**Area of Learning: SECOND LANGUAGES — Mandarin Chinese Introductory Grade 11**

**MANDARIN CHINESE – INTRODUCTORY 11**

**Description**

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

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

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**BIG IDEAS**

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| Listening and viewing with intent supports our acquisition and understanding of  a new language. |  | **Stories** help us  to acquire language  and **understand the world** around us. |  | Expressing ourselves in  a new language requires courage, risk taking,  and perseverance. |  | Exploring diverse **forms of cultural expression** allows us to experience and appreciate cultural diversity. |  | Acquiring a new language provides a unique opportunity to access and interact with diverse communities. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Thinking and communicating   * Demonstrate awareness of the relationships between **sounds**, **phonetic representation**, **Chinese characters**, and meaning * Identify and produce Chinese characters * Comprehend **key information** in speech and other **texts** * Use **language-learning** **strategies** to increase understanding * **Narrate** stories, both orally and in writing * **Exchange ideas** and information, both orally and in writing * **Seek clarification and verify** meaning * Share information using the **presentation format** best suited to their own  and others’ diverse abilities   Personal and social awareness   * **Engage in experiences** with Mandarin-speaking people and Chinese communities * Consider personal, shared, and others’ experiences, perspectives, and worldviews through a **cultural lens** * Recognize First Peoples perspectives and knowledge, other **ways of knowing**, and local cultural knowledge | *Students are expected to know the following:*   * **phonetic systems** * **tonal variations** * commonly used Chinese characters * basic **parts and radicals**   common, high-frequency **vocabulary**, sentence structures, and expressions, including:   * + types of **questions**   + self and others   + **comparisons**   + places, **time**   + **opinions and beliefs**   communicative functions   * **elements** of common types of texts and stories * First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place** * **cultural practices** in various Chinese communities * Chinese **works of art** * ethics of **cultural appropriation** and plagiarism |