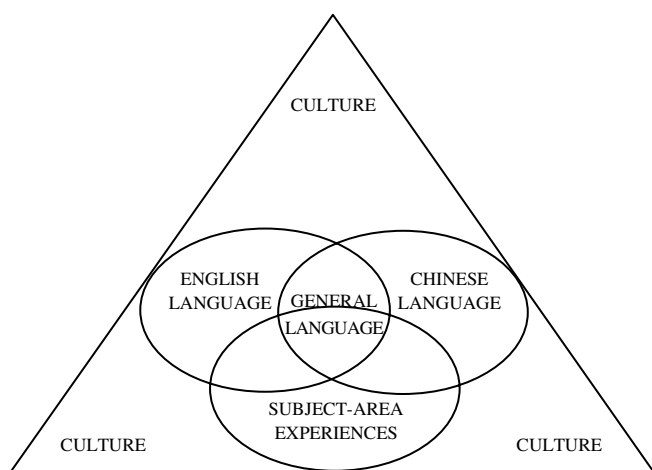

CHINESE LANGUAGE ARTS 10–20–30

INTRODUCTION

Chinese¹ language arts is an integral part of Chinese bilingual programming. The Chinese Language Arts 10–20–30 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.



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 10–20–30 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 10–20–30 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

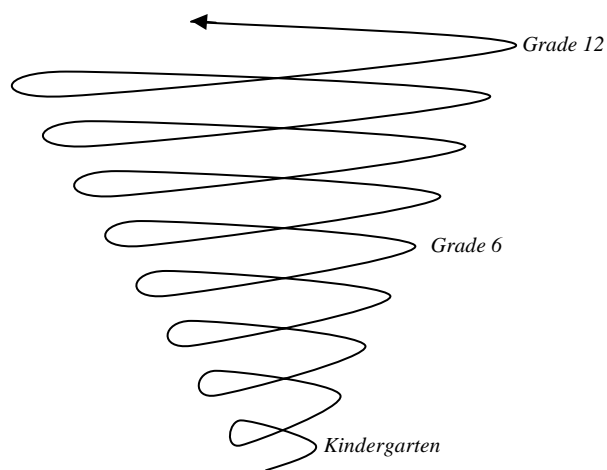
Language and culture are intensely intertwined. Language is a primary means by which cultural information is transmitted; culture influences linguistic form and content. Students in Chinese bilingual programming bring to their program a range of cultural backgrounds and experiences. The Chinese Language Arts 10–20–30 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 10–20–30 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 10–20–30 Program of Studies provides a progression of specific outcomes across the three senior high school courses: Chinese Language Arts 10, Chinese Language Arts 20 and Chinese Language Arts 30. Most often, the outcomes reflect a progression of development intended to match the developmental stages of students. The specific outcomes for each

course reflect the knowledge, skills and attitudes that students are expected to achieve by the end of the course. Students are expected to demonstrate the specific outcomes for the current course and build upon their prior knowledge and skills from previous grades/courses.

The Chinese Language Arts 10–20–30 program is intended for those who have studied Chinese language arts in Kindergarten to Grade 9.

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 10–20–30 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 course, 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 10–20–30 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 10–20–30 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

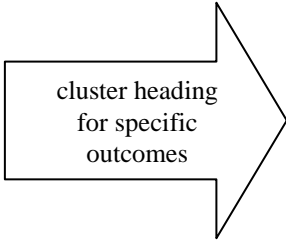
Each general outcome includes specific outcomes that students are to achieve by the end of each course. Specific outcomes are grouped under cluster headings within each of the seven general outcomes. The specific outcomes are further categorized by strands identified in the left margin. Specific descriptions are then provided in each specific outcome for each course.

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 course 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*

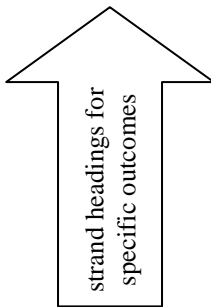
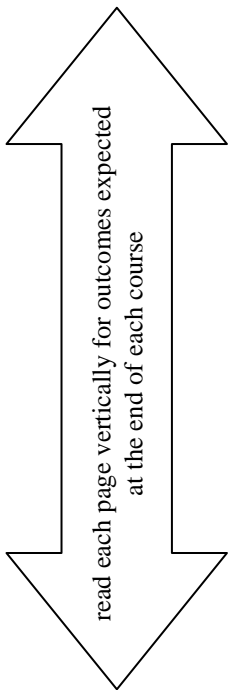
Chinese Language Arts 10

Chinese Language Arts 20

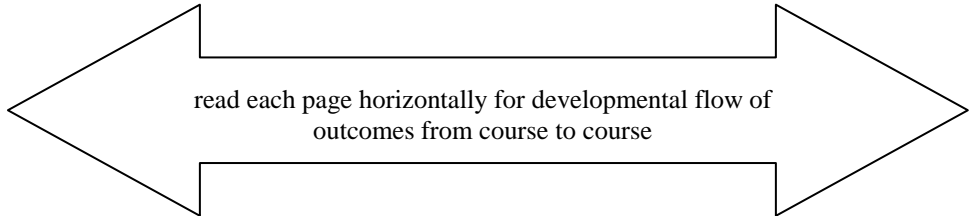
Chinese Language Arts 30

Students will be able to:

- | | | | |
|----------------|--|---|--|
| generate ideas | 1. examine ideas from personal experiences and other sources to focus a topic | 1. generate, evaluate and select ideas to achieve personal communication purposes | 1. consider personal needs and topic, purpose and audience when generating, evaluating and selecting ideas |
| choose forms | 2. use a variety of forms to match content, audience and purpose | 2. use and adapt a variety of forms to match content, audience and purpose | 2. use a variety of forms appropriate to identified content, audience and purpose |
| organize ideas | 3. experiment with more than one organizational structure for their own oral, print, visual and multimedia texts | 3. use organizational structures and techniques encountered in listening, reading and viewing experiences to enhance their own oral, print, visual and multimedia texts | 3. organize oral, print, visual and multimedia texts to achieve specific purposes |



specific outcome statements for each course



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 course 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

	Chinese Language Arts 10	Chinese Language Arts 20	Chinese Language Arts 30
	<i>Students will be able to:</i>		
express ideas	1. question and reflect on their own and others' responses and interpretations and apply a variety of viewpoints to diverse situations or circumstances	1. summarize ideas, observations and opinions of themselves and others	1. speculate on the impact of various ideas, observations and opinions
consider others' ideas	2. seek information to add to current understanding	2. reformulate personal understanding and interpretations	2. discuss personal understanding and interpretations
experiment with language and forms	3. expand self-expression in oral, print and visual forms	3. expand use of oral, print and visual forms for self-expression	3. expand forms and perspectives of self-expression
express preferences	4. explore a variety of texts and genres by various writers, artists, storytellers and filmmakers	4. explain personal preferences for a variety of texts and genres by various writers, artists, storytellers and filmmakers	4. analyze personal preferences for a variety of texts and genres by various writers, artists, storytellers and filmmakers
set goals	5. demonstrate confidence and open-mindedness in personal language learning and use in a variety of formal and informal contexts	5. demonstrate self-direction and self-appraisal in language learning and use	5. demonstrate self-direction and self-appraisal in language learning and use and recognize themselves as lifelong learners

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

	Chinese Language Arts 10	Chinese Language Arts 20	Chinese Language Arts 30
	<i>Students will be able to:</i>		
develop understanding	1. examine connections between new and prior knowledge and ideas to clarify understanding for themselves and others	1. examine and establish connections between new and prior knowledge, ideas and experiences to clarify and enhance understanding	1. analyze connections between new and prior knowledge, ideas and experiences to clarify and enhance understanding
explain opinions	2. examine changing personal viewpoints	2. reflect on changing personal viewpoints and anticipate possible consequences	2. reflect critically on changing viewpoints and identify questions and ideas that merit further thought or reflection
combine ideas	3. develop a repertoire of organizational structures to clarify ideas and information and to bring order to their own thinking	3. expand their repertoire of organizational structures to clarify ideas and information and to bring order to their own thinking	3. use a variety of organizational structures to clarify ideas and information and to bring order to their own thinking
extend understanding	4. ask questions to interpret, evaluate and reflect on ideas and information	4. ask questions to explore divergent viewpoints	4. examine and interpret alternative perspectives and arrive at and articulate new 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

	Chinese Language Arts 10	Chinese Language Arts 20	Chinese Language Arts 30
	<i>Students will be able to:</i>		
prior knowledge	1. examine and explain connections between diverse experiences, prior knowledge and textual materials	1. analyze and justify connections between diverse experiences, prior knowledge and textual materials	1. integrate and synthesize diverse experiences, prior knowledge and a variety of materials
comprehension strategies	2. apply comprehension strategies appropriate to the type of text and purpose and enhance understanding by rereading and discussing relevant passages	2. apply and adjust strategies for comprehending a variety of texts and use a personal repertoire of strategies to monitor understanding	2. apply and adjust strategies for comprehending a variety of texts and determine the accuracy of understanding through paraphrasing and summarizing ideas
textual cues	3. use a variety of textual cues and prominent organizational patterns within texts to negotiate meaning	3. use a variety of textual cues and prominent organizational patterns within texts to construct meaning and interpret texts	3. use a variety of textual cues and prominent organizational patterns within texts to confirm meaning and interpret texts
cueing systems	4. use syntactic, semantic and graphophonic cueing systems to construct and confirm meaning and to interpret texts	4. use a variety of syntactic, semantic and graphophonic cueing systems to construct and confirm meaning and to interpret texts	4. use appropriate syntactic, semantic and graphophonic cueing systems 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

	Chinese Language Arts 10	Chinese Language Arts 20	Chinese Language Arts 30
	<i>Students will be able to:</i>		
experience various texts	1. experience texts from a variety of genres and cultural traditions and explain interpretations of texts	1. experience texts from a variety of genres and cultural traditions and explain various interpretations of the same text	1. experience a range of texts from a variety of genres and cultural traditions and consider alternative interpretations and evaluations
connect self, texts and culture	2. compare the portrayals of people, events or perspectives in a variety of oral, print, visual and multimedia texts	2. compare the themes portrayed in a variety of oral, print, visual and multimedia texts	2. compare and understand the themes and values portrayed in a variety of oral, print, visual and multimedia texts
appreciate the artistry of texts	3. discuss how word choice and supporting details in oral, print, visual and multimedia texts affect purpose and audience	3. examine how word choice in oral, print, visual and multimedia texts alters and enhances mood or meaning and affects audience	3. analyze how word choice and visual images in oral, print, visual and multimedia texts create a composite meaning and effect

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

	Chinese Language Arts 10	Chinese Language Arts 20	Chinese Language Arts 30
<i>Students will be able to:</i>			
forms and genres	1. identify various oral, print, visual and multimedia forms and genres	1. recognize unique characteristics of a variety of oral, print, visual and multimedia forms and genres	1. understand how choice of genre and form affects themes and audience response
techniques and elements	2. examine how plot, character and setting contribute to an overall theme and recognize the effectiveness of techniques used in oral, print, visual and multimedia texts	2. analyze how plot, character, setting and mood enhance meaning and evaluate the effectiveness of techniques used in oral, print, visual and multimedia texts	2. evaluate how elements and techniques are combined to achieve the artist's purpose and desired effect
vocabulary	3. recognize variations in language use in different situations and contexts	3. differentiate the proper use of slang, colloquialism and jargon	3. recognize the derivation of language and the role of culture and invention in word creation and usage; e.g., computer terminology—interface, mainframe, laptop
experiment with language	4. recognize ways in which creative uses of language influence thought, emotion and meaning	4. analyze ways in which creative uses of language develop a personal style	4. evaluate ways in which creative uses of language develop a personal style and evaluate the effectiveness of different techniques and devices
create original texts	5. create original texts, such as autobiographies, audio or video presentations and photo essays, to communicate and demonstrate understanding of forms and techniques	5. create original texts, such as multimedia presentations and personal compositions, to communicate and demonstrate understanding of forms and techniques	5. create original texts, such as editorials, plays and displays, to communicate and 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

	Chinese Language Arts 10	Chinese Language Arts 20	Chinese Language Arts 30
	<i>Students will be able to:</i>		
personal knowledge and experience	1. examine their own experience and information and that of others to identify topic interests	1. use their own experience and that of others and reflect on the depth of knowledge and information needed to determine a focus for inquiry or research	1. examine personal understanding and knowledge to determine topic interests, identify gaps in knowledge and identify inquiry or research objectives
ask questions	2. develop focused inquiry or research questions to anticipate personal and audience needs on a topic	2. formulate and adjust inquiry or research questions to focus a topic and purpose	2. develop effective, focused inquiry or research questions
participate in group inquiry	3. collaborate to identify group knowledge base and determine inquiry or research topic focus	3. reflect on the depth of the group knowledge and information base to determine the information needed and the focus for inquiry or research	3. examine group understanding and knowledge to determine topic interests, identify gaps in knowledge and set inquiry or research objectives
create and follow a plan	4. prepare, use and adjust an inquiry or research plan as needed to access relevant information and ideas independently using a variety of methods	4. prepare, use and revise an inquiry or research plan and locate, access and record relevant information from a variety of sources	4. prepare, use and revise an inquiry or research plan and locate, access, evaluate and select relevant information independently from a variety of 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

	Chinese Language Arts 10	Chinese Language Arts 20	Chinese Language Arts 30
<i>Students will be able to:</i>			
identify personal and peer knowledge	1. access, record and appraise personal and peer knowledge on an inquiry or research topic and initiate inquiry or research, using pre-established criteria	1. access, record and appraise personal and peer knowledge on an inquiry or research topic and focus the inquiry or research according to pre-established organization of the project	1. evaluate personal and peer knowledge of a topic and extend project design to generate additional knowledge and ideas
identify sources	2. identify a range of information sources to satisfy inquiry or research needs	2. identify a range of diverse information sources on an inquiry or research topic	2. identify a range of diverse forms of information sources to satisfy information needs
evaluate sources	3. evaluate the reliability and credibility of information sources	3. evaluate the quality of information sources and perspectives for a particular inquiry or research plan	3. evaluate potential information sources for breadth, depth and accessibility
access information	4. expand and use a variety of skills to access information and ideas from a variety of sources	4. use a combination of information retrieval knowledge and skills for particular topics and purposes	4. use information retrieval knowledge and skills to access and clarify information and use strategies to accomplish a task based on the time available and the depth of the topic
make sense of information	5. identify a variety of factors that affect meaning and use effective listening, reading and viewing techniques	5. identify and analyze a variety of factors that affect meaning; skim and scan for required information and use effective listening, reading and viewing techniques	5. identify and analyze a variety of factors that affect meaning and listen, read and view actively for themes, main ideas and supporting details of speakers and writers

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

	Chinese Language Arts 10	Chinese Language Arts 20	Chinese Language Arts 30
	<i>Students will be able to:</i>		
organize information	1. organize and reorganize information and ideas in a variety of forms for different purposes	1. demonstrate flexibility and independence in organizing information and ideas, using a variety of strategies	1. organize information and ideas according to topic, purpose, form of presentation and final product
record information	2. record information and ideas, using a variety of organizational structures appropriate to purpose, and reference sources	2. record and summarize facts and information from a variety of sources and reference these sources	2. record and summarize information and perspectives from a variety of sources and presentation forms, and reference sources
evaluate information	3. evaluate collected information for completeness, relevance and currency and address information gaps	3. evaluate collected information for accuracy and effectiveness	3. evaluate collected information for completeness, accuracy, currency, relevance and effectiveness for particular forms, audiences and purposes
develop new understanding	4. integrate new information with prior knowledge to form new ideas	4. examine a variety of perspectives and consider alternative methods of reaching inquiry or research goals	4. evaluate the contribution of new information to personal knowledge base and reflect on the implications of inquiry or research methods and conclusions

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*

	Chinese Language Arts 10	Chinese Language Arts 20	Chinese Language Arts 30
	<i>Students will be able to:</i>		
generate ideas	1. examine ideas from personal experiences and other sources to focus a topic	1. generate, evaluate and select ideas to achieve personal communication purposes	1. consider personal needs and topic, purpose and audience when generating, evaluating and selecting ideas
choose forms	2. use a variety of forms to match content, audience and purpose	2. use and adapt a variety of forms to match content, audience and purpose	2. use a variety of forms appropriate to identified content, audience and purpose
organize ideas	3. experiment with more than one organizational structure for their own oral, print, visual and multimedia texts	3. use organizational structures and techniques encountered in listening, reading and viewing experiences to enhance their own oral, print, visual and multimedia texts	3. organize oral, print, visual and multimedia texts to achieve specific purposes

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

	Chinese Language Arts 10	Chinese Language Arts 20	Chinese Language Arts 30
<i>Students will be able to:</i>			
appraise own and others' work	1. share their own work in a variety of forums and respond to their own work and the work of others, using pre-established criteria	1. share their own work in a variety of forums and appraise their own work and the work of others	1. share their own work in a variety of forums and respond to and appraise the effectiveness of their own work and that of others
revise content	2. revise work to enhance meaning and clarity	2. revise work to enhance effectiveness	2. recognize and apply a variety of communication styles appropriate for different purposes and use appropriate language in context
enhance legibility	3. use desktop publishing to adapt, combine and create documents	3. use a combination of technological and non-technological forms to create multimedia presentations and documents	3. use a combination of appropriate technological and non-technological forms to create and publish multimedia presentations
enhance artistry	4. analyze drafts and revise them to enhance the clarity and artistry of expression	4. analyze drafts and revise them to enhance the clarity and artistry of expression	4. enhance the clarity and artistry of expression
enhance presentation	5. prepare effectively organized compositions and presentations	5. use a variety of styles and forms and enhance description	5. use a variety of forms and styles for effective and creative expression of 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.

4.3 Attend to Conventions

	Chinese Language Arts 10	Chinese Language Arts 20	Chinese Language Arts 30
	<i>Students will be able to:</i>		
grammar and usage	1. edit for grammatical accuracy, sentence variety and word choice	1. proofread and edit for errors in language usage, grammar, content and form	1. adjust grammatical structures, word choice, content and form to enhance clarity and effect
accuracy of characters	2. know and apply conventions of character formations and monitor for correctness when editing and proofreading, using appropriate resources	2. know and apply conventions of character formations consistently when editing and proofreading	2. know and apply conventions of character formations consistently and accurately when editing and proofreading
writing conventions	3. know and apply writing conventions when editing and proofreading	3. know and apply writing conventions consistently when editing and proofreading	3. know and apply writing conventions consistently and accurately 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

	Chinese Language Arts 10	Chinese Language Arts 20	Chinese Language Arts 30
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. use voice and nonverbal cues to communicate meaning and organize communication for specific purposes, audiences and occasions	2. use voice and nonverbal cues to communicate meaning and for effect, and participate in personal and public communication	2. select and adapt oral and visual communication and presentation formats appropriate to specific topics, purposes, audiences and occasions
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 understanding of presentation content and purpose

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*

	Chinese Language Arts 10	Chinese Language Arts 20	Chinese Language Arts 30
	<i>Students will be able to:</i>		
share and compare responses	1. consider various ideas, evidence and viewpoints to expand understanding of texts, others and themselves	1. recognize differing responses and identify factors that shape understanding of texts, others and themselves	1. demonstrate the value of diverse ideas and viewpoints to deepen understanding of texts, others and themselves
relate texts to culture	2. recognize ways in which oral, print, visual and multimedia texts reflect cultural influences	2. recognize and discuss ways in which oral, print, visual and multimedia texts reflect cultural influences	2. analyze ways in which cultural experiences shape personal responses to oral, print, visual and multimedia texts
appreciate diversity	3. discuss ways in which texts convey and challenge individual and community values	3. discuss ways in which language and texts express and shape perceptions	3. discuss ways in which language and texts reflect and influence values and behaviours of people
celebrate special occasions	4. participate in using language to mark special events and occasions and recognize that language performs a symbolic and ceremonial function	4. use language and texts to celebrate personal and community occasions and accomplishments	4. use language and texts to celebrate important occasions and accomplishments and to extend and strengthen a sense of community

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

	Chinese Language Arts 10	Chinese Language Arts 20	Chinese Language Arts 30
<i>Students will be able to:</i>			
cooperate with others	1. make and encourage contributions that advance a group's ideas or thinking	1. build and maintain cooperative relationships with others and engage in peer coaching	1. demonstrate flexibility in working with others, engage in self-initiated peer learning situations and recognize the merits and limitations of group work
work in groups	2. present group ideas and findings effectively	2. function effectively as group members and group leaders	2. understand differences between roles of a group leader and roles of a group member in a variety of situations and fulfill roles appropriately
use language to show respect	3. use communication that supports balanced and fair portrayals of people across races, cultures, genders, ages and abilities	3. recognize exploitative or discriminatory situations and explore and value diverse perspectives	3. contribute to creating and sustaining a positive learning community
evaluate group process	4. monitor and assess personal efforts and products within a group context	4. identify areas where others may require support and monitor their own ability to provide needed support	4. demonstrate accountability as individuals and as group members

LANGUAGE ARTS

Specific Language Component

The Specific Language Component provides the linguistic elements of the Chinese language that students are expected to acquire in the various courses. 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 for each course 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 course. 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 and 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 shared 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 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

	Chinese Language Arts 10	Chinese Language Arts 20	Chinese Language Arts 30
<i>Students will be able to:</i>			
sound-symbol systems	1. apply knowledge of Hanyu pinyin accurately when encountering unfamiliar words in a variety of contexts*	1. apply tones and knowledge of Hanyu pinyin accurately when encountering unfamiliar words in a variety of contexts*	1. apply tones and knowledge of Hanyu pinyin accurately and effectively when encountering unfamiliar words in a variety of contexts*
lexicon	2. access needed vocabulary independently to enhance the precision of communication	2. use vocabulary and expressions correctly	2. use vocabulary and expressions correctly and appropriately
grammatical elements★	3. (see following pages)	3. (see following pages)	3. (see following pages)
mechanical features	4. use mechanical features correctly and effectively on a consistent basis	4. use mechanical features correctly and effectively on a consistent basis	4. use mechanical features correctly and effectively on a consistent basis
discourse features	5. explore and expand their repertoire of discourse features and experiment with using a variety of discourse features	5. use basic discourse features correctly in a variety of contexts	5. use a variety of discourse features correctly and select and use specific discourse features for effect

* 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)

	Chinese Language Arts 10	Chinese Language Arts 20	Chinese Language Arts 30
grammatical elements – traditional form	Students will be able to:		
	a. use, in modelled situations, ² the following grammatical elements:.....		
	<ul style="list-style-type: none"> - 雙賓語動詞: 常用動詞: 1. 給, 送, 找, 交, 還, 借, 賣, 寄, 退, 發, 要, 讓 2. 借, 收, 買, 學, 拿 3. 告訴, 回答, 通知, 教, 答應 - 成千上萬, 人山人海, 興高采烈 - 份, 列, 項, 匹, 趟, 頓, 屆, 顆, 朵, 袋 - 副詞: 往往, 始終, 一時, 從來, 終於, 曾經, 直, 先後, 到處, 僅(僅), 一同, 一塊兒, 光, 挺, 相當, 比較, 極, 白(幹了) - 沒什麼, 就是說, 越來越, 好(不容易), 哪知道, 誰知道 - 疑問代詞的虛指用法: 我沒有幾個好朋友。 我想吃點什麼。 我們好像在哪兒見過。 - “有”的特殊用法: 1. 領有 2. 存在 3. 發生, 出現 - “的”字詞組: 我要綠的, 不要黃的。 這是我的, 不是他的。 - 連動句: 連續動作: 他十點鐘就上床睡覺了。 動作的目的: 我們去商店買東西。 動作方式 動作結果 - 兼語句: 表示使令意義的兼語: 晚上我請你吃飯。 - 存現句: 1. 表示存在 牆上掛著一幅畫。 2. 表示出現 3. 表示消失 教室裏少了一個人。 - 因果複句: 由於... 由於他不好好學習, 這次考試沒及格。 	<ul style="list-style-type: none"> - 讓步複句: 就是...也... 就是不想去, 也得去。 就是沒辦成, 也要謝謝你。 - 偏正複句: 因果: 因為...所以... ...所以(因此, 因而)... ...之所以...是因為... - 並列複句: 既/又...又/也... 及好看, 又實用。 一方面...(另)一方面... 吸煙一方面損害自己的健康, (另)一方面也損害別人的健康。 - 雙否定強調: 沒有人不贊成。 他不會不知道。 - 可能補語的否定形式: 睡不著, 聽不懂, 看不清, 起不來 - Negative form of “得” potential complement - 被動句: 1. 有標誌的被動句: 主語 + 被/給/叫/讓 + 動作 + others 我的書讓小王借走了。 2. 意義上的被動句: 信寫好了。 作業做完了。 受到了批評 - 強調用法: 1. 反問句 這個句子不是學過了嗎? 2. 連...也/都 3. 疑問句 + 都 我什麼都不喜歡。 - “把”字句: 主語 + 把 + 賓語 + 動詞 + 補語 我把功課做完了。 把書放在桌子上。 把錢存進銀行。 - 總而言之, 一路順風, 無論如何 - 弄, 搞, 肯, 作為, 具有, 引起, 趕(趕) 飛機, 來(來一碗湯), 看(你看怎麼辦, 上(上千人) - 副詞: 到底, 果然, 千萬, 究竟, 恐怕, 儘管, 儘量, 大約, 差點兒, 倒(你倒挺舒服), 準(他準不在家) - 人家, 某個人, 其中, 當時, 上(學習上, 生活上), 方面(學習方面, 生活方面) - 此外, 而, 以及, 則, 總之, 從而, 不然, 然而 	<ul style="list-style-type: none"> - 說不定, 不要緊, 不敢說, 不敢當, 不一定, 不得不, 不一會兒, 得了/行了/好了/算了, 看樣子, 沒事兒, 有的是, 了不起 - 由, 自, 沿, 順, 以, 於, 自從, 向, 對於, 替, 由於, 根據, 按照

(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.

6.1 Linguistic Elements (continued)

	Chinese Language Arts 10	Chinese Language Arts 20	Chinese Language Arts 30
grammatical elements – simplified form	<p><i>Students will be able to:</i></p> <p>a. use, in modelled situations,² the following grammatical elements:.....</p>		
	<ul style="list-style-type: none"> - 双宾语动词; 常用动词: 1. 给, 送, 找, 交, 还, 借, 卖, 寄, 退, 发, 要, 让 2. 借, 收, 买, 学, 拿 3. 告诉, 回答, 通知, 教, 答应 - 成千上万, 人山人海, 兴高采烈 - 份, 列, 项, 匹, 趟, 顿, 届, 颗, 朵, 袋 - 副词: 往往, 始终, 一时, 从来, 终于, 曾经, 直, 先后, 到处, 仅(仅), 一同, 一块儿, 光, 挺, 相当, 比较, 极, 白(干了) - 没什么, 就是说, 越来越, 好(不容易), 哪知道, 谁知道 - 疑问代词的虚指用法: 我没有几个好朋友。 我想吃点什么。 我们好象在哪儿见过。 - “有”的特殊用法: 1. 领有 2. 存在 3. 发生, 出现 - “的”字词组: 我要绿的, 不要黄的。 这是我的, 不是他的。 - 连动句: 连续动作: 他十点钟就上床睡觉了。 动作的目的: 我们去商店买东西。 动作方式 动作结果 - 兼语句: 表示使令意义的兼语: 晚上我请你吃饭。 - 存现句: 1. 表示存在 墙上挂着一幅画。 2. 表示出现 3. 表示消失 教室里少了一个人。 - 因果复句: 由于... 由于他不好好学习, 这次考试没及格。 	<ul style="list-style-type: none"> - 让步复句: 就是...也... 就是不想去, 也得去。 就是没办成, 也要谢谢你。 - 偏正复句: 因果: 因为...所以... ...所以(因此, 因而)... ...之所以...是因为... - 并列复句: 既/又...又/也... 及好看, 又实用。 一方面...(另)一方面... 吸烟一方面损害自己的健康, (另)一方面也损害别人的健康。 - 双否定强调: 没有人不赞成。 他不会不知道。 - 可能补语的否定形式: 睡不着, 听不懂, 看不清, 起不来 Negative form of “得” potential complement - 被动句: 1. 有标志的被动句: 主语 + 被/给/叫/让 + 动作 + others 我的书让小王借走了。 2. 意义上的被动句: 信写好了。 作业做完了。 受到了批评 - 强调用法: 1. 反问句 这个句子不是学过了吗? 2. 连...也/都 3. 疑问句 + 都 我什么都不喜欢。 - “把”字句: 主语 + 把 + 宾语 + 动词 + 补语 我把功课做完了。 把书放在桌子上。 把钱存进银行。 - 总而言之, 一路顺风, 无论如何 - 弄, 搞, 肯, 作为, 具有, 引起, 赶(赶) 飞机, 来(来一碗汤), 看(你看怎么办), 上(上千人) - 副词: 到底, 果然, 千万, 究竟, 恐怕, 尽管, 尽量, 大约, 差点儿, 倒(你倒挺舒服), 准(他准不在家) - 人家, 某个人, 其中, 当时, 上(学习上, 生活上), 方面(学习方面, 生活方面) - 此外, 而, 以及, 则, 总之, 从而, 不然, 然而 	<ul style="list-style-type: none"> - 说不定, 不要紧, 不敢说, 不敢当, 不一定, 不得不, 不一会儿, 得了/行了/好了/算了, 看样子, 没事儿, 有的是, 了不起 - 由, 自, 沿, 顺, 以, 于, 自从, 向, 对于, 替, 由于, 根据, 按照

(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.

6.1 Linguistic Elements (continued)

	Chinese Language Arts 10	Chinese Language Arts 20	Chinese Language Arts 30
grammatical elements – traditional form	<p><i>Students will be able to:</i></p> <p>b. use, in structured situations,³ the following grammatical elements:.....</p>		
	<ul style="list-style-type: none"> - 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 - 非...不可 學語言, 非下苦功不可。 - 推論關係: 既...就... 既然...就... - 條件關係: 如果 (假如, 假若, 要是)...就... 要有...才... 只要...就... 除非...才... - 假設複句: 要是 (如果)...就... 要是下雨, 我們就不去了。 如果不下雨, 我就來。 - 條件複句: 只有...才... 只有多練習, 才能學好。 只要...就... 只要天氣好, 我們就去。 - 轉折複句: 儘管...但是/可是... 儘管她不懂中文, 但是她很喜歡中國。 	<ul style="list-style-type: none"> - 雙賓語動詞: 常用動詞: 1. 給, 送, 找, 交, 還, 借, 賣, 寄, 退, 發, 要, 讓 2. 借, 收, 買, 學, 拿 3. 告訴, 回答, 通知, 教, 答應 - 成千上萬, 人山人海, 興高采烈 - 因果複句: 由於... 由於他不好好學習, 這次考試沒及格。 - 副詞: 往往, 始終, 一時, 從來, 終於, 曾經, 直, 先後, 到處, 僅(僅), 一同, 一塊兒, 光, 挺, 相當, 比較, 極, 白(幹了) - 沒什麼, 就是說, 越來越, 好(不)容易, 哪知道, 誰知道 - 轉折關係: 卻 - 承接關係: 然後, 於是 - 讓步關係: 雖然 (固然, 儘管)...但是... 即使 (哪怕, 縱然)...也... - 取捨關係: 與其...不如 (寧可)... 寧可...也不 (絕不)... - 固定格式: 由...組成 到...為止 要是 (如果)...的話 - 副詞: 並(不/沒), 決(不/沒), 毫不, 親自, 親手, 漸漸, 仍/仍然/仍舊, 一下子, 卻 	<ul style="list-style-type: none"> - 弄, 搞, 肯, 作為, 具有, 引起, 趕 (趕飛機, 來一碗湯), 看 (你看怎麼辦), 上 (上千人) - 副詞: 到底, 果然, 千萬, 究竟, 恐怕, 儘管, 儘量, 大約, 差點兒, 倒 (你倒挺舒服), 準 (他準不在家) - 人家, 某個人, 其中, 當時, 上 (學習上, 生活上), 方面 (學習方面, 生活方面) - 此外, 而, 以及, 則, 總之, 從而, 不然, 然而 - 讓步關係: 雖然 (固然, 儘管)...但是... 即使 (哪怕, 縱然)...也... - 取捨關係: 與其...不如 (寧可)... 寧可...也不 (決不)... - 固定格式: 由...組成 到...為止 要是 (如果)...的話 - 副詞: 並 (不/沒), 決 (不/沒), 毫不, 親自, 親手, 漸漸, 仍/仍然/仍舊, 一下子, 卻

(continued)

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)

	Chinese Language Arts 10	Chinese Language Arts 20	Chinese Language Arts 30
grammatical elements – simplified form	<p><i>Students will be able to:</i></p> <p>b. use, in structured situations,³ the following grammatical elements:.....</p>		
	<ul style="list-style-type: none"> - 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 - 非...不可 学语言, 非下苦功不可。 - 推论关系: 既...就... 既然...就... - 条件关系: 如果 (假如, 假若, 要是)...就... 要有...才... 只要...就... 除非...才... - 假设复句: 要是 (如果)...就... 要是下雨, 我们就不去了。 如果不下雨, 我就来。 - 条件复句: 只有...才... 只有多练习, 才能学好。 只要...就... 只要天气好, 我们就去。 - 转折复句: 尽管...但是/可是... 尽管她不懂中文, 但是她很喜欢中国。 	<ul style="list-style-type: none"> - 双宾语动词: 常用动词: 1. 给, 送, 找, 交, 还, 借, 卖, 寄, 退, 发, 要, 让 2. 借, 收, 买, 学, 拿 3. 告诉, 回答, 通知, 教, 答应 - 成千上万, 人山人海, 兴高采烈 - 因果复句: 由于... 由于他不好好学习, 这次考试没及格。 - 副词: 往往, 始终, 一时, 从来, 终于, 曾经, 直, 先后, 到处, 仅仅, 一同, 一块儿, 光, 挺, 相当, 比较, 极, 白(干了) - 没什么, 就是说, 越来越, 好(不)容易, 谁知道, 谁知道 - 转折关系: 却 - 承接关系: 然后, 于是 - 让步关系: 虽然 (固然, 尽管)...但是... 即使 (哪怕, 纵然)...也... - 取舍关系: 与其...不如 (宁可)... 宁可...也不 (绝不)... - 固定格式: 由...组成 到...为止 要是 (如果)...的话 - 副词: 并(不/没), 决(不/没), 毫不, 亲自, 亲手, 渐渐, 仍/仍然/仍旧, 一下子, 却 	<ul style="list-style-type: none"> - 弄, 搞, 肯, 作为, 具有, 引起, 赶 (赶飞机, 来一碗汤), 看 (你看怎么办), 上 (上千人) - 副词: 到底, 果然, 千万, 究竟, 恐怕, 尽管, 尽量, 大约, 差点儿, 倒 (你倒挺舒服), 准 (他准不在家) - 人家, 某个人, 其中, 当时, 上 (学习上, 生活上), 方面 (学习方面, 生活方面) - 此外, 而, 以及, 则, 总之, 从而, 不然, 然而 - 让步关系: 虽然 (固然, 尽管)...但是... 即使 (哪怕, 纵然)...也... - 取舍关系: 与其...不如 (宁可)... 宁可...也不 (决不)... - 固定格式: 由...组成 到...为止 要是 (如果)...的话 - 副词: 并 (不/没), 决 (不/没), 毫不, 亲自, 亲手, 渐渐, 仍/仍然/仍旧, 一下子, 却

(continued)

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)

	Chinese Language Arts 10	Chinese Language Arts 20	Chinese Language Arts 30
grammatical elements – traditional form	Students will be able to:		
	c. use, independently and consistently, ⁴ the following grammatical elements:.....		
	<ul style="list-style-type: none"> - 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? 你學中文多就了? - 比較句: 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. - 故意, 顯然, 近(一, 兩)年, 糊裡糊塗, 馬馬虎虎 - 詞的重疊 (duplicated words): AA: 吃吃看 ABAB: 複習複習 AABB: 冷冷清清 AAB: 游游泳, 聽聽音樂 - 緊縮複句: 越...越...: 她越長越漂亮。 不...不...: 你不去不行。 - 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... 	<ul style="list-style-type: none"> - 份, 列, 項, 匹, 趟, 頓, 屆, 顆, 朵, 袋 - 疑問代詞的虛指用法: 我沒有幾個好朋友。 我想吃點什麼。 我們好像在哪兒見過。 - 有的特殊用法: 1. 領有 2. 存在 3. 發生, 出現 - “的” 字詞組: 我要綠的, 不要黃的。 這是我的, 不是他的。 - 連動句: 連續動作: 他十點鐘就上床睡覺了。 動作的目的: 我們去商店買東西。 動作方式 動作結果 - 兼語句: 表示使令意義的兼語: 晚上我請你吃飯。 - 存現句: 1. 表示存在 牆上掛著一幅畫。 2. 表示出現 3. 表示消失 教室裏少了一個人。 - 推論關係: 既...就... 既然...就... - 條件關係: 如果(假如, 假若, 要是)...就... 要有...才... 只要...就... 除非...才... - 假設複句: 要是(如果)...就... 要是下雨, 我們就不去了。 如果不下雨, 我就來。 - 條件複句: 只有...才... 有多練習, 才能學好。 只要...就... 要天氣好, 我們就去。 	<ul style="list-style-type: none"> - 讓步複句: 就是...也... 就是不想去, 也得去。 就是沒辦成, 也要謝謝你。 - 偏正複句: 因果: 因爲...所以... ...所以(因此, 因而)... ...之所以...是因爲... - 並列複句: 既/又...又/也... 及好看, 又實用。 一方面...(另)一方面... 吸煙一方面損害自己的健康, (另)一方面也損害別人的健康。 - 雙否定強調: 沒有人不贊成。 他不會不知道。 - 可能補語的否定形式: 睡不著, 聽不懂, 看不清, 起不來 Negative form of “得” potential complement - 被動句: 1. 有標誌的被動句: 主語 + 被/給/叫/讓 + 動作 + others 我的書讓小王借走了。 2. 意義上的被動句: 信寫好了。 作業做完了。 受到了批評。 - 強調用法: 1. 反問句 這個句子不是學過了嗎? 2. 連...也/都 3. 疑問句 + 都 我什麼都不喜歡。 - “把” 字句: 主語 + 把 + 賓語 + 動詞 + 補語 我把功課做完了。 把書放在桌子上。 把錢存進銀行。 - 總而言之, 一路順風, 無論如何 - 轉折關係: 卻 - 承接關係: 然後, 於是

(continued)

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)

	Chinese Language Arts 10	Chinese Language Arts 20	Chinese Language Arts 30
grammatical elements – simplified form	<i>Students will be able to:</i>		
	c. use, independently and consistently, ⁴ the following grammatical elements:.....		
	<ul style="list-style-type: none"> - 疑问句: <ol style="list-style-type: none"> 1. 肯定与否定相叠 忙不忙, 去不去 2. 用“多” 这条路多长? 你学中文多就了? - 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. - 故意, 显然, 近(一, 两)年, 胡里胡涂, 马马虎虎 - 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 - 紧缩复句: 越...越...: 她越长越漂亮。 不...不...: 你不去不行。 - 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... 	<ul style="list-style-type: none"> - 份, 列, 项, 匹, 趟, 顿, 届, 颗, 朵, 袋 - 疑问代词的虚指用法: 我没有几个好朋友。 我想吃点什么。 我们好象在哪儿见过。 - 有的特殊用法: <ol style="list-style-type: none"> 1. 领有 2. 存在 3. 发生, 出现 - “的” 字词组: 我要绿的, 不要黄的。 这是我的, 不是他的。 - 连动句: 连续动作: 他十点钟就上床睡觉了。 动作的目的: 我们去商店买东西。 动作方式 动作结果 - 兼语句: 表示使令意义的兼语: 晚上我请你吃饭。 - 存现句: <ol style="list-style-type: none"> 1. 表示存在 墙上挂着一幅画。 2. 表示出现 3. 表示消失 教室里少了一个人。 - 推论关系: 既...就... 既然...就... - 条件关系: 如果(假如, 假若, 要是)...就... 要有...才... 只要...就... 除非...才... - 假设复句: 要是(如果)...就... 要是下雨, 我们就不去了。 如果不下雨, 我就来。 - 条件复句: 只有...才... 有多练习, 才能学好。 只要...就... 要天气好, 我们就去。 	<ul style="list-style-type: none"> - 让步复句: 就是...也... 就是不想去, 也得去。 就是没办成, 也要谢谢你。 - 偏正复句: 因果: 因为...所以... ...所以(因此, 因而)... ...之所以...是因为... - 并列复句: 既/又...又/也... 及好看, 又实用。 一方面...(另)一方面... 吸烟一方面损害自己的健康, (另)一方面也损害别人的健康。 - 双否定强调: 没有人不赞成。 他不会不知道。 - 可能补语的否定形式: 睡不着, 听不懂, 看不清, 起不来 Negative form of “得” potential complement - 被动句: <ol style="list-style-type: none"> 1. 有标志的被动句: 主语 + 被/给/叫/让 + 动作 + others 我的书让小王借走了。 2. 意义上的被动句: 信写好了。 作业做完了。 受到了批评。 - 强调用法: <ol style="list-style-type: none"> 1. 反问句 这个句子不是学过了吗? 2. 连...也/都 3. 疑问句 + 都 我什么都不喜欢。 - “把” 字句: 主语 + 把 + 宾语 + 动词 + 补语 我把功课做完了。 把书放在桌子上。 把钱存进银行。 - 总而言之, 一路顺风, 无论如何 - 转折关系: 却 - 承接关系: 然后, 于是

(continued)

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)

	Chinese Language Arts 10	Chinese Language Arts 20	Chinese Language Arts 30
grammatical elements – traditional form		<ul style="list-style-type: none"> - 轉折複句: 儘管...但是/可是... 管她不懂中文,但是她很喜歡中國。 - 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 - 非...不可 學語言,非下苦功不可。 	<ul style="list-style-type: none"> - 雙賓語動詞: 常用動詞: 1. 給,送,找,交,還,借,賣,寄,退,發,要,讓 2. 借,收,買,學,拿 3. 告訴,回答,通知,教,答應 - 成千上萬,人山人海,興高采烈 - 因果複句: 由於... 於他不好好學習,這次考試沒及格。 - 副詞: 往往,始終,一時,從來,終於,曾經,直,先後,到處,僅(僅),一同,一塊兒,光,挺,相當,比較,極,白(幹了) - 沒什麼,就是說,越來越,好(不)容易,哪知道,誰知道

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

6.1 *Linguistic Elements* (continued)

grammatical elements – simplified form	Chinese Language Arts 10	Chinese Language Arts 20	Chinese Language Arts 30
		<ul style="list-style-type: none"> - 转折复句: 尽管...但是/可是... 管她不懂中文,但是她很喜欢中国。 - 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 - 非...不可 学语言,非下苦功不可。 	<ul style="list-style-type: none"> - 双宾语动词:常用动词: 1. 给,送,找,交,还,借,卖,寄,退,发,要,让 2. 借,收,买,学,拿 3. 告诉,回答,通知,教,答应 - 成千上万,人山人海,兴高采烈 - 因果复句: 由于... 于他不好好学习,这次考试没及格。 - 副词: 往往,始终,一时,从来,终于,曾经,直,先后,到处,仅(仅),一同,一块儿,光,挺,相当,比较,极,白(干了) - 没什么,就是说,越来越,好(不)容易,哪知道,谁知道

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

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

	Chinese Language Arts 10	Chinese Language Arts 20	Chinese Language Arts 30
<i>Students will be able to:</i>			
listening	1. understand the main points and supporting details of lengthy oral presentations on familiar topics	1. understand the main points and relevant supporting details of oral presentations on familiar and some unfamiliar topics	1. understand the main points and relevant supporting details of oral presentations on familiar and unfamiliar topics
speaking	2. produce main points and supporting details on familiar topics in a variety of structured and unstructured situations	2. present and support cohesive thoughts and ideas on familiar and some unfamiliar topics	2. present and support, spontaneously, cohesive thoughts and ideas on familiar and unfamiliar topics
reading	3. understand the main points and supporting details of lengthy written texts on familiar topics	3. understand the main points and supporting details of lengthy written texts on familiar and unfamiliar topics	3. understand the main points and supporting details of lengthy written texts on familiar and unfamiliar topics
writing	4. produce, in writing, main points and supporting ideas on familiar topics in a variety of structured and unstructured situations	4. produce a lengthy written text, including main and supporting ideas on familiar and some unfamiliar topics	4. develop and present in writing, cohesively and spontaneously, main and supporting ideas on familiar and unfamiliar topics
viewing	5. view and understand complex representations of ideas, events and/or information	5. view and understand a variety of complex representations of ideas, events and/or information	5. view and understand a variety of complex representations of ideas, events and/or information
representing	6. create effective representations of ideas, events and information	6. create cohesive and effective representations of ideas, events and information	6. create cohesive and effective representations of a variety 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

	Chinese Language Arts 10	Chinese Language Arts 20	Chinese Language Arts 30
	<i>Students will be able to:</i>		
register	1. identify differences in register between spoken and written texts	1. adjust language to suit audience and purpose	1. use the appropriate level of formality with a variety of people in a variety of contexts
idiomatic expressions	2. interpret unfamiliar idiomatic expressions in a variety of contexts	2. explore and interpret idiomatic expressions in popular, contemporary culture	2. interpret unfamiliar idiomatic expressions and use learned idiomatic expressions appropriately in a variety of situations
variations in language	3. identify some common regional or other variations in language	3. experiment with some variations in language	3. adapt to some variations in language
social conventions	4. use politeness conventions in a variety of contexts; e.g., use suitable language to engage the attention of listeners when beginning to speak	4. use politeness conventions in a variety of contexts; e.g., interrupt politely in a conversation	4. interpret and use a variety of social conventions in a variety of situations
nonverbal communication	5. use nonverbal communication techniques in a variety of contexts	5. use nonverbal communication techniques in a variety of contexts	5. interpret and use 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

	Chinese Language Arts 10	Chinese Language Arts 20	Chinese Language Arts 30
<i>Students will be able to:</i>			
cognitive	1. select and use appropriate cognitive strategies to enhance language learning in a variety of situations; e.g., place new words or expressions in a context to make them easier to remember	1. use appropriate cognitive strategies effectively to enhance language learning in a variety of situations; e.g., use induction to generate rules governing language use, seek opportunities outside of class to practise and observe	1. use appropriate cognitive strategies effectively to enhance language learning in a variety of contexts; e.g., perceive and note down unknown words and expressions, noting also their context and function
metacognitive	2. select and use appropriate metacognitive strategies to enhance language learning in a variety of situations; e.g., identify problems that might hinder successful completion of a task, and seek solutions	2. use appropriate metacognitive strategies effectively to enhance language learning in a variety of situations; e.g., monitor their own speech and writing to check for persistent errors	2. use appropriate metacognitive strategies effectively to enhance language learning in a variety of contexts; e.g., be aware of their own strengths and weaknesses, identify their own needs and goals, and organize their strategies and procedures accordingly
social/affective	3. select and use appropriate social and affective strategies to enhance language learning in a variety of situations; e.g., reduce anxiety by using mental techniques such as positive self-talk or humour	3. use appropriate social and affective strategies effectively to enhance language learning in a variety of situations; e.g., work with others to solve problems and to get feedback on tasks	3. use appropriate social and affective strategies effectively to enhance language learning in a variety of contexts; e.g., provide personal motivation by arranging rewards for themselves when successful

Further examples of language learning strategies are available on pages 25 and 26.

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

	Chinese Language Arts 10	Chinese Language Arts 20	Chinese Language Arts 30
<i>Students will be able to:</i>			
interactive	1. select and use appropriate interactive strategies in a variety of situations; e.g., summarize the point reached in a discussion to help focus the talk	1. use appropriate interactive strategies effectively in a variety of situations; e.g., ask follow-up questions to check for understanding	1. use appropriate interactive strategies effectively in a variety of contexts; e.g., use suitable phrases to intervene in a discussion, self-correct if errors lead to misunderstandings
interpretive	2. select and use appropriate interpretive strategies in a variety of situations; e.g., summarize information gathered	2. use appropriate interpretive strategies effectively in a variety of situations; e.g., assess their own information needs before listening, viewing or reading	2. use appropriate interpretive strategies effectively in a variety of contexts; e.g., use skimming and scanning to locate key information in texts
productive	3. select and use appropriate productive strategies in a variety of situations; e.g., revise and correct the final version of a text, apply grammar rules to improve accuracy at the correction stage	3. use appropriate productive strategies effectively in a variety of situations; e.g., use circumlocution and definition to compensate for gaps in vocabulary	3. use appropriate productive strategies effectively in a variety of contexts; e.g., compensate for avoiding difficult structures by rephrasing

Further examples of language use strategies are available on pages 26 to 28.

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

	Chinese Language Arts 10	Chinese Language Arts 20	Chinese Language Arts 30
	<i>Students will be able to:</i>		
cognitive	1. select and use appropriate cognitive strategies to enhance general 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	1. select and use appropriate cognitive strategies to enhance general learning in a variety of situations; e.g., seek information through a network of sources, including libraries, the World Wide Web, individuals and agencies	1. use appropriate cognitive strategies effectively to enhance general learning in a variety of contexts; e.g., use previously acquired knowledge or skills to assist with a new learning task
metacognitive	2. select and use appropriate metacognitive strategies to enhance general learning in a variety of situations; e.g., develop criteria for evaluating their own work	2. select and use appropriate metacognitive strategies to enhance general learning in a variety of situations; e.g., reflect upon their thinking processes and how they learn	2. use appropriate metacognitive strategies effectively to enhance general learning in a variety of contexts; e.g., take responsibility for planning, monitoring and evaluating learning experiences
social/affective	3. select and use appropriate social and affective strategies to enhance general learning in a variety of situations; e.g., use self-talk to make themselves feel competent to do the task	3. select and use appropriate social and affective strategies to enhance general learning in a variety of situations; e.g., monitor their level of anxiety about learning tasks and take measures to lower it if necessary	3. use appropriate social and affective strategies effectively to enhance general learning in a variety of contexts; e.g., use social interaction skills to enhance group learning activities

Further examples of general learning strategies are available on page 28.

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

	Chinese Language Arts 10	Chinese Language Arts 20	Chinese Language Arts 30
	<i>Students will be able to:</i>		
understanding self-identity	1. understand that self-identity and self-concept change	1. understand that self-identity and self-concept can change over time and in various contexts	1. articulate, express and celebrate their own unique identity
developing positive self-identity	2. identify areas of personal strength and possible future opportunities and plan for future self-development and growth	2. explore the alignment of personal strengths with possible career and other future opportunities	2. identify personal strengths in planning for a career or further studies
valuing Chinese language and culture	3. participate in, and contribute to, community-based activities in which knowledge and skills related to the Chinese language/culture will be applied	3. participate in, and contribute to, intercultural interactions with members of the Chinese culture; e.g., exchanges, intervisitations and pen-pal activities	3. choose to engage in activities that will promote their own lifelong cultural development
valuing bilingualism/ multiculturalism	4. participate in, and contribute to, community-based activities in which bilingual/multicultural knowledge and skills will be applied	4. participate in, and contribute to, intercultural interactions; e.g., exchanges, intervisitations and pen-pal activities	4. choose to engage in activities that will promote their own lifelong bilingual/multicultural development

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

	Chinese Language Arts 10	Chinese Language Arts 20	Chinese Language Arts 30
	<i>Students will be able to:</i>		
historical elements	1. recognize and appreciate the influence and contributions of major historical events, historical figures and developments of Chinese culture	1. compare and contrast interpretations and perspectives of the influence and contributions of major historical events, historical figures and developments of Chinese culture	1. identify and analyze how historical experiences of Chinese culture have shaped the contemporary Chinese language and cultural groups in local, Canadian and international contexts
contemporary elements	2. recognize and appreciate the influence and contributions of major contemporary events, contemporary figures and developments of Chinese culture	2. compare and contrast interpretations and perspectives of the influence and contributions of major contemporary events, contemporary figures and developments of Chinese culture	2. identify and analyze the impact of contemporary influences on the Chinese language and cultural groups in local, Canadian and international contexts
diversity	3. compare and contrast perspectives on diversity at the national level	3. compare and contrast perspectives on diversity at the international level	3. identify and analyze how historical and current diversity of Chinese culture has shaped the contemporary Chinese language and culture in local, national and international contexts
change	4. examine historical influences that have affected Chinese culture	4. examine contemporary influences that have affected Chinese culture	4. identify and analyze the significance of historical and contemporary changes of Chinese culture on the rest of the world

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

	Chinese Language Arts 10	Chinese Language Arts 20	Chinese Language Arts 30
	<i>Students will be able to:</i>		
positive group membership	1. demonstrate respect for the rights and opinions of others and understand that social issues are complex	1. demonstrate respect for the rights and opinions of others, focusing on current cultural issues in the media	1. demonstrate understanding that various political and economic systems impose, to varying degrees, different values on the rights and opinions of others
valuing diversity	2. identify and analyze how Canada's response to diversity has changed, compare how different nations have responded to diversity and identify the benefits of a pluralistic approach	2. analyze and understand the significance of diversity in shaping contemporary and future opportunities for growth	2. participate in various individual, group, school and community activities that celebrate diversity and promote intercultural understanding
valuing similarity	3. identify and explain how common human experiences and needs are reflected in the culture, social structure and day-to-day patterns of behaviour in Canada	3. identify and explain how common human experiences and needs are reflected in the culture, social structure and day-to-day patterns of behaviour in different countries of the world	3. identify, explain and analyze how common human experiences and needs are reflected in the culture, social structures and political systems of various countries in the world
contributing to community	4. participate in various school and community events to promote intercultural understanding	4. participate in various school, community and Canadian events to promote intercultural understanding	4. participate in, and contribute to, individual, group, school and/or community activities, using their knowledge and skills related to Chinese 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.

7.4 Global Citizenship

	Chinese Language Arts 10	Chinese Language Arts 20	Chinese Language Arts 30
	<i>Students will be able to:</i>		
responsible citizenship	1. identify and analyze a citizen's roles and responsibilities in interrelated local, national and international contexts	1. examine how various forms of citizen action have affected public policy with regard to cultural diversity in Canada	1. participate in group decision making and problem solving in ways that demonstrate concern for others and understanding of responsibilities as citizens
interdependence	2. identify and analyze the variety of ways in which peoples and nations are linked in an interrelated global system	2. explore and analyze how global links and interdependency affect one's role as a citizen	2. examine the local and global consequences of individual and collective decision making
intercultural skills	3. examine attitudes and values that contribute to cross-cultural understanding	3. identify how intercultural and multicultural organizations have influenced global citizenship	3. demonstrate cultural sensitivity and awareness of cultural diversity in everyday situations through appropriate behaviour and language
future opportunities	4. explore career fields in which bilingual and multicultural knowledge, skills and attitudes can be applied	4. examine goals and action plans for further development of skills, knowledge and attitudes required for effective participation in the global workplace and marketplace	4. apply bilingual and multicultural knowledge and skills in specific activities that will promote skill development and opportunities for future participation in the global workplace