CHINESE LANGUAGE AND CULTURE 10-9Y, 20-9Y, 30-9Y

This program of studies is intended for students who began their study of Chinese language and culture in Grade 4. It constitutes the last three years of the articulated Chinese Language and Culture Nine-year (9Y) Program (Grade 4 to Grade 12).

PROGRAM RATIONALE

The value for Canadian society as a whole of learning the Chinese language[1] is significant and can be summarized as follows. Learning Chinese leads to:

- an increased awareness of, and sensitivity to, cultural and linguistic diversity
- an improved potential in the Canadian and global marketplace and workplace
- an enhanced role in the international community.

Apart from the common advantages related to the learning of any international language, the learning of Chinese permits an insight into the rich and varied cultures developed in the Chinese-speaking world and bestows more opportunity to communicate directly with Chinese-speaking people. The learning of Chinese develops in individuals an awareness of, and a sensitivity to, cultural and linguistic diversity. This fact, in addition to preserving cultural identity, is also a means of cultural enrichment and of fostering understanding and respect among peoples and countries. Furthermore, it gives individuals the opportunity to identify, question and challenge their own cultural assumptions, values and perspectives and to contribute positively to society. These are benefits that can be gained by all students of Chinese, regardless of their background or heritage.

For those students who already have some knowledge of the Chinese language or a family connection to the culture, learning Chinese offers an opportunity to renew contact with their language and culture and further develop their language skills.

There is significant evidence to suggest that learning another language contributes to the development of first language skills and enhances cognitive functioning. Learning a second language increases the ability to conceptualize and to think abstractly, and it fosters cognitive flexibility, divergent thinking, creativity and metalinguistic competence.

In today's world, knowledge of a second language and culture in general, and Chinese in particular, is an economic advantage, providing language and cultural skills that enable individuals to communicate and interact effectively in the global society.

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

ASSUMPTIONS

The following statements are assumptions that have guided the development of this program of studies.

- Language is communication.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning Chinese as a second language enhances the student's primary language as well as cognitive development and knowledge acquisition. This is true for students who come to the class with some knowledge of Chinese and further develop their skills in this language. This is also true for students who have no prior knowledge of Chinese and are learning it as a second or an additional language.

THE CONCEPTUAL MODEL

The aim of this program of studies is the development of communicative competence in Chinese.

Four Components

For the purposes of this program of studies, communicative competence is represented by four interrelated and interdependent components.

Applications deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate.

Language Competence addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used.

Global Citizenship aims to develop intercultural competence, with a particular focus on Chinese culture.

Strategies help students learn and communicate more effectively and more efficiently.

Each of these components is described more fully at the beginning of the corresponding section of this program of studies.

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. Their progression is not only vertical (e.g., increased proficiency) but also horizontal (e.g., broader range of applications and experience with more vocabulary, text forms, contexts and so on). The spiral also represents how language learning activities are best structured. Particular lexical fields, learning strategies or language functions, for example, are revisited at different points in the nine-year program (i.e., in different grades/courses), 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.
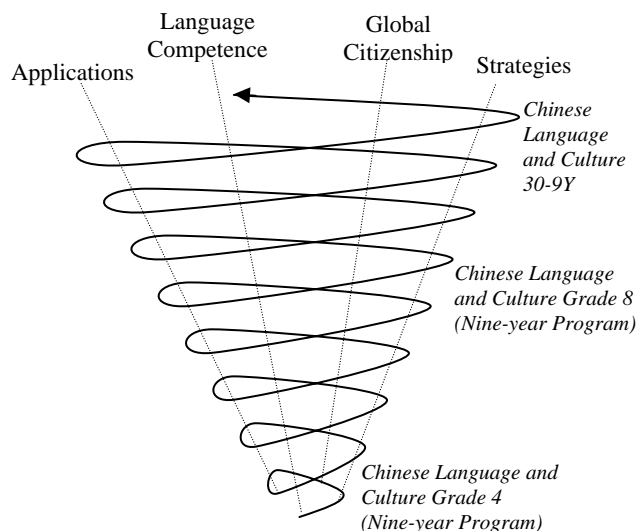
ORGANIZATION OF THE PROGRAM OF STUDIES

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for this program of studies and are based on the conceptual model outlined on the previous page.

Applications [A]
- Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

Language Competence [LC]
- Students will use Chinese **effectively** and **competently**.

Global Citizenship [GC]
- Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

Strategies [S]
- Students will know and use strategies to maximize the **effectiveness** of learning and communication.

The order in which the general outcomes are presented in this program of studies does not represent a sequential order, nor does it indicate the relative importance of each component. The general outcomes are to be implemented in an integrated manner.

Specific Outcomes

Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each course. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of outcomes will be dealt with in an integrated manner.

The specific outcomes are categorized under cluster headings, which show the scope of each of the four general outcomes. These headings are shown in the table on the following page.

The specific outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the program. However, an outcome for a particular course will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for acquisition and in the years following will broaden applications.

> **Note**: The outcomes in this program of studies require that the simplified version/form of Chinese characters be acquired by the students. However, given the reality of mixed usage, students will **not** be penalized for using traditional forms.

General Outcomes

Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.
A–1　to receive and impart information
A–2　to express emotions and personal perspectives
A–3　to get things done
A–4　to form, maintain and change interpersonal relationships
A–5　to extend their knowledge of the world
A–6　for imaginative purposes and personal enjoyment

Language Competence

Students will use Chinese **effectively** and **competently**.
LC–1　attend to form
LC–2　interpret and produce oral texts
LC–3　interpret and produce written and visual texts
LC–4　apply knowledge of the sociocultural context
LC–5　apply knowledge of how discourse is organized, structured and sequenced

Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.
GC–1　historical and contemporary elements of Chinese culture
GC–2　appreciating diversity
GC–3　personal and career opportunities

Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.
S–1　language learning
S–2　language use
S–3　general learning

Guide to Reading the Program of Studies

General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

cluster heading for specific outcomes

LC–2 interpret and produce oral texts

	Chinese Language and Culture 10-9Y	Chinese Language and Culture 20-9Y	Chinese Language and Culture 30-9Y
Students will be able to:			
LC–2.1 aural interpretation	a. understand the main points and some supporting details of lengthy oral texts on familiar topics in guided situations	a. understand the main points and some supporting details of lengthy oral texts on a variety of familiar topics in guided situations	a. understand a variety of oral texts in guided and unguided situations
LC–2.2 oral production	a. produce short oral texts on unfamiliar topics in guided situations	a. produce lengthy oral texts on familiar topics, providing some details to support the main points, in guided situations	a. produce oral texts on a variety of familiar topics
LC–2.3 interactive fluency	a. manage simple, routine interactions without undue difficulty	a. sustain lengthy interactions comprehensibly, with pauses for planning and repair	a. converse, spontaneously, on familiar topics in a variety of situations

read each page vertically for the outcomes expected at the end of each course

strand headings for specific outcomes

specific outcome statements for each course

read each page horizontally for the developmental flow of outcomes from course to course

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Applications

to express emotions
and personal perspectives

to receive and
impart information

to get things done

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

to form, maintain and change
interpersonal relationships

for imaginative purposes
and personal enjoyment

to extend their
knowledge of the world

APPLICATIONS

The specific outcomes under the heading Applications deal with **what** the students will be able to do with the Chinese language; that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate.

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are one or more strands that show the developmental flow of learning from course to course. Each strand, identified by a strand heading at the left end of a row, deals with a specific language function; e.g., share factual information. Students at any level will be able to share factual information. Beginning learners will do this in very simple ways. As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

Different models of communicative competence have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled "manage group actions" has been included to ensure that students acquire the Chinese language knowledge and skills necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The strands under the cluster heading "to extend their knowledge of the world" will accommodate a content-based approach to language learning where students learn content from another subject area as they learn the Chinese language.

The level of linguistic, sociolinguistic and discourse competence that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each course. To know how well students will be able to perform the specific function, the Applications outcomes must be read in conjunction with the Language Competence outcomes.

Applications—the situations and purposes for communication—drive this program, providing contexts for students' language and cultural learning.

A–1   to receive and impart information

	Chinese Language and Culture 10-9Y	**Chinese Language and Culture 20-9Y**	**Chinese Language and Culture 30-9Y**
	Students will be able to:		
A–1.1 share factual information	a. ask and answer questions about an informative text read or heard	a. share detailed information on a specific topic; e.g., write a report or biography	a. explain factual information for a variety of audiences, using a variety of formats

A–2   to express emotions and personal perspectives

	Students will be able to:		
A–2.1 share ideas, thoughts, opinions, preferences	a. express and explain preferences	a. express opinions and support their own opinions	a. exchange and compare opinions in a variety of situations
A–2.2 share emotions, feelings	a. compare the expression of emotions and feelings in informal situations	a. explore the expression of strong emotions and feelings in a variety of informal situations; e.g., using role-play	a. analyze and discuss the expression of emotions and feelings in both formal and informal situations

General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3   to get things done

	Chinese Language and Culture 10-9Y	**Chinese Language and Culture 20-9Y**	**Chinese Language and Culture 30-9Y**
	Students will be able to:		
A–3.1 guide actions of others	a. make and respond to suggestions and requests in formal situations	a. give and follow a complex sequence of instructions; e.g., follow a series of steps to play a game	a. persuade others in familiar situations
A–3.2 state personal actions	a. express possibility in relation to their own actions	a. express personal expectations, hopes, plans and goals	a. speculate on and predict their own future actions
A–3.3 manage group actions	a. contribute to the assessment of group activities by providing constructive feedback to group members	a. contribute to group activities by clarifying task goals, negotiating roles and suggesting procedures	a. take on a leadership role in executing small-group projects

A–4   to form, maintain and change interpersonal relationships

Students will be able to:

	Chinese Language and Culture 10-9Y	**Chinese Language and Culture 20-9Y**	**Chinese Language and Culture 30-9Y**
A–4.1 manage personal relationships	a. initiate and participate in exchanges in familiar social situations; e.g., offer and respond to congratulations, offer comfort, express regret	a. clarify misunderstandings b. make suggestions to handle conflict situations	a. initiate and engage in a range of common formal social exchanges; e.g., interview

A–5   to extend their knowledge of the world

	Chinese Language and Culture 10-9Y	Chinese Language and Culture 20-9Y	Chinese Language and Culture 30-9Y
	Students will be able to:		
A–5.1 discover and explore	a. explore connections among, and gain new insights into, familiar topics	a. explore ideas presented in a variety of ways	a. compare their own insights and understandings with those of their classmates
A–5.2 gather and organize information	a. identify key ideas and summarize	a. synthesize information from several sources b. evaluate the usefulness and reliability of sources	a. organize information to demonstrate relationships of logic
A–5.3 solve problems	a. identify key elements to solve a problem	a. apply problem-solving skills acquired in one situation to other situations	a. apply problem-solving skills to the resolution of real-life problems
A–5.4 explore opinions and values	a. understand the concept of stereotype and recognize stereotyping in a variety of situations	a. understand the concept of perspective and examine differing perspectives on an issue	a. explore underlying values in a variety of mass media

A–6   for imaginative purposes and personal enjoyment

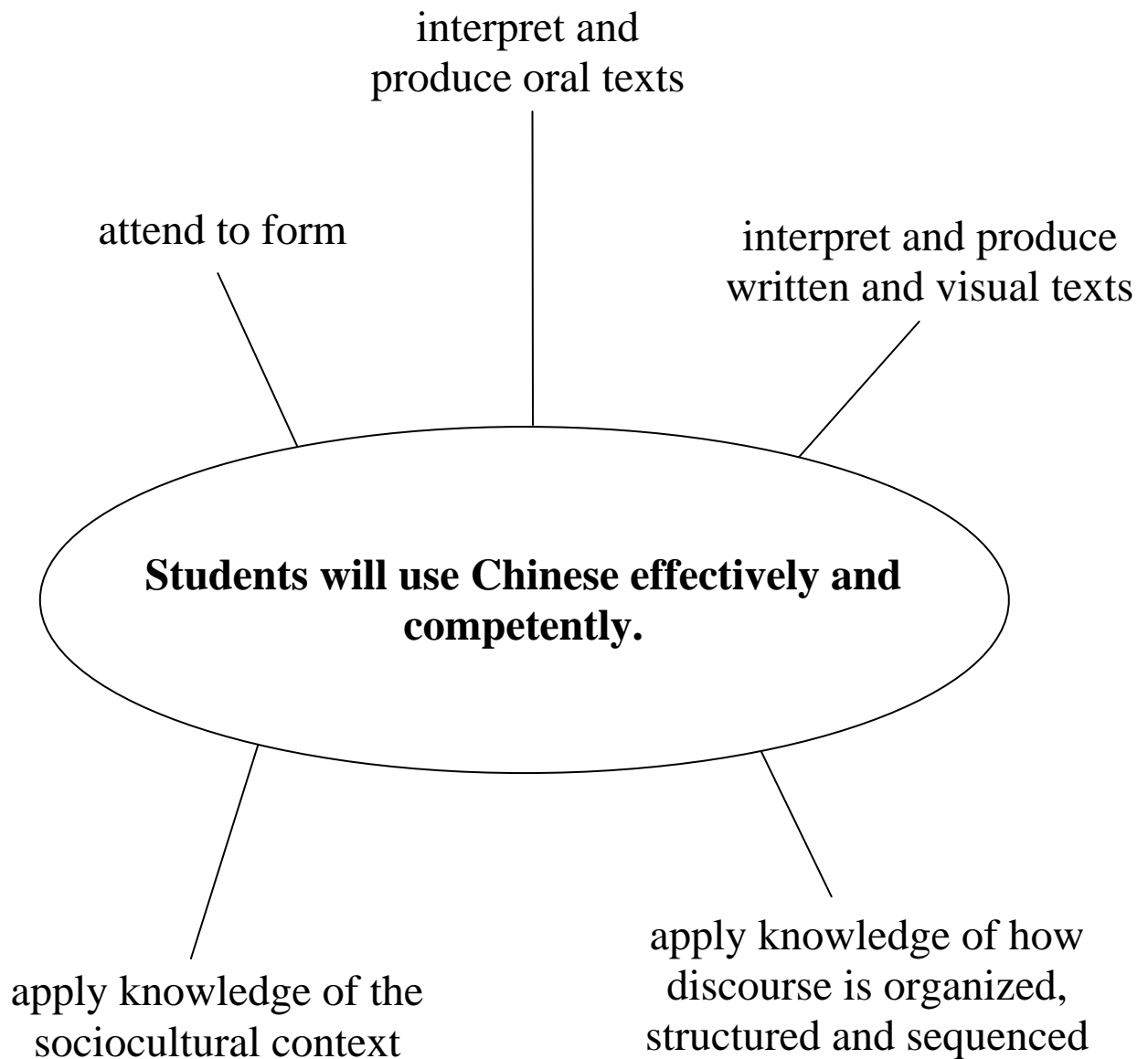|	**Chinese Language and Culture 10-9Y**	**Chinese Language and Culture 20-9Y**	**Chinese Language and Culture 30-9Y**
	Students will be able to:		
A–6.1 humour/fun	a. use the language for fun and to interpret and express humour	a. use the language for fun and to create simple humour	a. use the language for fun and to create humour
A–6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes	a. use the language creatively and for aesthetic purposes	a. use the language creatively and for aesthetic purposes
A–6.3 personal enjoyment	a. use the language for personal enjoyment	a. use the language for personal enjoyment	a. use the language for personal enjoyment

Language Competence

interpret and
produce oral texts

attend to form

interpret and produce
written and visual texts

Students will use Chinese effectively and competently.

apply knowledge of the
sociocultural context

apply knowledge of how
discourse is organized,
structured and sequenced

LANGUAGE COMPETENCE

Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence, and what might be called textual competence. The specific outcomes under Language Competence deal with knowledge of the Chinese language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes; in other words, in practical **applications**.

The various components of language competence are grouped under five cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from course to course. Each strand deals with a single aspect of language competence. For example, under the cluster heading "attend to form," there are strands for phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases) and grammatical elements (syntax and morphology).

Although the outcomes isolate these individual aspects, language competence should be developed through classroom activities that focus on meaningful uses of the Chinese language and on **language in context**. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammar structures, text forms and social conventions necessary to carry out a task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.

Note: The outcomes in this program of studies require that the simplified version/form of Chinese characters be acquired by the students. However, given the reality of mixed usage, students will **not** be penalized for using traditional forms.

LC–1 attend to form

	Chinese Language and Culture 10-9Y	**Chinese Language and Culture 20-9Y**	**Chinese Language and Culture 30-9Y**
	Students will be able to:		
LC–1.1 phonology	a. speak clearly and intelligibly in a variety of situations b. identify tone changes (tone sandhi)	a. produce the essential sounds, tones, rhythm and intonation patterns of the Chinese language, with rehearsal b. identify and use tone changes (tone sandhi)	a. produce the essential sounds, tones, rhythm and intonation patterns of the Chinese language, with rehearsal b. use tone changes (tone sandhi) appropriately
LC–1.2 orthography	a. recognize and correctly write familiar simplified or traditional words; e.g., sight words	a. recognize and correctly write simplified or traditional words used frequently	a. identify components of unfamiliar words/characters and write them down
LC–1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • environmental awareness • media • relationships • communications • any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • travel • customs and traditions • arts and literature • Canada and its resources • any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • future plans • career options • responsible citizenship • science and technology • Chinese history and culture • any other lexical fields that meet their needs and interests

(continued)

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LC–1 attend to form

Chinese Language and Culture 10-9Y	Chinese Language and Culture 20-9Y	Chinese Language and Culture 30-9Y

Students will be able to:

a. use, in modelled situations,[2] the following grammatical elements: ....

LC–1.4 grammatical elements

Measure Words for Frequency
动量词
－ 次
－ 遍
Conjunctions to Indicate Choice
选择关系连词
－ 或者 in a statement
Adverbs
副词
－ 又、再
－ 就/才
Structural Particle 地 Used After Adverbial
"地"用在状语后
－ 地

Sentence Structures
句型
－ "要 … 了"indicates that an action is going to take place soon; e.g.,
要回家了。
快要下雨了。
Sentence with a Nominal/ Adjective Predicate
名词/形容词谓语句
－ subject + nominal/adjective predicate; e.g.,
今天星期三。
交通很繁忙。

Expressions (Numerals): Percentages and Fractions
数词: 分数表示法
－ … 分之 …
－ … 其中之 …

Sentence Structures
句型
Comparative Structures
比较句型
－ 越 来 越 + adjective; e.g., 天气越来越冷。
－ 越 + verb + 越 + adjective; e.g., 他的字越写越漂亮。
Pivotal Sentences
兼语句
－ subject + verb 1 (请/使/让/叫/令) + noun/pronoun + verb 2 + object; e.g., 老师叫我发作业。
Complex Sentence Structure for Emphasis
表强调紧缩复句
－ 非 … 不可; e.g., 要拿到好成绩就非下苦功不可。

Uses of Common Complements of Direction: 起来，下去，下来
复合趋向补语: 起来，下去，下来
－ verb + 起来/下去/下来; e.g., 听完他说的笑话，大家都笑起来。
请你继续说下去。
车子渐渐停下来了。
－ adjective + 起来/下去/下来; e.g.,
每年要到五月份，这里的天气才会热起来。
要是天气一直冷下去，我们就不能再在室外运动了。
天色渐渐黑下来。

Use of 呢 *ne* to Indicate Progressive Aspect
用"呢"表示动作的进行
－ 正在 + verb + 呢; e.g., 他正在看书呢。
－ verb + 呢; e.g., 你昨天来电话的时候，我在外边跑步呢。

(continued)

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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.

(continued)

LC–1 attend to form

LC–1.4
grammatical elements

Chinese Language and Culture 10-9Y	Chinese Language and Culture 20-9Y	Chinese Language and Culture 30-9Y
Sentence Structures (continued) 句型 **Passive Voice Structure** 被动语态 – subject + 被 + "doer" (person) + verb + complement; e.g., 牛奶被哥哥喝光了。 – subject + 被 + verb + complement; e.g., 花瓶被打破了。 **Sequencing Patterns** 列举句型 – 首先 …, 其次 …, 最后 … **Sentence Pattern with Verbal Constructions in Series** 连动句 – subject + verb 1 + (object 1) + verb 2 + (object 2); e.g., 妈妈去市场买菜。 **Compound/Complex Sentence Patterns** 复句 – 如果 … 就 … – 假如 … 就 … – 一 … 就 … – 除了 … 以外/之外 … – 一边/面 …，一边/面 …	**Sentence Structures (continued)** 句型 **Compound/Complex Sentence Patterns** 复句 – 既不 … 又/也不 … – 无论 … 都 … – 只有 … 才 … – 除非 … 才 …	**Sentence Structures for Emphasis** 强调句型 – using interrogatives: • as general/indefinite pronouns; e.g., 云南省四季如春，哪里都是绿草如茵。刚出国读书的学生，什么时候都在想念家人。 • in negative rhetorical sense; e.g., 谁知道刚走出门，天就下起雨来了。

(continued)

(continued)

LC–1 attend to form

Chinese Language and Culture 10-9Y	Chinese Language and Culture 20-9Y	Chinese Language and Culture 30-9Y

Students will be able to:

b. use, in structured situations,[3] the following grammatical elements: ....

LC–1.4 grammatical elements

Measure Words
量词
– 座，台
Conjunctions to Indicate Choice
选择关系连词
– 或者 in a statement
Conjunctions to Indicate Transition
连词
– 可是
– 但是
– 不过
Prepositions
介词
– 自从
Use of 正在 to Indicate Progressive Aspect
用"正在"表示动作的进行
– 正在 + verb

Sentence Structures
句型
Comparative Structures
比较句型
– A 比 B + adjective
– A 比 B + adjective + 得多/一点
– A 不比 B + adjective
"把" Structure
"把"字句
– (subject) + "把" + object + verb + complement;
e.g., 姐姐把房间收拾干净。

Measure Words for Frequency
动量词
– 次
– 遍
Adverbs
副词
– 又、再
– 就/才
Structural Particle 地 Used After Adverbial
"地"用在状语后
– 地

Sentence Structures
句型
– "要 … 了" indicates that an action is going to take place soon; e.g.,
要回家了。
快要下雨了。
Sentence with a Nominal/Adjective Predicate
名词/形容词谓语句
– subject + nominal/adjective predicate; e.g.,
今天星期三。
交通很繁忙。

Expressions (Numerals): Percentages and Fractions
数词: 分数表示法
– … 分之 …
– … 其中之 …

Sentence Structures
句型
Comparative Structures
比较句型
– 越 来 越 + adjective;
e.g., 天气越来越冷。
– 越 + verb + 越 + adjective;
e.g., 他的字越写越漂亮。
Pivotal Sentences
兼语句
– subject + verb 1 (请/使/让/叫/令) + noun/pronoun + verb 2 + object;
e.g., 老师叫我发作业。
Complex Sentence Structure for Emphasis
表强调紧缩复句
– 非 … 不可; e.g., 要拿到好成绩就非下苦功不可。
Compound/Complex Sentence Patterns
复句
– 既不 … 又/也不 …
– 无论 … 都 …
– 只有 … 才 …
– 除非 … 才 …

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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.

(continued)

LC–1 attend to form

	Chinese Language and Culture 10-9Y	**Chinese Language and Culture 20-9Y**	**Chinese Language and Culture 30-9Y**
LC–1.4 grammatical elements	**Sentence Structures (continued)** 句型 **Sentence Indicating Location for a Duration** 处所和时间的表示方法/ 存现句 – subject + 在 + place + verb + duration **Compound Sentence Patterns** 复句 – 不但 … 而且 … – … 又 … 又 … – 不是 … 就是 … **Complex Sentence Patterns** 复句 – 虽然 … 但是 / 可是 … – 因为 … 所以 …	**Sentence Structures (continued)** 句型 **Passive Voice Structure** 被动语态 – subject + 被 + "doer" (person) + verb + complement; e.g., 牛奶被哥哥喝光了。 – subject + 被 + verb + complement; e.g., 花瓶被打破了。 **Sequencing Patterns** 列举句型 – 首先 …, 其次 …, 最后 … **Sentence Pattern with Verbal Constructions in Series** 连动句 – subject + verb 1 + (object 1) + verb 2 + (object 2); e.g., 妈妈去市场买菜。 **Compound/Complex Sentence Patterns** 复句 – 如果 … 就 … – 假如 … 就 … – 一 … 就 … – 除了 … 以外/之外 … – 一边/面 …, 一边/面 …	

General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

Chinese Language and Culture 10-9Y	Chinese Language and Culture 20-9Y	Chinese Language and Culture 30-9Y

Students will be able to:

c. use, independently and consistently,[4] the following grammatical elements: ....

LC–1.4
grammatical elements

Chinese Language and Culture 10-9Y	Chinese Language and Culture 20-9Y	Chinese Language and Culture 30-9Y
Measure Words 量词 － 架，群 **Auxiliary Verbs** 助动词/能愿动词 － 能 过 **Indicating Experience** "过"表示经验 （是）… 的 **for Emphasis/ Confirmation (Generally Past)** "（是）… 的"表强调/确认，往往表示过去完成 － 妈妈做的饭。 **Sentence Structures** 句型 **Comparative Structures** 比较句型 － A 没有 B + adjective **Interrogative Forms** 疑问词/短语 － question word structure 怎么 …? 什么时候 …? 哪年 …? 多少 …?	**Measure Words** 量词 － 座，台 **Conjunctions to Indicate Choice** 选择关系连词 － 还是 in a question － 或者 in a statement **Conjunctions to Indicate Transition** 连词 － 可是 － 但是 － 不过 **Prepositions** 介词 － 自从 **Use of 正在 to Indicate Progressive Aspect** 用"正在"表示动作的进行 － 正在 + verb **Sentence Structures** 句型 **Comparative Structures** 比较句型 － A 比 B + adjective － A 比 B + adjective + 得多/一点 － A 不比 B + adjective "把" **Structure** "把"字句 － (subject) + "把" + object + verb + complement; e.g., 姐姐把房间收拾干净。	**Measure Words for Frequency** 动量词 － 次 － 遍 **Adverbs** 副词 － 又、再 － 就/才 **Structural Particle 地 Used After Adverbial** "地"用在状语后 － 地 **Sentence Structures** 句型 － "要 … 了" indicates that an action is going to take place soon; e.g., 要回家了。 快要下雨了。 **Sentence with a Nominal/Adjective Predicate** 名词/形容词谓语句 － subject + nominal/adjective predicate; e.g., 今天星期三。 交通很繁忙。 **Passive Voice Structure** 被动语态 － subject + 被 + "doer" (person) + verb + complement; e.g., 牛奶被哥哥喝光了。 － subject + 被 + verb + complement; e.g., 花瓶被打破了。 (continued)

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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.

(continued)

LC–1 attend to form

	Chinese Language and Culture 10-9Y	**Chinese Language and Culture 20-9Y**	**Chinese Language and Culture 30-9Y**
LC–1.4 grammatical elements	Sentence Structures (continued) 句型	Sentence Structures (continued) 句型	Sentence Structures (continued) 句型

Chinese Language and Culture 10-9Y

Sentence Structures (continued)
句型

Affirmative Sentence Patterns
肯定句型
− subject + time + 在 + place + verb + object; e.g., 我昨天晚上在家里看电视。

Affirmative–Negative Question Pattern
正反疑问句
− adjective + 不 + adjective?
− (subject) + verb + 不 + verb + (object)?

不 and 没（有) to Indicate Negation
动词否定式
− (subject) + 不/没（有） + verb; e.g.,
我不去。
我没（有）去。
我不吃早饭。
我没（有）吃早饭。

Sentence with Direct and Indirect Object
直接和间接宾语句
− subject + 给 + indirect object + direct object; e.g., 他给我一本书。

Chinese Language and Culture 20-9Y

Sentence Structures (continued)
句型

Sentence Indicating Location for a Duration
处所和时间的表示方法/存现句
− subject + 在 + place + verb + duration

Compound Sentence Patterns
复句
− 不但 … 而且 …
− … 又 … 又 …
− 不是 … 就是 …

Complex Sentence Patterns
复句
− 虽然 … 但是/可是 …
− 因为 … 所以 …

Chinese Language and Culture 30-9Y

Sentence Structures (continued)
句型

Sequencing Patterns
列举句型
− 首先 …, 其次 …, 最后 …

Sentence Pattern with Verbal Constructions in Series
连动句
− subject + verb 1 + (object 1) + verb 2 + (object 2); e.g., 妈妈去市场买菜。

Compound/Complex Sentence Patterns
复句
− 如果 … 就 …
− 假如 … 就 …
− 一 … 就 …
− 除了 … 以外/之外 …
− 一边/面 …, 一边/面 …

LC–2 interpret and produce oral texts

	Chinese Language and Culture 10-9Y	Chinese Language and Culture 20-9Y	Chinese Language and Culture 30-9Y
	Students will be able to:		
LC–2.1 aural interpretation	a. understand the main points and some supporting details of lengthy oral texts on familiar topics in guided situations	a. understand the main points and some supporting details of lengthy oral texts on a variety of familiar topics in guided situations	a. understand a variety of oral texts in guided and unguided situations
LC–2.2 oral production	a. produce short oral texts on unfamiliar topics in guided situations	a. produce lengthy oral texts on familiar topics, providing some details to support the main points, in guided situations	a. produce oral texts on a variety of familiar topics
LC–2.3 interactive fluency	a. manage simple, routine interactions without undue difficulty	a. sustain lengthy interactions comprehensibly, with pauses for planning and repair	a. converse, spontaneously, on familiar topics in a variety of situations

LC–3 interpret and produce written and visual texts

	Chinese Language and Culture 10-9Y	Chinese Language and Culture 20-9Y	Chinese Language and Culture 30-9Y
	Students will be able to:		
LC–3.1 written interpretation	a. understand the main points and some supporting details of lengthy written texts on familiar topics, in guided situations	a. understand the main points and some supporting details of lengthy written texts on a variety of familiar topics, in guided situations	a. understand the main points and some supporting details of lengthy written texts on familiar topics
LC–3.2 written production	a. produce short written texts on unfamiliar topics in guided situations b. produce written texts on familiar topics, providing some details to support the main points	a. produce lengthy written texts on familiar topics, providing some details to support the main points	a. produce lengthy written texts on a variety of familiar topics, providing some details to support the main points
LC–3.3 viewing	a. propose several interpretations of the visual elements of a variety of media in guided situations	a. identify the purposes, intended audiences, messages and points of view of a variety of visual media, in guided situations	a. identify some of the techniques and conventions used in a variety of visual media, in guided and unguided situations
LC–3.4 representing	a. explore a variety of ways that meaning can be expressed through the visual elements of a variety of media, in guided situations	a. communicate thoughts, ideas and feelings for specific purposes and audiences, through a variety of visual media, in guided situations	a. communicate thoughts, ideas and feelings for specific purposes and audiences, through a variety of visual media, in guided and unguided situations

LC–4 apply knowledge of the sociocultural context

	Chinese Language and Culture 10-9Y	Chinese Language and Culture 20-9Y	Chinese Language and Culture 30-9Y
	Students will be able to:		
LC–4.1 register	a. explore differences in register between spoken and written texts	a. identify differences in register between spoken and written texts	a. adjust language to suit audience and purpose in familiar situations
LC–4.2 idiomatic expressions	a. recognize influences on idiomatic expressions; e.g., region, age, occupation	a. explore idiomatic expressions in contemporary popular culture	a. use familiar idiomatic expressions in a variety of contexts
LC–4.3 variations in language	a. recognize other influences resulting in variations in language; e.g., office held by the speaker, his or her social status	a. identify some common regional or other variations in language	a. accept variations in language b. incorporate variations in their own language interactions
LC–4.4 social conventions	a. interpret and use appropriate oral forms of address with a variety of audiences; e.g., use suitable language to engage listeners' attention when beginning to speak	a. interpret and use appropriate written forms of address in a variety of contexts	a. use key social conventions in a variety of contexts; e.g., interrupt politely in a conversation
LC–4.5 nonverbal communication	a. recognize a variety of nonverbal communication techniques in a variety of contexts	a. use nonverbal communication techniques in a variety of contexts	a. use nonverbal communication techniques in a variety of contexts

LC–5 apply knowledge of how discourse is organized, structured and sequenced

	Chinese Language and Culture 10-9Y	Chinese Language and Culture 20-9Y	Chinese Language and Culture 30-9Y
	Students will be able to:		
LC–5.1 cohesion/ coherence	a. interpret texts that use patterns involving time or chronological sequencing	a. use a variety of references within texts; e.g., pronouns, space and time references	a. use appropriate words and phrases to show a variety of relationships within texts; e.g., 但是，除非，虽然
LC–5.2 text forms	a. use a variety of familiar text forms and media in their own productions; e.g., brochures, advertisements, reports, poems, stories	a. recognize a variety of text forms in a variety of media; e.g., short stories, films, plays, magazine articles	a. understand how texts are organized for various purposes in different media
LC–5.3 patterns of social interaction	a. combine simple social interaction patterns to perform complex transactions and interactions; e.g., request goods/services	a. combine simple social interaction patterns to perform complex transactions and interactions; e.g., suggestion–accept/decline– persuade/negotiate	a. use a range of simple social interaction patterns flexibly to deal with transactions and interactions

Global Citizenship

historical and contemporary
elements of Chinese culture

appreciating diversity

**Students will acquire
the knowledge, skills and attitudes
to be effective global citizens.**

personal and career opportunities

GLOBAL CITIZENSHIP

The learning outcomes for Global Citizenship deal with the development of intercultural competence, encompassing some of the knowledge, skills and attitudes that students need in order to be effective global citizens. The concept of global citizenship encompasses citizenship at all levels, from the local school and community to Canada and the world.

The various components of global citizenship are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from course to course. Each strand deals with a single aspect of intercultural competence. For example, under the cluster heading "historical and contemporary elements of Chinese culture," there are strands for accessing/analyzing cultural knowledge, knowledge of Chinese culture, applying cultural knowledge, diversity within Chinese culture and valuing Chinese culture.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one's own culture is acquired over a lifetime. Cultures change over time. Within any national group, there may be a dominant culture or cultures and a number of additional cultures. Rather than simply developing a bank of knowledge about Chinese culture, it is more important for students to develop skills in accessing and understanding information about culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the culture they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The "appreciating diversity" heading covers knowledge, skills and attitudes that are developed as a result of bringing other languages and cultures into relationship with one's own. There is a natural tendency when learning a new language and culture to compare it with what is familiar. Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates, who may have a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.

Global Citizenship

GC–1 historical and contemporary elements of Chinese culture

	Chinese Language and Culture 10-9Y	**Chinese Language and Culture 20-9Y**	**Chinese Language and Culture 30-9Y**
	Students will be able to:		
GC–1.1 accessing/analyzing cultural knowledge	a. organize and represent information about elements of Chinese culture in a variety of ways	a. analyze information about elements of Chinese culture	a. evaluate sources of information on Chinese culture; e.g., the media
GC–1.2 knowledge of Chinese culture	a. explore and identify elements of Chinese culture; e.g., cultural values, attitudes and interests of people their own age in Chinese culture	a. explore and identify elements of Chinese culture; e.g., emblems and markers of national identity and their influence on contemporary ways of life and on cultural values	a. identify and analyze some elements of Chinese culture; e.g., social and political institutions and their influence on contemporary ways of life and on cultural values
GC–1.3 applying cultural knowledge	a. apply knowledge of elements of Chinese culture, derived from a variety of sources, to interpret behaviours and texts	a. apply knowledge of elements of Chinese culture to enhance interpersonal relations in familiar contexts and to interpret texts	a. apply knowledge of elements of Chinese culture to enhance interpersonal relations in a variety of contexts and to interpret texts; e.g., the meaning of culturally significant terms in authentic texts
GC–1.4 diversity within Chinese culture	a. apply knowledge of diverse elements of Chinese culture, derived from a variety of sources, to interpret behaviours and texts	a. apply knowledge of diverse elements of Chinese culture to enhance interpersonal relations in familiar contexts and to interpret texts; e.g., different social classes	a. apply knowledge of diverse elements of Chinese culture to enhance interpersonal relations in a variety of contexts and to interpret texts; e.g., the role of minorities
GC–1.5 valuing Chinese culture	a. seek out opportunities to interact with members of the Chinese community	a. seek out opportunities to promote Chinese culture; e.g., participate in local cultural celebrations	a. seek out and use opportunities to enter into contact with individuals from a range of social groups within Chinese culture b. appreciate and value the contributions of the Chinese culture

General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2   appreciating diversity

	Chinese Language and Culture 10-9Y	Chinese Language and Culture 20-9Y	Chinese Language and Culture 30-9Y
	Students will be able to:		
GC–2.1 awareness of own language(s)	a. identify aspects of their personal style in both speech and writing	a. analyze ways in which their own language(s) and Chinese are similar and different; e.g., text forms	a. analyze various ways in which their own language(s) and Chinese are similar and different; e.g., grammatical structures, social conventions
GC–2.2 general language knowledge	a. describe ways languages evolve over time and provide reasons for this evolution	a. explore factors that influence the status of languages	a. demonstrate an understanding of the systematic nature of language
GC–2.3 awareness of own culture	a. identify ethnocentric elements in texts from their own culture	a. explore ways in which their own culture and other cultures are similar and different	a. analyze ways in which their own culture and other cultures are similar and different
GC–2.4 general cultural knowledge	a. describe some causes of breakdown in communication and of misunderstanding when communicating with people from an unfamiliar culture	a. identify some of the ways that cultures evolve over time	a. identify some of the ways that individuals acquire their cultural identity/identities and participate in their society
GC–2.5 valuing diversity	a. seek out opportunities to interact with people from various cultures	a. recognize contributions to human understanding and well-being made by people from a variety of cultures	a. recognize the intrinsic value of cultural and linguistic diversity for themselves and for the global society
GC–2.6 intercultural skills	a. use a variety of strategies for dealing with breakdowns in communication and with misunderstandings when encountering an unfamiliar culture	a. identify ethnocentric perspectives in a text or an event and explain their origins	a. view a situation from more than one perspective
			b. identify and use a variety of strategies for enhancing interactions with people from a different culture

GC–3   personal and career opportunities

	Chinese Language and Culture 10-9Y	**Chinese Language and Culture 20-9Y**	**Chinese Language and Culture 30-9Y**
Students will be able to:			
GC–3.1 Chinese language and culture	a. explore opportunities for further education related to the Chinese language and culture	a. explore careers in which knowledge of the Chinese language and culture can be applied	a. explore applications of the Chinese language and culture in the global workplace
GC–3.2 cultural and linguistic diversity	a. explore opportunities for further education related to languages and cultures	a. explore careers in which knowledge of an additional language and intercultural skills can be applied	a. explore applications of language and culture learning in the global community

Strategies

language learning

language use

Students will know and use strategies
to maximize the effectiveness
of learning and communication.

general learning
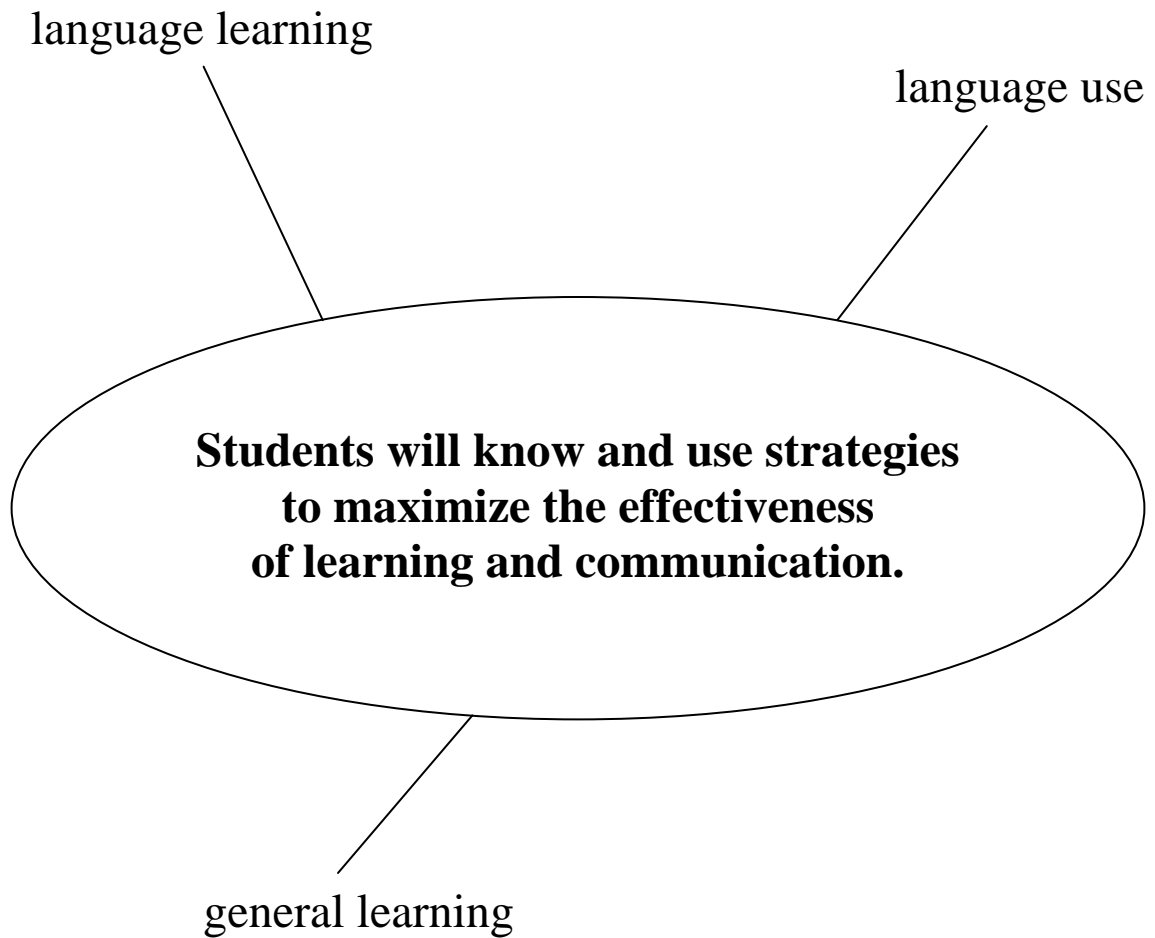
STRATEGIES

Under the Strategies heading are specific outcomes that will help students learn and communicate more **effectively**. Strategic competence has long been recognized as an important component of communicative competence. In the early stages of language learning, when proficiency is low, learning outcomes deal with compensation and repair strategies. The learning outcomes that follow deal with language learning, language use and general learning strategies for young adult learners in later stages of language learning. Although people may use strategies unconsciously, the learning outcomes deal with the **conscious use** of strategies.

The strategies are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there is a single strand followed by three sets of examples that allow students to develop, choose and apply strategies from course to course. Each strand deals with three general categories of strategies. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are categorized 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 course. Consequently, the specific outcomes describe the students' knowledge of, and ability to use, general types of strategies.

Specific strategies for each general category or type are included as examples. The examples provided **are not prescriptive, nor are they exhaustive,** but they are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Strategies for senior high school students are focused, encouraging student participation and active learning. They are personal, meaningful and relevant for students. Students will:

- learn a new strategy
- practise it
- identify those strategies they consider most useful
- become independent users of strategies that prove successful.

The teacher's role is to model, advocate, guide, support and celebrate success. Teachers need to know and be able to demonstrate a broad range of strategies from which students are 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.

Because senior high school students in the Chinese Language and Culture Nine-year Program will have had experience with various strategies in previous years (grades 4–9), teachers will assist students in selecting strategies that are appropriate for their learning styles, skill levels and age.

By Grade 12, students will be able to use their preferred strategies appropriately and effectively to enhance their language learning, language use and general learning.

General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1   language learning

	Chinese Language and Culture 10-9Y	Chinese Language and Culture 20-9Y	Chinese Language and Culture 30-9Y
	Students will be able to:		
S–1.1 cognitive, metacognitive, social/affective	a. identify and use cognitive, metacognitive and social/affective strategies to enhance language learning in a variety of situations	a. select and use appropriate cognitive, metacognitive and social/affective strategies to enhance language learning in a variety of situations	a. use cognitive, metacognitive and social/affective strategies appropriately and effectively to enhance language learning

*Examples of **cognitive language learning strategies**:*

- listen attentively
- incorporate new vocabulary or sentence patterns
- commit to memory new words by repeating them silently or aloud
- repeat words or phrases in the course of performing a language task
- seek the precise term to express meaning
- place new words or expressions in a context to make them easier to remember
- associate new words or expressions with familiar ones
- maintain a private language learning journal
- perceive and note in a personal journal or dictionary any unknown words and expressions, noting also their context and function
- use mental images to remember new information
- look for patterns and relationships; e.g., structures, meaning
- use graphic organizers to make information easier to understand and remember; e.g., word maps, mind maps, diagrams, charts
- group together sets of things—vocabulary, structures—that have similar characteristics
- experiment with various elements of the language
- identify similarities and differences between aspects of Chinese and your own language(s)
- use previously acquired knowledge to facilitate a learning task
- find information by using reference materials such as dictionaries, textbooks, grammars and online resources or by seeking out Chinese speakers (family members, friends, community members)
- use available technological aids that support language learning
- use induction to generate rules governing language use

*Examples of **metacognitive language learning strategies**:*

- decide in advance to attend to the learning task
- make a plan in advance about how to approach a language learning task
- set realistic, achievable and appropriate goals
- listen or read for key words
- decide in advance to attend to specific aspects of input
- know how strategies may enable comprehension of texts containing unknown elements
- rehearse or role-play language
- recognize the potential of learning through direct exposure to the language
- seek opportunities inside and outside of class to practise and observe
- check copied writing for accuracy
- monitor speech and writing to check for and correct persistent errors
- reflect on learning tasks with the guidance of the teacher
- reflect on the listening, speaking, reading and writing process
- evaluate your performance or comprehension at the end of a task
- accept suggestions for improvement
- reflect on the task at hand, identify potential problems that may hinder successful completion of the task, and brainstorm/create a list of possible solutions to use before working on the task and at various stages during the task
- experience various forms of language acquisition, and identify one or more you consider to be particularly useful personally
- make choices about how you learn best
- understand that language learning is a lifelong process

*Examples of **social/affective language learning strategies**:*

- understand that making mistakes is a natural part of language learning
- be willing to take risks and to try unfamiliar tasks and approaches
- continue to explore ways to reduce anxiety and increase your level of comfort and self-confidence in using the language in a variety of situations
- initiate or maintain interaction with others; e.g.,
  – observe and imitate Chinese speakers
  – participate in shared reading experiences
  – invite native speakers from the community to be guests in the class
  – seek opportunities outside of class to interact with community members
  – work cooperatively with peers in small groups
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- work with others to solve problems and get feedback on tasks
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- repeat new words and expressions occurring in your conversations, and make use of these new words and expressions as soon as appropriate
- reread familiar self-chosen texts to enhance understanding and enjoyment
- provide personal motivation by arranging your own rewards when successful
- learn from/with peers

S–2   language use

	Chinese Language and Culture 10-9Y	Chinese Language and Culture 20-9Y	Chinese Language and Culture 30-9Y
	Students will be able to:		
S–2.1 interactive, interpretive, productive	a. identify and use interactive, interpretive and productive strategies to enhance language use in a variety of situations	a. select and use appropriate interactive, interpretive and productive strategies to enhance language use in a variety of situations	a. use interactive, interpretive and productive strategies appropriately and effectively in a variety of situations to enhance language use

*Examples of **interactive language use strategies**:*

- interpret and use a variety of nonverbal cues to communicate
- ask for clarification or repetition when you do not understand; e.g., 麻烦您再解释一下，请您再重复一遍
- ask follow-up questions to check for understanding; e.g., 您明白我的意思吧？
- indicate lack of understanding of Chinese text/expressions through questions posed in Chinese; e.g., 不好意思，您的意思是 … 吗？
- use a simple word similar to the concept to convey, and invite correction; e.g.,"保护羊的狗"for "牧羊犬"
- ask for confirmation that a form used is correct; e.g., 这么说对不对？
- use circumlocution to compensate for lack of vocabulary; e.g.,"挂衣服的东西"for "衣架"
- repeat part of what someone has said to confirm mutual understanding
- use other speakers' words in subsequent interactions
- assess feedback from a conversation partner to recognize when a message has not been understood
- self-correct if errors lead to misunderstandings; e.g., 我的本意是 …
- invite others into the discussion; e.g., 您也谈谈您的想法吧。
- summarize the point reached in a discussion to help focus the talk
- use suitable phrases to intervene in a discussion; e.g., 不好意思，我插句话 …
- start again, using a different tactic, when communication breaks down; e.g., 换句话说，…

(continued)

*Examples of **interpretive language use strategies**:*

- note gestures, intonation and visual supports that aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations and prediction strategies to aid reading comprehension
- determine the purpose of listening, viewing or reading
- listen or look for key words
- listen selectively or read selectively based on purpose
- use knowledge of the radical system to aid reading comprehension
- use key content words or discourse markers to follow an extended text
- infer probable meanings of unknown words or expressions from contextual clues
- reread several times to understand complex ideas
- use skimming and scanning to locate key information in texts
- summarize information gathered
- assess your information needs before listening, viewing or reading
- make predictions about what you expect to hear or read based on prior knowledge and personal experience
- prepare questions or a guide to note information found in a text

*Examples of **productive language use strategies**:*

- use nonverbal means to communicate
- use songs, rhyming schemes, word games, tongue twisters, acronyms and poetry in fun ways
- use familiar repetitive patterns from stories, songs or media
- incorporate newly modelled words/expressions
- use learned lexical items (words and expressions) and structures (grammatical elements and syntax) to create and give effective presentations
- use knowledge of sentence patterns to form new sentences
- use illustrations to provide detail when producing your own texts
- take notes in Chinese when reading or listening to assist in producing your own text
- paraphrase and summarize texts
- use a variety of resources to correct texts
- use resources such as an English–Chinese dictionary or a Chinese dictionary (现代汉语词典) to increase vocabulary
- edit and proofread the final version of a text
- use various techniques to explore ideas at the planning stage, such as brainstorming, word webs, flowcharts, or keeping a notebook or log of ideas
- use the steps of the writing process: prewriting (gathering ideas, planning the text, researching, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

	Chinese Language and Culture 10-9Y	**Chinese Language and Culture 20-9Y**	**Chinese Language and Culture 30-9Y**
	Students will be able to:		
S–3.1 cognitive, metacognitive, social/affective	a. identify and use cognitive, metacognitive and social/affective strategies to enhance general learning in a variety of situations	a. select and use appropriate cognitive, metacognitive and social/affective strategies to enhance general learning in a variety of situations	a. use cognitive, metacognitive and social/affective strategies appropriately and effectively to enhance general learning

*Examples of **cognitive general learning strategies**:*

- classify objects and ideas according to their attributes; e.g., sports played/watched, indoor/outdoor activities, types of summer jobs
- connect what you already know to what is being learned
- write down key words and concepts in abbreviated form
- use previously acquired knowledge or skills to assist with a new learning task
- identify patterns, e.g., grammar, sentence patterns, to create your own text (oral, written)
- use graphic organizers to make information easier to understand and remember; e.g., word maps, mind maps, diagrams, charts
- use mental images to remember new information
- experiment with, and concentrate on, one thing at a time
- formulate key questions to guide research
- distinguish between fact and opinion when using a variety of sources of information
- make inferences, and identify and justify the evidence on which these inferences are based
- seek information through a network of sources, including libraries, online resources, individuals and agencies

(continued)

*Examples of **metacognitive general learning strategies**:*

- identify your needs and interests
- take responsibility for planning, monitoring and evaluating your learning experiences
- make a plan in advance about how to approach a task
- divide an overall learning task into a number of subtasks
- work with others to monitor your learning
- develop criteria for evaluating your work
- choose from among learning options
- discover how your efforts can affect learning
- reflect on learning tasks
- reflect upon your thinking processes and how you learn
- reflect on time management for effective learning
- manage your physical working environment

*Examples of **social/affective general learning strategies**:*

- follow your natural curiosity and intrinsic motivation to learn
- choose learning activities that enhance understanding and enjoyment
- be willing to take risks and to try unfamiliar tasks and approaches
- be encouraged to try, even though you might make mistakes
- monitor your level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., positive self-talk or seeking advice/encouragement
- use positive thinking and/or self-talk as a way to persevere on a difficult task
- participate in cooperative group learning tasks
- use social interaction skills to enhance group learning activities
- seek help from others
- take part in group decision-making processes
- participate in and/or initiate group problem-solving processes
- observe and imitate the successful learning strategies of others
- use support strategies to help peers persevere at learning tasks