



# MANDARIN CHINESE 5 TO 12

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BRITISH  
COLUMBIA

Ministry of Education,  
Skills and Training

*Integrated Resource Package 1998*

IRP 059

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This Integrated Resource Package (IRP) provides some of the basic information that teachers require to implement the Mandarin Chinese 5 to 12 curriculum. The information contained in this IRP is also available through the Internet. Contact the Curriculum and Resources Branch's home page: <http://www.est.gov.bc.ca/curriculum/welcome.htm>

### THE INTRODUCTION

The Introduction provides general information about Mandarin Chinese 5 to 12, including special features and requirements. It also provides a rationale for teaching Mandarin Chinese 5 to 12 in BC schools.

### THE MANDARIN CHINESE 5 TO 12 CURRICULUM

The provincially prescribed curriculum for Mandarin Chinese 5 to 12 is structured in terms of *curriculum organizers*. The main body of this IRP consists of four columns of information for each organizer. These columns describe:

- provincially prescribed learning outcome statements
- suggested instructional strategies for achieving the outcomes
- suggested assessment strategies for determining how well students are achieving the outcomes
- provincially recommended learning resources

#### *Prescribed Learning Outcomes*

*Learning outcome statements* are content standards for the provincial education system. Prescribed learning outcomes set out the knowledge, enduring ideas, issues,

concepts, skills, and attitudes for each subject. They are statements of what students are expected to know and be able to do in each grade. Learning outcomes are clearly stated and expressed in observable terms. All learning outcomes complete this stem: "It is expected that students will. . . ." Outcome statements have been written to enable teachers to use their experience and professional judgment when planning and evaluating. The outcomes are benchmarks that will permit the use of criterion-referenced performance standards. It is expected that actual student performance will vary. Evaluation, reporting, and student placement with respect to these outcomes depend on the professional judgment of teachers, guided by provincial policy.

#### *Suggested Instructional Strategies*

Instruction involves the use of techniques, activities, and methods that can be employed to meet diverse student needs and to deliver the prescribed curriculum. Teachers are free to adapt the suggested instructional strategies or substitute others that will enable their students to achieve the prescribed outcomes. These strategies have been developed by specialist and generalist teachers to assist their colleagues; they are suggestions only.

#### *Suggested Assessment Strategies*

The assessment strategies suggest a variety of ways to gather information about student performance. Some assessment strategies relate to specific activities; others are general. These strategies have been developed by specialist and generalist teachers to assist their colleagues; they are suggestions only.

### *Provincially Recommended Learning Resources*

Provincially recommended learning resources are materials that have been reviewed and evaluated by BC educators in collaboration with the Ministry of Education, Skills and Training according to a stringent set of criteria. They are typically materials suitable for student use, but they may also include information primarily intended for teachers. Teachers and school districts are encouraged to select those resources that they find most relevant and useful for their students, and to supplement these with locally approved materials and resources to meet specific local needs. The *recommended* resources listed in the main body of this IRP are those that have a comprehensive coverage of significant portions of the curriculum, or those that provide a unique support to a specific segment of the curriculum. Appendix B contains a complete listing of provincially recommended learning resources to support this curriculum.

### THE APPENDICES

A series of appendices provides additional information about the curriculum and further support for the teacher.

- *Appendix A* lists the prescribed learning outcomes for the curriculum arranged by curriculum organizer.
- *Appendix B* contains a comprehensive, annotated list of the provincially recommended learning resources for this curriculum. This appendix will be updated as new resources are evaluated.
- *Appendix C* outlines the cross-curricular reviews used to ensure that concerns such as equity, access, and the inclusion of specific topics are addressed by all components of this IRP.
- *Appendix D* contains assistance for teachers related to provincial evaluation and reporting policy. Prescribed learning outcomes have been used as the source for samples of criterion-referenced evaluation.
- *Appendix E* acknowledges the many people and organizations that have been involved in the development of this IRP.
- *Appendix F* contains suggestions for Mandarin Chinese vocabulary, written in both simplified and traditional characters. The suggested vocabulary is considered “high frequency,” and was gleaned from a number of resources that support this choice.
- *Appendix G* contains suggested expressions that can be taught to students. Each expression is written in traditional characters, simplified characters, and Hanyu Pinyin.

# PREFACE: USING THIS INTEGRATED RESOURCE PACKAGE

**Grade** | GRADE 5 • Experiencing Creative Works | **Curriculum Organizer**

**Prescribed Learning Outcomes**

The Prescribed Learning Outcomes column of this IRP lists the specific learning outcomes for each curriculum organizer.

| PREScribed LEARNING OUTCOMES   | SUGGESTED INSTRUCTIONAL STRATEGIES  |
|--|---|
| <p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• view and listen to creative works with visual and contextual support, and respond to them in various ways</li> </ul> | <p>In the first years of language study, students' exposure to videos, stories, games, songs, music, dance, drama, and cultural events provide them with examples of Chinese that are simple and repetitive, yet stimulating and rewarding. Activities should be fun, with the emphasis on enjoyment and participation.</p> <ul style="list-style-type: none"> <li>• Read to students from picture books that use familiar words and Chinese characters. (For more context-relevant materials, use children's books in other languages but paste Chinese characters over the words.)</li> <li>• Have students make their own Chinese books by drawing pictures and writing a few words about each illustration.</li> <li>• Show students how to use computer programs to generate Chinese characters for book projects or other purposes (e.g., banners, birthday cards).</li> <li>• Keep a classroom collection of Chinese-language books (both commercial examples and those created by students) for students to read on their own or take home.</li> <li>• Provide key words written in Pinyin and Chinese characters, then teach age-appropriate songs that have easy lyrics and appealing melodies and rhythm.</li> <li>• Introduce key words, then show students segments of a Chinese animated video. As a class, discuss the content of the video, then ask students to make posters to promote it.</li> <li>• Encourage students to begin compiling a vocabulary bank in the form of picture dictionaries.</li> </ul> |

**Suggested Instructional Strategies**

The Suggested Instructional Strategies column of this IRP suggests a variety of instructional approaches that include group work, problem solving, and the use of technology. Teachers should consider these as examples that they might modify to suit the developmental levels of their students.

**Grade** | GRADE 5 • Experiencing Creative Works | **Curriculum Organizer**

**Suggested Assessment Strategies**

The Suggested Assessment Strategies offer a wide range of different assessment approaches useful in evaluating the prescribed learning outcomes. Teachers should consider these as examples they might modify to suit their own needs and the instructional goals.

| SUGGESTED ASSESSMENT STRATEGIES  | RECOMMENDED LEARNING RESOURCES   |
|--|--|
| <p>Assessment of students' experiences with creative works should focus on participation and response. At this level, their responses should not be assessed in terms of the language they use. Responses will often be made in English or using visual aids.</p> <ul style="list-style-type: none"> <li>• After students read or create simple picture books, have them share the books with others or read them aloud to the class. Look for evidence that they:               <ul style="list-style-type: none"> <li>- are interested in using Chinese to create something new</li> <li>- use classroom resources (including the teacher) to support their work</li> <li>- enjoy listening to Chinese stories</li> <li>- are interested in their classmates' contributions</li> </ul> </li> <li>• When assessing students' work with computer-generated Chinese characters, look for:               <ul style="list-style-type: none"> <li>- enthusiasm for the task</li> <li>- curiosity about the meaning of various Chinese characters</li> <li>- attempts to create personalized messages</li> <li>- interest in the conventions or traditions involved (e.g., expressions often used in greeting cards)</li> </ul> </li> <li>• When students learn songs or poems, have them work in small groups to practise and present them to the class. Look for evidence that they:               <ul style="list-style-type: none"> <li>- are willing to speak or sing in Chinese</li> <li>- are curious about the meaning of the songs or poems</li> <li>- try to incorporate what they know of the songs' or poems' meaning into their presentations</li> <li>- listen attentively to the songs or poems others present</li> </ul> </li> <li>• When students create visual works based on Chinese-language resources (e.g., posters to advertise a video), look for evidence that they:               <ul style="list-style-type: none"> <li>- incorporate some of the features they have seen in the Chinese sources</li> <li>- offer personal views or responses</li> <li>- are interested in sharing their work</li> </ul> </li> </ul> | <div style="background-color: #e6e6fa; padding: 5px; margin-bottom: 10px;"> <p> <b>Print Materials</b></p> <ul style="list-style-type: none"> <li>• China's Bravest Girl</li> <li>• Chinese Designs and Symbols, Second Edition</li> <li>• Favourite Folktales of China</li> <li>• Introducing China - A Teacher Resource Book</li> <li>• A Little Tiger in the Chinese Night</li> <li>• Long is a Dragon</li> <li>• The Mouse Bride</li> <li>• Old Tales of China</li> <li>• Red Eggs and Dragon Boats</li> <li>• Story of the Chinese Zodiac</li> </ul> </div> <div style="background-color: #e6e6fa; padding: 5px;"> <p> <b>Multimedia</b></p> <ul style="list-style-type: none"> <li>• Chinese Folk Songs</li> <li>• Chinese Mandarin Resource Book - Volumes 1, 2, and 3</li> <li>• The Chinese People</li> <li>• Out of the East Horizon</li> <li>• Zhongguotong</li> </ul> </div> |

**Recommended Learning Resources**

The Recommended Learning Resources component of this IRP is a compilation of provincially recommended resources that support the prescribed learning outcomes. A complete list including a short description of the resource, its media type, and distributor is included in Appendix B of this IRP.



This Integrated Resource Package (IRP) sets out the provincially prescribed curriculum for Mandarin Chinese 5 to 12. The development of this IRP has been guided by the principles of learning:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

### RATIONALE

The study of Mandarin Chinese language and culture is intended to enable learners to communicate in Mandarin Chinese. It also provides opportunities for students to gain insights into their own cultures, and it encourages the development of intercultural sensitivity. Through the study of a variety of languages and cultures, such as Mandarin Chinese, students are better able to understand and benefit from the diversity of Canadian cultures and from the links between Canada and other nations.

Chinese is one of the principal languages of the world; Mandarin is the most commonly spoken language among Chinese-speaking peoples. The use of simplified characters and Hanyu Pinyin (phonetic system) is recognized globally as the International system, and it is the official writing system used by the majority of Chinese speakers in the world.

Communication in Mandarin Chinese is an appropriate and accessible goal for students in British Columbia. The study of Mandarin Chinese gives students the chance to develop the skills and knowledge necessary to interact and communicate with Mandarin Chinese-speaking communities in the world.

As students are introduced to the written Mandarin Chinese language, they will naturally be exposed to both the International system and traditional characters. Traditional characters will be introduced where appropriate, and this exposure will be especially valuable for comparative and practical purposes. The International system is beneficial to students who are studying Mandarin Chinese to increase their work skills for future employment.

The aim of the Mandarin Chinese curriculum is to enable students to learn to speak and understand the language; it is not expected that students will become fully fluent in reading and writing Chinese characters. Opportunities to recognize and become familiar with both simplified and traditional Chinese characters will give students the skills and knowledge they need to function in a practical way in a variety of environments (e.g., reading signs depicted in traditional or simplified characters).

As British Columbia continues to develop social and economic ties with the Asia-Pacific region, the study of Mandarin Chinese will give students broader choices when they make career and life plans. Other-language studies can also enhance students' understanding of their own languages and cultures. Finally, communicative competence can be a source of personal satisfaction that enriches individual life experiences.

### HISTORICAL CONTEXT

A Mandarin Chinese curriculum for grades 9, 10, and Beginner's 11 was first developed in British Columbia in 1986. It was followed by grades 11 and 12 in 1987. The *Intermediate Mandarin Chinese Curriculum Guide* (grades 4 to 7) was introduced in 1989.

The Mandarin Chinese 5 to 12 Curriculum is the result of a revision process that reflects the influence of several movements in language education, most importantly the *communicative-experiential* approach and the recognition of *language-learning strategies*.

### THE COMMUNICATIVE-EXPERIENTIAL APPROACH

The Mandarin Chinese 5 to 12 Curriculum endorses what is commonly referred to as the communicative-experiential approach. In this approach, the focus of instruction is the purposeful use of the language to perform real-life tasks, to share ideas, to acquire information, and to get things done. Grammar instruction plays a supportive role only—to provide some useful strategies to facilitate communication and comprehension.

The communicative-experiential approach is guided by an educational philosophy that endorses these premises:

- As much as possible, language learning should emulate authentic language use. (H. Byrnes)
- The goal of language learning is performance with language rather than knowledge about the language. (M. Met)
- Language learning is not additively sequential but is recursive and paced differently at various stages of acquisition. (R. Oxford)
- Language develops in a series of approximations toward native-like norms. Language learning is *not* the accumulation of perfectly mastered elements of grammar and vocabulary. Thus, learner errors are unavoidable. (H. Byrnes)
- Language proficiency involves both comprehension and production. Comprehension abilities tend to precede and exceed productive abilities. (M. Met)

- Language is inextricably bound to culture. Language use requires an understanding of the cultural context within which communication takes place. (J. Osgood)
- Language learning is complex. Instruction takes into account individual learning styles and rates, and also attends to teaching process strategies for successful learning. (R. Oxford)
- The ability to perform with language is facilitated when students actively engage in meaningful, authentic, and purposeful language-learning tasks. (M. Met)
- Assessment reflects instructional goals and is performance oriented. (J. Larson)
- Technology and textbook materials play a support role for language-learning goals; they should not determine curriculum. (J. Larson)
- Teachers are qualified in the languages they teach; this implies proficiency in the language, experience with the cultures represented by the language, and pedagogical expertise specific to the language. (J.K. Phillips)

(Adapted from: *Teaching and Learning K-12 Authentic Instruction Communication*, Section 7.19, ASCD Curriculum Handbook, September 1994.)

In following the communicative-experiential approach, prescribed learning outcomes in this IRP are expressed in terms of tasks to be performed and not in terms of language items to be mastered. Assessment and evaluation of language acquisition focus on students' abilities to understand others and to express themselves comprehensibly and appropriately. They do not focus on the mastery of grammar for its own sake.

### LANGUAGE-LEARNING STRATEGIES

Language-learning strategies are an important component of a language program and are now being recognized as an essential part of successful language learning.

Examples of such strategies include using visual clues; cognates; a variety of writing processes such as brainstorming, sharing, revising, editing, and publishing; and context to support and extend language learning. When students apply a range of specific strategies to their language learning, they are better able to understand information, clarify and negotiate meaning, and generally communicate more effectively.

The Language-Learning Strategies chart on page 4 shows the complete range of language-learning strategies suggested for each grade. By Grade 12, students should be using the full range of strategies.

### CURRICULUM ORGANIZERS

The components of this IRP are categorized under four curriculum organizers. These organizers are based on common reasons people have for wanting to learn a second language and have been used to group the prescribed learning outcomes, suggested instructional strategies, suggested assessment strategies, and recommended learning resources for Mandarin Chinese 5 to 12. The curriculum organizers are:

- *Communicating*—to communicate with other people
- *Acquiring Information*—to acquire information for a purpose
- *Experiencing Creative Works*—to experience creative works for enjoyment
- *Understanding Culture and Society*—to interact with and appreciate another culture

These curriculum organizers are practical and purposeful. They allow language-program developers to address such matters as cross-curricular integration and diverse learning rates, styles, and needs. They focus attention on the most important purposes for studying a second language. In the classroom, however, they should not be treated separately but should be integrated in most activities.

Whenever possible, teachers should use and encourage the use of Mandarin Chinese in most student activities. However, there are times when English will be necessary to complete a task or provide supporting detail for a learning activity, particularly in the organizer Understanding Culture and Society.

#### *Communicating*

Learning outcomes listed under this organizer provide opportunities for students to establish and maintain relationships, to share ideas and opinions, and to get things done. This organizer embraces the following communication skills: listening, reading, speaking, writing, viewing, and representing. This variety helps reach students with a wide range of abilities, language traditions, and backgrounds. It emphasizes authentic language-learning experiences and the application of a range of language-learning strategies. Teachers and students are encouraged to use Mandarin Chinese in all activities; it is expected that students will interact in Mandarin Chinese.

#### *Acquiring Information*

Students should have opportunities to develop the ability to understand and acquire information from original Mandarin Chinese-language sources appropriate to their interests and age levels in order to complete authentic tasks. These original sources could include Mandarin Chinese-language television and

### Language-Learning Strategies

It is expected that students will develop and apply a range of strategies to assist their comprehension and expression. Students will:

| Grade 5   | Grade 6   | Grade 7  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• use visual and contextual clues to guess meaning</li> <li>• use mime, gesture, and props to help convey meaning</li> <li>• repeat alone and with others to practise and reinforce new vocabulary and language patterns</li> <li>• record ideas or expressions with Pinyin, Chinese characters, and pictures</li> <li>• listen attentively and participate in activities</li> </ul> | <ul style="list-style-type: none"> <li>• use prior knowledge to make connections to new topics</li> <li>• use formula phrases</li> <li>• actively seek help by asking for clarification and repetition using learned question patterns</li> <li>• connect new topics to personal experience</li> <li>• develop personal notebooks or dictionaries to record new vocabulary</li> <li>• use dictionaries in Hanyu Pinyin to determine meanings of unfamiliar words</li> </ul>   | <ul style="list-style-type: none"> <li>• recognize known words and cognates in new contexts</li> <li>• ask for specific words in Mandarin Chinese, while continuing communication</li> <li>• listen to and practise pronunciation of the written word</li> <li>• group new items into categories that are personally meaningful</li> <li>• self-evaluate progress by comparison with earlier performance or against personal goals</li> <li>• continue to record new vocabulary and phrases using Pinyin, Chinese characters, and pictures</li> </ul>  |
| Grade 8   | Grade 9   | Grade 10   |
| <ul style="list-style-type: none"> <li>• recognize and use common patterns</li> <li>• use word web charts, tables, and other graphic organizers to support oral and written expression</li> <li>• reflect on learning by recording personal goals, successful strategies, and new vocabulary and phrases</li> </ul>   | <ul style="list-style-type: none"> <li>• recognize and use common patterns</li> <li>• listen, view, and read selectively to focus on key information</li> <li>• tolerate ambiguity of meaning when unable to understand fully</li> <li>• transfer and adapt known structures to convey meaning in new contexts</li> <li>• use a variety of writing forms to convey personal meaning (e.g., Pinyin, Chinese characters, illustrations)</li> <li>• plan ahead for communicative activities by anticipating language and resources needed</li> </ul> | <ul style="list-style-type: none"> <li>• take risks with the language to extend language boundaries</li> <li>• use a variety of reference materials, including dictionaries, for comprehension and production</li> <li>• set personal goals in language skills and monitor their progress</li> </ul>   |
| Grade 11  | Grade 12  | Introductory Mandarin Chinese 11   |
| <ul style="list-style-type: none"> <li>• rephrase in Mandarin Chinese to compensate for unknown expressions</li> <li>• make personal notes to use as a reference for oral and written production</li> <li>• actively review common, useful expressions and patterns to refine communication</li> <li>• self-monitor and correct recurring or significant errors in communication</li> </ul>                                 | <ul style="list-style-type: none"> <li>• negotiate meaning by using questions and other techniques in Mandarin Chinese for clarification</li> <li>• summarize information in oral, visual, and written forms</li> <li>• use dictionaries and other reference materials to clarify meanings of unknown words and expressions</li> <li>• seek out and create practice opportunities in and out of the classroom</li> </ul>  | <ul style="list-style-type: none"> <li>• use visual and contextual clues to guess meaning</li> <li>• use mime, gesture, and props to help convey meaning</li> <li>• use prior knowledge of the topic to predict meaning by connecting new topics to personal experience</li> <li>• recognize and use common patterns</li> <li>• tolerate ambiguity of meaning when unable to understand fully</li> <li>• transfer and adapt known structures to convey meaning in new contexts</li> <li>• use a variety of reference materials for comprehension and production</li> <li>• set personal goals in language skills and monitor their progress</li> </ul> |

radio programs, magazines, business and job advertisements, recipes, restaurant menus, schedules, or Internet sites. An authentic task is one that engages students in thoughtful learning and is meaningful and relevant to their lives. Students should be encouraged to take risks in the process of acquiring information in Mandarin Chinese.

### *Experiencing Creative Works*

Students learn a language most effectively when they experience and enjoy the language through music, film, video, art, poetry, and other forms of creative expression such as storytelling by members of the cultural community. Students will be motivated to continue their language studies in Mandarin Chinese when they have frequent opportunities to view, listen to, eventually read, and respond to creative works in personal ways. Students should be exposed to a wide range of creative works representative of the Mandarin Chinese-speaking world, beginning with visual and aural works and progressing to written works as the students' language skills develop. Over time, students should be able to produce a variety of written, oral, and visual creative works based on Mandarin Chinese-language resources.

### *Understanding Culture and Society*

To provide students with first-hand experiences in the Canadian mosaic, students should be provided with opportunities to interact with and appreciate a variety of cultural experiences.

When students communicate with others in Mandarin Chinese and participate in cultural experiences, they gain insight into the role of culture. Through exploring the Mandarin Chinese language, its cultural context, and

its world, students develop understanding of diverse perspectives and can better appreciate the role of other cultures, as well as their own.

### *Integration With Other Curricula*

When Mandarin Chinese is seen as a practical means of communication, not just a narrow field of language study, many opportunities open up for integration with other curricula. The prescribed learning outcomes are deliberately open in nature to encourage teachers and students to make links to other areas of study, through activities such as job interviewing, mapping, graphing, music, or art. In secondary schools, teachers could make efficient use of this open-endedness through joint planning and joint evaluation tasks. (See Appendix D for examples of integrated units.) Integration in the elementary classroom is easier and may begin with daily routines and procedures conducted in Mandarin Chinese. In this way students will see Mandarin Chinese as a living language and not just another school subject.

### **SUGGESTED INSTRUCTIONAL STRATEGIES**

Instructional strategies have been included for each curriculum organizer and grade level. These strategies are suggestions only, designed to provide guidance for generalist and specialist teachers planning instruction to meet the prescribed learning outcomes. The strategies may be either teacher directed or student directed, or both. For each organizer, a list of specific strategies is introduced by a context statement that focusses the reader on the important aspects of this section of the curriculum and links the prescribed learning outcomes with instruction.

There is not necessarily a one-to-one relationship between learning outcomes and instructional strategies, nor is this organization intended to prescribe a linear means of course delivery. It is expected that teachers will adapt, modify, combine, and organize instructional strategies to meet the needs of students and to respond to local requirements.

### SUGGESTED ASSESSMENT STRATEGIES

The assessment strategies in this IRP describe a variety of ideas and methods for gathering evidence of student performance, and provide examples of criteria for assessing the extent to which the prescribed learning outcomes have been met. Teachers determine the best assessment methods for gathering this information.

The assessment strategies or criteria examples for a particular organizer are always specific to that organizer. Some strategies relate to particular activities, while others are general and could apply to any activity.

#### *Assessment in Mandarin Chinese*

Since language is acquired in a spiralling and recursive process, students must be guaranteed a stimulating environment in which taking risks is encouraged and errors are viewed as a natural and informative part of language development. When students understand the role of errors, they are able to make confident decisions about when to take risks and when to edit carefully for accuracy.

#### *About Assessment in General*

Assessment is the systematic process of gathering information about students' learning in order to describe what they

know, are able to do, and are working toward. From the evidence and information collected in assessments, teachers describe each student's learning and performance. They use this information to provide students with ongoing feedback, plan further instructional and learning activities, set subsequent learning goals, and determine areas for further instruction and intervention. Teachers determine the purpose, aspects, or attributes of learning on which to focus the assessment. They also decide when to collect the evidence and which assessment methods, tools, or techniques are most appropriate.

Assessment focusses on the critical or significant aspects of the learning that students will be asked to demonstrate. Students benefit when they clearly understand the learning goals and learning expectations.

Evaluation involves interpreting assessment information in order to make further decisions (e.g., set student goals, make curricular decisions, plan instruction). Student performance is evaluated from the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to learning outcomes.

Students benefit when evaluation is provided on a regular, ongoing basis. When evaluation is seen as an opportunity to promote learning rather than as a final judgment, it shows learners their strengths and suggests how they can develop further. Students can use this information to redirect efforts, make plans, and establish future learning goals.

The assessment of student performance is based on a wide variety of methods and tools, ranging from portfolio assessment to pencil-and-paper tests. Appendix D includes a more detailed discussion of assessment and evaluation.

### *About the Provincial Learning Assessment Program*

The Provincial Learning Assessment Program gathers information on students' performance throughout the province. Results from these assessments are used in the development and revision of curricula, and provide information about teaching and learning in British Columbia. Where appropriate, knowledge gained from these assessments has influenced the assessment strategies suggested in this IRP.

### *Provincial Reference Sets*

The provincial reference sets can also help teachers assess the skills that students acquire across curricular areas. These are:

- *Evaluating Reading Across Curriculum* (RB 0034)
- *Evaluating Writing Across Curriculum* (RB 0020 & RB 0021)
- *Evaluating Problem Solving Across Curriculum* (RB 0053)
- *Evaluating Group Communication Skills Across Curriculum* (RB 0051)
- *Evaluating Mathematical Development Across Curriculum* (RB 0052)

A series of assessment handbooks developed to provide guidance for teachers as they explore and expand their assessment repertoires is also available:

- *Performance Assessment* (XX0246)
- *Portfolio Assessment* (XX0247)
- *Student-Centred Conferencing* (XX0248)
- *Student Self-Assessment* (XX0249)

### **INTEGRATION OF CROSS-CURRICULAR INTERESTS**

Throughout the curriculum development and revision process, the development team has done its best to ensure that relevance, equity, and accessibility issues are addressed in this IRP. These issues have been integrated into the learning outcomes, suggested instructional strategies, and assessment strategies in this IRP with respect to the following:

- Applied Focus in Curriculum
- Career Development
- English as a Second Language (ESL)
- Environment and Sustainability
- Aboriginal Studies
- Gender Equity
- Information Technology
- Media Education
- Multiculturalism and Anti-Racism
- Science-Technology-Society
- Special Needs

(See Appendix C, Cross-Curricular Interests, for more information.)

### *Exemptions From the Language Policy*

Ministry of Education, Skills and Training policy states that all students must take a second language as part of the required curriculum in grades 5 to 8. Students may be exempted from the second-language requirements. An exemption may apply to a student who is:

- identified as a student with special needs or receiving English as a Second Language service
- unable to demonstrate his or her learning in relation to the expected learning outcomes in a course or subject and grade for which an educational program guide has been prescribed by the minister

### *ESL Students and Second-Language Study*

Teachers of students for whom English is their second language will need to be sensitive to the varying rates at which these students develop communication skills. ESL students are likely to benefit from teacher modelling of expectations, real-life applications, direct instruction, incremental introduction of language-learning skills, frequent review, and use of graphic organizers (key visuals). Mandarin Chinese teachers are encouraged to use a wide range of appropriate adaptations to instruction and assessment to meet the needs of individual students. When instruction is in Mandarin Chinese, ESL students are placed on an equal footing with their classmates.

### *Students with Special Needs and Second-Language Study*

Although ministry policy states that students may be exempted from second-language study for special needs, not all students who have been identified as having special needs should be exempted. Second-language study may actually enhance first-language development for some students.

Students representing a wide range of special needs could successfully participate in this course because of its focus on the communicative-experiential approach. Adaptations to instructional strategies, activities, and evaluation methods may be required for some students. For example, students with sensory impairments may need amplification or additional description to “view” videos.

Decisions to exempt a student from taking a second language should be made only after considering assessment information about the student’s cognitive, sensory, or physical disabilities.

When a student is exempted due to special needs, this must be documented as part of the Individual Education Plan (IEP). For example, students who are deaf might have difficulty with oral sections of a second-language curriculum. Other students who are experiencing difficulty establishing communication might concentrate on developing an alternate communication system such as Bliss symbols or voice-activated computer technology. Students with language-processing disabilities may have difficulties that preclude second-language study. Such exemptions should include consultation with parents or guardians as part of the IEP process.

The following teaching strategies can be used to assist students with special needs in the Mandarin Chinese language-learning classroom.

- *Adapt the Environment*
  - Cluster students with particular gifts or needs.
  - Use community resources for extension and research.
  - Make use of preferential seating to enhance research.
  - Create a space with minimum distractions.
  - Change location of the learning activity to optimize concentration.
  - Make use of co-operative grouping or pairing of learners.
- *Adapt Presentation or Instruction*
  - Provide extension activities for students with special gifts and talents.
  - Offer choices for self-directed learning.
  - Provide advance organizers of key information.
  - Demonstrate or model new concepts.
  - Adjust the pace of activities as required.

- Change the wording of questions or instructions to match the student's level of understanding.
- Provide functional, practical opportunities for students to practise skills.
- *Adapt Materials and Equipment*
  - Use techniques to make the organization of activities more explicit. (e.g., Colour-code the steps used to complete a task.)
  - Use manipulatives and other support materials.
  - Provide large-print charts or activity sheets.
  - Use opaque overlays on text pages to reduce quantity of visible print.
  - Highlight key points in written material.
  - Provide software that has variable font size.
  - Use adapted computer technology hardware and appropriate software.
  - Provide alternative resources on the same concepts at an easier comprehension level.
  - Provide or arrange for opportunities for independent study (e.g., CD-ROM).
- *Adapt Methods of Assistance*
  - Train and use peer tutors to assist students with special needs.
  - Arrange for teacher assistants to work with individuals or small groups.
  - Collaborate with support teachers to develop appropriate strategies for individual students with special needs.
- *Adapt Methods of Assessment*
  - Allow students to demonstrate their understanding of concepts in a variety of ways (e.g., murals, displays, models, oral presentations).
  - Match assessment tools to student needs (e.g., oral or open-book tests, tasks performed without time limits, teacher-student conferencing).

- Set short-term, achievable goals with frequent feedback.
- Provide opportunities for students to assess their progress and set their own goals.

### LEARNING RESOURCES

The Ministry of Education, Skills and Training promotes the establishment of a resource-rich learning environment through the evaluation of educationally appropriate materials intended for use by teachers and students. The media formats include, but are not limited to, materials in print, video, and software, as well as combinations of these formats. Resources that support provincial curricula are identified through an evaluation process that is carried out by practising teachers. It is expected that classroom teachers will select resources from those that meet the provincial criteria and that suit their particular pedagogical needs and audiences. Teachers who wish to use non-provincially recommended resources to meet specific local needs must have these resources evaluated through a local district approval process.

The use of learning resources involves the teacher as a facilitator of learning. However, students may be expected to have some choice in materials for specific purposes, such as independent reading or research. Teachers are encouraged to use a variety of resources to support learning outcomes at any particular level. A multimedia approach is also encouraged.

Some selected resources have been identified to support cross-curricular focus areas. The ministry also considers special-needs audiences in the evaluation and annotation of learning resources. As well, special-format versions of some selected resources (braille and taped-book formats) are available.

Learning resources for use in BC schools fall into one of two categories: *provincially recommended materials* or *locally evaluated materials*.

All learning resources used in schools must have *recommended* designation or be approved through district evaluation and approval policies.

### *Provincially Recommended Materials*

Materials evaluated through the provincial evaluation process and approved through Minister's Order are categorized as *recommended* materials. These resources are listed in Appendix B of each IRP.

### *Locally Evaluated Materials*

Learning resources may be approved for use according to district policies, which provide for local evaluation and selection procedures.

### *Internet Resources*

Some teachers have found that the Internet (World Wide Web) is a useful source of learning resources. None of the material from this source has been evaluated by the ministry, in part because of the dynamic nature of the medium.



# CURRICULUM

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*Mandarin Chinese 5 to 12*

## PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- exchange simple greetings
- introduce themselves and others, using appropriate family-relationship terms in the context of the immediate family
- repeat and respond to simple requests
- respond to and give basic instructions
- use common expressions and vocabulary for familiar objects

## SUGGESTED INSTRUCTIONAL STRATEGIES

It is important that the experience of learning a new language be non-threatening, rewarding, and enjoyable. Students should be given every opportunity to hear, repeat, and “play with” the language using age-appropriate materials. Use visual aids, drama, dance, games, songs, and music to introduce students to Chinese language and culture.

- Play music and ask students to walk around the class. Stop the music and have each student greet the nearest person and introduce himself or herself. Repeat this exercise at least five times.
- Give each student a card listing several details about a member of a family (e.g., mother, father, brother, sister). Invite students to assume these identities as they introduce themselves to various classmates.
- Make several sets of four cards, each set describing four family members. Include information about family members’ education, jobs, languages spoken, and ages. Have students each select a card and walk around the class greeting others until they find their “families.” The first family that unites wins a prize.
- As a class, establish standard daily classroom routines in Chinese. List these routines on a chart using Pinyin and Chinese characters with visual cues (e.g., cartoons with speech balloons showing patterns of requests and appropriate responses). Repeat the routines at the beginning of each class.
- Teach the phrase *Hányǔ zěnmě shuō?* Encourage students to take the initiative in learning new Chinese vocabulary. Then have them teach vocabulary to one another using phrases such as *Zhè shì \_\_\_\_\_* or *Qǐng gěi wǒ \_\_\_\_\_*.

## SUGGESTED ASSESSMENT STRATEGIES

At this level, some students may feel awkward or apprehensive about trying to communicate in a new language. Assessment should focus on their willingness and abilities to apply the language-learning strategies they are developing and to use the patterns they have practised.

- When students greet one another and introduce themselves, look for evidence that they are using:
  - standard forms (e.g., *Nǐ hǎo, zǎo.*)
  - correct intonation
  - appropriate patterns (e.g., *Wǒ xìng, jiào.*)
- During activities in which students assume identities or unite to form families, note the extent to which they:
  - are able to speak, with support
  - use appropriate patterns
  - use appropriate family-relationship terms (e.g., *shūshu, gūgu, bófu, bómǔ*)
  - take risks to add details
  - use correct intonation
- As students participate in classroom activities, note and encourage their attempts to:
  - speak Chinese voluntarily
  - respond appropriately to classroom commands (e.g., *Qǐng jǔ shǒu.*)
  - learn the names of familiar objects
  - repeat patterns modelled by the teacher
  - practise the words and expressions presented by the teacher
  - search out words and expressions that have not been taught in class
- To check on students' growing vocabularies, have them sketch and label in Chinese objects and actions they have learned. Review their records and check:
  - the number of words and phrases they have recorded
  - how closely their labels resemble accurate Chinese terms and phrases (with correct Pinyin spelling and tone markers)
  - their interest in adding words and phrases not taught in class

## RECOMMENDED LEARNING RESOURCES



### Print Materials

- Chinese Sentence Book
- Concise English-Chinese / Chinese-English Dictionary (Oxford)
- Let's Play Games In Chinese
- Long is a Dragon



### Video

- The Dragon's Tongue Series
- Speak Mandarin in Five Hundred Words



### Multimedia

- Chinese Mandarin Resource Book - Volumes 1, 2, and 3
- Zhongguotong



### CD-ROM

- The Rosetta Stone Language Library - Chinese Mandarin I

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- use information from age-appropriate Chinese-language resources to complete authentic tasks
- convey acquired information in oral and visual forms

**SUGGESTED INSTRUCTIONAL STRATEGIES**

Students at this level can seek information by using common Chinese expressions and question patterns. Students should be encouraged to access simple information in Chinese using available resources (e.g., community, family, print, electronic media).

- Have each student bring a favourite Chinese snack for Show and Tell. Encourage students to learn the Chinese names of snacks from one another using familiar phrases such as *Zhè shì shénme?* They could take turns playing host and inviting others to try their snacks, using phrases such as *Zhè shì \_\_\_\_\_* or *Qǐng shìshi \_\_\_\_\_*. Alternatively, they could ask to try various snacks, using phrases such as *Zhè shì shénme?* or *Wǒ kěyǐ shìshi ma?*
- Teach the phrase *Hānyǔ zěnmē shuō?* and provide additional vocabulary as required for the following activities:
  - Show flash cards with pictures of various careers on one side and the Chinese words on the other (in Pinyin and Chinese characters), then distribute them to students. Have students in pairs practise asking one another *Hānyǔ zěnmē shuō?*
  - Ask students in pairs to identify their parents' occupations (e.g., *Wǒ bàba shì \_\_\_\_\_*), then conduct a class survey of occupations, including houseparents. As a follow-up, ask students what careers they want to pursue and have them answer using phrases such as *Wǒ xiǎng dāng \_\_\_\_\_*. Compile a class list. This strategy can be adapted for other topics (e.g., weather, clothing, hobbies).
- Show and read to the class large Chinese-language picture books that use simple, repetitive sentence patterns. Repeat the sentence patterns, each time substituting key words with new vocabulary. Read the book aloud as a class. Reinforce vocabulary from the book by pointing to a picture and asking *Hānyǔ zěnmē shuō?*
- Introduce students to the Internet, and have them search for Chinese festival information.

## SUGGESTED ASSESSMENT STRATEGIES

At this level, most of the information that students acquire will be oral and often connected to concrete activities such as choosing a snack. Students should have opportunities to demonstrate what they have learned in a variety of non-verbal ways, as well as by speaking or writing. At this level, most writing will be simple copying of selected words or phrases in Pinyin.

- When students work in groups to choose snacks and bring samples to class, note the extent to which they are able to:
  - remember the names of some popular snacks
  - teach one another the names of the snacks they have chosen
  - apply patterns they have learned to ask what the snacks are (*Zhè shì shénme?*); ask permission to try the snacks (*Wǒ kěyǐ chángchang ma?*)
  - create illustrated lists of the snacks they have tried
- When students use a phrase such as *Hányǔ zěnmē shuō?* to find out about family members' jobs or classmates' hobbies, look for evidence that they are able to:
  - recognize and use the basic question pattern
  - understand words and phrases that are repeated frequently in the same context
  - use classroom resources (e.g., picture books with Chinese captions) to help solve communication problems
- As students work with picture books, look for evidence that they are beginning to:
  - recognize key words
  - anticipate familiar patterns or those that are repeated
  - use the pictures to make predictions about the language
  - ask questions about the characters, events, or language

## RECOMMENDED LEARNING RESOURCES



### Print Materials

- Concise English-Chinese / Chinese-English Dictionary (Oxford)
- Long is a Dragon



### Video

- The Dragon's Tongue Series



### Multimedia

- Chinese Mandarin Resource Book - Volumes 1, 2, and 3
- Zhongguotong

### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- view and listen to creative works with visual and contextual support, and respond to them in various ways

### SUGGESTED INSTRUCTIONAL STRATEGIES

In the first years of language study, students' exposure to videos, stories, games, songs, music, dance, drama, and cultural events provide them with examples of Chinese that are simple and repetitive, yet stimulating and rewarding. Activities should be fun, with the emphasis on enjoyment and participation.

- Read to students from picture books that use familiar words and Chinese characters. (For more context-relevant materials, use children's books in other languages but paste Chinese characters over the words.)
- Have students make their own Chinese books by drawing pictures and writing a few words about each illustration.
- Show students how to use computer programs to generate Chinese characters for book projects or other purposes (e.g., banners, birthday cards).
- Keep a classroom collection of Chinese-language books (both commercial examples and those created by students) for students to read on their own or take home.
- Provide key words written in Pinyin and Chinese characters, then teach age-appropriate songs that have easy lyrics and appealing melodies and rhythm.
- Introduce key words, then show students segments of a Chinese animated video. As a class, discuss the content of the video, then ask students to make posters to promote it.
- Encourage students to begin compiling a vocabulary bank in the form of picture dictionaries.

## SUGGESTED ASSESSMENT STRATEGIES

Assessment of students' experiences with creative works should focus on participation and response. At this level, their responses should not be assessed in terms of the language they use. Responses will often be made in English or using visual aids.

- After students read or create simple picture books, have them share the books with others or read them aloud to the class. Look for evidence that they:
  - are interested in using Chinese to create something new
  - use classroom resources (including the teacher) to support their work
  - enjoy listening to Chinese stories
  - are interested in their classmates' contributions
- When assessing students' work with computer-generated Chinese characters, look for:
  - enthusiasm for the task
  - curiosity about the meaning of various Chinese characters
  - attempts to create personalized messages
  - interest in the conventions or traditions involved (e.g., expressions often used in greeting cards)
- When students learn songs or poems, have them work in small groups to practise and present them to the class. Look for evidence that they:
  - are willing to speak or sing in Chinese
  - are curious about the meaning of the songs or poems
  - try to incorporate what they know of the songs' or poems' meaning into their presentations
  - listen attentively to the songs or poems others present
- When students create visual works based on Chinese-language resources (e.g., posters to advertise a video), look for evidence that they:
  - incorporate some of the features they have seen in the Chinese sources
  - offer personal views or responses
  - are interested in sharing their work

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- China's Bravest Girl
- Chinese Designs and Symbols, Second Edition
- Favourite Folktales of China
- Introducing China - A Teacher Resource Book
- A Little Tiger in the Chinese Night
- Long is a Dragon
- The Mouse Bride
- Old Tales of China
- Red Eggs and Dragon Boats
- Story of the Chinese Zodiac



### *Multimedia*

- Chinese Folk Songs
- Chinese Mandarin Resource Book - Volumes 1, 2, and 3
- The Chinese People
- Out of the East Horizon
- Zhongguotong

### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- identify elements of their own and their classmates' cultural backgrounds
- identify characteristics of Chinese cultures

### SUGGESTED INSTRUCTIONAL STRATEGIES

Students at the elementary level should be encouraged to explore their family backgrounds and cultural identities as a starting point to exploring a new culture. Following an introductory exploration of their own cultural backgrounds and a range of other cultural experiences, students should be introduced to some aspects of Chinese cultures (e.g., names, festivals, holidays, traditional values) and the diversity of the Canadian cultural mosaic.

- Encourage students to explore their cultural backgrounds by talking about the origins and meanings of their names. This could be extended to a survey of the languages spoken in the class.
- Demonstrate and discuss how Chinese people introduce themselves (e.g., family names always given first as a way to indicate family membership). Also show and invite students to practise different ways of making introductions, particularly when adults address children and vice versa. This activity provides an opportunity to talk about respect for elders.
- Have students select one of the following projects:
  - develop a family tree of immediate and extended family
  - document the birthplaces of different family members
  - bring and talk about objects and pictures of family members for Show and Tell
- Organize a class visit to places in the community that sell Chinese goods. Afterward, initiate a class discussion about students' observations of similarities and differences between Canadian and Chinese goods.

## SUGGESTED ASSESSMENT STRATEGIES

Assessment at this level should focus on students' participation in cultural activities and their increasing awareness of the various cultures represented in the class. Students will often demonstrate this awareness in graphic and visual formats, with some commentary in English.

- As students share their cultural backgrounds in class, invite their classmates to complete simple response sheets. Ask them to record details such as name of each student; origin and meaning of name; countries, provinces, or cities of family origin; and language(s) spoken. Look for evidence that students are interested in the cultural backgrounds of others and able to accurately record the information.
- Invite students to learn about one or more Chinese festivals. Then have each student choose a way of demonstrating knowledge about a particular festival or holiday (e.g., make a greeting card, design a banner or other decorations, make a poster advertising activities associated with the holiday). Look for evidence that students have accurately portrayed features of the festivals or holidays.
- Have students keep up-to-date records based on the theme "Curious and Compelling Chinese Facts." Students could use symbols, sketches, pictures, or graphics from magazines, newspapers, or the Internet. Encourage self-assessment by asking them to review their records regularly and respond to prompts such as:
  - What are the two most surprising or unusual facts in your record?
  - When you look over the facts in your record, what questions about Chinese cultures come to mind? How could you find out the answers?

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- China
- China's Bravest Girl
- Chinese Designs and Symbols, Second Edition
- Chinese New Year
- Coming to Gum San
- Early China
- Favourite Folktales of China
- Five Heavenly Emperors
- Focus on China
- Introducing China - A Teacher Resource Book
- A Little Tiger in the Chinese Night
- Long is a Dragon
- The Mouse Bride
- Notes on Things Chinese
- Old Tales of China
- Red Eggs and Dragon Boats
- Story of the Chinese Zodiac



### *Video*

- The Dragon's Tongue Series
- Jing: A Chinese Girl
- Pandas in the Wild
- Rebeka Goes to China



### *Multimedia*

- Chinese Folk Songs
- Chinese Mandarin Resource Book - Volumes 1, 2, and 3
- The Chinese People
- Out of the East Horizon
- Zhongguotong

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- identify and exchange information about preferences and interests
- make and respond to simple requests
- respond to and give basic instructions
- use appropriate forms of formal and informal address
- participate in day-to-day routines

**SUGGESTED INSTRUCTIONAL STRATEGIES**

It is important that the experience of learning a new language be non-threatening, rewarding, and enjoyable. Students should be given every opportunity to hear, repeat, and “play with” the language using age-appropriate materials. Use drawings and other visual aids, drama, dance, games, and songs to introduce students to new Chinese vocabulary, language patterns, and cultural concepts.

- Teach a game of “What Would You Like?” using pictures or real objects (e.g., plastic fruit, empty drink boxes). Display the names of the objects in Pinyin and Chinese characters. Students use simple question patterns such as *Nǐ yào shénme?* and *Nǐ xǐhuan shénme?* and respond with *Wǒ yào \_\_\_\_\_* and *Wǒ xǐhuan \_\_\_\_\_* where appropriate.
- Play the game “I’d Rather Not.” Teach a few polite phrases for saying “no” (e.g., *Wǒ bù tài xǐhuan \_\_\_\_\_*). Using cards with pictures, Pinyin, or Chinese characters representing items in a particular category, have students in pairs take turns asking one another’s preferences and giving polite refusals.
- Establish with the class daily routines in Chinese and print some of them on a poster or chart along with visual cues to aid students’ comprehension. Ask students in pairs to take turns playing the role of teacher, with one partner giving instructions while the other responds.
- At the beginning and end of class, play games similar to “Simon Says,” in which students practise giving requests for classmates to follow. (Students at this age usually enjoy playing the role of teacher.)
- Invite students to practise common question patterns for given situations (e.g., shopping, talking to a friend at home or at school) by engaging in simple dialogues. When time permits, situations could be presented on cards for students to draw out of a box.

## SUGGESTED ASSESSMENT STRATEGIES

Students' enjoyment of language is essential in fostering communication skills. Assessment should support students as they develop the comfort and confidence needed to take risks as they practise speaking Chinese.

- As students talk about their preferences and interests, play games, and participate in classroom routines, note and provide feedback on the extent to which they are able to:
  - make themselves understood by using Chinese words and phrases appropriately with accurate tones
  - ask questions
  - respond to simple, familiar questions
  - show increasing comfort and confidence
  - perform introductions and offer simple greetings
  - use patterns modelled by the teacher
  - use an increasing variety of words and expressions
- Assign partners when students play the game "What Would You Like?" After students have had several opportunities to display their preferences, ask each partner to report on two preferences or dislikes the other communicated in the game. Look for evidence that they are able to:
  - make themselves understood (e.g., use correct tones)
  - use familiar language and patterns
  - speak confidently
  - take risks trying new vocabulary
- When students are learning polite ways to say "no" or "I'd rather not," look for evidence that they:
  - use the phrases in appropriate contexts
  - distinguish between words and phrases of agreement and refusal
  - use appropriate gestures to support meaning
  - look for opportunities to voluntarily practise and use the phrases they have learned

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- Chinese Sentence Book
- Concise English-Chinese/Chinese-English Dictionary (Oxford)
- Let's Play Games In Chinese
- Long is a Dragon



### *Video*

- The Dragon's Tongue Series
- Speak Mandarin in Five Hundred Words



### *Multimedia*

- Chinese Mandarin Resource Book - Volumes 1, 2, and 3
- Zhongguotong



### *CD-ROM*

- The Rosetta Stone Language Library - Chinese Mandarin I

### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- identify specific information from age-appropriate Chinese-language resources to complete authentic tasks
- convey acquired information in oral, visual, and simple written forms

### SUGGESTED INSTRUCTIONAL STRATEGIES

Students at this level continue to seek information by using common Chinese expressions and question patterns. They should be encouraged to access simple information in Chinese using available resources (e.g., community, family, print, electronic media).

- Have students watch a Chinese exercise video and perform the simple routines. Ask them to listen for names of various body parts and label them on a large picture. Then challenge them to listen for verbs associated with body movements (e.g., bend, stretch). Have students draw pictures of these movements and write the words in Pinyin, selecting them from a vocabulary chart. The video could be shown again without sound, with volunteers providing narration as the class performs the exercises. Alternatively, students could work in teams to see which team can determine the most information from the video in the shortest time.
- Give pairs of students store receipts (one receipt per pair) and have them gather information such as the cost of each item. Partners then role-play transactions—one student playing the customer, the other the service clerk.
- Ask students to watch several Chinese TV commercials. Have them record as much information as they can about each product, the selling points, and places where the items can be purchased. For each product, ask students to note any words or expressions that helped them acquire their information. In groups, students pool their findings and then create collages describing products of their choice. The collage should include some labels in simple Chinese (Pinyin or Chinese characters).

## SUGGESTED ASSESSMENT STRATEGIES

At this level, students should not be expected to acquire detailed understanding when they listen to or view Chinese-language materials. Assessment should focus on key or main ideas and include opportunities for students to collaborate, pooling the information they are able to gather individually in order to develop more complete understanding.

- When students participate along with exercise videos and draw and label pictures of the movements, note the extent to which they are able to:
  - recognize frequently repeated words and phrases
  - follow parts of the exercise sequence
  - use some of the new vocabulary and patterns in the labels on their visual representations
  - increase their comprehension by working collaboratively
- When students examine store receipts and role-play transactions, look for evidence that they are able to:
  - select appropriate information
  - use the information in their role plays
  - apply what they have learned about Chinese retail practices
- To assess students' abilities to work with age-appropriate resources, look for evidence that they are able to:
  - identify the main topics
  - focus on key words or phrases
  - make logical predictions based on the situations and their prior knowledge
  - use strategies such as previewing, looking, and listening for patterns; using context clues; watching for body language and intonation
  - persevere, even when they are not able to understand most of what they see, hear, or read

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- Concise English-Chinese / Chinese-English Dictionary (Oxford)
- Long is a Dragon



### *Video*

- The Dragon's Tongue Series



### *Multimedia*

- Chinese Mandarin Resource Book - Volumes 1, 2, and 3
- Zhongguotong

### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- view and listen to creative works with visual and contextual support, and respond to them in various ways

### SUGGESTED INSTRUCTIONAL STRATEGIES

Exposure to a variety of creative works in Chinese adds to students' development and enjoyment of the new language. Students at this age usually enjoy singing songs, reciting poems, and reading simple stories that use repetitive language patterns. The activities should be fun, with the emphasis on enjoyment and participation.

- Invite an artist to the class to demonstrate Chinese brush painting and different types of calligraphy. Encourage students to experiment with Chinese calligraphy using traditional Chinese writing tools (e.g., ink and brush).
- Teach students some Chinese paper-cutting techniques and then have them create their own decorations.
- Introduce the words of a Chinese rap song, then play the song. Students in groups then create their own rap songs using simple language patterns learned in class.
- With the class, read a simple Chinese story and have students role-play short segments of it.
- Have students learn and play simple children's games and songs that use repetitive patterns, chants, and familiar melodies. Because students can more readily learn games through active participation, teach the games by rote rather than by explanation.

**SUGGESTED ASSESSMENT STRATEGIES**

Look for evidence that students are open to and interested in a variety of Chinese art forms and creative works and are able to make connections between these works and works from other cultures.

- Note students' participation in and response to creative works and activities. Students could show their interest by:
  - voluntarily bringing Chinese creative works to class
  - commenting on works or activities they notice at home or in the community
  - suggesting that the class repeat or extend creative activities they have enjoyed, including games
  - being attentive when a new activity is introduced
  - taking risks to participate in creative activities that may be difficult for them at first
  - trying to incorporate techniques or features they have noticed in Chinese art into their work in fine arts or other subjects
- When students role-play short segments of a simple story, look for evidence that they:
  - incorporate key ideas, events, or characters
  - try to interest or intrigue their audience by using interesting detail
  - show their ideas and feelings about the segments they are portraying
- After students learn some simple children's games and songs, form groups and have each group practise and present a song or game to the class. Look for evidence that students:
  - take risks to sing or chant in Chinese
  - are curious about the meaning of the songs or games
  - try to match their interpretations (gestures, expressions) to the meaning or mood
  - are attentive and responsive to other students' interpretations
  - are willing to extend or repeat the activities (e.g., adding props to their performances)

**RECOMMENDED LEARNING RESOURCES***Print Materials*

- China's Bravest Girl
- Chinese Designs and Symbols, Second Edition
- Favourite Folktales of China
- Introducing China - A Teacher Resource Book
- A Little Tiger in the Chinese Night
- Long is a Dragon
- The Mouse Bride
- Old Tales of China
- Red Eggs and Dragon Boats
- Story of the Chinese Zodiac

*Multimedia*

- Chinese Folk Songs
- Chinese Mandarin Resource Book - Volumes 1, 2, and 3
- The Chinese People
- Out of the East Horizon
- Zhongguotong

### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- describe family customs and routines
- identify elements of Chinese cultures in the local community, British Columbia, Canada, and the United States

### SUGGESTED INSTRUCTIONAL STRATEGIES

Students at the elementary level should be encouraged to explore their family backgrounds and cultural identities as a starting point to exploring new cultures. Following this introductory exploration, students should be introduced to some aspects of Chinese cultures (e.g., names, festivals, holidays, traditional values) and the diversity of the Canadian cultural mosaic.

- As a class, discuss family rules. Ask students to list them, noting differences and similarities among the rules of their classmates.
- Read and discuss with the class a story related to students' daily routines in China. Invite students to talk about their own daily routines. They could also discuss similarities and differences between routines in various cultures.
- Ask students to identify on a map of Canada places where they have Chinese friends and relatives. They could do the same on a map of the United States. Students could also generate a list of some North American cities that have Chinatown areas.
- Plan a class trip to Chinatown or a local Chinese community. (Contact the Vancouver Chinese Cultural Centre about organized tours of the city's Chinatown.)
- Suggest that students gather information about the contributions of early Chinese-Canadians, using various resources (e.g., books, newspapers, videos, CD-ROMs), then discuss the results as a class.
- Invite a speaker to talk to the class about her or his experiences growing up as a Chinese-Canadian.
- Have students in groups compare retail careers in Canada with those in China, then discuss as a class.

## SUGGESTED ASSESSMENT STRATEGIES

Students reveal their attitudes and understanding through their participation in class and community activities, their representations of what they notice, and the questions they ask following new experiences.

- When students describe and share their family customs and routines, invite them to show their awareness of relationships across cultures through a variety of representations. For example:
  - Venn diagrams showing common and unique features
  - picture charts comparing features of a Chinese activity with related activities in other cultures
  - collages of pictures, symbols, and words from a variety of cultures that are related to a common theme (e.g., greeting words, family celebrations such as birthdays and weddings, family members' titles)

Assessment could be based on the number of features students include, the logic of the associations they show, and the accuracy of their portrayals of cultural features.

- After students have researched contributions of Chinese cultures in their own and other communities in North America, ask them to respond to prompts such as:
  - I think the most important thing I learned was that \_\_\_\_\_ .
  - I was surprised that \_\_\_\_\_ .
  - Something that reminded me of my own family was \_\_\_\_\_ .
  - I would like to learn more about \_\_\_\_\_ .

## RECOMMENDED LEARNING RESOURCES



### Print Materials

- Ancient China
- The Ancient Chinese
- China
- China's Bravest Girl
- Chinese Designs and Symbols, Second Edition
- Chinese New Year
- Coming to Gum San
- Early China
- Favourite Folktales of China
- Five Heavenly Emperors
- Focus on China
- Introducing China - A Teacher Resource Book
- A Little Tiger in the Chinese Night
- Long is a Dragon
- Mooncakes and Hungry Ghosts
- The Mouse Bride
- Notes on Things Chinese
- Old Tales of China
- Oxford History Study Units
- Red Eggs and Dragon Boats
- Story of the Chinese Zodiac
- West Coast Chinese Boy



### Video

- The Dragon's Tongue Series
- Jing: A Chinese Girl
- Pandas in the Wild
- Rebecka Goes to China



### Multimedia

- Chinese Folk Songs
- Chinese Mandarin Resource Book - Volumes 1, 2, and 3
- The Chinese People
- Out of the East Horizon
- Zhongguotong

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- discuss preferences and interests
- use appropriate forms of formal and informal address
- seek and grant permission, both formally and informally
- exchange information about interests and day-to-day situations, events, and activities

**SUGGESTED INSTRUCTIONAL STRATEGIES**

It is important that the experience of learning a new language be non-threatening, rewarding, and enjoyable. Students should be given every opportunity to hear, repeat, and “play with” the language using age-appropriate materials. Use drawings and other visual aids, drama, dance, music, and games to broaden their communication skills in Chinese.

- Have students prepare short reports about themselves that include information about their preferences or interests. Ask students to interview classmates about their interests and report their findings to the class.
- Invite students to talk to one another about their weekends, then list their weekend activities. Suggest that they record selected activities in picture form and add captions in Pinyin. In small groups, invite students to share their pictorial representations, then choose one activity from each group member and ask for more details (e.g., location, admission fee). In this activity, students practise simple question patterns to exchange information.
- Have students provide photographs or drawings of themselves engaged in school activities, then present the pictures and discuss the events portrayed. Ask students to summarize or list school activities that occur during the year. As a class, discuss the activities students enjoy most or least. Display pictures of Chinese school scenes and have them discuss similarities and differences between activities in Canadian and Chinese schools.
- Show video segments of people seeking and granting permission (e.g., *Qǐng wèn wǒ kěyǐ \_\_\_\_\_ Lǎojiā \_\_\_\_\_ Dǎrǎo nín le \_\_\_\_\_* ).

## SUGGESTED ASSESSMENT STRATEGIES

At this level, students should be increasingly comfortable and confident speaking and responding to familiar patterns. Assessment should emphasize language-learning strategies as well as the communication that takes place.

- Work with students to develop a list of criteria or class expectations for communicating in Chinese. These can be the basis for a teacher or self-assessment checklist. Criteria might include:
  - uses appropriate forms of address
  - reproduces correct tones in familiar words
  - responds to questions and instructions that are given in Chinese
  - tries to answer in Chinese as often as possible
  - volunteers ideas and information in Chinese
  - tries to use patterns to form longer phrases and sentences, rather than giving one-word answers
  - practises new words and patterns
- When students report on their preferences and interests, recount weekend activities, or report on their interviews with classmates, look for evidence that they are:
  - able to make themselves understood in Chinese by using appropriate vocabulary
  - willing to take risks to add details or use unfamiliar language
  - using strategies such as gestures, body language, or visual props to support their verbal communication
  - beginning to use sequence words and transitions
  - recognizing familiar words and patterns in their classmates' accounts
  - able to ask for help or self-correct
- Ask students to role-play seeking and granting permission. Note the extent to which they demonstrate appropriate:
  - forms of address
  - levels of formality
  - gesture and body language
  - language patterns
  - responses that fit the established context

## RECOMMENDED LEARNING RESOURCES



### Print Materials

- Chinese Sentence Book
- Concise English-Chinese/Chinese-English Dictionary (Oxford)
- Let's Play Games In Chinese
- Long is a Dragon



### Video

- The Dragon's Tongue Series
- Speak Mandarin in Five Hundred Words



### Multimedia

- Chinese Mandarin Resource Book - Volumes 1, 2, and 3
- Zhongguotong



### CD-ROM

- The Rosetta Stone Language Library - Chinese Mandarin I

### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- obtain information from age-appropriate Chinese-language resources to complete authentic tasks
- convey acquired information in oral, visual, and simple written forms

### SUGGESTED INSTRUCTIONAL STRATEGIES

Students at this level continue to seek information by using common Chinese expressions and question patterns. They should be encouraged to access simple information in Chinese using a variety of available resources (e.g., community, family, print material, electronic media).

- Have students view place mats and menus from a Chinese restaurant to learn the names of dishes and utensils. Students could use this information to role-play ordering meals in restaurants.
- Record simple phone messages and play them for the class. Ask students to determine who called, who they called for, and what time they called. Students take turns conveying the messages to one another verbally.
- Show the class weather charts from a Chinese newspaper and play videos of the day's weather forecast. Ask students to identify and list weather-related words such as *sunny* and *rainy*. Form groups of four and ask them to prepare weather reports and weather charts. Each group then presents a TV weather report using its weather chart, providing drawings or symbols as visual aids. Presentations could be recorded on video.
- Suggest that students search for Chinese-related news groups on the Internet by accessing Chinese web sites. Have them note as much information as they can from one source and present it to the class.

**SUGGESTED ASSESSMENT STRATEGIES**

Students at this level are often able to engage in simple oral or written activities using information they have acquired, although they may also need to rely on visual representations (e.g., sketches, posters). Assessment should focus on students' abilities to use their language strategies to obtain the information they need.

- When students role-play restaurant scenes or summarize information in telephone messages, look for evidence that they are able to:
  - recognize key information
  - recall and use familiar vocabulary and patterns
  - use the context to anticipate the meaning of what people say
  - take risks to make predictions or inferences about what they hear
  - use words and patterns they know to make predictions about the meaning of new language
- Work with students to develop criteria for assessing their weather charts. For example, to what extent is the information:
  - detailed and complete
  - accurate
  - understandable
  - presented using appropriate language patterns
- As students work with a greater variety of Chinese-language information sources, look for evidence that they are increasingly able to:
  - ask appropriate questions to find the information or details they need
  - focus on key words, phrases, and ideas
  - make logical inferences based on language they recognize
  - persevere to make meaning out of language that seems very difficult at first
  - replicate some of the patterns they encounter

**RECOMMENDED LEARNING RESOURCES***Print Materials*

- Concise English-Chinese/Chinese-English Dictionary (Oxford)
- Long is a Dragon

*Video*

- The Dragon's Tongue Series

*Multimedia*

- Chinese Mandarin Resource Book - Volumes 1, 2, and 3
- Zhongguotong

## PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- view, listen to, and to some extent read creative works with visual and contextual support, and respond to them in various ways

## SUGGESTED INSTRUCTIONAL STRATEGIES

Exposure to a variety of Chinese creative works adds to students' development and enjoyment of the new language. Students at this age usually enjoy singing songs, reciting poems, and reading simple stories that use repetitive language patterns. The activities should be fun, with the emphasis on enjoyment and participation.

- Have students listen to Chinese songs by popular artists while viewing some related key words and phrases in Pinyin. After the general meaning of the song has been discussed, encourage students to sing along whenever possible.
- Ask students to listen to an English-language song, then compare it to one in Chinese that has the same tune (e.g., "The More We Get Together" and "Dāng Wǒmen Zài Yìqǐ"). Students could sing the Chinese version with the aid of lyrics in Pinyin.
- Invite students to examine several Chinese comic strips. Then ask them to draw their own comics based on family outings or school activities, using simple language, written in Pinyin or Chinese characters, to describe the scenes in speech balloons. They could also prepare short skits to present to the class.
- Invite guest artists to demonstrate Chinese art forms (e.g., calligraphy, painting, knot tying, beading). Before each demonstration, students could prepare questions in Chinese to ask each artist about his or her craft. Following the presentations (conducted in Chinese with some English support, if necessary), have them discuss what they saw and learned about each art form and artist. Then ask students to record their impressions in visual and written forms, using pictures with captions (these should include some Chinese characters with Pinyin). Students could create their own artworks modelled after the Chinese examples.

## SUGGESTED ASSESSMENT STRATEGIES

As they experience an increasing range of traditional and contemporary art, look for evidence that students are able to notice relationships among various art forms and creative works and to interpret their experiences in a variety of ways. In their responses, students should make connections between Chinese creative works and those they enjoy from other cultures.

- When students listen to and sing Chinese songs, note the extent to which they:
  - are focussed and attentive
  - anticipate words and melodies
  - make connections with other music in Chinese or other languages
  - ask questions that indicate interest and curiosity
- After students have viewed demonstrations of Chinese art forms, look for evidence that they are willing to:
  - try some of the techniques they have observed
  - ask questions to learn more about the art forms
  - seek out similar examples from other sources
- Have students exchange the comic strips they create. Model simple patterns and vocabulary they can use to comment on each other's work.
- Encourage students to keep lists of creative works they have experienced. Entries should include title, author, and other pertinent information (in English). From time to time, have them review their lists to find works that:
  - they particularly enjoyed
  - were unusual or surprising
  - reminded them of similar works from Canadian and other cultures

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- China's Bravest Girl
- Chinese Designs and Symbols, Second Edition
- Favourite Folktales of China
- Introducing China - A Teacher Resource Book
- A Little Tiger in the Chinese Night
- Long is a Dragon
- The Mouse Bride
- Old Tales of China
- Red Eggs and Dragon Boats



### *Multimedia*

- Chinese Folk Songs
- Chinese Mandarin Resource Book - Volumes 1, 2, and 3
- The Chinese People
- Out of the East Horizon
- Zhongguotong

### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- describe their school and community traditions, and compare them with those of Chinese cultures
- identify elements of Chinese cultures in the world

### SUGGESTED INSTRUCTIONAL STRATEGIES

Students at the elementary level should be encouraged to investigate their family backgrounds and cultural identities as a starting point for exploring similarities and differences between Chinese and Canadian cultures. At the same time, they should be introduced to some aspects of Chinese cultures (e.g., names, festivals, holidays, traditional values) and the diversity of the Canadian cultural mosaic.

- As a class, brainstorm and chart activities and traditions that form the culture of the school (e.g., school rules, dances, special events, sports teams) and compare them with those of a Chinese school. Follow a similar process to identify the traditions of the local community (e.g., parades, sports events, community services). Add to the lists throughout the year.
- Introduce students to Chinese festival customs and then ask them to bring pictures and other items related to a selected festival (e.g., Chinese New Year goodies). When possible, engage students in activities related to the festival (e.g., making lanterns for Mid-Autumn Festival). Have students compare similar Chinese and Canadian holidays (e.g., Mid-Autumn Festival and Thanksgiving Day). Seek out local opportunities for students to participate, in a variety of ways, in an actual Chinese festival.
- Using a map, indicate areas around the world where Chinese cultures are present and discuss. Show various historical routes by which other cultures came in contact with Chinese people (e.g., the Silk Road).
- As a class, compare and contrast Chinese and First Nations styles of beading.
- Invite students to choose cultural topics to research in groups (e.g., Chinese inventions) and present their findings to the class. Encourage the use of a wide variety of resources (e.g., print, videos, CD-ROMs, the Internet).

## SUGGESTED ASSESSMENT STRATEGIES

Students demonstrate their understanding of cultural contexts through their participation in and response to a variety of activities. At this level, students should demonstrate an increasing breadth of knowledge about Chinese cultures in a wide range of contexts.

- When students compare school or community activities and traditions with those of Chinese counterparts, look for evidence that they are able to:
  - accurately identify local activities and traditions
  - find out about comparable Chinese activities and traditions
  - show respect for Chinese traditions and customs
  - identify similarities and differences
- Work with students to develop expectations about their participation in cultural festivals. Provide prompts such as:
  - How might you demonstrate that you have learned important cultural information from participating in the festival?
  - What aspects should everyone try to learn about?
  - What evidence might demonstrate that you participated respectfully and were open to new experiences?
- Develop criteria that students can use to guide their research presentations. Criteria might include:
  - detailed and accurate
  - relevant and focussed on the topic
  - engages the audience (includes interesting or unusual details)
  - drawn from a variety of appropriate sources
  - supported by visual aids or other media
  - clearly presented

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- Ancient China
- The Ancient Chinese
- China
- China's Bravest Girl
- Chinese Designs and Symbols, Second Edition
- Chinese New Year
- Coming to Gum San
- Early China
- Favourite Folktales of China
- Five Heavenly Emperors
- Focus on China
- Introducing China - A Teacher Resource Book
- A Little Tiger in the Chinese Night
- Long is a Dragon
- Mooncakes and Hungry Ghosts
- The Mouse Bride
- Notes on Things Chinese
- Old Tales of China
- Oxford History Study Units
- Red Eggs and Dragon Boats
- West Coast Chinese Boy



### *Video*

- The Dragon's Tongue Series
- Jing: A Chinese Girl
- Pandas in the Wild



### *Multimedia*

- Chinese Folk Songs
- Chinese Mandarin Resource Book - Volumes 1, 2, and 3
- The Chinese People
- Out of the East Horizon
- Zhongguotong

### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- request and provide information about day-to-day activities and interests
- describe day-to-day activities and interests in oral and written forms
- participate in short conversations

### SUGGESTED INSTRUCTIONAL STRATEGIES

Students should be encouraged to consolidate and expand the communication skills they have acquired in the elementary grades. The focus continues to be on the development of oral language; students should be encouraged to expand their repertoires and increase their fluency. Whenever possible, simple written tasks using Pinyin and Chinese characters, such as writing short messages or postcards, should also be introduced.

- Have students request and give simple directions for getting to various places. (e.g., *Wǎng qián zǒu.*)
- Ask students in pairs to role-play making plans for the weekend with friends. Suggest that they discuss what they like to do, places to visit, and so on.
- Provide students with a skeleton letter to adapt by adding their own information. For an authentic communication exercise, students could send their letters to an exchange class in another community.
- Ask students to prepare and rehearse questions they can use to interview classmates. Invite them to group questions by theme (e.g., family, school, likes or dislikes). After the interviews, have students present their findings to the class and discuss. As a follow-up activity, pairs of students could practise role-playing interview situations, then present their role plays to the class.

## SUGGESTED ASSESSMENT STRATEGIES

To develop effective Chinese language skills, students need to recognize that communication of meaning is the most important aspect of learning a language. All assessment criteria should relate to how effectively messages are conveyed.

- When students role-play various situations, provide criteria that they can use for self- and peer assessment. Criteria might include:
  - conveys an understandable message in Chinese
  - includes relevant and interesting details or features
  - sustains interaction, finding ways to deal with breaks in the dialogue in order to keep the conversation going (e.g., uses body language, attempts to self-correct, repeats phrases slowly to help partner understand)
  - uses a variety of vocabulary and language structures (e.g., questions, responses)

These criteria can be the basis for a checklist or rating scale to be used throughout the course by the teacher and students.

- Use similar criteria in assessing letters and other written work. For example:
  - meaning is clear
  - includes interesting and relevant details
  - follows appropriate conventions practised in class (e.g., greetings, closings, use of titles)
  - uses a range of vocabulary to complete simple sentences
  - takes risks to use language not practised in class
- Provide students with sentence frames to use in writing about their strategies for learning Chinese. For example:
  - I learn Chinese best when I \_\_\_\_\_ .
  - The hardest thing I've learned in Chinese is \_\_\_\_\_ .
  - I'd like to learn how to \_\_\_\_\_ .
  - Someone who helps me practise Chinese is \_\_\_\_\_ .

## RECOMMENDED LEARNING RESOURCES



### Print Materials

- Chinese Sentence Book
- Concise English-Chinese/Chinese-English Dictionary (Oxford)
- Let's Play Games In Chinese



### Video

- The Dragon's Tongue Series
- Speak Mandarin in Five Hundred Words
- Tadpole and the Whale



### Multimedia

- Chinese Mandarin Resource Book - Volumes 1, 2, and 3
- Zhongguotong



### CD-ROM

- The Rosetta Stone Language Library - Chinese Mandarin I

### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- obtain specific information from age-appropriate Chinese-language resources to complete authentic tasks
- convey acquired information in oral, visual, and written forms

### SUGGESTED INSTRUCTIONAL STRATEGIES

Students should be given opportunities to acquire specific information from various Chinese-language sources (e.g., radio, television, newspapers, magazines). It is important that tasks are simple and interesting to students at this grade level.

- Suggest that students use a local bus schedule and plan a journey to a given destination, noting important arrival and departure times. Have them role-play leaving messages about their plans on friends' answering machines.
- Have students read Chinese-language newspaper advertisements or flyers and then plan shopping lists and budgets for shopping. Students could also visit a Chinese marketplace.
- Ask students to find out when and where Chinese or other movies are being shown and role-play making plans to meet friends to see one.
- Show students slides of various famous sites in China and narrate the display in Chinese, giving key information. Ask each student to note the facts and record them in the form of booklets, posters, or pictorial displays with captions written in Chinese characters and Pinyin.
- Invite students to watch a program of sports highlights reported in Chinese. Then have them record on charts key information such as scores, names of players, and nationalities of teams and players.
- Ask students to use the Internet to access a Chinese web site. Have them download items of interest, add headings, and exchange findings with other class members.

## SUGGESTED ASSESSMENT STRATEGIES

Students most often demonstrate their skills in acquiring and using information when they perform integrated tasks that also involve communication and, in many cases, cultural issues. Effective assessment requires that students have opportunities to work with a range of appropriate written, visual, and media resources.

- When students use bus schedules and newspaper advertisements, look for evidence that they are able to:
  - locate familiar words
  - use the context to support inferences about the information
  - predict meaning by interpreting graphics and pictures
  - use the information to make plans or give directions
- As students work with information they have acquired, note the extent to which they:
  - combine words and pictures to convey simple meaning
  - organize their work to make it easy to follow
  - try to make their work interesting and appealing by including details or using a variety of language patterns
  - include Chinese characters (rather than relying exclusively on Pinyin)
  - follow some of the patterns they have observed in Chinese materials
- Work with students to develop criteria for assessing their use of Chinese-language audio or video resources (e.g., sports highlights, movie reviews). For example, students might be expected to recognize:
  - main topics or events
  - names of some of the people involved
  - qualities or descriptions given of key people or events
  - feelings associated with events (e.g., triumph, tragedy, disappointment)
  - outcomes
  - one or two new vocabulary items they want to learn

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- Concise English-Chinese/Chinese-English Dictionary (Oxford)



### *Video*

- Childhood of Wang Mian
- The Dragon's Tongue Series
- Tadpole and the Whale



### *Multimedia*

- Chinese Mandarin Resource Book - Volumes 1, 2, and 3
- Zhongguotong

### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- view, listen to, and read creative works with visual and contextual support, and respond to them in various ways

### SUGGESTED INSTRUCTIONAL STRATEGIES

To cultivate a greater appreciation of Chinese cultures, students should continue to experience creative works in Chinese (e.g., videos, stories, games, songs, dance, drama, cultural events). In addition, they should be introduced to plays, short stories, and some aspects of Chinese art (e.g., painting and calligraphy). Whenever possible, students are encouraged to create their own works, such as poetry and paintings, modelled after the Chinese examples.

- Read short picture books to the class, then have students in pairs each select and present one of the stories, using visuals and actions to illustrate the meaning.
- Invite students to compose and illustrate simple stories using Pinyin or Chinese characters and present them to the class.
- Introduce a selection of Chinese poems and have each student choose one and recite it to the class.
- Ask students to use dictionaries to find some words that rhyme and to use these words to create poems. They present their poems orally and visually to the class.
- Show students a Chinese video and ask each to create a publicity poster illustrating a memorable part. Each poster could include some common expressions as well as other vocabulary personally relevant to the student.
- Have students in groups sing songs in Chinese selected from those heard in or outside of class.
- Ask students to create Chinese lyrics for a popular tune, using simple vocabulary and patterns learned in class.
- Have students view Chinese TV commercials. Then ask them to fill out viewing logs, noting information such as the products advertised, expressions used to describe the products, and the times the commercials were aired. Provide additional commercials as required.

## SUGGESTED ASSESSMENT STRATEGIES

As students become familiar with an increasing range of creative works, they should have opportunities to select the pieces they wish to respond to and choose the form of their responses. Assessment of these outcomes should not be based solely on students' abilities to use Chinese.

- Have students create short picture books based on Chinese art forms introduced in class (e.g., poems, songs). Look for evidence that students are:
  - interested in Chinese art forms
  - willing to research to find out more about specific art forms
  - able to use features of Chinese art forms in their own work
  - responsive and appreciative of their classmates' efforts
  - proud of the works they create
- When students learn and recite poems to the class, note the extent to which they:
  - choose material that stretches or challenges their skills
  - seek out poems that have not been presented in class
  - present their poems expressively and confidently, with accurate pronunciation
  - listen attentively and appreciatively to other students
- Provide opportunities for students to demonstrate their responses to Chinese songs and music through activities such as:
  - learning to sing songs or perform music
  - creating dances
  - composing rap rhymes in Chinese
  - creating posters or collages showing the ideas and images conveyed by the music
- After students experience a variety of Chinese creative works, have each create a poster, collage, or magazine cover that represents two selections, musicians, artists, or writers she or he has particularly enjoyed. Ask students to include captions that reflect their responses. Look for evidence that they are able to offer unique personal perspectives by combining visual elements and words.

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- Chinese Designs and Symbols, Second Edition
- Favourite Folktales of China
- A Little Tiger in the Chinese Night
- Old Tales of China
- Red Eggs and Dragon Boats



### *Multimedia*

- Chinese Folk Songs
- Chinese Mandarin Resource Book - Volumes 1, 2, and 3
- The Chinese People
- Out of the East Horizon
- Zhongguotong

### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- identify elements of Chinese cultures that are different from or similar to their own
- identify ways that culture can influence opinions

### SUGGESTED INSTRUCTIONAL STRATEGIES

Students should be able to demonstrate understanding of their individual cultural roots, their Canadian identity, and some important aspects of Chinese cultures (e.g., customs, festivals, holidays).

- Provide a list of value statements (e.g., “We should always respect our teachers and elders.”) and ask students to decide which ones they agree or disagree with. Invite students to work in groups to make their decisions, then compare lists and poll similarities and differences. The class could discuss how culture influences opinions or views.
- Suggest that students research the contributions of contemporary Chinese-Canadians (e.g., David Lam, Alexina Louie), using a variety of resources (e.g., books, videos, CD-ROMs, electronic magazines, indices).
- Have students demonstrate literary skills in various languages by bringing in examples of print materials and sharing them with the class.
- Demonstrate how to make Chinese and English tea and, as a class, note and discuss cultural similarities and differences.

## SUGGESTED ASSESSMENT STRATEGIES

At this level, students should be encouraged to use Chinese as much as possible in all classroom activities. However, assessment should focus on the cultural learning outcomes and not solely on students' language skills.

- When students compare views on a series of value statements, look for evidence that they:
  - respect and value diversity of opinion
  - are willing to share their views with others
  - recognize similarities and differences of opinion
  - state their views tactfully and respectfully
  - are aware of some of the factors that influence opinion
  - are able to separate their views of another's opinions from their views of the person
- Prompt students to compare some Chinese values and traditions with those of another culture, using Venn diagrams as graphic organizers. Look for evidence that they are able to identify:
  - a wide variety of cultural values and traditions
  - similarities and differences between the two cultures
- Provide prompts such as the following to encourage students to reflect on what they have learned about culture:
  - Three features, elements, or values that seem common to many cultures are \_\_\_\_\_ .
  - One feature, element, or value that often varies among different cultures is \_\_\_\_\_ .
  - Two views I have that are strongly influenced by my culture are \_\_\_\_\_ .
  - Something that puzzles me about culture is \_\_\_\_\_ .

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- Ancient China
- The Ancient Chinese
- Chinese Designs and Symbols, Second Edition
- Chinese New Year
- Coming to Gum San
- Favourite Folktales of China
- A Little Tiger in the Chinese Night
- Mooncakes and Hungry Ghosts
- Notes on Things Chinese
- Old Tales of China
- Oxford History Study Units
- Red Eggs and Dragon Boats
- West Coast Chinese Boy



### *Video*

- Childhood of Wang Mian
- The Dragon's Tongue Series
- Pandas in the Wild



### *Multimedia*

- Chinese Folk Songs
- Chinese Mandarin Resource Book - Volumes 1, 2, and 3
- The Chinese People
- Out of the East Horizon
- Zhongguotong

## PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- ask for and give simple information and assistance
- exchange information relating to activities, people, and things
- express and give reasons for opinions and preferences
- participate in a variety of situations drawn from real life

## SUGGESTED INSTRUCTIONAL STRATEGIES

Students should be encouraged to consolidate and expand the communication skills they have acquired in the elementary grades. Communication patterns and expressions should be reinforced. While the focus continues to be on the development of oral language, the inclusion of simple written tasks, such as writing short messages or postcards, should be enhanced.

- Initiate a discussion about clothing and have students give reasons why they would choose to wear certain articles and not others for particular weather conditions or activities (e.g., sports).
- Set up a restaurant scene in the classroom and invite students to role-play ordering Chinese foods. Ask them to explain why they did or did not order certain items. (e.g., *Wǒ bù xiǎng chī kǎoyā, wǒ guànmǐn.*)
- Ask students to describe where they live and how to get there by public transportation or on foot, using the school site as a starting point.
- Have students role-play introducing their families to classmates. Ask them to provide details relating to age, occupations, and other interesting things about their family members.
- Organize a pen pal exchange. Suggest that the class write letters (using some Pinyin) or send e-mail to students in another school, describing the school in terms of size, programs offered, teachers, and facilities.
- Ask students to role-play the following scenarios:
  - doctor and patient (patient using appropriate vocabulary to report symptoms to doctor)
  - parent and child on report card day
  - student seeking permission to miss a class for a good reason
- Have students write short notes (using some Pinyin and/or Chinese characters) explaining why they will not be home for dinner and telling the teacher why they were absent last class.
- Show the class a Chinese word processor and challenge students to type letters to friends.

## SUGGESTED ASSESSMENT STRATEGIES

At this level, assessment continues to emphasize oral interactions in which students communicate with one another and the teacher. Some assessment activities should focus on spontaneous communication in which students use the strategies they have learned to engage in role plays or other situations. Other assessment activities may involve prepared or rehearsed presentations.

- As students participate in a variety of classroom oral activities, note the extent to which they:
  - use Chinese to ask and respond to questions
  - extend conversations in Chinese beyond the first question and response
  - include details, reasons, and examples in their presentations or role plays
  - interact with some fluency and spontaneity
  - apply familiar vocabulary and patterns to new situations
  - respond to and support one another when they are speaking Chinese
- When students write simple notes, look for evidence that they:
  - convey understandable messages
  - include details, reasons, and examples to make meaning clear
  - use an increasing range of vocabulary and language patterns
  - include some Chinese characters
  - show increasing precision in forming the Chinese characters
- Encourage students to set personal daily or weekly goals for communicating in Chinese. Daily goals might include:
  - I am going to speak at least \_\_\_\_\_ times in class today.
  - I am going to use two new words today: \_\_\_\_\_ and \_\_\_\_\_.
  - I am going to ask \_\_\_\_\_ a question. My question will be \_\_\_\_\_.
  - I am going to write a message about \_\_\_\_\_ to \_\_\_\_\_.

At the end of each class or week, they should review their goals and check on their progress.

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- Chinese Sentence Book
- Chinese Unmasked - Volumes 1 & 2
- Concise English-Chinese / Chinese-English Dictionary (Oxford)
- Let's Play Games In Chinese



### *Video*

- The Dragon's Tongue Series
- Speak Mandarin in Five Hundred Words
- Tadpole and the Whale



### *Multimedia*

- Chinese Mandarin Resource Book - Volumes 1, 2, and 3
- Hanyu (Revised Edition)
- Zhongguotong



### *CD-ROM*

- Chinese and Characters
- The Rosetta Stone Language Library - Chinese Mandarin I

### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- obtain and process information from age-appropriate Chinese-language resources to complete authentic tasks
- convey acquired information in oral, visual, and written forms

### SUGGESTED INSTRUCTIONAL STRATEGIES

Students should be encouraged to acquire specific information from different media in Chinese (e.g., radio, television, newspapers, magazines) as directed by the teacher. The information required will vary according to the task. In addition, a variety of resources should be available in the classroom for students to access.

- Suggest that students examine advertising flyers (e.g., for foods, toys, clothing, events) and role-play inquiring about prices and providing the answers. (e.g., *Zhè tiáo qúnzi yì bǎi kuài, tài guì le, wǒ bù xiǎng mǎi.*)
- Ask students to listen to short weather reports from Chinese news broadcasts and report to the class what the weather will be like that day or the next.
- Invite students to view a cooking demonstration, then ask them to brainstorm a list of verbs and directions related to cooking (e.g., *chǎo, qī, chǎo cài, zhá yú, bāo jiǎozi*).
- Challenge students to write e-mail messages using Pinyin and to send them to students at another school.
- Have students in pairs examine Chinese TV guides and decide, with their partners, what programs to watch during the week. Ask them to give reasons for their choices.
- Provide students with bus, train, or plane schedules and ask them to plan trips, using their home town as a starting point.
- Encourage students to work in pairs to research careers in the clothing industry, comparing Canadian opportunities to those in China. Students could access and use a Chinese web site as a resource.

## SUGGESTED ASSESSMENT STRATEGIES

At this stage, student tasks should frequently involve the use of language, along with visual or electronic media representations in some cases. Because the authentic nature of the tasks is a key factor in assessing student development, students should often have opportunities to design and choose their own tasks.

- When students work with Chinese-language resources, look for evidence that they are increasingly:
  - confident, approaching tasks with a positive attitude
  - resourceful, trying many different ways to solve problems
  - able to persevere after encountering difficulty; they are not discouraged when they do not understand the entire message
  - willing to try new language and tasks, risking making errors in order to communicate ideas or feelings
  - committed, proud, and willing to work to accomplish tasks
  - self-monitoring, checking on their own progress and making adjustments
- While students participate in language activities, circulate among them, asking questions and providing feedback. Look for evidence that students are able to:
  - understand and respond to questions
  - make short, simple statements about activities
  - ask for help when needed
  - find the information they need for specific tasks or questions
  - ask relevant questions
  - use a variety of vocabulary and patterns
  - record or recall key words and simple information
- When students plan trips, look for evidence that they are able to use their schedules to:
  - obtain useful and relevant information
  - create logical sequences of stops or visits
  - allow a realistic amount of time for each segment of the trip
  - accurately express sequence and time in presenting information to others

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- Chinese Unmasked - Volumes 1 & 2
- Concise English-Chinese/Chinese-English Dictionary (Oxford)



### *Video*

- Childhood of Wang Mian
- The Dragon's Tongue Series
- Tadpole and the Whale



### *Multimedia*

- Chinese Mandarin Resource Book - Volumes 1, 2, and 3
- Hanyu (Revised Edition)
- Zhongguotong



### *CD-ROM*

- Chinese and Characters

### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- view, listen to, and read creative works, and respond to them in various ways

### SUGGESTED INSTRUCTIONAL STRATEGIES

Students should now be cultivating a greater appreciation of Chinese creative works. In addition to experiencing videos, stories, games, songs, music, dance, drama, and cultural events, they should be introduced to different literary genres (e.g., plays, short stories, novels) and some aspects of Chinese art forms (e.g., painting, calligraphy). Whenever the opportunity arises, students should be encouraged to create their own works such as short stories, poetry, and paintings.

- Introduce students to some traditional Chinese games and have them choose one to play. They could discuss adaptations they may want to make to the game.
- After introducing related vocabulary, show a segment of a Chinese video. Have students choose characters from the video and role-play them in Chinese.
- Show a music video and introduce vocabulary for understanding and singing the song. Invite groups or individuals to sing the song. Working in pairs, students then write their own versions of the song and sing them to the class.
- Invite students to study a short Chinese poem, identify unfamiliar words, and take turns reciting the poem to the class.
- Ask students to write short poems with illustrations and read them to the class. Edit the poems and return them. Then ask students to design a cover for a class book of the collected poems. Each student receives a copy of the book to take home.

## SUGGESTED ASSESSMENT STRATEGIES

At this level, students should experience an increasing range of creative works. Assessment should focus on students' participation and appreciation and on the extent to which they are able to create works of their own to communicate ideas and feelings.

- When students role-play segments of a Chinese video, look for evidence that they are attempting to:
  - reflect key features or qualities of the characters
  - maintain the mood or feeling of the segment
  - use some of the vocabulary and language patterns
  - incorporate some of the conventions of the particular genre
  - use appropriate body language to interpret the events and feelings
- Collaborate with students to develop criteria for the poems they write. For example, they might focus on:
  - developing clear feelings, themes, or messages
  - reflecting features of the poetry they have read and heard
  - incorporating traditional Chinese symbols into their poems and illustrations
  - presenting their work in appealing ways
- To prompt reflection and self-assessment, have students keep logs of their experiences with creative works, both in and outside of school. They should include:
  - titles and authors, artists, actors, or musicians
  - contexts, genres, or forms (e.g., movie, CD, painting, photograph)
  - short descriptions of the works
  - brief comments or symbols that show their opinions of the works

Ask students to review their logs at regular intervals, look them over with partners, and talk or write about works they particularly enjoyed.

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- Favourite Folktales of China
- A Little Tiger in the Chinese Night
- Old Tales of China



### *Multimedia*

- Chinese Folk Songs
- Chinese Mandarin Resource Book - Volumes 1, 2, and 3
- The Chinese People
- Hanyu (Revised Edition)
- Out of the East Horizon
- Zhongguotong



### *CD-ROM*

- Chinese and Characters

### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- identify some similarities between their own customs and those of Chinese cultures
- compare Chinese cultures with other cultures

### SUGGESTED INSTRUCTIONAL STRATEGIES

Students at this level should demonstrate understanding of their cultural roots, their Canadian identities, and important aspects of Chinese cultures (e.g., festivals and holidays).

- As a class, brainstorm a list of school traditions (e.g., dances, fine arts productions, special days, graduation ceremonies, rules, sports tournaments). Ask students to compare these to their parents' school traditions by formulating key questions about three of the traditions, interviewing their parents about them, and reporting their findings to the class. Compare the information gathered with Chinese school traditions.
- Invite a Chinese guest to speak to the class about what school was like in former days. After the talk, invite students to interview the guest to further explore the topic.
- Form small groups and have each group draw a map and label all the countries where Chinese is spoken. In class presentations, groups compare their maps and discuss similarities and differences among them.
- Suggest that students research some Chinese foods and bring in samples. Collect recipes in a class book.
- Show a video comparing aspects of Canadian and Chinese education. Ask students to comment on the differences and similarities and represent them using graphics (e.g., Venn diagrams).

## SUGGESTED ASSESSMENT STRATEGIES

As students work with a wider range of Chinese resources, they should have opportunities to develop and demonstrate increasing awareness of cultural content. Assessment should consider their awareness of and openness to diversity, as well as their knowledge about Chinese cultures. Some discussions about intercultural concepts may need to be conducted in English.

- When students compare their school traditions with those of their parents or of Chinese students (now or in the past), look for evidence that they are willing and able to:
  - recognize and describe aspects of their own school culture
  - analyse some of the causes and effects of their traditions
  - pose thoughtful questions to learn about other traditions
  - report accurate, detailed, and relevant information about other traditions
  - identify similarities and differences
  - draw logical conclusions from the information they analyse and present
- Show a video about traditional Chinese cultures and customs. To check on students' understanding of the information presented, have them write postcards or short letters about imaginary trips to China or another country where Chinese is spoken. Encourage them to focus on similarities as well as differences. Note the extent to which their writing shows:
  - respect for diversity and differences in customs
  - accuracy; includes detail
  - awareness that some behaviours, attitudes, values, or customs are common to people of many cultures
- Provide prompts such as the following to encourage students to reflect on what they have learned about their own and other cultures:
  - Three customs that seem common to many cultures are \_\_\_\_\_ .
  - Examples of these in my culture and Chinese cultures are \_\_\_\_\_ .

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- Coming to Gum San
- Favourite Folktales of China
- A Little Tiger in the Chinese Night
- Mooncakes and Hungry Ghosts
- Notes on Things Chinese
- Old Tales of China
- West Coast Chinese Boy



### *Video*

- Childhood of Wang Mian
- The Dragon's Tongue Series
- Pandas in the Wild



### *Multimedia*

- Chinese Folk Songs
- Chinese Mandarin Resource Book - Volumes 1, 2, and 3
- The Chinese People
- Hanyu (Revised Edition)
- Out of the East Horizon
- Zhongguotong

## PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- use appropriate vocabulary to communicate needs, desires, and emotions
- describe events, experiences, and procedures sequentially
- recognize and apply commonly used idiomatic expressions
- participate in a variety of situations drawn from real life

## SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, many students are willing to take more risks with language. Students should be encouraged to consolidate and expand the communication skills they have acquired in earlier grades. While the focus continues to be on the development of oral language, students should also be encouraged to expand their repertoire of and fluency in using Pinyin and Chinese characters. Whenever possible, include simple written tasks such as writing short messages or postcards.

- Ask students to share information, in both oral and written formats, about recent movies they have seen. Have them include brief plot summaries.
- Have students in pairs or small groups talk about their weekend activities.
- Set up small booths for selling items. Invite students in pairs to role-play vendors and customers, using idiomatic expressions where appropriate.
- Have students role-play various scenarios that involve planning a list of supplies for a camping trip or ordering takeout food.
- Set up a pen pal exchange. Have the class write letters or send e-mail to students in another school, giving information about student enrolment, teachers, subjects, or class events.
- Ask students to use a Chinese word processor to type letters to friends.
- Have students write short notes on various topics (e.g., saying where they have gone, explaining why their homework is not done, apologizing for hurting a friend's feelings, explaining why they want to learn Chinese).
- Invite a guest who speaks Chinese as a second language (e.g., banker, hotel manager, baker, firefighter) to demonstrate or talk about her or his profession and the value of learning Chinese.
- Conduct a miming session in which students express emotions in different situations. Ask the rest of the class to describe the emotions or situations in Chinese.

## SUGGESTED ASSESSMENT STRATEGIES

At this level, students should be able to participate effectively in a wide range of oral interactions—including role plays, conversations, and presentations—with some fluency and spontaneity. Assessment of their written work is also important at this level.

- Frequently discuss the criteria for effective oral communication. Consider creating a checklist for teacher, self-, or peer assessment. Criteria might include:
  - meaning is understandable
  - includes detailed and relevant information
  - uses language appropriate for the task and relationship
  - is actively engaged
  - takes risks to extend language and meaning
  - pauses at the ends of phrases or ideas rather than after each word
- When students present plot summaries of movies, look for evidence that they include main events and use vocabulary and transitional phrases to make the sequence of events clear.
- When students role-play buying and selling, look for evidence that they use numbers and denominations of money accurately, use idioms related to buying and selling, and follow the appropriate conventions.
- Provide frequent opportunities for students to review and reflect on what they have learned and to establish personal goals and action plans for increasing their Chinese language skills. (These activities may be integrated with Career and Personal Planning activities.)

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- Chinese Sentence Book
- Chinese Unmasked - Volumes 1 & 2
- Concise English-Chinese / Chinese-English Dictionary (Oxford)
- Let's Play Games In Chinese



### *Video*

- The Dragon's Tongue Series
- Speak Mandarin in Five Hundred Words
- Tadpole and the Whale



### *Multimedia*

- Chinese Mandarin Resource Book - Volumes 1, 2, and 3
- Hanyu (Revised Edition)
- Zhongguotong



### *CD-ROM*

- Chinese and Characters
- The Rosetta Stone Language Library - Chinese Mandarin I

### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- process and adapt information from age-appropriate Chinese-language resources to complete authentic tasks
- convey acquired information with an increasing level of competency in oral and written language

### SUGGESTED INSTRUCTIONAL STRATEGIES

Students should be encouraged to access simple information on given topics (e.g., sports, travel, weather) using various Chinese-language media (e.g., radio, television, newspapers, pamphlets). In addition, a variety of resources should be available in the classroom for students to access.

- Invite students to examine posters, flyers, or movie listings in the newspaper and to role-play deciding which movies to watch or which items to buy.
- Ask each student to watch a daily Chinese TV program at home for a week and report back to the class on the progress of the story, topics discussed, or characters. Students are then assigned to work in groups, so that they can compare notes.
- Have students select comic strips from local Chinese-language newspapers and explain them to the class or role-play them.
- Introduce a short Chinese movie, giving the context, time, and setting. Challenge students to predict what might happen in terms of plot and relationship development, based on given key words and pictures, if available. After showing short segments, discuss the story as a class. Then form groups and have each group present one section of the story.

## SUGGESTED ASSESSMENT STRATEGIES

When assessing students' progress, consider their language-learning strategies and the levels of independence they demonstrate, as well as the work they complete. Students' reports and self-assessment activities can provide important information about the strategies they have developed.

- When students work with newspapers, posters, TV programs, movies, or comic strips, look for evidence that they are able to:
  - find the information they need to complete the assigned tasks
  - record and represent the information using Pinyin and some Chinese characters
  - use a variety of strategies to help them understand the material (e.g., making predictions from the context, looking for familiar words and patterns, using illustrations, using dictionaries)
- Provide opportunities for students to apply and monitor their Chinese language skills in real-life situations. For example, ask students to brainstorm situations outside of school in which they can use Chinese (e.g., conversing with someone who speaks Chinese when making a purchase, ordering a meal, asking for directions). Work with them to develop criteria for assessing their degree of success. Assign partners and have them work together to complete selected out-of-school tasks in Chinese. Then ask each pair to submit an outline of the task, along with an evaluation of the level of success achieved.

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- Chinese Unmasked - Volumes 1 & 2
- Concise English-Chinese/Chinese-English Dictionary (Oxford)



### *Video*

- Childhood of Wang Mian
- The Dragon's Tongue Series
- Tadpole and the Whale



### *Multimedia*

- Chinese Mandarin Resource Book - Volumes 1, 2, and 3
- Hanyu (Revised Edition)
- Zhongguotong



### *CD-ROM*

- Chinese and Characters

### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- view, listen to, and read creative works, and respond to them in various ways

### SUGGESTED INSTRUCTIONAL STRATEGIES

Students should be encouraged to cultivate an appreciation of Chinese creative works. In addition to experiencing videos, stories, games, songs, music, dance, drama, and cultural events, students should be introduced to various literary genres (e.g., plays, short stories, novels) and some aspects of Chinese art forms (e.g., painting, calligraphy). Whenever the opportunity arises, students should be encouraged to create their own works, such as short stories, poetry, and paintings.

- Have each student read a short story in Chinese, then re-create it using cartoons and captions, dramatize it for the class, or produce an audiotape of the reading.
- Present each student with a Chinese character (traditional, if possible) derived from a pictograph. Ask students to research the histories of the Chinese characters and present their findings to the class.
- Display some Chinese paintings and invite students to share their impressions of various elements (e.g., colours, emotions).
- Conduct a class discussion about Chinese kites. Invite students to create their own Chinese kites and decorate them with appropriate designs and logos.
- Organize a visit to or view a video of the Dr. Sun Yat Sen Chinese Classical Garden in Vancouver. Discuss the principles used in the layout of a Chinese classical garden, including:
  - the yin-yang principle
  - symbolic meanings of some of the plants commonly used
  - origin, purpose, and history
  - Chinese aesthetics in general
- Introduce some contemporary Chinese songs and provide the lyrics in printed form using Pinyin and Chinese characters. Students could each choose one of the songs to illustrate, including short captions.

## SUGGESTED ASSESSMENT STRATEGIES

Students often work collaboratively to develop responses to creative works or to create works of their own. Assessment might focus on their responses to classmates' work as well as to traditional and contemporary authors, artists, musicians, and actors. Students can show their responses and create personal works in a wide variety of forms.

- Discuss with students criteria to be used when they are retelling, writing, or dramatizing stories based on Chinese resources. For example:
  - easy to understand and follow
  - reflects key features of the original work
  - clearly shows the relationships of the characters to one another
  - dialogue is appropriate for the characters and their relationships
  - incorporates features of Chinese literature the student has encountered
- When students respond to creative works, look for evidence that they are:
  - willing to risk putting forward their ideas
  - focussing on and responding to key features of the works
  - open to considering a variety of views and interpretations
  - using appropriate vocabulary and structures
  - able to interpret traditional symbols
  - aware of some of the conventions of interpreting art
- When students create kites, note the extent to which they:
  - enjoy traditional Chinese arts
  - use traditional symbols and design features
  - personalize their designs to reflect something about themselves
- After students view and discuss the Dr. Sun Yat Sen Chinese Classical Garden, have them create visual representations showing what they have learned. Look for evidence of:
  - accuracy in representing aspects of the layout
  - appropriate choice of plants
  - recognition of the yin-yang principle
  - accurate detail

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- Favourite Folktales of China
- A Little Tiger in the Chinese Night
- Old Tales of China



### *Multimedia*

- Chinese Folk Songs
- Chinese Mandarin Resource Book - Volumes 1, 2, and 3
- The Chinese People
- Hanyu (Revised Edition)
- Out of the East Horizon
- Zhongguotong



### *CD-ROM*

- Chinese and Characters

### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- identify and discuss similarities and differences between their own customs and those of Chinese cultures
- identify cultural content in Chinese-language resources

### SUGGESTED INSTRUCTIONAL STRATEGIES

Students at this level should demonstrate understanding of their own cultural roots, their Canadian identity, and some important aspects of Chinese cultures (e.g., festivals and holidays). As they broaden their understanding of the Canadian cultural context, students should be given opportunities to develop sensitivity in their everyday interactions with people from diverse cultural backgrounds.

- Have students interview and collect stories from older family members about social and moral codes in effect when they were young. In preparation, brainstorm key questions as a class. Students then present their findings orally and visually, comparing results to present-day rules and codes.
- Present a video depicting aspects of Chinese family, school, or social life or cultural activities. Ask students to compare what they observe with Canadian life and discuss differences and similarities. Then have them write brief paragraphs on the differences, including personal reactions. Students should record any idiomatic expressions noted.
- Suggest that students research the clothing and transportation available when their parents and grandparents were young. Invite them to bring pictures and samples of clothing from home. Students and the teacher could dress up to portray students and a teacher from 30 and 50 years ago.
- Invite a Chinese-speaking guest to talk about his or her language and cultural experiences. Have students prepare questions in Chinese to ask the guest. To help them better understand the guest's responses, ask students to brainstorm some possible answers the day before.
- Invite students to use local resources to research aspects of Chinese and First Nations cultures, then report their findings. Students could compare:
  - traditions of respect for elders
  - legends of dragons and thunderbirds
  - embroidery of the Cree and Algonquin peoples and Chinese embroidery

## SUGGESTED ASSESSMENT STRATEGIES

Assessment should include day-to-day observations about students' interest in, sensitivity to, and openness to diversity. Assessment activities should encourage students to reflect on their own customs, as well as demonstrate their understanding of Chinese cultures.

- After students have heard several stories based on interviews with older family members, ask them to summarize:
    - features that appear in many of the stories
    - differences among the stories
    - some of the purposes the stories serve (e.g., teaching a lesson, creating a tradition, preserving a memory)
- Look for evidence that students are developing increasing understanding of and sensitivity to cultural influences.
- When students make cultural comparisons, look for evidence that they:
    - respect and value diversity
    - are interested in cultures other than their own
    - recognize similarities and differences
    - go beyond surface features to deal with subtle and complex aspects
  - Have students keep sections of their notebooks for recording and commenting on their participation in cultural activities. Before they begin their records, work with them to brainstorm a varied list of cultural activities, then develop a shared definition they can use. (Students should understand, for example, that watching a hockey game is a cultural activity.) Their records should include written or visual descriptions of activities, labels indicating which cultures were involved, and personal reactions or comments.

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- Coming to Gum San
- Favourite Folktales of China
- A Little Tiger in the Chinese Night
- Mooncakes and Hungry Ghosts
- Notes on Things Chinese
- Old Tales of China



### *Video*

- Childhood of Wang Mian
- The Dragon's Tongue Series
- Pandas in the Wild



### *Multimedia*

- Chinese Folk Songs
- Chinese Mandarin Resource Book - Volumes 1, 2, and 3
- The Chinese People
- Hanyu (Revised Edition)
- Out of the East Horizon
- Zhongguotong

### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- describe or narrate, with some supporting detail, events, situations, or experiences
- exchange opinions on topics of interest
- apply idiomatic expressions with some fluency
- interact with increased independence in familiar life situations

### SUGGESTED INSTRUCTIONAL STRATEGIES

In grades 11 and 12, students should be able to show greater confidence and sophistication in their use of both written and spoken Chinese. Instructional strategies should include relevant topics about, and interactions with, friends and family at home, at school, and in the community.

- Have students interview classmates about their opinions on different types of movies, actors, and so on, then choose movies to attend. In groups, students use the information to role-play making arrangements to meet.
- Invite students in groups to create posters or flyers in Chinese to advertise school or community events.
- Encourage spontaneous storytelling in Chinese to build confidence in using the language and idiomatic expressions. Suitable topics could be prepared by the teacher on strips of paper that students then draw at random from a hat or box.
- Conduct a miming session in which students express emotions in different situations. Have the rest of the class describe the emotions or situations in Chinese.
- As a class project, create a Chinese newsletter. Students could write reports and letters and submit them to the newsletter.
- Invite students to use a Chinese word processor to practise composing informal notes and formal and informal letters, using appropriate salutations and formats. Encourage students to use mostly Chinese characters, although they may use Pinyin for less familiar words where necessary. Students could send their letters to local Chinese newspapers.

## SUGGESTED ASSESSMENT STRATEGIES

Assessment should focus on the extent to which students are able to offer and interpret message and meaning. As their facility with oral and written Chinese increases, they can be expected to exchange increasingly complex ideas.

- When students describe or narrate events, situations, or experiences orally or in writing, assess the extent to which their presentations:
  - include relevant details
  - convey the sequence or relationship of events clearly
  - are easy to understand
  - reflect an appropriate level of formality
  - feature a range of vocabulary and idioms
  - begin to show some sophistication or complexity of language and ideas
- Ask students to create and perform short skits. Look for evidence that:
  - plots are clear and include some detail
  - characters are clearly identified and described
  - scripts are written in accurate Pinyin or Chinese characters
  - vocabulary and sentence structure are appropriate and include some complexity
  - speeches are comprehensible to the audience
  - oral delivery shows confidence and fluency
  - speech and actions convey the appropriate moods and expressions
- Work with students to develop a rating scale or checklist they can use for peer and self-evaluation during activities such as role-playing. Criteria might include:
  - main points are clear
  - includes relevant and appropriate detail
  - uses simple, related statements and a range of useful vocabulary and expressions
  - orders events or actions logically
  - responds appropriately to information offered by other speakers
  - takes risks by using new language or adapting known patterns
  - shows some flow, speaking in phrases rather than hesitating after every word
  - pronunciation of most words, including tones, is accurate or approximate

## RECOMMENDED LEARNING RESOURCES



### Print Materials

- Chinese Unmasked - Volumes 1 & 2
- Concise English-Chinese/Chinese-English Dictionary (Oxford)
- Let's Play Games In Chinese



### Video

- The Dragon's Tongue Series
- Tadpole and the Whale



### Multimedia

- Chinese Mandarin Resource Book - Volumes 1, 2, and 3
- Hanyu (Revised Edition)
- Zhongguotong



### CD-ROM

- Chinese and Characters
- The Rosetta Stone Language Library - Chinese Mandarin I

## PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- research and use relevant information from age-appropriate Chinese-language resources to complete authentic tasks
- convey acquired information in a variety of formats

## SUGGESTED INSTRUCTIONAL STRATEGIES

It is important that students in grades 11 and 12 are able to access information from various local and global media (e.g., radio, television, newspapers, CD-ROMs, the Internet). They should be encouraged to use such resources at school, at home, and in their communities.

- Ask students to study a Chinese phone directory, in print or on a CD-ROM, and complete one or more of the following tasks:
  - explain how listings are ordered
  - list major headings
  - compare listings to those found in an English phone directory
- Take students on a guided tour, narrated in Chinese, of the University of British Columbia Asian Library to learn how a Chinese library is organized. Introduce them to a wide variety of resources at the library, including vertical files, CD-ROMs, and magazine indices. While at the library, students should try to access material on a research topic.
- Explain the parts of a textbook in Chinese. Have students examine textbooks to identify the different sections and list the headings.
- Ask students to study the different components of Chinese dictionaries (with simplified or traditional characters) and learn how to look up Chinese characters using radicals and strokes.
- Show a Chinese video on endangered species and distribute viewing grids for students to fill out. Ask students to discuss results in groups, then have each group prepare a report on one species, including a poster to raise awareness in the school. Have students access needed information and references through the Internet.
- Encourage students to research careers they are interested in pursuing. They could prepare outlines of specific careers that might involve using Chinese.
- Ask students to compare the language conventions of Chinese and English by examining a selection of formal letters (e.g., cover letters for résumés).

## SUGGESTED ASSESSMENT STRATEGIES

Assessment should involve students in acquiring information from a variety of print and electronic resources, using that information for a range of tasks, and reporting on their accomplishments.

- Have students work in pairs to develop challenges that test their classmates' abilities to use various Chinese resources (e.g., phone directories, textbooks, or menus). Look for evidence that they are able to:
  - devise appropriate questions or tasks
  - locate information to respond to challenges
  - recognize patterns in text features and organization
  - deal with ambiguity, persisting in looking for answers in spite of what they do not understand
  - make inferences based on familiar words and patterns
- Check on students' abilities to use Chinese dictionaries to solve communication problems. Introduce new vocabulary, then ask students to use dictionaries to determine:
  - accurate pronunciation
  - radicals
  - number of strokes
  - Pinyin
  - meaning
  - sample phrases or sentences
  - exceptional cases (*nánzi bǐyǎo*)
- When students present research information, look for evidence that it is:
  - based on accurate information from appropriate sources
  - clear and easy to understand
  - organized logically and uses appropriate transitions
  - thorough and detailed

Each member of the audience could ask a specified number of questions during the presentations. Note the extent to which:

  - presenters are able to understand and respond to the questions
  - listeners demonstrate comprehension by asking appropriate questions about information not already presented

## RECOMMENDED LEARNING RESOURCES



### Print Materials

- Chinese Unmasked - Volumes 1 & 2
- Concise English-Chinese/Chinese-English Dictionary (Oxford)



### Video

- Childhood of Wang Mian
- The Dragon's Tongue Series
- Tadpole and the Whale



### Multimedia

- Chinese Mandarin Resource Book - Volumes 1, 2, and 3
- Hanyu (Revised Edition)
- Zhongguotong



### CD-ROM

- Chinese and Characters

### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- view, listen to, and read creative works, and respond to them in various ways

### SUGGESTED INSTRUCTIONAL STRATEGIES

In grades 11 and 12, students should be encouraged to demonstrate their understanding and appreciation of creative works in different ways and with increasing depth. They should be expected to interpret and critique simple literary works such as adapted short stories and poetry. They should also now produce their own creative works (e.g., videos, journal entries, cartoons, short stories) with clear messages and a range of vocabulary and detail. Written work should be mostly in Chinese characters, but some Pinyin for less frequently encountered vocabulary is still acceptable.

- Suggest that students view famous Chinese sites in different regions of the world (e.g., through photographs, slides, videos, or information found on the Internet). Have students share findings with classmates in reports, presentations, or small-group discussions.
- Ask students to work in groups to interpret a short story by acting out the plot. Each group could be responsible for one scene.
- Read a short story with students and note the characters, setting, problem, resolution, and so on. As a class, create a new story using similar elements. Invite the class to use their story to create an illustrated Big Book and donate it to the school library.
- Invite Chinese artists to teach basic techniques in Chinese art forms (e.g., painting, calligraphy, knot tying, paper cutting). Students could then create their own works modelled after the Chinese examples.
- Using music videos or audiotapes, introduce a selection of popular, traditional, and contemporary Chinese songs and encourage students to learn them by singing along, alone or in groups.
- Have students study some aspects of Chinese music (e.g., use of Chinese wind instruments) and present short demonstrations to their classmates.

## SUGGESTED ASSESSMENT STRATEGIES

As students develop increasing language skills, they are able to find and work with a wide variety of creative works outside of school. The range of works they notice, talk about, and bring to the classroom can reveal a great deal about their responses to Chinese art and literature. They can represent their responses in many ways: orally, in writing, in dramatic or visual representations, or by incorporating features from Chinese art into their own work.

- Provide students with popular or classical poems. Ask them to work in small groups to select poems to recite or read and to research the background of the poems. Then have them work independently to create and illustrate poems in similar styles. Assess students' work using criteria such as:
  - reciting or reading shows expression, fluency of speech, and accurate intonation and pronunciation; recitation is from memory
  - research is thorough, relevant, and accurate; includes information about authors, historical background, content, mood, theme, and style
  - created poems effectively use elements of theme, content, or style of Chinese poetry; show originality and creativity; and include effective illustrations
- Ask students to write short stories describing memorable personal experiences. Work with them to review some of the expressions and structures they may need. When they present their work, note the extent to which they are able to:
  - present clear and complete ideas
  - write with some fluidity
  - sequence ideas and events logically
  - form Chinese characters correctly so that their writing is understandable
  - use increasingly varied and complex vocabulary and sentence structures

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- Favourite Folktales of China
- A Little Tiger in the Chinese Night
- Old Tales of China



### *Video*

- China's Cosmopolitan Age



### *Multimedia*

- Chinese Folk Songs
- Chinese Mandarin Resource Book - Volumes 1, 2, and 3
- The Chinese People
- Hanyu (Revised Edition)
- Out of the East Horizon
- Zhongguotong



### *CD-ROM*

- Chinese and Characters

### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- identify customs and traditions from various cultures in the Canadian mosaic, and compare them with those of Chinese cultures
- examine cultural content in Chinese-language resources

### SUGGESTED INSTRUCTIONAL STRATEGIES

In grades 11 and 12, instructional strategies should include opportunities for students to broaden their understanding of their own cultural identities as well as focus on intercultural and global perspectives. Students should be encouraged to explore Canada's past and the history of Chinese immigration in British Columbia. Increasingly, they should be expected to compare various cultures, religions, and artistic expressions.

- Suggest that students construct detailed family trees dating back three or more generations and share them with the class. Ask them to cite relationships, jobs, locations, ages, and so on.
- Have students participate in a guided tour of Victoria's Chinatown or local Chinese facilities and communities. Then invite students to share information with classmates in oral, written, or visual form (e.g., comic strip, poster, report).
- Conduct a survey of common cultural practices encountered in everyday life in China and have students identify some of the similarities with those in Canada.
- Arrange a visit to a Buddhist temple, then discuss with the class the influence of Buddhism on Chinese culture.
- Invite students in pairs or small groups to compare Chinese cuisine with that of Canada. Then have students present their findings in oral, visual, or written form.
- Invite students to interview new students from other countries or provinces to find out what it is like to be a newcomer in a BC school.
- Challenge students to research and report on historical and recent trends in Chinese immigration to British Columbia. Have students use a variety of resources in their research (e.g., vertical files, videos, electronic magazine indices). Discuss how various events are portrayed in the media.

## SUGGESTED ASSESSMENT STRATEGIES

At this level, the complexity of students' ideas and analyses will far exceed their abilities to speak or write Chinese. Assessment should focus on students' cultural awareness rather than their language facility. A substantial proportion of their assignment work and discussions about culture are likely to be carried out in English.

- Assign research projects in which students investigate and report on aspects of early Chinese immigration to British Columbia. Students might consider incentives for immigration, impact on families in China, contributions, comparisons with other immigrant groups of the time, and changes in immigration laws. Encourage students to use Chinese as much as possible in their research and reporting, but recognize that most of them will need to use English for large parts of their work. Before they begin their projects, discuss criteria such as:
  - shows effective use of multimedia resources and personal contacts
  - includes thorough, relevant, and accurate information
  - demonstrates respect for and sensitivity toward cultural beliefs and practices
  - compares similarities and differences in the experiences of immigrants from other cultures
  - makes connections to own family experiences
  - concludes by summarizing own feelings and understanding
- Work with students to develop assessment criteria for comparing customs and traditions in various cultures. For example:
  - focusses on thoughtful questions about culture and lifestyle
  - clearly identifies the specific cultures and regions being compared
  - relies on valid and credible information, rather than stereotyping
  - information about each culture is relevant, accurate, and detailed
  - classification of information into similarities and differences is logical
  - comparisons go beyond surface features to deal with subtle and complex aspects

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- Coming to Gum San
- Favourite Folktales of China
- A Little Tiger in the Chinese Night
- Mooncakes and Hungry Ghosts
- Notes on Things Chinese
- Old Tales of China



### *Video*

- Childhood of Wang Mian
- China's Cosmopolitan Age
- The Dragon's Tongue Series
- Pandas in the Wild



### *Multimedia*

- Chinese Folk Songs
- Chinese Mandarin Resource Book - Volumes 1, 2, and 3
- The Chinese People
- Hanyu (Revised Edition)
- Out of the East Horizon
- Zhongguotong

### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- exchange ideas and thoughts on topics of interest
- express plans, goals, and intentions
- give reasons and information to support points of view on various issues
- use idiomatic expressions
- interact in situations drawn from real life

### SUGGESTED INSTRUCTIONAL STRATEGIES

By Grade 12, students should be able to demonstrate greater confidence and sophistication in their use of Chinese in daily interactions at home, at school, and in the community. In addition to listening and speaking activities, written tasks (e.g., letters, reports, journal entries) are a regular expectation.

- Have students fill out job applications and role-play interviews for different positions advertised (in Chinese) in a local Chinese-language newspaper or on the Internet. Invite a Chinese-speaking business person to role-play brief interviews with students.
- Introduce business vocabulary for transactions (e.g., banking, marketing, accounting). Invite students in pairs to role-play business situations (e.g., conducting a banking transaction in which one student plays the customer and the other the bank teller).
- Ask students to role-play conversations with their parents in which they discuss their plans following graduation (e.g., work, travel, further education). Encourage students to give convincing reasons why they believe their choices are best for them.
- Suggest that students work in small groups to brainstorm reasons why people become vegetarian. After group discussions, ask the whole class to prepare and complete a questionnaire on personal eating habits. Then have students, in pairs or as a class, discuss the pros and cons of becoming vegetarian.

## SUGGESTED ASSESSMENT STRATEGIES

Assessment should continue to focus on communication and risk taking. Students' facility with language is an important focus of assessment; it allows students to communicate for an increasing range of purposes, both in and outside of school.

- When students engage in role plays (e.g., job interviews, banking transactions), assess the extent to which they are able to:
  - provide clear and comprehensible messages that are relevant to the situations and their purposes
  - include relevant details, reasons, and examples
  - use an increasing range of vocabulary, including idioms, to make meaning clear
  - use accurate pronunciation and intonation, with some flow or fluency
  - demonstrate appropriate use of structures and patterns
  - use strategies (e.g., gestures, repeating phrases more slowly, rephrasing statements) to maintain interaction and avoid communication breakdown
  - avoid pauses that interfere with meaning
- When students represent information and ideas in writing, look for evidence of features such as:
  - appropriate level of formality
  - clear focus on central ideas or issues
  - accurate and detailed information
  - logical sequence and organization, using transitions appropriately
  - varied and appropriate vocabulary
  - appropriate structures and patterns
  - taking risks to go beyond vocabulary and structures practised in class in order to enhance meaning or add precision
- Provide a minute or two at the beginning of each class for students to choose daily goals. At the end of the class, check on whether they were able to accomplish them.

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- Chinese Unmasked - Volumes 1 & 2
- Concise English-Chinese/Chinese-English Dictionary (Oxford)
- Let's Play Games In Chinese
- Taiwan Today



### *Video*

- The Dragon's Tongue Series



### *Multimedia*

- Chinese Mandarin Resource Book - Volumes 1, 2, and 3
- Hanyu (Revised Edition)
- Zhongguotong



### *CD-ROM*

- Chinese and Characters
- The Rosetta Stone Language Library - Chinese Mandarin I

### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- research, analyse, and synthesize relevant information from several Chinese-language sources on chosen topics to complete authentic tasks
- convey acquired information in oral, visual, and written forms

### SUGGESTED INSTRUCTIONAL STRATEGIES

It is important that students in grades 11 and 12 are able to access information from different global media (e.g., radio, television, newspapers, pamphlets, telecommunications, the Internet). They need to be encouraged to use such resources at school, at home, and in their communities. Students should also have opportunities to share acquired information with the class.

- During class time, tune in to local Chinese radio or TV stations to obtain weather reports, news, and information about community events.
- To familiarize students with vocabulary related to geography, have students study a map of China or Canada and use the legends, scale, and compass directions to identify one or more features (e.g., landforms, regions, vegetation, climatic zones, political boundaries, provinces, major rivers, mountain ranges, population centres).
- Ask students to use advertisements in local Chinese newspapers or magazines to obtain lists of specific information for setting up their own accommodations after graduation. Costs for rent, furniture, and other purchases should be within budget limits.
- Invite students to use the Internet to access information about interesting sites to visit in China. Students then present their findings to the class, recommending a few sites and giving reasons for their recommendations.
- Ask students to research an aspect of the history of Chinese people in Canada (e.g., construction of the railroad, mining, farming) and present their findings to the class.
- Have each student use the Internet to locate three colleges or universities that offer Chinese programs and to choose one. Ask students to identify the universities they selected and explain why they chose them. Have them compose formal letters to the heads of departments, introducing themselves and asking several questions about the courses or programs.

## SUGGESTED ASSESSMENT STRATEGIES

As students increase their language skills, they should be able to obtain information from a variety of media. At this level, they also need frequent opportunities to work with simple or adapted written materials.

- When students work with simple or adapted written materials, look for evidence that they are able to:
  - skim the material to identify familiar words and phrases
  - use text features (e.g., headings, organization, illustrations, graphs, charts) to make predictions about the material and support their reading
  - use the context and their previous knowledge to anticipate meaning
  - identify topics and key supporting information
  - recognize the purposes, genres, and viewpoints of the writers
  - use dictionaries and other reference materials to clarify meaning
  - pose their own questions to guide their reading
- When students listen to news or community events on radio or television, outline task requirements such as the following:
  - Create a visual representation that includes key features of the story or event.
  - Present an oral summary in the style of a news broadcaster.
  - Keep a written record that includes station and program, name of broadcaster(s), topic(s) of the story, and a short list of key Chinese words and phrases the broadcaster used in describing the story.

Check students' assignments for accuracy and completeness.
- Work with students to develop criteria for written projects or reports based on authentic sources. For example, when they develop Chinese-English or English-Chinese translations, provide opportunities for peer feedback on:
  - accuracy of the translation
  - appropriateness of the level of formality

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- Chinese Unmasked - Volumes 1 & 2
- Concise English-Chinese/Chinese-English Dictionary (Oxford)
- Taiwan Today



### *Video*

- Childhood of Wang Mian
- The Dragon's Tongue Series



### *Multimedia*

- Chinese Mandarin Resource Book - Volumes 1, 2, and 3
- Hanyu (Revised Edition)
- Zhongguotong



### *CD-ROM*

- Chinese and Characters

### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- view, listen to, and read creative works, and respond to them in various ways

### SUGGESTED INSTRUCTIONAL STRATEGIES

In Grade 12, students can produce creative works in various formats by drawing on their knowledge of the language and the works they have experienced. They should be encouraged to respond using multimedia performances, videos, and so on. They should also produce creative works with some degree of proficiency and sophistication.

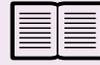
- As a class, watch a movie with Chinese cultural, historical, or artistic content and critique it for plot, character, theme, and artistic merit. Have students compare the movie to a popular English film in terms of the same features.
- Invite master artists to demonstrate their techniques to the class. Then ask students to create their own artistic works using the learned techniques.
- Present various poems from different time periods, then have students complete one or more of the following assignments:
  - Recite their favourite poems using chosen background music to accompany them.
  - Compose and illustrate their own poems.
  - Analyse other students' poems and present their interpretations to the class.
- Show students a selection of Chinese art from different time periods. As a class, compare and contrast them with Western art. Then ask each student to select a piece of Chinese art, compare and contrast it with a sample of Western art, and present the similarities and differences to the class.
- Suggest that students read selections of Chinese and First Nations or Greek myths and identify common themes.
- Invite students to use a variety of print and electronic resources to research the Beijing Opera and share their findings in various ways. For example, students might view a video on the Beijing Opera and apply the conventional make-up for various traditional characters. Students then use these make-up masks to role-play short scenes from an opera.

## SUGGESTED ASSESSMENT STRATEGIES

Students should have frequent opportunities to demonstrate creative use of Chinese language, traditions, and resources through music, drama, and art, as well as in writing and speech.

- As students discuss and write about Chinese creative works, watch for evidence that they are increasing in:
  - openness and sensitivity to the role of Chinese arts and literature
  - knowledge about Chinese artistic and literary traditions and genres
  - interest in contemporary arts
  - willingness to risk offering opinions and views
  - participation in and commitment to class or group activities
- To assess their understanding of creative works, ask students in pairs to complete and submit performance-assessment assignments. For example, have each pair:
  - find a contemporary creative work of interest in popular media (e.g., cable television, video, radio, CD, audiotape)
  - represent the main ideas or message in a chosen format
  - show and support personal views or responses
  - identify two strengths of the assignment and one feature that was difficult
- Provide prompts in Chinese (using Chinese characters with some Pinyin for less familiar vocabulary) such as the following to help students reflect on and assess their responses to creative works:
  - My favourite Chinese music is \_\_\_\_\_ because \_\_\_\_\_ .
  - A poem that stands out in my mind is \_\_\_\_\_ because \_\_\_\_\_ .
  - A style of music or art that I enjoy both in English and Chinese is \_\_\_\_\_ because \_\_\_\_\_ .
  - When I think about traditional Chinese painting, the first thing that comes to mind is \_\_\_\_\_ .
  - I'd like to know more about images and symbols in Chinese art and literature, such as \_\_\_\_\_ .

## RECOMMENDED LEARNING RESOURCES



### Print Materials

- Favourite Folktales of China
- A Little Tiger in the Chinese Night
- Old Tales of China
- Taiwan Today



### Video

- China's Cosmopolitan Age



### Multimedia

- Chinese Folk Songs
- Chinese Mandarin Resource Book - Volumes 1, 2, and 3
- The Chinese People
- Hanyu (Revised Edition)
- Out of the East Horizon
- Zhongguotong



### CD-ROM

- Chinese and Characters

### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- examine characteristics relating to Chinese customs and traditions
- demonstrate cultural sensitivity in everyday situations through appropriate behaviour and language
- examine cultural content in Chinese-language resources

### SUGGESTED INSTRUCTIONAL STRATEGIES

By Grade 12, instructional strategies should include opportunities for students to broaden their understanding of their own cultural identities, as well as focus on intercultural and global perspectives. Increasingly, they are expected to compare different cultures, religions, and artistic expression.

- Have students participate in a guided tour of a local Chinese community, then compile and present reports of its history.
- Suggest that students work in pairs to research the spread of Buddhism in China and Southeast Asia and identify some of its influences on Chinese and other cultures.
- Have students in groups design orientation programs to welcome and mentor new students arriving at the school from other countries. Work with students to define task requirements (e.g., length, format, required content).
- Ask students to use a variety of resources to investigate and identify examples of cultural bias, then discuss findings as a class.
- Encourage cultural sensitivity by introducing a cultural simulation game and then initiating a class discussion. As an extension, students could interview new immigrant families about their experiences in a new culture and how individuals and the community could make these families feel welcome.
- Introduce and read to the class excerpts from works by famous Chinese writers and poets. Students identify which selections they prefer and give reasons for their choices.

## SUGGESTED ASSESSMENT STRATEGIES

Assessment activities should encourage students to consider a variety of perspectives and viewpoints in their daily interactions as well as in materials that focus on cultural understanding.

- Ask students to create webs, charts, maps, or home pages to show some of the key Chinese customs, people, and events that have influenced them personally. Have them meet with partners or in small groups to share their work and talk about how these influences may have affected them. As a follow-up, suggest that students each write a short paragraph about key cultural influences in their own lives and how these have affected them. Look for evidence that their paragraphs demonstrate:
  - insight into who and what has influenced them
  - awareness of the role cultural influences have played in shaping their experiences, values, and beliefs
- Ask students to set aside sections of their notebooks to record, in English, opportunities for demonstrating cultural sensitivity and respect for diversity. Provide a few minutes each week for students to write about such experiences, events, or interactions. They should include in their records:
  - the cultures, activities, or issues involved
  - short summaries of the interactions or events
  - analyses of their own behaviour that includes what they did and said that demonstrated cultural sensitivity, how they felt, and other appropriate actions or words they could have used, if any
  - conclusions about the level of sensitivity they showed

From time to time, have students review, share, and summarize their records in Chinese or English.

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- Coming to Gum San
- Favourite Folktales of China
- A Little Tiger in the Chinese Night
- Mooncakes and Hungry Ghosts
- Notes on Things Chinese
- Old Tales of China
- Taiwan Today



### *Video*

- Beyond Golden Mountain
- Childhood of Wang Mian
- China's Cosmopolitan Age
- The Dragon's Tongue Series
- Introduction to Traditional Chinese Beliefs
- Moving the Mountain
- Pandas in the Wild
- Peter Ustinov in China: Part One - Beijing To Tibet
- Peter Ustinov in China: Part Two - Tibet To Hong Kong



### *Multimedia*

- Chinese Folk Songs
- Chinese Mandarin Resource Book - Volumes 1, 2, and 3
- The Chinese People
- Hanyu (Revised Edition)
- Out of the East Horizon
- Zhongguotong



### *Games/Manipulatives*

- BaFa' BaFa' - A Cross Cultural Simulation





# CURRICULUM

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*Introductory Mandarin Chinese 11*



**I**ntroductory Mandarin Chinese 11 is a provincially prescribed curriculum designed for students who may not have taken Mandarin Chinese 5 to 10. Successful completion of this course should provide students with a level of competence that will allow them to successfully participate in Mandarin Chinese 11 and 12 courses. Introductory Mandarin Chinese 11 is a four-credit Grade 11 course. However, to alleviate scheduling pressure on students during their final two years, it can be offered at the Grade 10 level.

To provide students with an equivalent preparation for Mandarin Chinese 11 and 12 courses, this course incorporates material from the prescribed learning outcomes, suggested instructional strategies, suggested assessment strategies, and recommended learning resources identified for grades 5 to 10.

A major aim of this course is to balance expectations regarding the emergent language skills of students who are new to the study of Mandarin Chinese with consideration of their ages, life experiences, and prior knowledge.

In addition to the activities suggested in this section of the Integrated Resource Package, teachers may adapt instructional and assessment activities suggested for earlier grade levels, taking into account the interests of senior secondary students.

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- introduce themselves and others using appropriate family-relationship terms
- identify and exchange preferences and interests
- use appropriate vocabulary to communicate needs, desires, and emotions
- describe events, experiences, and procedures sequentially
- recognize and apply commonly used idiomatic expressions
- participate in a variety of situations drawn from real life

**SUGGESTED INSTRUCTIONAL STRATEGIES**

Students should initially be encouraged to communicate in Chinese in a supportive environment. As students acquire larger repertoires of communication skills, they should be provided with opportunities to apply their competencies in everyday situations. Whenever possible, students should undertake simple written tasks such as writing short notes and letters in Pinyin and/or Chinese characters.

- Give each student a card listing several details about a member of a family (e.g., mother, father, brother, sister). Invite students to assume these identities as they introduce themselves to various classmates.
- Invite students to talk to one another about their weekends, then list their weekend activities. Suggest that they record selected activities in picture form, adding captions printed in Pinyin. Have students work in small groups to share their pictorial representations, then select one activity from each member and find out more about it (e.g., location, admission fee). In this activity, students practise simple question patterns to exchange information and discuss personal interests.
- Ask students to prepare and rehearse questions they can use to interview classmates. Invite them to group questions by theme (e.g., family, school, likes and dislikes). After the interviews, have students present findings to the class and discuss. Students could also work in pairs to practise and role-play interview situations, then present them to the class.
- Initiate a discussion about clothing and have students give reasons why they would choose to wear certain articles and not others because of weather or intended activities (e.g., sports).
- Invite a guest speaker who speaks Chinese as a second language (e.g., banker, hotel manager, baker, firefighter) to demonstrate or talk to the class about his or her profession. The guest could emphasize the value of learning Chinese.

## SUGGESTED ASSESSMENT STRATEGIES

As students acquire increasing variety in vocabulary and language structures, they are able to communicate about more topics. Assessment focusses on the communication of meaning—the extent to which students are able to share ideas and information. Although oral interaction is most important, students also need feedback and support in developing written skills.

- When students introduce themselves using imaginary identities, or make other simple classroom presentations supported by visual aids, look for evidence that they:
  - use approximate pronunciation and intonation for most words
  - demonstrate knowledge of words and patterns practised in class
  - include interesting details
  - show increasing confidence in speaking Chinese
- As students interview classmates, watch and listen for evidence that they are able to:
  - make themselves understood
  - continue to speak Chinese throughout the interviews
  - solve communication problems (e.g., use classroom resources, self-correct, ask for help)
  - use the question-and-answer patterns they have practised
  - take risks to include interesting details or language they have not practised in class
  - accurately report what their classmates said
- Ask students to share their pictorial representations. Emphasize that communicating ideas is more important than speaking with precision. Discuss criteria such as the following with students before they make their presentations:
  - meaning is clear
  - includes interesting, relevant details
  - uses vocabulary and patterns practised in class
  - takes risks to try using language not practised in class
  - ensures that others in the class have understood

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- Chinese Sentence Book
- Chinese Unmasked - Volumes 1 & 2
- Concise English-Chinese / Chinese-English Dictionary (Oxford)
- Long is a Dragon



### *Video*

- The Dragon's Tongue Series
- Speak Mandarin in Five Hundred Words



### *Multimedia*

- Chinese Mandarin Resource Book - Volumes 1, 2, and 3
- Hanyu (Revised Edition)
- Zhongguotong



### *CD-ROM*

- Chinese and Characters
- The Rosetta Stone Language Library - Chinese Mandarin I

### PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- process and adapt information from age-appropriate Chinese-language resources to complete authentic tasks
- convey acquired information with an increasing level of competency in oral and written language

### SUGGESTED INSTRUCTIONAL STRATEGIES

Students should be encouraged to access simple information from the Chinese resources around them (e.g., at home, school). As they become more proficient in their communication skills, they should be provided with opportunities to access more complex information from a variety of resources in their homes, school, communities, and the world.

- Ask students to bring packaged Chinese food products to class. Introduce the Chinese characters on the labels. Invite students to create and bring their own food products to class and present them. Students could create packaging for their food items.
- Show a video demonstrating a simple Chinese exercise and ask students to perform the routine. Then challenge them to learn the words for various body parts and repeat them verbally. Students take turns giving exercise instructions to their classmates.
- Have students view a video of a weather report from the day before, then identify the weather vocabulary. Form groups of four and have two students in each group prepare a weather forecast and two prepare a weather chart. Ask groups to present TV weather reports using their weather charts as visual aids. Consider recording the presentations on video. Also have students access weather information from the Internet and other sources and report the forecasts.
- Suggest that students look at Chinese advertising flyers (e.g., grocery store advertisements) and use the information to plan shopping lists within set budgets.
- Invite students to use a variety of resources (e.g., CD-ROMs, the Internet) to locate useful Chinese information (e.g., excursions, art shows, restaurants) and present their findings to the class.
- Have students work in pairs to research careers in the clothing industry, comparing Canadian opportunities to those in China. Students could access and use a Chinese web site as a resource.

## SUGGESTED ASSESSMENT STRATEGIES

At this level, students can demonstrate their informational skills through an increasing range of oral and written activities. Assessment should focus on the extent to which they are able to apply their language skills and strategies to acquire and use information in carrying out meaningful tasks.

- When students work with Chinese-language resources, look for evidence that they are increasingly:
  - confident, approaching tasks with a positive attitude
  - resourceful, trying many different ways to solve problems
  - able to persevere after encountering difficulty; they are not discouraged when they do not understand the entire message
  - willing to try new language and tasks, risking making errors in order to communicate ideas or feelings
  - committed, proud, and willing to work to accomplish tasks
  - self-monitoring, checking on their own progress and making adjustments
- When students watch exercise videos, note to what extent they begin to:
  - recognize frequently repeated words and phrases
  - follow the exercise sequence
  - try to use some of the vocabulary and patterns in their instructions
- Circulate among students, asking questions and providing feedback as they talk and work together. Look for evidence that they are able to:
  - understand and respond appropriately to questions, using learned patterns correctly
  - make short, simple statements about activities
  - ask for help when needed
  - find the information they need for specific tasks or questions
  - ask relevant questions
  - use a variety of vocabulary and patterns
  - record or recall key words and simple information

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- Chinese Unmasked - Volumes 1 & 2
- Concise English-Chinese/Chinese-English Dictionary (Oxford)
- Long is a Dragon



### *Video*

- Childhood of Wang Mian
- The Dragon's Tongue Series



### *Multimedia*

- Chinese Mandarin Resource Book - Volumes 1, 2, and 3
- Hanyu (Revised Edition)
- Zhongguotong



### *CD-ROM*

- Chinese and Characters

## PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- view, listen to, and to some extent read creative works with visual and contextual support, and respond to them in various ways

## SUGGESTED INSTRUCTIONAL STRATEGIES

In this course, students should be exposed to a variety of creative works in different genres (e.g., short stories, plays, songs, dance, videos). Careful attention should be paid to selecting resource materials that are age appropriate but do not require a high level of language skills. The focus should be on fostering in students a lifelong interest in creative art.

- Read to students picture books that have familiar words and Chinese characters. Invite students to make their own Chinese storybooks and illustrate them with the aid of multimedia tools (e.g., computers). These could be shared with an elementary Chinese class.
- Teach the class some folk songs (e.g., “*Lóng de Chuán rén*”) and contemporary songs. Have students sing along while reading lyrics in Pinyin.
- Introduce some key words, then show video segments of a Chinese animated cartoon. As a class, discuss the content of the video and ask students to create posters to promote it.
- Invite Chinese artists to demonstrate calligraphy painting, then have students use brushes to write or paint their own names.
- Ask students to research traditional Chinese clothing and produce posters comparing them with contemporary Chinese fashions.
- Ask students to view several Chinese comic strips. Then have them draw their own comic strips, providing dialogue or descriptions in Pinyin or Chinese characters.
- Show the class a music video and introduce vocabulary for understanding and singing the song. Working in pairs, students then write their own versions of the song and sing them to the class.
- Encourage students to use a wide variety of resources (e.g., videos, CD-ROMs, the Internet) to locate various types of Chinese entertainment.

## SUGGESTED ASSESSMENT STRATEGIES

Students in this course should experience a wide range of creative works (particularly literary genres) as a class, since they have limited independent reading and listening skills. Assessment should focus on their participation and appreciation, and the extent to which they are able to create works of their own to communicate ideas and feelings.

- When students write and draw in response to stories, drama, or music they hear or view, look for evidence that they:
  - recognize the main ideas or topics
  - try to take original twists or perspectives
  - include main characters (where appropriate)
  - show the moods, viewpoints, or themes of the stories (e.g., humour, tragedy, satire, moral lesson)
  - sequence key events (where appropriate)
- When students respond to creative works, look for evidence that they are:
  - willing to risk putting forward their ideas
  - focussing on and responding to key features of the works
  - open to considering a variety of views and interpretations
  - using appropriate vocabulary and structures
  - able to interpret traditional symbols
  - aware of some of the conventions of interpreting art
- When students listen to and sing Chinese songs, note the extent to which they:
  - are focussed and attentive
  - anticipate words and melodies
  - make connections with other music in Chinese or other languages
  - ask questions that indicate interest and curiosity

## RECOMMENDED LEARNING RESOURCES



### *Print Materials*

- Favourite Folktales of China
- A Little Tiger in the Chinese Night
- Long is a Dragon
- Old Tales of China



### *Multimedia*

- Chinese Folk Songs
- Chinese Mandarin Resource Book - Volumes 1, 2, and 3
- The Chinese People
- Hanyu (Revised Edition)
- Out of the East Horizon
- Zhongguotong



### *CD-ROM*

- Chinese and Characters

## PRESCRIBED LEARNING OUTCOMES

*It is expected that students will:*

- identify elements of their own and their classmates' cultural backgrounds
- describe their school and community traditions, and compare them with those of Chinese cultures
- identify characteristics of Chinese cultures in the classroom, community, British Columbia, Canada, the United States, and the world
- identify cultural content in Chinese-language resources

## SUGGESTED INSTRUCTIONAL STRATEGIES

Students should initially be encouraged to explore their own cultural roots by studying their family backgrounds. As well, students should be introduced to some aspects of Chinese cultures (e.g., names, festivals, traditional values) and to the diversity of the Canadian cultural mosaic. As they broaden their understanding of the Canadian cultural context, students should have many opportunities to develop sensitivity in everyday interactions with people from diverse cultural backgrounds.

- Survey the number of languages spoken in class. Encourage students to explore their cultural backgrounds by talking about the origins and meaning of their names.
- Have students research a Chinese-Canadian community and share their information by giving oral or visual presentations, holding class discussions, or taking field trips to cultural sites such as the Dr. Sun Yat Sen Chinese Classical Garden in Vancouver.
- As a class, sample and collect popular northern Chinese foods and recipes. Consider organizing a field trip to a Chinese restaurant that serves northern Chinese foods, then inviting students to learn how to make and cook *jūōzi*.
- Introduce students to Chinese customs associated with festivals and then ask them to bring to class related pictures or other items. Invite students to create items for a particular festival (e.g., lanterns for Mid-Autumn Festival). As a class, discuss and compare similar Chinese and Canadian holidays.
- Using a map, conduct a class discussion on the various routes by which Chinese people came in contact with other cultures around the world (e.g., the Silk Road).
- Invite a guest speaker to talk to the class about his or her experience growing up, working, or travelling in China, Hong Kong, or Taiwan. Encourage students to ask questions.

### SUGGESTED ASSESSMENT STRATEGIES

Assessment should include day-to-day observations about students' interest in, sensitivity to, and openness to diversity. Assessment activities should encourage students to reflect on their own customs, as well as demonstrate their understanding of Chinese cultures.

- When students develop cultural comparisons, look for evidence that they:
  - respect and value diversity
  - are interested in cultures other than their own
  - recognize similarities and differences
  - go beyond surface features to deal with subtle and complex aspects
  - avoid stereotyping or overgeneralizing
- Develop criteria for teacher, self-, and peer assessment of participation in cultural events or field trips. Criteria might include:
  - participates with enthusiasm and commitment
  - uses appropriate language related to the cultural event
  - accurately interprets relevant cultural features
  - responds appropriately to questions about the significance of specific aspects of the activity
  - offers useful feedback to peers about plans and activities

Students might use this criteria for rating their own or classmates' participation on a scale of 0 to 5 (5 indicates "outstanding," 0 indicates "not observed").

- Provide prompts such as the following to encourage students to reflect on what they have learned about culture:
  - Three features, elements, or values that seem common to many cultures are \_\_\_\_\_ .
  - One feature, element, or value that often varies from culture to culture is \_\_\_\_\_ .
  - Two views I have that are strongly influenced by my culture are \_\_\_\_\_ .

### RECOMMENDED LEARNING RESOURCES



#### *Print Materials*

- Coming to Gum San
- Favourite Folktales of China
- A Little Tiger in the Chinese Night
- Long is a Dragon
- Mooncakes and Hungry Ghosts
- Notes on Things Chinese
- Old Tales of China



#### *Video*

- Childhood of Wang Mian
- The Dragon's Tongue Series
- Pandas in the Wild



#### *Multimedia*

- Chinese Folk Songs
- Chinese Mandarin Resource Book - Volumes 1, 2, and 3
- The Chinese People
- Hanyu (Revised Edition)
- Out of the East Horizon
- Zhongguotong





# APPENDICES

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*Mandarin Chinese 5 to 12*





# APPENDIX A

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*Prescribed Learning Outcomes*

► COMMUNICATING

*It is expected that students will:*

| Grade 5   | Grade 6  | Grade 7  | Grade 8   |
|---|--|--|---|
| <ul style="list-style-type: none"> <li>• exchange simple greetings</li> <li>• introduce themselves and others, using appropriate family-relationship terms in the context of the immediate family</li> <li>• repeat and respond to simple requests</li> <li>• respond to and give basic instructions</li> <li>• use common expressions and vocabulary for familiar objects</li> </ul> | <ul style="list-style-type: none"> <li>• identify and exchange information about preferences and interests</li> <li>• make and respond to simple requests</li> <li>• respond to and give basic instructions</li> <li>• use appropriate forms of formal and informal address</li> <li>• participate in day-to-day routines</li> </ul> | <ul style="list-style-type: none"> <li>• discuss preferences and interests</li> <li>• use appropriate forms of formal and informal address</li> <li>• seek and grant permission, both formally and informally</li> <li>• exchange information about interests and day-to-day situations, events, and activities</li> </ul> | <ul style="list-style-type: none"> <li>• request and provide information about day-to-day activities and interests</li> <li>• describe day-to-day activities and interests in oral and written forms</li> <li>• participate in short conversations</li> </ul> |

► COMMUNICATING

*It is expected that students will:*

| Grade 9   | Grade 10  | Grade 11   | Grade 12  |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>• ask for and give simple information and assistance</li> <li>• exchange information relating to activities, people, and things</li> <li>• express and give reasons for opinions and preferences</li> <li>• participate in a variety of situations drawn from real life</li> </ul> | <ul style="list-style-type: none"> <li>• use appropriate vocabulary to communicate needs, desires, and emotions</li> <li>• describe events, experiences, and procedures sequentially</li> <li>• recognize and apply commonly used idiomatic expressions</li> <li>• participate in a variety of situations drawn from real life</li> </ul> | <ul style="list-style-type: none"> <li>• describe or narrate, with some supporting detail, events, situations, or experiences</li> <li>• exchange opinions on topics of interest</li> <li>• apply idiomatic expressions with some fluency</li> <li>• interact with increased independence in familiar life situations</li> </ul> | <ul style="list-style-type: none"> <li>• exchange ideas and thoughts on topics of interest</li> <li>• express plans, goals, and intentions</li> <li>• give reasons and information to support points of view on various issues</li> <li>• use idiomatic expressions</li> <li>• interact in situations drawn from real life</li> </ul> |

► ACQUIRING INFORMATION

*It is expected that students will:*

| Grade 5   | Grade 6  | Grade 7   | Grade 8   |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>• use information from age-appropriate Chinese-language resources to complete authentic tasks</li> <li>• convey acquired information in oral and visual forms</li> </ul> | <ul style="list-style-type: none"> <li>• identify specific information from age-appropriate Chinese-language resources to complete authentic tasks</li> <li>• convey acquired information in oral, visual, and simple written forms</li> </ul> | <ul style="list-style-type: none"> <li>• obtain information from age-appropriate Chinese-language resources to complete authentic tasks</li> <li>• convey acquired information in oral, visual, and simple written forms</li> </ul> | <ul style="list-style-type: none"> <li>• obtain specific information from age-appropriate Chinese-language resources to complete authentic tasks</li> <li>• convey acquired information in oral, visual, and written forms</li> </ul> |

► ACQUIRING INFORMATION

*It is expected that students will:*

| Grade 9  | Grade 10   | Grade 11   | Grade 12  |
|--|--|--|---|
| <ul style="list-style-type: none"> <li>• obtain and process information from age-appropriate Chinese-language resources to complete authentic tasks</li> <li>• convey acquired information in oral, visual, and written forms</li> </ul> | <ul style="list-style-type: none"> <li>• process and adapt information from age-appropriate Chinese-language resources to complete authentic tasks</li> <li>• convey acquired information with an increasing level of competency in oral and written language</li> </ul> | <ul style="list-style-type: none"> <li>• research and use relevant information from age-appropriate Chinese-language resources to complete authentic tasks</li> <li>• convey acquired information in a variety of formats</li> </ul> | <ul style="list-style-type: none"> <li>• research, analyse, and synthesize relevant information from several Chinese-language sources on chosen topics to complete authentic tasks</li> <li>• convey acquired information in oral, visual, and written forms</li> </ul> |

► EXPERIENCING CREATIVE WORKS

*It is expected that students will:*

| Grade 5   | Grade 6   | Grade 7   | Grade 8  |
|---|---|---|--|
| <ul style="list-style-type: none"> <li>view and listen to creative works with visual and contextual support, and respond to them in various ways</li> </ul> | <ul style="list-style-type: none"> <li>view and listen to creative works with visual and contextual support, and respond to them in various ways</li> </ul> | <ul style="list-style-type: none"> <li>view, listen to, and to some extent read creative works with visual and contextual support, and respond to them in various ways</li> </ul> | <ul style="list-style-type: none"> <li>view, listen to, and read creative works with visual and contextual support, and respond to them in various ways</li> </ul> |

► EXPERIENCING CREATIVE WORKS

*It is expected that students will:*

| Grade 9   | Grade 10  | Grade 11  | Grade 12  |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>view, listen to, and read creative works, and respond to them in various ways</li> </ul> | <ul style="list-style-type: none"> <li>view, listen to, and read creative works, and respond to them in various ways</li> </ul> | <ul style="list-style-type: none"> <li>view, listen to, and read creative works, and respond to them in various ways</li> </ul> | <ul style="list-style-type: none"> <li>view, listen to, and read creative works, and respond to them in various ways</li> </ul> |

► UNDERSTANDING CULTURE AND SOCIETY

*It is expected that students will:*

| Grade 5   | Grade 6   | Grade 7   | Grade 8  |
|---|---|---|--|
| <ul style="list-style-type: none"> <li>• identify elements of their own and their classmates' cultural backgrounds</li> <li>• identify characteristics of Chinese cultures</li> </ul> | <ul style="list-style-type: none"> <li>• describe family customs and routines</li> <li>• identify elements of Chinese cultures in the local community, British Columbia, Canada, and the United States</li> </ul> | <ul style="list-style-type: none"> <li>• describe their school and community traditions, and compare them with those of Chinese cultures</li> <li>• identify elements of Chinese cultures in the world</li> </ul> | <ul style="list-style-type: none"> <li>• identify elements of Chinese cultures that are different from or similar to their own</li> <li>• identify ways that culture can influence opinions</li> </ul> |

► UNDERSTANDING CULTURE AND SOCIETY

*It is expected that students will:*

| Grade 9  | Grade 10   | Grade 11  | Grade 12   |
|--|--|---|--|
| <ul style="list-style-type: none"> <li>• identify some similarities between their own customs and those of Chinese cultures</li> <li>• compare Chinese cultures with other cultures</li> </ul> | <ul style="list-style-type: none"> <li>• identify and discuss similarities and differences between their own customs and those of Chinese cultures</li> <li>• identify cultural content in Chinese-language resources</li> </ul> | <ul style="list-style-type: none"> <li>• identify customs and traditions from various cultures in the Canadian mosaic, and compare them with those of Chinese cultures</li> <li>• examine cultural content in Chinese-language resources</li> </ul> | <ul style="list-style-type: none"> <li>• examine characteristics relating to Chinese customs and traditions</li> <li>• demonstrate cultural sensitivity in everyday situations through appropriate behaviour and language</li> <li>• examine cultural content in Chinese-language resources</li> </ul> |

| Introductory Mandarin Chinese I I              |  |
|--|--|
| <p>▶ COMMUNICATING</p>                         | <p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• introduce themselves and others using appropriate family-relationship terms</li> <li>• identify and exchange preferences and interests</li> <li>• use appropriate vocabulary to communicate needs, desires, and emotions</li> <li>• describe events, experiences, and procedures sequentially</li> <li>• recognize and apply commonly used idiomatic expressions</li> <li>• participate in a variety of situations drawn from real life</li> </ul> |
| <p>▶ ACQUIRING<br/>INFORMATION</p>             | <p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• process and adapt information from age-appropriate Chinese-language resources to complete authentic tasks</li> <li>• convey acquired information with an increasing level of competency in oral and written language</li> </ul>  |
| <p>▶ EXPERIENCING<br/>CREATIVE WORKS</p>       | <p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• view, listen to, and to some extent read creative works with visual and contextual support, and respond to them in various ways</li> </ul>   |
| <p>▶ UNDERSTANDING<br/>CULTURE AND SOCIETY</p> | <p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• identify elements of their own and their classmates' cultural backgrounds</li> <li>• describe their school and community traditions, and compare them with those of Chinese cultures</li> <li>• identify characteristics of Chinese cultures in the classroom, community, British Columbia, Canada, the United States, and the world</li> <li>• identify cultural content in Chinese-language resources</li> </ul>                                 |



# APPENDIX B

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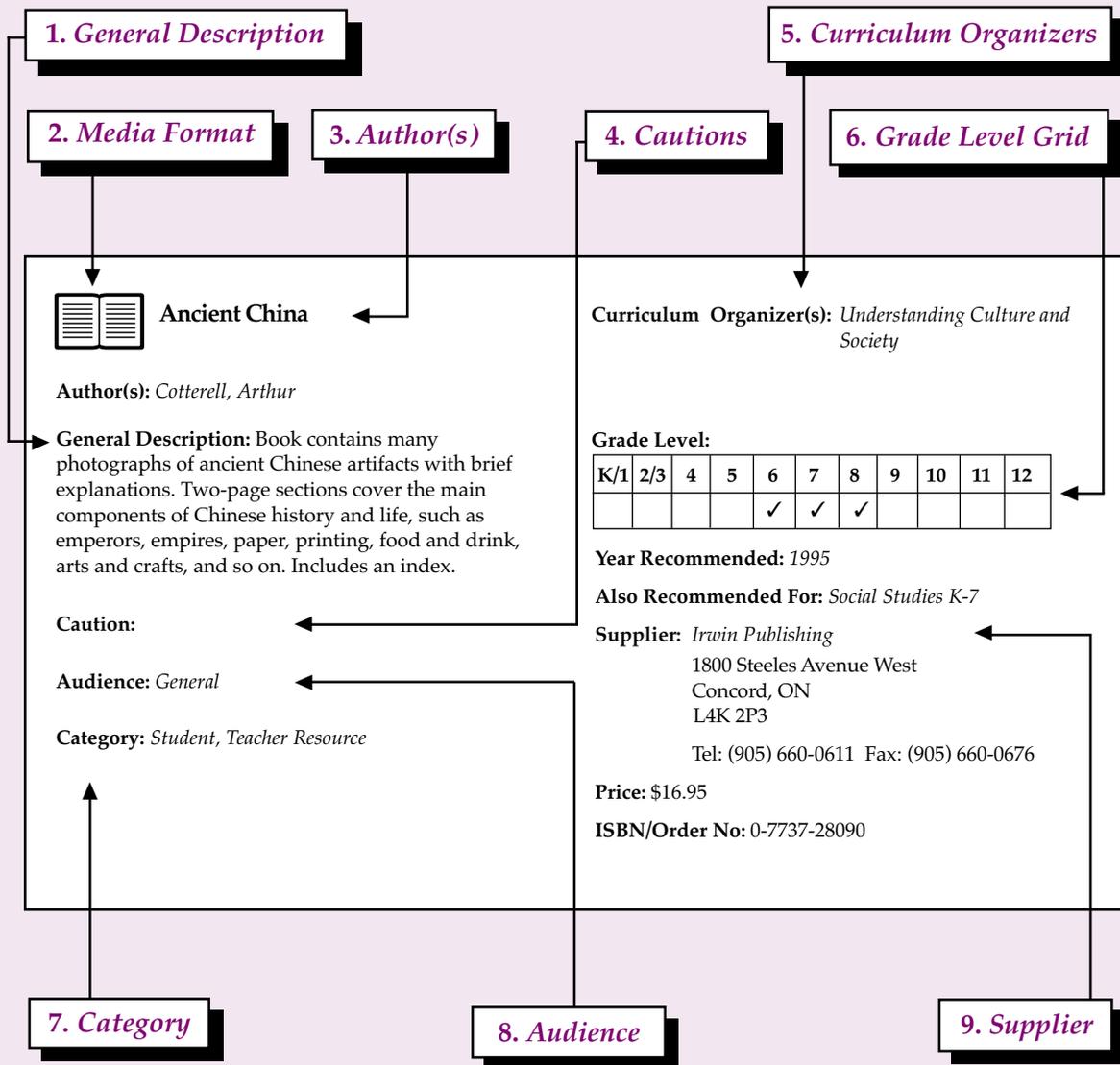
*Learning Resources*



**WHAT IS APPENDIX B?**

Appendix B is a comprehensive list of the *recommended* learning resources for Mandarin Chinese 5 to 12. The titles are listed alphabetically and each resource is annotated. In addition, Appendix B contains information on selecting learning resources for the classroom.

*What information does an annotation provide?*



## APPENDIX B: LEARNING RESOURCES

1. **General Description:** This section provides an overview of the resource.
2. **Media Format:** This part is represented by an icon next to the title. Possible icons include:



**Audio Cassette**



**CD-ROM**



**Film**



**Games/Manipulatives**



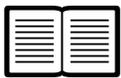
**Laserdisc/Videodisc**



**Multimedia**



**Music CD**



**Print Materials**



**Record**



**Slides**



**Software**



**Video**

3. **Author(s):** Author or editor information is provided where it might be of use to the teacher.
4. **Cautions:** This category is used to alert teachers about potentially sensitive issues.
5. **Curriculum Organizers:** This category helps teachers make links between the resource and the curriculum.
6. **Grade Level Grid:** This category indicates the suitable age range for the resource.
7. **Category:** This section indicates whether it is a student and teacher resource, teacher resource, or professional reference.
8. **Audience:** This category indicates the suitability of the resource for different types of students. Possible student audiences include the following:
  - general
  - English as a second language (ESL)
  - *Students who are:*
    - gifted
    - blind or have visual impairments
    - deaf or hard of hearing
  - *Students with:*
    - severe behavioural disorders
    - dependent handicaps
    - physical disabilities
    - autism
    - learning disabilities (LD)
    - mild intellectual disabilities (ID-mild)
    - moderate to severe/profound disabilities (ID-moderate to severe/profound)
9. **Supplier:** The name and address of the supplier are included in this category. Prices shown here are approximate and subject to change. Prices should be verified with the supplier.

### *What about the videos?*

The ministry attempts to obtain rights for most *recommended* videos. Negotiations for the most recently recommended videos may not be complete. For these titles, the original distributor is listed in this document, instead of British Columbia Learning Connection Inc. Rights for new listings take effect the year implementation begins. Please check with British Columbia Learning Connection Inc. before ordering new videos.

### SELECTING LEARNING RESOURCES FOR THE CLASSROOM

Selecting a learning resource means choosing locally appropriate materials from the list of recommended resources or other lists of evaluated resources. The process of selection involves many of the same considerations as the process of evaluation, though not to the same level of detail. Content, instructional design, technical design, and social considerations may be included in the decision-making process, along with a number of other criteria.

The selection of learning resources should be an ongoing process to ensure a constant flow of new materials into the classroom. It is most effective as an exercise in group decision making, co-ordinated at the school, district, and ministry levels. To function efficiently and realize the maximum benefit from finite resources, the process should operate in conjunction with an overall district and school learning resource implementation plan.

Teachers may choose to use provincially recommended resources to support provincial or locally developed curricula; choose resources that are not on the ministry's list; or choose to develop their own resources. Resources that are not on the provincially recommended list must be evaluated through a local, board-approved process.

### CRITERIA FOR SELECTION

There are a number of factors to consider when selecting learning resources.

#### *Content*

The foremost consideration for selection is the curriculum to be taught. Prospective resources must adequately support the particular learning outcomes that the teacher wants to address. Teachers will determine whether a resource will effectively support any given learning outcomes within a curriculum organizer. This can only be done by examining descriptive information regarding that resource; acquiring additional information about the material from the supplier, published reviews, or colleagues; and by examining the resource first-hand.

#### *Instructional Design*

When selecting learning resources, teachers must keep in mind the individual learning styles and abilities of their students, as well as anticipate the students they may have in the future. Resources have been recommended to support a variety of special audiences, including gifted, learning disabled, mildly intellectually disabled, and ESL students. The suitability of a resource for any of these audiences has been noted in the resource annotation. The instructional design of a resource includes the organization and presentation techniques; the methods used to introduce, develop, and summarize concepts; and the vocabulary level. The suitability of all of these should be considered for the intended audience.

Teachers should also consider their own teaching styles and select resources that will complement them. The list of *recommended* resources contains materials that range from prescriptive or self-contained resources, to open-ended resources that require

considerable teacher preparation. There are *recommended* materials for teachers with varying levels of experience with a particular subject, as well as those that strongly support particular teaching styles.

### *Technology Considerations*

Teachers are encouraged to embrace a variety of educational technologies in their classrooms. To do so, they will need to ensure the availability of the necessary equipment and familiarize themselves with its operation. If the equipment is not currently available, then the need must be incorporated into the school or district technology plan.

### *Social Considerations*

All resources on the ministry's *recommended* list have been thoroughly screened for social concerns from a provincial perspective. However, teachers must consider the appropriateness of any resource from the perspective of the local community.

### *Media*

When selecting resources, teachers should consider the advantages of various media. Some topics may be best taught using a specific medium. For example, video may be the most appropriate medium when teaching a particular, observable skill, since it provides a visual model that can be played over and over or viewed in slow motion for detailed analysis. Video can also bring otherwise unavailable experiences into the classroom and reveal "unseen worlds" to students. Software may be particularly useful when students are expected to

develop critical-thinking skills through the manipulation of a simulation, or where safety or repetition is a factor. Print resources or CD-ROM can best be used to provide extensive background information on a given topic. Once again, teachers must consider the needs of their individual students, some of whom may learn better from the use of one medium than another.

### *Funding*

As part of the selection process, teachers should determine how much money is available to spend on learning resources. This requires an awareness of school and district policies, and procedures for learning resource funding. Teachers will need to know how funding is allocated in their district and how much is available for their needs. Learning resource selection should be viewed as an ongoing process that requires a determination of needs, as well as long-term planning to co-ordinate individual goals and local priorities.

### *Existing Materials*

Prior to selecting and purchasing new learning resources, an inventory of those resources that are already available should be established through consultation with the school and district resource centres. In some districts, this can be facilitated through the use of district and school resource management and tracking systems. Such systems usually involve a database to help keep track of a multitude of titles. If such a system is available, then teachers can check the availability of a particular resource via a computer.

### SELECTION TOOLS

The Ministry of Education, Skills and Training has developed a variety of tools to assist teachers with the selection of learning resources.

These include:

- Integrated Resource Packages (IRPs) that contain curriculum information, teaching and assessment strategies, and *recommended* learning resources
- resource databases on disks or on-line
- sets of the most recently recommended learning resources (provided each year to a number of host districts throughout the province to allow teachers to examine the materials first-hand at regional displays)
- sample sets of provincially recommended resources (available on loan to districts on request)

### A MODEL SELECTION PROCESS

The following series of steps is one way a school resource committee might go about selecting learning resources:

1. Identify a resource co-ordinator (for example, a teacher-librarian).
2. Establish a learning resources committee made up of department heads or lead teachers.
3. Develop a school vision and approach to resource-based learning.
4. Identify existing learning resource and library materials, personnel, and infrastructure.
5. Identify the strengths and weaknesses of existing systems.
6. Examine the district Learning Resources Implementation Plan.

7. Identify resource priorities.
8. Apply criteria such as those found in *Evaluating, Selecting, and Managing Learning Resources: A Guide* to shortlist potential resources.
9. Examine shortlisted resources first-hand at a regional display or at a publishers' display, or borrow a set by contacting either a host district or the Curriculum and Resources Branch.
10. Make recommendations for purchase.

### FURTHER INFORMATION

For further information on evaluation and selection processes, catalogues, annotation sets, or resource databases, please contact the Curriculum and Resources Branch of the Ministry of Education, Skills and Training.

## APPENDIX B: LEARNING RESOURCES • *Mandarin Chinese 5 to 12*



### Ancient China

**Curriculum Organizer(s):** *Understanding Culture and Society*

**Author(s):** *Cotterell, Arthur*

**General Description:** Book contains many photographs of ancient Chinese artifacts with brief explanations. Two-page sections cover the main components of Chinese history and life, such as emperors, empires, war, paper, printing, food and drink, arts and crafts, and so on. Includes an index.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   |   | ✓ | ✓ | ✓ |   |    |    |    |

**Year Recommended:** 1995

**Also Recommended For:** *Social Studies K-7*

**Supplier:** *Irwin Publishing*  
1800 Steeles Avenue West  
Concord, ON  
L4K 2P3

Tel: (905) 660-0611 Fax: (905) 660-0676

**Price:** \$16.95

**ISBN/Order No:** 0-7737-28090



### The Ancient Chinese

**Curriculum Organizer(s):** *Understanding Culture and Society*

**Author(s):** *Martell, Hazel Mary*

**General Description:** Book explores ancient Chinese civilization. It presents topics from emperors and dynasties to peasants and everyday life in two-page spreads. Illustrations (modern and ancient), maps, and photographs accompany each subject. Includes a timeline, glossary, and index.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   |   | ✓ | ✓ | ✓ |   |    |    |    |

**Year Recommended:** 1995

**Also Recommended For:** *Social Studies K-7*

**Supplier:** *Irwin Publishing*  
1800 Steeles Avenue West  
Concord, ON  
L4K 2P3

Tel: (905) 660-0611 Fax: (905) 660-0676

**Price:** \$24.95

**ISBN/Order No:** 0-431-005710



### BaFa' BaFa' - A Cross Cultural Simulation

**Curriculum Organizer(s):** *Understanding Culture and Society*

**General Description:** Cross-culture simulation game puts students in foreign cultures, with little prior knowledge, and they have to live and cope. It includes director's manuals, cultural artifacts, two audio cassettes, badges, and trading cards. Requires about three hours of teacher preparation time. Extra space is needed for play.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   |   |   |   |   |   |    |    | ✓  |

**Year Recommended:** 1994

**Also Recommended For:** *Career and Personal Planning 8-12*  
*Personal Planning K-7*  
*Social Studies 8-10*

**Supplier:** *Simulation Training Systems*  
11760-J Sorrento Valley Road  
San Diego, CA  
92121

Tel: (619) 755-0272 Fax: (619) 748-2089

**Price:** \$225.00

**ISBN/Order No:** BB



**Beyond Golden Mountain: The Chinese Canadian Experience** Curriculum Organizer(s): *Understanding Culture and Society*

**General Description:** Forty-eight-minute video explores the Chinese-Canadian immigrant experience from a first-hand perspective. Prominent members of the Chinese community in B.C.'s lower mainland relate their varied experiences and feelings in interviews. Teachers will need to preview to select useful segments and develop activities to facilitate student understanding. Supports *Coming to Gum San*.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   |   |   |   |   |   |    |    | ✓  |

**Year Recommended:** 1996

**Supplier:** *Filmwest Associates Distribution Ltd.*  
2399 Hayman Road  
Kelowna, BC  
V1Z 1Z7

Tel: (250) 769-3399 Fax: (250) 769-5599

**Price:** (not available)

**ISBN/Order No:** (not available)



**Childhood of Wang Mian** Curriculum Organizer(s): *Acquiring Information*  
*Understanding Culture and Society*

**General Description:** Twenty-one-minute video in Mandarin relates the childhood story of Wang Mian, a great scholar and artist in ancient China. The story encourages children to study actively. Video includes a teacher's analysis and opportunities for student discussion. Also suitable for Introductory Mandarin Chinese 11.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   |   |   |   | ✓ | ✓ | ✓  | ✓  | ✓  |

**Year Recommended:** 1992

**Supplier:** *B.C. Learning Connection Inc.*  
#4-8755 Ash Street  
Vancouver, BC  
V6P 6T3

Tel: 1-800-884-2366 Fax: (604) 324-1844

**Price:** \$21.00

**ISBN/Order No:** Lang14



**China** Curriculum Organizer(s): *Understanding Culture and Society*

**Author(s):** *Tolan; Sherwood*

**General Description:** Book, written in simple English, presents the life of a Grade 5 girl and her family living in Beijing. It describes her home, school, and daily activities, and the ethnic groups, religions, government, education system, industries, geography, and history of her country. Colour illustrations enhance text.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   | ✓ | ✓ | ✓ |   |   |    |    |    |

**Year Recommended:** 1992

**Supplier:** *Sophia Bookstore*  
725 Nelson Street  
Vancouver, BC  
V6Z 2A8

Tel: (604) 684-4032 Fax: (604) 684-1683

**Price:** (not available)

**ISBN/Order No:** 0-8368-0160-1



**China's Bravest Girl: The Legend of Hua Mu Lan** Curriculum Organizer(s): *Experiencing Creative Works*  
*Understanding Culture and Society*

**Author(s):** *Chin, Charlie*

**General Description:** Legend based on a poem from the Song dynasty tells the story of a famous Chinese heroine. Colourful, full-page illustrations support the English and Chinese text. Provides an introduction to Chinese culture and literature.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   | ✓ | ✓ | ✓ |   |   |    |    |    |

**Year Recommended:** 1996

**Supplier:** *Weigl Educational Publishers Ltd.*  
1902 - 11th Street SE  
Calgary, AB  
T2G 3G2

Tel: 1-800-668-0766 Fax: (403) 233-7769

**Price:** \$17.95

**ISBN/Order No:** 0-89239-120-0



**China's Cosmopolitan Age: The Tang** Curriculum Organizer(s): *Experiencing Creative Works*  
*Understanding Culture and Society*

**General Description:** Fifty-eight-minute video presents a learned and comprehensive view of the imperial and social orders of the Tang dynasty and its many outstanding cultural accomplishments. History, art, poetry, philosophy, and religion receive attention. Describes the cultural influence of the Tang on other Asian societies.

**Audience:** *General*

*Gifted - provides opportunities for in-depth research*

**Category:** *Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   |   |   |   |   |   |    | ✓  | ✓  |

**Year Recommended:** 1996

**Supplier:** *Magic Lantern Communications Ltd. (Ontario)*  
Unit 38, 775 Pacific Road  
Oakville, ON  
L6L 6M4

Tel: 1-800-263-1717 Fax: (905) 827-1154

**Price:** (not available)

**ISBN/Order No:** (not available)



**Chinese and Characters**

Curriculum Organizer(s): *Acquiring Information*  
*Communicating*  
*Experiencing Creative Works*

**General Description:** CD-ROM provides an entertaining view of the origins and development of Chinese traditional characters. Historical and linguistic notes are enhanced by innovative visuals, and all oral instructions, information, and feedback are available optionally in English or Mandarin. Presentation includes interactive activities and scored games. Pinyin does not accompany on-screen texts, and the Mandarin oral component requires a high level of aural comprehension. Most suitable for enrichment. Also suitable for Introductory Mandarin Chinese 11.

System requirements: 386DX-33 or later; Windows 3.1; 4 Mb RAM; SVGA monitor with 256 colours; sound card; CD-ROM drive at 300 kb/s.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   |   |   |   |   | ✓ | ✓  | ✓  | ✓  |

**Year Recommended:** 1997

**Supplier:** *CCT Software Plus (The Learning Company, Edmark, Companion, VR Didatech)*  
#1 - 12760 Bathgate Way  
Richmond, BC  
V6V 1Z4

Tel: 1-800-663-7731 Fax: (604) 273-6534

**Price:** \$70.00

**ISBN/Order No:** (not available)

## APPENDIX B: LEARNING RESOURCES • *Mandarin Chinese 5 to 12*



### Chinese Designs and Symbols, Second Edition

Curriculum Organizer(s): *Experiencing Creative Works*  
*Understanding Culture and Society*

**Author(s):** *Arts Inc.*

**General Description:** Book contains examples of popular Chinese design motifs and symbols. It is a good arts-and-crafts resource consisting of illustrations and diagrams. Simple descriptions relate the designs to Chinese culture.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   | ✓ | ✓ | ✓ | ✓ |   |    |    |    |

**Year Recommended:** 1992

**Supplier:** *Pacific Rim Publishers*  
#302 - 130 East 15th Avenue  
Vancouver, BC  
V5T 4L3

Tel: (604) 872-7373 Fax: (604) 872-2622

**Price:** \$7.95

**ISBN/Order No:** B91012



### Chinese Folk Songs

Curriculum Organizer(s): *Experiencing Creative Works*  
*Understanding Culture and Society*

**Author(s):** *Yung-Ching, Yen, ed.*

**General Description:** Song book and accompanying audio cassette feature 20 popular Chinese songs that reflect customs and cultures. The songs are in keys suitable for children's voices and are written in Chinese, Romanized Mandarin sounds, and literal English translations. Tape includes all songs sung in Mandarin and a simple instrumental version. Also suitable for Introductory Mandarin Chinese 11.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓  | ✓  | ✓  |

**Year Recommended:** 1992

**Supplier:** *Pacific Rim Publishers*  
#302 - 130 East 15th Avenue  
Vancouver, BC  
V5T 4L3

Tel: (604) 872-7373 Fax: (604) 872-2622

**Price:** \$16.95

**ISBN/Order No:** T89111



### Chinese Mandarin Resource Book, Volumes 1, 2, and 3

Curriculum Organizer(s): *Acquiring Information*  
*Communicating*  
*Experiencing Creative Works*  
*Understanding Culture and Society*

**General Description:** Three-volume resource package consists of print material, slides, audio cassettes, and a video based on seven units: rhyme, song, and poetry; language games; Chinese arts and crafts; audio-visual resources, software information, and visual aids; communicative activities; field trips; and Chinese culture. The video covers food and eating, shopping, planning the day, sites around the city, and "getting there." Some of the information in this resource will require updating by the teacher. Also suitable for Introductory Mandarin Chinese 11.

**Audience:** *General*

**Category:** *Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓  | ✓  | ✓  |

**Year Recommended:** 1996

**Supplier:** *Learning Resources Branch*  
878 Viewfield Road  
Victoria, BC  
V9A 4V1

Tel: (250) 387-5331 Fax: (250) 387-1527

**Price:** (not available)

**ISBN/Order No:** (not available)



**Chinese New Year**

**Curriculum Organizer(s):** *Understanding Culture and Society*

**Author(s):** *Brown, Tricia*

**General Description:** English-language book highlights Chinese New Year as it is celebrated by Chinese-American (Cantonese) families in San Francisco. It provides a brief overview of the various aspects of this special event, such as rituals, food, and decorating. Includes references to the Chinese lunar calendar zodiac chart. Excellent photography enhances text.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   | ✓ | ✓ | ✓ | ✓ |   |    |    |    |

**Year Recommended:** 1992

**Supplier:** *Fitzhenry & Whiteside Ltd.*  
195 Allstate Parkway  
Markham, ON  
L3R 4T8

Tel: 1-800-387-9776 Fax: (905) 477-9179

**Price:** (not available)

**ISBN/Order No:** 0-8050-0497-1



**The Chinese People: Music, Instruments, Folklore**

**Curriculum Organizer(s):** *Experiencing Creative Works*  
*Understanding Culture and Society*

**Author(s):** *Davies, Sandra*

**General Description:** Resource package comprising an audio cassette, slide set, and descriptive book provides an overview of Chinese arts and culture. It covers music, instruments, folklore, poetry, art, dances, and games. The cassette and slides were produced in Vancouver. Cassette has music and commentary for the slides. Also suitable for Introductory Mandarin Chinese 11.

**Audience:** *General*

**Category:** *Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓  | ✓  | ✓  |

**Year Recommended:** 1992

**Supplier:** *Sophia Bookstore*  
725 Nelson Street  
Vancouver, BC  
V6Z 2A8

Tel: (604) 684-4032 Fax: (604) 684-1683

**Price:** (not available)

**ISBN/Order No:** (not available)



**Chinese Sentence Book**

**Curriculum Organizer(s):** *Communicating*

**Author(s):** *Ning, Cynthia*

**General Description:** Copy-ready resource provides topical practice in information question-and-answer patterns. Reading and writing exercises are varied, well structured, and extendable to oral activities. Presents patterns in both traditional and simplified characters, with Pinyin transliteration and English translation. Also suitable for Introductory Mandarin Chinese 11.

**Audience:** *General*

**Category:** *Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓  |    |    |

**Year Recommended:** 1997

**Supplier:** *Bess Press*  
P.O. Box 22388  
Honolulu, HI  
96823

Tel: (808) 734-7159 Fax: (808) 732-3627

**Price:** \$15.96

**ISBN/Order No:** 1-57306-050-X

## APPENDIX B: LEARNING RESOURCES • *Mandarin Chinese 5 to 12*



### Chinese Unmasked - Volumes 1 & 2 Organizer(s): *Acquiring Information Communicating*

**Author(s):** *Ma, Jing-heng*

**General Description:** Resource package deals with basic grammar rules of the Chinese language. Book provides a summary of the common language pitfalls and difficulties students encounter. Teachers can use it as a grammar reference. Accompanying workbook provides examples that teachers may find useful. Also suitable for Introductory Mandarin Chinese 11.

**Audience:** *General*

**Category:** *Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   |   |   |   |   | ✓ | ✓  | ✓  | ✓  |

**Year Recommended:** 1996

**Supplier:** *Cheng & Tsui Co.*  
25 West Street  
Boston, MA  
02111

Tel: (617) 426-6074 Fax: (617) 426-3669

**Price:** \$39.95

**ISBN/Order No:** 0-88727-198-7



### Coming to Gum San: The Story of Chinese Organizer(s): *Understanding Culture and Society* Canadians

**Author(s):** *Burney, Shehla*

**General Description:** Book relates the social and cultural history of the Chinese-Canadian community and its contributions to Canada's development and progress. Women and children receive particular emphasis. Incorporates authentic photos, period documents, and first-person accounts. Encourages critical thinking and personally directed, hands-on exploration. Also suitable for Introductory Mandarin Chinese 11.

**Audience:** *General*

*Gifted - provides opportunities for in-depth study; lateral thinking on social issues*

**Category:** *Student, Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓  | ✓  | ✓  |

**Year Recommended:** 1996

**Also Recommended For:** *Social Studies K-7  
Social Studies 8-10  
Social Studies 11*

**Supplier:** *D. C. Heath Canada Ltd. (Ont.)*  
3rd Floor, 200 Adelaide Street West  
Toronto, ON  
M5H 1W7

Tel: 1-800-268-2472 Fax: (416) 977-3135

**Price:** \$10.95

**ISBN/Order No:** 0-669-95470-5



### Concise English-Chinese/ Chinese-English Dictionary (Oxford) Organizer(s): *Acquiring Information Communicating*

**General Description:** Pocket-size, dual-language dictionary uses simplified Chinese characters throughout, but also gives traditional characters and Pinyin where necessary. Each section contains about 20 000 entries, and there are helpful examples of usage in both English and Chinese. Also suitable for Introductory Mandarin Chinese 11.

**Audience:** *General*

**Category:** *Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓  | ✓  | ✓  |

**Year Recommended:** 1992

**Supplier:** *Sophia Bookstore*  
725 Nelson Street  
Vancouver, BC  
V6Z 2A8

Tel: (604) 684-4032 Fax: (604) 684-1683

**Price:** (not available)

**ISBN/Order No:** 0-19-584048-8



**The Dragon's Tongue Series** Curriculum Organizer(s): *Acquiring Information*

*Communicating*  
*Understanding Culture and Society*

**General Description:** Series of 10 video programs, 25 minutes each, illustrates various aspects of Chinese culture and lifestyles (e.g., sports life, health, eating out, school days), particularly in Beijing. Narration is in English, and the dialogue of excerpted plays is in Mandarin. Includes a teacher's guide with notes, transcripts, translation, and grammar. The language level may be challenging for younger students. Also suitable for Introductory Mandarin Chinese 11.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓  | ✓  | ✓  |

**Year Recommended:** 1992

**Also Recommended For:** *Social Studies K-7*

**Supplier:** *B.C. Learning Connection Inc.*  
#4-8755 Ash Street  
Vancouver, BC  
V6P 6T3

Tel: 1-800-884-2366 Fax: (604) 324-1844

**Price:** (not available)

**ISBN/Order No:** (not available)



**Early China**

Curriculum Organizer(s): *Understanding Culture and Society*

**Author(s):** *Goff, Denise*

**General Description:** Easy-to-read English-language book provides an overview of Chinese history and culture from early civilizations to the present. Highlights selected areas such as science and industry, art, beliefs and rituals, peasant life, and imperial life. Includes a limited glossary, but missing significant early Chinese inventions such as papermaking, printing, and gun powder.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   | ✓ | ✓ | ✓ |   |   |    |    |    |

**Year Recommended:** 1992

**Supplier:** *Fitzhenry & Whiteside Ltd.*  
195 Allstate Parkway  
Markham, ON  
L3R 4T8

Tel: 1-800-387-9776 Fax: (905) 477-9179

**Price:** (not available)

**ISBN/Order No:** 0-241-11818-2



**Favourite Folktales of China**

Curriculum Organizer(s): *Experiencing Creative Works*  
*Understanding Culture and Society*

**Author(s):** *Minford, John*

**General Description:** English-language book contains 20 folk tales from China's majority Han nationality and 12 minority nationalities. The imagination, adventure, and romance of the people fill the stories, which vigorously express ideals and emotions. Though containing many elements of fantasy, the stories also reflect the everyday lives and experiences of the common people. Some of the fantasy stories may be beyond the understanding of some elementary-level students. Also suitable for Introductory Mandarin Chinese 11.

**Audience:** *General*

*Gifted - suitable for more advanced students because of reading level*

**Category:** *Student, Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓  | ✓  | ✓  |

**Year Recommended:** 1992

**Supplier:** *Fitzhenry & Whiteside Ltd.*  
195 Allstate Parkway  
Markham, ON  
L3R 4T8

Tel: 1-800-387-9776 Fax: (905) 477-9179

**Price:** (not available)

**ISBN/Order No:** 9971-947-69-2



**Five Heavenly Emperors: Chinese Myths of Creation** Curriculum Organizer(s): *Understanding Culture and Society*

**Author(s):** Zhang, Song Nan

**General Description:** Book presents Chinese creation legends. The simple language and colourful pictures make these short myths easy to read or share.

**Audience:** General

**Category:** Student, Teacher Resource

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   | ✓ | ✓ | ✓ |   |   |    |    |    |

**Year Recommended:** 1995

**Also Recommended For:** *Language Arts K-7*

**Supplier:** *Bonjour Books*

Unit 2135, 11871 Horseshoe Way  
Richmond, BC  
V7A 5H5

Tel: 1-800-665-8002

Fax: (604) 274-2665 (274-BOOK)

**Price:** \$19.95

**ISBN/Order No:** 0-88-7763-383



**Focus on China**

Curriculum Organizer(s): *Understanding Culture and Society*

**Author(s):** Lim, Jessie

**General Description:** English-language book provides a simplified introduction to the social, cultural, and economic structure of China. It is written and illustrated with young children's interests in mind. Describes daily life and other interest areas such as sports, industry, geography, and the Chinese writing system.

**Audience:** General

**Category:** Student, Teacher Resource

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   | ✓ | ✓ | ✓ |   |   |    |    |    |

**Year Recommended:** 1992

**Supplier:** *Fitzhenry & Whiteside Ltd.*

195 Allstate Parkway  
Markham, ON  
L3R 4T8

Tel: 1-800-387-9776 Fax: (905) 477-9179

**Price:** (not available)

**ISBN/Order No:** 0-237-6031-2



**Hanyu (Revised Edition)** Curriculum Organizer(s): *Acquiring Information*

*Communicating*

*Experiencing Creative Works*

*Understanding Culture and Society*

**General Description:** Three-level Australian series comprises at each level a student book, teacher's book, student practice book, character writing book, and audio cassettes. This is a functions-based secondary course that incorporates and integrates topics, structures, grammar, and cultural information. Student books contain lessons and activities. Teachers will need to supplement oral activities to promote the communicative approach. Also suitable for Introductory Mandarin Chinese 11.

**Audience:** General

**Category:** Student, Teacher Resource

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   |   |   |   |   | ✓ | ✓  | ✓  | ✓  |

**Year Recommended:** 1996

**Supplier:** *Cheng & Tsui Co.*

25 West Street  
Boston, MA  
02111

Tel: (617) 426-6074 Fax: (617) 426-3669

**Price:** (not available)

**ISBN/Order No:** (not available)



**Introducing China - A Teacher Resource Book** Curriculum Organizer(s): *Experiencing Creative Works*  
*Understanding Culture and Society*

**Author(s):** *Sikundar, Sylvia; Ardhawa, Saroj*

**General Description:** Resource book provides an introduction to China through geography, history, religion, festivals, and folk tales. It simplifies information to an appropriate level for elementary students. Includes many student activities with answer keys and blackline masters.

**Audience:** *General*

**Category:** *Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   | ✓ | ✓ | ✓ |   |   |    |    |    |

**Year Recommended:** 1996

**Supplier:** *Weigl Educational Publishers Ltd.*  
1902 - 11th Street SE  
Calgary, AB  
T2G 3G2

Tel: 1-800-668-0766 Fax: (403) 233-7769

**Price:** \$19.95

**ISBN/Order No:** 0-919879-76-4



**Introduction to Traditional Chinese Beliefs** Curriculum Organizer(s): *Understanding Culture and Society*

**General Description:** Thirty-minute video presents the basic tenets of the traditional Chinese belief systems and of communism. It discusses Confucianism, Taoism, and Buddhism while footage shows important temples and holy sites. Teacher might want to use video in short segments.

**Audience:** *General*

*Gifted - provides opportunities for in-depth study of Chinese religions and beliefs*

**Category:** *Student, Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   |   |   |   |   |   |    |    | ✓  |

**Year Recommended:** 1996

**Supplier:** *Canadian Learning Company Inc.*  
63 Mack Avenue  
Scarborough, ON  
MIL 1M5

Tel: (416) 691-9094 Fax: (416) 691-8833

**Price:** (not available)

**ISBN/Order No:** (not available)



**Jing: A Chinese Girl** Curriculum Organizer(s): *Understanding Culture and Society*

**General Description:** Eighteen-minute video provides a positive, entertaining glimpse into the everyday life of Chinese elementary-school students. Viewers accompany the 11-year-old title character on a tour of her school and neighbourhood in the city of Hangzhou, and receive insights into traditional social and recreational activities, as well as family life.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   | ✓ | ✓ | ✓ |   |   |    |    |    |

**Year Recommended:** 1996

**Supplier:** *Canadian Learning Company Inc.*  
63 Mack Avenue  
Scarborough, ON  
MIL 1M5

Tel: (416) 691-9094 Fax: (416) 691-8833

**Price:** (not available)

**ISBN/Order No:** (not available)

## APPENDIX B: LEARNING RESOURCES • *Mandarin Chinese 5 to 12*



### Let's Play Games In Chinese Curriculum Organizer(s): *Communicating*

**Author(s):** McGinnis, Scott; Tao-chung, Yao

**General Description:** Book contains 92 games in 18 categories. These language-learning games are ideal for Chinese-language classes. Games can be played by a whole class or by a small group. All explanations identify skills to be addressed and are in English, with Chinese examples written in Chinese characters and Pinyin. Also suitable for Introductory Mandarin Chinese 11.

**Audience:** *General*

**Category:** *Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓  | ✓  | ✓  |

**Year Recommended:** 1992

**Supplier:** *Copp Clark Ltd.*  
2775 Matheson Boulevard East  
Mississauga, ON  
L4W 4P7

Tel: (905) 238-6074 Fax: (905) 238-6075

**Price:** \$23.60

**ISBN/Order No:** 08442-8560-9



### A Little Tiger in the Chinese Night Curriculum Organizer(s): *Experiencing Creative Works* *Understanding Culture and Society*

**Author(s):** Zhang, Song Nan

**General Description:** Book is the autobiography of a prominent Chinese artist who now lives in Canada. The author recounts his turbulent years from World War II to the Tiananmen Square incident, and his subsequent immigration. Author's vivid illustrations are of high artistic quality. Appendix provides a synopsis of Chinese history. Also suitable for Introductory Mandarin Chinese 11.

**Audience:** *General*

*Gifted - opportunities for divergent thinking; visuals allow open-ended, independent or group study*

**Category:** *Student, Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓  | ✓  | ✓  |

**Year Recommended:** 1996

**Supplier:** *Tundra Books Inc. / Les Livres Toundra Inc.*  
481 University Avenue, Suite 802  
Toronto, ON  
M5G 2E9

Tel: (416) 598-4786 Fax: (416) 598-0247

**Price:** (not available)

**ISBN/Order No:** 0-88776-320-0



### Long is a Dragon: Chinese Writing for Children Curriculum Organizer(s): *Acquiring Information* *Communicating* *Experiencing Creative Works* *Understanding Culture and Society*

**Author(s):** Goldstein, Peggy

**General Description:** Award-winning book offers a simplified history of the Chinese writing system. It provides a limited dictionary of words in English, with Chinese characters and illustrations. Illustrates stroke order for many characters and introduces more than 75 characters by form and structure. Also suitable for Introductory Mandarin Chinese 11.

**Audience:** *General*

*Gifted - provides opportunities for extension and for considering different writing systems; opportunities for divergent thinking*

**Category:** *Student, Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   | ✓ | ✓ | ✓ |   |   |    |    |    |

**Year Recommended:** 1996

**Supplier:** *Weigl Educational Publishers Ltd.*  
1902 - 11th Street SE  
Calgary, AB  
T2G 3G2

Tel: 1-800-668-0766 Fax: (403) 233-7769

**Price:** \$19.95

**ISBN/Order No:** 1-881896-01-3



**Mooncakes and Hungry Ghosts** Curriculum Organizer(s): *Understanding Culture and Society*

**Author(s):** *Stepanchuk, Carol; Wong, Charles*

**General Description:** Book describes popular Chinese festivals and includes detailed background information and illustrations about associated activities such as food, dance, and other artistic and cultural events. Includes a glossary of symbols and images and a chronology of dynasties. Also suitable for Introductory Mandarin Chinese 11.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   |   | ✓ | ✓ | ✓ | ✓ | ✓  | ✓  | ✓  |

**Year Recommended:** 1992

**Supplier:** *Pacific Rim Publishers*  
 #302 - 130 East 15th Avenue  
 Vancouver, BC  
 V5T 4L3

Tel: (604) 872-7373 Fax: (604) 872-2622

or  
*Sophia Bookstore*  
 725 Nelson Street  
 Vancouver, BC  
 V6Z 2A8

Tel: (604) 684-4032 Fax: (604) 684-1683

**Price:** \$16.95

**ISBN/Order No:** 0-8351-7481-9



**The Mouse Bride: A Chinese Folktale** Curriculum Organizer(s): *Experiencing Creative Works*  
*Understanding Culture and Society*

**Author(s):** *Chang, Monica*

**General Description:** Book features a traditional marriage ceremony and concludes with a universally appropriate moral. The detailed artwork faithfully portrays traditional Chinese lifestyle and customs, and provides opportunities for younger students to visually appreciate rural life in former times.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   | ✓ | ✓ | ✓ |   |   |    |    |    |

**Year Recommended:** 1996

**Supplier:** *Pan Asian Publications Inc.*  
 P.O. Box 131, Agincourt Station  
 Scarborough, ON  
 M1S 3B4

Tel: (416) 292-4468 Fax: (416) 292-2191

**Price:** \$24.00

**ISBN/Order No:** 957-32-2174-8



### Moving the Mountain

Curriculum Organizer(s): *Understanding Culture and Society*

**General Description:** Eighty-four-minute video recounts the Chinese-Canadian immigrant experience through the story of three generations of a Montréal Chinese family. Explores changing immigration policies from the days of the Head Tax, through the Exclusion Acts, to the compensation movement of the 1990s. Also represents the wider Chinese community. Teacher-developed pre- and post-viewing activities will facilitate student understanding. Supports *Coming to Gum San*.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   |   |   |   |   |   |    |    | ✓  |

**Year Recommended:** 1996

**Supplier:** *Cinéma Libre*  
4067 boulevard St-Laurent, suite 403  
Montréal, QC  
H2W 1Y7

Tel: (514) 849-7888 Fax: (514) 849-1231

**Price:** (not available)

**ISBN/Order No:** (not available)



### Notes on Things Chinese

Curriculum Organizer(s): *Understanding Culture and Society*

**Author(s):** *Lip, Evelyn*

**General Description:** Illustrated book provides an insight into the traditions and cultural heritage of the Chinese people. It is in glossary form, treating a range of topics from astrology to Zhu Ge Liang. The four sections address beliefs, superstitions, and legends; secular practices and activities; people and places; and “things Chinese.” Poems reflect various degrees of difficulty. Also suitable for Introductory Mandarin Chinese 11.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓  | ✓  | ✓  |

**Year Recommended:** 1992

**Supplier:** *Fitzhenry & Whiteside Ltd.*  
195 Allstate Parkway  
Markham, ON  
L3R 4T8

Tel: 1-800-387-9776 Fax: (905) 477-9179

**Price:** (not available)

**ISBN/Order No:** 9971-49-061-7



### Old Tales of China

Curriculum Organizer(s): *Experiencing Creative Works*  
*Understanding Culture and Society*

**Author(s):** *Nianpei, Li*

**General Description:** Book consists of 65 English-language short stories from popular fairy tales and famous classical Chinese novels. Some are only one page or so in length. These stories reflect various stages of Chinese society and culture from different viewpoints. Line drawings enhance text. This resource could be used as a read-aloud book with younger students. Also suitable for Introductory Mandarin Chinese 11.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓  | ✓  | ✓  |

**Year Recommended:** 1992

**Supplier:** *Fitzhenry & Whiteside Ltd.*  
195 Allstate Parkway  
Markham, ON  
L3R 4T8

Tel: 1-800-387-9776 Fax: (905) 477-9179

**Price:** (not available)

**ISBN/Order No:** 9971-947-34-X

## APPENDIX B: LEARNING RESOURCES • Mandarin Chinese 5 to 12



### Out of the East Horizon: Chinese Art from the Seattle Art Museum

Curriculum Organizer(s): *Experiencing Creative Works*  
*Understanding Culture and Society*

**Author(s):** Loudon, Sarah M.; Liv, Lucy

**General Description:** Resource package examines some of the arts associated with traditional Chinese scholars. It consists of a book, a 60-minute audio cassette of music, and a slide set. Links the history of papermaking, calligraphy, poetry, painting, and music, as well as the evolution of Chinese writing, with art. There are 13 lessons with follow-up activities. Also suitable for Introductory Mandarin Chinese 11.

**Audience:** General

**Category:** Student, Teacher Resource

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓  | ✓  | ✓  |

**Year Recommended:** 1992

**Supplier:** Pacific Rim Publishers  
#302 - 130 East 15th Avenue  
Vancouver, BC  
V5T 4L3

Tel: (604) 872-7373 Fax: (604) 872-2622

**Price:** \$44.95

**ISBN/Order No:** S90112



### Oxford History Study Unit: Imperial China

Curriculum Organizer(s): *Understanding Culture and Society*

**Author(s):** Gleisner, Carol

**General Description:** Illustrated book on the history of China from 221 B.C. to A.D. 1279 explores whether China can be considered a great civilization. It asks students to hypothesize as they progress through the text and activities. Includes timelines and margin notes. Compares China's civilization, which developed in isolation, with that of contemporary Europe.

**Audience:** General

**Category:** Student, Teacher Resource

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   |   | ✓ | ✓ | ✓ |   |    |    |    |

**Year Recommended:** 1995

**Also Recommended For:** *Social Studies K-7*

**Supplier:** Oxford University Press (Ontario)  
70 Wynford Drive  
Don Mills, ON  
M3C 1J9

Tel: 1-800-387-8020 Fax: (416) 441-0345

**Price:** \$11.95

**ISBN/Order No:** 0-19-917193-9



### Pandas in the Wild

Curriculum Organizer(s): *Understanding Culture and Society*

**General Description:** Sixty-minute video follows actress Debra Winger and her eight-year-old son on their quest for an understanding of pandas in their natural habitat. They discuss conservation and the pressures of human population on the environment. Outstanding footage of pandas in the wild. The narrator's commentary may reflect a Western perspective; teachers should encourage discussion of varying cultural values. Also suitable for Introductory Mandarin Chinese 11.

**Audience:** General

**Category:** Student, Teacher Resource

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓  | ✓  | ✓  |

**Year Recommended:** 1996

**Supplier:** Visual Education Centre Ltd.  
Unit 3, 41 Horner Avenue  
Etobicoke, ON  
M8Z 4X4

Tel: 1-800-668-0749 Fax: (416) 251-3720

**Price:** (not available)

**ISBN/Order No:** (not available)



**Peter Ustinov in China: Part One Organizer(s):** *Understanding Culture and Society*  
**Beijing To Tibet**

**General Description:** Sixty-minute video hosted by Peter Ustinov takes viewers on a trip from Beijing to Tibet, passing through Gansu and Qinghai. A diversity of cultural, social, and geographical environments form the background to a commentary that is both entertaining and erudite. Teachers should preview to select appropriate segments.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   |   |   |   |   |   |    |    | ✓  |

**Year Recommended:** 1996

**Supplier:** *Visual Education Centre Ltd.*  
 Unit 3, 41 Horner Avenue  
 Etobicoke, ON  
 M8Z 4X4

Tel: 1-800-668-0749 Fax: (416) 251-3720

**Price:** (not available)

**ISBN/Order No:** (not available)



**Peter Ustinov in China: Part Two Organizer(s):** *Understanding Culture and Society*  
**To Hong Kong**

**General Description:** Sixty-minute video follows host Peter Ustinov as he travels from Tibet to Gansu, Xian, and Guilin. Features outstanding footage of the geographical and cultural diversity of the areas. Insightful commentary includes incidents from history and legends. Teachers should preview to select appropriate segments.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   |   |   |   |   |   |    |    | ✓  |

**Year Recommended:** 1996

**Supplier:** *Visual Education Centre Ltd.*  
 Unit 3, 41 Horner Avenue  
 Etobicoke, ON  
 M8Z 4X4

Tel: 1-800-668-0749 Fax: (416) 251-3720

**Price:** (not available)

**ISBN/Order No:** (not available)



**Rebeka Goes to China Curriculum Organizer(s):** *Understanding Culture and Society*

**General Description:** Twenty-six-minute video is about a nine-year-old girl from New York who reflects on her year-long visit to China when her parents taught English at a university there. It shows Rebeka attending an all-Chinese school and making friends. She also shares her perspective on student protests. Helps promote interest in learning about other cultures.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   | ✓ | ✓ |   |   |   |    |    |    |

**Year Recommended:** 1995

**Also Recommended For:** *Social Studies K-7*

**Supplier:** *McIntyre Media Ltd.*  
 6845 Rexwood Road, Unit 2  
 Mississauga, ON  
 L4L 1S5

Tel: (905) 678-9866 Fax: (905) 678-2403

**Price:** (not available)

**ISBN/Order No:** (not available)



**Red Eggs and Dragon Boats Celebrating Chinese Festivals** Organizer(s): *Experiencing Creative Works  
Understanding Culture and Society*

**Author(s):** *Stepanchuk, Carol*

**General Description:** Book introduces favourite Chinese festivals through stories, customs, and recipes for holiday treats. Colourful, full-page illustrations by Chinese folk artists reflect people and their activities from different geographic regions of China.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   | ✓ | ✓ | ✓ | ✓ |   |    |    |    |

**Year Recommended:** 1996

**Supplier:** *Pacific Rim Publishers*  
#302 - 130 East 15th Avenue  
Vancouver, BC  
V5T 4L3

Tel: (604) 872-7373 Fax: (604) 872-2622

or  
*Weigl Educational Publishers Ltd.*  
1902 - 11th Street SE  
Calgary, AB  
T2G 3G2

Tel: 1-800-668-0766 Fax: (403) 233-7769

**Price:** \$21.95

**ISBN/Order No:** 1-881896-08-0



**The Rosetta Stone Language Library Chinese Mandarin 1** Organizer(s): *Communicating*

**General Description:** Instructional CD-ROM with user's guide provides language instruction in a sequential format, from simple vocabulary to structural phrases to full sentences. A variety of presentations and instantaneous feedback promote student engagement and practice in reading, writing, listening, and speaking. The accompanying curriculum text lists patterns, as presented on CD-ROM, in Pinyin and in traditional and simplified characters. Student management system and student workbook components have not been evaluated. Also suitable for Introductory Mandarin Chinese 11.

System requirements for Macintosh: 4 Mb RAM; 256 colours.  
System requirements for Windows: MPC (486SX or better); 4 Mb RAM (Windows 95 requires 8 Mb RAM); Super VGA Monitor; 256 colours at 640X480; Sound Blaster compatible sound card.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓  | ✓  | ✓  |

**Year Recommended:** 1997

**Supplier:** *CCT Software Plus (The Learning Company, Edmark, Companion, VR Didatech)*  
#1 - 12760 Bathgate Way  
Richmond, BC  
V6V 1Z4

Tel: 1-800-663-7731 Fax: (604) 273-6534

**Price:** (not available)

**ISBN/Order No:** (not available)



**Speak Mandarin in Five Hundred Words** Curriculum Organizer(s): *Communicating*

**General Description:** Video series consists of nine tapes that reinforce listening and speaking skills. Each tape contains three or four lessons (30 in total) of approximately 20-30 minutes each. Lessons follow a common format: introduction; a short play to illustrate the use of the vocabulary; stroke order for character writing (traditional characters only); review; and extended practice. Also suitable for Introductory Mandarin Chinese 11.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓  |    |    |

**Year Recommended:** 1992

**Supplier:** *B.C. Learning Connection Inc.*  
 #4-8755 Ash Street  
 Vancouver, BC  
 V6P 6T3

Tel: 1-800-884-2366 Fax: (604) 324-1844

**Price:** (not available)

**ISBN/Order No:** (not available)



**Story of the Chinese Zodiac** Curriculum Organizer(s): *Experiencing Creative Works*  
*Understanding Culture and Society*

**Author(s):** *Chang, Monica*

**General Description:** Book with papercut-collage illustrations recounts the tale of the attribution of animal names to the 12 years of the traditional Chinese zodiac cycle. The simplicity of the language and papercut-collage illustrations make this resource appropriate for younger students.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   | ✓ | ✓ |   |   |   |    |    |    |

**Year Recommended:** 1996

**Supplier:** *Pan Asian Publications Inc.*  
 P.O. Box 131, Agincourt Station  
 Scarborough, ON  
 M1S 3B4

Tel: (416) 292-4468 Fax: (416) 292-2191

**Price:** \$24.00

**ISBN/Order No:** 957-21-2173-X



**Tadpole and the Whale** Curriculum Organizer(s): *Acquiring Information*  
*Communicating*

**General Description:** Ninety-eight-minute video, a Roch Carrier production dubbed into Mandarin, describes an intimate relationship between a young Canadian girl and a whale. It illustrates the importance of friendship in a Canadian setting and the importance of protecting the environment. Teachers should preview for use in language teaching.

**Audience:** *General*

**Caution:** *Life preservers are not always worn by boat passengers; teachers need to address this safety issue.*

**Category:** *Student, Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   |   |   |   | ✓ | ✓ | ✓  | ✓  |    |

**Year Recommended:** 1992

**Supplier:** *B.C. Learning Connection Inc.*  
 #4-8755 Ash Street  
 Vancouver, BC  
 V6P 6T3

Tel: 1-800-884-2366 Fax: (604) 324-1844

**Price:** \$24.00

**ISBN/Order No:** Lang12



### Taiwan Today

**Author(s):** *Teng, Shou-hsin; Perry, Lo Sun*

**General Description:** Topic-based textbook combines selections, visuals, exercises, and activities to further communicative and structural competence in modern Mandarin. Useful as a teacher resource, this book is also accessible to upper-level students. Status of contemporary Chinese culture in Taiwan receives emphasis. Uses both complex and simplified character forms throughout.

**Audience:** *General*

*Gifted - opportunities for divergent thinking; in-depth analysis and lateral thinking; visuals also allow open-ended and independent or group study*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Acquiring Information  
Communicating  
Experiencing Creative Works  
Understanding Culture and Society*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   |   |   |   |   |   |    |    | ✓  |

**Year Recommended:** *1996*

**Supplier:** *Cheng & Tsui Co.*  
25 West Street  
Boston, MA  
02111

Tel: (617) 426-6074 Fax: (617) 426-3669

**Price:** \$19.95

**ISBN/Order No:** 0-88727-177-4



### West Coast Chinese Boy Curriculum Organizer(s): *Understanding Culture and Society*

**Author(s):** *Lim, Sing*

**General Description:** English-language book recreates Vancouver's Chinatown in the early 1920s through the story of the author's childhood, when, as a boy, Sing Lim lived in a prison-like apartment building. His descriptions of relationships with other residents and local merchants and his accounts of feasts, festivals, and ceremonies provide an intimate picture of the sometimes harsh life.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   |   | ✓ | ✓ | ✓ | ✓ |    |    |    |

**Year Recommended:** *1992*

**Supplier:** *Sophia Bookstore*  
725 Nelson Street  
Vancouver, BC  
V6Z 2A8

Tel: (604) 684-4032 Fax: (604) 684-1683

**Price:** (not available)

**ISBN/Order No:** 0-88776-121-6



**Zhongguotong**

**General Description:** Four-level Australian series comprises at each level a student book, teacher's handbook, teacher's resource package, audio cassette with material from the student book, and six posters of China with cardboard cutout figures. Features non-sequenced, illustrated modules. Student books include activity and study sheets, songs, texts, stories, bilingual folk plays, diary entries, letters, lists, questionnaires, and signs. Also suitable for Introductory Mandarin Chinese 11.

**Audience:** *General*

*Gifted - provides opportunities for extension and critical thinking*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer(s):** *Acquiring Information  
Communicating  
Experiencing Creative Works  
Understanding Culture and Society*

**Grade Level:**

| K/1 | 2/3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----|-----|---|---|---|---|---|---|----|----|----|
|     |     |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓  | ✓  | ✓  |

**Year Recommended:** 1996

**Supplier:** *Cheng & Tsui Co.*

25 West Street  
Boston, MA  
02111

Tel: (617) 426-6074 Fax: (617) 426-3669

*or*

*Educare*

3333 Oak Street  
Victoria, BC  
V8X 1R2

Tel: (604) 475-3238 Fax: (604) 475-3239

*or*

*Weigl Educational Publishers Ltd.*

1902 - 11 Street South East  
Calgary, AB  
T2G 3G2

Tel: 1-800-668-0766 Fax: (403) 233-7769

**Price:** (not available)

**ISBN/Order No:** (not available)





# APPENDIX C

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## *Cross-Curricular Interests*



The three principles of learning stated in the introduction of this Integrated Resource Package (IRP) support the foundation of The Kindergarten to Grade 12 Education Plan. They have guided all aspects of the development of this document, including the curriculum outcomes, instructional strategies, assessment strategies, and learning resource evaluations.

In addition to these three principles, the Ministry of Education, Skills and Training wants to ensure that education in British Columbia is relevant, equitable, and accessible to all learners. In order to meet the needs of all learners, the development of each component of this document has been guided by a series of cross-curricular reviews. This appendix outlines the key aspects of each of these reviews. The information here is intended to guide the users of this document as they engage in school and classroom organization and instructional planning and practice.

The areas of cross-curricular interest are:

- Applied Focus in Curriculum
- Career Development
- English as a Second Language (ESL)
- Environment and Sustainability
- Aboriginal Studies
- Gender Equity
- Information Technology
- Media Education
- Multiculturalism and Anti-Racism
- Science-Technology-Society
- Special Needs

### APPLIED FOCUS IN CURRICULUM

An applied focus combines the following components in curriculum development, consistent with the nature of each subject area:

**Learning Outcomes**—expressed as observable, measurable, and reportable abilities or skills

**Employability Skills**—inclusion of outcomes or strategies that promote skills that will enable students to be successful in the workplace (e.g., literacy, numeracy, critical and creative thinking, problem solving, technology, and information management)

**Contextual Learning**—an emphasis on learning by doing; the use of abstract ideas and concepts, including theories, laws, principles, formulae, rules, or proofs in a practical context (e.g., home, workplace, community)

**Interpersonal Skills**—inclusion of strategies that promote co-operative activities and teamwork

**Career Development**—inclusion of appropriate connections to careers, occupations, entrepreneurship, or the workplace

An applied focus in all subjects and courses promotes the use of practical applications to demonstrate theoretical knowledge. Using real-world and workplace problems and situations as a context for the application of theory makes school more relevant to students' needs and goals. An applied focus strengthens the link between what students need to know to function effectively in the workplace or in postsecondary education and what they learn in Kindergarten through Grade 12.

Some examples of an applied focus in different subjects are:

**English Language Arts**—increasing emphasis on language used in everyday situations and in the workplace, such as for job interviews, memo and letter writing, word processing, and technical communications (including the ability to interpret technical reports, manuals, tables, charts, and graphics)

**Mathematics**—more emphasis on skills needed in the workplace, including knowledge of probability and statistics, logic, measurement theory, and problem solving

**Science**—more practical applications and hands-on experience of science, such as reducing energy waste in school or at home, caring for a plant or animal in the classroom, and using computers to produce tables and graphs and for spreadsheets

**Business Education**—more emphasis on real-world applications such as preparing résumés and personal portfolios, participating in groups to solve business communication problems, using computer software to keep records, and using technology to create and print marketing material

**Visual Arts**—applying visual arts skills to real-world design, problem solving, and communications; exploring career applications of visual arts skills; experimenting with a variety of new technologies to create images; and a new emphasis on creating and understanding images of social significance to the community

This summary is derived from *The Kindergarten to Grade 12 Education Plan* (September 1994), and curriculum documents from British Columbia and other jurisdictions.

### CAREER DEVELOPMENT

Career development is an ongoing process through which learners integrate their personal, family, school, work, and community experiences to facilitate career and lifestyle choices.

Students develop:

- an open attitude toward a variety of occupations and types of work
- an understanding of the relationship between work and leisure, work and the family, and work and one's interests and abilities

- an understanding of the role of technology in the workplace and in daily life
- an understanding of the relationship between work and learning
- an understanding of the changes taking place in the economy, society, and the job market
- an ability to construct learning plans and reflect on the importance of lifelong learning
- an ability to prepare for multiple roles throughout life

The main emphases of career development are career awareness, career exploration, career preparation, career planning, and career work experience.

### *In the Primary Years*

Career awareness promotes an open attitude toward a variety of career roles and types of work. Topics include:

- the role of work and leisure
- relationships among work, the family, one's personal interests, and one's abilities

A variety of careers can be highlighted through the use of in-class learning activities that focus on the students themselves and on a range of role models, including non-traditional role models.

### *In Grades 4 to 8*

The emphasis on self-awareness and career awareness is continued. Topics include:

- interests, aptitudes, and possible future goals
- technology in the workplace and in our daily lives
- social, family, and economic changes
- future education options
- career clusters (careers that are related to one another)
- lifestyles
- external influences on decision making

Games, role-playing, drama, and appropriate community volunteer experience can be used to help students actively explore the world of work. Field experiences in which students observe and interview workers in their occupational environments may also be appropriate. These learning activities will facilitate the development of interpersonal communications and group problem-solving skills needed in the workplace and in other life situations.

### *In Grades 9 and 10*

The emphasis is on providing students with opportunities to prepare for and make appropriate and realistic decisions. In developing their student learning plans, they will relate self-awareness to their goals and aspirations. They will also learn many basic skills and attitudes that are required for an effective transition into adulthood. This will assist in preparing them to be responsible and self-directed throughout their lives.

Topics include:

- entrepreneurial education
- employability skills (e.g., how to find and keep a job)
- the importance of lifelong education and career planning
- involvement in the community
- the many different roles that an individual can play throughout life
- the dynamics of the working world (e.g., unions, unemployment, supply and demand, Pacific Rim, free trade)

The examination of personal interests and skills through a variety of career exploration opportunities (e.g., job shadowing) is emphasized at this level. Group discussion and individual consultation can be used to help students examine and confirm their personal values and beliefs.

### *In Grades 11 and 12*

Career development in these grades is focussed more specifically on issues related to the world of work. These include:

- dynamics of the changing work force and changing influences on the job market (e.g., developing technology and economic trends)
- job-keeping and advancement skills (interpersonal skills needed in the workplace, employment standards)
- occupational health issues and accessing health support services
- funding for further education
- alternative learning strategies and environments for different life stages
- mandatory work experience (minimum 30 hours)

### *Work Experience*

Work experience provides students with opportunities to participate in a variety of workplace situations to help prepare them for the transition to a work environment.

Work experience also provides students with opportunities to:

- connect what they learn in school with the skills and knowledge needed in the workplace and society in general
- experience both theoretical and applied learning, which is part of a broad liberal education
- explore career directions identified in their Student Learning Plans

Descriptions of career development are drawn from the ministry's *Career Developer's Handbook, Guidelines for the Kindergarten to Grade 12 Education Plan, Implementation Resource, Part 1*, and the *Career and Personal Planning 8 to 12 IRP* (1997).

### ENGLISH AS A SECOND LANGUAGE (ESL)

ESL assistance is provided to students whose use of English is sufficiently different from standard English to prevent them from reaching their potential. Many students learning English speak it quite fluently and seem to be proficient. School, however, demands a more sophisticated version of English, both in reading and writing. Thus even fluent speakers might require ESL to provide them with an appropriate language experience that is unavailable outside the classroom. ESL is a transitional service rather than a subject. Students are in the process of learning the language of instruction and, in many cases, the content matter of subjects appropriate to their grade level. Thus ESL does not have a specific curriculum. The provincial curriculum is the basis of much of the instruction and is used to teach English as well as individual subject areas. It is the methodology, the focus, and the level of engagement with the curriculum that differentiates ESL services from other school activities.

#### *Students in ESL*

Nearly 10% of the British Columbia school population is designated as ESL students. These students come from a diversity of backgrounds. Most are recent immigrants to British Columbia. Some are Canadian-born but have not had the opportunity to learn English before entering the primary grades. The majority of ESL students have a well-developed language system and have had similar schooling to that of British Columbia-educated students. A small number, because of previous experiences, are in need of basic support such as literacy training, academic upgrading, and trauma counselling.

Teachers may have ESL students at any level in their classes. Many ESL students are placed in subject-area classes primarily for the purpose of contact with English-speaking peers and experience with the subject and language. Other ESL students are wholly integrated into subject areas. A successful integration takes place when the student has reached a level of English proficiency and background knowledge in a subject to be successful with a minimum of extra support.

#### *Optimum Learning Environment*

The guiding principle for ESL support is the provision of a learning environment where the language and concepts can be understood by students.

Good practices to enhance learning include:

- using real objects and simple language at the beginning level
- taking into consideration other cultural backgrounds and learning styles at any level
- providing adapted (language-reduced) learning materials
- respecting a student's "silent period" when expression does not reflect the level of comprehension
- allowing students to practise and internalize information before giving detailed answers
- differentiating between form and content in student writing
- keeping in mind the level of demand placed on students

This summary is drawn from *Supporting Learners of English: Information for School and District Administrators*, RB0032, 1993, and *ESL Policy Discussion Paper (Draft)*, Social Equity Branch, December 1994.

## ENVIRONMENT AND SUSTAINABILITY

Environmental education is defined as a way of understanding how humans are part of and influence the environment. It involves:

- students learning about their connections to the natural environment through all subjects
- students having direct experiences in the environment, both natural and human-built
- students making decisions about and acting for the environment

The term *sustainability* helps to describe societies that “promote diversity and do not compromise the natural world for any species in the future.”

### *Value of Integrating Environment and Sustainability Themes*

Integrating “environment and sustainability” themes into the curriculum helps students develop a responsible attitude toward caring for the earth. Students are provided with opportunities to identify their beliefs and opinions, reflect on a range of views, and ultimately make informed and responsible choices.

Some guiding principles that support the integration of “environment and sustainability” themes in subjects from Kindergarten to Grade 12 include:

- Direct experience is the basis of learning.
- Responsible action is integral to, and a consequence of, environmental education.
- Life on Earth depends on, and is part of, complex systems.
- Human decisions and actions have environmental consequences.
- Environmental awareness enables students to develop an aesthetic appreciation of the environment.

- The study of the environment enables students to develop an environmental ethic.

This summary is derived from *Environmental Concepts in the Classroom: A Guide for Teachers*, Ministry of Education, 1995.

## ABORIGINAL STUDIES

Aboriginal studies focus on the richness and diversity of Aboriginal cultures and languages. These cultures and languages are examined within their own unique contexts and within historical, contemporary, and future realities. Aboriginal studies are based on a holistic perspective that integrates the past, present, and future. Aboriginal peoples are the original inhabitants of North America and live in sophisticated, organized, and self-sufficient societies. The First Nations constitute a cultural mosaic as rich and diverse as that of Western Europe, including different cultural groups (e.g., Nisga’a, KwaKwaka’Wakw, Nlaka’pamux, Secwepemc, Skomish, Tsimshian). Each is unique and has a reason to be featured in the school system. The First Nations of British Columbia constitute an important part of the historical and contemporary fabric of the province.

### *Value of Integrating Aboriginal Studies*

- First Nations values and beliefs are durable and relevant today.
- There is a need to validate and substantiate First Nations identity.
- First Nations peoples have strong, dynamic, and evolving cultures that have adapted to changing world events and trends.
- There is a need to understand similarities and differences among cultures to create tolerance, acceptance, and mutual respect.

- There is a need for informed, reasonable discussion and decision making regarding First Nations issues, based on accurate information (for example, as modern treaties are negotiated by Canada, British Columbia, and First Nations).

In studying First Nations, it is expected that students will:

- demonstrate an understanding and appreciation for the values, customs, and traditions of First Nations peoples
- demonstrate an understanding of and appreciation for unique First Nations communications systems
- demonstrate a recognition of the importance of the relationship between First Nations peoples and the natural world
- recognize dimensions of First Nations art as a total cultural expression
- give examples of the diversity and functioning of the social, economic, and political systems of First Nations peoples in traditional and contemporary contexts
- describe the evolution of human rights and freedoms as they pertain to First Nations peoples

Some examples of curriculum integration include:

**Visual Arts**—comparing the artistic styles of two or more First Nations cultures

**English Language Arts**—analysing portrayals and images of First Nations peoples in various works of literature

**Home Economics**—identifying forms of food, clothing, and shelter in past and contemporary First Nations cultures

**Technology Education**—describing the sophistication of traditional First Nations technologies (e.g., bentwood or kerfed boxes, weaving, fishing gear)

**Physical Education**—participating in and developing an appreciation for First Nations games and dances

This summary is derived from *First Nations Studies: Curriculum Assessment Framework (Primary Through Graduation)*, Aboriginal Education Branch, 1992, and *B.C. First Nations Studies 12 Curriculum*, Aboriginal Education Branch, 1994.

### GENDER EQUITY

Gender-equitable education involves the inclusion of the experiences, perceptions, and perspectives of girls and women, as well as boys and men, in all aspects of education. It will initially focus on girls in order to redress historical inequities. Generally, the inclusive strategies, which promote the participation of girls, also reach boys who are excluded by more traditional teaching styles and curriculum content.

#### *Principles of Gender Equity in Education*

- All students have the right to a learning environment that is gender equitable.
- All education programs and career decisions should be based on a student's interest and ability, regardless of gender.
- Gender equity incorporates a consideration of social class, culture, ethnicity, religion, sexual orientation, and age.
- Gender equity requires sensitivity, determination, commitment, and vigilance over time.
- The foundation of gender equity is co-operation and collaboration among students, educators, education organizations, families, and members of communities.

### *General Strategies for Gender-Equitable Teaching*

- Be committed to learning about and practising equitable teaching.
- Use gender-specific terms to market opportunities—for example, if a technology fair has been designed to appeal to girls, mention girls clearly and specifically. Many girls assume that gender-neutral language in non-traditional fields means boys.
- Modify content, teaching style, and assessment practices to make non-traditional subjects more relevant and interesting for female and male students.
- Highlight the social aspects and usefulness of activities, skills, and knowledge.
- Comments received from female students suggest that they particularly enjoy integrative thinking; understanding context as well as facts; and exploring social, moral, and environmental impacts of decisions.
- When establishing relevance of material, consider the different interests and life experiences that girls and boys may have.
- Choose a variety of instructional strategies such as co-operative and collaborative work in small groups, opportunities for safe risk taking, hands-on work, and opportunities to integrate knowledge and skills (e.g., science and communication).
- Provide specific strategies, special opportunities, and resources to encourage students to excel in areas of study in which they are typically under-represented.
- Design lessons to explore many perspectives and to use different sources of information; refer to female and male experts.
- Manage competitiveness in the classroom, particularly in areas where male students typically excel.

- Watch for biases (e.g., in behaviour or learning resources) and teach students strategies to recognize and work to eliminate inequities they observe.
- Be aware of accepted gender-bias practices in physical activity (e.g., in team sport, funding for athletes, and choices in physical education programs).
- Do not assume that all students are heterosexual.
- Share information and build a network of colleagues with a strong commitment to equity.
- Model non-biased behaviour: use inclusive, parallel, or gender-sensitive language; question and coach male and female students with the same frequency, specificity, and depth; allow quiet students sufficient time to respond to questions.
- Have colleagues familiar with common gender biases observe your teaching and discuss any potential bias they may observe.
- Be consistent over time.

This summary is derived from the preliminary *Report of the Gender Equity Advisory Committee*, received by the Ministry of Education in February 1994, and from a review of related material.

### **INFORMATION TECHNOLOGY**

Information technology is the use of tools and electronic devices that allow us to create, explore, transform, and express information.

#### *Value of Integrating Information Technology*

As Canada moves from an agricultural and industrial economy to the information age, students must develop new knowledge, skills, and attitudes. The information technology curriculum has been developed to be integrated into all new curricula to ensure that students know how to use computers and gain the technological literacy demanded in the workplace.

In learning about information technology, students acquire skills in information analysis and evaluation, word processing, database analysis, information management, graphics, and multimedia applications. Students also identify ethical and social issues arising from the use of information technology.

With information technology integrated into the curriculum, students will be expected to:

- demonstrate basic skills in handling information technology tools
- demonstrate an understanding of information technology structure and concepts
- relate information technology to personal and social issues
- define a problem and develop strategies for solving it
- apply search criteria to locate or send information
- transfer information from external sources
- evaluate information for authenticity and relevance
- arrange information in different patterns to create new meaning
- modify, revise, and transform information
- apply principles of design affecting the appearance of information
- deliver a message to an audience using information technology

The curriculum organizers are:

- **Foundations**—provides the basic physical skills and intellectual and personal understanding required to use information technology, as well as self-directed learning skills and socially responsible attitudes
- **Process**—allows students to select, organize, and modify information to solve problems

- **Presentation**—provides students with an understanding of how to communicate ideas effectively using a variety of information technology tools

This information is derived from the Information Technology K to 12 curriculum.

### MEDIA EDUCATION

Media education is a multidisciplinary and interdisciplinary approach to the study of media. Media education deals with key media concepts and focusses on broad issues such as the history and role of media in different societies and the social, political, economic, and cultural issues related to the media. Instead of addressing the concepts in depth, as one would in media studies, media education deals with most of the central media concepts as they relate to a variety of subjects.

#### *Value of Integrating Media Education*

Popular music, TV, film, radio, magazines, computer games, and information services—all supplying media messages—are pervasive in the lives of students today. Media education develops students' abilities to think critically and independently about issues that affect them. Media education encourages students to identify and examine the values contained in media messages. It also cultivates the understanding that these messages are produced by others to inform, persuade, and entertain for a variety of purposes. Media education helps students understand the distortions that may result from the use of particular media practices and techniques.

All curriculum areas provide learning opportunities for media education. It is not taught as a separate curriculum.

The key themes of media education are:

- media products (purpose, values, representation, codes, conventions, characteristics, production)
- audience interpretation and influence (interpretation, influence of media on audience, influence of audience on media)
- media and society (control, scope)

Examples of curriculum integration include:

*English Language Arts*—critiquing advertising and examining viewpoints

*Visual Arts*—analysing the appeal of an image by age, gender, status, and other characteristics of the target audience

*Personal Planning*—examining the influence of the media on body concepts and healthy lifestyle choices

*Drama*—critically viewing professional and amateur theatre productions, dramatic films, and television programs to identify purpose

*Social Studies*—comparing the depiction of First Nations in the media over time

This summary is derived from *A Cross-Curricular Planning Guide for Media Education*, prepared by the Canadian Association for Media Education for the Curriculum Branch in 1994.

## MULTICULTURALISM AND ANTI-RACISM EDUCATION

### *Multiculturalism Education*

Multiculturalism education stresses the promotion of understanding, respect, and acceptance of cultural diversity within our society.

Multiculturalism education involves:

- recognizing that everyone belongs to a cultural group
- accepting and appreciating cultural diversity as a positive feature of our society

- affirming that all ethnocultural groups are equal within our society
- understanding that multiculturalism education is for all students
- recognizing that similarities across cultures are much greater than differences and that cultural pluralism is a positive aspect in our society
- affirming and enhancing self-esteem through pride in heritage, and providing opportunities for individuals to appreciate the cultural heritage of others
- promoting cross-cultural understanding, citizenship, and racial harmony

### *Anti-Racism Education*

Anti-racism education promotes the elimination of racism through identifying and changing institutional policies and practices as well as identifying individual attitudes and behaviours that contribute to racism.

Anti-racism education involves:

- proposing the need to reflect on one's own attitudes about race and anti-racism
- understanding what causes racism in order to achieve equality
- identifying and addressing racism at both the personal and institutional level
- acknowledging the need to take individual responsibility for eliminating racism
- working toward removing systemic barriers that marginalize groups of people
- providing opportunities for individuals to take action to eliminate all forms of racism, including stereotypes, prejudice, and discrimination

### *Value of Integrating Multiculturalism and Anti-Racism Education*

Multiculturalism and anti-racism education provides learning experiences that promote strength through diversity and social,

economic, political, and cultural equity. Multiculturalism and anti-racism education gives students learning experiences that are intended to enhance their social, emotional, aesthetic, artistic, physical, and intellectual development. It provides learners with the tools of social literacy and skills for effective cross-cultural interaction with diverse cultures. It also recognizes the importance of collaboration between students, parents, educators, and communities working toward social justice in the education system.

The key goals of multiculturalism and anti-racism education are:

- to enhance understanding of and respect for cultural diversity
- to increase creative intercultural communication in a pluralistic society
- to provide equal opportunities for educational achievement by all learners, regardless of culture, national origin, religion, or social class
- to develop self-worth, respect for oneself and others, and social responsibility
- to combat and eliminate stereotyping, prejudice, discrimination, and other forms of racism
- to include the experiences of all students in school curricula

Examples of curriculum integration include:

***Fine Arts***—identifying ways in which the fine arts portray cultural experiences

***Humanities***—identifying similarities and differences within cultural groups' lifestyles, histories, values, and beliefs

***Mathematics or Science***—recognizing that individuals and cultural groups have used both diverse and common methods to compute, to record numerical facts, and to measure

***Physical Education***—developing an appreciation of games and dances from diverse cultural groups

This summary is derived from *Multicultural and Anti-Racism Education—Planning Guide (Draft)*, developed by the Social Equity Branch in 1994.

### SCIENCE-TECHNOLOGY-SOCIETY

Science-Technology-Society (STS) addresses our understanding of inventions and discoveries and of how science and technology affect the well-being of individuals and our global society.

The study of STS includes:

- the contributions of technology to scientific knowledge and vice versa
- the notion that science and technology are expressions of history, culture, and a range of personal factors
- the processes of science and technology such as experimentation, innovation, and invention
- the development of a conscious awareness of ethics, choices, and participation in science and technology

### *Value of Integrating STS*

The aim of STS is to enable learners to investigate, analyse, understand, and experience the dynamic interconnection of science, technology, and human and natural systems.

The study of STS in a variety of subjects gives students opportunities to:

- discover knowledge and develop skills to foster critical and responsive attitudes toward innovation
- apply tools, processes, and strategies for actively challenging emerging issues
- identify and consider the evolution of scientific discovery, technological change, and human understanding over time, in the context of many societal and individual factors

- develop a conscious awareness of personal values, decisions, and responsible actions about science and technology
- explore scientific processes and technological solutions
- contribute to responsible and creative solutions using science and technology

The organizing principles of STS are: Human and Natural Systems, Inventions and Discoveries, Tools and Processes, Society and Change. Each organizer may be developed through a variety of contexts, such as the economy, the environment, ethics, social structures, culture, politics, and education. Each context provides a unique perspective for exploring the critical relationships that exist and the challenges we face as individuals and as a global society.

Examples of curriculum integration include:

**Visual Arts**—recognizing that demands generated by visual artists have led to the development of new technologies and processes (e.g., new permanent pigments, fritted glazes, drawing instruments)

**English Language Arts**—analysing the recent influence of technologies on listening, speaking, and writing (e.g., CDs, voice mail, computer-generated speech)

**Physical Education**—studying how technology has affected our understanding of the relationship between activity and well-being

This summary is derived from *Science-Technology-Society—A Conceptual Framework*, Curriculum Branch, 1994.

### SPECIAL NEEDS

Students with special needs have disabilities of an intellectual, physical, sensory, emotional, or behavioural nature; or have learning disabilities; or have exceptional gifts or talents.

All students can benefit from an inclusive learning environment that is enriched by the diversity of the people within it. Opportunities for success are enhanced when provincial learning outcomes and resources are developed with regard for a wide range of student needs, learning styles, and modes of expression.

Educators can assist in creating more inclusive learning environments by introducing the following:

- activities that focus on development and mastery of foundational skills (basic literacy)
- a range of co-operative learning activities and experiences in the school and community, including the application of practical, hands-on skills in a variety of settings
- references to specialized learning resources, equipment, and technology
- ways to accommodate special needs (e.g., incorporating adaptations and extensions to content, process, product, pacing, and learning environment; suggesting alternative methodologies or strategies; making references to special services)
- a variety of ways, other than through paper-and-pencil tasks, for students to demonstrate learning (e.g., dramatizing events to demonstrate understanding of a poem, recording observations in science by drawing or by composing and performing a music piece)
- promotion of the capabilities and contributions of children and adults with special needs
- participation in physical activity

All students can work toward achievement of the provincial learning outcomes. Many students with special needs learn what all students are expected to learn. In some cases

the student's needs and abilities require that education programs be adapted or modified. A student's program may include regular instruction in some subjects, modified instruction in others, and adapted instruction in still others. Adaptations and modifications are specified in the student's Individual Education Plan (IEP).

### *Adapted Programs*

An adapted program addresses the learning outcomes of the prescribed curriculum but provides adaptations so the student can participate in the program. These adaptations may include alternative formats for resources (e.g., braille, books-on-tape), instructional strategies (e.g., use of interpreters, visual cues, learning aids), and assessment procedures (e.g., oral exams, additional time). Adaptations may also be made in areas such as skill sequence, pacing, methodology, materials, technology, equipment, services, and setting. Students on adapted programs are assessed using the curriculum standards and can receive full credit.

### *Modified Programs*

A modified program has learning outcomes that are substantially different from the prescribed curriculum and specifically selected to meet the student's special needs. For example, a Grade 5 student in language arts may be working on recognizing common signs and using the telephone, or a secondary student could be mapping the key features of the main street between school and home. A student on a modified program is assessed in relation to the goals and objectives established in the student's IEP.



# APPENDIX D

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*Assessment and Evaluation*



Prescribed learning outcomes, expressed in observable terms, provide the basis for the development of learning activities, and assessment and evaluation strategies. After a general discussion of assessment and evaluation, this appendix uses sample evaluation plans to show how activities, assessment, and evaluation might come together in a particular Mandarin Chinese program.

### ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, are able to do, and are working toward. Assessment methods and tools include: observation, student self-assessments, daily practice assignments, quizzes, samples of student work, pencil-and-paper tests, holistic rating scales, projects, oral and written reports, performance reviews, and portfolio assessments.

Student performance is evaluated from the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to prescribed learning outcomes.

Students benefit most when evaluation is provided on a regular, ongoing basis. When evaluation is seen as an opportunity to promote learning rather than as a final judgment, it shows learners their strengths and suggests how they can develop further. Students can use this information to redirect efforts, make plans, and establish future learning goals.

Evaluation may take different forms, depending on the purpose.

- Criterion-referenced evaluation should be used to evaluate student performance in classrooms. It is referenced to criteria based on learning outcomes described in the provincial curriculum. The criteria reflect a student's performance based on specific learning activities. When a student's program is substantially modified, evaluation may be referenced to individual goals. These modifications are recorded in an Individual Education Plan (IEP).
- Norm-referenced evaluation is used for large-scale system assessments; it is not to be used for classroom assessment. A classroom does not provide a large enough reference group for a norm-referenced evaluation system. Norm-referenced evaluation compares student achievement to that of others rather than comparing how well a student meets the criteria of a specified set of learning outcomes.

### CRITERION-REFERENCED EVALUATION

In criterion-referenced evaluation, a student's performance is compared to established criteria rather than to the performance of other students. Evaluation referenced to prescribed curriculum requires that criteria are established based on the learning outcomes listed under the curriculum organizers for the subject.

Criteria are the basis of evaluating student progress; they identify the critical aspects of a performance or a product that describe in specific terms what is involved in meeting the learning outcomes. Criteria can be used to evaluate student performance in relation to learning outcomes. For example, weighting criteria, using rating scales, or performance rubrics (reference sets) are three ways that student performance can be evaluated using criteria.

Samples of student performance should reflect learning outcomes and identified criteria. The samples clarify and make explicit the link between evaluation and learning outcomes, criteria, and assessment.

Where a student's performance is not a product, and therefore not reproducible, a description of the performance sample should be provided.

### Criterion-referenced evaluation may be based on these steps:

- Step 1** ▶ Identify the expected learning outcomes (as stated in this Integrated Resource Package).
- Step 2** ▶ Identify the key learning objectives for instruction and learning.
- Step 3** ▶ Establish and set criteria. Involve students, when appropriate, in establishing criteria.
- Step 4** ▶ Plan learning activities that will help students gain the knowledge or skills outlined in the criteria.
- Step 5** ▶ Prior to the learning activity, inform students of the criteria against which their work will be evaluated.
- Step 6** ▶ Provide examples of the desired levels of performance.
- Step 7** ▶ Implement the learning activities.
- Step 8** ▶ Use various assessment methods based on the particular assignment and student.
- Step 9** ▶ Review the assessment data and evaluate each student's level of performance or quality of work in relation to criteria.
- Step 10** ▶ Where appropriate or necessary, assign a letter grade that indicates how well the criteria are met.
- Step 11** ▶ Report the results of the evaluations to students and parents.



# APPENDIX D

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*Assessment and Evaluation Samples*



The samples in this section show how a teacher might link criteria to learning outcomes. Each sample is based on prescribed learning outcomes taken from one or more organizers. The samples provide background information to explain the classroom context; suggested instruction tasks and strategies; the tools and methods used to gather assessment information; and the criteria used to evaluate student performance.

### HOW THE SAMPLES ARE ORGANIZED

There are five parts to each sample:

- identification of the prescribed learning outcomes
- overview
- planning for assessment and evaluation
- defining the criteria
- assessing and evaluating student performance

#### *Prescribed Learning Outcomes*

This part identifies the organizer or organizers and the specific prescribed learning outcomes selected for the sample.

#### *Overview*

This is a summary of the key features of the sample.

#### *Planning for Assessment and Evaluation*

This part outlines:

- background information to explain the classroom context
- instructional tasks
- the opportunities that students were given to practise learning
- the feedback and support that was offered students by the teacher
- the ways in which the teacher prepared students for the assessment

#### *Defining the Criteria*

This part illustrates the specific criteria, which are based on prescribed learning outcomes, the assessment task, and various reference sets.

#### *Assessing and Evaluating Student Performance*

This part includes:

- assessment tasks or activities
- the support that the teacher offered students
- tools and methods used to gather the assessment information
- the way the criteria were used to evaluate the student performance

### EVALUATION SAMPLES

The samples on the following pages illustrate how a teacher might apply criterion-referenced evaluation in Mandarin Chinese 5 to 12.

- Sample 1: Grade 5  
*Introducing Self and Family*  
(Page D-8)
- Sample 2: Grade 6  
*Chinese New Year Festival*  
(Page D-12)
- Sample 3: Grade 8  
*Shopping*  
(Page D-16)
- Sample 4: Grade 9  
*Hobbies and Interests*  
(Page D-19)
- Sample 5: Grade 10  
*Health and Wellness*  
(Page D-22)
- Sample 6: Grade 12  
*Studying an Adapted Novel*  
(Page D-27)
- Sample 7: Introductory Mandarin Chinese 11  
*Around the World*  
(Page D-32)

▼ **SAMPLE 1: GRADE 5**

**Topic:** *Introducing Self and Family*

**Prescribed Learning Outcomes:**

*Communicating*

It is expected that students will:

- exchange simple greetings
- introduce themselves and others, using appropriate family-relationship terms in the context of the immediate family
- repeat and respond to simple requests

*Understanding Culture and Society*

- identify characteristics of Chinese cultures

**OVERVIEW**

In this introductory unit, students learned to provide information about themselves and their families (real or fictitious). Evaluation was based on:

- participation in classroom oral activities
- booklets
- short oral presentations

**PLANNING FOR ASSESSMENT AND EVALUATION**

- The teacher led a discussion about names, inviting students to contribute information about their own names (e.g., how their given names were chosen, the cultural background of their family names).
- The teacher presented information about Chinese names and explained how they are chosen and written (e.g., family name first). After talking about a variety of examples, students, with the teacher's help, chose two Chinese characters that they could use to name or identify themselves during Mandarin classes. Some students chose Chinese characters with meanings that

appealed to them; others chose characters that sounded like their names. The teacher provided name cards in Pinyin.

- The teacher modelled how to introduce oneself, then students practised introducing themselves. They circulated around the room and, at a given signal, responded to the question *Nǐ jiào shénme míngzi?*
- Students started work on booklets about themselves by creating title pages. They drew pictures of themselves and/or objects associated with some of their activities and accomplishments. They labelled these using Pinyin, including their names, using their family names first. Some students chose to use their adopted Chinese names as first names; others used their given names. (All used their real family names.)
- Using photographs and sketching on the chalkboard, the teacher introduced family members, writing labels in Pinyin for family relationships. Students worked with partners to practise the patterns and vocabulary the teacher had introduced.
- The teacher continued to provide frequent opportunities for students to practise the patterns and vocabulary they had learned. For example, groups selected characters from popular media and from stories and novels they had studied in English and then challenged other groups to name their family members and relationships.
- Students added to their booklets. They drew pictures of their families, or of fictitious ones, and labelled the pictures in Pinyin, using the patterns and relationship terms they had learned. Students then continued to learn new vocabulary and patterns, adding more pages to their booklets (e.g., birthday, interests, friends).

- When the booklets were complete, students practised presenting them to partners, displaying and reading each page aloud. They worked to internalize the patterns so they could present their work fluently.
- Students presented their booklets to the class.

### DEFINING THE CRITERIA

As students worked on activities in this unit, the teacher outlined the requirements and discussed the criteria.

#### *Participation in Oral Activities*

To what extent does the student:

- take risks; make an effort to speak Chinese
- exchange simple greetings
- follow simple directions for classroom routines
- use practised structures to ask and answer questions

#### *Booklet*

To what extent does the student:

- write own name in Chinese format (family name first)
- use appropriate relationship terms to label pictures
- use correct Pinyin spellings and tone markers
- correctly reproduce simple sentence patterns in Pinyin
- clearly present information so it is easy to follow and understand

*Note:* The illustrations and graphic design were assessed as part of fine arts.

#### *Oral Presentation*

To what extent does the student:

- correctly use language patterns practised in class, including greetings
- pronounce words so they can be understood; make an effort to distinguish among the tones
- read or recite with some flow (pauses tend to be at the end of a sentence or phrase, rather than after every word)
- use mime, gesture, and pictures to help convey meaning
- attempt to self-correct

### ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used a checklist and performance rating scales to evaluate students' work. Students were given copies of the rating scales, and they discussed them in English before beginning work on their assignments.

**Participation in Oral Activities**

| Date: _____ Name: _____                                 |        |
|---|--------|
| Criteria  | Rating |
| • takes risks; makes effort to speak Chinese            |        |
| • exchanges simple greetings                            |        |
| • follows simple directions for classroom routines      |        |
| • uses practised structures to ask and answer questions |        |

**Key:** **3**—Independently/With Minimal Support  
**2**—With Some Support  
**1**—With Continuing Support  
**0**—Not Demonstrated

**Booklet**

| Rating                      | Criteria  |
|-----------------------------|---|
| <b>Outstanding</b>          | Goes beyond the basic requirements to demonstrate additional learning (e.g., includes vocabulary not introduced in class and uses some Chinese characters).         |
| <b>Good</b>                 | Complete and accurate. Uses the structures and vocabulary provided to present required information.   |
| <b>Satisfactory</b>         | Includes most family member and relationship terms. Writes own name in correct format. May omit some information or make errors (e.g., use an inappropriate label). |
| <b>Requirements Not Met</b> | May be incomplete, inappropriate, or incomprehensible.  |

**Oral Presentation**

| Rating                      | Criteria   |
|-----------------------------|--|
| <b>Outstanding</b>          | Goes beyond basic requirements to demonstrate additional learning. Greets the class appropriately and might include a concluding or leave-taking phrase. Reads or recites the required information with some fluency. Most of the presentation is understandable. Makes clear and consistent attempts to distinguish among tones. Shows awareness of own speech, and attempts to self-correct, often by restarting a sentence or phrase. |
| <b>Good</b>                 | Reads or recites the required information, often with frequent pauses. Most parts can be understood. Makes some attempts to distinguish among tones, although these may not be consistent. Shows some awareness of own speech, and may repeat a word after a blatant pronunciation error.  |
| <b>Satisfactory</b>         | Reads or recites most of the required information, often hesitantly, speaking word by word. Comprehensible with some effort on the part of the listener (the teacher may understand easily; classmates might have a great deal of difficulty). Attempts accurate pronunciation but may fail to distinguish tones, and often mixes Mandarin and English pronunciations.   |
| <b>Requirements Not Met</b> | May be incomplete, inappropriate, or incomprehensible.   |

*Note:* Communicating meaning is the most important consideration and should receive the greatest weighting when assigning a grade.

▼ **SAMPLE 2: GRADE 6**

**Topic:** *Chinese New Year Festival*

**Prescribed Learning Outcomes:**

*Communicating*

It is expected that students will:

- use appropriate forms of formal and informal address

*Acquiring Information*

It is expected that students will:

- identify specific information from age-appropriate Chinese-language resources to complete authentic tasks
- convey acquired information in oral, visual, and simple written forms

*Experiencing Creative Works*

It is expected that students will:

- view and listen to creative works with visual and contextual support, and respond to them in various ways

*Understanding Culture and Society*

It is expected that students will:

- identify elements of Chinese cultures in the local community, British Columbia, Canada, and the United States

**OVERVIEW**

In a month-long preparation for the Chinese New Year celebration, the teacher provided students with a wide variety of activities to promote awareness of Chinese language, creative works, and cultural traditions.

Evaluation was based on:

- booklets or posters
- group presentations

**PLANNING FOR ASSESSMENT AND EVALUATION**

- To introduce the unit, the teacher asked students to list (in English) familiar Chinese New Year activities. They were encouraged to collect the information from family, friends, and community resources. Students then shared their information to create a class chart.
- The teacher introduced Chinese vocabulary related to the festival. Students recorded the new words and phrases in their notebooks.
- A calligraphy artist was invited to the classroom to demonstrate his art. Students then created rhyming couplets using the traditional brush and ink techniques they had observed.
- A guest speaker from a local Chinese-Canadian family visited the class to talk about how the Chinese New Year is celebrated in her family. Students were given opportunities to ask questions. Afterward, the teacher demonstrated how to write, in Pinyin and Chinese characters, some of the key words and phrases used in the presentation. Students recorded these in their notebooks.
- Students visited a local Chinese facility (e.g., Chinatown, cultural centre, supermarket, bakery, restaurant) to observe festival foods and decorations and participate in Chinese New Year festivities.
- Students demonstrated their understanding of new vocabulary and phrases by creating booklets or posters showing various activities related to the festival. These were displayed around the room.
- In small groups, students then produced and presented short dialogues or skits that demonstrated various aspects of the festival. They used Chinese words and expressions wherever possible; however, English was also permitted.

### DEFINING THE CRITERIA

The teacher reviewed the learning outcomes, explained the requirements for each task, and discussed key criteria with students.

#### *Booklet or Poster*

To what extent does the student:

- provide written information (in Pinyin, Chinese characters, and English where needed) that is accurate and complete
- provide relevant information
- include some Chinese characters that are accurately written using traditional brush and ink techniques
- clearly organize the presentation

#### *Group Presentation*

To what extent does the group:

- provide relevant and accurate information
- include interesting or unusual details to engage the audience
- use and respond appropriately to common Chinese expressions related to the festival
- correctly use relevant language patterns
- pronounce Chinese words so they can be understood; make an effort to distinguish among the tones
- use mime, gesture, and pictures to help convey meaning

### ASSESSING AND EVALUATING STUDENT PERFORMANCE

Students and the teacher used rating scales to assess the assignments. Students received individual scores for their booklets or posters and group marks for their presentations. Groups also used the presentation rating scale for self-evaluation.

**Booklet or Poster**

| <b>Rating</b>               | <b>Criteria</b>   |
|-----------------------------|---|
| <b>Excellent</b>            | Includes key features of Chinese New Year and is relatively detailed. Labels or captions are easy to understand and enhance the work. Chinese characters, written using traditional brush and ink technique, are correctly formed and add appeal. Presentation is clear. Includes interesting or unusual detail and/or language not practised in class. |
| <b>Good</b>                 | Includes key features of Chinese New Year with some detail. Most labels or captions are easy to understand and clarify or add to the information. Includes some Chinese characters. Presentation is clear.  |
| <b>Satisfactory</b>         | Includes key features of Chinese New Year but little supporting detail. Captions or labels may be very brief or difficult to understand in places. Chinese characters may be difficult to read.   |
| <b>Requirements Not Met</b> | Omits several key features. Labels or captions may be omitted, inappropriate, or difficult to read.   |

**Group Presentation**

| Criteria  | Rating | Comments |
|---|--------|----------|
| <ul style="list-style-type: none"> <li>provides relevant, accurate, and detailed information</li> </ul>                             |        |          |
| <ul style="list-style-type: none"> <li>includes appropriate Chinese expressions and responses to the festival</li> </ul>            |        |          |
| <ul style="list-style-type: none"> <li>includes interesting or unusual details</li> </ul>   |        |          |
| <ul style="list-style-type: none"> <li>correctly uses appropriate Chinese language patterns</li> </ul>                              |        |          |
| <ul style="list-style-type: none"> <li>pronounces Chinese words so they can be understood; distinguishes among the tones</li> </ul> |        |          |
| <ul style="list-style-type: none"> <li>uses mime, gesture, and pictures to help convey meaning</li> </ul>                           |        |          |

**Key: 3**—Outstanding

**2**—Good

**1**—Satisfactory

**0**—Not Demonstrated

▼ **SAMPLE 3: GRADE 8****Topic:** *Shopping***Prescribed Learning Outcomes:***Communicating*

It is expected that students will:

- request and provide information about day-to-day activities and interests
- participate in short conversations

*Acquiring information*

It is expected that students will:

- obtain specific information from age-appropriate Chinese-language resources to complete authentic tasks
- convey acquired information in oral, visual, and written forms

**OVERVIEW**

In this unit, students participated in a variety of activities involving shopping. Evaluation was based on:

- picture catalogues
- role plays of shopping transactions

**PLANNING FOR ASSESSMENT AND EVALUATION**

- To provide practice in aural recognition, the teacher created a bingo game with various denominations of money written in the bingo card squares. The teacher and student volunteers took turns calling out amounts of money. After saying “bingo,” the student with the winning card read out the money amounts that were covered. If the amounts matched those called, he or she became the “caller” for a new game. If the amounts did not match those called, the bingo was disqualified and the game continued. Some students chose to play in pairs.

- The teacher modelled language and patterns related to clothing and displayed advertisements from Chinese newspapers.
- In groups, students brainstormed lists of words, expressions, and patterns they had previously learned that could be used in shopping activities. They recorded their ideas on charts, presented them to the class, and posted them around the room for future reference.
- Students were given two sets of cards, one with pictures, the other with quantities or amounts. Students randomly selected one card from each set, then used the information to complete the pattern *Wǒ xiǎng mǎi \_\_\_\_\_*. As students became more proficient, the teacher added a set of cards that specified colour.
- In pairs or groups of three, students practised role-playing shopping transactions. The teacher circulated, offering feedback and assistance.
- Each student chose a particular interest (e.g., clothing, food, sports equipment, cars) and created a picture catalogue of at least 20 items, labelling them with prices and some details (e.g., size, colour). Students used Pinyin and/or Chinese characters.
- Students met with partners to review their catalogues and talk about the items they had included. Each pair exchanged catalogues with another pair. One pair then used a simple form provided by the teacher to “order” items from the other pair’s catalogues. The forms were returned to the “distributors” who responded in writing ( \_\_\_\_\_ *dōu mài wǎn le, méiyǒu*).
- Students in pairs prepared one- to two-minute role plays to demonstrate the language and patterns they had learned.

They were able to use their catalogues in their interactions.

### DEFINING THE CRITERIA

The teacher reviewed the prescribed learning outcomes, explained the requirements for each task, and discussed the key criteria with students.

#### *Catalogue*

To what extent does the student:

- provide complete and appropriate entries
- include interesting and informative details for each entry
- present understandable Pinyin and/or Chinese characters
- use appropriate language patterns

#### *Role Play*

To what extent does the student:

- carry on a conversation that is understandable
- elaborate with relevant and interesting details
- use a variety of appropriate vocabulary and patterns to convey meaning
- respond appropriately to requests
- attempt to distinguish tones accurately and consistently
- use effective strategies to sustain the conversation

### ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used rating scales to assess the assignments. Students were also asked to self-evaluate both activities. The teacher considered their evaluations in assigning final ratings.

### Catalogue

| Criteria   | Rating | Comments |
|--|--------|----------|
| <ul style="list-style-type: none"> <li>• presentation is clear (easy to read, uses appropriate vocabulary, Pinyin correctly spelled, Chinese characters correctly formed)</li> </ul> |        |          |
| <ul style="list-style-type: none"> <li>• information is complete, accurate, detailed, and relevant</li> </ul>  |        |          |

- Key:** 3—Outstanding  
 2—Good  
 1—Satisfactory  
 0—Not Demonstrated

**Role Play**

| <b>Rating</b>           | <b>Criteria</b>  |
|-------------------------|--|
| <b>Outstanding</b>      | Presentation exceeds basic requirements. Easy to understand. Includes some interesting or unusual detail. Tones are accurate. Students may use vocabulary and structures not practised in class. Students show teamwork and some spontaneity in their communication with, listening to, response to, and support of each other.  |
| <b>Good</b>             | Meets task requirements. Comprehensible but may need some inferences by the listener. Includes a variety of appropriate vocabulary and structures practised in class. Tones are generally accurate. Students attempt to show some spontaneity but may be stilted in places. Pauses tend to occur at the end of a phrase or sentence rather than after individual words. Students may attempt to self-correct.  |
| <b>Satisfactory</b>     | Presentation is largely recited, with frequent pauses. Students' speech is comprehensible with some effort on the part of the listener (the teacher may understand easily; students may have difficulty). Students attempt to provide accurate tones and pronunciation of words and structures that have been practised in class but may not always be successful. Communication is stilted, with students concentrating on their own parts and often speaking word by word. |
| <b>Not Demonstrated</b> | Inappropriate, incomprehensible, or incomplete.  |

▼ **SAMPLE 4: GRADE 9**

**Topic:** *Hobbies and Interests*

**Prescribed Learning Outcomes:**

*Communicating*

It is expected that students will:

- exchange information relating to activities, people, and things
- express and give reasons for opinions and preferences

*Acquiring Information*

It is expected that students will:

- obtain and process information from age-appropriate Chinese-language resources to complete authentic tasks
- convey acquired information in oral, visual, and written forms

**OVERVIEW**

The teacher developed a two-week unit that focussed on hobbies and interests. Evaluation was based on:

- oral presentations
- listening comprehension (written lists of information)

**PLANNING FOR ASSESSMENT AND EVALUATION**

- Students brainstormed a list of previously learned vocabulary and patterns that related to hobbies and interests.
- The teacher modelled simple question patterns and vocabulary to interview a volunteer about her or his hobbies and interests. Students practised using the patterns to ask the teacher about leisure activities.

- The teacher organized students in pairs. Each pair chose two or three questions to use to interview another pair of students. Following the interviews, they collected the information on charts, using Pinyin and/or Chinese characters, and used the charts to prepare and give oral presentations.
- The teacher then prepared and read aloud a short passage that featured vocabulary and patterns relating to hobbies and interests students had presented. Students listened and made notes as the teacher read and reread the passage. They were also permitted to use their vocabulary lists to assist in comprehension when necessary. To demonstrate their understanding, they summarized the main information in the passage as completely as they could, using Pinyin and Chinese characters. The teacher provided questions and prompts to support them.

**DEFINING THE CRITERIA**

The teacher reviewed the expectations for each task and discussed the criteria with students, emphasizing that in all assignments the most important feature would be students' abilities to communicate meaning and demonstrate understanding.

*Oral Presentation*

To what extent does the student:

- provide a message that is understandable
- include relevant and interesting details and features
- speak fluently, with most pauses occurring at the end of a phrase or sentence
- use a variety of vocabulary and language structures

*Listening Comprehension (Written List of Information)*

To what extent does the student:

- provide clear and accurate information
- include details
- use previously learned expressions and patterns correctly

- use Chinese characters for most previously learned words
- use accurate Pinyin spelling
- show evidence of risk-taking

**ASSESSING AND EVALUATING STUDENT PERFORMANCE**

The teacher used rating scales to assess students' work in both activities.

**Oral Presentation**

|  |  |  |
|--|--|--|
| • message is understandable  |  |  |
| • includes relevant and interesting details                                      |  |  |
| • speaks fluently, with most pauses occurring at the end of a phrase or sentence |  |  |
| • uses a variety of appropriate vocabulary and language structures               |  |  |

- Key:** **ST**—Strong  
**SA**—Satisfactory  
**MI**—Minimal  
**ND**—Not Demonstrated

**Listening Comprehension  
(Written List of Information)**

| Rating                    | Criteria  |
|---------------------------|---|
| <b>4<br/>Excellent</b>    | <ul style="list-style-type: none"> <li>• information is accurate, appropriate, and detailed</li> <li>• takes risks; incorporates previously learned expressions and patterns correctly</li> <li>• uses Chinese characters for most previously learned words</li> </ul>  |
| <b>3<br/>Good</b>         | <ul style="list-style-type: none"> <li>• information is generally clear and accurate; includes some detail</li> <li>• uses a variety of language structures practised in class</li> <li>• incorporates some Pinyin with Chinese characters; may include some errors in tone markers; Pinyin spelling is accurate</li> </ul> |
| <b>2<br/>Acceptable</b>   | <ul style="list-style-type: none"> <li>• information is generally accurate but includes few details</li> <li>• reader can understand most of the message with some effort</li> <li>• errors may occur in Pinyin spellings and tone markers</li> </ul>   |
| <b>1<br/>Unacceptable</b> | <ul style="list-style-type: none"> <li>• criteria for acceptable performance were not evident</li> </ul>  |

▼ **SAMPLE 5: GRADE 10****Topic:** *Health and Wellness***Prescribed Learning Outcomes:***Communicating*

It is expected that students will:

- use appropriate vocabulary to communicate needs, desires, and emotions
- describe events, experiences, and procedures sequentially

*Acquiring Information*

It is expected that students will:

- process and adapt information from age-appropriate Chinese-language resources to complete authentic tasks
- convey acquired information with an increasing level of competency in oral and written language

**OVERVIEW**

In this unit, students practised communicating about a variety of ailments. They learned about traditional Chinese medicine and beliefs about health and wellness. Evaluation was based on:

- prepared role plays or dialogues
- written notes excusing absence due to illness
- listening comprehension (written summaries of audiotape information)

**PLANNING FOR ASSESSMENT AND EVALUATION**

- The teacher reviewed previously learned vocabulary and patterns related to parts of the body, health, and illness. The teacher and student volunteers then role-played conversations about illness while others tried to identify the problems and noted new vocabulary.

- Students practised names of illnesses by playing an interview game. To initiate the game, the teacher prepared cards with names of common illnesses. Each student took a turn choosing a card at random, then used information from the card to respond to health-related questions posed by classmates. Students used English-Chinese/Hanyu Pinyin dictionaries to find vocabulary they needed.
- Each student was asked to learn about traditional Chinese medicine and to research one traditional belief or treatment. Students used a variety of materials and resources in their research (e.g., the library, the Internet, people in the community, health care workers). Then they discussed what they had learned. The teacher collected and summarized the information on charts, presenting some of it in Chinese characters and Pinyin.
- Working with partners, students prepared and presented two- to three-minute role plays that involved going to the doctor. The teacher assigned a different illness or set of symptoms to each pair (e.g., fever, stomachache, rash, cold, sore throat, broken limb). The role plays included discussion of symptoms and instructions recommended by the doctors.
- Students wrote “excuse notes,” using information from their role plays to explain to the teacher why they had been absent from school. Each note (five or six sentences) included a description of some of the symptoms of the student’s illness. They used Chinese characters wherever possible, but Pinyin was permitted for less familiar words. Students also used English-Chinese/Hanyu Pinyin dictionaries to find unfamiliar words.
- To check on students’ listening comprehension, the teacher prepared a

short audiotaped conversation in which three students fluent in Chinese talked about a recent flu epidemic in the school. The tape included information such as *Lìlì bìng le sān tiān, tā hái juéde hěn bù shūfu*. Students listened to the tape twice, making note of key information and language. Then they summarized the information in written form using Chinese characters and Pinyin as much as possible. To help students, the teacher provided some guiding questions.

### DEFINING THE CRITERIA

The teacher reviewed the expectations for each task and discussed the criteria with students, emphasizing that in all assignments, the most important feature would be students' abilities to communicate meaning and demonstrate understanding.

### Role Play

To what extent does the student:

- provide relevant and accurate details, including symptoms and doctor's instructions
- interact clearly and co-operatively with partner
- speak in phrases and sentences rather than word by word
- use correct vocabulary for body parts, ailments, and remedies
- apply appropriate patterns (e.g., seeking information from health professional, asking about symptoms, giving directions or advice)
- follow conventions appropriate for situation and relationship (e.g., greetings)

### Excuse Note

#### Meaning/Content

- information is clear, relevant, and accurate (outlines nature of illness, symptoms)
- details are included to enhance explanation
- clear and logical organization of details enhances message and meaning

#### Language

- appropriate vocabulary and patterns are used to support message
- Pinyin spelling and tone markers are correct
- Chinese characters are written correctly

### Listening Comprehension (Written Summary of Audiotape Information)

To what extent does the student:

- accurately identify the situation, topic, and main ideas of the conversation
- provide accurate and relevant details to support main ideas
- show understanding of relationships among ideas and individuals involved in the conversation

### ASSESSING AND EVALUATING STUDENT PERFORMANCE

Rating scales were used for self-assessment and peer feedback, as well as for teacher evaluation. Students had copies of the scales as they prepared their assignments. In some instances, they had discussed the scales and had used them in previous activities. Communication of meaning and more frequent use of Chinese continued to be the most important considerations and received high weighting in assigning a grade.

Although students presented their role plays in pairs, they were each given individual scores based on the specific competencies they demonstrated.

**Role Play**

| Criteria  | Rating    |           | Comments |
|---|-----------|-----------|----------|
|   | Student 1 | Student 2 |          |
| <ul style="list-style-type: none"> <li>provides relevant and accurate details (including symptoms and doctor’s instructions)</li> </ul>                   |           |           |          |
| <ul style="list-style-type: none"> <li>clear interaction and co-operation between partners</li> </ul>   |           |           |          |
| <ul style="list-style-type: none"> <li>fluid—speaks in phrases and sentences rather than word by word</li> </ul>  |           |           |          |
| <ul style="list-style-type: none"> <li>uses correct vocabulary for body parts, ailments, and remedies</li> </ul>  |           |           |          |
| <ul style="list-style-type: none"> <li>applies appropriate patterns (e.g., seeking advice, asking about symptoms, giving directions or advice)</li> </ul> |           |           |          |
| <ul style="list-style-type: none"> <li>follows conventions appropriate for situation and relationship (e.g., greetings)</li> </ul>                        |           |           |          |

**Key: 4**—Strong: criteria fully demonstrated with ease.

**3**—Competent: criteria demonstrated; may need occasional support.

**2**—Developing: criteria partially demonstrated.

**1**—Limited: some evidence of criteria.

**0**—Not evident.

**Excuse Note**

| Rating      | Criteria   |
|-------------|--|
| <b>A</b>    | Goes beyond the requirements of the task to demonstrate extended learning or new applications. Takes risk with language, sometimes making errors when attempting to express complex ideas or new patterns. Information is clear, relevant, accurate, and logically organized. Includes credible explanations and uses a range of vocabulary and structures to enrich expression. Uses Chinese characters, formed correctly, for many words and expression. Pinyin is spelled correctly and includes tone markers. May include minor errors, but these do not impede meaning. |
| <b>B</b>    | Information is clear, relevant, accurate, and detailed. Includes credible explanations and supporting details. Uses a range of useful vocabulary and structures, but may be repetitive. Includes Chinese characters for familiar words. Pinyin is spelled correctly and includes tone markers. May include errors, but these do not hinder meaning.  |
| <b>C</b>    | Information is relevant and accurate but is unclear in some places and may lack detail. Links between ideas are often weak. Vocabulary and patterns are basic and somewhat repetitive. Errors are more common but do not seriously affect meaning. May include few Chinese characters or form some of these incorrectly. Pinyin is generally spelled correctly but may include occasional errors in tone markers.  |
| <b>IP/F</b> | Information or message is unclear, incomplete, or inappropriate. May fail to meet required length or contain numerous errors that make it difficult to understand.   |

**Listening Comprehension  
(Written Summary of Audiotape Information)**

| Rating      | Criteria  |
|-------------|---|
| <b>A</b>    | Summary shows thorough understanding of the information in the conversation. Includes substantial accurate detail and explains relationships among ideas. |
| <b>B</b>    | Summary shows understanding of key points and includes some supporting details.   |
| <b>C</b>    | Summary shows basic understanding of the context, topic, and one or two key points. May include some misinformation.                                      |
| <b>IP/F</b> | Summary is incomplete or largely inaccurate   |

*Note:* Summary may include English without penalty to the student.

▼ **SAMPLE 6: GRADE 12**

**Topic:** *Studying an Adapted Novel*

**Prescribed Learning Outcomes:**

*Communicating*

It is expected that students will:

- exchange ideas and thoughts on topics of interest

*Experiencing Creative Works*

It is expected that students will:

- view, listen to, and read creative works, and respond to them in various ways

**OVERVIEW**

Students participated in a variety of reading, listening, and presenting activities as they studied a locally approved adapted novel. In this example, they studied *Bǎo Chuán* by Peggy Wang, based on a story by Lao She. Evaluation was based on:

- dramatizations
- questions demonstrating listening comprehension
- written assignments retelling the story

**PLANNING FOR ASSESSMENT AND EVALUATION**

- The teacher presented an adapted novel that was written in Chinese characters and Pinyin and supported by pictures. The teacher also provided background information about the original author (Lao She). Students previewed the book and offered predictions about the story (in Chinese), which the teacher recorded.
- The teacher read the first few pages as students listened and followed in their books. The class then worked together to review and summarize what had

happened. They also reviewed and revised their predictions.

- Students continued to listen to, read, and discuss the story over several classes. The teacher used a variety of strategies to present the story. For example, students were asked to:
  - listen and follow as the teacher read
  - work in groups, with each group reading, discussing, and summarizing a different segment of the story to present to the class
  - work in pairs to read and answer questions about short segments
  - listen to audiotapes of a segment of the story, then read the segment independently
- After they completed the novel, the teacher divided the class into groups of four or five and assigned each group a part of the story to dramatize. Criteria for the dramatizations were posted on a classroom chart for easy reference throughout the activity. Students were also given copies of the rating scale that would be used for evaluation. The class negotiated timelines and other requirements for the dramatizations (e.g., length of performance, use of props and costumes, use of videotape).
- Students developed and practised their dramatizations during two class sessions. The teacher encouraged them to develop outlines and to use cue cards, rather than writing and memorizing scripts. Some groups chose to videotape their dramatizations rather than performing live in class. After each performance, the performers answered questions from the audience and received feedback. Over the course of all the presentations, each student was expected to ask at least five questions. The teacher also asked students

to keep written records of the questions they asked and the answers they received.

- After all of the performances were complete, the teacher led a discussion about the activity, and students were encouraged to share their impressions, opinions, and feelings. They also offered recommendations for future activities.
- As a culminating activity, each student prepared a two-page written assignment in which they retold the novel in their own words, using Chinese characters as much as possible.

## DEFINING THE CRITERIA

### *Dramatization*

#### *Group Preparation*

To what extent does the group:

- accurately portray characters and events
- accurately reflect the ideas, feelings, and themes of the original work
- create dialogue that reflects the situation, personality, and mood of the characters
- incorporate detail to engage the audience
- show evidence of practice and rehearsal in the presentation (e.g., fluency, sense of ease)

#### *Individual Performances*

To what extent does the student:

- speak comprehensibly
- show confidence and fluency in delivery
- convey the appropriate mood and expression through her or his speech and actions
- attempt to use language to create a specific effect or mood

### *Questions Demonstrating Listening Comprehension*

To what extent does the student provide questions that:

- are understandable
- are relevant to the presentation
- require information or clarification not already provided

### *Written Assignment in Chinese*

To what extent does the student:

- include setting, key characters and events, and resolution of the story
- accurately sequence events and portray relationships
- provide relevant details to enhance description or support main ideas
- include an interpretation of the theme or purpose of the story
- use a wide range of appropriate vocabulary and patterns
- use a variety of familiar Chinese characters, formed correctly
- use Pinyin that is spelled correctly and includes tone markers

## ASSESSING AND EVALUATING STUDENT PERFORMANCE

Rating scales were used for self-assessment and peer feedback, as well as for teacher evaluation. Students were given copies of the scales to guide their work as they prepared their assignments. Communication of meaning through increasingly sophisticated use of Chinese was the most important consideration in assigning grades.

**Dramatization**

| Rating              | Criteria: Group   | Criteria: Individual Performance  |
|---------------------|---|---|
| <b>Outstanding</b>  | <ul style="list-style-type: none"> <li>• offers a detailed and accurate portrayal of characters and events</li> <li>• insightful interpretation of ideas, feeling, and themes</li> <li>• dialogue reflects the situation, personality, relationship, and mood of the characters</li> <li>• incorporates interesting and unusual detail to engage the audience</li> <li>• shows evidence of practice and rehearsal in the presentation (e.g., fluency, interactions, sense of ease)</li> </ul>                                   | <ul style="list-style-type: none"> <li>• speech is clear and easy to understand</li> <li>• confident, fluent, and expressive; uses body language to support meaning</li> <li>• uses a wide range of appropriate vocabulary and patterns</li> <li>• may include minor errors in pronunciation, word choice, or structures, but these do not reduce the effectiveness of the information</li> </ul> |
| <b>Good</b>         | <ul style="list-style-type: none"> <li>• offers an accurate portrayal of characters and events</li> <li>• interpretation of mood and theme is consistent with original</li> <li>• dialogue reflects the roles and relationships of the characters</li> <li>• incorporates detail to engage the audience</li> <li>• shows evidence of practice and rehearsal in the presentation (e.g., fluency, interactions, sense of ease)</li> </ul>   | <ul style="list-style-type: none"> <li>• speech is generally clear and easy to understand</li> <li>• uses appropriate expression and body language, but may be hesitant</li> <li>• some variety in vocabulary and patterns</li> <li>• may include minor errors in language; these do not obscure the message</li> </ul>   |
| <b>Satisfactory</b> | <ul style="list-style-type: none"> <li>• includes key characters and events</li> <li>• tends to focus on portraying an event without interpretation or elaboration</li> <li>• dialogue (particularly style and use of language) tends to be simple and predictable, with little differentiation among characters</li> <li>• includes some detail drawn from the story; may feature some inaccuracies</li> <li>• some evidence of practice and rehearsal; however, interaction may include long pauses in some places</li> </ul> | <ul style="list-style-type: none"> <li>• speech is understandable but may pose occasional problems for the audience</li> <li>• hesitant; frequently speaks without appropriate expression</li> <li>• vocabulary and patterns tend to be very simple and repetitive</li> <li>• may include errors in language (e.g., tones) that weaken but do not obscure the message</li> </ul>                  |
| <b>Not Evident</b>  | <ul style="list-style-type: none"> <li>• events are confusing or incomplete</li> <li>• little evidence of practice or rehearsal</li> <li>• may be extremely brief</li> </ul>  | <ul style="list-style-type: none"> <li>• speech is extremely difficult to understand</li> <li>• errors obscure meaning</li> <li>• may be extremely brief</li> </ul>   |

Note: Communicating meaning is the most important consideration and should receive the greatest weighting in assigning a grade.

### Questions Demonstrating Listening Comprehension

| Record questions and answers using Pinyin. | Rating     |
|--|------------|
| 1. Question _____<br>Answer _____          | /2         |
| 2. Question _____<br>Answer _____          | /2         |
| 3. Question _____<br>Answer _____          | /2         |
| 4. Question _____<br>Answer _____          | /2         |
| 5. Question _____<br>Answer _____          | /2         |
| <b>Total</b>                               | <b>/10</b> |

**Key: 2**—Question is clearly phrased and relevant, and it elicited new information or clarification.

**1**—Question is understandable and relevant but might not elicit new information.

**0**—Question cannot be understood or is irrelevant.

**Written Assignment in Chinese**

| Criteria   | Rating  |
|--|---------|
| • accurately describes main events, including resolution of the story    | 0 1 2 3 |
| • includes setting and main characters                                   | 0 1 2 3 |
| • accurately sequences events and portrays relationships                 | 0 1 2 3 |
| • provides relevant details to enhance description or support main ideas | 0 1 2 3 |
| • includes an interpretation of the theme or purpose of the story        | 0 1 2 3 |
| • uses a wide range of appropriate vocabulary and patterns               | 0 1 2 3 |
| • uses a variety of familiar Chinese characters, formed correctly        | 0 1 2 3 |
| • Pinyin is spelled correctly and includes tone markers                  | 0 1 2 3 |

**Key: 3**—Strong

**2**—Satisfactory

**1**—Partial

**0**—Not Apparent (omitted or unsatisfactory)

## ▼ SAMPLE 7: INTRODUCTORY MANDARIN CHINESE 11

**Topic:** *Around the World*

**Prescribed Learning Outcomes:**

### *Communicating*

It is expected that students will:

- describe events, experiences, and procedures sequentially
- recognize and apply commonly used idiomatic expressions

### *Acquiring Information*

It is expected that students will:

- process and adapt information from age-appropriate Chinese-language resources to complete authentic tasks
- convey acquired information with an increasing level of competency in oral and written language

### OVERVIEW

This unit was developed to provide students with an opportunity to learn about countries that interested them. Evaluation was based on:

- oral presentations and supporting maps
- listening comprehension

### PLANNING FOR ASSESSMENT AND EVALUATION

Students had previously learned vocabulary and patterns related to weather and common geographical features.

- The teacher invited students to brainstorm a list of countries they were interested in visiting or learning about.
- Then students used classroom resources (e.g., dictionaries, atlases, teacher

assistance) to create a list of names of countries in Pinyin.

- In pairs, students selected countries that interested them. Each pair drew or copied a map of the selected country, illustrated it with appropriate symbols, and labelled information and features (e.g., languages spoken, geographical features, industry, scenic spots, weather conditions) using Pinyin and/or Chinese characters. While they worked, the teacher provided guidance and support as well as a variety of resources to assist them, including dictionaries, atlases, and word cards. Students were also encouraged to use library resources and relevant web sites.
- Students presented their projects orally, displaying the maps and reading the labels aloud. Each student listened and recorded (in Pinyin, using English only when necessary) at least two interesting facts about each country.

### DEFINING THE CRITERIA

The teacher reviewed the expectations for each task and discussed the criteria with students. The teacher emphasized that in all assignments the most important feature would be students' abilities to communicate meaning and demonstrate understanding.

### *Oral Presentation*

To what extent does the student:

- present information that is understandable
- include accurate, relevant, and interesting details
- speak fluently, with most pauses occurring at the end of a phrase or sentence
- use a variety of appropriate vocabulary and language structures

*Map*

To what extent does the student:

- include labels that are accurately written in Pinyin and include tone markers
- take risks to include unfamiliar vocabulary and interesting detail
- provide complete and accurate information

*Listening Comprehension (Written List of Facts)*

To what extent does the student:

- provide clear and accurate information
- include a number of facts
- include details
- show evidence of risk-taking
- use newly acquired patterns or vocabulary, or use Chinese characters as well as Pinyin

### ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used rating scales to assess students' work in both activities.

#### Oral Presentation and Map

| Criteria: Oral Presentation  | Rating | Comments |
|--|--------|----------|
| <ul style="list-style-type: none"> <li>• is understandable</li> </ul>  |        |          |
| <ul style="list-style-type: none"> <li>• includes accurate, relevant, and interesting details</li> </ul>                           |        |          |
| <ul style="list-style-type: none"> <li>• speaks fluently, with most pauses occurring at the end of a phrase or sentence</li> </ul> |        |          |
| <ul style="list-style-type: none"> <li>• uses a variety of appropriate vocabulary and language structures</li> </ul>               |        |          |
| Criteria: Map  |        |          |
| <ul style="list-style-type: none"> <li>• labels are accurately written in Pinyin and include tone markers</li> </ul>               |        |          |
| <ul style="list-style-type: none"> <li>• takes risks to include unfamiliar vocabulary and interesting detail</li> </ul>            |        |          |
| <ul style="list-style-type: none"> <li>• information is complete and accurate</li> </ul>   |        |          |

**Key:** 4—Excellent  
 3—Good  
 2—Acceptable  
 1—Unacceptable

### Listening Comprehension (Written List of Facts)

| Rating                                  | Criteria   |
|---|--|
| <p><b>4</b><br/><b>Excellent</b></p>    | <ul style="list-style-type: none"> <li>• provides two pieces of clear, accurate information for most presentations</li> <li>• takes risks; may try to include details; uses newly acquired patterns or vocabulary, or uses Chinese characters as well as Pinyin</li> </ul>   |
| <p><b>3</b><br/><b>Good</b></p>         | <ul style="list-style-type: none"> <li>• provides two pieces of information for most presentations; information is generally accurate but tends to be simple and often repetitious; may be incomplete or confusing in places</li> <li>• understandable; relies on a few basic structures; spelling is generally accurate; may include some errors in tone markers</li> </ul> |
| <p><b>2</b><br/><b>Acceptable</b></p>   | <ul style="list-style-type: none"> <li>• provides at least one piece of accurate information for most presentations; few details—tends to use simple labels rather than complete statements</li> <li>• understandable with some effort; may include errors in Pinyin spelling and tone markers; may include some English</li> </ul>  |
| <p><b>1</b><br/><b>Unacceptable</b></p> | <ul style="list-style-type: none"> <li>• criteria for acceptable performance were not evident</li> </ul>   |





# APPENDIX E

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## *Acknowledgments*



Many people contributed their expertise to this document. The project co-ordinator was Adrienne Gnidec O’Henly of the Curriculum and Resources Branch, working with evaluators and reviewers, Ministry of Education, Skills and Training personnel, and our partners in education. Additional reviews of this Integrated Resource Package were carried out by school districts, teacher organizations, and others. We would like to thank all who participated in this process.

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## Grades 5 to 8

师喝都两谢问现水日再新年长眼愉谁做听  
 几马叫饭住花地在今忙火又本子从朋友见  
 天看只学书您老呢车用星月请什么笑多太  
 去那大是很吗家个了里外说子高和兴吃没  
 妈的上牛人下有头这姐不小弟好哥手门来  
 我一二三四五六七八九十口你爸怎他她们

## Grades 5 to 8 Continued

黄条早先生亮河书放些笔

送雪球白亮黑红羊菜猫筷脸胖瘦甜妹

百干哪晚叶让座雨风找海屋校室爷病

更路唱歌时半刻船岁力阳少孩夜到千

国教话习完后走想正象样事声方向最

打天开会分次儿男女茶文化也快要中

## Grades 9 to 12

机及级直或社者决解亲村根相研其续外争领课  
 实革真总纸之亲产造句使果定服务员无间却器  
 背着就得把还意主然成忽而民发工命义读约志  
 过舞数楚春节跳坏场典敢种急林停报并且美北  
 父母认识睡觉理通齐合破公房读买市城劳作业  
 右告诉筑姓名育清知照进史需画于必须衣服穿  
 界体刚由律身能可整目设应该类深伟远近讲出  
 字脚系等怕代法题建赶位件准备张话离爬害世  
 每连便拿因汉似石满原各共为死反记块跑草越  
 气第写吧钱角元别活船明站谁如第运动末许望  
 道重边对这些候问点但当呢全才所以光东西南动

## Grades 9 to 12 Continued

集乱散伯短福医角复富奇遇狗筒挺病态滑顺牙  
 旗参怪推忘午抱吸板广旅招修兔躺单台易泪冬  
 夫另选钓约云证姑衬鸟腿王左初户哭血窗导客  
 密碗曾朵墙事故挂秋批游愿保伸县泳组黄裸护  
 奶田悉举毛双谈特单周江统织球园资安笔低街  
 电影枝鞋翻译号第情况摸遍机激冷排未制杯皮  
 念烧首鱼随绿钟布艺抓假特别佛木术班懂景围  
 虽练伤抬摇错误仍洞计久始喜热铁迎品鲜金蛇  
 休息般丽存考试组断哭兵秘鸡期灯据与院欢桥  
 厂度极决算至吸展包呼际拜衫啦受令非何装顶  
 接陈盆青科利词够名材确容内底验传平众察冲

## Grades 9 to 12 Continued

蓝趣演常婚梦熟带虎已面色邨慢适姨独  
 跟局音琴物支迟贵江乐前信昨餐李起银床华晴  
 糖坐变观剧礼漂厅周办给价旁同层关减流革厕  
 苦妹视安交难孙祝比飞净楼脑山经娘猪编馆介  
 桃缺擦灰宿舍既疼灯兄矮访街空卖绍已爱夫居  
 弯喂玉豆顾积评藏份尽仅透调偷饲某绳井袖创  
 票行著饿镜舒指尺夺傅斤烂历龙荣香硬鼻汗曲  
 剩失借灭圆骨护救轻拖粮省俄语缺脱选诗图招  
 功普烟狼肉岛互商玩店官婆替冰充幅努暖碰嫂  
 汽桌油洗危费联司夏养瓜湖换险速妇穷印耳武  
 责除俩食握药按肚帮助表校澡注宝具酒挖温误

Grades 5 to 8  
Suggested Two Syllable Words

|    |    |    |    |    |
|----|----|----|----|----|
| 我们 | 再见 | 天天 | 后来 | 样子 |
| 你们 | 本子 | 女儿 | 孩子 | 晚上 |
| 他们 | 从来 | 河水 | 病人 | 多少 |
| 人们 | 生日 | 中国 | 那些 | 教室 |
| 老人 | 日本 | 想象 | 方向 | 星星 |
| 她们 | 现在 | 半夜 | 叶子 | 什么 |
| 新年 | 愉快 | 白云 | 那样 | 先生 |
| 今年 | 请问 | 这些 | 放学 | 太太 |
| 会见 | 地下 | 一样 | 最后 | 那个 |
| 文化 | 今天 | 千万 | 书本 | 那里 |
| 朋友 | 打听 | 雪花 | 那里 | 看见 |
| 老师 | 后来 | 教书 | 太阳 | 唱歌 |
| 雨水 | 哪里 | 一半 | 风雨 | 这里 |
| 半天 | 屋子 | 这儿 | 一刻 | 生病 |
| 哪些 | 月亮 | 高兴 | 这个 | 谢谢 |

Grades 9 to 10  
Suggested Two Syllable Words

|    |    |     |     |    |    |
|----|----|-----|-----|----|----|
| 道路 | 活动 | 上边  | 下边  | 里边 | 外边 |
| 汉语 | 车站 | 反对  | 一点  | 再三 | 一些 |
| 一向 | 但是 | 当年  | 所以  | 阳光 | 生气 |
| 石头 | 天气 | 气象  | 别人  | 明天 | 运动 |
| 许多 | 连忙 | 那边  | 变化  | 汉字 | 将来 |
| 原因 | 所以 | 原来  | 因为  | 通过 | 同志 |
| 知道 | 清楚 | 知识  | 公共  | 房屋 | 房子 |
| 城市 | 劳动 | 春天  | 春节  | 交通 | 跳舞 |
| 数学 | 身体 | 市场  | 害怕  | 法律 | 题目 |
| 问题 | 建设 | 建筑  | 建立  | 赶忙 | 赶快 |
| 准备 | 离开 | 世界  | 体育  | 刚才 | 刚刚 |
| 由于 | 可能 | 可以  | 整齐  | 应该 | 伟大 |
| 讲话 | 出来 | 出去  | 出现  | 古代 | 告诉 |
| 姓名 | 历史 | 必须  | 需要  | 衣服 | 认识 |
| 睡觉 | 通知 | 越来越 | 越来越 | 合作 | 作业 |

## Grade 11

## Suggested Two or More Syllable Words

|   |  |   |  |  |   |
|---|--|---|--|--|---|
| 统一<br>秘密<br>政治<br>虫子<br>收据<br>情况<br>激动<br>呼吸<br>国际<br>命令<br>非常<br>欢迎<br>美国<br>熟悉<br>一定<br>报纸<br>工作<br>主要<br>握手<br>机场<br>办公室<br>成为<br>决心<br>队发 | 组织<br>曾经<br>突然<br>立即<br>品质<br>金子<br>种类<br>虽然<br>精神<br>纪录<br>仍然<br>仔细<br>喜欢<br>英雄<br>忘记<br>发现<br>工人<br>注意<br>战士<br>飞机<br>此外<br>真正<br>量决<br>发现 | 安全<br>仿佛<br>熟练<br>电话<br>电灯<br>包围<br>欢呼<br>继续<br>棉花<br>随便<br>艺术<br>制度<br>谈话<br>种子<br>发明<br>动物<br>业定<br>一直<br>机会<br>温度<br>或者<br>忽然<br>观众<br>果 | 安静<br>花园<br>电视<br>机<br>开展<br>书包<br>院子<br>建设<br>周围<br>错误<br>田野<br>困难<br>规则<br>电发<br>理物<br>而且<br>工厂<br>注射<br>命令<br>机器<br>内容<br>传统<br>生产<br>人民<br>子 | 安排<br>公元<br>落后<br>日期<br>根据<br>绿色<br>周末<br>皮鞋<br>奶奶<br>田地<br>休息<br>毛笔<br>任务<br>利益<br>母亲<br>服务<br>音员<br>注意<br>义告<br>诉内<br>部成<br>长成<br>绩相<br>片研 | 解决<br>法子<br>解决<br>观察<br>领导<br>电影<br>包子<br>学院<br>金色<br>新鲜<br>计划<br>景色<br>沉重<br>一般<br>开始<br>注意<br>未来<br>的确是<br>人际<br>实际<br>然后<br>革命<br>社会<br>经验 |
|---|--|---|--|--|---|

**Grade 12**  
**Suggested Two Syllable Words**

|  |  |  |  |  |  |  |  |  |                                  |  |  |
|--|--|--|--|--|--|--|--|--|----------------------------------|--|--|
| 初中<br>挑选<br>简单<br>学校<br>饲养<br>图片<br>既然<br>苹果 | 窗户<br>容易<br>蜜蜂<br>错误<br>西瓜<br>图画<br>救护<br>弯曲 | 客人<br>眼泪<br>态度<br>桌子<br>危险<br>速度<br>创造<br>豆子 | 引导<br>冬天<br>会议<br>汽油<br>烟吸<br>妇女<br>英语<br>顾客 | 参加<br>集体<br>顺利<br>气温<br>绳子<br>印刷<br>法语<br>照顾 | 参观<br>医生<br>责备<br>洗澡<br>互相<br>耳朵<br>日语<br>电脑 | 忘记<br>奇怪<br>技术<br>注意<br>玩具<br>功课<br>俄语<br>普通 | 达到<br>遇到<br>欢迎<br>小费<br>商店<br>普通<br>著作<br>广东 | 广州<br>复习<br>调动<br>联合<br>失去<br>投入<br>镜子 | 大学<br>握手<br>整齐<br>袖子<br>滑冰<br>光荣 | 广场<br>仅仅<br>肚子<br>司机<br>骆驼<br>努力<br>鼻子 | 修理<br>考试<br>帮助<br>夏天<br>缺少<br>存入<br>灰色 |
|--|--|--|--|--|--|--|--|--|----------------------------------|--|--|

**Grade 12**  
**Suggested Proverbs**

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| 一唱一和<br>三长两短<br>小题大做<br>无能为力<br>引狼入室<br>自高自大<br>出人头地<br>画龙点睛 | 一千二净<br>三心二意<br>喜出望外<br>无中生有<br>风行一时<br>好大喜功<br>耳目一新<br>虎头蛇尾 | 一举两得<br>大材小用<br>满园春色<br>五光十色<br>半斤八两<br>远走高飞<br>想入非非<br>举一反三 | 一目了然<br>离题万里<br>口是心非<br>五花八门<br>欢天喜地<br>两面三刀<br>听天由命<br>机不可失 | 十全十美<br>大快人心<br>心急如火<br>不可救药<br>因小失大<br>平易近人<br>近水楼台 | 力不从心<br>大失所望<br>开门见山<br>不三不四<br>多才多艺<br>正大光明<br>青出于蓝 |
|--|--|--|--|--|--|



# APPENDIX G

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*Suggested Expressions*



Suggested Expressions in Traditional Characters,  
Simplified Characters, and Hanyu Pinyin

## General Information

|                            |                            |   |
|----------------------------|----------------------------|---|
| 我姓李，叫大明。                   | 我姓李，叫大明。                   | wǒ xìng Lǐ, jiào Dà Míng.                             |
| 我是小學生。                     | 我是小学生。                     | wǒ shì xiǎo xuésheng.                                 |
| 我八歲了。                      | 我八岁了。                      | wǒ bā suì le.   |
| 我家有四口人：<br>爸爸，媽媽，<br>哥哥和我。 | 我家有四口人：<br>爸爸，妈妈，<br>哥哥和我。 | wǒ jiā yǒu sì kǒu rén :<br>bàba, māma,<br>gēge hé wǒ. |
| 我會說漢語。                     | 我会说汉语。                     | wǒ huì shuō Hànyǔ.                                    |
| 我想當醫生。                     | 我想当医生。                     | wǒ xiǎng dāng yīshēng.                                |
| 我住在卑詩省。                    | 我住在卑诗省。                    | wǒ zhù zài Bēishī Shěng.                              |
| 我的電話號碼是：<br>555-8889       | 我的电话号码是：<br>555-8889       | wǒ de diànhuà hàomǎ shì :<br>555-8889                 |

## School

|                 |                 |  |
|-----------------|-----------------|--|
| 我上五年級。          | 我上五年级。          | wǒ shàng wǔ nián jí.                   |
| 我喜歡音樂課。         | 我喜欢音乐课。         | wǒ xǐhuan yīnyuè kè.                   |
| 我喜歡數學。          | 我不喜欢数学。         | wǒ xǐhuan shùxué.                      |
| 我每天八點上課。        | 我每天八点上课。        | wǒ měitiān bā diǎn shàngkè.            |
| 這是我們的教室。        | 这是我们的教室。        | zhè shì wǒmen de jiàoshì.              |
| 王老師是我們<br>漢語老師。 | 王老师是我们<br>汉语老师。 | Wáng lǎoshī shì wǒmen<br>Hànyǔ lǎoshī. |
| 課外活動很<br>有意思。   | 课外活动很<br>有意思。   | kèwài huódòng hěn<br>yǒu yìsi.         |

## Requests and Commands

|                 |                 |   |
|-----------------|-----------------|---|
| 請坐。             | 請坐。             | qǐng zuò.                               |
| 吃吧。             | 吃吧。             | chī ba.                                 |
| 我可以進來嗎?         | 我可以進來嗎?         | wǒ kěyǐ jìn lái ma?                     |
| 請給我買這本書，<br>好嗎? | 請給我買這本書，<br>好嗎? | qǐng gěi wǒ mǎi zhè běn shū,<br>hǎo ma? |
| 你能來嗎?           | 你能來嗎?           | nǐ néng lái ma?                         |
| 請問，您貴姓?         | 請問，您貴姓?         | qǐng wèn, nín guì xìng?                 |
| 我三點來，行嗎?        | 我三點來，行嗎?        | wǒ sān diǎn lái, xíng ma?               |
| 往前走。            | 往前走。            | wǎng qián zǒu.                          |
| 向右轉。            | 向右轉。            | xiàng yòu zhuǎn.                        |
| 向東走。            | 向東走。            | xiàng dōng zǒu.                         |

## Classroom Commands

|          |          |                         |
|----------|----------|-------------------------|
| 上課了。     | 上課了。     | shàngkè le.             |
| 請安靜。     | 請安靜。     | qǐng ānjìng.            |
| 請注意。     | 請注意。     | qǐng zhùyì.             |
| 請舉手。     | 請舉手。     | qǐng jǔshǒu.            |
| 請站起來。    | 請站起來。    | qǐng zhàn qǐ lái.       |
| 聽我說。     | 聽我說。     | tīng wǒ shuō.           |
| 跟我說/念。   | 跟我說/念。   | gēn wǒ shuō/niàn.       |
| 請大家看。    | 請大家看。    | qǐng dàjiā kàn.         |
| 請看黑板。    | 請看黑板。    | qǐng kàn hēibǎn.        |
| 請把門關上。   | 請把門關上。   | qǐng bǎ mén guān shàng. |
| 請再說一遍。   | 請再說一遍。   | qǐng zài shuō yíbiàn.   |
| 你懂了嗎?    | 你懂了嗎?    | nǐ dǒng le ma?          |
| 對不對?     | 對不對?     | duì bú duì?             |
| 我問，你們回答。 | 我問，你們回答。 | wǒ wèn, nǐmen huídá.    |
| 下課了。     | 下課了。     | xiàkè le.               |

## Leisure Activities

我很喜歡打籃球。 我很喜歡打籃球。 wǒ hěn xǐhuan dǎ lánqiú.  
 我比較喜歡滑冰。 我比較喜歡滑冰。 wǒ bǐjiào xǐhuan huábing  
 我最喜歡踢足球。 我最喜歡踢足球。 wǒ zuì xǐhuan tī zúqiú.

## Routines

我每天七點起床。 我每天七點起床。 wǒ měitiān qī diǎn qǐchuáng.  
 下課以後他常去 下課以後他常去 xiàkè yǐhòu tā cháng qù  
 圖書館。 圖書館。 túshūguǎn.  
 姐姐每天都去看 姐姐每天都去看 jiějie měitiān dōu qù kàn  
 電影。 電影。 diànyǐng.  
 有時候弟弟不吃 有時候弟弟不吃 yǒu shíhou dìdì bù chī  
 早飯。 早飯。 zǎofàn.  
 我很少鍛煉。 我很少鍛煉。 wǒ hěn shǎo duànliàn.  
 有空的時候， 有空的時候， yǒu kòng de shíhou,  
 我們去打打球， 我們去打打球， wǒmen qù dǎ dǎ qiú,  
 散散步。 散散步。 sàn sàn bù.  
 我每天睡得很晚。 我每天睡得很晚。 wǒ měitiān shuì de hěn wǎn.

## Celebrations

恭賀新禧。 恭賀新禧。 gōnghè xīnxī.  
 新年好。 新年好。 xīnnián hǎo.  
 恭喜發財。 恭喜發財。 gōngxǐ fā cái.  
 萬事如意。 萬事如意。 wànshì rúyì.  
 前程萬里。 前程萬里。 qiánchéng wànlǐ.  
 祝賀你。 祝賀你。 zhùhè nǐ.  
 祝你身體健康。 祝你身體健康。 zhù nǐ shēntǐ jiànkāng.  
 祝你學業進步。 祝你學業進步。 zhù nǐ xuéyè jìnbù.  
 聖誕快樂。 聖誕快樂。 shèngdàn kuàile.

## Giving Information

|          |          |                                 |
|----------|----------|---------------------------------|
| 我頭疼。     | 我頭疼。     | wǒ tóu téng.                    |
| 我發燒。     | 我發燒。     | wǒ fāshāo.                      |
| 我拉肚子。    | 我拉肚子。    | wǒ lā dùzi.                     |
| 這件襯衫三十塊。 | 這件襯衫三十塊。 | zhè jiàn chènshān sān shí kuài. |
| 我要兩公斤蘋果。 | 我要兩公斤蘋果。 | wǒ yào liǎng gōngjīn píngguǒ.   |
| 一共六塊錢。   | 一共六塊錢。   | yí gòng liù kuài qián.          |
| 我體重一百    | 我體重一百    | wǒ tǐzhòng yī bǎi               |
| 二十磅。     | 二十磅。     | èr shí bàng.                    |
| 我身高一米八。  | 我身高一米八。  | wǒ shēngāo yī mǐ bā.            |
| 老師說他今天   | 老師說他今天   | lǎoshī shuō tā jīntiān          |
| 不能來。     | 不能來。     | bù néng lái.                    |
| 張先生要你給   | 張先生要你給   | Zhāng xiānsheng yào nǐ gěi      |
| 他打個電話。   | 他打個電話。   | tā dǎ ge diànhuà.               |
| 他今天晚上    | 他今天晚上    | tā jīntiān wǎnshàng             |
| 八點來。     | 八點來。     | bā diǎn lái.                    |
| 王老師問你好。  | 王老師問你好。  | Wáng lǎoshī wèn nǐ hǎo.         |
| 表演節目好極了。 | 表演節目好極了。 | biǎoyǎn jiémù hǎo jí le.        |
| 先放油，再放菜， | 先放油，再放菜， | xiān fàng yóu, zài fàng cài,    |
| 然後放醬油，   | 然後放醬油，   | ránhòu fàng jiāngyóu.           |
| 最後放糖。    | 最後放糖。    | zuì hòu fàng táng.              |
| 向前走，     | 向前走，     | xiàng qián zǒu,                 |
| 過兩條街     | 過兩條街，    | guò liǎng tiáo jiē,             |
| 向左轉，街口有  | 向左轉，街口有  | xiàng zuǒ zhuǎn, jiēkǒu yǒu     |
| 一棟大樓，那就  | 一棟大樓，那就  | yí dòng dàlóu, nà jiù           |
| 是人民商場。   | 是人民商場。   | shì rénmin shāngchǎng.          |
| 天氣越來越冷。  | 天氣越來越冷。  | tiānqì yuè lái yuè lěng.        |

## Obtaining Information

|          |          |                          |
|----------|----------|--------------------------|
| 你好嗎?     | 你好吗?     | nǐ hǎo ma?               |
| 你忙不忙?    | 你忙不忙?    | nǐ máng bù máng?         |
| 你是哪國人?   | 你是哪国人?   | nǐ shì nǎguó rén?        |
| 他是誰?     | 他是谁?     | tā shì shéi?             |
| 這是誰的筆?   | 这是谁的笔?   | zhè shì shéi de bǐ?      |
| 你去哪兒?    | 你去哪儿?    | nǐ qù nǎr?               |
| 你到哪兒去?   | 你到哪儿去?   | nǐ dào nǎr qù?           |
| 你從哪兒來?   | 你从哪儿来?   | nǐ cóng nǎr lái?         |
| 你什麼時候來?  | 你什么时候来?  | nǐ shénme shíhou lái?    |
| 為什麼他沒有來? | 为什么他没有来? | wèishénme tā méiyǒu lái? |
| 你明天在家嗎?  | 你明天在家吗?  | nǐ míngtiān zài jiā ma?  |
| 你是學什么的?  | 你是学什么的?  | nǐ shì xué shénme de?    |
| 你多大?     | 你多大?     | nǐ duō dà?               |
| 你幾歲?     | 你几岁?     | nǐ jǐ suì?               |
| 現在幾點了?   | 现在几点?    | xiànzài jǐ diǎn le?      |
| 你有沒有妹妹?  | 你有没有妹妹?  | nǐ yǒu méiyǒu mèimei?    |
| 你去買東西,   | 你去买东西,   | nǐ qù mǎi dōngxi,        |
| 是嗎?      | 是吗?      | shì ma?                  |
| 你們吃什麼?   | 你们吃什么?   | nǐmen chī shénme?        |
| 你喝咖啡還是茶? | 你喝咖啡还是茶? | nǐ hē kāfēi háishì chá?  |
| 你們還要喝點   | 你们还要喝点   | nǐmen hái yào hē diǎn    |
| 什麼?      | 什么?      | shénme?                  |
| 我住在溫哥華,  | 我住在温哥华,  | wǒ zhù zài Wēngēhuá,     |
| 你呢?      | 你呢?      | nǐ ne?                   |
| 你來我家,好嗎? | 你来我家,好吗? | nǐ lái wǒ jiā, hǎo ma?   |
| 這本書怎麼樣?  | 这本书怎么样?  | zhè běn shū zěnmeyàng?   |
| 這本書你看過   | 这本书你看过   | zhè běn shū nǐ kàn guò   |
| 了嗎?      | 了吗?      | le ma?                   |
| 你是加拿大人吧? | 你是加拿大人吧? | nǐ shì Jiānádà rén ba?   |

Obtaining Information *Continued*

|         |         |                          |
|---------|---------|--------------------------|
| 這個字怎麼寫? | 這個字怎麼寫? | zhè ge zì zěnmē xiě?     |
| 是這樣寫嗎?  | 是這樣寫嗎?  | shì zhè yàng xiě ma?     |
| 這個字漢語   | 這個字漢語   | zhè ge zì Hànyǔ          |
| 怎麼說?    | 怎麼說?    | zěnmē shuō?              |
| 你怎麼了?   | 你怎麼了?   | nǐ zěnmē le?             |
| 你哪兒不舒服? | 你哪兒不舒服? | nǐ nǎr bù shūfu?         |
| 這件襯衫    | 這件襯衫    | zhè jiàn chènshān        |
| 多少錢?    | 多少錢?    | duōshāo qián?            |
| 你喜歡哪種   | 你喜歡哪種顏色 | nǐ xǐhuan nǎ zhǒng yánsè |
| 的褲子?    | 的褲子?    | de kùzi?                 |
| 一共多少錢?  | 一共多少錢?  | yí gòng duōshāo qián?    |
| 你要買多少   | 你要買多少   | nǐ yào mǎi duōshāo       |
| 橘子?     | 橘子?     | júzi?                    |
| 今天天氣    | 今天天氣    | jīntiān tiānqì           |
| 怎麼樣?    | 怎麼樣?    | zěnmeyàng?               |
| 去女皇劇院   | 去女皇劇院   | qù Nǚhuáng jùyuàn        |
| 怎麼走?    | 怎麼走?    | zěnmē zǒu?               |
| 明天晚上有   | 明天晚上有   | míngtiān wǎnshàng yǒu    |
| 什麼好的    | 什麼好的    | shénme hǎo de            |
| 電視節目?   | 電視節目?   | diànshì jiémù?           |