by adding, changing, removing, combining and separating elements.
- Imagine and create central images or metaphors for subject area content or cross-disciplinary ideas.

Think and learn critically

- Analyze and critique objects, events, experiences, ideas, theories, expressions, situations and other phenomena.
- Distinguish among facts, opinions, beliefs and preferences.
- Apply various criteria to assess ideas, evidence, arguments, motives and actions.
- Apply, evaluate and respond to differing strategies for solving problems and making decisions.
- Analyze factors that influence self and others' assumptions and abilities to think deeply, clearly and fairly.

*Norms can include unexamined privilege (i.e., unearned rights/entitlements/immunity/exemptions associated with being “normal”) which creates a power imbalance gained by birth, social position or concession and provides a particular context.

Developing Identity and Interdependence

(Related to CELs of Personal and Social Development and Technological Literacy)

Identity develops as an individual interacts with others and the environment and learns from various life experiences. The development of a positive self-concept, the ability to live in harmony with others and the capacity and aptitude to make responsible decisions about the natural and constructed world supports the concept of interdependence. The focus within this competency is to foster personal reflection and growth, care for others and the ability to contribute to a sustainable future.

Understand, value and care for oneself (intellectually, emotionally, physically, spiritually)

- Recognize that cultural and linguistic backgrounds, norms and experiences influence identity, beliefs, values and behaviours.

<ul style="list-style-type: none"> • Develop skills, understandings and confidence to make conscious choices that contribute to the development of a healthy, positive self-identity. • Analyze family, community and societal influences (such as recognized and unrecognized privileges) on the development of identity. • Demonstrate self-reliance, self-regulation and the ability to act with integrity. • Develop personal commitment and the capacity to advocate for self.
<p>Understand, value and care for others</p> <ul style="list-style-type: none"> • Demonstrate openmindedness* toward, and respect for, all. • Learn about various peoples and cultures. • Recognize and respect that people have values and worldviews that may or may not align with one's own values and beliefs. • Value the varied abilities and interests of individuals to make positive contributions to society. • Advocate for the well-being of others.
<p>Understand and value social, economic and environmental interdependence and sustainability**</p> <ul style="list-style-type: none"> • Examine the influence of worldviews on one's understanding of interdependence in the natural and constructed world. • Evaluate how sustainable development depends on the effective and complex interaction of social, environmental and economic factors. • Analyze how one's thinking, choices and behaviours affect living and non-living things, now and in the future. • Investigate the potential of individual and group actions and contributions to sustainable development. • Demonstrate a commitment to behaviours that contribute to the well-being of the society, environment and economy – locally, nationally and globally.

*Openmindedness refers to a mind that is open to new ideas and free from prejudice or bias in order to develop an “ethical space” between an existing idea and a new idea (Ermine, 2007).

**Sustainability refers to making informed decisions for the benefit of ourselves and others, now and for the future, and to act upon those decisions for social, economic and environmental well-being.

Developing Literacies

(Related to CELs of Communication, Numeracy, Technological Literacy and Independent Learning)

Literacies provide many ways to interpret the world and express understanding of it. Being literate involves applying interrelated knowledge, skills and strategies to learn and communicate with others. Communication in a globalized world is increasingly multimodal. Communication and meaning making, therefore, require the use and understanding of multiple modes of representation. Each area of study develops disciplinary literacies (e.g., scientific, economic, physical, health, linguistic, numeric, aesthetic,

technological, cultural) and requires the understanding and application of multiple literacies (i.e., the ability to understand, critically evaluate and communicate in multiple meaning making systems) in order for students to participate fully in a constantly changing world.

Construct knowledge related to various literacies

- Acknowledge the importance of multiple literacies in everyday life.
- Understand that literacies can involve words, images, numbers, sounds, movements and other representations and that these can have different interpretations and meanings.
- Examine the interrelationships between literacies and knowledge, culture and values.
- Evaluate the ideas and information found in a variety of sources (e.g., people, databases, natural and constructed environments).
- Access and use appropriate technologies to investigate ideas and deepen understanding in all areas of study.

Explore and interpret the world using various literacies

- Inquire and make sense of ideas and experiences using a variety of strategies, perspectives, resources and technologies.
- Select and critically evaluate information sources and tools (including digital) based on the appropriateness to specific tasks.
- Use various literacies to challenge and question understandings and interpretations.
- Interpret qualitative and quantitative data (including personally collected data) found in textual, aural and visual information gathered from various media sources.
- Use ideas and technologies in ways that contribute to creating new insight.

Express understanding and communicate meaning using various literacies

- Create, compute and communicate using a variety of materials, strategies and technologies to express understanding of ideas and experiences.
- Respond responsibly and ethically to others using various literacies.
- Determine and use the languages, concepts and processes that are particular to a discipline when developing ideas and presentations.
- Communicate ideas, experiences and information in ways that are inclusive, understandable and useful to others.
- Select and use appropriate technologies in order to communicate effectively and ethically.

Developing Social Responsibility

(Related to CELs of Communication, Critical and Creative Thinking, Personal and Social Development, and Independent Learning)

Social responsibility is the ability of people to contribute positively to their physical, social and cultural environments. It requires an awareness of unique gifts and challenges among individuals and communities and the resulting opportunities that can arise. It also requires participation with others in creating an ethical space* to engage in dialogue, address mutual concerns and accomplish shared goals.

Use moral reasoning processes

- Evaluate the possible consequences of a course of action on self, others and the environment in a particular situation.
- Consider the implications of a course of action when applied to other situations.
- Consistently apply fundamental moral values** such as respect for all.
- Demonstrate a principle-based approach to moral reasoning.
- Examine how values and principles have been and continue to be used by persons and cultures to guide conduct and behaviour.

Engage in communitarian thinking and dialogue

- Model a balance in speaking, listening and reflecting.
- Ensure that each person has an opportunity to contribute.
- Demonstrate courage to express differing perspectives in a constructive manner.
- Use consensus-building strategies to work towards shared understanding.
- Be sensitive to, and respectful of, diversity and different ways of participating.

Take social action

- Demonstrate respect for and commitment to human rights, treaty rights and environmental sustainability.
- Contribute to harmony and conflict resolution in own classroom, school, family and community.
- Provide support in a manner that is respectful of the needs, identity, culture, dignity and capabilities of all persons.
- Support individuals in making contributions toward achieving a goal.
- Take responsible action to change perceived inequities or injustice for self and others.

*An ethical space exists between separate worldviews. In this space, “we can understand one another’s knowledge systems” (Ermine, as cited in Ford, 2006). For further information, see Willie Ermine’s work related to ethical space.

******The most basic moral value underlying development of the CEL of Personal and Social Development is that of respect for persons. For further discussion related to fundamental moral values, refer to *Understanding the Common Essential Learnings: A Handbook for Teachers* (1988, pages 42-49). See also the *Renewed Objectives for the CELs of Critical and Creative Thinking and Personal and Social Development* (2008).

Aim and Goals

The aim of the Saskatchewan *Mandarin 10, 20, 30* curriculum is to help students understand, use and appreciate the Mandarin language and to better understand Chinese cultures.

Goals are broad statements identifying what students are expected to know and be able to do upon completion of the learning in a particular area of study by the end of Grade 12. Although presented separately for the purpose of organizing learning outcomes and indicators, the four goals are interdependent and are intended to be integrated.

The goals of learning an additional language are:

Strategies (ST)

Students will use a variety of strategies to maximize the effectiveness of language learning and communication.

Competence (CO)

Students will use knowledge of the Mandarin language to communicate effectively and competently.

Applications (AP)

Students will use Mandarin language in a variety of situations and for a variety of purposes.

Culture (CU)

Students will recognize the value of Mandarin language acquisition and of Chinese cultures.

Inquiry

Inquiry learning provides students with opportunities to build knowledge, abilities and inquiring habits of mind that lead to deeper understanding of their world and human experience. Inquiry builds on students' inherent sense of curiosity and wonder, drawing on their diverse backgrounds, interests and experiences. The process provides opportunities for students to become active participants in a collaborative search for meaning and understanding.

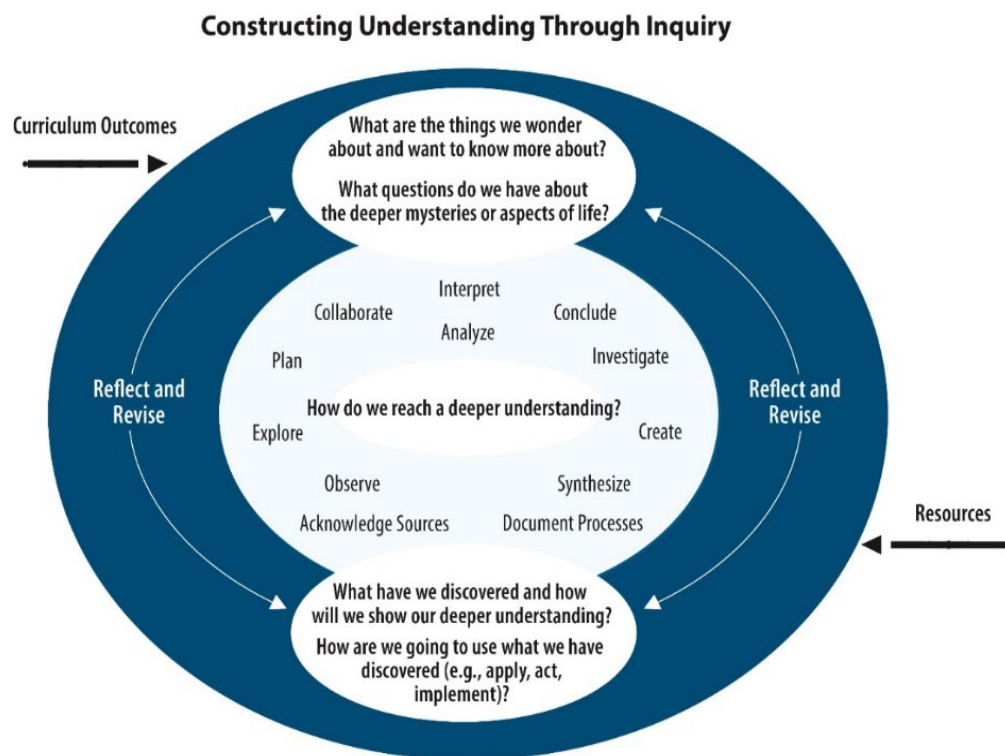
"My teacher (Elder) liked it when I asked questions, this way it reassured him that I understood his teachings. He explained every detail, the meaning and purpose. Not only talked about it, but showed me! Communication, critical and creative thinking were important." (Elder Albert Scott)

Students who are engaged in inquiry:

- construct deep knowledge and deep understanding, rather than passively receiving information;
- are directly involved and engaged in the discovery of new knowledge;
- encounter alternative perspectives and differing ideas that transform knowledge and experience into deep understandings;
- transfer new knowledge and skills to new circumstances; and,
- take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills.

(Adapted from Kuhlthau, Maniotes, & Caspari, 2007)

Inquiry learning is not a step-by-step process, but rather a cyclical process, with various phases of the process being revisited and rethought as a result of students' discoveries, insights and construction of new knowledge. Experienced inquirers will move back and forth among various phases as new questions arise and as students become more comfortable with the process. The following graphic shows various phases of the cyclical inquiry process.



An important part of any inquiry process is student reflection on their learning and the documentation needed to assess the learning and make it visible. Student documentation of the inquiry process may take the form of works-in-progress, reflective writing, journals, reports, notes, models, arts expressions, photographs, video footage, action plans and many more.

Creating Questions for Inquiry

It is important that teachers and students learn within meaningful contexts that relate to their lives, communities and world. Teachers and students need to identify big ideas and questions for deeper understanding central to the area of study.

Big ideas invoke inquiry questions. These questions are important in developing a deep understanding of the discipline or an area of study within the discipline. They do not have obvious answers and they foster high-order thinking. They invite genuine inquiry.

It is important to develop questions that are evoked by student interests and sense of wonder and have potential for rich and deep learning. These questions are used to initiate and guide inquiries that lead to deep understandings about topics, problems, ideas, challenges, issues, concepts and areas of study related to curriculum content and outcomes.

Well-formulated inquiry questions are broad in scope and rich in possibilities. Such questions encourage students to explore, observe, gather information, plan, analyze, interpret, synthesize, problem solve, take risks, create, conclude, document, reflect on learning and develop new questions for further inquiry.

The process of constructing questions for deep understanding can help students grasp the important disciplinary or interdisciplinary ideas that are situated at the core of a particular curricular focus or context. These broad questions lead to more specific questions that can provide a framework, purpose and direction for the learning activities in a lesson, or series of lessons, and help students connect what they are learning to their experiences and life beyond school.

Effective questions are the key to initiating and guiding students' investigations, critical thinking, problem solving and reflection on their own learning.

Such questions may include:

- What moves us to communicate with each other?
- How can we express ourselves when we do not know another's language?
- What are some strategies for building effective communication skills?
- What are the reasons that cultures and individuals create narratives of their experiences?
- How does the language we use reflect our culture?
- What are the similarities and differences between various languages? How does learning an additional language help refine and reinforce what we know about our other language(s)?
- How does language help build relationships and a sense of community?

An Effective Additional Language Program

An effective additional language program reflects proven current pedagogical practice and inspires a high level of engagement through authentic learning situations. As new knowledge is built most easily on the foundation of what is known, language teachers should strive to help students recognize strategies and competences which they have learned in their dominant language and culture to build bridges to the target language and culture. Encouraging students to build a sense of their own agency in learning the language by identifying what they “can do” helps build intrinsic motivation and appreciation for their growing abilities, instead of focusing on the errors that may still occur.

Teachers should regularly present varied opportunities for both receptive and productive learning opportunities. The most authentic and effective way to acquire a new language is to use the target language as much as possible, so that acquiring it most closely resembles the learning students have of their dominant language. Students should regularly engage with a variety of authentic target-language texts (e.g., fiction, non-fiction, online and print) and communicate in a variety of situations (e.g., exchanging information, recounting events and interacting in discussions).

Successful language learning requires exposure to oral language before the introduction of formalized reading or writing. Students use strategies such as context and non-textual clues to help make meaning of written and oral language. Thus, the capacity to make meaning of text precedes the requirement to actively produce these same kinds of texts. The teacher is encouraged to use a variety of instructional strategies which place even balance on both receptive and productive language skills.

Teaching and learning strategies for literacy focus on scaffolding language learning activities so that there is a gradual release of responsibility that begins with teacher modeling, to shared practice in structured and semi-structured situations, to guided and semi-guided practice, and finally to independent practice (see page 11, Pearson & Gallagher, 1983). For the purposes of this curriculum document, the following definitions apply:

- **With guidance:** With consistent support such as modeling, demonstration, prompting or cueing.
- **With some guidance:** With occasional or minimal support such as modeling, demonstration, prompting or cueing when required.

While there may be times when the explicit teaching or explanation of grammar and language conventions is necessary, the goal of an additional language program is effective communication; grammar is merely the tool which helps people communicate more concisely, precisely, and articulately. Thus, whenever possible, grammatical instruction should be embedded into framing the message.

Each language possesses different perspectives to understand the world and events. There are phrases and words which cannot be translated by the exact same term in another language. This requires linguistic, contextual, historical and cultural knowledge, all of which are a part of a robust language acquisition program. It is incumbent on the language acquisition program to foster and support students’ natural curiosity as they progress in their language competence.

Using this Curriculum

Contexts and Big Ideas

An effective Mandarin program provides meaningful contexts for language learning. The Mandarin program is designed so that students will develop their language skills and their cultural vision through varied opportunities in oral and written communication. Through an inquiry approach, Mandarin is learned in meaningful, authentic communicative-experiential contexts.

The contexts provide students with an opportunity to explore “big ideas” (i.e., overarching understandings) that have enduring values beyond the classroom. Contexts and big ideas in the Mandarin curriculum provide an authentic context for learning by drawing on broad themes that encompass the learners’ life experiences, intellectual development and interests.

The student develops communicative skills by being actively engaged in learning for specific purposes rather than by simply examining the lexical and grammatical components of the language. Students can see the connections in their learning and apply language skills, work skills and values to new situations.

The following table includes contexts and big ideas for grades 10 to 12. Each of the broad contexts is compulsory, can be explored simultaneously and lend themselves to the integration of subjects. Recommendations for big ideas are also provided as suggestions for ways to examine each context more deeply.

The Context of **Relationships and Community** explores the ways in which groups of people organize themselves, or are organized through common systems or interests.

The Context of **Arts, Activities and Culture** explores and tells the stories of the events, experiences and journeys that shape our lives. It also explores the ways in which human creativity and innovation affect our world.

The Context of **Identity and Perspectives** explores the nature of the self and how we express who we are, as well as the challenges and opportunities that individuals and communities face in the modern world.

Context	Big Ideas (Grade 10)	Big Ideas (Grade 11)	Big Ideas (Grade 12)
Relationships and community	Family structures Meeting and greeting Daily dialogue	Extended family structure Neighbourhood Weather	Social issues Climate change Global connections
Arts, activities and culture	Recreation Traditional Chinese arts Entertainment	Festivals and events Holidays Transportation	Chinese literature Historical perspectives Technology and social media
Identity and perspectives	Personal attributes Personal relationships	Eating and drinking Clothing and fashion Physical well-being	Travel Careers Expressions and feelings

Outcomes define what students are expected to know, understand and be able to do by the end of a grade or secondary level course in a particular area of study. Therefore, all outcomes are required. The outcomes provide direction for assessment and evaluation, and for program, unit and lesson planning.

Outcomes:

- focus on what students will learn rather than what teachers will teach;
- specify the skills, abilities, knowledge and/or attitudes students are expected to demonstrate;
- are observable, assessable and attainable; and,
- are supported by indicators which provide the breadth and depth of expectations.

Indicators are representative of what students need to know and/or be able to do in order to achieve an outcome. When planning for instruction, teachers must comprehend the set of indicators to understand fully the breadth and the depth of learning related to a particular outcome. Based on this understanding of the outcome, teachers may develop indicators that are responsive to students' needs, interests and prior learning. Teacher-developed indicators must maintain the intent of the outcome.

The set of indicators for an outcome:

- provides the intent (breadth and depth) of the outcome;
- tells the story, or creates a picture, of the outcome;
- defines the level and types of knowledge required; and,
- is not a checklist or prioritized list of instructional activities or assessment items.

Other Terms

Within curricula, the terms “including,” “such as” and “e.g.” serve specific purposes:

- **Including** prescribes content, contexts or strategies that students must experience in their learning, without excluding other possibilities.
- **Such as** provides examples of possible broad categories of content, contexts or strategies that teachers or students may choose, without excluding other possibilities.
- **E.g.** offers specific examples of what a term, concept or strategy might look like.

Note that for the purpose of these curricula, ‘Mandarin’ is the dialect when referring to the verbal language and ‘Standard Chinese’ is used when referring to the written language.

Legend

CO	Goal
10	Course
1	Outcome number
a	Indicator

Outcomes at a Glance

Mandarin 10	Mandarin 20	Mandarin 30
ST10.1 Apply, with guidance, a variety of strategies to interpret oral and written Mandarin texts and reflect on personal language learning.	ST20.1 Select and apply, with some guidance, a variety of strategies to interpret oral and written Mandarin texts and reflect on personal language learning.	ST30.1 Select and apply a variety of strategies to interpret oral and written Mandarin texts and reflect on personal language learning.
ST10.2 Apply, with guidance, a variety of strategies to produce oral and written Mandarin texts and reflect on personal language learning.	ST20.2 Select and apply, with some guidance, a variety of strategies to produce oral and written Mandarin texts and reflect on personal language learning.	ST30.2 Select and apply a variety of strategies to produce oral and written Mandarin texts and reflect on personal language learning.
CO10.1 Demonstrate, when interpreting oral and written texts, knowledge of Mandarin language concepts including pronunciation and tones (<i>hanyu pinyin</i>), characters, basic context-specific vocabulary and phrases, sentence structure and linguistic conventions.	CO20.1 Demonstrate, when interpreting oral and written texts, knowledge of Mandarin language concepts including context-specific vocabulary, sentence structure and linguistic conventions.	CO30.1 Demonstrate, when interpreting oral and written texts, knowledge of Mandarin language concepts including vocabulary, sentence structure and linguistic conventions.
CO10.2 Demonstrate, when producing oral and written texts, knowledge of Mandarin language concepts including pronunciation and tones (<i>hanyu pinyin</i>), strokes and writing orders, characters, basic context-specific vocabulary and phrases, sentence structure and linguistic conventions.	CO20.2 Demonstrate, when producing oral and written texts, knowledge of Mandarin language concepts including context-specific vocabulary, sentence structure and linguistic conventions.	CO30.2 Demonstrate, when producing oral and written texts, knowledge of Mandarin language concepts including vocabulary, sentence structure and linguistic conventions.
AP10.1 Construct meaning, with guidance, of simple oral non-fiction and fiction Mandarin texts on familiar topics to receive information, extend knowledge of the world, achieve objectives and for enjoyment.	AP20.1 Construct meaning, with some guidance, of a variety of short oral non-fiction and fiction Mandarin texts on familiar topics to receive information, extend knowledge of the world, achieve objectives and for enjoyment.	AP30.1 Construct meaning of a variety of oral non-fiction and fiction Mandarin texts to receive information, extend knowledge of the world, achieve objectives and for enjoyment.

AP10.2 Construct meaning, with guidance, of simple written non-fiction and fiction Standard Chinese texts on familiar topics to receive information, extend knowledge of the world, achieve objectives and for enjoyment.	AP20.2 Construct meaning, with some guidance, of a variety of short written non-fiction and fiction Standard Chinese texts on familiar topics to receive information, extend knowledge of the world, achieve objectives and for enjoyment.	AP30.2 Construct meaning of a variety of written non-fiction and fiction Standard Chinese texts to receive information, extend knowledge of the world, achieve objectives and for enjoyment.
AP10.3 Produce, with guidance, simple oral Mandarin texts on familiar topics to express ideas, extend knowledge of the world, achieve objectives and for enjoyment.	AP20.3 Produce, with some guidance, a variety of short oral Mandarin texts on familiar topics to express ideas, extend knowledge of the world, achieve objectives and for enjoyment.	AP30.3 Produce a variety of oral non-fiction and fiction Mandarin texts, to express ideas, extend knowledge of the world, achieve objectives and for enjoyment.
AP10.4 Produce, with guidance, simple written Standard Chinese texts on familiar topics to express ideas, extend knowledge of the world, achieve objectives and for enjoyment.	AP20.4 Produce, with some guidance, a variety of short written Standard Chinese texts on familiar topics to express ideas, extend knowledge of the world, achieve objectives and for enjoyment.	AP30.4 Produce a variety of written non-fiction and fiction Standard Chinese texts, to express ideas, extend knowledge of the world, achieve objectives and for enjoyment.
CU10.1 Explore historical and contemporary elements, and the cultural and linguistic diversity, of Chinese cultures in Saskatchewan.	CU20.1 Explore historical and contemporary elements, and the cultural and linguistic diversity, of Chinese cultures in Canada.	CU30.1 Explore historical and contemporary elements, and the cultural and linguistic diversity, of Chinese cultures around the world.
CU10.2 Investigate opportunities in Saskatchewan to use and develop Mandarin language skills and explore personal identity as a Mandarin language learner.	CU20.2 Investigate opportunities in Canada to use and develop Mandarin language skills and explore personal identity as a Mandarin language learner.	CU30.2 Investigate international opportunities to use and develop Mandarin language skills and reflect on personal identity as a Mandarin language learner.

Mandarin 10: Outcomes at a Glance

Outcomes
Strategies
ST10.1 Apply, with guidance, a variety of strategies to interpret oral and written Mandarin texts and reflect on personal language learning.
ST10.2 Apply, with guidance, a variety of strategies to produce oral and written Mandarin texts and reflect on personal language learning.
Competence
CO10.1 Demonstrate, when interpreting oral and written texts, knowledge of Mandarin language concepts including pronunciation and tones (<i>hanyu pinyin</i>), characters, basic context-specific vocabulary and phrases, sentence structure and linguistic conventions.
CO10.2 Demonstrate, when producing oral and written texts, knowledge of Mandarin language concepts including pronunciation and tones (<i>hanyu pinyin</i>), strokes and writing orders, characters, basic context-specific vocabulary and phrases, sentence structure and linguistic conventions.
Applications
AP10.1 Construct meaning, with guidance, of simple oral non-fiction and fiction Mandarin texts on familiar topics to receive information, extend knowledge of the world, achieve objectives and for enjoyment.
AP10.2 Construct meaning, with guidance, of simple written non-fiction and fiction Standard Chinese texts on familiar topics to receive information, extend knowledge of the world, achieve objectives and for enjoyment.
AP10.3 Produce, with guidance, simple oral Mandarin texts on familiar topics to express ideas, extend knowledge of the world, achieve objectives and for enjoyment.
AP10.4 Produce, with guidance, simple written Standard Chinese texts on familiar topics to express ideas, extend knowledge of the world, achieve objectives and for enjoyment.
Culture
CU10.1 Explore historical and contemporary elements, and the cultural and linguistic diversity, of Chinese cultures in Saskatchewan.
CU10.2 Investigate opportunities in Saskatchewan to use and develop Mandarin language skills and explore personal identity as a Mandarin language learner.

Mandarin 10: Outcomes and Indicators

Strategies (ST)

ST10.1 Apply, with guidance, a variety of strategies to interpret oral and written Mandarin texts and reflect on personal language learning.

Indicators

- a. Apply, with guidance, a variety of before, during and after language learning strategies to construct meaning when listening, viewing and reading.
- b. Prepare to interpret oral and written texts using language learning strategies such as developing predictions and identifying purpose and context.
- c. Consult resources (e.g., peers and family, dictionaries, anchor charts and electronic applications) and visual aids (e.g., pictures, graphs and drawings) to help construct meaning of oral and written texts.
- d. Apply, with guidance, language learning strategies such as:
 - using supplementary information (e.g., summary, illustrations and background information);
 - interpreting physical (e.g., gestures and facial expressions) and auditory (e.g., laughter, volume and tone) cues; and,
 - examining context clues and key words.
- e. Utilize language learning strategies to support the interpretation of written text, such as:
 - infer the meanings of some simple Standard Chinese words based on related pictures and diagrams (e.g., 山, 川, 上, 下);
 - look for patterns and relationships to help identify the meanings of related phrases (e.g., 工 → 工人, 工作, 工资); and,
 - use mnemonics to help remember the eight basic strokes in Standard Chinese writing (e.g., 永字八法).
- f. Relate and differentiate the initials and finals in pinyin with consonants and vowels in English.
- g. Pose questions to clarify understanding, such as:
 - “这是什么?” (What is this?);
 - “请你再说一遍。” (Could you please repeat what you have just said?); and,
 - “你是说...” (You are saying ...?).

- h. Discuss challenges of learning to interpret an additional language (e.g., tolerance of ambiguity).
- i. Reflect, with guidance, on personal viewing, listening and reading strategies.

ST10.2 Apply, with guidance, a variety of strategies to produce oral and written texts in Mandarin and reflect on personal language learning.

Indicators

- a. Use the Mandarin language for personal communication.
- b. Apply, with guidance, a variety of before, during and after strategies to communicate meaning when writing and speaking.
- c. Use tools such as graphic organizers and outlines to make a plan for speaking or writing.
- d. Consult resources (e.g., peers and family, dictionaries, anchor charts and electronic applications) and visual aids (e.g., pictures, graphs and drawings) to support the production of oral and written texts.
- e. Apply, with guidance, language learning strategies to support the production of oral and written text, such as:
 - taking risks;
 - using prior knowledge for personal expression in Mandarin; and,
 - using physical (e.g., gestures and facial expressions) and auditory (e.g., laughter, tone and volume) cues to convey meaning.
- f. Evaluate own written and oral productions.
- g. Explain that risk-taking and a positive attitude are part of effective language learning.
- h. Discuss challenges of learning to communicate in an additional language.
- i. Reflect, with guidance, on personal writing and speaking strategies.

Competence (CO)

CO10.1 Demonstrate, when interpreting oral and written texts, knowledge of Mandarin language concepts including pronunciation and tones (*hanyu pinyin*), characters, basic context-specific vocabulary and phrases, sentence structure and linguistic conventions.

Indicators

- a. Identify the following components of Mandarin language:
 - 23 initials;
 - 24 finals; and,

- formation of syllables with four basic tones and one neutral tone in *hanyu pinyin* (see Appendix A).
- b. Recognize the eight fundamental radicals/strokes in Standard Chinese:
- horizontal stroke ^{héng}横;
 - vertical stroke ^{shù}竖;
 - upper right-to-bottom left stroke ^{piě}撇;
 - upper left-to-bottom right stroke ^{nà}捺;
 - dot ^{diǎn}点;
 - bottom left-to-upper right stroke ^{tí}提;
 - vertical/diagonal hook ^{gōu}勾; and,
 - horizontal fold ^{zhé}折.
- c. Comprehend the two types of radicals in Standard Chinese:
- basic radicals ^{bù}部首; and,
 - side radicals ^{biān}偏旁.
- Note:* A side radical can be a stand-alone Standard Chinese word by itself (e.g., ^{mù}木 means wood when it is used as a stand-alone word; it can also be a radical/part of a word when it is attached to another character: bed ^{chuáng}床, tree ^{shù}树).
- d. Interpret the meaning of basic Standard Chinese words based on illustrations.
- e. Identify different types of directions in Standard Chinese writing, such as:
- modern (i.e., left to right and horizontal); and
 - classical (i.e., right to left and vertical).
- f. Investigate Mandarin and Standard Chinese linguistic conventions, including:
- pronouns first/second/third person forms (e.g., ^{men}“们” in plural forms, same pronunciation yet different writing and different meaning to indicate female/male/object in Standard Chinese [e.g., ^{tā}“她”, ^{tā}“他”, ^{tā}“它”]);
 - pronouns ^{dě}“的” to indicate possessive adjectives/pronouns in Standard Chinese in familiar situations;
 - interrogative words (e.g., who ^{shuí}“谁”, what ^{shénme}“什么”, when ^{shénmeshíhòu}“什么时候”, where ^{nǎlǐ}“哪里”, which ^{nǎ}“哪一个”, why ^{wèishénme}“为什么” and how ^{zěnyàng}“怎样”, ^{rúhé}“如何”) with proper sentence structures;
 - ^{má}“吗” in an interrogative sentence;

- “了”^{l e} and “在”^{z à i} in various situations;
- “也”^{y ě} (means “also”, “too”) in response sentences;
- negation words in proper sentences/questions (e.g., “不”^{b ù}, “没”^{m éi}, “没有”^{m éi yǒu});
- “对”, “是的”, “可以” to give an affirmative response; and,
- measure words 量词^{liàng cí} to describe the shape/size of an object (e.g., 个^{g è}, 只^{zh ī}, 条^{tiáo}, 粒^{l i}, 本^{b ěn}, 支^{zh ī}, 间^{jiān}).

CO10.2 Demonstrate, when producing oral and written texts, knowledge of Mandarin language concepts including pronunciation and tones (*hanyu pinyin*), strokes and writing orders, characters, basic context-specific vocabulary and phrases, sentence structure and linguistic conventions.

Indicators

- Pronounce slowly and clearly, with correct tones in *hanyu pinyin* (see Appendix A):
 - 23 initials;
 - 24 finals;
 - formation of syllables; and,
 - single words.
- Combine single words to produce simple phrases using the initials, finals and syllables with correct tones in *hanyu pinyin*.
- Participate in Mandarin conversations using short, simple and structured sentences in familiar contexts (e.g., numbers, money, time and colours).
- Write the eight fundamental radicals/strokes in Standard Chinese:
 - horizontal stroke 横^{héng};
 - vertical stroke 竖^{shù};
 - upper right-to-bottom left stroke 撇^{piě};
 - upper left-to-bottom right stroke 捺^{nà};
 - dot 点^{diǎn};
 - bottom left-to-upper right stroke 提^{tí};
 - hook 勾^{gōu}; and,
 - fold 折^{zhé}.

- e. Practise writing Standard Chinese characters:
- in proper order;
 - in combinations of strokes to form Chinese words; and,
 - in 2 by 2 boxes with correct sequence.
- f. Distinguish some words (字 ^{zì}) and simple phrases (词 ^{cí}) related to familiar context.
- g. Write simple Standard Chinese characters in familiar situations with correct writing orders.
- h. Produce simple phrases and sentences using Mandarin and Standard Chinese grammatical components, including:
- pronouns first/second/third person forms (e.g., “^{men}们” in plural forms, same pronunciation yet different writing and different meaning to indicate female/male/object in Standard Chinese ([e.g., “^{tā}她”, “^{tā}他”, “^{tā}它”]);
 - pronouns + “^{dě}的” to indicate possessive adjectives/pronouns in Standard Chinese in familiar situations;
 - interrogative words (e.g., who “^{shuí}谁”, what “^{shénme}什么”, when “^{shénmeshíhòu}什么时候”, where “^{nǎlǐ}哪里”, which “^{nǎ}哪一个”, why “^{wèishénme}为什么”, how “^{zěnyàng}怎样”, “^{rúhé}如何”, “^{duōshǎo}多少”) with proper sentence structures;
 - “^{má}吗” in an interrogative sentence;
 - “^{le}了” and “^{zài}在” in various situations;
 - “^{yě}也” (means “also”, “too”) in response sentences;
 - negation words in proper sentences/questions (e.g., “^{bù}不”, “^{méi}没”, “^{méiyǒu}没有”);
 - “对”, “是的”, “可以” to give an affirmative response; and,
 - measure words 量词 ^{liàngcí} to describe the shape/size of an object (e.g., “^{gè}个”, “^{zhī}只”, “^{tiáo}条”, “^{lǐ}粒”, “^{běn}本”, “^{zhī}支”, “^{jiān}间”).

Applications (AP)

AP10.1 Construct meaning, with guidance, of simple oral non-fiction and fiction Mandarin texts on familiar topics to receive information, extend knowledge of the world, achieve objectives and for enjoyment.

Indicators

- a. Listen to and view a variety of simple oral Mandarin texts (e.g., commercials, weather reports and cartoons) that address big ideas such as:
 - Chinese communities in Saskatchewan;
 - daily routines; and,
 - personal relationships.
- b. Respond appropriately in structured interactions with common, simple, short phrases.
- c. Interpret basic expressions in Mandarin (e.g., Yes “^{shì shì de}是/是的”, No “^{bú shì bú shì de}不是/不是的”, Please “^{qǐng}请”, Thank you “^{xiè xiè}谢谢”, Excuse me “^{duì bu qǐ}对不起”, Sorry “^{duì bu qǐ}对不起”).
- d. Comprehend and respond to simple questions regarding personal details (e.g., name, age, address and telephone number).
- e. Interpret information related to others’ personal details (e.g., name, age, address and nationality).
- f. Reiterate simple instructions in familiar contexts.
- g. Summarize simple oral texts (e.g., weather reports and commercials).
- h. Interpret simple conversations and respond appropriately to basic interactions, including:
 - greetings and leave-taking;
 - invitations;
 - classroom instructions;
 - requests for help; and,
 - daily routines and activities.
- i. React to simple oral texts with emotion (e.g., empathy, surprise, appreciation or disgust).

AP10.2 Construct meaning, with guidance, of simple written non-fiction and fiction Standard Chinese texts on familiar topics to receive information, extend knowledge of the world, achieve objectives and for enjoyment.

Indicators

- a. Read a variety of simple written Standard Chinese texts (e.g., comic books, news headlines and public signs) that address:
 - Chinese communities in Saskatchewan;
 - daily routines; and,
 - personal relationships.
- b. Comprehend simple common signs in Standard Chinese (e.g., Stop, Keep right, Parking, No smoking and Washroom).
- c. Identify key information (e.g., location, date and time of an event) from personal texts (e.g., emails, text messages and cards).
- d. Retrieve important details (e.g., date, time, location and price) from mass media texts (e.g., posters, flyers and advertisements).
- e. Understand the use of numbers to convey messages in Standard Chinese, such as:
 - 万^{wàn} for ten thousand;
 - 十 万^{shíwàn} for hundred thousand;
 - 百 万^{bǎiwàn} for million;
 - 千 万^{qiānwàn} for ten million; and,
 - 亿^{yí} for hundred million.
- f. Reiterate the basic directions of written imperative texts.
- g. Make selections from a provided list of options on a simple online survey regarding personal information (e.g., gender, occupation, nationality and age).
- h. Interpret information about time in both 12-hour and 24-hour clock formats.
- i. Identify the following elements in written texts on familiar topics:
 - who is doing an action (i.e., subject);
 - who or what is receiving the action (i.e., direct object);
 - who is affected by the action (i.e., indirect object); and,
 - to whom the indirect object is given.
- j. React to written texts with emotion (e.g., empathy, surprise, appreciation or disgust).

AP10.3 Produce, with guidance, simple oral Mandarin texts on familiar topics to express ideas, extend knowledge of the world, achieve objectives and for enjoyment.

Indicators

- a. Produce simple oral Mandarin texts related to big ideas such as:
 - Chinese communities in Saskatchewan;
 - daily routines; and,
 - personal relationships.
- b. Respond appropriately to other speakers during structured conversations or discussion.
- c. Pose and respond to questions to generate conversations on familiar topics such as hobbies, family members and class schedules.
- d. Express feelings and emotions using simple adjectives, facial expressions and body language.
- e. Convey opinions or personal perspectives on a given topic such as a movie or education.
- f. Employ imperative structure to provide basic step-by-step instructions in situations such as cooking and giving directions to a location.
- g. Communicate information about time in both 12-hour and 24-hour clock formats.
- h. Ask for, and provide, telephone numbers in Mandarin, including special pronunciation for “1” / “—” (read as “yao” first tone) when telling phone numbers.
- i. Complete simple transactions in familiar contexts such as purchasing items in a store and ordering a meal from a menu.
- j. Relate descriptions of personal lived experiences or activities.
- k. Use Mandarin for entertainment and personal enjoyment (e.g., express humour, perform skits or songs and create stories).

AP10.4 Produce, with guidance, simple written Standard Chinese texts on familiar topics to express ideas, extend knowledge of the world, achieve objectives and for enjoyment.

Indicators

- a. Produce simple written Standard Chinese texts related to big ideas such as:
 - Chinese communities in Saskatchewan;
 - daily routines; and,
 - personal relationships.
- b. Write to communicate meaning about a variety of daily topics such as personal details (e.g., name and age), family members (e.g., number of siblings) and class schedule (e.g., teacher and subject).
- c. Communicate simple written expressions (e.g., Yes “是/是的”, No “不是/不是的”, Please “请”, Thank you “谢谢”, Excuse me “对不起”, Sorry “对不起”) with and without a pinyin application.
- d. Complete an application form in Standard Chinese with basic personal information (e.g., name, gender, telephone number and address).
- e. Compose a greeting card (e.g., birthday) using simple expressions.
- f. Create simple social media posts using basic vocabulary.
- g. Communicate messages about time with reference to 12-hour and 24-hour clocks.
- h. Provide basic written directions to a place using imperative sentences.
- i. Experiment with communicating messages in a variety of written formats (e.g., notes, lists, paragraphs, graphs, e-mails, blogs and text messages).
- j. Apply understanding of Standard Chinese characters to produce short phrases and idioms in Standard Chinese, for example:
 - 三 means three and 两 means two in Standard Chinese; the idiom 三三 两 两 means a few people in a group; and,
 - 七 means seven, 八 means eight; the phrase 七 七 八 八 is used to describe a job or situation that is about 70-80% complete.
- k. Narrate descriptions of personal lived experiences or activities.

Culture (CU)

CU10.1 Explore historical and contemporary elements, and the cultural and linguistic diversity, of Chinese cultures in Saskatchewan.

Indicators

- a. Discuss the meanings of the terms “Mandarin speaker” and “Chinese cultures”.
- b. Explore the concept of language minority communities in Saskatchewan.
- c. Determine how direct and extended family members are addressed in Chinese cultures.
- d. Investigate common products (e.g., technology such as phones and computers) from Mandarin-speaking countries.
- e. Research the contributions (e.g., lunar calendar, Chinese architecture and lion sculptures) of cultural and religious heritages in Saskatchewan with roots in Chinese cultures.
- f. Inquire about Chinese cultures and heritage (e.g., the arts, celebrations, community, traditions, language, history and food) in Saskatchewan by:
 - interviewing members of the Mandarin-speaking community in Saskatchewan;
 - researching Saskatchewan organizations, festivals and events (e.g., Mosaic, Folkfest, MultiLingual Association, Multicultural Council of Saskatchewan and Saskatchewan Organization for Heritage Languages); and,
 - participating in activities related to Chinese cultures in Saskatchewan.

CU10.2 Investigate opportunities in Saskatchewan to use and develop Mandarin language skills and explore personal identity as a Mandarin language learner.

Indicators

- a. Reflect on personal experience with language (e.g., languages spoken, language learning history, family and heritage languages).
- b. Describe benefits of being bilingual or plurilingual.
- c. Seek opportunities to communicate in Mandarin at the provincial level (e.g., Chinese Saskatchewan social media groups, provincial Mandarin language newsletters, local Mandarin community radio and podcasts and corresponding in Mandarin with students from another Saskatchewan school).
- d. Explore Chinese cultural associations in Saskatchewan such as the Chinese Cultural Society of Saskatchewan and the Regina Chinese Canadian Association.

- e. Research opportunities to further personal Mandarin language learning in Saskatchewan (e.g., post-secondary Mandarin courses, online courses and community language learning centres).
- f. Investigate scholarship, study and work opportunities available to Mandarin-speaking students in Saskatchewan.

Mandarin 20: Outcomes at a Glance

Outcomes
Strategies
ST20.1 Select and apply, with some guidance, a variety of strategies to interpret oral and written Mandarin texts and reflect on personal language learning.
ST20.2 Select and apply, with some guidance, a variety of strategies to produce oral and written Mandarin texts and reflect on personal language learning.
Competence
CO20.1 Demonstrate, when interpreting oral and written texts, knowledge of Mandarin language concepts including context-specific vocabulary, sentence structure and linguistic conventions.
CO20.2 Demonstrate, when producing oral and written texts, knowledge of Mandarin language concepts including context-specific vocabulary, sentence structure and linguistic conventions.
Applications
AP20.1 Construct meaning, with some guidance, of a variety of short oral non-fiction and fiction Mandarin texts on familiar topics to receive information, extend knowledge of the world, achieve objectives and for enjoyment.
AP20.2 Construct meaning, with some guidance, of a variety of short written non-fiction and fiction Standard Chinese texts on familiar topics to receive information, extend knowledge of the world, achieve objectives and for enjoyment.
AP20.3 Produce, with some guidance, a variety of short oral Mandarin texts on familiar topics to express ideas, extend knowledge of the world, achieve objectives and for enjoyment.
AP20.4 Produce, with some guidance, a variety of short written Standard Chinese texts on familiar topics to express ideas, extend knowledge of the world, achieve objectives and for enjoyment.
Culture
CU20.1 Explore historical and contemporary elements, and the cultural and linguistic diversity, of Chinese cultures in Canada.
CU20.2 Investigate opportunities in Canada to use and develop Mandarin language skills and explore personal identity as a Mandarin language learner.

Mandarin 20: Outcomes and Indicators

Strategies (ST)

ST20.1 Select and apply, with some guidance, a variety of strategies to interpret oral and written texts in Mandarin and reflect on personal language learning.

Indicators

- a. Apply, with some guidance, a variety of before, during and after strategies to construct meaning when listening, viewing and reading.
- b. Prepare to interpret oral and written texts using language learning strategies such as developing predictions and inquiring about purpose and context.
- c. Employ tools (e.g., charts, vocabulary lists and audio files) and consult resources (e.g., peers and family, grammar reference books and electronic applications) to help construct meaning of oral and written texts.
- d. Apply, with some guidance, language learning strategies such as:
 - using supplementary information (e.g., pre-discussion, subtitles and graphics);
 - interpreting physical (e.g., gestures and facial expressions) and auditory (e.g., tone, laughter and volume) cues;
 - examining context clues and key words to infer meaning; and,
 - using mnemonics to remember pinyin rules for placing tone marks (e.g., 有ā 不放过; 无ā找ō,ē ; ī, ū 并列标在后).
- e. Pose questions to clarify interpretation of texts.
- f. Employ knowledge of text structures (e.g., use topic sentences in paragraphs to make accurate inferences about the meaning of subsequent material) to interpret the message.
- g. Maintain a journal to gain awareness of which language learning strategies are most effective.
- h. Discuss possible strategies to address challenges of learning to interpret an additional language.
- i. Reflect, with some guidance, on personal viewing, listening and reading strategies.

ST20.2 Select and apply, with some guidance, a variety of strategies to produce oral and written texts in Mandarin and reflect on personal language learning.

Indicators

- a. Use the Mandarin language for personal communication and to interact with teachers and classmates.
- b. Apply, with some guidance, a variety of before, during and after strategies to communicate meaning when writing and speaking.
- c. Develop a plan for speaking or writing by preparing notes, organizers and a timeline.
- d. Employ tools (e.g., charts, vocabulary lists and audio files) and consult resources (e.g., grammar references books and electronic applications) to support the production of oral and written texts.
- e. Apply, with some guidance, oral communication and mediation strategies such as:
 - taking risks;
 - applying prior knowledge for personal expression in Mandarin;
 - using physical and auditory cues (e.g., gestures, facial expressions, laughter, tone and volume) to convey meaning;
 - practising tongue-twister phrases and sentences to improve fluency in speaking Mandarin; and,
 - repeating the main points of simple messages to clarify intent.
- f. Apply, with some guidance, language learning strategies to support the production of written text, such as:
 - taking risks;
 - practising Standard Chinese writing in 2 by 2 boxes with pencils;
 - using prior knowledge for personal expression in Standard Chinese; and,
 - using mnemonics to remember pinyin rules for tone marks (e.g., 有ā 不放过;
无ā找ō,ē; ī, ū 并列标在后).
- g. Evaluate personal written or oral production and provide suggestions for improvement.
- h. Maintain a journal to gain awareness of which language production strategies are most effective.
- i. Discuss possible strategies to address challenges (e.g., tolerance of ambiguity and maintaining a positive attitude) of learning to communicate in an additional language.
- j. Reflect, with some guidance, on personal writing or speaking process.

Competence (CO)

CO20.1 Demonstrate, when interpreting oral and written texts, knowledge of Mandarin language concepts including context-specific vocabulary, sentence structure and linguistic conventions.

Indicators

- a. Recognize and distinguish the following elements:
 - the remaining 12 finals (i.e., four triphthong finals and eight nasal compound finals); and,
 - the formation of related syllables with specific tones in *hanyu pinyin* (see Appendix A).
- b. Infer the meaning of new Standard Chinese words created from familiar and newly-learned radicals.
- c. Relate characters and phrases in familiar situations, such as:
 - ‘工’ means ‘work’ (verb);
 - ‘工人’ means ‘worker’ (noun); and,
 - ‘工作’ means ‘work’ (noun).
- d. Comprehend common sight words:
 - Standard Chinese characters that sound alike, such as (音似字) (e.g., 目, 木, 墓; 鸡机, 肌); and,
 - Standard Chinese characters that look alike, such as (形似字) (e.g., 人, 八, 入; 土, 土, 千, 干).
- e. Investigate the use of linguistic conventions in Mandarin and Standard Chinese communication, including:
 - demonstrative adjectives/pronouns (e.g., “这”, “那”, “这些”, “那些”) with measure words in Standard Chinese;
 - punctuations in Standard Chinese writing (e.g., 。 and 、);
 - auxiliary word (e.g., “得”) after verbs to complement or emphasize the actions taken;
 - conjunctions (e.g., “和”, “跟”) to combine two sentences into one;
 - the difference between an action verb (e.g., + “了”) and an action verb (e.g., + “过”);
 - transitional words (e.g., “但是”, “可是”, “不过”) to combine two sentences;
 - adverbs (e.g., “又”, “再”, “重新”) in a sentence to indicate a repeated action;
 - alternative words (e.g., “或者”, “还是”) to express choice;

- comparative words (e.g., “比”, “比较”, “更”) in a sentence; and,
 - the superlative word (e.g., “最”) in a sentence.
- f. Discuss differences in formal and informal Mandarin, such as:
- the number “1” is pronounced differently by some; instead of pronouncing “1” as “yī” like in pinyin, it is read as “yāo”. The reason is to clearly distinguish “1” from “7” because “7” in pinyin is “qī”, which may sound alike over the crackling of a telephone conversation.

CO20.2 Demonstrate, when producing oral and written texts, knowledge of Mandarin language concepts including context-specific vocabulary, sentence structure and linguistic conventions.

Indicators

- Pronounce the following elements clearly and slowly:
 - the remaining 12 finals (four triphthong finals and eight nasal compound finals); and,
 - the formation of related syllables with specific tones in *hanyu pinyin* (see Appendix A).
- Produce common sight words, including:
 - one character with multiple meanings (e.g., 多音多义字); and,
 - same pronunciation of different characters (e.g., 同音不同义字).
- Communicate, clearly and slowly, with short, simple sentences in Mandarin.
- Write the eight fundamental strokes independently.
- Transcribe Standard Chinese characters neatly and slowly, with correct stroke order and proper posture, on paper in 2 by 2 boxes.
- Compose, with correct stroke order, new words using familiar and newly learned radicals.
- Form words and phrases by writing Standard Chinese characters in correct order.
- Produce short phrases and sentences using the following linguistic conventions, including:
 - demonstrative adjectives and pronouns (e.g., “这”, “那”, “这些”, “那些”) with measure words in Standard Chinese;
 - punctuations in Standard Chinese writing (e.g., 。 and 、);
 - auxiliary word (e.g., “得”) after verbs to complement or emphasize the actions taken;
 - conjunctions (e.g., “和”, “跟”) to combine two sentences into one;
 - the difference between an action verb (e.g., + “了”) and an action verb (e.g., + “过”);

- transitional words (e.g., “但是”, “可是”, “不过”) to combine two sentences;
- adverbs (e.g., “又”, “再”, “重新”) in a sentence to indicate a repeated action;
- alternative words (e.g., “或者”, “还是”) to express choice;
- comparative words (e.g., “比”, “比较”, “更”) in a sentence; and,
- the superlative word (e.g., “最”) in a sentence.

Applications (AP)

AP20.1 Construct meaning, with some guidance, of a variety of short oral non-fiction and fiction Mandarin texts on familiar topics to receive information, extend knowledge of the world, achieve objectives and for enjoyment.

Indicators

- Listen to and view a variety of short oral Mandarin texts (e.g., news reports, music videos, spoken word poetry and films) that address big ideas such as:
 - Chinese communities in Canada;
 - festivals and holidays; and,
 - physical health and well-being.
- Respond appropriately to simple questions during daily conversations regarding familiar topics (e.g., transportation, festivals, food and drink).
- Comprehend and respond to information from oral texts on familiar topics such as the environment, holidays and fashion.
- Identify the intended purpose and audience of oral texts.
- Determine if conversation participants agree or disagree on the topic of discussion.
- Follow basic imperative oral instructions.
- Retrieve information related to numbers (e.g., prices, quantities and time) in familiar contexts (e.g., airports, sporting events and shopping malls).
- Extract main points from short broadcasts (e.g., weather forecast, sports results, news bulletins and public service announcements).
- Summarize the main ideas of a presentation with visual aids (e.g., illustrations, diagrams and concrete examples).
- Represent comprehension of an oral text in a variety of ways (e.g., charts, graphs and concept maps).

- k. Make connections between the message in oral texts and personal life experiences.

AP20.2 Construct meaning, with some guidance, of a variety of short written non-fiction and fiction Standard Chinese texts on familiar topics to receive information, extend knowledge of the world, achieve objectives and for enjoyment.

Indicators

- a. Read a variety of short written Standard Chinese texts (e.g., newspaper articles, scripts, poetry and short stories) that address big ideas such as:
 - Chinese communities in Canada;
 - festivals and holidays; and,
 - physical health and well-being.
- b. Identify the intended purpose and audience of written texts.
- c. Interpret guides and directions in a building (e.g., location of an office, elevator and washroom) and in airports (e.g., departures, arrivals and terminals).
- d. Describe the main character(s), conflict and theme in simple short stories.
- e. Follow basic imperative written instructions.
- f. Pose questions for clarification about menu options (e.g., daily specials and special orders).
- g. Interpret information about time, in the context of making plans and schedules, in both 12-hour and 24-hour clock formats.
- h. Navigate Standard Chinese websites to find desired information.
- i. Infer the intended meaning of literary devices and word play.
- j. Paraphrase the message presented in short written texts on familiar topics (e.g., schedules, hobbies and local places).
- k. Summarize the main idea and supporting details of a variety of non-fiction formal (e.g., essays, articles, formal letters and speeches) and informal (e.g., blogs, websites and magazines) written texts.
- l. Make connections between the message in written texts and personal life experiences.
- m. Explore how Mandarin is used creatively for entertainment and aesthetic purposes.

AP20.3 Produce, with some guidance, a variety of short oral Mandarin texts on familiar topics to express ideas, extend knowledge of the world, achieve objectives and for enjoyment.

Indicators

- a. Produce a variety of short oral Mandarin texts related to big ideas such as:
 - Chinese communities in Canada;
 - festivals and holidays; and,
 - physical health and well-being.
- b. Respond appropriately to other speakers when participating in guided conversations.
- c. Participate in conversations to share information on predictable and familiar topics such as holidays, food and the environment.
- d. Share opinions, and invite others to share theirs, on familiar topics (e.g., fashion, transportation and entertainment).
- e. Provide instructions for performing a task (e.g., following a recipe and reading a map) and model procedures.
- f. Communicate time or dates with lexicalized phrases (e.g., in the summer, last week, next month and midnight).
- g. Conduct phone calls and leave voice mail messages with common phrases such as:
 - explaining anticipated return time (e.g., “我在学校, 五点回家”); and,
 - requesting a return phone call (e.g., “我是”, “请回我电话”).
- h. Communicate about health and well-being:
 - inquire into, and express care about, others’ well-being;
 - relate health problems to a health professional;
 - answer simple questions regarding personal health; and,
 - use gestures and body language to convey the message.
- i. Produce oral presentations (e.g., skits, dialogues and informational presentations) using a variety of visuals (e.g., PowerPoint, charts, maps and pictures) to support expression.
- j. Employ appropriate language and vocabulary in formal presentations.
- k. Incorporate the following in oral productions:
 - evidence of planning (e.g., project charts and timelines);
 - clear purpose;
 - consideration of audience;
 - organization (e.g., opening sentence, order of ideas and word order);
 - appropriate tone;

- context-specific vocabulary;
- language suitable to text type; and,
- linguistic conventions.

AP20.4 Produce, with some guidance, a variety of short written Standard Chinese texts on familiar topics to express ideas, extend knowledge of the world, achieve objectives and for enjoyment.

Indicators

- Produce a variety of short written Standard Chinese texts related to big ideas such as:
 - Chinese communities in Canada;
 - festivals and holidays; and,
 - physical health and well-being.
- Convey personal information and emotions in paragraphs with simple sentences.
- Express opinions and perspectives on various topics (e.g., hobbies, current events and entertainment) in a personal letter.
- Recount personal experiences (e.g., holidays and celebrations) using a variety of narrative text types (e.g., short stories, scrapbooks and poetry).
- Share factual information in a formal text (e.g., newspaper articles and first-person accounts).
- Communicate meaning about time, in the context of making plans and schedules, with reference to the 12-hour and 24-hour clocks.
- Experiment with Standard Chinese language and vocabulary through a variety of texts (e.g., poems, short stories, songs, skits and cartoons).
- Employ appropriate language and vocabulary when producing formal texts (e.g., menus, surveys and news articles).
- Incorporate the following in written productions:
 - evidence of planning (e.g., project chart and timeline);
 - clear purpose;
 - consideration of audience;
 - organization (e.g., opening sentence, order of ideas and word order);
 - appropriate tone;
 - context-specific vocabulary;
 - language suitable to text type; and,
 - linguistic conventions.

Culture (CU)

CU20.1 Explore historical and contemporary elements, and the cultural and linguistic diversity, of Chinese cultures in Canada.

Indicators

- a. Describe the demographics of Mandarin language speakers in Canada.
- b. Explore the influence of Chinese culture on Canadian society, including:
 - food and drink;
 - traditional and contemporary clothing; and,
 - traditions, celebrations and holidays.
- c. Inquire about Chinese cultures and heritage (e.g., the arts, celebrations, community, traditions, language, history and food) in Canada by:
 - reading, listening to or viewing tourist information or facts about Chinese Canadian communities;
 - researching Canadian organizations, events and festivals (e.g., Chinese New Year's festivals); and,
 - exploring Mandarin-speaking communities in Canada.
- d. Discuss historical issues (e.g., head tax and building of railways) the Chinese community has encountered in Canada.
- e. Compare current and historical experiences of Mandarin-speaking newcomers to Canada.
- f. Recognize cultural-linguistic world view of Mandarin speakers about issues such as:
 - education;
 - technology;
 - culture; and,
 - celebrations and holidays.

CU20.2 Investigate opportunities in Canada to use and develop Mandarin language skills and explore personal identity as a Mandarin language learner.

Indicators

- a. Explain possible connections between language and culture.
- b. Explore summer work opportunities and practicum placements in Canada for Mandarin-speaking students.

- c. Seek opportunities to communicate in Mandarin at the national level (e.g., Mandarin-speaking communities in Canadian social media groups, national Mandarin language newsletters and magazines, Mandarin-Canadian podcasts, videos and television, corresponding in Mandarin with students from another province or territory).
- d. Research opportunities to further personal Mandarin language learning in Canada (e.g., post-secondary courses, online courses, exchange programs and community language learning centres).
- e. Investigate scholarship, study and travel opportunities available to Mandarin-speaking students in Canada.
- f. Explore careers in Canada for which the ability to speak Mandarin is a requirement or an asset (e.g., federal government, translation, education, tourism and Royal Canadian Mounted Police).
- g. Participate in Canadian communities, programming and initiatives that support the use of Mandarin language.
- h. Reflect on personal language journey and aspirations for future language learning.

Mandarin 30: Outcomes at a Glance

Outcomes
Strategies
ST30.1 Select and apply a variety of strategies to interpret oral and written Mandarin texts and reflect on personal language learning.
ST30.2 Select and apply a variety of strategies to produce oral and written Mandarin texts and reflect on personal language learning.
Competence
CO30.1 Demonstrate, when interpreting oral and written texts, knowledge of Mandarin language concepts including vocabulary, sentence structure and linguistic conventions.
CO30.2 Demonstrate, when producing oral and written texts, knowledge of Mandarin language concepts including vocabulary, sentence structure and linguistic conventions.
Applications
AP30.1 Construct meaning of a variety of oral non-fiction and fiction Mandarin texts to receive information, extend knowledge of the world, achieve objectives and for enjoyment.
AP30.2 Construct meaning of a variety of written non-fiction and fiction Standard Chinese texts to receive information, extend knowledge of the world, achieve objectives and for enjoyment.
AP30.3 Produce a variety of oral non-fiction and fiction Mandarin texts, to express ideas, extend knowledge of the world, achieve objectives and for enjoyment.
AP30.4 Produce a variety of written non-fiction and fiction Standard Chinese texts, to express ideas, extend knowledge of the world, achieve objectives and for enjoyment.
Culture
CU30.1 Explore historical and contemporary elements, and the cultural and linguistic diversity, of Chinese cultures around the world.
CU30.2 Investigate international opportunities to use and develop Mandarin language skills and reflect on personal identity as a Mandarin language learner.

Mandarin 30: Outcomes and Indicators

Strategies (ST)

ST30.1 Select and apply a variety of strategies to interpret oral and written texts in Mandarin and reflect on personal language learning.

Indicators

- a. Select and apply a variety of before, during and after strategies to construct meaning when listening, viewing and reading.
- b. Prepare to interpret oral and written texts using language learning strategies such as developing predictions and analyzing purpose and context.
- c. Develop tools (e.g., charts, phrasebooks and audio files) and select resources (e.g., electronic applications and grammar reference books) to help construct meaning of oral and written text.
- d. Apply language learning strategies such as:
 - using supplementary information (e.g., prior research, background knowledge and glossaries);
 - interpreting physical (e.g., gestures and facial expressions) and auditory (e.g., tone, laughter and volume) cues;
 - examining context clues and key words to infer the intent of the message;
 - recognizing roots of words to deconstruct their meaning;
 - using phonics and generalizations to decode individual and compound words; and,
 - looking for patterns and relationships of sentences to interpret meanings of messages.
- e. Pose questions to examine the intent of a message presented in a text.
- f. Identify similarities and differences in sentence structures between the English and Mandarin languages.
- g. Maintain a learning log to evaluate personal comprehension of language and assess which language learning strategies are most effective.
- h. Discuss the effectiveness of strategies used to address challenges of learning an additional language.
- i. Reflect on, and evaluate, personal viewing, listening and reading strategies.

ST30.2 Select and apply a variety of strategies to produce oral and written texts in Mandarin and reflect on personal language learning.

Indicators

- a. Use the Mandarin language to communicate with Mandarin-speaking people in a variety of situations.
- b. Select and apply a variety of before, during and after strategies to construct and communicate meaning when writing and speaking.
- c. Create a plan for speaking or writing using tools such as a bullet journal and a narrative writing organizer.
- d. Devise tools (e.g., charts, phrasebooks and audio files) and select resources (e.g., electronic applications and grammar reference books) to support the production of oral and written texts.
- e. Employ oral communication and mediation strategies such as:
 - taking risks;
 - applying prior knowledge and cognates for personal expression in Mandarin;
 - using physical (e.g., gestures and facial expressions) and auditory (e.g., laughter, tone and volume) cues to convey meaning;
 - practising tongue-twisters to build fluency;
 - demonstrating appropriate Chinese etiquette in interactions; and,
 - paraphrasing the message in different ways to clarify intent.
- f. Apply language learning strategies to support the production of written Standard Chinese text, such as:
 - taking risks;
 - using cultural references (e.g., idioms, customs, traditions and perspectives); and,
 - activating prior knowledge, etymology and cognates for personal expression in Standard Chinese.
- g. Employ cues (e.g., first, second and finally) to orient the audience in a longer text.
- h. Maintain a learning log to:
 - reflect on personal Mandarin writing or speaking process;
 - evaluate personal written and oral production of language;
 - assess which language learning strategies are most effective; and,
 - describe ways in which risk-taking furthered personal language learning.

- i. Develop interests, passion and confidence in learning Mandarin by:
 - maintaining a positive learning attitude;
 - taking the initiative to use Mandarin whenever possible; and,
 - actively engaging in activities that help to enhance language proficiency.

Competence (CO)

CO30.1 Demonstrate, when interpreting oral and written texts, knowledge of Mandarin language concepts including vocabulary, sentence structure and linguistic conventions.

Indicators

- a. Apply prior knowledge to read new Standard Chinese words using *hanyu pinyin*.
- b. Comprehend common sight words including:
 - Standard Chinese characters with multiple pronunciations and meanings (e.g., ^{duō yīn duō yì}多音多义字: 的 – ^{wǒ de}我的, ^{mù dì}目的; 发 – ^{tóu fà}头发, ^{chū fā}出发); and,
 - Standard Chinese characters with multiple meanings (e.g., ^{xīn}心, ^{bǎ}把).
- c. Relate different sight words in varying contexts.
- d. Discuss the use of Standard Chinese characters that look alike but have different meanings (e.g., ^{cuò bié zì}错别字).
- e. Analyze the effect of linguistic conventions on communication, including:
 - reflexive pronouns (e.g., “^{zì jǐ}自己”);
 - conjunctions in sentences (e.g., “^{yòu ... yòu ...}又 ... 又 ...”, “^{yào shì ... jiù ...}要是 ... 就 ...”, “^{bú shì ... jiù shì ...}不是 ... 就是 ...”, “^{bú dàn ... ér qiě ...}不但 ... 而且 ...”, “^{suī rán ... dàn shì / yě ...}虽然 ... 但是/也 ...”, “^{jiǎ rú ... jiù ...}假如 ... 就 ...”, “^{yì biān ... yì biān ...}一边 ... 一边 ...”);
 - passive voice in a sentence (e.g., “^{bèi}被”, “^{ràng}让”, “^{gěi}给”, “^{jiào}叫”);
 - percentage and fractional expressions in Standard Chinese (e.g., “^{bǎi fēn zhī}百分之”(percentage), “^{sān fēn zhī èr}三分之二” ($\frac{2}{3}$)). (Note the difference between how the percentage and fractions are read in Standard Chinese compared to English.); and,
 - adjectives to describe intensity (e.g., “^{tài}太 ...+adjective+ ... ^{le}了”).

CO30.2 Demonstrate, when producing oral and written texts, knowledge of Mandarin language concepts including vocabulary, sentence structure and linguistic conventions.

Indicators

- a. Pronounce Mandarin words with minimum support of *hanyu pinyin* (i.e. can independently recognize and read out loud words and sentences clearly and precisely).
- b. Speak Mandarin in proper sentence order, clearly and with normal speed, under guided and unguided situations.
- c. Produce proper words in different contexts (e.g., ^{xíng sì zì}形似字, ^{yīn sì zì}音似字).
- d. Correct the use of Standard Chinese characters that look alike but have different meanings (e.g., ^{cuò bié zì}错别字).
- e. Experiment with Standard Chinese characters with the same component (e.g., ^{yuè}月 – ^{míng}明, ^{péng}朋, ^{yǒu}有, ^{péng}鹏).
- f. Write Standard Chinese characters in normal speed, neatly on blank paper (i.e., without the support of 2 by 2 boxes).
- g. Practise Standard Chinese calligraphy in correct stroke order using brush and ink on paper with 3 by 3 boxes and proper posture.
- h. Compose simple phrases, sentences and paragraphs using the following linguistic conventions such as:
 - simple connectors (e.g., ^{hé}“和”, ^{gēn}“跟”, ^{dàn shì}“但是”, ^{suī rán}“虽然”);
 - reflexive pronouns (e.g., ^{zì jǐ}“自己”);
 - conjunctions in sentences (e.g., ^{yòu ... yòu ...}“又 ... 又 ...”, ^{yào shì ... jiù ...}“要是 ... 就 ...”, ^{bú shì ... jiù shì ...}“不是 ... 就是 ...”, ^{bú dàn ... ér qiě ...}“不但 ... 而且 ...”, ^{suī rán ... dàn shì / yě ...}“虽然 ... 但是/也 ...”, ^{jiǎ rú ... jiù ...}“假如 ... 就 ...”, ^{yì biān ... yì biān ...}“一边 ... 一边 ...”);
 - passive voice in a sentence (e.g., ^{bèi}“被”, ^{ràng}“让”, ^{gěi}“给”, ^{jiào}“叫”);
 - percentage and fractional expressions in Standard Chinese (e.g., ^{bǎi fēn zhī}“百分之”(percentage), ^{sān fēn zhī èr}“三分之二”(2/3)). (Note the difference between how the percentage and fractions are read in Standard Chinese compared to English.); and,
 - adjectives to describe intensity (e.g., ^{tài}“太 ...+adjective+ ...了”).

Applications (AP)

AP30.1 Construct meaning of a variety of oral non-fiction and fiction Mandarin texts to receive information, extend knowledge of the world, achieve objectives and for enjoyment.

Indicators

- a. Select, listen to and view a variety of oral Mandarin texts (e.g., interviews, documentaries, podcasts, and movies) that address big ideas such as:
 - global Chinese communities;
 - media and technology; and,
 - future plans.
- b. Respond appropriately in spontaneous conversations on familiar themes and daily activities.
- c. Discuss information presented in documentaries and formal presentations on a variety of topics such as social issues, workplace diversity, political perspectives, environmental and climate issues and historical events.
- d. Follow changes in topics during conversations on familiar topics.
- e. Analyze the intended purpose and audience of oral texts.
- f. Interpret directions and announcements related to travel (e.g., flight numbers and train departure times).
- g. Follow a series of instructions on familiar topics (e.g., playing a game and following a recipe).
- h. Examine the vocabulary and expressions used in oral persuasive texts (e.g., advertisements and public service announcements).
- i. Summarize viewpoints presented in interviews.
- j. Paraphrase the main message and supporting details presented in a variety of news reports (e.g., social media, television and radio) that include eyewitness accounts.
- k. Analyze different nuances, perspectives and biases presented in oral texts.
- l. Investigate the source and credibility of statements made in reported speech.

AP30.2 Construct meaning of a variety of written non-fiction and fiction Standard Chinese texts to receive information, extend knowledge of the world, achieve objectives and for enjoyment.

Indicators

- a. Select, listen to and view a variety of written Standard Chinese texts (e.g., bibliographies, magazine articles, travel guides, editorials and poems) that address big ideas such as:
 - global Chinese communities;
 - media and technology; and,
 - future plans.
- b. Analyze the intended purpose and audience of written texts.
- c. Interpret signs and notices in public venues (e.g., signs for destinations, description of amenities and hazard warnings).
- d. Comprehend information related to details about travel and transportation (e.g., tourist destinations, airports, cost and documentation requirements).
- e. Follow multi-step directions to complete a task related to daily routines (e.g., following a recipe and finding a location).
- f. Summarize the message and details presented in a variety of formal and informal texts, such as:
 - personal communication (e.g., letters, text messages, e-mails and social media posts);
 - common business documents (e.g., confirmation of flight booking, receipts and invoices);
 - media (e.g., articles, blogs and magazines); and,
 - expository texts on various topics (e.g., historical events, environmental issues and political perspectives).
- g. Read and recount fictional stories.
- h. Discuss the theme and supporting elements of written texts.
- i. Analyze persuasive print texts (e.g., posters, graphs, charts and pictures) for bias.
- j. React to written texts with questions of elaboration and alternate points of view.
- k. Share and justify emotional and personal reactions (e.g., empathy, surprise, appreciation, deference or disgust) to a variety of print texts.

AP30.3 Produce a variety of oral non-fiction and fiction Mandarin texts to express ideas, extend knowledge of the world, achieve objectives and for enjoyment.

Indicators

- a. Produce a variety of oral Mandarin texts related to big ideas such as:
 - global Mandarin communities;
 - media and technology; and,
 - future plans.
- b. Contribute to spontaneous conversations on familiar topics with multiple participants.
- c. Generate conversations by posing and responding to questions on a variety of topics, such as travel experiences, school aspirations and entertainment preferences.
- d. Experiment with oral language to communicate emotions, opinions and advice.
- e. Act as a middle person in informal situations by relaying basic information from English to short, simple Mandarin and vice versa.
- f. Provide detailed directions to a location.
- g. Conduct an interview by posing, and responding to, direct questions.
- h. Present stories, poetry and monologues with expression, intonation and enunciation.
- i. Defend opinions with supporting arguments in a debate.
- j. Persuade audience of a perspective using convincing details and supporting arguments.
- k. Present information on a topic of interest (e.g., sports, music and travel destination) using a variety of visuals (e.g., charts, maps, diagrams, pictures and gestures) while speaking.
- l. Incorporate the following in oral productions:
 - evidence of planning (e.g., narrative writing organizers and bullet journals);
 - clear purpose;
 - consideration of audience;
 - organization (e.g., introduction, development of ideas, conclusion and flow of ideas);
 - appropriate tone;
 - rich context-specific vocabulary;
 - language suitable to text type; and,
 - linguistic conventions.

AP30.4 Produce a variety of written non-fiction and fiction Standard Chinese texts to express ideas, extend knowledge of the world, achieve objectives and for enjoyment.

Indicators

- a. Produce a variety of written Standard Chinese texts related to big ideas such as:
 - global Chinese communities;
 - media and technology; and,
 - future plans.
- b. Complete a questionnaire or résumé with relevant details (e.g., education, skills, work experience and interests).
- c. Write a message to convey the details (e.g., time and location) of an appointment.
- d. Compose emails requesting information on topics related to future plans (e.g., travel or exchange possibilities, post-secondary education and career opportunities).
- e. Create a comic strip with Standard Chinese dialogue.
- f. Express personal opinions in a persuasive text (e.g., travel blogs and editorials).
- g. Experiment with a variety of text types (e.g., letters, schedules, lists, questionnaires, reports and social media posts).
- h. Research, organize and present information in expository texts (e.g., biography on Chinese artist and essay on traditional Chinese foods).
- i. Incorporate the following in written productions:
 - evidence of planning (e.g., narrative writing organizers and bullet journals);
 - clear purpose;
 - consideration of audience;
 - organization (e.g., introduction, development of ideas, conclusion and flow of ideas);
 - appropriate tone;
 - rich context-specific vocabulary;
 - language suitable to text type; and,
 - linguistic conventions.

Culture (CU)

CU30.1 Explore historical and contemporary elements, and the cultural and linguistic diversity, of Chinese cultures around the world.

Indicators

- a. Identify Mandarin-speaking countries (e.g., China, Malaysia and Singapore) in the world.
- b. Research significant historical and contemporary events that affect Chinese communities.
- c. Describe the traditional and cultural contributions of Mandarin-speakers.
- d. Analyze the economic impact of China within Asia and on other countries around the world.
- e. Inquire about Chinese cultures and heritages (e.g., the arts, celebrations, community, traditions, language, history and food) in various parts of the world by:
 - reading, listening to or viewing tourist information or facts about Mandarin-speaking countries or regions around the world;
 - researching Chinese festivals (e.g., Chinese New Years), events and organizations; and,
 - investigating cultural places or historic sites (e.g., Baba and Nyonya in Malaysia).
- f. Examine and compare elements of Chinese cultures and heritages (e.g., food, the arts, celebrations, community, traditions, language, history) in various parts of the world.
- g. Investigate the impact of Chinese communities' geographical locations on their local culture and ethnic diversity.
- h. Articulate common perspectives and cultural-linguistic world view of Mandarin speakers to issues such as:
 - the environment (recycling, nuclear and green energy and climate change);
 - urban sprawl;
 - public transportation; and,
 - political organization and involvement.

CU30.2 Investigate international opportunities to use and develop Mandarin language skills and explore personal identity as a Mandarin language learner.

Indicators

- a. Explain how personal understanding of a culture might be enhanced through language learning.
- b. Identify study opportunities at Mandarin-speaking universities and technical colleges open to international students.
- c. Explore international summer work opportunities and practicum placements for Mandarin-speaking students.

- d. Discuss the different linguistic and cultural perspectives on world issues (e.g., violence, sexuality, the environment and social media).
- e. Investigate opportunities to communicate in Mandarin at the global level (e.g., Mandarin social media groups, blogging, corresponding in Mandarin with people from various parts of the Mandarin-speaking world).
- f. Research global opportunities to further personal Mandarin language learning (e.g., post-secondary programs, international cultural exchanges and organizations).
- g. Investigate international scholarship, study and travel opportunities available to Mandarin-speaking Canadian students.
- h. Explore international career fields for which the ability to speak Mandarin is a requirement or an asset (e.g., the Red Cross, Olympics, United Nations, business, interpreter, international government, education, reporters and Doctors without Borders).
- i. Explore worldwide programming and initiatives that support Chinese communities, programming and language.
- j. Reflect on personal linguistic and cultural identity.

Assessment and Evaluation of Student Learning

Assessment and evaluation are continuous activities that are planned for and derived from curriculum outcomes and consistent with the instructional learning strategies. The depth and breadth of each outcome, as defined by the indicators, informs teachers of the skills, processes and understandings that should be assessed.

Assessment is the act of gathering information on an ongoing basis in order to understand individual students' learning and needs.

Evaluation is the culminating act of interpreting the information gathered through relevant and appropriate assessments for the purpose of making decisions or judgements, often at reporting times.

Effective and authentic assessment and evaluation involves:

- designing performance tasks that align with curricular outcomes;
- involving students in determining how their learning will be demonstrated; and,
- planning for the three phases of assessment and evaluation indicated below.

Formative Assessment		Summative Assessment and Evaluation
Assessment for Learning involves the use of information about student progress to support and improve student learning, inform instructional practices, and: <ul style="list-style-type: none">• is teacher-driven for student, teacher and parent use;• occurs throughout the teaching and learning process, using a variety of tools; and,• engages teachers in providing differentiated instruction, feedback to students to enhance their learning and information to parents in support of learning.	Assessment as Learning involves student reflection on learning, monitoring of own progress, and: <ul style="list-style-type: none">• supports students in critically analyzing learning related to curricular outcomes;• is student-driven with teacher guidance; and,• occurs throughout the learning process.	Assessment of Learning involves teachers' use of evidence of student learning to make judgements about student achievement, and: <ul style="list-style-type: none">• provides opportunity to report evidence of achievement related to curricular outcomes;• occurs at the end of a learning cycle, using a variety of tools; and,• provides the foundation for discussions on placement or promotion.

There is a close relationship among outcomes, instructional approaches, learning activities, assessment and evaluation. Assessments need to be reflective of the cognitive processes and level(s) of knowledge indicated by the outcome. An authentic assessment will only collect data at the level for which it is designed.

Appendix A: Hanyu Pinyin

Initials

b	p	m	f
d	t	n	l
g	k	h	
j	q	x	
z	c	s	
zh	ch	sh	
r			
y	w		

Finals

a	o	e	i	u	ü
ai	ei	ui	ao	ou	iu
an	en	in	un	ün	
ang	eng	ing	ong	iong	
ia	ie	iao	ua	üe	er

Tones

First tone 1	Second tone 2	Third tone 3	Fourth tone 4	Neutral tone
—	/	∨	\	
mā 妈	má 麻	mǎ 马 ma3 𠮩	mà 骂	ma 吗

Glossary

Hanyu pinyin: “Hanyu” is another word for the Chinese language, and “pinyin” literally means the “combinations of sounds”. In other words, *hanyu pinyin* is the phonetic system in the Chinese language. It is very important for students to learn *hanyu pinyin* correctly in order to listen, speak and read the Chinese language. *Hanyu pinyin* was developed in 1958 in China to assist the Chinese people to speak Mandarin. However, due to various reasons including social-political factors, *hanyu pinyin* was not widely accepted by many other regions and large Mandarin-speaking communities outside of mainland China. In Malaysia, *hanyu pinyin* was not officially used until the 1980s. Prior to the invention of the *hanyu pinyin* system, linguists used another type of phonetic system in Chinese called Zhuyin ^{zhùyīn} 注音 and Zhuyin fuhao ^{zhùyīn fúhào} 注音符号. Today, some regions such as Taiwan continue to use Zhuyin phonetic system.

Standard Chinese characters: Standard Chinese characters form the writing system of the Standard Chinese language. There may be many different dialects in spoken Chinese such as Cantonese, Hokkien, Mandarin, Teochew, Hakka, etc. However, there is only one way of writing Standard Chinese words. For example, water in Mandarin is spoken as “shui” in the third tone. In Hokkien, it is spoken as “zui” in the fourth tone. In Cantonese, it is spoken as “shui” in the second tone. In Hakka, it is spoken as “sui” in a second tone. However, there is only one way of writing the word “water” in Standard Chinese: ^{shuǐ} 水.

2 by 2 boxes: Commonly known as ^{tián zì gé} 田字格. This is a type of grid paper format for beginners to practise writing Chinese characters on it using pen or pencil. There are 2-by-2 square boxes on the paper. Each big square accommodates one Chinese character. Students learn to write the correct strokes and proper orders when writing a specific Chinese word. The dotted lines help students to write the Chinese words within the big square. As an alternative, one can also use ^{mǐ zì gé} 米字格, another type of grid paper format.

3 by 3 boxes: Commonly known as ^{jiǔ gōng gé} 九宫格 or ^{jiǔ fāng gé} 九方格 (nine squares); a common type of grid paper for students to write Chinese characters using calligraphy brush.

References

- Adelson-Goldstein, J., & Shapiro, N. (2021). *Oxford picture dictionary – English/Chinese, 3rd edition*. NY: Oxford University Press.
- Alberta Teachers' Association & Canadian Association of Second Language Teachers. (2017). *Literature review on the impact of second-language learning*. Edmonton, AB: Alberta Teachers' Association.
- American Council on the Teaching of Foreign Languages. (n.d.). *Assessment and research*. Alexandria, VA: ACTFL. <https://www.actfl.org/center-assessment-research-and-development>.
- Antoine, A., Mason, R., Mason, R., Palahicky, S., & Rodriguez de France, C. (2018). *Pulling Together: A Guide for Curriculum Developers*. BCcampus.
- Beacco, Byram, Cavalli, Coste, Cuenat, Goullier, & Panthier. *Guide for the development and implementation of curricula for plurilingual and intercultural education*. Common European Framework of Reference for Languages (CEFR). <https://www.coe.int/en/web/common-european-framework-reference-languages/tools-for-curricula>.
- Boeckmann, Aalto, Abel, Atanasoska, & Lamb. (2011). *Promoting plurilingualism – majority language in multilingual settings*. Austria: European Centre for Modern Languages.
- Brophy, J., & Alleman, J. (1991). A caveat: Curriculum integration isn't always a good idea. *Educational Leadership*, 49(2), 66.
- Canadian Heritage. (2016). *Economic advantages of bilingualism: Literature review*. Gatineau, QC: Canadian Heritage.
- Council of Europe. (2022). *Common European Framework of Reference for Languages (CEFR)*. <https://www.coe.int/en/web/common-european-framework-reference-languages>.
- Ermine, W. (2007). The Ethical Space of Engagement. *Indigenous Law Journal*, 6(1), 193.
- Ford, D. (2006, March 17). The space between two knowledge systems. *Folio*. <https://sites.ualberta.ca/~publicas/folio/43/14/11.html>.
- Hanyu Pinyin official website. <http://www.hanyupinyin.cn/pinyinbz/p306.html>.
- Kuhlthau, C. C., Maniotes, L. K., & Caspari, A. K. (2007). *Guided inquiry: A framework for learning through school libraries in 21st century schools*. Libraries Unlimited.
- Loewen, S. (2020). *Introduction to instructed second language acquisition, 2nd edition*. NY and London: Routledge.
- Luo, J. (2000). *Let's speak Chinese*. Florida: Krieger.

- Mills, H., & Donnelly, A. (2001). *From the ground up: Creating a culture of inquiry*. Heinemann Educational Books, Ltd.
- Pearson, P., & Gallagher, M. (1983). The instruction of reading comprehension. *Contemporary Educational Psychology*, 8.
- Saskatchewan Education. (1988). *Understanding the common essential learnings: A handbook for teachers*. Saskatchewan Education.
- Saskatchewan Ministry of Education. (2008). *Renewed objectives for the common essential learnings of critical and creative thinking (CCT) and personal and social development (PSD)*. Saskatchewan Ministry of Education.
- Saskatchewan Ministry of Education. (2011). *Core curriculum: Principles, time allocations, and credit policy*. Saskatchewan Ministry of Education.
- Saskatchewan Ministry of Education. (2012). *Renewed curricula: Understanding outcomes*. Saskatchewan Ministry of Education.
- Saskatchewan Ministry of Education. (2018). *Inspiring success: First Nations and Métis preK-12 education policy framework*. Saskatchewan Ministry of Education.
- Smith, M. (2001). Relevant curricula and school knowledge: New horizons. In K.P. Binda & S. Calliou (Eds.), *Aboriginal education in Canada: A study in decolonization* (pp. 77-88). Canadian Educators' Press.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Association for Supervision and Curriculum Development.
- Yuwen Jiaoshi Shouce 语文教师手册. (1985). *Malaysia: The World Book*.