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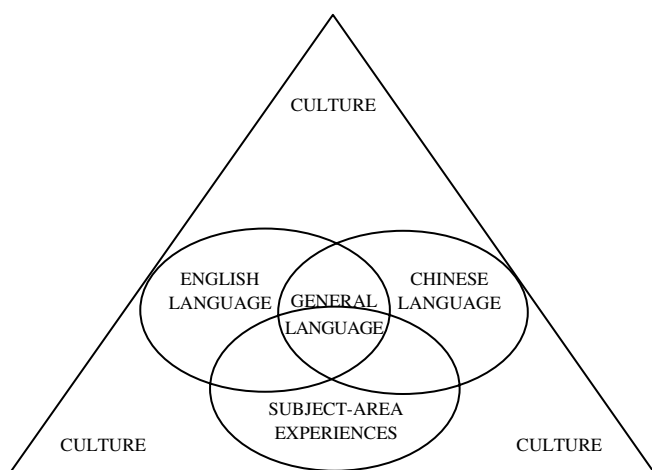
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# CHINESE LANGUAGE ARTS KINDERGARTEN TO GRADE 9

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## INTRODUCTION

Chinese<sup>1</sup> language arts is an integral part of Chinese bilingual programming. The Chinese Language Arts Kindergarten to Grade 9 Program of Studies reflects the breadth of Chinese bilingual programming by providing outcomes for learning language and for learning about culture. However, Chinese bilingual programming as a whole includes many other learning experiences of which language and culture are only a part. In addition to Chinese language arts and English language arts, Chinese bilingual programming also includes various other subject-area experiences. The following conceptual map illustrates the relationship among these components.



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1. Chinese is also commonly referred to as Guoyu, Hanyu, Huayu, Mandarin, Putonghua or Zhongwen.

## BILINGUAL PROGRAMMING OVERVIEW

Bilingual programming is complex and multifaceted. It provides a rich environment for the learning of languages, cultures and subject-area content. Bilingual education strives to provide intensive language learning environments, with the potential for high academic achievement and enriched cultural experiences that maximize student opportunities for learning.

Effective bilingual learning environments are those in which:

- the individual and collective needs of students are met
- there is a supportive climate that encourages risk taking and choice
- diversity in learning styles is accommodated
- connections to prior knowledge and experiences are made
- there is exposure to a wide range of excellent models of authentic language
- use of the target language is emphasized
- quality oral, print, visual and multimedia resources are available and applied in a supportive, meaningful and purposeful manner.

## **RATIONALE FOR CHINESE BILINGUAL PROGRAMMING AND CHINESE LANGUAGE ARTS**

### **Chinese bilingual programming contributes to personal development**

Chinese bilingual programming establishes an environment in which both English and Chinese are used and needed constantly for purposes of communication, personal satisfaction and learning. Students have numerous opportunities to learn and use language in meaningful, purposeful ways to meet their needs, interests and abilities. The Chinese language is used to explore ideas and experiences, to construct meaning and to communicate understanding. Effective language acquisition occurs through the integrated delivery of subject-area content, language instruction and cultural information, while fostering in students a positive attitude toward themselves and others.

### **Chinese language learning is a lifelong endeavour**

Language learning is an active process that begins at birth and continues throughout life. Language is acquired at various rates throughout a learner's stages of growth. Students enhance their language abilities by applying their knowledge of language in new and more complex contexts with increasing sophistication. They reflect on and use prior knowledge to extend and enhance their language knowledge and understanding. The learning environment, supportive of the learner and encouraging the learner to take risks, recognizes that errors are an integral part of the language learning process. By learning, experimenting with and applying new language structures and vocabulary in a variety of contexts, students develop language proficiency.

### **Chinese bilingual language learning fosters cross-language competence**

Most children develop a strong repertoire of language skills in their first language in preschool years. Many of these skills are transferable to new language learning. Similarly, in acquiring a new language, students develop new language learning

skills that can then be applied to their first language. In this way, continuous concurrent development of first and second language skills, or skills in additional languages, is fostered through Chinese bilingual programming. Opportunities for proficiency and skill development in these languages are maximized.

### **Chinese bilingual language learning enhances all communication skills**

The development of communication skills is vital to Chinese bilingual programming. Achievement in the six skill areas of listening, speaking, reading, writing, viewing and representing contributes to the development of effective communicators. These skills are interrelated and interdependent; facility in one strengthens and supports the others. Proficiency in these language skills involves the development of comprehension and language production. The Chinese Language Arts Kindergarten to Grade 9 Program of Studies is designed to promote the development of language skills for a wide range of purposes, in a wide range of contexts, at increasing levels of fluency.

### **Chinese bilingual language learning develops through the communicative approach**

The communicative approach in second language instruction emphasizes the importance of communicating a message. Learners require support as they strive to express and understand thoughts, ideas and feelings in two languages. The accuracy of language, oral or written, although important for precision of communication, is secondary to communicating the message. The communicative approach acknowledges the important relationship between accuracy and effective communication, but places slightly less emphasis on accuracy and form.

### **Chinese bilingual language learning promotes the acquisition of learning strategies**

Language acquisition in Chinese bilingual programming is effectively supported by

providing students with explicit instruction in language learning strategies, language use strategies and general learning strategies. The Chinese Language Arts Kindergarten to Grade 9 Program of Studies, therefore, provides a variety of learning outcomes at all levels that promote the development of strategic competencies applicable to many learning circumstances.

### **Chinese bilingual programming promotes intracultural and intercultural awareness**

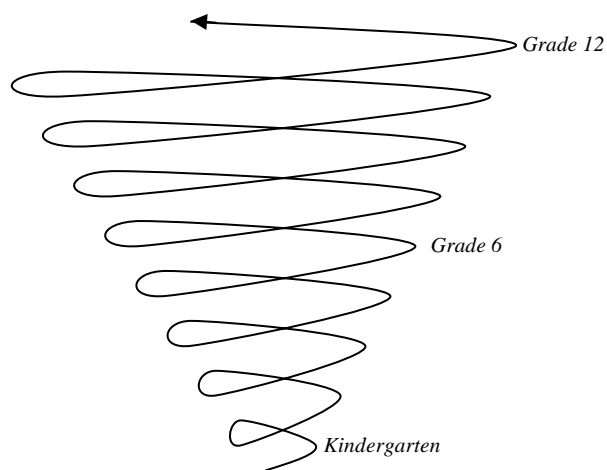
Language and culture are intensely intertwined. Language is a primary means by which cultural information is transmitted; culture influences linguistic form and content. Students in Chinese bilingual programming bring to their program a range of cultural backgrounds and experiences. The Chinese Language Arts Kindergarten to Grade 9 Program of Studies provides opportunities and support for students to explore their own cultural backgrounds, experiences and identities, as well as those of members of the school community, the local community and other communities of the world. The Culture section of this program of studies examines the dynamic nature of Chinese culture through the various perspectives of history, contemporary life, diversity and change. It also provides opportunities for the exploration of similarities and differences among and within world cultures.

### **Chinese bilingual programming develops global citizenship skills**

Effective participation in the global marketplace, workplace and society requires strong communication, interpersonal and team skills, and strong knowledge and understanding of cultures. Chinese bilingual programming provides a rich environment for the development of essential knowledge, skills and attitudes that promote the development of effective global citizens and enhance the economic and career potential of students. The Chinese Language Arts Kindergarten to Grade 9 Program of Studies supports the intellectual, social, emotional, creative, linguistic and cultural development of students in Chinese bilingual programming.

## **A SPIRAL PROGRESSION**

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Student progression is not only vertical (e.g., increased proficiency), but also horizontal (e.g., broader range of applications and experience with more text forms, contexts and so on). The spiral also represents how language learning activities are best structured. Particular vocabulary expressions, learning strategies or cultural skills and knowledge, for example, are revisited at different points in the Chinese language arts program, but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is reinforced, extended and broadened with each successive pass.



## **PURPOSE OF THE PROGRAM OF STUDIES**

The Chinese Language Arts Kindergarten to Grade 9 Program of Studies provides a progression of specific outcomes from Kindergarten to Grade 9. Most often, the outcomes reflect a progression of development intended to match the developmental stages of students. The specific outcomes for each grade reflect the knowledge, skills and attitudes that

students are expected to achieve by the end of the grade. Students are expected to demonstrate the specific outcomes for the current grade and build upon their prior knowledge and skills from previous grades.

The outcomes presented are designed to represent the progression of knowledge, skills and attitudes expected of students who have had no prior exposure to Chinese upon entry into Kindergarten. Nevertheless, students with prior exposure to Chinese can equally be challenged within this program.

The general and specific outcomes established in this program of studies are intended to be delivered in an integrated manner.

## **PROGRAM OVERVIEW**

For ease of use, the Chinese Language Arts Kindergarten to Grade 9 Program of Studies is divided into two sections:

- Language Arts
  - General Language Component
  - Specific Language Component
- Culture

It is important that the sections be implemented in an integrated manner.

### **Language Arts**

The Language Arts section of this program of studies reflects an integrated, interdependent approach to language learning within a bilingual programming context. Chinese language arts includes a General Language Component and a Specific Language Component.

The General Language Component parallels *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education*, 1998. In this manner, both English language instruction and Chinese language instruction support the development of common language knowledge, skills and attitudes.

The general outcomes in the General Language Component, with only minor revisions, mirror those in the English Language Arts Framework, but the specific outcomes have been adapted and refined more extensively for delivery in Chinese.

The Specific Language Component provides the detailed linguistic elements of Chinese, descriptors of language competence for each grade, and outcomes to support sociocultural/ sociolinguistic and strategic learning.

The Specific Language Component outlines the linguistic elements that students will need in order to use the Chinese language, while the General Language Component provides the context and purpose for using the language, and outlines the knowledge, skills and attitudes that students are to develop. The two components should be developed concurrently, so that the language being learned is the language that students will need and be able to apply.

### **Culture**

The Culture section fosters the development of essential knowledge, skills and attitudes related to self, the Chinese language and culture, the community and the world.

### **General Outcomes**

The general outcomes are broad statements that form the basis of this program of studies. Each general outcome outlines the key learnings that each section of the program is designed to support. The general outcomes describe the common goals that all students in the Chinese Language Arts Kindergarten to Grade 9 learning sequence are expected to achieve.

Chinese bilingual programming is designed to promote all-round personal development by fostering social, emotional, moral, intellectual and creative growth. To support this growth and development, the Chinese Language Arts Kindergarten to Grade 9 program is built upon the following seven general outcomes.

## **Language Arts: General Language Component**

### **General Outcome 1**

Students will listen, speak, read, write, view and represent in Chinese to explore thoughts, ideas, feelings and experiences.

### **General Outcome 2**

Students will listen, speak, read, write, view and represent in Chinese to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

### **General Outcome 3**

Students will listen, speak, read, write, view and represent in Chinese to manage ideas and information.

### **General Outcome 4**

Students will listen, speak, read, write, view and represent in Chinese to enhance the clarity and artistry of communication.

### **General Outcome 5**

Students will listen, speak, read, write, view and represent in Chinese to celebrate and build community.

## **Language Arts: Specific Language Component**

### **General Outcome 6**

Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

## **Culture**

### **General Outcome 7**

Students will explore, understand, appreciate and value Chinese culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in, and contributing to, an interdependent and multicultural global society.

## **Specific Outcomes**

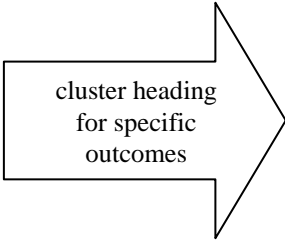
Each general outcome includes specific outcomes that students are to achieve by the end of each grade. Specific outcomes are grouped under cluster headings within each of the seven general outcomes. The specific outcomes are further categorized by strands identified in the left margin. Grade-specific descriptions are then provided for each specific outcome at each grade level. A specific strand supporting a general outcome is developed over three consecutive pages, according to the main grade divisions: Kindergarten to Grade 3, Grade 4 to Grade 6, and Grade 7 to Grade 9.

It is strongly recommended when addressing any specific outcome in this program of studies that the specific outcomes prior to and following the given outcome and grade level be consulted for a clearer understanding as to context and intended developmental sequence. Similarly, any given specific outcome must be understood with reference to the strand and general outcome categories.

## Guide to Reading the Program of Studies

### General Outcome 4

Students will listen, speak, read, write, view and represent in Chinese to enhance the clarity and artistry of communication.



#### 4.1 *Generate and Focus*

##### Kindergarten

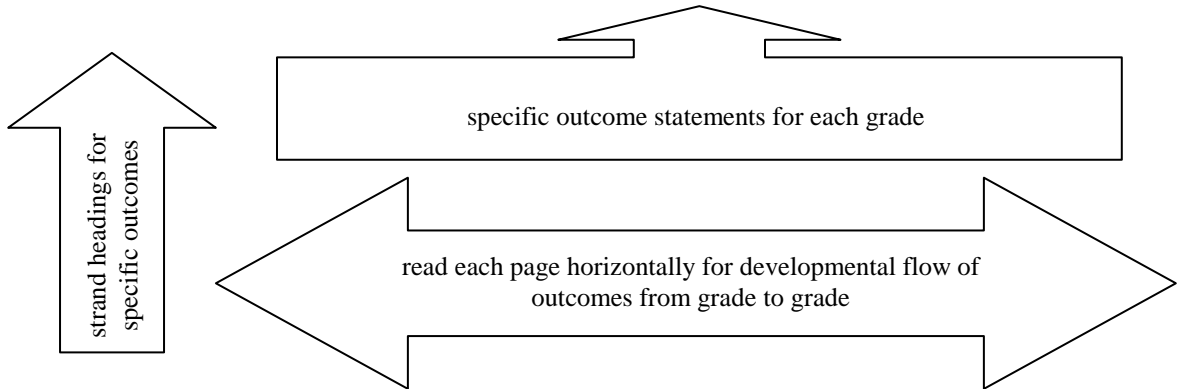
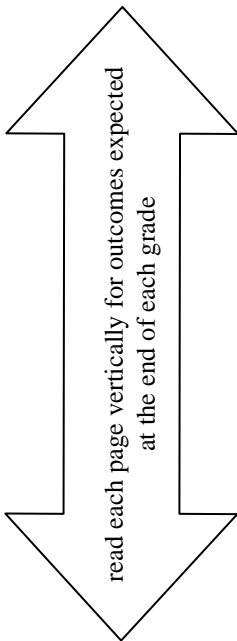
##### Grade 1

##### Grade 2

##### Grade 3

*Students will be able to:*

generate ideas	1. share or demonstrate ideas from personal experiences	1. contribute ideas from personal experiences for oral, print and visual texts	1. generate and contribute ideas on particular topics for oral, print and visual texts	1. generate and contribute ideas on particular topics for oral, print and visual texts
choose forms	2. participate in shared oral, print, visual and multimedia experiences	2. share ideas and experiences by using simple forms in the classroom context	2. share ideas and experiences by using various forms for particular audiences	2. use a variety of forms for particular audiences and purposes
organize ideas	3. recognize that ideas expressed in oral language can be represented and recorded	3. organize visuals and familiar print to express ideas and tell stories	3. organize visuals and print to express ideas and tell stories	3. order ideas to create a beginning, middle and end in their own oral, print and visual texts



## **LANGUAGE ARTS**

### **General Language Component**

The General Language Component has been structured and developed similarly to *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education*, 1998, but it has been adapted for delivery in Chinese. The General Language Component provides the context and purpose for the development and use of Chinese.

The commonalities with the English Language Arts Framework facilitate an integrated, contextualized approach to language learning. They also establish the essential language learnings that are common to both English language programming and Chinese language programming, supporting and promoting a collaborative and integrated approach to language instruction.

The specific outcomes established for each grade level reflect achievement expectations to be demonstrated in the Chinese language.

### **General Outcomes**

The following five general outcomes outline the key learnings that the General Language Component is designed to support.

#### **General Outcome 1**

Students will listen, speak, read, write, view and represent in Chinese to explore thoughts, ideas, feelings and experiences.

#### **General Outcome 2**

Students will listen, speak, read, write, view and represent in Chinese to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

#### **General Outcome 3**

Students will listen, speak, read, write, view and represent in Chinese to manage ideas and information.

#### **General Outcome 4**

Students will listen, speak, read, write, view and represent in Chinese to enhance the clarity and artistry of communication.

#### **General Outcome 5**

Students will listen, speak, read, write, view and represent in Chinese to celebrate and build community.





## General Outcome 1

Students will listen, speak, read, write, view and represent in Chinese to explore thoughts, ideas, feelings and experiences.

### 1.1 Discover and Explore

	Kindergarten	Grade 1	Grade 2	Grade 3
	<i>Students will be able to:</i>			
express ideas	1. participate in a range of experiences	1. express personal experiences and familiar events	1. make and talk about personal observations	1. describe personal observations, experiences and feelings
consider others' ideas	2. participate in a range of experiences and represent these experiences	2. listen to and acknowledge experiences and feelings shared by others	2. ask for others' ideas and observations to help discover and explore personal understanding	2. consider others' ideas, and observations of others, to discover and explore personal understanding
experiment with language and forms	3. use a variety of forms to explore and express familiar events, ideas and information	3. use a variety of forms to explore and express familiar events, ideas and information	3. use a variety of forms to organize and give meaning to familiar experiences, ideas and information	3. experiment with language to express feelings and talk about memorable experiences and events
express preferences	4. demonstrate enjoyment of an oral, print, visual or multimedia text	4. express preferences for a variety of oral, print, visual and multimedia texts	4. explain why an oral, print, visual or multimedia text is a personal favourite	4. collect and share favourite oral, print, visual and multimedia texts
set goals	5. participate in teacher-led group reading and writing activities and demonstrate reading and writing behaviours	5. participate in reading and writing activities	5. choose to read and write	5. develop a sense of themselves as readers, writers and illustrators

## General Outcome 1

Students will listen, speak, read, write, view and represent in Chinese to explore thoughts, ideas, feelings and experiences.

### 1.1 Discover and Explore

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
express ideas	1. describe and reflect upon personal observations and experiences to reach tentative conclusions	1. use personal experiences as a basis for exploring and expressing opinions and understanding	1. use exploratory language to discover their own interpretations and to share personal responses
consider others' ideas	2. explore connections among a variety of insights, ideas and responses	2. seek others' viewpoints to build on personal responses and understanding	2. select from others' ideas and observations to develop thinking and understanding
experiment with language and forms	3. explore and experiment with a variety of forms of expression for particular personal purposes	3. explore and experiment with a variety of forms of expression for particular personal purposes	3. explore and experiment with a variety of forms of expression for particular personal purposes
express preferences	4. collect and explain preferences for particular forms of oral, print, visual and multimedia texts	4. review a collection of favourite oral, print, visual and multimedia texts and share responses to preferred forms	4. assess a collection of favourite oral, print, visual and multimedia texts and discuss preferences for particular forms
set goals	5. identify areas of personal accomplishment in language learning and use	5. identify and discuss areas of personal accomplishment and areas for enhancement in language learning and use	5. assess personal language use and set personal goals to enhance language learning and use

## General Outcome 1

Students will listen, speak, read, write, view and represent in Chinese to explore thoughts, ideas, feelings and experiences.

### 1.1 Discover and Explore

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
express ideas	1. use exploratory language to discuss and record a variety of opinions and conclusions	1. explore diverse ideas to develop conclusions, opinions and understanding	1. question and reflect on personal responses and interpretations and apply personal viewpoints to diverse situations or circumstances
consider others' ideas	2. compare their own insights and viewpoints to those of others	2. integrate new understanding with previous viewpoints and interpretations	2. acknowledge the value of ideas and opinions of others in exploring and extending personal interpretations and viewpoints
experiment with language and forms	3. expand self-expression in oral, print and visual forms	3. expand self-expression in oral, print and visual forms	3. expand self-expression in oral, print and visual forms
express preferences	4. explore oral, print, visual and multimedia texts recommended by others	4. explore oral, print, visual and multimedia texts recommended by others	4. explore a variety of oral, print, visual and multimedia texts other than those of personal preference
set goals	5. assess personal language use and revise personal goals to enhance language learning and use	5. assess personal language use and discuss developing abilities in personal language learning and use	5. self-monitor growth in language learning and use, using predetermined criteria

## General Outcome 1

Students will listen, speak, read, write, view and represent in Chinese to explore thoughts, ideas, feelings and experiences.

### 1.2 Clarify and Extend

	Kindergarten	Grade 1	Grade 2	Grade 3
	<i>Students will be able to:</i>			
develop understanding	1. recognize connections between new experiences and prior knowledge, with assistance	1. connect new experiences and information with prior knowledge in familiar situations	1. connect new information, ideas and experiences with prior knowledge and experiences	1. examine how new experiences, ideas and information connect with prior knowledge and experiences
explain opinions	2. explore new experiences and ideas	2. begin to describe new experiences and ideas	2. explain new experiences and understanding	2. explain understanding of new concepts
combine ideas	3. group ideas and information to make sense	3. group and sort ideas and information to make sense	3. arrange ideas and information to make sense	3. arrange ideas and information in more than one way to make sense for themselves and others
extend understanding	4. wonder about new ideas and observations	4. demonstrate curiosity about ideas and observations to make sense of experiences	4. ask basic questions to make sense of experiences	4. reflect on ideas and experiences to clarify and extend understanding

## General Outcome 1

Students will listen, speak, read, write, view and represent in Chinese to explore thoughts, ideas, feelings and experiences.

### 1.2 Clarify and Extend

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
develop understanding	1. connect new information and experiences with prior knowledge to construct meaning in different contexts	1. reflect on prior knowledge and experiences to arrive at new understanding	1. use prior knowledge and experiences selectively to make sense of new information in a variety of contexts
explain opinions	2. express new concepts and understanding in their own words	2. explain personal viewpoints	2. explain personal viewpoints in meaningful ways and revise previous understanding
combine ideas	3. organize ideas and information in ways that clarify and shape understanding	3. experiment with arranging ideas and information in a variety of ways to clarify understanding	3. search for ways to reorganize ideas and information to extend understanding
extend understanding	4. ask basic questions to clarify information and to develop new understanding	4. ask questions to clarify information and to develop new understanding	4. ask a variety of questions to clarify information and to develop new understanding

## General Outcome 1

Students will listen, speak, read, write, view and represent in Chinese to explore thoughts, ideas, feelings and experiences.

### 1.2 Clarify and Extend

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
develop understanding	1. recognize the value of connecting prior and new knowledge and experiences to shape and extend understanding	1. understand the importance of reflecting on prior experiences and knowledge to revise conclusions and understanding	1. reflect on new understanding in relation to prior knowledge and identify gaps in personal knowledge
explain opinions	2. articulate, represent and explain personal viewpoints clearly	2. summarize and represent personal viewpoints clearly	2. review and refine personal viewpoints through reflection, feedback and self-assessment
combine ideas	3. search for ways to reorganize ideas and information to extend understanding	3. identify or invent personally meaningful ways of organizing ideas and information to clarify and extend understanding	3. structure and restructure ideas and information in personally meaningful ways to clarify and extend understanding
extend understanding	4. ask specific and focused questions for elaboration and clarification and discuss experiences and understanding	4. ask specific questions, reconsider initial understanding in light of new information and listen to diverse opinions	4. consider diverse opinions and assess whether new information clarifies understanding

## General Outcome 2

Students will listen, speak, read, write, view and represent in Chinese to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

### 2.1 General Comprehension Strategies

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be able to:</i>				
prior knowledge	1. make connections among oral language, texts and personal experiences	1. make connections among texts, prior knowledge and personal experiences	1. make connections among texts, prior knowledge and personal experiences	1. make connections among texts, prior knowledge and personal experiences
comprehension strategies	2. recognize and anticipate meaning from familiar print, symbols and images and revise understanding based on further information	2. ask questions to anticipate meaning and use a variety of strategies to confirm understanding	2. anticipate meaning, recognize relationships, draw conclusions and self-correct understanding by using a variety of strategies	2. set a purpose for listening, reading and viewing; make and confirm predictions, inferences and conclusions; and listen, read and view again to check meaning
textual cues	3. recognize environmental print, symbols and images in context and recognize their own name and personally familiar characters	3. use textual cues to construct and confirm meaning	3. use textual cues to construct and confirm meaning	3. use textual cues to construct and confirm meaning
cueing systems	4. recognize that text is organized in specific patterns and that text symbols represent sounds, characters or ideas	4. use syntactic, semantic and graphophonic cues to construct and confirm meaning	4. use syntactic, semantic and graphophonic cues to construct and confirm word meaning in context	4. use syntactic, semantic and graphophonic cues to construct and confirm character meaning in context, and begin to use a dictionary

## General Outcome 2

Students will listen, speak, read, write, view and represent in Chinese to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

### 2.1 General Comprehension Strategies

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
prior knowledge	1. make and record connections among personal experiences, prior knowledge and a variety of texts	1. make and record connections among personal experiences, prior knowledge and a variety of texts	1. make and record connections among personal experiences, prior knowledge and a variety of texts
comprehension strategies	2. confirm or reject inferences, predictions or conclusions, based on textual information, and check and confirm understanding by rereading	2. use a variety of comprehension strategies to confirm understanding, and self-correct when necessary	2. use comprehension strategies appropriate to the type of text and purpose
textual cues	3. use textual cues to construct and confirm meaning	3. use textual cues to construct and confirm meaning	3. use textual cues to construct and confirm meaning
cueing systems	4. use syntactic, semantic and graphophonic cueing systems to construct and confirm meaning and use a junior dictionary to determine character meaning in context	4. use syntactic, semantic and graphophonic cueing systems to construct and confirm meaning and use a dictionary to determine character meaning in context	4. use syntactic, semantic and graphophonic cueing systems to construct and confirm meaning and use a dictionary to determine character meaning in context



## General Outcome 2

Students will listen, speak, read, write, view and represent in Chinese to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

### 2.1 General Comprehension Strategies

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
prior knowledge	1. make connections among previous experiences, prior knowledge and textual material	1. make connections among previous experiences, prior knowledge and textual material and apply these connections to new contexts	1. analyze and explain connections among previous experiences, prior knowledge and textual material
comprehension strategies	2. use comprehension strategies appropriate to the type of text and purpose and use a variety of strategies to remember ideas	2. use a variety of comprehension strategies to make sense of familiar and unfamiliar texts and to remember ideas	2. use comprehension strategies appropriate to the type of text and purpose and enhance understanding by rereading and discussing relevant passages
textual cues	3. use textual cues to construct and confirm meaning and to interpret texts	3. use textual cues to construct and confirm meaning and to interpret texts	3. use textual cues to construct and confirm meaning and to interpret texts
cueing systems	4. use syntactic, semantic and graphophonic cueing systems, and bushou, to construct and confirm meaning and to interpret texts	4. use syntactic, semantic and graphophonic cueing systems, and bushou, to construct and confirm meaning and to interpret texts	4. use syntactic, semantic and graphophonic cueing systems, and bushou, to construct and confirm meaning and to interpret texts

## General Outcome 2

Students will listen, speak, read, write, view and represent in Chinese to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

### 2.2 Respond to Texts

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be able to:</i>				
experience various texts	1. participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions	1. participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions	1. participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions	1. participate in listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions
connect self, texts and culture	2. share personal experiences related to oral, print, visual and multimedia texts and talk about and represent the actions of people in texts	2. share personal experiences related to oral, print, visual and multimedia texts and identify choices that people make in texts	2. discuss the experiences and traditions of various communities and cultures portrayed in oral, print, visual and multimedia texts	2. describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print, visual and multimedia texts
appreciate the artistry of texts	3. share feelings evoked by oral, print, visual and multimedia texts	3. share feelings and moods evoked by oral, print, visual and multimedia texts	3. identify and express the feelings of people in oral, print, visual and multimedia texts	3. identify words that form mental images and create mood in oral, print, visual and multimedia texts

## General Outcome 2

Students will listen, speak, read, write, view and represent in Chinese to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

### 2.2 Respond to Texts

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
experience various texts	1. experience texts from a variety of genres and cultural traditions, with and without support	1. experience texts from a variety of genres and cultural traditions and share responses	1. seek opportunities to experience texts from a variety of genres and cultural traditions and explain preferences for particular types of oral, print, visual and multimedia texts
connect self, texts and culture	2. identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts	2. identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts	2. compare the challenges and situations encountered in their own daily lives with those experienced by people in other times, places and cultures as portrayed in oral, print, visual and multimedia texts
appreciate the artistry of texts	3. identify mood evoked by oral, print, visual and multimedia texts	3. identify descriptive and figurative language in oral, print, visual and multimedia texts	3. identify descriptive and figurative language in oral, print, visual and multimedia texts and discuss how it enhances understanding of people, places and actions

## General Outcome 2

Students will listen, speak, read, write, view and represent in Chinese to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

### 2.2 Respond to Texts

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
experience various texts	1. experience texts from a variety of genres and cultural traditions and discuss preferences	1. experience texts from a variety of genres and cultural traditions and compare their own interests with those of others	1. experience texts from a variety of genres and cultural traditions and explain their own interests and preferences
connect self, texts and culture	2. compare their own understanding of people, cultural traditions and values portrayed in oral, print, visual and multimedia texts to that of others	2. discuss how similar ideas, people, experiences and traditions are conveyed in various oral, print, visual and multimedia texts	2. examine how personal experiences, community traditions and cultural perspectives are presented in oral, print, visual and multimedia texts
appreciate the artistry of texts	3. identify descriptive and figurative language in oral, print, visual and multimedia texts and discuss how it enhances understanding of people, places, actions and events	3. identify language and visual images that create mood and evoke emotion in oral, print, visual and multimedia texts	3. identify techniques used to create mood in oral, print, visual and multimedia texts

## General Outcome 2

Students will listen, speak, read, write, view and represent in Chinese to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

### 2.3 Understand Forms and Techniques

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be able to:</i>				
forms and genres	1. distinguish between what is realistic and imaginary in oral, print, visual and multimedia forms and texts	1. recognize different oral, print, visual and multimedia forms and texts	1. recognize that information and ideas can be expressed in a variety of forms and texts	1. recognize the distinguishing features of a variety of forms and texts
techniques and elements	2. develop a sense of story through listening, reading and viewing experiences	2. represent the beginning, middle and end of oral, print, visual and multimedia texts	2. relate the beginning, middle and end of oral, print, visual and multimedia texts and identify the main characters in the stories or texts	2. identify the sequence of events in oral, print, visual and multimedia texts; the time and place in which they occur; and the roles of main characters
vocabulary	3. demonstrate curiosity about, and experiment with, sounds and characters	3. experiment with parts of characters	3. explore knowledge of commonalities in characters to increase vocabulary in a variety of contexts	3. apply knowledge of commonalities in characters to increase vocabulary in a variety of contexts
experiment with language	4. appreciate the sounds and rhythms of language	4. appreciate repetition, rhyme and rhythm in shared language experiences	4. demonstrate interest in the sounds of characters, character combinations and phrases in oral, print, visual and multimedia presentations	4. identify examples of repeated sounds and poetic effects that contribute to enjoyment and recognize humour in oral, print, visual and multimedia texts
create original texts	5. mimic original oral and visual texts	5. generate original texts by using patterns and common expression forms	5. create original texts to communicate and to explore forms and techniques	5. create original texts to communicate and to demonstrate understanding of forms and techniques

## General Outcome 2

Students will listen, speak, read, write, view and represent in Chinese to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

### 2.3 Understand Forms and Techniques

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
forms and genres	1. distinguish similarities and differences among various oral, print, visual and multimedia forms and texts	1. understand and use a variety of oral, print, visual and multimedia forms and texts	1. recognize key characteristics of various oral, print, visual and multimedia genres
techniques and elements	2. explain connections between events and roles of main characters in oral, print, visual and multimedia texts and identify how these texts may influence people's behaviours	2. identify key elements, including plot, setting and characterization, and techniques, such as colour, music and speed, in oral, print, visual and multimedia texts	2. examine key elements and techniques in oral, print, visual and multimedia texts
vocabulary	3. expand knowledge of character patterns, using a variety of sources	3. continue to expand knowledge of characters and character relationships, using a variety of sources	3. identify how and why character structures and meaning change and use accurate character meaning according to context
experiment with language	4. recognize how characters and character combinations influence or convey meaning, and identify ways used to respond to humour	4. recognize how characters and character combinations influence or convey meaning, and identify ways used to convey humour	4. experiment with characters, phrases and figures of speech to create images
create original texts	5. create original texts to communicate and to demonstrate understanding of forms and techniques	5. create original texts to communicate and to demonstrate understanding of forms and techniques	5. create original texts to communicate and to demonstrate understanding of forms and techniques

## General Outcome 2

Students will listen, speak, read, write, view and represent in Chinese to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

### 2.3 Understand Forms and Techniques

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
forms and genres	1. identify preferences for particular oral, print, visual and multimedia forms and genres	1. explain preferences for particular oral, print, visual and multimedia forms and genres	1. identify the appropriate use of various forms and genres according to purpose, audience and content
techniques and elements	2. examine techniques of plot development in oral, print, visual and multimedia texts and explore the effect of these techniques	2. examine techniques of plot development in oral, print, visual and multimedia texts and discuss how these techniques interact to create effects	2. examine techniques of plot development and techniques of persuasion in oral, print, visual and multimedia texts
vocabulary	3. explore factors, such as history, social trends and geographic isolation, that influence word families and the evolution of language	3. recognize variations in language, accent and dialect in communities, regions and countries	3. recognize the derivation and use of words, phrases and jargon
experiment with language	4. explore creative and playful uses of language in oral, print, visual and multimedia texts	4. identify creative uses of language in popular culture	4. examine creative uses of language in popular culture
create original texts	5. create original texts to communicate and to demonstrate understanding of forms and techniques	5. create original texts to communicate and to demonstrate understanding of forms and techniques	5. create original texts to communicate and to demonstrate understanding of forms and techniques





### General Outcome 3

Students will listen, speak, read, write, view and represent in Chinese to manage ideas and information.

#### 3.1 Plan and Focus

	Kindergarten	Grade 1	Grade 2	Grade 3
	<i>Students will be able to:</i>			
personal knowledge and experience	1. demonstrate personal knowledge of a topic	1. contribute personal knowledge of a topic to gather information	1. record and share personal knowledge of a topic to identify information needs	1. identify and categorize personal knowledge of a topic to determine information needs
ask questions	2. imitate commonly used questions to satisfy personal curiosity and information needs in the classroom context	2. imitate commonly used questions, such as yes/no/who, to satisfy personal curiosity and information needs	2. ask basic questions, such as what/where/when/who, to understand a topic and identify information needs	2. ask topic-appropriate questions, such as what/where/when/who/how/why, to understand a topic and identify information needs
participate in group inquiry	3. imitate asking and answering commonly used questions to help satisfy group curiosity and information needs in the classroom context	3. imitate asking and answering commonly used questions to help satisfy group curiosity and information needs in the classroom context	3. ask and answer basic questions to satisfy group curiosity and information needs on a specific topic	3. contribute relevant information and questions to assist the group in understanding a topic or task
create and follow a plan	4. listen to and follow simple directions	4. listen to and follow directions for gathering information	4. listen to and follow directions for gathering information and ideas	4. recall and follow directions for accessing and gathering information

### General Outcome 3

Students will listen, speak, read, write, view and represent in Chinese to manage ideas and information.

#### 3.1 Plan and Focus

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
personal knowledge and experience	1. categorize personal knowledge of a topic to determine information needs	1. summarize personal knowledge of a topic in categories to determine information needs	1. summarize and focus personal knowledge of a topic to determine information needs
ask questions	2. ask topic-appropriate questions and identify and communicate information needs	2. ask general and specific questions on a topic, using predetermined categories	2. formulate general and specific questions to identify information needs
participate in group inquiry	3. contribute knowledge of a topic in group discussion to assist in group understanding of a topic or task	3. identify relevant personal knowledge of a topic, possible categories of questions and purposes for group inquiry or research	3. share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research
create and follow a plan	4. recall and follow a sequential plan for accessing and gathering information	4. select and use a plan for gathering information	4. gather and record information and ideas, using a plan

### General Outcome 3

Students will listen, speak, read, write, view and represent in Chinese to manage ideas and information.

#### 3.1 Plan and Focus

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
personal knowledge and experience	1. examine personal knowledge of, and experiences related to, a topic to determine information needs	1. determine personal knowledge of a topic to generate possible areas of inquiry or research	1. determine depth and breadth of personal knowledge of a topic to identify possible areas of inquiry or research
ask questions	2. formulate, with guidance, a variety of relevant questions on a topic to establish a purpose for seeking information	2. develop a variety of focused questions to establish a purpose for gathering information	2. formulate, independently, relevant main and subordinate questions on a topic to establish a purpose for gathering information
participate in group inquiry	3. contribute to group knowledge of topics to help identify and focus information needs, sources and purposes for group inquiry or research	3. contribute ideas, knowledge and questions to help establish group inquiry or research focuses and purposes	3. contribute ideas, knowledge and strategies to help identify group information needs and sources
create and follow a plan	4. prepare and use a plan to access information and ideas from a variety of sources, such as teachers, peers, print materials, nonprint materials and electronic sources	4. prepare and use a plan to access, gather and record relevant information from a variety of human, print and electronic sources	4. prepare and use a plan to access, gather and organize information and ideas from a variety of human, print and electronic sources

### General Outcome 3

Students will listen, speak, read, write, view and represent in Chinese to manage ideas and information.

### 3.2 *Select and Process*

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be able to:</i>				
identify personal and peer knowledge	1. identify themselves and others as sources of information	1. identify and share basic personal knowledge related to experiences	1. participate in a guided discussion to generate information on a topic and to identify sources of additional information	1. record and share personal knowledge of a topic
identify sources	2. seek information from others	2. seek information from a variety of sources	2. answer questions by using oral, print, visual and multimedia information sources	2. access specific information, with teacher guidance, using a variety of sources
evaluate sources	3. recognize when information answers the questions asked	3. recognize when information answers the questions asked	3. compare gathered ideas and information to personal knowledge	3. match information to inquiry or research needs
access information	4. use visual and auditory cues to understand ideas and information	4. use visual and auditory cues to make meaning, and understand that library materials have a specific organizational system	4. use the specific library organizational system to locate information and ideas, use titles to locate information, and use visual and auditory cues to make meaning	4. use knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas
make sense of information	5. use prior knowledge to make sense of information	5. make and check predictions, using prior knowledge and oral, print, visual and multimedia text features, to understand information	5. make connections between prior knowledge, ideas and information and oral, print, visual and multimedia text features	5. determine main ideas in information, using prior knowledge, predictions, connections and inferences

### General Outcome 3

Students will listen, speak, read, write, view and represent in Chinese to manage ideas and information.

### 3.2 *Select and Process*

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
identify personal and peer knowledge	1. record, select and share personal knowledge of a topic to focus inquiry or research	1. record, select and share personal knowledge of a topic to focus inquiry or research	1. record personal knowledge of a topic and collaborate to generate information for inquiry or research
identify sources	2. answer inquiry or research questions by using a variety of information sources	2. answer inquiry or research questions by using a variety of information sources	2. answer inquiry or research questions by using a variety of information sources
evaluate sources	3. review information to determine its usefulness for inquiry or research needs	3. review information to determine its usefulness for inquiry or research needs	3. review information to determine its usefulness for inquiry or research needs
access information	4. use a variety of tools to locate and gather a variety of information and ideas	4. use a variety of tools to access information and ideas and use visual and auditory cues to identify important information	4. use a variety of tools to access information and ideas and use visual and auditory cues to gather important information
make sense of information	5. determine main and supporting ideas, using prior knowledge, predictions, connections, inferences and visual and auditory cues	5. recognize organizational patterns of oral, print, visual and multimedia texts and skim, scan and listen for key words and phrases	5. use organizational patterns of oral, print, visual and multimedia texts to construct meaning and skim, scan and read closely to gather information

### General Outcome 3

Students will listen, speak, read, write, view and represent in Chinese to manage ideas and information.

### 3.2 Select and Process

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
identify personal and peer knowledge	1. select and organize personal and peer knowledge of a topic to establish an information base for inquiry or research	1. access and record personal and peer knowledge and understanding of a topic to establish an information base for inquiry or research	1. access, record and appraise personal and peer knowledge of a topic to establish an information base for inquiry or research
identify sources	2. identify their own information sources to satisfy inquiry or research needs	2. identify a variety of information sources to satisfy inquiry or research needs	2. obtain information and varied perspectives when inquiring or researching by using a range of information sources
evaluate sources	3. review information to determine its usefulness and reliability in answering inquiry or research questions	3. review information to determine its usefulness, reliability and currency in answering inquiry or research questions	3. develop and use criteria, with teacher assistance, to evaluate information sources for a particular inquiry or research plan
access information	4. use a repertoire of skills, including visual and auditory, to access information and ideas from a variety of sources	4. expand and use a variety of skills, including visual and auditory, to access information and ideas from a variety of sources	4. recall, expand and use a variety of skills, including visual and auditory, to access information and ideas from a variety of sources
make sense of information	5. use a variety of strategies and cues to determine the meaning of oral, print, visual and multimedia texts	5. identify factors, such as organizational patterns of text, page layouts, font styles and colour, that affect meaning	5. make guesses, predictions and inferences to construct meaning, and scan to locate specific information quickly

### General Outcome 3

Students will listen, speak, read, write, view and represent in Chinese to manage ideas and information.

### 3.3 Organize, Record and Assess

	Kindergarten	Grade 1	Grade 2	Grade 3
	<i>Students will be able to:</i>			
organize information	1. categorize objects and visuals according to similarities and differences	1. identify and categorize information according to similarities, differences and sequences	1. categorize related information and ideas, using a variety of strategies	1. organize and explain information and ideas, using a variety of strategies
record information	2. represent and share information and ideas and compose with a scribe	2. represent and tell key facts and ideas in visual form or by using zhuyin fuhao or Hanyu pinyin	2. record key facts and ideas in oral or print form	2. record facts and ideas, using a variety of strategies, and list authors and titles of sources
evaluate information	3. share information gathered on a specific topic	3. use shared information as a basis for communication	3. recognize and use information	3. examine gathered information to decide what information to share or omit
develop new understanding	4. participate in information-gathering experiences	4. recall, share and record information-gathering experiences in oral, print or visual form	4. recall, discuss and record information-gathering experiences	4. use gathered information and questions to review and add to knowledge

### General Outcome 3

Students will listen, speak, read, write, view and represent in Chinese to manage ideas and information.

### 3.3 Organize, Record and Assess

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
organize information	1. organize information and ideas into categories, using a variety of strategies	1. organize information and ideas into categories, using a variety of strategies	1. organize information and ideas, using a variety of strategies and techniques
record information	2. record facts and ideas, using a variety of strategies, and list authors and titles of sources	2. make notes of key words, phrases and images by subtopics and cite authors and titles of sources appropriately	2. record information in their own words, cite authors and titles appropriately and provide publication dates of sources
evaluate information	3. determine whether gathered information is sufficient to answer research questions	3. examine gathered information to identify whether more information is required and review new understanding	3. recognize gaps in gathered information and suggest additional information needed for a particular audience and purpose
develop new understanding	4. use gathered information and questions to review and add to knowledge and consider new questions regarding the inquiry or research process and content	4. determine information needs during the inquiry or research process and discuss and assess inquiry or research experiences and skills	4. assess knowledge gained through the inquiry or research process; form personal conclusions; and generate, with teacher assistance, new questions for further inquiry or research



### General Outcome 3

Students will listen, speak, read, write, view and represent in Chinese to manage ideas and information.

### 3.3 Organize, Record and Assess

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
organize information	1. organize information and ideas in a logical order, according to topic and task requirements	1. organize information and ideas, selecting categories appropriate to a particular topic and purpose	1. organize information and ideas, developing appropriate categories and organizational structures
record information	2. make notes in point form, on familiar topics, and reference sources	2. make notes using headings and subheadings, or graphic organizers with teacher assistance, appropriate to a topic, and reference sources	2. make notes in point form, summarizing major ideas and supporting details, and reference sources
evaluate information	3. recognize gaps in the information gathered and locate additional information needed for a particular form, audience and purpose	3. distinguish between main and supporting information to evaluate usefulness, relevance and completeness	3. address information gaps for particular forms, audiences and purposes
develop new understanding	4. assess knowledge gained through the inquiry or research process, form personal conclusions and generate new questions for further inquiry or research	4. organize new information; connect it to prior knowledge; and generate, with teacher assistance, new questions for further inquiry or research	4. reflect on new knowledge and determine, with teacher assistance, personal inquiry and research strengths and learning goals



## General Outcome 4

Students will listen, speak, read, write, view and represent in Chinese to enhance the clarity and artistry of communication.

### 4.1 *Generate and Focus*

	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
	<i>Students will be able to:</i>			
generate ideas	1. share or demonstrate ideas from personal experiences	1. contribute ideas from personal experiences for oral, print and visual texts	1. generate and contribute ideas on particular topics for oral, print and visual texts	1. generate and contribute ideas on particular topics for oral, print and visual texts
choose forms	2. participate in shared oral, print, visual and multimedia experiences	2. share ideas and experiences by using simple forms in the classroom context	2. share ideas and experiences by using various forms for particular audiences	2. use a variety of forms for particular audiences and purposes
organize ideas	3. recognize that ideas expressed in oral language can be represented and recorded	3. organize visuals and familiar print to express ideas and to tell stories	3. organize visuals and print to express ideas and to tell stories	3. order ideas to create a beginning, middle and end in their own oral, print and visual texts

## General Outcome 4

Students will listen, speak, read, write, view and represent in Chinese to enhance the clarity and artistry of communication.

### 4.1 *Generate and Focus*

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
generate ideas	1. generate and contribute ideas on particular topics for oral, print and visual texts, using a variety of strategies	1. focus a topic for oral, print and visual texts, using a variety of strategies	1. focus a topic for oral, print and visual texts, using a variety of strategies
choose forms	2. use a variety of forms for particular audiences and purposes	2. use a variety of forms for particular audiences and purposes	2. use a variety of forms for particular audiences and purposes
organize ideas	3. develop and arrange ideas in their own oral, print and visual texts by using organizers	3. develop and arrange ideas in their own oral, print and visual texts by using a variety of organizers	3. use listening, reading and viewing experiences as models for organizing ideas in their own oral, print and visual texts

## General Outcome 4

Students will listen, speak, read, write, view and represent in Chinese to enhance the clarity and artistry of communication.

### 4.1 *Generate and Focus*

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
generate ideas	1. experiment with various ways to generate ideas and to focus a topic	1. use simple techniques to generate and select ideas for oral, print, visual and multimedia texts	1. use a variety of techniques to generate and select ideas for oral, print, visual and multimedia texts
choose forms	2. select specific forms that serve particular audiences and purposes	2. select specific forms to match content, audience and purpose	2. select specific forms to match content, audience and purpose
organize ideas	3. identify and select organizational patterns in their own oral, print, visual and multimedia texts	3. identify and use organizational patterns in their own oral, print, visual and multimedia texts	3. identify and use a variety of organizational patterns in their own oral, print, visual and multimedia texts

## General Outcome 4

Students will listen, speak, read, write, view and represent in Chinese to enhance the clarity and artistry of communication.

### 4.2 Enhance and Improve

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be able to:</i>				
appraise own and others' work	1. participate in the sharing of their own and others' creations	1. talk about their own and others' creations, using basic, common expressions	1. talk about their own and others' creations, using common expressions	1. share their own stories and creations with peers and respond to questions or comments
revise content	2. express lack of understanding	2. ask basic questions to clarify meaning	2. retell to clarify ideas	2. revise their own ideas to accommodate new ideas and information
enhance legibility	3. trace and copy letters or characters and recognize letter or character keys on the keyboard	3. form recognizable characters, using correct stroke sequence, and use basic keys on the keyboard	3. strive for consistency in character size and shape; print characters in correct stroke sequence, direction and proportion, using squares on a page as a guide; and explore and use the keyboard to produce text	3. print or write legibly and space characters consistently on a page
enhance artistry	4. use familiar characters to describe ideas	4. use familiar characters or simple sentences to describe ideas	4. experiment with characters and sentence patterns, using specific structures	4. experiment with characters and simple sentence patterns
enhance presentation	5. use visuals to express ideas, feelings and information	5. use familiar characters with visuals to express ideas, feelings and information	5. combine illustrations and simple written texts to express ideas, feelings and information	5. combine illustrations and written texts to express ideas, feelings and information

## General Outcome 4

Students will listen, speak, read, write, view and represent in Chinese to enhance the clarity and artistry of communication.

### 4.2 Enhance and Improve

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
appraise own and others' work	1. share their own stories and creations in various ways and obtain feedback from others	1. share their own stories and creations in various ways and give support and offer feedback to peers, using pre-established criteria	1. share their own stories and creations in various ways with peers and give support and offer feedback to peers, using pre-established criteria
revise content	2. revise texts to focus on main ideas and relevant information	2. check for sequence of ideas and revise texts to create an interesting impression	2. revise texts for content, organization and clarity
enhance legibility	3. print/write legibly, space characters consistently on a page and experiment with the use of templates and familiar software when composing and revising	3. write legibly and use word processing when composing and revising	3. print/write legibly and at a space appropriate to context and purpose when composing and revising and select and use a variety of design elements when appropriate
enhance artistry	4. select from a range of character choices and use simple sentence patterns to communicate ideas and information	4. choose descriptive language and sentence patterns to clarify and enhance ideas	4. choose descriptive language and use varied sentence lengths and structures to clarify and enhance ideas
enhance presentation	5. prepare neat and organized compositions, reports and charts that engage the audience	5. prepare organized compositions and reports, using sound effects and visuals that engage the audience	5. prepare organized compositions, presentations, reports and inquiry or research projects, using templates or pre-established organizers

## General Outcome 4

Students will listen, speak, read, write, view and represent in Chinese to enhance the clarity and artistry of communication.

### 4.2 Enhance and Improve

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
appraise own and others' work	1. share their own work in a variety of ways and appraise particular aspects of their own work and that of others, using pre-established criteria	1. share and discuss particular qualities of samples from their own collection of work and accept and provide constructive suggestions for revising their own work and that of others	1. share their own work in a variety of ways; appraise their own work and that of others, using pre-established criteria; and suggest revisions to their own work and that of others, using a variety of strategies
revise content	2. revise texts to correct basic grammatical errors	2. revise texts to enhance meaning and to correct basic grammatical errors	2. review a draft and revise it to correct identified errors
enhance legibility	3. determine the appropriateness of handwriting or word processing for a particular task when composing and revising and combine print and visuals when desktop publishing	3. format for legibility when composing and revising and enhance the coherence of documents	3. format for legibility, use word processing effectively and use electronic design elements to combine print and visuals
enhance artistry	4. review drafts and revise them to enhance the clarity and artistry of expression	4. review drafts and revise them to enhance the clarity and artistry of expression	4. review drafts and revise them to enhance the clarity and artistry of expression
enhance presentation	5. prepare compositions, reports and inquiry or research projects, using a variety of text organizers	5. prepare compositions, reports, presentations and inquiry or research projects, using a variety of text organizers	5. prepare compositions, presentations, reports and inquiry or research projects with details and meaningful organization



## General Outcome 4

Students will listen, speak, read, write, view and represent in Chinese to enhance the clarity and artistry of communication.

### 4.3 Attend to Conventions

	Kindergarten	Grade 1	Grade 2	Grade 3
	<i>Students will be able to:</i>			
grammar and usage	1. check for completeness of work, with guidance	1. check for completeness of work and add details, with guidance	1. check for completeness of work and add details	1. edit for complete sentences
accuracy of characters	2. connect sounds with characters	2. use basic strategies (i.e., copying, memory, phonetic relationships) to print familiar characters	2. print familiar characters by using a variety of strategies and resources	2. print familiar characters by using a variety of strategies and resources
writing conventions	3. recognize that a character is the smallest meaningful unit in Chinese	3. know and use basic writing conventions	3. know and use basic writing conventions	3. know and use basic writing conventions when editing and proofreading

### General Outcome 4

Students will listen, speak, read, write, view and represent in Chinese to enhance the clarity and artistry of communication.

#### 4.3 Attend to Conventions

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
grammar and usage	1. edit for complete sentences and to eliminate unnecessary repetition of words	1. edit to eliminate sentence fragments, unnecessary repetitions and run-on sentences	1. edit to eliminate sentence fragments, unnecessary repetitions and run-on sentences
accuracy of characters	2. apply Hanyu pinyin or zhuyin fuhao to unfamiliar characters and use a variety of strategies and resources when editing and proofreading	2. use a variety of strategies when editing and proofreading, predict the formations of unfamiliar characters and use a variety of resources to confirm correctness	2. use a variety of strategies when editing and proofreading, predict the formations of unfamiliar characters and use a variety of resources to confirm correctness
writing conventions	3. use basic writing conventions correctly when editing and proofreading	3. know and use writing conventions and apply these conventions when editing and proofreading	3. know and apply writing conventions in sentences when editing and proofreading

## General Outcome 4

Students will listen, speak, read, write, view and represent in Chinese to enhance the clarity and artistry of communication.

### 4.3 Attend to Conventions

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
grammar and usage	1. edit for basic grammatical accuracy	1. edit for basic grammatical accuracy and to eliminate unnecessary repetition of words and ideas	1. edit for basic grammatical accuracy, sentence variety, word choice and tone appropriate for audience and purpose
accuracy of characters	2. know conventions of character formation, apply these conventions to familiar words and use appropriate resources when editing and proofreading	2. know conventions of character formation, apply these conventions to familiar and unfamiliar words and use appropriate resources when editing and proofreading	2. know and apply conventions of character formation and use a variety of resources when editing and proofreading
writing conventions	3. know and apply writing conventions when editing and proofreading	3. know and apply writing conventions when editing and proofreading	3. know and apply writing conventions when editing and proofreading

**General Outcome 4**

Students will listen, speak, read, write, view and represent in Chinese to enhance the clarity and artistry of communication.

**4.4 Present and Share**

	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
<i>Students will be able to:</i>				
share ideas and information	1. use illustrations and other materials to share ideas and information	1. share ideas and information in a brief presentation to a familiar audience and use illustrations and other materials to aid the presentation	1. share ideas and information on a topic with a familiar audience and clarify information by responding to basic questions	1. share ideas and information on a topic with a familiar audience and clarify information by responding to questions
effective oral and visual communication	2. express and represent ideas through various media and forms	2. share ideas and information with a group	2. present ideas and information	2. present ideas and information in an appropriate form
attentive listening and viewing	3. demonstrate active listening and viewing behaviours	3. demonstrate active listening and viewing behaviours	3. demonstrate attentive audience behaviours	3. demonstrate appropriate audience behaviours

## General Outcome 4

Students will listen, speak, read, write, view and represent in Chinese to enhance the clarity and artistry of communication.

### 4.4 Present and Share

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
share ideas and information	1. present ideas and information on a topic to engage a familiar audience, using a pre-established plan, and use print and nonprint aids to enhance the presentation	1. prepare and share information on a topic, using print and nonprint aids to engage and inform a familiar audience	1. prepare and share information on a topic, using print, audiovisual and dramatic forms to engage the audience
effective oral and visual communication	2. describe and explain ideas and information to a particular audience and select and use appropriate volume, intonation and nonverbal cues	2. use gestures and facial expressions to enhance oral presentations, use emphasis and appropriate pacing and arrange presentation space to focus audience attention	2. use appropriate volume, phrasing, intonation, nonverbal cues and presentation space to enhance communication
attentive listening and viewing	3. demonstrate appropriate audience behaviours	3. show respect for the presenter through active listening and viewing behaviours	3. demonstrate critical listening and viewing behaviours and show respect for the presenter

## General Outcome 4

Students will listen, speak, read, write, view and represent in Chinese to enhance the clarity and artistry of communication.

### 4.4 Present and Share

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
share ideas and information	1. plan and present sessions on particular topics, using a variety of techniques	1. plan and present or facilitate sessions on particular topics, using a variety of techniques	1. organize and conduct sessions on a specific topic, using various strategies
effective oral and visual communication	2. present short oral presentations and reports, using verbal and nonverbal cues to focus audience attention, and project emotion appropriate to the subject and point of view	2. explain, share and present, orally, using conventions of public speaking in a variety of settings, and use visual aids to enhance the effectiveness of oral presentations	2. use voice production factors and nonverbal cues to communicate effectively to audiences and use media and display techniques to enhance the effectiveness of presentations
attentive listening and viewing	3. demonstrate critical listening and viewing behaviours and show respect for the presenter	3. demonstrate critical listening and viewing behaviours and show respect for the presenter	3. demonstrate critical listening and viewing behaviours and show respect for the presenter

## General Outcome 5

Students will listen, speak, read, write, view and represent in Chinese to celebrate and build community.

### 5.1 *Develop and Celebrate Community*

	Kindergarten	Grade 1	Grade 2	Grade 3
	<i>Students will be able to:</i>			
share and compare responses	1. represent and draw stories about themselves and their families	1. tell, draw and write simple sentences about themselves and their families	1. tell, draw and write about themselves, their families and their community	1. record ideas and experiences and share them with others
relate texts to culture	2. listen actively to stories and demonstrate curiosity	2. listen to stories from oral, print, visual and multimedia texts from various communities	2. explore similarities among stories from oral, print, visual and multimedia texts from various communities	2. examine ideas within stories from oral, print, visual and multimedia texts from various communities
appreciate diversity	3. connect aspects of stories to personal feelings and experiences	3. connect aspects of stories and characters to personal feelings and experiences	3. connect aspects of stories and characters to personal feelings and experiences	3. connect situations portrayed in oral, print, visual and multimedia texts to personal experiences
celebrate special occasions	4. contribute to group stories, using rhymes, rhythms, symbols, pictures and drama to create and celebrate	4. share ideas and experiences through conversation, puppet plays, dramatic scenes and songs	4. participate in shared language experiences to celebrate individual and class achievements	4. acknowledge and celebrate individual and class achievements

## General Outcome 5

Students will listen, speak, read, write, view and represent in Chinese to celebrate and build community.

### 5.1 *Develop and Celebrate Community*

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
share and compare responses	1. understand relationships between their own and others' ideas and experiences	1. acknowledge differing responses to common experiences	1. compare personal ways of responding and thinking with those of others
relate texts to culture	2. discuss ideas within stories from oral, print, visual and multimedia texts from various communities	2. discuss ideas, events and figures within stories from oral, print, visual and multimedia texts from various communities	2. explore cultural representations in oral, print, visual and multimedia texts from various communities
appreciate diversity	3. connect portrayals of individuals or situations in oral, print, visual and multimedia texts to personal experiences	3. connect the insights of individuals in oral, print, visual and multimedia texts to personal experiences	3. connect the insights of individuals in oral, print, visual and multimedia texts to personal experiences
celebrate special occasions	4. use language appropriate in tone and form when participating in classroom and school activities	4. select and use language appropriate in tone and form to recognize and honour people and events	4. select and use appropriate language and forms to acknowledge special events and to honour accomplishments in and beyond the school



## General Outcome 5

Students will listen, speak, read, write, view and represent in Chinese to celebrate and build community.

### 5.1 *Develop and Celebrate Community*

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
share and compare responses	1. demonstrate growing self-confidence when expressing and sharing thoughts, ideas and feelings	1. express personal reactions to a variety of experiences and texts and acknowledge the reactions of others	1. recognize that differing perspectives and unique reactions enrich understanding
relate texts to culture	2. explain ways in which oral, print, visual and multimedia texts reflect topics and themes in life	2. compare ways in which oral, print, visual and multimedia texts from a variety of cultures explore similar ideas	2. recognize ways in which oral, print, visual and multimedia texts capture specific elements of culture
appreciate diversity	3. interpret the choices and motives of individuals encountered in oral, print, visual and multimedia texts and examine how these choices and motives relate to their own and to those of others	3. compare the choices and behaviours of individuals presented in oral, print, visual and multimedia texts with personal choices, values and behaviours	3. reflect on ways in which the choices and motives of individuals encountered in oral, print, visual and multimedia texts provide insight into their own choices and motives and those of others
celebrate special occasions	4. use appropriate language to participate in public events, occasions or traditions	4. use language to celebrate personal and community occasions	4. participate in celebrating special events and recognize the importance and significance of language

## General Outcome 5

Students will listen, speak, read, write, view and represent in Chinese to celebrate and build community.

### 5.2 Encourage, Support and Work with Others

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be able to:</i>				
cooperate with others	1. participate in group activities	1. work in partnerships and groups	1. cooperate in partnerships and in small groups	1. cooperate in a variety of partnerships and group structures
work in groups	2. demonstrate attentiveness in group activities	2. take turns sharing information and ideas	2. contribute related ideas and information in whole-class and small-group activities	2. ask others for their ideas and express interest in the contributions of others
use language to show respect	3. recognize variations in language use in a school context	3. recognize that individuals adjust language use for different situations	3. adjust their own language use for different situations	3. show consideration for those whose ideas, abilities and language use differ from their own
evaluate group process	4. help others and ask others for help	4. find ways to be helpful to others	4. acknowledge achievements of others	4. understand how class members help each other

## General Outcome 5

Students will listen, speak, read, write, view and represent in Chinese to celebrate and build community.

### 5.2 Encourage, Support and Work with Others

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
cooperate with others	1. appreciate that everyone in a group has to work together to achieve group tasks and act accordingly	1. distinguish between on-task and off-task ideas and behaviours in a group and stay on task	1. assist group members to maintain focus and to complete tasks
work in groups	2. take roles and share responsibilities as group members	2. assume the responsibilities for various group roles	2. select and assume roles to assist in the achievement of group goals
use language to show respect	3. appreciate variations in language use in a variety of contexts in the immediate community	3. demonstrate sensitivity to appropriate language use when communicating orally	3. demonstrate sensitivity to appropriate language use and tone when communicating orally
evaluate group process	4. show appreciation and offer constructive feedback to peers and seek support from group members	4. assess group process, using a variety of strategies, and determine areas for development	4. assess their own contributions to group process; set personal goals for enhancing work with others; and monitor group process, using a variety of strategies

## General Outcome 5

Students will listen, speak, read, write, view and represent in Chinese to celebrate and build community.

### 5.2 Encourage, Support and Work with Others

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
cooperate with others	1. contribute to group efforts to reach consensus or conclusions	1. engage in dialogue to understand the feelings and viewpoints of others and to contribute to group harmony	1. recognize the importance of effective communication in working with others
work in groups	2. present group conclusions or findings to classmates	2. plan, organize and participate in presentations of group findings	2. organize and complete tasks cooperatively
use language to show respect	3. respect diverse languages, ideas, texts and traditions and recognize personal contributions and contributions of peers and the wider community	3. demonstrate respect for other people's language, history and culture	3. use inclusive language and actions that support people across races, cultures, genders, ages and abilities
evaluate group process	4. evaluate group process and personal contributions according to pre-established criteria	4. evaluate the quality of their own contributions to group process and set goals and plans for development	4. establish and use criteria to evaluate group process and personal contributions and propose suggestions for development

## LANGUAGE ARTS

### Specific Language Component

The Specific Language Component provides the linguistic elements of the Chinese language that students are expected to acquire at various grade levels. The linguistic elements that are addressed include the sound–symbol systems, lexicon, grammatical elements, mechanical features and discourse features. The Specific Language Component also provides descriptors of proficiency at each grade level in the areas of listening, speaking, reading, writing, viewing and representing, as well as outcomes to support sociocultural/sociolinguistic competence and strategic learning.

The Specific Language Component is intended to outline the linguistic skills that students will need in order to achieve the outcomes in the General Language Component. The two components are interrelated and are intended to be delivered in an integrated manner.

Strategies in the Specific Language Component are grouped under three cluster headings—language learning strategies, language use strategies and general learning strategies. Each of the strands under these cluster headings deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy in a particular grade. Consequently, the specific outcomes describe the students' knowledge of and ability to use

general types of strategies. More specific strategies for each general category or type are included in the sample list of strategies below. The specific strategies provided in the sample list **are not prescriptive** but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

### Sample List of Strategies

#### Language Learning Strategies

##### Cognitive

- listen attentively
- do actions to match words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud, or by writing using correct stroke sequence
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things (vocabulary, structures) with similar characteristics
- identify similarities and differences between aspects of Chinese and your own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Chinese or in your own language

- find information by using reference materials like dictionaries, textbooks, grammars
- use available technological aids to support language learning; e.g., cassette recorders, computers
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek out opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function
- use cues given by the teacher to determine the appropriate tone for a specific word

### **Metacognitive**

- check copied writing for accuracy
- make choices about how to learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate your performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition and identify one or more that are particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may make it possible to cope with texts containing unknown elements

- identify problems that might hinder successful completion of a task, and seek solutions
- monitor your speech and writing to check for persistent errors
- be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

### **Social/Affective**

- initiate or maintain interaction with others
- participate in patterned reading experiences
- seek the assistance of others, such as teachers, parents or friends, to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, noting their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- repeat new words and expressions that occur in your conversations, and make use of these new words and expressions as soon as appropriate
- reduce anxiety by using mental techniques such as positive self-talk or humour
- work with others to solve problems and to get feedback on tasks
- provide personal motivation by arranging your own rewards when successful

### **Language Use Strategies**

#### **Interactive**

- use words from your first language to get your meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Chinese
- acknowledge being spoken to
- interpret and use a variety of nonverbal cues to communicate; e.g., mime, pointing, gestures, drawing pictures

- indicate lack of understanding verbally or nonverbally; e.g., *Pardon, Sorry, I didn't understand*, raised eyebrows, blank look
- ask for clarification or repetition when you do not understand; e.g., *What do you mean by ...?*, *Could you say that again, please?*
- use other speakers' words in subsequent conversations
- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., raised eyebrows, blank look
- start again, using a different tactic, when communication breaks down; e.g., *What I'm trying to say is ...*
- use a simple word similar to the concept to convey and invite correction; e.g., *fish for trout*
- invite others into the discussion
- ask for confirmation that a form used is correct; e.g., *Can you say that?*
- use a range of fillers, hesitation devices and gambits to sustain conversations; e.g., *Well, actually ..., Where was I?*
- use circumlocution to compensate for lack of vocabulary; e.g., *the thing you hang clothes on for hanger*
- repeat part of what someone has said to confirm mutual understanding; e.g., *So what you are saying is ...*
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding; e.g., *Am I making sense?*
- use suitable phrases to intervene in a discussion; e.g., *Speaking of ...*
- self-correct if errors lead to misunderstandings; e.g., *What I mean to say is ...*

### Interpretive

- use gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension

- determine the purpose of listening
- focus on parts of a character, such as the radical, to guess the meaning of a word
- listen or look for key words
- listen selectively based on purpose
- make predictions about what you expect to hear or read based on prior knowledge and personal experience
- use knowledge of the sound–symbol system(s) to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess your information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts

### Productive

- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words that are visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing your own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)

- use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars
- take notes when reading or listening to assist in producing your own text
- revise and correct the final version of a text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

### **General Learning Strategies**

#### **Cognitive**

- classify objects and ideas according to their attributes; e.g., red objects and blue objects, animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with, and concentrate on, one thing at a time
- focus on and complete learning tasks
- record key words and concepts in abbreviated form (verbal, graphic or numerical) to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the World Wide Web, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

#### **Metacognitive**

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how your efforts can affect learning
- reflect upon your thinking processes and how you learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify your needs and interests
- manage your physical working environment
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating your own work
- work with others to monitor your learning
- take responsibility for planning, monitoring and evaluating learning experiences

#### **Social/Affective**

- watch others' actions and copy them
- seek help from others
- follow your natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- monitor your level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities



## **General Outcome**

The following general outcome outlines the key learnings that the Specific Language Component is designed to support.

### **General Outcome 6**

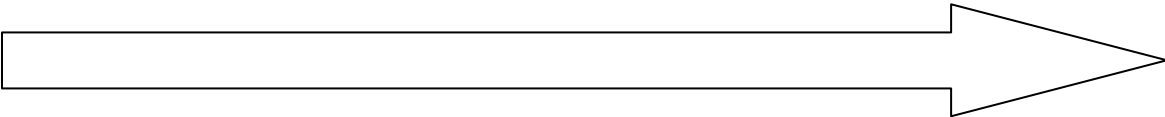
Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.



## General Outcome 6

Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

### 6.1 Linguistic Elements

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be able to:</i>				
sound-symbol systems	1. listen to the sounds of Chinese and understand that there is a relationship between the sounds and Chinese characters	1. listen to, identify and produce the basic sounds of zhuyin fuhao or Hanyu pinyin; recognize the five tones; and experiment with the combination of two or three sound symbols	1. apply, orally and in reading and writing, the basic sound-symbol system of zhuyin fuhao or Hanyu pinyin and extend the sound-symbol combination practice	1. apply zhuyin fuhao or Hanyu pinyin accurately, orally and in reading and writing, including the combination of sound symbols
lexicon	2. repeat and recognize basic vocabulary and expressions used in the immediate environment	2. use simple vocabulary and expressions in the classroom and school environment	2. experiment with and use vocabulary and expressions in a variety of contexts in the classroom and school environment	2. use vocabulary and expressions appropriately in various situations in the classroom and school environment
grammatical elements*	3. (see following pages)	3. (see following pages)	3. (see following pages)	3. (see following pages)
				
mechanical features	4. be exposed to the basic mechanical features of Chinese	4. imitate and use basic mechanical features of Chinese	4. use basic mechanical features of Chinese	4. use basic mechanical features of Chinese correctly
discourse features	5. imitate simple, basic discourse features of Chinese in oral interactions	5. use simple, basic discourse features of Chinese in oral interactions	5. imitate and use basic discourse features of Chinese in oral, print and visual texts	5. use basic discourse features of Chinese in oral, print and visual texts

\* For ease of use, the grammatical elements are presented separately in traditional form and in simplified form.

6.1 Linguistic Elements (continued)

	Kindergarten	Grade 1	Grade 2	Grade 3
grammatical elements – traditional form	<i>Students will be able to:</i>			
	a. use, in modelled situations, <sup>2</sup> the following grammatical elements:.....			
	<ul style="list-style-type: none"> <li>- 代名詞: 單數和復數</li> <li>- 基本量詞: e.g., 本, 個, 枝, 隻</li> <li>- 形容詞: 大, 小, 好, 高, 低...</li> <li>- 祈使: 坐下, 過來, 出去, 進來...</li> <li>- 及物動詞和不及 物動詞: 唱, 笑, 跑, 跳, 看 書, 吃飯, 拍手, 唱 歌...</li> </ul>	<ul style="list-style-type: none"> <li>- 助詞: 了</li> <li>- 副詞</li> <li>- 連接詞: 和</li> <li>- 主語加謂語 (沒有動 詞) 例如: 我六歲了。 我飽了。 我很高。</li> </ul>	<ul style="list-style-type: none"> <li>- 介詞 “把” 的用法</li> <li>- 助詞: 得</li> <li>- 感嘆詞: 吧, 呀, 啊</li> <li>- 年, 月, 日及時間的表 達: 例: 二〇〇一年 十二月五日星期三下 午三點五十分在這裏 開會。</li> <li>- 時間/方位詞語: 之前, 之後, 快點, 慢 點上, 下, 裏, 外, 中間</li> </ul>	<ul style="list-style-type: none"> <li>- 助詞: 地</li> <li>- 量詞: 復數</li> <li>- 比較: 比; 最</li> <li>- 及物動詞: 直接賓語, 雙賓語</li> <li>- 助動詞: 會, 能, 可以, 應該</li> <li>- 副詞: 已經, 正在</li> <li>- 助詞 著</li> <li>- 被動句: 被, 給</li> </ul>
	b. use, in structured situations, <sup>3</sup> the following grammatical elements: .....			
	<ul style="list-style-type: none"> <li>- 代名詞: 我, 你, 他 (們)</li> <li>- 名詞</li> <li>- 動詞</li> <li>- 疑問詞語: 要不要, 是不是, 可不可以...</li> </ul>	<ul style="list-style-type: none"> <li>- 代名詞: 單數和復數</li> <li>- 基本量詞: 本, 個, 枝, 隻</li> <li>- 及物動詞及賓語; 不 及物動詞</li> <li>- 疑問詞</li> <li>- 名詞</li> <li>- 助詞: 的</li> <li>- 表示所有格: 我的 配合形容詞: 美麗的</li> <li>- 方位名詞: 上, 下, 裏, 外</li> <li>- 時間名詞: 今天, 明天</li> <li>- 祈使: 坐下, 過來, 出去, 進來...</li> </ul>	<ul style="list-style-type: none"> <li>- 助詞: 了</li> <li>- 量詞</li> <li>- 的 (形容詞及 所有格的用法)</li> <li>- 及物動詞及賓語; 不 及物動詞</li> <li>- 疑問詞語: 要不要, 是不是, 可不 可以...</li> <li>- 副詞</li> <li>- 形容詞 (有 “的” 無 “的”) 的用法</li> <li>- 賓語</li> </ul>	<ul style="list-style-type: none"> <li>- 助詞: 得</li> <li>- 量詞</li> <li>- 助詞: 了</li> <li>- 年, 月, 日及 時間的表 達</li> <li>- 及物動詞及賓語; 不 及物動詞</li> <li>- 疑問詞語</li> <li>- 時間/方位詞語: 之前, 之後, 快點, 慢 點</li> <li>- 被動: “把” 字句</li> <li>- 因果複句: - 例如: 因為...所以...</li> </ul>

(continued)

2. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

3. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

6.1 Linguistic Elements (continued)

	Kindergarten	Grade 1	Grade 2	Grade 3
grammatical elements – simplified form	<i>Students will be able to:</i>			
	a. use, in modelled situations, <sup>2</sup> the following grammatical elements:.....			
	<ul style="list-style-type: none"> <li>- 代名词: 单数和复数</li> <li>- 基本量词: e.g., 本, 个, 枝, 只</li> <li>- 形容词: 大, 小, 好, 高, 低...</li> <li>- 祈使句: 坐下, 过来, 出去, 进来...</li> <li>- 及物动词及不及物动词: 唱, 笑, 跑, 跳, 看书, 吃饭, 拍手, 唱歌...</li> </ul>	<ul style="list-style-type: none"> <li>- 助词: 了</li> <li>- 副词</li> <li>- 连接词: 和</li> <li>- 主语加谓语 (没有动词)</li> <li>例如: 我六岁了。 我饱了。 我很高。</li> </ul>	<ul style="list-style-type: none"> <li>- 介词“把”的用法</li> <li>- 助词: 得</li> <li>- 感叹词: 吧, 呀, 啊</li> <li>- 年, 月, 日及时间的表达: 例: 二〇〇一年十二月五日星期三下午三点五十分在这里开会。</li> <li>- 时间/方位名词: 之前, 之后, 快点, 慢点上, 下, 里, 外, 中间</li> </ul>	<ul style="list-style-type: none"> <li>- 助词: 地</li> <li>- 助词: 着</li> <li>- 量词: 复数</li> <li>- 比较: 比, 最</li> <li>- 及物动词: 直接宾语, 双宾语</li> <li>- 助动词: 会, 能, 可以, 应该</li> <li>- 状语: 已经, 正在</li> <li>- 被动: 被, 给</li> </ul>
	b. use, in structured situations, <sup>3</sup> the following grammatical elements: .....			
	<ul style="list-style-type: none"> <li>- 代名词: 我, 你, 他(们)</li> <li>- 名词</li> <li>- 动词</li> <li>- 疑问词: 要不要, 是不是, 可不可以...</li> </ul>	<ul style="list-style-type: none"> <li>- 代名词: 单数和复数</li> <li>- 基本量词: 本, 个, 枝, 只</li> <li>- 及物动词及宾语; 不及物动词</li> <li>- 疑问词</li> <li>- 名词</li> <li>- 助词: 的</li> <li>表示所有格: 我的</li> <li>配合形容词: 美丽的</li> <li>- 方位名词: 上, 下, 里, 外</li> <li>- 时间名词: 今天, 明天</li> <li>- 祈使: 坐下, 过来, 出去, 进来...</li> </ul>	<ul style="list-style-type: none"> <li>- 助词: 了</li> <li>- 量词</li> <li>- 的 (配合形容词及所有格的用法)</li> <li>- 及物动词及宾语; 不及物动词</li> <li>- 疑问词语: 要不要, 是不是, 可不可以...</li> <li>- 副词</li> <li>- 形容词 (有“的”无“的”)的用法</li> <li>- 宾语</li> </ul>	<ul style="list-style-type: none"> <li>- 助词: 得</li> <li>- 量词</li> <li>- 助词: 了</li> <li>- 年, 月, 日及时间的表达</li> <li>- 及物动词及宾语; 不及物动词</li> <li>- 疑问词语</li> <li>- 时间/方位名词: 之前, 之后, 快点, 慢点</li> <li>- “把”字句</li> <li>- 因果复句: 因为...所以...</li> </ul>

(continued)

2. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

3. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

6.1 *Linguistic Elements* (continued)

	Kindergarten	Grade 1	Grade 2	Grade 3
grammatical elements – traditional form	<i>Students will be able to:</i>			
	c. use, independently and consistently, <sup>4</sup> the following grammatical elements:.....			
	<ul style="list-style-type: none"> <li>- 名詞</li> <li>- 動詞</li> <li>- 代詞: 我, 你, 他 (們)</li> <li>- 連接詞: 和, 跟</li> <li>- 指示代詞: 這, 那</li> </ul>	<ul style="list-style-type: none"> <li>- 主語 + 謂語</li> <li>- 祈使: 坐下, 起來, 出去</li> </ul>	<ul style="list-style-type: none"> <li>- 連接詞: 和, 跟</li> <li>- 方位名詞: 上, 下, 裏, 外, 前, 後</li> <li>- 的 (所有格的用法)</li> <li>- 形容詞 (有 “的” 無 “的”) 的用法</li> <li>- 副詞</li> <li>- 直接賓語</li> </ul>	

**Note:** Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students’ bilingual programming.

4. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

**6.1 Linguistic Elements (continued)**

	Kindergarten	Grade 1	Grade 2	Grade 3
grammatical elements - simplified form	<p><i>Students will be able to:</i></p> <p>c. use, independently and consistently,<sup>4</sup> the following grammatical elements:.....</p>			
	<ul style="list-style-type: none"> <li>- 名词</li> <li>- 动词</li> <li>- 代名词: 我, 你, 他 (们)</li> <li>- 连接词: 和, 跟</li> <li>- 指示代名词: 这, 那</li> </ul>	<ul style="list-style-type: none"> <li>- 主语 + 谓语</li> <li>- 祈使: 坐下, 起来, 出去</li> </ul>	<ul style="list-style-type: none"> <li>- 连接词: 和, 跟</li> <li>- 方位名词: 上, 下, 里, 外, 前, 后</li> <li>- 的 (所有格的用法)</li> <li>- 形容词 (有 “的” 无 “的”) 的用法</li> <li>- 副词</li> <li>- 直接宾语</li> </ul>	

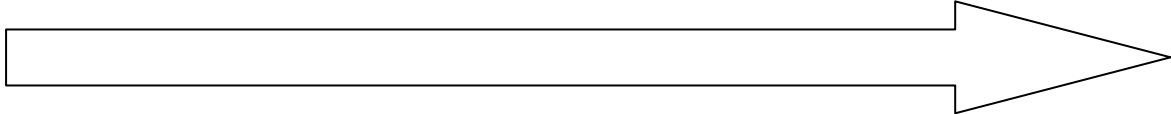
**Note:** Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students’ bilingual programming.

4. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

## General Outcome 6

Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

### 6.1 Linguistic Elements

	Grade 4	Grade 5	Grade 6
sound-symbol systems	1. use Hanyu pinyin or zhuyin fuhao consistently and accurately and understand that the other system (i.e., Hanyu pinyin or zhuyin fuhao) exists	1. apply knowledge of Hanyu pinyin or zhuyin fuhao in unfamiliar contexts and demonstrate awareness of the use of the other system (i.e., Hanyu pinyin or zhuyin fuhao)	1. minimize their own usage of Hanyu pinyin or zhuyin fuhao, identify most of the characters in materials at their level and differentiate between zhuyin fuhao and Hanyu pinyin
	2. use vocabulary and expressions appropriately in a variety of classroom, school and community contexts and understand that simplified characters exist	2. use vocabulary and expressions appropriately in a variety of classroom, school and community contexts and demonstrate awareness of the use of simplified characters	2. recognize that various words and expressions may express the same idea and that one word may have multiple meanings and recognize or differentiate between traditional and simplified characters
lexicon			
grammatical elements*	3. (see following page)	3. (see following page)	3. (see following page)
			
mechanical features	4. use basic mechanical features of Chinese correctly and begin to explore their use for effect	4. use basic mechanical features of Chinese correctly and begin to apply these features for effect	4. use basic mechanical features of Chinese correctly and for effect
discourse features	5. use basic discourse features of Chinese correctly in oral, print and visual texts	5. experiment with basic discourse features of Chinese in oral, print and visual texts	5. use basic discourse features of Chinese correctly in oral, print and visual texts

\* For ease of use, the grammatical elements are presented separately in traditional form and in simplified form.



**6.1 Linguistic Elements (continued)**

	Grade 4	Grade 5	Grade 6
grammatical elements – traditional form	<i>Students will be able to:</i>		
	a. recognize and use, in modelled situations, <sup>5</sup> the following grammatical elements:.....		
	<ul style="list-style-type: none"> <li>- 複合句, 複雜句</li> <li>- 的 (所有格及配合形容詞混合多次使時的用法): 我朋友家美麗的花園</li> </ul>		
b. use, in structured situations, <sup>6</sup> the following grammatical elements:.....			
<ul style="list-style-type: none"> <li>- 疑問詞語</li> <li>- 助詞: 地</li> <li>- 被動: “被”字句</li> <li>- “把”字句</li> <li>- 助詞: 得</li> <li>- 比較: 比; 最</li> <li>- 量詞: 復數</li> <li>- 助動詞</li> <li>- 狀語: 已經, 正在</li> <li>- 助詞: 著</li> <li>- 及物動詞: 直接賓語, 雙賓語</li> </ul>			
c. use, independently and consistently, <sup>7</sup> the following grammatical elements:.....			
<ul style="list-style-type: none"> <li>- 助詞: 了</li> <li>- 方位名詞: 上, 下, 裏, 外</li> <li>- 時間名詞: 今天, 明天</li> <li>- 年, 月, 日及時間的表達</li> <li>- 時間詞語: 之前, 之後</li> </ul>			
<ul style="list-style-type: none"> <li>- 量詞</li> <li>- 助動詞</li> <li>- 疑問詞語</li> <li>- 助詞: 得</li> <li>- 狀語: 已經, 正在</li> <li>- 助詞: 著</li> <li>- 比較: 比, “最”</li> <li>- 被動: “被”字句</li> <li>- 感嘆詞: 吧, 呀</li> </ul>			
<ul style="list-style-type: none"> <li>- 複合句, 複雜句</li> <li>- 及物動詞: 直接賓語, 雙賓語</li> <li>- 量詞: 復數</li> <li>- “把”字句</li> <li>- 助詞: 地</li> <li>- 的 (所有格及配合形容詞混合多次使時的用法): 我朋友家美麗的花園</li> </ul>			

**Note:** Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students’ bilingual programming.

5. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

6. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

7. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

6.1 Linguistic Elements (continued)

	Grade 4	Grade 5	Grade 6
grammatical elements – simplified form	Students will be able to:		
	a. recognize and use, in modelled situations, <sup>5</sup> the following grammatical elements:.....		
	<ul style="list-style-type: none"> <li>- 复合句, 复杂句</li> <li>- 的 (所有格及配合形容词混合多次使时的用法): 我朋友家美丽的花园</li> </ul>		
b. use, in structured situations, <sup>6</sup> the following grammatical elements:.....			
<ul style="list-style-type: none"> <li>- 疑问词语</li> <li>- 助词: 地</li> <li>- 被动: “被”字句</li> <li>- 把”字句</li> <li>- 助词: 得</li> <li>- 比较: 比, 最</li> <li>- 量词: 复数</li> <li>- 状语: 已经, 正在</li> <li>- 助词: 着</li> <li>- 及物动词: 直接宾语, 双宾语</li> </ul>			
c. use, independently and consistently, <sup>7</sup> the following grammatical elements:.....			
<ul style="list-style-type: none"> <li>- 助词: 了</li> <li>- 方位名词: 上, 下, 里, 外</li> <li>- 时间名词: 今天, 明天</li> <li>- 年, 月, 日及时间的表达</li> <li>- 时间词语: 之前, 之后</li> </ul>			
<ul style="list-style-type: none"> <li>- 量词</li> <li>- 助动词</li> <li>- 疑问词语</li> <li>- 助词: 得</li> <li>- 状语: 已经, 正在</li> <li>- 助词: 着</li> <li>- 比较: 比, 最</li> <li>- 被动: “被”字句</li> <li>- 感叹词: 吧, 呀</li> </ul>			
<ul style="list-style-type: none"> <li>- 复合句, 复杂句</li> <li>- 及物动词: 直接宾语, 双宾语</li> <li>- 量词: 复数</li> <li>- “把”字句</li> <li>- 助词: 地</li> <li>- 的 (所有格及配合形容词混合多次使时的用法): 我朋友家美丽的花园</li> </ul>			

**Note:** Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students’ bilingual programming.

5. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

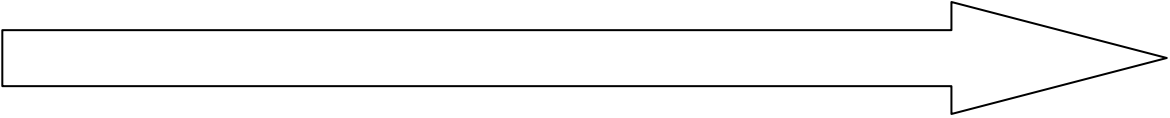
6. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

7. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

## General Outcome 6

Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

### 6.1 Linguistic Elements

	Grade 7	Grade 8	Grade 9
sound-symbol systems	1. apply Hanyu pinyin accurately when encountering unfamiliar words*	1. apply Hanyu pinyin accurately when encountering unfamiliar words*	1. apply Hanyu pinyin accurately when encountering unfamiliar words*
	2. use multiple words or phrases to express the same idea, within familiar topics	2. enhance the precision of messages by accessing needed vocabulary	2. select appropriate or effective words or phrases to express ideas clearly
lexicon	3. (see following pages)	3. (see following pages)	3. (see following pages)
grammatical elements*			
mechanical features	4. use basic mechanical features correctly and effectively	4. use basic mechanical features correctly and effectively	4. use basic mechanical features correctly and effectively
discourse features	5. use basic discourse features of Chinese correctly and apply these features for effect, with teacher guidance	5. use basic discourse features of Chinese correctly and apply these features for effect, with teacher guidance and sometimes independently	5. use basic discourse features of Chinese correctly and effectively, mainly independently

\* Students who are familiar with zhuyin fuhao may also maintain and apply this skill.

\* For ease of use, the grammatical elements are presented separately in traditional form and in simplified form.

6.1 Linguistic Elements (continued)

	Grade 7	Grade 8	Grade 9
grammatical elements – traditional form	<p><i>Students will be able to:</i></p> <p>a. recognize and use, in modelled situations,<sup>8</sup> the following grammatical elements:.....</p>		
	<ul style="list-style-type: none"> <li>- 強調: 就 這就是我們學校。</li> <li>- 承接複句: 先...然後... 我們先去吃飯, 然後再去參觀。</li> <li>- 受事主語: 這課書講過了。 他被人打傷了。</li> <li>- 施事實語: 前邊走過來一個人。 教室裏坐著很多學生。</li> </ul>	<ul style="list-style-type: none"> <li>- 就: 1. 很早發生: 我七點就來了。</li> <li>2. 快要發生: 北京就快到了。</li> <li>3. 固定搭配: 一...就... 要是...就... 剛...就...</li> <li>- 還, 不但...而且...: 1. 他會英語, 還會中文。</li> <li>2. 愛城冬天不但很冷, 而且很長。</li> <li>- 是...的: 1. 小王是坐火車去的。</li> <li>2. 信是我寫的。</li> <li>- 選擇複句: 1. 或者...或者... 或者吃中國飯, 或者吃日本飯。</li> <li>2. 或...或... 或喝茶, 或喝酒, 怎麼都行。</li> <li>- 下兒: 鐘敲了五下兒。 等一下兒。 他打了我一下兒。</li> <li>- 疑問詞語: 1. 嗎, 吧, 呢</li> <li>2. 誰, 什麼, 哪, 多少, 怎麼, 怎麼樣</li> <li>- 數詞: 萬以上</li> </ul>	<ul style="list-style-type: none"> <li>- 緊縮複句: 越...越...: 她越長越漂亮。 不...不...: 你不去不行。</li> <li>- 非...不可 學語言, 非下苦功不可。</li> <li>- 轉折複句: ...可(是)...</li> <li>- 他不喜歡打冰球, 可他喜歡看冰球。</li> <li>- 聯合複句: - 並列: 也, 還, 又, 不是...而是, 一方面...一方面 進層: 不但, 不僅, 不光, 而且, 並且, 不但...也</li> <li>- 疑問句: 1. 肯定與否定相疊: 忙不忙, 去不去 2. 用“多”: 這條路多長? 你學中文多久了? 3. 選擇疑問: 還是</li> <li>- 比較: “比”的用法 A比B + adj. A比B + adj. 一點 A比B + adj. 得多/很多 A不比/不如B + adj. A比B + v. 得 + adj. A不比B + v. 得 + adj. A和B一樣 + adj. A比較 + adj. A沒有B + adj.</li> <li>- 糊裡糊塗, 馬馬虎虎</li> <li>- 可帶主謂詞組 (小句) 的最常用動詞: 知道, 說, 覺得, 想, 看見, 看, 聽, 聽見, 以為, 聽說, 怕, 希望, 認為</li> <li>- A像B + 一樣 + adj. 我像他一樣用功。 A (不)像B + 這麼/那麼 + adj. 我不像我弟弟那麼聰明。</li> <li>- 一天/個/次比一天/個/次好。</li> <li>- 常用副詞: 才 1. Just happened: 我才吃了飯。 2. Rather late: 動作發生遲, 完成晚: 他六點才來。 3. 程度用法: 我才不笨呢! 4. Then: 寫完功課才去。</li> <li>- 詞的重疊 (duplicated words): AA: 吃吃看 ABAB: 複習複習 AABB: 冷冷清清 AAB: 遊游泳, 聽聽音樂</li> <li>- 主謂詞組作賓語: 我知道他沒說。</li> <li>- 在...之前/之後/之上/之下/之中, 在...方面, 在...以前, 從...以後, 在/當...的時候, 為...而... 故意, 顯然, 近(一、兩)年</li> </ul>

(continued)

8. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

6.1 Linguistic Elements (continued)

	Grade 7	Grade 8	Grade 9
grammatical elements – simplified form	Students will be able to:		
	a. recognize and use, in modelled situations, <sup>8</sup> the following grammatical elements:.....		
	<ul style="list-style-type: none"> <li>- 强调: 就 这就是我们学校。</li> <li>- 承接复句: 先...然后...</li> <li>- 我们先去吃饭, 然后再去</li> <li>- 参观。</li> <li>- 受事主语: 这节课讲过了。 他被人打伤了。</li> <li>- 施事宾语: 前边走过来一个人。 教室里坐着很多学生。</li> </ul>	<ul style="list-style-type: none"> <li>- 就: 1. 很早发生: 我七点就来了。</li> <li>2. 快要发生: 北京就快到了。</li> <li>3. 固定搭配: 一...就... 要是...就... 刚...就...</li> <li>- 还, 不但...而且...: 1. 他会英语, 还会中文。 2. 爱城冬天不但很冷, 而且很长。</li> <li>- 是...的: 1. 小王是坐火车去的。 2. 信是我写的。</li> <li>- 选择复句: 1. 或者...或者... 或者吃中国饭, 或者吃日本饭。 2. 或...或... 或喝茶, 或喝酒, 怎么都行。</li> <li>- 下儿: 钟敲了五下儿。 等一下儿。 他打了我一下儿。</li> <li>- 疑问词: 1. 吗, 吧, 呢 2. 谁, 什么, 哪, 多少, 怎么, 怎么样</li> <li>- 数词: 万以上</li> </ul>	<ul style="list-style-type: none"> <li>- 紧缩复句: 越...越...: 她越长越漂亮。 不...不...: 你不去不行。</li> <li>- 非...不可 学语言, 非下苦功不可。</li> <li>- 转折复句: ...可(是)...</li> <li>- 他不喜欢打冰球, 可他喜欢看冰球。</li> <li>- 联合复句: - 并列: 也, 还, 又, 不是...而是, 一方面...一方面 - 进层: 不但, 不仅, 不光, 而且, 并且, 不但...也</li> <li>- 疑问句: 1. 肯定与否定相叠: 忙不忙, 去不去 2. 用“多”: 这条路多长? 你学中文多久了? 3. 选择疑问: 还是</li> <li>- 比较句: 比的用法 A比B + adj. A 比 B + adj. 一点 A 比 B + adj. 得多/很多 A 不比/不如 B + adj. A 比 B + v. 得 + adj. A 不比 B + v. 得 + adj. A 和 B 一样 + adj. A 比较 + adj. A 没有 B + adj.</li> <li>- 胡里糊涂, 马马虎虎</li> <li>- 可带主谓词组 (小句) 的最常用动词: 知道, 说, 觉得, 想, 看见, 看, 听, 听见, 以为, 听说, 怕, 希望, 认为</li> <li>- A 像B + 一样 + adj. 我像他一样用功。 A (不)像B + 这么/那么 + adj. 我不像我弟弟那么聪明。</li> <li>- 一天/个/次比一天/个/次好。</li> <li>- 常用副词: 才 1. Just happened: 我才吃了饭。 2. Rather late: 动作发生迟, 完成晚: 他六点才来。 3. 程度用法: 我才不笨呢! 4. Then: 写完功课才去。</li> <li>- 词的重叠 (duplicated words): AA: 吃吃看 ABAB: 复习复习 AABB: 冷冷清清 AAB: 游游泳, 听听音乐</li> <li>- 主谓词组作宾语: 我知道他没说。</li> <li>- 在...之前/之后/之上/之下/之中, 在...方面, 在...以前, 从...以后, 在/当...的时候, 为...而... 故意, 显然, 近 (一、两) 年</li> </ul>

(continued)

8. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

6.1 *Linguistic Elements* (continued)

	Grade 7	Grade 8	Grade 9
grammatical elements – traditional form	<i>Students will be able to:</i>		
	b. use, in structured situations, <sup>9</sup> the following grammatical elements: .....		
	<ul style="list-style-type: none"> <li>- 主語: 名詞 代詞 數詞</li> <li>- 謂語: 動詞 形容詞 名詞 詞組</li> <li>- 賓語</li> <li>- 名詞, 代詞, 數詞, “的”字詞組</li> <li>- 都: 1. Both/all 我們都去吧。 2. 和”了”一起用 Intensify the tone (already) 天都黑了。</li> </ul>	<ul style="list-style-type: none"> <li>- 強調: 就 這就是我們學校。</li> <li>- 承接複句: 先...然後... 我們先去吃飯, 然後再去參觀。</li> </ul>	<ul style="list-style-type: none"> <li>- 在...之前/之後/之上/之下/之中, 在...方面, 在...以前, 從...以後, 在/當...的時候, 爲...而...</li> </ul>

(continued)

9. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

6.1 *Linguistic Elements* (continued)

	Grade 7	Grade 8	Grade 9
grammatical elements – simplified form	<i>Students will be able to:</i>		
	b. use, in structured situations, <sup>9</sup> the following grammatical elements: .....		
	<ul style="list-style-type: none"> <li>- 主语: 名词 代词 数词</li> <li>- 谓语: 动词 形容词 名词 词组</li> <li>- 宾语</li> <li>- 名词, 代词, 数词, “的” 字词组</li> <li>- 都:               <ol style="list-style-type: none"> <li>1. Both/all 我们都去吧。</li> <li>2. 和”了”一起用 Intensify the tone (already) 天都黑了。</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>- 强调: 就 这就是我们学校。</li> <li>- 承接复句: 先...然后... 我们先去吃饭, 然后再去参 观。</li> </ul>	<ul style="list-style-type: none"> <li>- 在...之前/之后/之上/之下/ 之中, 在...方面, 在...以前, 从...以后, 在/当...的时候, 为...而...</li> </ul>

(continued)

9. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

6.1 Linguistic Elements (continued)

	Grade 7	Grade 8	Grade 9
grammatical elements – traditional form	<p><i>Students will be able to:</i></p> <p>c. use, independently and consistently,<sup>10</sup> the following grammatical elements: .....</p> <ul style="list-style-type: none"> <li>- 二, 倆, 兩的用法: 我們倆 兩個 二月</li> <li>- 受事主語: 這課書講過了。 他被人打傷了。</li> <li>- 施事賓語: 前邊走過來一個人。 教室裏坐著很多學生。</li> <li>- 主語: 名詞 代詞 數詞</li> <li>- 謂語: 動詞 形容詞 名詞 詞組</li> <li>- 賓語 名詞, 代詞, 數詞, “的” 字詞組</li> <li>- 都: 1. Both/all 我們都去吧。 2. 和 “了” 一起用 Intensify the tone (already) 天都黑了。</li> <li>- 下兒: 鐘敲了五下兒。 等一下兒。 他打了我一下兒。</li> <li>- 疑問詞語: 1. 嗎, 吧, 呢 2. 誰, 什麼, 哪, 多少, 怎麼, 怎麼樣</li> <li>- 是...的: 1. 小王是坐火車去的。 2. 信是我寫的。</li> <li>- 選擇複句: 1. 或者...或者... 或者吃中國飯, 或者吃日本飯。 2. 或...或... 或喝茶, 或喝酒, 怎麼都行。</li> <li>- 強調: 就 這就是我們學校。</li> <li>- 承接複句: 先...然後... 我們先去吃飯, 然後再去參觀。</li> <li>- 就: 1. 很早發生: 我七點就來了。 2. 快要發生: 北京就快到了。 3. 固定搭配: 一...就... 要是...就... 剛...就...</li> <li>- 還, 不但...而且...: 1. 他會英語, 還會中文。 2. 愛城冬天不但很冷, 而且很長。</li> <li>- 數詞: 萬以上</li> <li>- A 像B + 一樣 + adj. 我像他一樣用功。 A (不) 像 B + 這麼/那麼 + adj. 我不像我弟弟那麼聰明。</li> <li>- 一天/個/次比一天/個/次好。</li> <li>- 主謂詞組作賓語: 我知道他沒說。</li> <li>- 轉折複句: ...可是)... 他不喜歡打冰球, 可他喜歡看冰球。</li> <li>- 常用副詞: 才 1. Just happened 我才吃了飯。 2. Rather late 動作發生遲, 完成晚 他六點才來。 3. 程度用法: 我才不笨呢! 4. Then: 寫完功課才去。</li> </ul>		

**Note:** Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students’ bilingual programming.

10. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.



## 6.1 Linguistic Elements (continued)

	Grade 7	Grade 8	Grade 9
grammatical elements – simplified form	<i>Students will be able to:</i>		
	c. use, independently and consistently, <sup>10</sup> the following grammatical elements: .....		
	<ul style="list-style-type: none"> <li>- 二, 俩, 两的用法: 我们俩 两个 二月</li> </ul>	<ul style="list-style-type: none"> <li>- 受事主语: 这课书讲过了。 他被人打伤了。</li> <li>- 施事宾语: 前边走过来一个人。 教室里坐着很多学生。</li> <li>- 主语: 名词 代词 数词</li> <li>- 谓语: 动词 形容词 名词 词组</li> <li>- 宾语 名词, 代词, 数词, “的” 字词组</li> <li>- 都: 1. Both/all 我们都去吧。 2. 和 “了” 一起用 Intensify the tone (already) 天都黑了。</li> <li>- 下儿: 钟敲了五下儿。 等一下儿。 他打了我一下儿。</li> <li>- 疑问词语: 1. 吗, 吧, 呢 2. 谁, 什么, 哪, 多少, 怎么, 怎么样</li> <li>- 是...的: 1. 小王是坐火车去的。 2. 信是我写的。</li> <li>- 选择复句: 1. 或者...或者... 或者吃中国饭, 或者吃日本饭。 2. 或...或... 或喝茶, 或喝酒, 怎么都行。</li> </ul>	<ul style="list-style-type: none"> <li>- 强调: 就 这就是我们学校。</li> <li>- 承接复句: 先...然后... 我们先去吃饭, 然后再去参观。</li> <li>- 就: 1. 很早发生: 我七点就来了。 2. 快要发生: 北京就快到了。 3. 固定搭配: 一...就... 要是...就... 刚...就...</li> <li>- 还, 不但...而且...: 1. 他会英语, 还会中文。 2. 爱城冬天不但很冷, 而且很长。</li> <li>- 数词: 万以上</li> <li>- A 像B + 一样 + adj. 我像他一样用功。 A (不) 像 B + 这么/那么 + adj. 我不像我弟弟那么聪明。</li> <li>- 一天/个/次比一天/个/次好。</li> <li>- 主谓词组作宾语: 我知道他没说话。</li> <li>- 转折复句: ...可(是)... 他不喜欢打冰球, 可他喜欢看冰球。</li> <li>- 常用副词: 才 1. Just happened 我才吃了饭。 2. Rather late 动作发生迟, 完成晚 他六点才来。 3. 程度用法: 我才不笨呢! 4. Then: 写完功课才去。</li> </ul>

**Note:** Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' bilingual programming.

10. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

## General Outcome 6

Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

### 6.2 Language Competence

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be able to:</i>				
listening	1. listen and respond to basic phrases in the classroom environment	1. listen to and understand simple oral sentences in a classroom environment	1. listen to and understand simple oral sentences in a variety of familiar contexts	1. listen to and understand a series of oral sentences or a short oral presentation on a familiar topic in structured situations
speaking	2. repeat and create simple oral phrases in the classroom environment	2. produce simple oral sentences in a structured situation	2. produce, spontaneously and with guidance, simple oral sentences in a variety of familiar contexts, using zhuyin fuhao or Hanyu pinyin	2. produce in oral form, spontaneously and/or with guidance, a series of interrelated ideas on a familiar topic
reading	3. recognize some characters and their corresponding sounds	3. read and understand simple sentences in a structured situation, using zhuyin fuhao or Hanyu pinyin	3. read and understand simple characters and sentences in a variety of familiar contexts, using zhuyin fuhao or Hanyu pinyin	3. read and understand a series of sentences or a short text on a familiar topic, using zhuyin fuhao or Hanyu pinyin correctly
writing	4. explore, trace or copy simple characters	4. write meaningful phrases and experiment with simple sentences in a structured situation	4. produce, in writing, a series of sentences with a common idea from familiar situations	4. produce, spontaneously and with guidance, a simple written text on a familiar topic in a structured situation (one or two paragraphs)
viewing	5. view and respond to familiar events and/or representations in the classroom context	5. view and understand simple, familiar events and/or representations in the classroom context	5. view and understand simple, familiar events and/or representations	5. view and understand simple events and/or representations
representing	6. imitate and/or create simple representations of familiar ideas, events and information	6. create simple representations of familiar ideas, events and information	6. use a variety of forms to create simple representations of ideas, events and information	6. use a variety of forms to create representations of ideas, events and information

## General Outcome 6

Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

### 6.2 Language Competence

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
listening	1. listen to and understand a short oral presentation on a familiar topic in structured and unstructured situations	1. listen to and understand the main points of an oral presentation on a familiar topic in structured and unstructured situations	1. listen to and understand the main points of a lengthy oral or media presentation on a familiar topic in structured and unstructured situations
speaking	2. produce, spontaneously and/or with guidance, a short oral presentation on a familiar topic in a structured situation	2. produce a prepared or spontaneous oral presentation on a familiar topic in a structured situation	2. produce a prepared or spontaneous oral presentation on a familiar topic in a structured or unstructured situation
reading	3. read and understand a series of interrelated ideas dealing with a familiar topic in structured situations	3. read and understand a series of interrelated ideas dealing with a familiar topic in both structured and unstructured situations	3. read and understand a lengthy series of interrelated ideas dealing with a familiar topic in structured and unstructured situations
writing	4. produce, spontaneously and with guidance, a simple written text on a familiar topic in structured and unstructured situations	4. produce in written form, spontaneously and with guidance, a series of interrelated ideas on a familiar topic in structured and unstructured situations	4. produce in written form, spontaneously and/or with preparation, a lengthy series of interrelated ideas dealing with a familiar topic in structured and unstructured situations
viewing	5. view and understand a variety of simple events and/or representations	5. view and understand a series of simple events and/or representations	5. view and understand events and/or representations within and beyond the school context
representing	6. create multiple representations of the same familiar ideas, events and/or information	6. create multiple representations of the same ideas, events and/or information	6. use a variety of forms to create multiple representations of ideas, events and/or information

## General Outcome 6

Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

### 6.2 Language Competence

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
listening	1. listen to and understand the main points of lengthy oral or media presentations on a variety of familiar topics in structured and unstructured situations	1. listen to and understand the main points of oral presentations containing simple and complex ideas and dealing with a variety of familiar topics in structured and unstructured situations	1. listen to and understand the main points of oral presentations containing simple and complex ideas and dealing with familiar and some unfamiliar topics in structured and unstructured situations
speaking	2. produce a prepared or spontaneous oral presentation on a familiar topic in a variety of structured and unstructured situations	2. produce prepared or spontaneous oral presentations on familiar and some unfamiliar topics in structured and unstructured situations	2. produce coherent oral presentations on familiar and some unfamiliar topics in a variety of structured and unstructured situations
reading	3. read and understand a lengthy series of interrelated ideas dealing with a familiar topic in a variety of structured and unstructured situations	3. read and understand texts containing simple and complex ideas on a variety of familiar topics in structured and unstructured situations	3. read and understand texts containing simple and complex ideas on familiar topics
writing	4. produce in written form, spontaneously and/or with preparation, a lengthy series of simple and complex ideas on a familiar topic in structured and unstructured situations	4. produce in written form, spontaneously and/or with preparation, a lengthy series of simple and complex ideas on a variety of familiar topics in structured and unstructured situations	4. organize and develop ideas coherently on familiar topics, spontaneously and/or with preparation
viewing	5. view and understand complex representations of familiar ideas, events and information	5. view and understand complex representations of ideas, events and information	5. view and understand complex representations of ideas, events and information
representing	6. create complex representations of familiar ideas, events and information	6. create complex representations of ideas, events and information	6. use a variety of forms to create complex representations of ideas, events and information

## General Outcome 6

Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

### 6.3 Sociocultural/Sociolinguistic Elements

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be able to:</i>				
register	1. speak at a volume appropriate to classroom situations and use simple formal language	1. distinguish between formal and informal situations	1. recognize that some topics, words or intonations are inappropriate in certain contexts	1. experiment with formal and informal uses of language in familiar contexts
idiomatic expressions	2. imitate age-appropriate idiomatic expressions	2. imitate age-appropriate idiomatic expressions	2. understand and use some simple idiomatic expressions as set phrases	2. understand and use a variety of simple idiomatic expressions as set phrases
variations in language	3. experience a variety of voices; e.g., male and female, young and old	3. experience a variety of voices	3. acknowledge individual differences in speech	3. accept individual differences in speech
social conventions	4. imitate simple routine social interactions	4. use social expressions and politeness conventions appropriate to the classroom	4. use basic politeness conventions	4. use appropriate oral forms of address for people frequently encountered
nonverbal communication	5. imitate some common nonverbal behaviours used in Chinese culture	5. understand the meaning of and imitate some common nonverbal behaviours used in Chinese culture	5. experiment with using some simple nonverbal means of communication	5. recognize that some nonverbal behaviours may be inappropriate in certain contexts

### General Outcome 6

Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

### 6.3 Sociocultural/Sociolinguistic Elements

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
register	1. use formal and informal language in familiar situations	1. identify socially appropriate language in specific situations	1. use socially appropriate language in specific situations
idiomatic expressions	2. apply learned idiomatic expressions to new contexts	2. use learned idiomatic expressions to enhance communication	2. use learned idiomatic expressions correctly in new contexts
variations in language	3. experience a variety of accents and variations in speech	3. experience a variety of regional variations in language	3. recognize some common regional variations in language
social conventions	4. recognize verbal behaviours that are considered impolite	4. recognize simple social conventions in informal conversations	4. recognize important social conventions in everyday interactions
nonverbal communication	5. recognize appropriate nonverbal behaviours for people frequently encountered	5. use appropriate nonverbal behaviours in a variety of familiar contexts	5. use appropriate nonverbal behaviours in a variety of familiar contexts

### General Outcome 6

Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

### 6.3 Sociocultural/Sociolinguistic Elements

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
register	1. explore formal and informal uses of language in a variety of contexts	1. use suitable simple formal language in a variety of contexts	1. explore differences in register between spoken and written texts
idiomatic expressions	2. use learned idiomatic expressions in a variety of contexts	2. examine the role of idiomatic expressions in culture	2. identify influences on idiomatic expressions; e.g., region, age, occupation
variations in language	3. recognize other influences resulting in variations in language	3. recognize other influences resulting in variations in language	3. recognize other influences resulting in variations in language
social conventions	4. interpret the use of social conventions encountered in oral and print texts	4. interpret and use important social conventions in interactions	4. interpret and use appropriate oral and written forms of address with a variety of audiences
nonverbal communication	5. recognize nonverbal behaviours that are considered impolite	5. avoid nonverbal behaviours that are considered impolite	5. recognize a variety of nonverbal communication techniques in a variety of contexts

### General Outcome 6

Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

## 6.4 Language Learning Strategies

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be able to:</i>				
cognitive	1. use simple cognitive strategies, with guidance, to enhance language learning; e.g., listen attentively, do actions to match words of a song, story or rhyme	1. use simple cognitive strategies, with guidance, to enhance language learning; e.g., memorize new words by repeating them silently or aloud	1. use simple cognitive strategies, with guidance, to enhance language learning; e.g., learn short rhymes or songs, incorporating new vocabulary or sentence patterns, imitate sounds and intonation patterns	1. use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., make personal dictionaries, experiment with various elements of the language
metacognitive	2. use simple metacognitive strategies, with guidance, to enhance language learning; e.g., reflect on learning tasks with the guidance of the teacher	2. use simple metacognitive strategies, with guidance, to enhance language learning; e.g., make choices about how they learn	2. use simple metacognitive strategies, with guidance, to enhance language learning; e.g., rehearse or role-play language	2. use a variety of simple metacognitive strategies, with guidance, to enhance language learning; e.g., decide in advance to attend to the learning task
social/affective	3. use simple social and affective strategies, with guidance, to enhance language learning; e.g., initiate or maintain interaction with others	3. use simple social and affective strategies, with guidance, to enhance language learning; e.g., participate in patterned reading experiences	3. use simple social and affective strategies, with guidance, to enhance language learning; e.g., seek the assistance of others, such as teachers, parents or friends, to interpret a text	3. use a variety of simple social and affective strategies, with guidance, to enhance language learning; e.g., reread familiar self-chosen texts to enhance understanding and enjoyment

**Further examples of language learning strategies are available on pages 53 and 54.**



### General Outcome 6

Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

## 6.4 Language Learning Strategies

	Grade 4	Grade 5	Grade 6
<i>Students will be able to:</i>			
cognitive	1. identify and use a variety of cognitive strategies to enhance language learning; e.g., use mental images to remember new information, repeat words or phrases in the course of performing a language task	1. identify and use a variety of cognitive strategies to enhance language learning; e.g., group together sets of things [vocabulary, structures] with similar characteristics, identify similarities and differences between aspects of Chinese and their own language [punctuation, rules of capitalization]	1. identify and use a variety of cognitive strategies to enhance language learning; e.g., look for patterns and relationships, use previously acquired knowledge to facilitate a learning task
metacognitive	2. identify and use a variety of metacognitive strategies to enhance language learning; e.g., make a plan in advance about how to approach a language learning task	2. identify and use a variety of metacognitive strategies to enhance language learning; e.g., reflect on the listening, reading and writing process, check copied writing for accuracy	2. identify and use a variety of metacognitive strategies to enhance language learning; e.g., listen or read for key words, monitor their own speech and writing to check for persistent errors
social/affective	3. identify and use a variety of social and affective strategies to enhance language learning; e.g., work cooperatively with peers in small groups	3. identify and use a variety of social and affective strategies to enhance language learning; e.g., understand that making mistakes is a natural part of language learning, experiment with various forms of expression	3. identify and use a variety of social and affective strategies to enhance language learning; e.g., participate actively in brainstorming and conferencing as prewriting and postwriting exercises

**Further examples of language learning strategies are available on pages 53 and 54.**

### General Outcome 6

Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

## 6.4 Language Learning Strategies

	Grade 7	Grade 8	Grade 9
<i>Students will be able to:</i>			
cognitive	1. select and use a variety of cognitive strategies to enhance language learning; e.g., associate new words or expressions with familiar ones, either in Chinese or in their own language	1. select and use a variety of cognitive strategies to enhance language learning; e.g., find information by using reference materials like dictionaries, textbooks, grammars, use available technological aids to support language learning	1. select and use appropriate cognitive strategies to enhance language learning in a variety of situations; e.g., use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
metacognitive	2. select and use a variety of metacognitive strategies to enhance language learning; e.g., evaluate their own performance or comprehension at the end of a task, keep a learning log	2. select and use a variety of metacognitive strategies to enhance language learning; e.g., experience various methods of language acquisition and identify one or more they consider particularly useful personally	2. select and use appropriate metacognitive strategies to enhance language learning in a variety of situations; e.g., be aware of the importance of learning through direct exposure to the language, know how strategies may make it possible to cope with texts containing unknown elements
social/affective	3. select and use a variety of social and affective strategies to enhance language learning; e.g., use self-talk to feel competent to do the task	3. select and use a variety of social and affective strategies to enhance language learning; e.g., be willing to take risks and to try unfamiliar tasks and approaches	3. select and use appropriate social and affective strategies to enhance language learning in a variety of situations; e.g., repeat new words and expressions that occur in their own conversations and make use of these new words and expressions as soon as appropriate

**Further examples of language learning strategies are available on pages 53 and 54.**

## General Outcome 6

Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

### 6.5 Language Use Strategies

	Kindergarten	Grade 1	Grade 2	Grade 3
	<i>Students will be able to:</i>			
interactive	1. use simple interactive strategies with guidance; e.g., use words from their first language to get their meaning across, acknowledge being spoken to	1. use simple interactive strategies with guidance; e.g., interpret and use a variety of nonverbal cues to communicate	1. use simple interactive strategies with guidance; e.g., interpret and use a variety of nonverbal cues to communicate	1. use a variety of simple interactive strategies with guidance; e.g., ask for clarification or repetition when they do not understand
interpretive	2. use simple interpretive strategies with guidance; e.g., use gestures, intonation and visual supports to aid comprehension	2. use simple interpretive strategies with guidance; e.g., make connections between texts on the one hand and prior knowledge and personal experience on the other	2. use simple interpretive strategies with guidance; e.g., use illustrations to aid reading comprehension	2. use a variety of simple interpretive strategies with guidance; e.g., determine the purpose of listening, listen or look for key words
productive	3. use simple productive strategies with guidance; e.g., mimic what the teacher says, use nonverbal means to communicate	3. use simple productive strategies with guidance; e.g., copy what others say or write, use words that are visible in the immediate environment	3. use simple productive strategies with guidance; e.g., use familiar repetitive patterns from stories, songs, rhymes or media	3. use a variety of simple productive strategies with guidance; e.g., use illustrations to provide detail when producing their own texts

**Further examples of language use strategies are available on pages 54 to 56.**

### General Outcome 6

Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

## 6.5 Language Use Strategies

	Grade 4	Grade 5	Grade 6
<i>Students will be able to:</i>			
interactive	1. identify and use a variety of interactive strategies; e.g., use other speakers' words in subsequent conversations	1. identify and use a variety of interactive strategies; e.g., assess feedback from a conversation partner to recognize when a message has not been understood	1. identify and use a variety of interactive strategies; e.g., start again, using a different tactic, when communication breaks down, use a simple word similar to the concept to convey, and invite correction
interpretive	2. identify and use a variety of interpretive strategies; e.g., listen selectively based on purpose, make predictions about what they expect to hear or read based on prior knowledge and personal experience	2. identify and use a variety of interpretive strategies; e.g., use knowledge of the sound-symbol system(s) to aid reading comprehension	2. identify and use a variety of interpretive strategies; e.g., infer probable meanings of unknown words or expressions from contextual clues
productive	3. identify and use a variety of productive strategies; e.g., use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas	3. identify and use a variety of productive strategies; e.g., use knowledge of sentence patterns to form new sentences	3. identify and use a variety of productive strategies; e.g., be aware of and use the steps of the writing process

**Further examples of language use strategies are available on pages 54 to 56.**

## General Outcome 6

Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

### 6.5 Language Use Strategies

	Grade 7	Grade 8	Grade 9
<i>Students will be able to:</i>			
interactive	1. select and use a variety of interactive strategies; e.g., invite others into the discussion, ask for confirmation that a form used is correct	1. select and use a variety of interactive strategies; e.g., use a range of fillers, hesitation devices and gambits to sustain conversations, use circumlocution to compensate for lack of vocabulary	1. select and use appropriate interactive strategies in a variety of situations; e.g., repeat part of what someone has said to confirm mutual understanding
interpretive	2. select and use a variety of interpretive strategies; e.g., prepare questions or a guide to note down information found in a text	2. select and use a variety of interpretive strategies; e.g., use key content words or discourse markers to follow an extended text	2. select and use appropriate interpretive strategies in a variety of situations; e.g., reread several times to understand complex ideas
productive	3. select and use a variety of productive strategies; e.g., use resources to increase vocabulary	3. select and use a variety of productive strategies; e.g., take notes when reading or listening to assist in producing their own text	3. select and use appropriate productive strategies in a variety of situations; e.g., use a variety of resources to correct texts

**Further examples of language use strategies are available on pages 54 to 56.**

## General Outcome 6

Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

### 6.6 General Learning Strategies

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be able to:</i>				
cognitive	1. use simple cognitive strategies to enhance general learning; e.g., classify objects and ideas according to their attributes	1. use simple cognitive strategies to enhance general learning; e.g., use models	1. use simple cognitive strategies to enhance general learning; e.g., connect what they already know with what they are learning	1. use simple cognitive strategies to enhance general learning; e.g., experiment with, and concentrate on, one thing at a time
metacognitive	2. use simple metacognitive strategies to enhance general learning; e.g., reflect on learning tasks with the guidance of the teacher	2. use simple metacognitive strategies to enhance general learning; e.g., choose from among learning options	2. use simple metacognitive strategies to enhance general learning; e.g., discover how their efforts can affect their learning	2. use simple metacognitive strategies to enhance general learning; e.g., decide in advance to attend to the learning task
social/affective	3. use simple social and affective strategies to enhance general learning; e.g., watch others' actions and copy them	3. use simple social and affective strategies to enhance general learning; e.g., seek help from others	3. use simple social and affective strategies to enhance general learning; e.g., follow their natural curiosity and intrinsic motivation to learn	3. use simple social and affective strategies to enhance general learning; e.g., participate in cooperative group learning tasks

**Further examples of general learning strategies are available on page 56.**

### General Outcome 6

Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

## 6.6 General Learning Strategies

	Grade 4	Grade 5	Grade 6
<i>Students will be able to:</i>			
cognitive	1. identify and use a variety of cognitive strategies to enhance general learning; e.g., focus on and complete learning tasks	1. identify and use a variety of cognitive strategies to enhance general learning; e.g., record key words and concepts in abbreviated form [verbal, graphic or numerical] to assist with performance of a learning task	1. identify and use a variety of cognitive strategies to enhance general learning; e.g., use mental images to remember new information
metacognitive	2. identify and use a variety of metacognitive strategies to enhance general learning; e.g., divide an overall learning task into a number of subtasks	2. identify and use a variety of metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task	2. identify and use a variety of metacognitive strategies to enhance general learning; e.g., identify their own needs and interests
social/affective	3. identify and use a variety of social and affective strategies to enhance general learning; e.g., choose learning activities that enhance understanding and enjoyment	3. identify and use a variety of social and affective strategies to enhance general learning; e.g., encourage themselves to try, even though they might make mistakes	3. identify and use a variety of social and affective strategies to enhance general learning; e.g., take part in group decision-making processes

**Further examples of general learning strategies are available on page 56.**

### General Outcome 6

Students will acquire Chinese to understand and appreciate languages and use the Chinese language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

## 6.6 General Learning Strategies

	Grade 7	Grade 8	Grade 9
<i>Students will be able to:</i>			
cognitive	1. select and use a variety of cognitive strategies to enhance general learning; e.g., distinguish between fact and opinion when using a variety of sources of information	1. select and use a variety of cognitive strategies to enhance general learning; e.g., formulate key questions to guide research	1. select and use appropriate cognitive strategies to enhance general learning in a variety of situations; e.g., make inferences, and identify and justify the evidence on which these inferences are based
metacognitive	2. select and use a variety of metacognitive strategies to enhance general learning; e.g., manage their own physical working environment	2. select and use a variety of metacognitive strategies to enhance general learning; e.g., keep a learning journal, such as a diary or a log	2. select and use appropriate metacognitive strategies to enhance general learning in a variety of situations; e.g., work with others to monitor their own learning
social/affective	3. select and use a variety of social and affective strategies to enhance general learning; e.g., use support strategies to help peers persevere at learning tasks	3. select and use a variety of social and affective strategies to enhance general learning; e.g., take part in group problem-solving processes	3. select and use appropriate social and affective strategies to enhance general learning in a variety of situations; e.g., be willing to take risks and to try unfamiliar tasks and approaches

**Further examples of general learning strategies are available on page 56.**



## **CULTURE**

The Culture section supports the development, in each student, of a positive self-concept, a strong self-identity as a multilingual/multicultural learner and a positive identification with the Chinese language and culture. This section provides opportunities for the exploration of Chinese culture from the perspectives of history, contemporary life, diversity and change. It promotes the development of a sense of community, an understanding of similarities and differences among people, and an appreciation for personal contributions to society. It is also designed to help students develop an understanding of global interrelatedness and interdependence, as well as cultural sensitivity, and to support their preparation for effective participation in the global community, marketplace and workplace.

The Culture section is intended to be integrated with language learning, as well as learnings related to other subject areas, and is an essential part of daily activities in Chinese bilingual programming.

### **General Outcome**

The following general outcome outlines the key learnings that the Culture section is designed to support.

#### **General Outcome 7**

Students will explore, understand, appreciate and value Chinese culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in, and contributing to, an interdependent and multicultural global society.

**Note:** Additional outcomes that include cultural content may be found elsewhere in this program of studies, including specific outcomes under General Outcome 5, as well as under cluster heading 6.3 Sociocultural/Sociolinguistic Elements.



## General Outcome 7

Students will explore, understand, appreciate and value Chinese culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in, and contributing to, an interdependent and multicultural global society.

### 7.1 Self-identity

	Kindergarten	Grade 1	Grade 2	Grade 3
	<i>Students will be able to:</i>			
understanding self-identity	1. represent themselves and their families	1. tell and draw about themselves and their families and appreciate their own uniqueness	1. express their own self-concept and extend that understanding to include new ideas and perspectives	1. express their own self-concept and compare this to how others perceive them
developing positive self-identity	2. recognize their importance as people	2. understand and accept their importance as people	2. understand their place and importance in the home and school	2. understand their strengths and abilities
valuing Chinese language and culture	3. participate in Chinese cultural activities	3. participate in Chinese cultural activities and traditions	3. participate in and appreciate Chinese cultural activities and traditions	3. recognize and appreciate various elements of Chinese culture
valuing bilingualism/multiculturalism	4. participate in classroom and school cultural activities	4. participate in classroom, school and community cultural activities	4. recognize the benefits of a bilingual/multicultural education	4. understand the personal value and significance of a bilingual/multicultural education

## General Outcome 7

Students will explore, understand, appreciate and value Chinese culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in, and contributing to, an interdependent and multicultural global society.

### 7.1 *Self-identity*

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
understanding self-identity	1. explore and examine various sources of information for development of their self-concept	1. identify influences on the development of their self-concept and self-identity	1. explore and reflect on various facets of self-identity
developing positive self-identity	2. learn that respect for themselves is essential and understand that self-concept is determined by external and internal forces	2. recognize that individuals change in many ways and that self-perception can change over time and depending on one's context	2. recognize the effect of positive feedback and criticism on themselves and others
valuing Chinese language and culture	3. recognize and appreciate various elements of Chinese culture	3. identify the lifelong personal benefits of Chinese culture	3. recognize the personal value and significance of Chinese culture
valuing bilingualism/multiculturalism	4. participate in activities that promote and celebrate the bilingual/multicultural education experience	4. recognize the uniqueness of bilingual/multicultural education in a Canadian context	4. identify the lifelong benefits and potential advantages of a bilingual/multicultural education in a Canadian and international context

## General Outcome 7

Students will explore, understand, appreciate and value Chinese culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in, and contributing to, an interdependent and multicultural global society.

### 7.1 Self-identity

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
understanding self-identity	1. understand self-concept and the factors that affect it	1. examine their identity and reflect on its effect on personal relationships and choices	1. understand self-concept and its relationship to overall development, achievement and decisions for the future
developing positive self-identity	2. understand the importance of developing a positive self-concept and self-identity, recognize the effects of positive and negative treatment and understand ways in which the individual has rights to safeguard against stereotyping	2. understand stereotyping and its effect on the individual, community and society and understand ways in which the individual has rights to safeguard against stereotyping in Canadian society	2. understand areas of personal strengths and possible future opportunities
valuing Chinese language and culture	3. explore and analyze how they have been influenced and enriched by Chinese culture	3. explore and analyze how Chinese culture has enriched the lives of significant individuals at the community, national and international levels	3. explore how their past and present Chinese cultural experiences, understanding and knowledge may be assets in future opportunities
valuing bilingualism/multiculturalism	4. explore and analyze how being bilingual/multicultural has influenced and enriched their lives	4. explore and analyze how bilingualism/multiculturalism has enriched the lives of significant individuals at the community, national and international levels	4. explore how their past and present bilingual/multicultural experiences, knowledge and understanding may be assets in future opportunities

### General Outcome 7

Students will explore, understand, appreciate and value Chinese culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in, and contributing to, an interdependent and multicultural global society.

## 7.2 Chinese Culture

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be able to:</i>				
historical elements	1. participate in activities and experiences that reflect traditional elements of Chinese language and culture	1. participate in activities and experiences that reflect traditional elements of Chinese language and culture	1. participate in activities and experiences that reflect traditional elements of Chinese language and culture	1. participate in activities and experiences that reflect traditional elements of Chinese language and culture
contemporary elements	2. participate in activities and experiences that reflect contemporary elements of Chinese language and culture	2. participate in activities and experiences that reflect contemporary elements of Chinese language and culture	2. participate in activities and experiences that reflect contemporary elements of Chinese language and culture	2. participate in activities and experiences that reflect contemporary elements of Chinese language and culture
diversity	3. experience linguistic/cultural elements of diverse origins from within the Chinese language and culture	3. experience linguistic/cultural elements of diverse origins from within the Chinese language and culture	3. recognize diverse elements of the Chinese language and culture in the school and/or local community	3. identify diverse elements of the Chinese language and culture in the school and/or local community
change	4. participate in events marking changes	4. illustrate that change occurs in one's immediate environment	4. gather information to demonstrate change within the Chinese language and culture	4. identify how people's actions and lifestyles change to accommodate their changing needs

### General Outcome 7

Students will explore, understand, appreciate and value Chinese culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in, and contributing to, an interdependent and multicultural global society.

## 7.2 Chinese Culture

	Grade 4	Grade 5	Grade 6
<i>Students will be able to:</i>			
historical elements	1. explore elements in the immediate environment that reflect the historical roots of the Chinese language and culture	1. explore key historical elements, events, figures and developments of the Chinese language and culture	1. identify major historical elements, events, figures and developments of the Chinese language and culture
contemporary elements	2. explore elements in the immediate environment that reflect the contemporary features of the Chinese language and culture	2. explore key contemporary elements, events, figures and developments of the Chinese language and culture	2. identify major contemporary elements, events, figures and developments of the Chinese language and culture
diversity	3. explore diversity of the Chinese language and culture in the immediate environment	3. explore diversity of the Chinese language and culture at the provincial level	3. explore diversity of the Chinese language and culture in Canada
change	4. explore and reflect on change within their own family and community	4. explore and reflect on change in the Chinese language and culture within Canada	4. explore and reflect on change in the Chinese language and culture at the international level

### General Outcome 7

Students will explore, understand, appreciate and value Chinese culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in, and contributing to, an interdependent and multicultural global society.

## 7.2 Chinese Culture

	Grade 7	Grade 8	Grade 9
historical elements	<p>1. explore some major historical events and figures of Chinese culture through topics such as:</p> <ul style="list-style-type: none"><li>• literature</li><li>• philosophy</li><li>• art</li><li>• customs and traditions</li><li>• behaviours and values</li><li>• festivals and celebrations</li><li>• Chinese language</li></ul>	<p>1. identify some major historical events and figures of Chinese culture through topics such as:</p> <ul style="list-style-type: none"><li>• literature</li><li>• philosophy</li><li>• art</li><li>• customs and traditions</li><li>• behaviours and values</li><li>• festivals and celebrations</li><li>• Chinese language</li></ul>	<p>1. examine some major historical events and figures of Chinese culture through topics such as:</p> <ul style="list-style-type: none"><li>• literature</li><li>• philosophy</li><li>• art</li><li>• customs and traditions</li><li>• behaviours and values</li><li>• festivals and celebrations</li><li>• Chinese language</li></ul>
contemporary elements	<p>2. explore some elements in the immediate environment that reflect the contemporary features of the Chinese language and culture</p>	<p>2. explore major contemporary elements, events, figures and developments of the Chinese language and culture</p>	<p>2. explore major contemporary elements, events, figures and developments of the Chinese language and culture</p>
diversity	<p>3. explore diversity of the Chinese language and culture at the national and international levels</p>	<p>3. explore the influence of diversity within the Chinese language and culture on Chinese language and cultural development</p>	<p>3. examine the influence of diversity within the Chinese language and culture on Chinese language and cultural development</p>
change	<p>4. explore how changes in Chinese culture have impacted their life</p>	<p>4. explore the significance of changes in Chinese culture to the rest of the world</p>	<p>4. compare changes in Chinese culture to changes in other cultures</p>



### General Outcome 7

Students will explore, understand, appreciate and value Chinese culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in, and contributing to, an interdependent and multicultural global society.

### 7.3 Building Community

	Kindergarten	Grade 1	Grade 2	Grade 3
	<i>Students will be able to:</i>			
positive group membership	1. contribute to, and cooperate in, group activities	1. develop a special awareness and concern for members of their class	1. practise consideration for others	1. experience that helping others is rewarding
valuing diversity	2. recognize differences between themselves and peers	2. recognize and appreciate differences between themselves and peers	2. explore diversity in the family, school and community	2. explore diversity in the classroom, school and local community and reflect on its personal significance
valuing similarity	3. recognize similarities between themselves and peers	3. recognize and appreciate similarities between themselves and peers	3. explore similarities between themselves and others	3. explore similarities among members of the immediate community and reflect on the personal significance of these similarities
contributing to community	4. participate in, and contribute to, classroom activities	4. participate and cooperate in, and contribute to, classroom and school activities	4. participate cooperatively in group activities by contributing ideas and supporting others	4. participate cooperatively in daily classroom duties and support peers and classmates

### General Outcome 7

Students will explore, understand, appreciate and value Chinese culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in, and contributing to, an interdependent and multicultural global society.

### 7.3 Building Community

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
positive group membership	1. encourage and support classmates and schoolmates	1. develop skills that promote open, authentic relationships with others in class and school	1. use skills that promote cooperation and mutual respect within the classroom and the school
valuing diversity	2. explore diversity in the immediate and local community and reflect on its personal significance	2. explore and reflect on the personal significance of diversity in Canada	2. explore the impact of diversity in other regions of the world and compare this with the impact of diversity in Canada
valuing similarity	3. explore similarities among members in the local community and reflect on the personal significance of these similarities	3. explore, compare and reflect on common human needs and experiences of Canadians	3. examine the common human needs and experiences of people around the world
contributing to community	4. demonstrate desire to assist or contribute for personal satisfaction	4. demonstrate concern for the quality of their work in and out of school	4. provide positive contributions and leadership within the school and/or community

### General Outcome 7

Students will explore, understand, appreciate and value Chinese culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in, and contributing to, an interdependent and multicultural global society.

### 7.3 Building Community

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
positive group membership	1. demonstrate respect for the rights and opinions of others	1. demonstrate positive group member behaviours	1. support classmates and peers in group activities
valuing diversity	2. examine diversity in the school, local community and among peers and reflect on its impact on personal relationships and personal choices	2. examine diversity in the school, local community and among peers and reflect on its personal impact and its impact on school and community	2. explore and analyze how diversity has contributed to and enriched Canadian society
valuing similarity	3. examine commonalities among peers and members of the school and local community and reflect on the personal impact of these commonalities	3. examine similarities that exist in cultures in Canadian society through the historical context of immigration	3. examine similarities in cultures in current Canadian society
contributing to community	4. participate effectively in group activities	4. appreciate the contributions of different individuals, groups and events to the development of Canada	4. participate in discussions on the significance of various contemporary cultural issues to Canadian society

### General Outcome 7

Students will explore, understand, appreciate and value Chinese culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in, and contributing to, an interdependent and multicultural global society.

#### 7.4 Global Citizenship

	Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be able to:</i>				
responsible citizenship	1. demonstrate personal and social responsibility in the classroom	1. demonstrate personal and social responsibility in the classroom and school	1. demonstrate personal and social responsibility in the classroom, school and community	1. learn that growing up involves making decisions and accepting consequences
interdependence	2. participate in tasks and activities with partners and in groups	2. recognize their own and others' contributions to a group	2. recognize the benefits of working with a partner or within a group and learn that they affect and are affected by the actions of others	2. identify the advantages and disadvantages of working collaboratively with a partner or group
intercultural skills	3. follow rules in the classroom and school	3. recognize that rules can be different for different people	3. identify and describe causes of conflict in the classroom	3. explore ways to resolve interpersonal conflict
future opportunities	4. share or demonstrate personal strengths or achievements	4. share or demonstrate personal strengths and areas for further development	4. identify personal strengths and areas for improvement	4. identify personal strengths and areas for improvement and set personal goals

### General Outcome 7

Students will explore, understand, appreciate and value Chinese culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in, and contributing to, an interdependent and multicultural global society.

#### 7.4 Global Citizenship

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
responsible citizenship	1. respect the feelings, rights and property of others and accept responsibility for their own actions	1. learn the positive and negative aspects of the consequences of their actions and demonstrate honesty and reliability in a variety of situations	1. learn the meaning of personal and social conscience and learn problem-solving and decision-making skills
interdependence	2. recognize the effects of their actions on others and recognize that people must depend on others to meet their basic needs	2. examine the role of the individual in group activities and reflect on the effectiveness of their own contributions	2. participate in, and contribute to, group activities effectively and recognize that cooperation is important
intercultural skills	3. examine the rights and responsibilities of the individual	3. recognize and respect individual differences and recognize the worth of every individual	3. accept differences in the characteristics and abilities of peers and others
future opportunities	4. identify personal strengths and areas for improvement and establish personal goals and action plans	4. identify personal strengths and areas for further development and establish personal goals and action plans	4. identify their own interests and explore future opportunities for learning and employment

### General Outcome 7

Students will explore, understand, appreciate and value Chinese culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in, and contributing to, an interdependent and multicultural global society.

## 7.4 Global Citizenship

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
responsible citizenship	1. identify examples of the rights and responsibilities of citizens	1. identify and analyze examples of the rights and responsibilities of citizens	1. identify and analyze examples of the rights and responsibilities of citizens in Canadian society
interdependence	2. explore different roles and responsibilities of group members	2. identify the impact of an individual's actions upon the group	2. identify ways in which individuals, community members and societal members are interrelated and interdependent
intercultural skills	3. explore representations of their culture as perceived by others and examine instances of societal conflict	3. explore ways in which group conflict can be resolved in Canadian society	3. identify ways in which group conflicts have been resolved in Canadian society
future opportunities	4. explore learning and work opportunities around the world	4. identify essential skills, knowledge and attitudes required for effective participation in the global workplace and marketplace	4. examine personal plans for further development of skills, knowledge and attitudes required for effective participation in the global workplace and marketplace