

## Mandarin K – 5 Scope and Sequence

Grade K	Big Ideas	Thinking and Communicating	Personal and Social Awareness	Content (Systems of Language)	Content (Cultural)
	<p>Listening and viewing with intent helps us acquire a new language.</p> <p>Both verbal and non-verbal cues contribute meaning in language.</p> <p>Reciprocal communication is possible using high-frequency words and patterns.</p> <p>Stories help us to acquire language.</p> <p>Each culture has traditions and ways of celebrating.</p> <p>We can explore our identity through a new language.</p>	<p><b>Demonstrate awareness of the relationships between sounds, phonetic representation, Chinese characters, and meaning.</b></p> <ul style="list-style-type: none"> <li>- Share with others familiar Chinese words, phrases, sounds and gestures, noticing that they may have similar or different meanings in English or other known languages</li> </ul> <p><b>Identify key information in slow, clear speech and other texts.</b></p> <ul style="list-style-type: none"> <li>- Locate information in simple scaffolded models of spoken and visual texts related to their personal worlds</li> </ul> <p><b>Comprehend stories</b></p> <ul style="list-style-type: none"> <li>- Respond to simple or familiar stories, songs and rhymes through Chinese or English actions, drawing or singing, e.g. <ul style="list-style-type: none"> <li>• Follow familiar picture book stories and respond to questions in Chinese, e.g. 他/她是谁? 他/她的名字是什么? 这是什么?</li> <li>• Respond appropriately to spoken texts, e.g. chants or rhymes, by performing simple actions</li> </ul> </li> </ul> <p><b>Comprehend high-frequency vocabulary in slow, clear speech and other texts.</b></p> <ul style="list-style-type: none"> <li>- Locate factual information about their personal worlds in written texts and convey information using pictures, labels, familiar words,</li> </ul>	<p><b>Consider personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens.</b></p> <ul style="list-style-type: none"> <li>- Recognize that there are cultural practices that differ from their own</li> <li>- Learn to notice how using Chinese feels and sounds different from their own language(s) such as use of voice to show courtesy, expression of disagreement, or smiling so as not to offend</li> </ul> <p><b>Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge.</b></p> <ul style="list-style-type: none"> <li>- Recognize that oral language is used in distinct ways in Aboriginal cultures</li> </ul>	<p><b>Phonetic systems</b></p> <ul style="list-style-type: none"> <li>- Notice Pinyin as the spelled-out sounds of spoken Chinese</li> </ul> <p><b>Tonal Variations</b></p> <ul style="list-style-type: none"> <li>- Notice the tonal nature of spoken Chinese and use gestures to enhance the differentiation of tones</li> <li>- Practice the pronunciation of syllables that are unique to Chinese, e.g. the four tones: 妈、麻、马、骂</li> </ul> <p><b>Commonly used Chinese characters</b></p> <ul style="list-style-type: none"> <li>- Recognize Chinese characters as a form of writing that is different from other forms of written expression, for example, the Roman alphabet</li> <li>- Trace simple characters, e.g. 人、大、小、日、月、一、二、三</li> </ul> <p>AIM Story: 小鸡</p> <p><b>Basic strokes and structure of Chinese characters</b></p> <ul style="list-style-type: none"> <li>- Notice and use context-related vocabulary to generate language</li> </ul> <p><b>Common, high-frequency vocabulary, sentence structures, and expressions: (simple questions and descriptions; basic information about self and others, basic commands)</b></p> <ul style="list-style-type: none"> <li>- Exchange greetings: <ul style="list-style-type: none"> <li>• Learn how to greet others at different times of the day, e.g. 你好。早上好。下午好。</li> <li>• Recognize adjectives to describe how one is feeling,</li> </ul> </li> </ul>	<p><b>First People perspective connecting language and culture, including oral histories, identity, and place.</b></p> <ul style="list-style-type: none"> <li>- Share knowledge about celebrations in their own culture and make comparisons with cultural celebrations in Chinese and other communities, including Aboriginal communities</li> </ul> <p><b>Common elements of Chinese cultural festivals and celebrations.</b></p> <ul style="list-style-type: none"> <li>- Discuss cultural backgrounds of students/their family and share knowledge of their language and culture</li> <li>- Learn the role of fireworks in National Day celebrations in China and Taiwan</li> <li>- Learn the importance of the colour red in Chinese culture</li> <li>- Learn what is “拜年” during Chinese New Year</li> <li>- Chinese festive foods: mooncake, melon seeds, etc.</li> <li>- Chinese vegetables</li> </ul> <p><b>Chinese communities in Canada</b></p> <ul style="list-style-type: none"> <li>- Recognise that Chinese is one of many languages spoken in Canada</li> <li>- Create a language map of the different languages represented in the class</li> </ul> <p><b>Chinese works of art</b></p> <ul style="list-style-type: none"> <li>- Explore Chinese folk toys, firecrackers</li> </ul>

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		<p>simple statement and contextual cues</p> <ul style="list-style-type: none"> <li>- Participate in shared listening and viewing activities such as songs that include actions and visual images, picture book stories or other interactive digital texts</li> </ul> <p><b>Use language-learning strategies.</b></p> <ul style="list-style-type: none"> <li>- Recognize and practice tone, actions and gestures that support meaning and/or convey information</li> </ul> <p><b>Interpret non-verbal cues to increase understanding.</b></p> <ul style="list-style-type: none"> <li>- Use gestures, actions and facial expressions to construct meaningful input</li> </ul> <p><b>Respond to simple commands and instructions.</b></p> <ul style="list-style-type: none"> <li>- Respond to teacher talk and instructions</li> </ul> <p><b>Participate in simple interactions.</b></p> <ul style="list-style-type: none"> <li>- Interact orally with the teacher and peers, using learned sounds, verbal and non-verbal responses and listen to and engage with teacher-modelled tones and rhythms in class routines, structured conversations and activities to exchange greetings and activities to exchange greetings</li> <li>- Interact with simple written texts found in familiar settings such as signs and labels, recognizing and discussing examples of common Chinese characters</li> </ul> <p><b>Seek clarification of meaning.</b></p> <ul style="list-style-type: none"> <li>- Ask the teacher or peer to clarify meaning</li> </ul>		<p>e.g. 我很好。我不太好。我马马虎虎。</p> <ul style="list-style-type: none"> <li>- Participate in classroom routines and follow simple instructions:             <ul style="list-style-type: none"> <li>• Respond to teacher instructions, e.g. 请举手, 请安静</li> <li>• Respond to teacher instructions about classroom routines, e.g. 排队, 围一个圈</li> <li>• Respond to teacher instructions relating to a task, e.g. When learning a song, playing a game, observing a process, making a mosaic</li> <li>• Recognize and use numbers 0-5</li> </ul> </li> <li>- Understand that some Chinese and English words are similar, e.g.             <ul style="list-style-type: none"> <li>- Recognize Chinese words used in English, e.g. ping pong, kung fu, dim sum</li> <li>- Recognize English words used in Chinese, e.g. chocolate, coffee, copy, Canada, Vancouver, English, curry, pie, pizza, hamburger</li> <li>- Begin to recognize the structure of statements, questions and commands in Chinese</li> </ul> </li> <li>- Recognize basic word order, e.g. pronoun + verb + noun             <ul style="list-style-type: none"> <li>• Recognize requests, e.g. 请站起来!</li> <li>• Recognizing questions ending with 吗, e.g. 这是你的妈妈吗?</li> <li>• Indicate affirmative and negative responses, using 是, 不是</li> </ul> </li> </ul>	
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		<p><b>Share information using the presentation format best suited to their own and others' diverse abilities.</b></p> <ul style="list-style-type: none"> <li>- Introduce and share simple information about themselves and their family</li> <li>- Respond orally to simple Chinese songs and rhymes, reproducing rhythm and playing with sound patterns and non-verbal form of expression</li> <li>- Participate in the shared reading of books and idiom stories, retelling these stories using images, illustrations, labels and captions</li> </ul>		<ul style="list-style-type: none"> <li>- Recognize that language is organized as 'text' that can be spoken, written, digital, visual or multimodal</li> <li>- Recognize that texts are made up of words and groups of words that make meaning</li> <li>- Understand that texts can be spoken, written, digital, visual or multimodal and they can be short or long</li> <li>- Name familiar texts, e.g. story, rhyme, song or conversation</li> <li>- Compare similar texts in Chinese and English, e.g. rhymes or songs</li> </ul>	
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Grade 1	Big Ideas	Thinking and Communicating	Personal and Social Awareness	Content (Systems of Language)	Content (Cultural)
	<p>Listening and viewing with intent helps us understand a message.</p> <p>Reciprocal communication is possible using high-frequency words and patterns.</p> <p>Stories help us to acquire language.</p> <p>Each culture has traditions and ways of celebrating.</p> <p>We can explore our identity through a new language.</p>	<p><b>Demonstrate awareness of the relationships between sounds, phonetic representation, Chinese characters, and meaning.</b></p> <ul style="list-style-type: none"> <li>- Match characters to the meanings and sounds of familiar words, noticing that meanings are similar or different in English or other known languages</li> </ul> <p><b>Identify key information in slow, clear speech and other texts.</b></p> <ul style="list-style-type: none"> <li>- Locate key words and information in simple texts such as charts, songs, rhymes, video clips and games and convey information in simple scaffolded models of spoken and visual texts related to their personal worlds</li> </ul> <p><b>Comprehend stories.</b></p> <ul style="list-style-type: none"> <li>- Respond to texts using key words or phrases in English or Chinese, gestures, drawings, and other supports <ul style="list-style-type: none"> <li>• Provide a voice-over to a mimed scenario</li> <li>• Draw a picture from the descriptions provided in a spoken text</li> <li>• Draw corresponding pictures to complete a storyboard after listening to familiar storybooks read in Chinese</li> <li>• Respond to games with actions, e.g. the Chinese version of “Simon Says” (老师说: “手放在头上。”)</li> </ul> </li> </ul>	<p><b>Consider personal, shared, and others’ experiences, perspectives, and worldviews through a cultural lens.</b></p> <ul style="list-style-type: none"> <li>- Understand how people use language to communicate and participate in cultural experiences <ul style="list-style-type: none"> <li>• Explore the range of languages spoken at school, by people in the local community</li> <li>• Discuss why there are different languages spoken by people in the local community</li> <li>• Explore cultural symbols and practices through stories, songs, dances, games and craft</li> </ul> </li> <li>- Identify what may look or feel similar or different to their own language and culture when interacting in Chinese, e.g. <ul style="list-style-type: none"> <li>• Reflect on what sounds, looks or feels similar or different to own language and culture when interacting in Chinese</li> <li>• Reflect on ways in which politeness and respect can be conveyed</li> </ul> </li> </ul> <p><b>Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge.</b></p> <ul style="list-style-type: none"> <li>- Recognize that oral language is used in distinct ways in Aboriginal cultures</li> </ul>	<p><b>Phonetic systems</b></p> <ul style="list-style-type: none"> <li>- Recognize consonant and vowel sounds <ul style="list-style-type: none"> <li>• Identifying initials (b, p, m, d, g, k) that are similar to English consonants (f, l, n, v)</li> <li>• Identifying vowels (a, o, e, i, u, ü) that are similar to English vowels (a, o, e, i, u)</li> </ul> </li> <li>- Recognize Chinese characters as a form of writing and Pinyin as the Romanized spelling of the Chinese sounds</li> </ul> <p><b>Tonal variations</b></p> <ul style="list-style-type: none"> <li>- Recognize how the tones can change the meaning of words <ul style="list-style-type: none"> <li>• Recognize the differences between four tones</li> <li>• Apply tones to diverse sounds in Chinese to express different meanings</li> </ul> </li> </ul> <p><b>Commonly used Chinese characters.</b></p> <ul style="list-style-type: none"> <li>- Recognize that each Chinese character has meaning, for example, 鱼 (fish), 鸟 (bird), 姐 (elder sister)</li> </ul> <p>AIM Story: 小猫找家</p> <p><b>Basic strokes and structure of Chinese characters.</b></p> <ul style="list-style-type: none"> <li>- Copy or trace characters with attention to stroke order and direction <ul style="list-style-type: none"> <li>• Notice the formation 上下、左右、内外、独体字 and spacing of characters such as 朋 and 月</li> <li>• Identify syllables that make up Chinese characters and</li> </ul> </li> </ul>	<p><b>First People perspective connecting language and culture, including oral histories, identity, and place.</b></p> <ul style="list-style-type: none"> <li>- Create a data display of the different languages represented by people in the local community, including First People languages</li> </ul> <p><b>Common elements of Chinese cultural festivals and celebrations.</b></p> <ul style="list-style-type: none"> <li>- Understand how people use language to communicate and participate in cultural experiences <ul style="list-style-type: none"> <li>• Recognize ways in which people express their culture in music, dance, traditional stories, food, games and celebrations, e.g. 舞狮</li> </ul> </li> </ul> <p><b>Chinese communities in Canada.</b></p> <ul style="list-style-type: none"> <li>- Recognize that Chinese speakers use language differently in different situations such as when socializing with peers and friends or at home with the family, e.g. <ul style="list-style-type: none"> <li>• Greeting the teacher 老师好</li> <li>• Greeting peers 你好</li> <li>• Greeting elders, community members to show respect 您好</li> </ul> </li> <li>- Recognize that Canada is a multilingual society with speakers of many different languages, including Chinese</li> </ul> <p><b>Chinese works of art</b></p> <ul style="list-style-type: none"> <li>- Explore Chinese shadow puppets</li> </ul>

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		<p><b>Comprehend high-frequency vocabulary in slow, clear speech and other texts.</b></p> <ul style="list-style-type: none"> <li>- Locate factual information about their personal world in written texts and convey information using pictures, labels, captions, familiar words, characters and modelled language</li> </ul> <p><b>Use language-learning strategies.</b></p> <ul style="list-style-type: none"> <li>- Use visual, audio, kinesthetic strategies to acquire the new language</li> </ul> <p><b>Interpret non-verbal cues to increase understanding.</b></p> <ul style="list-style-type: none"> <li>- Use gestures, actions and facial expressions to construct meaningful input</li> </ul> <p><b>Respond to simple commands and instructions.</b></p> <ul style="list-style-type: none"> <li>- Respond to teacher talk and instructions</li> </ul> <p><b>Participate in simple interactions.</b></p> <ul style="list-style-type: none"> <li>- Interact orally with the teacher and peers, using learned sounds, formulaic phrases and verbal and non-verbal responses to talk about themselves, the members of their family, their favorite things and their pets, e.g.</li> <li>- How to express gratitude and apology, e.g. 谢谢。对不起。</li> <li>- Interact with simple written texts, recognizing and copying high-frequency characters relating to members of their family, their favorite things and their pets using familiar words, phrases and patterns</li> </ul>		<p>understand that words have two syllables, with each syllable having its own meaning, e.g. 熊猫</p> <ul style="list-style-type: none"> <li>• Make connections between words that share a common syllable/morpheme, e.g. 小猫、小狗、小朋友</li> <li>• Make connections between basic Chinese characters and related component forms (e.g. radicals), and recognizing the number and arrangement components of radicals</li> </ul> <p><b>Common, high-frequency vocabulary, sentence structures, and expressions: (simple questions and descriptions; basic information about self and others, basic commands).</b></p> <ul style="list-style-type: none"> <li>- Exchange greetings and information, e.g. <ul style="list-style-type: none"> <li>• Introduce self and peers, name, age, e.g. 你好, 我叫 Anna。你呢? 我五岁。再见。</li> <li>• Introduce peers to students in another class, e.g. 这是...。他/她叫...。</li> <li>• Share personal information about self and family with peers, e.g. 我有弟弟。我爱我的妈妈。</li> <li>• Use pictures and prompts cards to participate in conversation</li> </ul> </li> <li>- Participate in classroom routines and activities, e.g. <ul style="list-style-type: none"> <li>• Engage in classroom routines, e.g. 请举手。请把手放下。</li> </ul> </li> </ul>	
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		<p><b>Seek clarification of meaning.</b></p> <ul style="list-style-type: none"> <li>- Ask the teacher or peer to clarify meaning</li> </ul> <p><b>Share information using the presentation format best suited to their own and others' diverse abilities.</b></p> <ul style="list-style-type: none"> <li>- Engage orally with simple Chinese songs, poems and rhymes, reproducing rhythm and sound patterns and respond by creating their own simple Chinese songs, poems and rhymes to convey ideas related to their personal worlds</li> <li>- Participate in the shared reading and retelling of imaginative short written texts for well-known Chinese stories such as <i>Tadpoles Looking for Their Mama</i> 《小蝌蚪找妈妈》, or <i>Pony Crossed the River</i> 《小马过河》 and respond to texts by sequencing, captioning or labelling images and copying characters</li> </ul>		<p>该我了。该谁了?</p> <ul style="list-style-type: none"> <li>• Follow instructions to learn a song</li> <li>• Follow instructions to learn and play a game, e.g. 今天我们一起学唱歌。今天我们一起玩游戏。</li> <li>• Act out familiar scenarios, e.g. talking with friends at lunch time, meeting a new student and getting ready for school, e.g. 你午饭吃什么? 你好, 我叫...? 你叫什么名字? 你要做什么?</li> <li>- Understand basic Chinese sentence structure and recognize some key elements of Chinese grammar             <ul style="list-style-type: none"> <li>• Place 吗 at the end of a declarative sentence to form a question, e.g. 你好。 becomes 你好吗?</li> <li>• Identify the subject of a sentence, e.g. 我爱妈妈 is about 'I' and 妈妈爱我 is about 'mom'</li> <li>• Recognize that simple statements in Chinese tend to follow English word order, but that questions do no, e.g. 'Do you have a cat?' versus 你有猫吗?</li> <li>• Recognize that sometimes the verb 'to be' is left out in Chinese sentences, e.g. 我五岁 rather than 我是五。</li> <li>• Use imperative form, e.g. 跟我读。吃早饭。快点儿。</li> <li>• Use verbs, e.g. 是、吃、看、玩、唱</li> </ul> </li> </ul>	
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				<ul style="list-style-type: none"> <li>• Express what something is, e.g. 这是...。 那是...。</li> <li>• Use personal pronouns, e.g. I, he, she, they 我、他、她、他们</li> <li>• Use conjunctions, e.g. 和</li> </ul> <p>- Explore how Chinese and English borrow words and expressions from each other and other languages, e.g.</p> <ul style="list-style-type: none"> <li>• Recognize that English slang words have been incorporated into the Chinese language, e.g. cool 酷, OK, bye, 拜拜, hi/hey 嗨</li> <li>• Recognize that the Chinese language borrows and adapts words and expressions from English and other languages, e.g. 可口可乐 – Coca Cola, 酷 – cool</li> <li>• Identify Chinese words that are used in English and other languages, e.g. dim sum – 点心 and noticing differences in pronunciation and whether they relate to particular themes, considering possible reasons for this</li> </ul> <p>- Understand that there are different types of text with particular features</p> <ul style="list-style-type: none"> <li>• Identify headings and images in samples of children’s books, appreciating their role in support understanding of texts</li> <li>• Observe texts in Chinese and English and identify major elements of both texts, including large print, images or colours</li> <li>• Explore different forms of print, e.g. traditional Chinese</li> </ul>	
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				<p>poems or books published by hand and contemporary poems or books published through word process</p> <ul style="list-style-type: none"><li>• Identify title, Pinyin, characters and images in a children's book</li></ul>	
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Grade 2	Big Ideas	Thinking and Communicating	Personal and Social Awareness	Content (Systems of Language)	Content (Cultural)
	<p>Listening and viewing with intent helps us understand a message.</p> <p>Reciprocal communication is possible using high-frequency words and patterns.</p> <p>Stories help us to acquire language.</p> <p>Each culture has traditions and ways of celebrating.</p> <p>We can explore our identity through a new language.</p>	<p><b>Demonstrate awareness of the relationships between sounds, phonetic representation, Chinese characters, and meaning.</b></p> <ul style="list-style-type: none"> <li>Identify equivalent or similar Chinese words, expressions or phrases for familiar objects or terms in English, to develop vocabulary</li> </ul> <p><b>Identify key information in slow, clear speech and other texts.</b></p> <ul style="list-style-type: none"> <li>Identify and convey key points of information using learned key words and phrases to complete guided tasks in a range of simple spoken and visual texts related to their personal worlds</li> </ul> <p><b>Comprehend stories.</b></p> <ul style="list-style-type: none"> <li>Respond to texts using key words or phrases in English or Chinese, gestures, drawings, and other supports</li> </ul> <p><b>Comprehend high-frequency vocabulary in slow, clear speech and other texts.</b></p> <ul style="list-style-type: none"> <li>Locate factual information about their personal worlds in written texts and convey information using modelled language, visual and contextual cues</li> </ul> <p><b>Use language-learning strategies.</b></p> <ul style="list-style-type: none"> <li>Use visual, audio, kinesthetic strategies to acquire the new language</li> </ul>	<p><b>Consider personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens.</b></p> <ul style="list-style-type: none"> <li>Understand that language use changes according to the context of use and reflects different relationships, e.g. <ul style="list-style-type: none"> <li>Explore the nature of the concept of 'family' in Chinese culture and how this influences relationships between individuals, e.g. address adults as 叔叔 or 阿姨</li> <li>Address others appropriately, e.g. using 王老师 with teacher, 张叔叔 with young adult males, nicknames with close relatives (欢欢表妹)</li> <li>Compare conversations between peers/friends with conversation between teachers/authorities, e.g. 你/您; 坐吧/请坐!</li> </ul> </li> <li>Understand that ways of communicating and behaving reflect aspects of personal identity, e.g. <ul style="list-style-type: none"> <li>Prioritize information when talking about self, e.g. 我叫 Kate。Place before 我八岁。</li> <li>Discuss the concept of 'self/我', exploring questions, e.g. "What makes me special in my family? In my class? In my school? e.g. 我叫 Tina, 我是妹妹。我上三年级, 我的老师是王老师。</li> </ul> </li> </ul>	<p><b>Phonetic systems</b></p> <ul style="list-style-type: none"> <li>Recognize Chinese characters as a form of writing and Pinyin as the Romanized spelling of the Chinese sounds</li> </ul> <p><b>Tonal variations</b></p> <ul style="list-style-type: none"> <li>Recognize the tone-syllable nature of spoken Chinese and use Pinyin as a learning tool to reflect the sound of spoken Chinese <ul style="list-style-type: none"> <li>Explain the use of Pinyin as a learning tool to reflect the sound of Chinese spoken language, and recognizing sounds associated with individual letters and syllables</li> <li>Recognize tone-syllables and discussing the differences between Chinese and English intonation when listening to and viewing simple conversational exchanges</li> <li>Connect the sound of spoken Chinese with spelling and tone marks of Pinyin, e.g. reading out words written in Pinyin with attention to Chinese pronunciation and tone; using Pinyin to record the sound of words or sentences encountered</li> <li>Recognize when and why some tones are not expressed in some contexts, e.g. repetition of syllables in 'Mama' with neutral tone on second syllable</li> <li>Listen to and reading aloud a nursery rhyme with strong</li> </ul> </li> </ul>	<p><b>First People perspective connecting language and culture, including oral histories, identity, and place.</b></p> <ul style="list-style-type: none"> <li>Explore the cultural meaning of symbolic images, e.g. the eagle, the salmon, the moon, in First People's art.</li> </ul> <p><b>Common elements of Chinese cultural festivals and celebrations.</b></p> <ul style="list-style-type: none"> <li>Make connections between cultural practices and language use, such as culture-specific terms or expressions in Chinese or English</li> <li>Participate in the exchange of good wishes in celebrations, and compare cultural practices of celebration from around the world</li> <li>Describe the cultural meaning of symbolic images, e.g. the use of the colour red during Chinese New Year and other celebrations in China</li> <li>Recognize characters used in specific cultural events, e.g. 福 in various forms of New Year decoration, such as paper cut-outs, folk art, couplets, and identifying how the form might change, e.g. why 福 is sometimes presented upside down</li> </ul> <p><b>Chinese communities in Canada.</b></p> <ul style="list-style-type: none"> <li>Identify the use of Chinese by communities in many countries, e.g.: <ul style="list-style-type: none"> <li>Investigate the use of Chinese in Canadian communities and in countries and regions where diverse forms of Chinese are widely used, e.g. China, Hong Kong, Taiwan, Singapore, Malaysia, Vietnam, USA</li> </ul> </li> </ul>

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		<p><b>Interpret non-verbal cues to increase understanding.</b></p> <ul style="list-style-type: none"> <li>- Use gestures, actions and facial expressions to construct meaningful input</li> </ul> <p><b>Respond to simple commands and instructions.</b></p> <ul style="list-style-type: none"> <li>- Participate in activities with teachers support that involve following instructions and collaborating with peers</li> </ul> <p><b>Participate in simple interactions.</b></p> <ul style="list-style-type: none"> <li>- Interact orally with the teacher and peers, using simple modelled language and gestures to exchange information about themselves, the members of their family, their classmates and friends</li> <li>- Interact with simple written texts, including labelling images, copying characters from a provided list and sorting familiar and common Chinese characters according to their formation</li> </ul> <p><b>Seek clarification of meaning.</b></p> <ul style="list-style-type: none"> <li>- Ask the teacher or peer to clarify meaning</li> </ul> <p><b>Share information using the presentation format best suited to their own and others' diverse abilities.</b></p> <ul style="list-style-type: none"> <li>- Participate in and respond to imaginative texts, acting out events, identifying and comparing favorite elements and making simple statements orally about characters or themes</li> <li>- Compose simple texts using familiar words, formulaic expressions and modelled language</li> </ul>	<p><b>Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge .</b></p> <ul style="list-style-type: none"> <li>- Recognize that there are many Aboriginal languages and language groups in BC</li> </ul>	<p>Chinese prosodic features, e.g. 《小老鼠，上灯台》</p> <ul style="list-style-type: none"> <li>• Engage in activities to raise tonal awareness, e.g. competing with peers to read a tongue twister (妈妈骂马) and using hand gestures to help pronounce different tones</li> </ul> <p><b>Commonly used Chinese characters.</b></p> <ul style="list-style-type: none"> <li>- Recognize and write frequently used characters</li> </ul> <p>AIM Story: 小猫和月亮的故事</p> <p><b>Basic strokes and structure of Chinese characters.</b></p> <ul style="list-style-type: none"> <li>- Recognize and write frequently used characters, e.g. <ul style="list-style-type: none"> <li>• Locate similar characters in texts and sort them according to their radicals/elements</li> <li>• Explore the process of character construction, including counting the number of strokes, describing the shape of strokes, differentiating between similar strokes, and following general rules of stroke order</li> <li>• Explore the concept of 'word' in Chinese and know that each character is a meaningful unit (morpheme) that is used to make up 'words', e.g. 白菜 (white + vegetable), 好朋友 (good + friend + friend), 男生 (male + student)</li> <li>• Engage with a range of basic characters and components and exploring their individual meanings, e.g. 足, 手, 林, 米</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explore diversity in spoken Chinese and notice differences in phonology across dialects, e.g. explore greetings in Cantonese, Hakka and Shanghainese dialects, and compare the pronunciation of words</li> </ul> <p><b>Chinese works of art</b></p> <ul style="list-style-type: none"> <li>- Explore traditional Chinese paper cutting</li> </ul>
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## Mandarin K – 5 Scope and Sequence

		<ul style="list-style-type: none"> <li>- Create short written imaginative texts using simple characters from charts and word lists, labels, captions and short sentences to describe characters or key events in planning a story</li> </ul>		<ul style="list-style-type: none"> <li>• Make connections between key morphemes in familiar words, e.g. fruit group: 水果、苹果、果汁, vehicle group: 汽车、火车、车子</li> </ul> <p><b>Common, high-frequency vocabulary, sentence structures, and expressions, including:</b></p> <ul style="list-style-type: none"> <li>- Understand and identify elements of basic grammar and sentence structure, e.g.:             <ul style="list-style-type: none"> <li>• Explore basic sentence structure in Chinese, consisting of subject-verb-object, and learn to analyze sentences in both Chinese and English, e.g. 'What's the subject in the sentence "My mom drives a car"? How about in the Chinese sentences 我看书。? Do sentences work the same way in Chinese and English?</li> <li>• Follow patterns of word order and sentence structure using negation when creating sentences to express own meanings, e.g. manipulating sentence elements by replacing subject pronoun in 我喜欢绿色。 to create the sentence 我妈妈不喜欢绿色。</li> <li>• Recognize grammatical features and how their use differs in Chinese when compared with English, e.g. the lack of articles in Chinese; that adjectives can be used as verbs; limited use of the verb 'to be' (是)</li> </ul> </li> </ul>	
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## Mandarin K – 5 Scope and Sequence

				<ul style="list-style-type: none"> <li>• Use the interrogative forms, e.g. 是吗? 你会吗?</li> <li>• Use the imperative forms, 走、来、坐下、不要说话</li> <li>• Use verb forms, e.g. making a suggestion, 我们..., 我们要去..., past tense 我(昨天)去了..., 我(以前)是...</li> <li>• Express preferences, e.g. 你喜欢...吗? 你最喜欢的是什么? 你周末喜欢做什么?</li> <li>• Use adjectives, e.g. 很热, 很好吃</li> <li>• Use the verb 有</li> <li>• Join sentences using connectives, e.g. 他喜欢我, 也喜欢她。</li> </ul> <p><b>Simple questions and descriptions</b></p> <ul style="list-style-type: none"> <li>- Initiate conversations in familiar social contexts by greeting participants and introducing themselves, e.g. 你好, 我叫 James, 我八岁, 我住在高贵林, displaying appropriate social manners to enhance communication</li> <li>- Ask and answer simple questions, e.g. 今天是星期几?</li> <li>- Ask questions about preferences, e.g. using expressions 你喜欢...吗?</li> <li>- Role play scenarios</li> <li>- Give information in response to questions, e.g. Reading the calendar together, using questions, e.g. 今天是星期几? 明天是星期几? 中国新年是几月几号?</li> </ul> <p><b>Basic information about self and others</b></p> <ul style="list-style-type: none"> <li>- Create a storyboard based on a specific topic, e.g. A 'family tree', labelling family members</li> </ul>	
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## Mandarin K – 5 Scope and Sequence

				<ul style="list-style-type: none"> <li>- Create simple oral texts describing themselves, their interests, friends, or family using visual supports or objects</li> <li>- Describe orally or in writing imaginary characters, places or animals, e.g. using expressions 这个怪兽有五只胳膊。</li> <li>- Create bilingual texts for the classroom, such as descriptions and signs, e.g.             <ul style="list-style-type: none"> <li>• Create a multimodal or print bilingual dictionary</li> <li>• Compose a bilingual personal profile</li> </ul> </li> </ul> <p><b>Basic commands.</b></p> <ul style="list-style-type: none"> <li>- Participate in a group game or sporting activity</li> <li>- Complete a craft project to make a simple instrument, then composing a whole-group simple song or rap using key words learned</li> <li>- Participate in a simple group dance following the teacher’s instruction in Chinese</li> <li>- Create a voice-over for a simple puppet show, e.g. 这是...他/她去上学。</li> </ul> <ul style="list-style-type: none"> <li>- Identify particular language features and textual conventions in familiar texts, e.g.:             <ul style="list-style-type: none"> <li>• Compare familiar text types in both Chinese and English, e.g. menus, songs, and TV cartoons, and explaining how the content and features of the text support its purpose, e.g. menus that include pictures of dishes</li> </ul> </li> </ul>	
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## Mandarin K – 5 Scope and Sequence

				<ul style="list-style-type: none"> <li>Identify types of texts e.g. Chinese film posters and newspapers, and discussing their textual features</li> <li>Apply knowledge of textual features to help locate key information, e.g. identifying details relating to name, age and nationality across digital and print information forms</li> <li>Compare and differentiate forms of texts based on purpose and audience, e.g. the difference between a letter and an email and possible reasons for such differences?</li> </ul>	
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## Mandarin K – 5 Scope and Sequence

Grade 3	Big Ideas	Thinking and Communicating	Personal and Social Awareness	Content (Systems of Language)	Content (Cultural)
	<p>Listening and viewing with intent helps us understand an increasing variety of messages.</p> <p>Reciprocal communication helps us understand and acquire language.</p> <p>Stories help us to acquire language and understand the world around us.</p> <p>Learning about languages from diverse communities helps us develop cultural awareness.</p> <p>We can explore our identity through a new language.</p>	<p><b>Demonstrate awareness of the relationships between sounds, phonetic representation, Chinese characters, and meaning.</b></p> <ul style="list-style-type: none"> <li>- Recognize the components of Pinyin (consonant, vowel, tones)</li> <li>- Recognize Pinyin sounds associated with individual letters and syllables, differentiate from English sounds for such letters and syllables</li> <li>- Reproduce key Chinese characters from familiar contexts exploring character construction, including counting the number of strokes and following general rules of stroke order</li> <li>- Begin to develop a metalanguage for Chinese to talk about language using terms similar those used in English</li> <li>- Explain the meanings of high-frequency words and phrases, using gestures, actions and facial expressions</li> </ul> <p><b>Identify key information in slow, clear speech and other texts.</b></p> <ul style="list-style-type: none"> <li>- Locate and convey specific points of information from familiar simple spoken and visual texts and convey this information using learned phrases and words related to their personal worlds</li> </ul> <p><b>Comprehend stories.</b></p> <ul style="list-style-type: none"> <li>- Notice differences between simple spoken, written and multimodal Chinese texts used in familiar contexts and compare with similar texts in English</li> </ul>	<p><b>Consider personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens -e.g. values, practices, traditions, perceptions.</b></p> <ul style="list-style-type: none"> <li>- Talk about their own experiences of learning and using Chinese and explore their own sense of identity, including elements such as family, cultural heritage, friends and interests and ways of using language with different people</li> <li>- Understand that different ways of using Chinese language reflect different regions, different relationships and different ways of making meaning</li> <li>- Recognize that Chinese is the official standard language of the People's Republic of China and is spoken by communities in many countries and regions including Hong Kong, Taiwan, Singapore, Malaysia, Vietnam and Canada</li> </ul> <p><b>Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge</b></p> <ul style="list-style-type: none"> <li>- Recognize that there are many Aboriginal languages and language groups in BC</li> </ul>	<p><b>Phonetic systems.</b></p> <ul style="list-style-type: none"> <li>- Connect the sound of spoken Chinese with the spelling and one marks of pinyin e.g. reading out words written in Pinyin with attention to Chinese pronunciation and tone; using Pinyin to record the sound of words or sentences encountered</li> </ul> <p><b>Tonal variations</b></p> <ul style="list-style-type: none"> <li>- Reproduce pronunciation and intonation, recognizing stress and phrasing, e.g.</li> <li>- Recognize and discriminate between homonyms in Chinese, e.g. 是 and 室, relying on contextual cues to assist understanding, and differentiate between syllables with different tones, e.g. 是 and 十</li> </ul> <p><b>Commonly used Chinese characters.</b></p> <ul style="list-style-type: none"> <li>- Recognize and write frequently used characters</li> </ul> <p>AIM Story: 三只小猪/小猫找家</p> <p><b>Basic strokes and structure of Chinese characters.</b></p> <ul style="list-style-type: none"> <li>- Write familiar characters, identifying common components and connections in meaning, e.g.</li> <li>- Decode characters by analyzing their structure and the number of components, and recognizing familiar components</li> <li>- Apply knowledge of characters to learn to read and write new characters, and develop strategies for learning, e.g. making connections</li> </ul>	<p><b>First People perspective connecting language and culture, including oral histories, identity, and place</b></p> <p><b>Common elements of Chinese cultural festivals and celebrations.</b></p> <ul style="list-style-type: none"> <li>- Discuss how identity is influenced by traditions, protocols, celebrations and festivals</li> <li>- Discuss how a sense of place can be influenced by territory, food, clothing, and creative works</li> </ul> <p><b>Chinese communities in Canada.</b></p> <ul style="list-style-type: none"> <li>- Recognize that there is diversity within the Chinese language, e.g.: <ul style="list-style-type: none"> <li>• Research the many different dialects currently spoken in China</li> <li>• Compare the contrasting simplified and traditional characters</li> <li>• Notice how accent and expressions may vary between Malaysian Chinese, Singaporean Chinese and Chinese spoken in Hong Kong</li> <li>• Understand that in Taiwan, most of the texts/publications are still using traditional form of writing which is read vertically from right to left</li> <li>• Understand that there are various accents used by people in different regions of China</li> <li>• Explore how the Chinese language has changed in response to modern life, e.g. the inclusion of English terms in everyday language;</li> </ul> </li> </ul>

## Mandarin K – 5 Scope and Sequence

		<p><b>Comprehend high-frequency vocabulary in slow, clear speech and other texts.</b></p> <ul style="list-style-type: none"> <li>- Locate factual information in familiar written texts related to their personal and social worlds, by recognizing textual features and using other visual cues and report this information using learned characters</li> </ul> <p><b>Use language-learning strategies.</b></p> <ul style="list-style-type: none"> <li>- Use visual, audio, kinesthetic strategies to acquire the new language</li> <li>- Use alternative language to clarify intended meaning, e.g. saying 我不胖不瘦 when they don't know the phrase 中等身材</li> </ul> <p><b>Interpret non-verbal cues to increase understanding.</b></p> <ul style="list-style-type: none"> <li>- Use gestures, actions and facial expressions to construct meaningful input</li> </ul> <p><b>Respond to simple commands and instructions.</b></p> <ul style="list-style-type: none"> <li>- Follow the teacher's instructions to participate in learning activities and in classroom routines</li> </ul> <p><b>Participate in simple interactions.</b></p> <ul style="list-style-type: none"> <li>- Interact and socialize orally with the teacher and peers, using modelled responses and correct tones to support understanding and to exchange information about themselves, their family, interests and leisure activities</li> <li>- Exchange simple correspondence in writing by adapting teacher-modelled language and using word</li> </ul>		<p>between characters so a common component (你、他、们)</p> <ul style="list-style-type: none"> <li>- Identify different meanings of key morphemes used in different contexts, e.g. 天、日、二/两、你好 versus 好玩</li> </ul> <p><b>Common, high-frequency vocabulary, sentence structures, and expressions, including:</b></p> <ul style="list-style-type: none"> <li>- <b>Simple questions and descriptions.</b></li> <li>- <b>Basic information about self and others.</b></li> <li>- <b>Basic commands.</b></li> </ul> <ul style="list-style-type: none"> <li>- Recognize the systematic nature of Chinese grammar rules, e.g. <ul style="list-style-type: none"> <li>• Develop knowledge of metalinguistic terminology, discussing, e.g. 'What is the plural form? How do we know it's plural when reading in English? Can we tell when we read a Chinese word?'</li> <li>• Recognize that in Chinese, verbs convey tense without verb conjugation, e.g. explaining why 有 can mean 'have', 'had' and 'will have'</li> <li>• Express quantity in a variety of ways, e.g. 全部、有些、大部分、少数、是个当中有一个</li> <li>• Compare the use of tenses in English and Chinese, e.g. how future tense is often expressed through time phrases in Chinese (我明天去北京, 下个星期去上海。)</li> <li>• Identify the use of adverbial phrases and extend understanding of sentence</li> </ul> </li> </ul>	<p>recognize 'borrowed words' 借词 in Chinese from English, e.g. 咖啡、加拿大、汉堡包, and in English from Chinese (e.g. <i>tofu</i>), and discussing how and what these types of words are introduced</p> <ul style="list-style-type: none"> <li>• Notice the use of English words or phrases in Chinese interactions, e.g. 拜拜, or a few words of English in a Chinese pop song, and discussing the reason for the 'code-switching'</li> </ul> <p><b>Chinese works of art</b></p> <ul style="list-style-type: none"> <li>- Explore traditional Chinese calligraphy</li> </ul>
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## Mandarin K – 5 Scope and Sequence

		<p>lists such as expressing good wishes, sending simple notes, and messages</p> <ul style="list-style-type: none"> <li>- Compose informative and imaginative texts, using scaffolded models, for different purposes and audiences, e.g.             <ul style="list-style-type: none"> <li>• Create short plays or skits and taking on roles in imagined scenarios, e.g. a shopping trip, fashion show, or visiting or hosting a Chinese friend</li> <li>• Use digital media to compose a story</li> <li>• Collaborate to create an alternative ending to a well-known story</li> <li>• Design and present a commercial for a new or existing product likely to appeal to consumers in their age group</li> <li>• Compose a procedural text, e.g. a list of instructions</li> <li>• Write their observations following an experiment or a sporting event</li> </ul> </li> <li>- Create bilingual texts, such as signs, notices, games, displays, websites or word banks, for the school community, e.g.:             <ul style="list-style-type: none"> <li>• Use digital media to create signs for the school community, using both language and images</li> <li>• Use dictionaries and electronic translation tools to compose bilingual texts, e.g. captions, menus, posters or invitations</li> <li>• Create bilingual texts for the classroom or school community, e.g. invitations to attend class or school assembly</li> </ul> </li> </ul>		<p>structure using subject-time/place-verb, e.g. 我星期一上学。我在高贵林上学。</p> <ul style="list-style-type: none"> <li>• Explain the clauses of a sentence in Chinese and notice how they are linked coherently, e.g. 他叫王小明, (他)是我的朋友。(i.e. no subject/pronoun)</li> <li>• Apply processes of discourse development, including joining (也、和), contrasting (但是) and sequencing (然后) information</li> <li>- Identify how the features of text organization vary according to audience and purpose, e.g.             <ul style="list-style-type: none"> <li>• Describe the major features of familiar text types in Chinese, e.g. 大家好...谢谢</li> <li>• Identify the purpose and intended audience and context of a range of familiar texts, e.g. digital, online or face-to-face</li> <li>• Explore features and conventions of Chinese text, including lack of word spacing or use of punctuation, and variability in text direction, and compare texts in traditional characters with texts in simplified characters</li> <li>• Understand the use of Chinese-specific punctuation, e.g. double quotation marks to signal a quote</li> </ul> </li> <li>- Recognize and use context-related vocabulary and use some first elements of grammar in simple and written texts to generate language for a range of purposes e.g. simple statements in Chinese tend to follow</li> </ul>	
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## Mandarin K – 5 Scope and Sequence

		<p>performances, poster advertising Language Day</p> <ul style="list-style-type: none"> <li>• Create a simple game for younger students with Chinese and English instructions</li> <li>• Create bilingual learning resources, e.g. print or digital word banks or glossaries of Chinese and English expressions used in formal and informal everyday interactions</li> <li>• Write a set of memory cards that include English, characters and pinyin</li> </ul> <p>- Respond to and create simple imaginative oral texts or song and dance shows, that use gestures and other movements, familiar expressions and modelled language</p> <p>- Participate in a group activity or shared event, e.g.:</p> <ul style="list-style-type: none"> <li>• exchange information with a peer to determine where and when a meeting will take place, e.g. using expressions 你星期六做什么? 你想和我一起去看电影吗? 中午你有空吗?</li> <li>• Assist in organizing and hosting visitors to the school, e.g. developing the program, composing the speech of welcome, developing a list of questions that could be asked, preparing to show the visitors around the school</li> <li>• Prepare performances celebrating important events in the Chinese calendar to present at school assemblies, e.g. a Taiichi performance, a lion dance, or a Spring Festival song</li> </ul>		<p>English word order, but questions do not, for example, “Do you have a cat?” vs. 你有猫吗?</p> <ul style="list-style-type: none"> <li>- Identify family members and their Chinese characters in familiar texts, for example, 爸爸、妈妈、哥哥</li> <li>- 你好, 我八岁; 我叫_____; 我住在高贵林; 我哥哥喜欢踢足球; 你住在哪里?</li> <li>- 看老师; 听一听; 说一说; 做动作; 只说汉语, 不说英语; 请安静;</li> </ul>	
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## Mandarin K – 5 Scope and Sequence

		<ul style="list-style-type: none"> <li>• Research and present a group of performance</li> </ul> <p><b>Seek clarification of meaning.</b></p> <ul style="list-style-type: none"> <li>- Use various tools, such as the dictionary, internet or ask the teacher or peer to clarify meaning</li> </ul> <p><b>Share information using the presentation format best suited to their own and others' diverse abilities.</b></p> <ul style="list-style-type: none"> <li>- Respond in English or Chinese to texts, using a range of formats, e.g.             <ul style="list-style-type: none"> <li>• Express personal opinions about a TV program or music video</li> <li>• Research a local city or popular tourist site and present the information in a poster using text, pictures, map or data</li> <li>• Use information gathered from a podcast or a weather forecast to present a short talk, e.g. weather in Nanjing</li> <li>• Collect information on topic of interest and present the information using text, pictures, charts, graphs as appropriate</li> <li>• Research and present a group performance</li> </ul> </li> </ul>			
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## Mandarin K – 5 Scope and Sequence

Grade 4	Big Ideas	Thinking and Communicating	Personal and Social Awareness	Content (Systems of Language)	Content (Cultural)
	<p>Listening and viewing with intent supports our acquisition and understanding of a new language.</p> <p>We can express ourselves and talk about the world around us in a new language.</p> <p>With increased fluency, we can participate actively in reciprocal interactions.</p> <p>Stories help us to acquire language and understand the world around us.</p> <p>Knowing about diverse communities helps us develop cultural awareness.</p> <p>We can explore identity and place through increased understanding of a new language.</p>	<p><b>Recognize the relationships between sounds, phonetic representation, Chinese characters, and meaning.</b></p> <ul style="list-style-type: none"> <li>- Recognize Pinyin sounds associated with individual letters and syllables, differentiate from English sounds for such letters and syllables</li> <li>- Reproduce key Chinese characters from familiar contexts exploring character construction, including counting the number of strokes and following general rules of stroke order</li> <li>- Explain the meanings of high-frequency words and phrases, using gestures, actions</li> </ul> <p><b>Identify key information in slow, clear speech and other texts.</b></p> <ul style="list-style-type: none"> <li>- Locate and convey factual information from familiar types of spoken and visual texts related to their personal and social worlds</li> </ul> <p><b>Comprehend stories.</b></p> <ul style="list-style-type: none"> <li>- Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</li> </ul> <p><b>Comprehend high-frequency words and patterns in slow, clear speech and other texts.</b></p> <ul style="list-style-type: none"> <li>- Locate factual information, key words or familiar characters in written texts related to their personal and social worlds and use this information to inform others using learned words, phrases and characters</li> </ul>	<p><b>Consider personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens.</b></p> <ul style="list-style-type: none"> <li>- Describe how aspects of their own identity are reflected in their various group and community memberships</li> </ul> <p><b>Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge.</b></p> <ul style="list-style-type: none"> <li>- Recognise that Aboriginal language groups in BC are related to traditional Aboriginal territories</li> </ul>	<p><b>Phonetic systems</b></p> <ul style="list-style-type: none"> <li>- Connect the sound of spoken Chinese with the spelling and one marks of pinyin</li> </ul> <p><b>Tonal variations</b></p> <ul style="list-style-type: none"> <li>- Reproduce pronunciation and intonation, recognizing stress and phrasing</li> </ul> <p><b>Commonly used Chinese characters</b></p> <ul style="list-style-type: none"> <li>- Recognize and write frequently used characters AIM 我怎么去那里?</li> </ul> <p><b>Basic parts and radicals</b></p> <ul style="list-style-type: none"> <li>- Apply knowledge of characters to read and write and develop strategies for learning</li> <li>- Identify different meanings of key morphemes used in different contexts</li> </ul> <p><b>Common, high-frequency vocabulary, sentence structures, and expressions, including:</b></p> <ul style="list-style-type: none"> <li>-types of questions</li> <li>-descriptions of others</li> <li>-hobbies and topics of interest</li> <li>-common emotions and states of physical health</li> </ul> <ul style="list-style-type: none"> <li>- Recognize and use context-related vocabulary in simple spoken and written texts to generate language for a range of purposes</li> <li>- Recognize and use grammatical features to form simple sentences, including:</li> <li>- Understand that Chinese sentences have a particular word order</li> </ul>	<p><b>First People perspective connecting language and culture, including oral histories, identity, and place.</b></p> <p><b>Cultural aspects of Chinese communities.</b></p> <ul style="list-style-type: none"> <li>- Understand and demonstrate how language use varies according to the participants' age, gender, relationship and social position and the context of use</li> </ul> <p><b>Chinese cultural festivals and celebrations in Canada.</b></p> <ul style="list-style-type: none"> <li>- Explore events that celebrate the Chinese culture in Canada e.g. Lunar New Year Festival, Dragon Boat Festival</li> </ul> <p><b>Chinese communities in Canada.</b></p> <ul style="list-style-type: none"> <li>- Recognize that Chinese contains influences from other languages and understand the diversity of languages and cultures represented in the classroom and larger Chinese community</li> </ul> <p><b>Chinese works of art.</b></p> <ul style="list-style-type: none"> <li>- Explore Chinese architecture e.g. The Great Wall, pagodas,</li> </ul>

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		<p><b>Use language-learning strategies.</b></p> <ul style="list-style-type: none"> <li>- Translate the meanings of important everyday words using contextual cues</li> <li>- Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</li> </ul> <p><b>Interpret non-verbal cues to increase understanding.</b></p> <ul style="list-style-type: none"> <li>- Obtain and organize information from a range of spoken, written and digital texts, e.g.:</li> </ul> <p><b>Respond to questions, simple commands, and instructions.</b></p> <ul style="list-style-type: none"> <li>- Follow the teacher’s instructions to participate in learning activities and in classroom routines</li> </ul> <p><b>Exchange ideas and information, both orally and in writing.</b></p> <ul style="list-style-type: none"> <li>- Interact and socialize orally with the teacher and peers, using correct tones, modelled questions and responses to exchange information about aspects of their personal worlds, including their daily routine at home and school</li> <li>- Exchange simple correspondence in writing with teachers and peers, using formulaic expressions and language to report on their daily routines at home and at school</li> </ul> <p><b>Seek clarification of meaning using common statements and questions.</b></p> <ul style="list-style-type: none"> <li>- Contribute to class activities by asking for and giving permission, apologizing and excusing, raising hand and using phrases to request assistance in learning activities</li> </ul>		<ul style="list-style-type: none"> <li>- Explore basic sentence structure in Chinese, consisting of s-v-o and compare similar sentences constructed in English and Chinese</li> <li>- Recognize and use some familiar verbs for daily routine such as 起床、去睡觉、吃、去上学、玩、学习、听音乐、读书/看书、看电视</li> <li>- Recognize the particular language features and textual conventions in simple spoken, written and multimodal Chinese texts</li> </ul>	
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		<p><b>Share information using the presentation format best suited to their own and others' diverse abilities.</b></p> <ul style="list-style-type: none"> <li>- Create and present own representations of familiar songs, poems or stories, poems and stories, for different audiences, using voice, rhythm and appropriate gesture and action</li> <li>- Create short written imaginative text such as storyboards and cartoons, using simple characters and short sentences that follow basic sentence structure</li> </ul>			
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Grade 5	Big Ideas	Thinking and Communicating	Personal and Social Awareness	Content (Systems of Language)	Content (Cultural)
	<p>Listening and viewing with intent supports our acquisition and understanding of a new language.</p> <p>We can express ourselves and talk about the world around us in a new language.</p> <p>With increased fluency, we can participate actively in reciprocal interactions.</p> <p>We can share our experience and perspective through stories.</p> <p>Creative works are an expression of language and culture.</p> <p>Acquiring a new language and learning about another culture deepens our understanding of our own language and culture.</p>	<p><b>Recognize the relationships between sounds, phonetic representation, Chinese characters, and meaning.</b></p> <ul style="list-style-type: none"> <li>- Translate from Chinese to English and vice versa, simple texts used for everyday purposes, noticing which words and phrases do not readily translate and require interpretation or explanation</li> </ul> <p><b>Comprehend key information and supporting details in slow, clear speech and other texts.</b></p> <ul style="list-style-type: none"> <li>- Gather and compare information and supporting details from a range of spoken and visual texts related to their personal and social worlds</li> <li>- Locate and convey key points in written informative texts, related to their personal and social worlds, summarizing the points to report to known audiences using learned words, phrases and characters</li> </ul> <p><b>Comprehend meaning in stories.</b></p> <ul style="list-style-type: none"> <li>- Convey key points in written narrative texts, summarizing the points to report to known audiences using learned words, phrases and characters</li> </ul> <p><b>Use language-learning strategies to increase understanding.</b></p> <ul style="list-style-type: none"> <li>- Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts</li> </ul>	<p><b>Identify, share, and compare linguistic and cultural information about Chinese communities.</b></p> <ul style="list-style-type: none"> <li>- Compare ways of communicating in Canadian and Chinese speaking contexts and identify ways in which culture influences language use</li> </ul> <p><b>Examine personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens.</b></p> <ul style="list-style-type: none"> <li>- Explore values and beliefs across cultures and identify how cultural values are expressed through language</li> </ul> <p><b>Recognize First Peoples perspectives and knowledge; other ways of knowing, and local cultural knowledge.</b></p> <ul style="list-style-type: none"> <li>- Recognize that Aboriginal language are related to Aboriginal cultures</li> </ul>	<p><b>Phonetic systems</b> Tonal variations <b>Commonly used Chinese characters</b> <b>Basic parts and radicals</b> <b>Common, high-frequency vocabulary, sentence structures, and expressions, including:</b></p> <ul style="list-style-type: none"> <li>- <b>type of questions</b></li> <li>- <b>instructions and comparisons</b></li> <li>- <b>descriptions of others</b></li> </ul> <ul style="list-style-type: none"> <li>- Use context-related vocabulary in simple spoken and written texts to generate language for a range of purposes</li> <li>- Recognize and use grammatical features to form simple sentences, including: <ul style="list-style-type: none"> <li>• -nouns 卫生间、公园</li> <li>• -adjectives 好、坏、大、小</li> <li>• -numbers</li> <li>• -using the joining word</li> <li>• -using measurement words 一间卧室、两把椅子</li> </ul> </li> <li>- Recognize that Chinese, verbs convey tense without conjugation, for explaining why 有 can mean 'have,' 'had' and 'will have'</li> <li>- Apply processes of discourse development, including using 也 and 和</li> <li>- Describe the major features of familiar text types in Chinese, including lack of word spacing or use of punctuation and variability in text direction</li> </ul>	<p><b>First People perspective connecting language and culture, including oral histories, identity, and place</b></p> <p><b>Cultural aspects of Chinese communities.</b></p> <ul style="list-style-type: none"> <li>- Examine how language is used to clarify roles and relationship and social position and the context of use</li> </ul> <p><b>Chinese cultural festivals and celebrations in Canada.</b></p> <ul style="list-style-type: none"> <li>- Explore events that celebrate the Chinese culture in Canada e.g. Richmond Night Market, Vancouver Asian Film Festival</li> </ul> <p><b>Chinese communities in around the world.</b></p> <ul style="list-style-type: none"> <li>- Understand that Chinese is characterized by diversity in spoken and written forms</li> </ul> <p><b>Chinese works of art</b></p> <ul style="list-style-type: none"> <li>- Explore traditional Chinese music and opera</li> </ul>

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		<p><b>Follow instructions to complete a task and respond to questions.</b></p> <ul style="list-style-type: none"> <li>- Seek permission from the teacher or peers to participate in activities or to be excused</li> </ul> <p><b>Exchange ideas and information, both orally and in writing.</b></p> <ul style="list-style-type: none"> <li>- Participate in oral interactions with the teacher and peers, experimenting with simple modelled descriptive and expressive information about their home and places in their local community</li> <li>- Exchange written correspondence to present personal information and aspects of personal experience that relate to their home and places in their local community, through photo-stories, emails, and text messages</li> </ul> <p><b>Seek clarification of meaning using common statements and questions.</b></p> <ul style="list-style-type: none"> <li>- Use phrases to request assistance in learning activities</li> </ul> <p><b>Share information using the presentation format best suited to their own and others' diverse abilities.</b></p> <ul style="list-style-type: none"> <li>- Share responses to characters in short imaginative texts such as popular songs, stories, television programs or music videos and create simple spoken imaginative texts</li> <li>- Create written imaginative texts, sequencing events, using scaffolded models of texts, learned characters and word lists for support</li> </ul>			
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