# **Mandarin Level 1 Course Outline**

# Guide to aid teacher planning only - designed to be printed or viewed in A3, Landscape.

## Purpose

This example Course Outline has been produced to help teachers and schools understand the new NCEA Learning and Assessment matrices and could be used to create a year-long programme of learning. It will give teachers ideas of how the new standards might work to assess the curriculum at a particular level.

## Context

For language subjects, all the Big Ideas and Significant Learning are woven throughout all aspects of a programmeand are inextricable from that learning. No element of the Learning Matrix is taught in isolation from the rest, therefore individual pieces of Significant Learning are not listed alongside specific learning activities or assessment opportunities.

This Course Outline encompasses a year-long teaching programme and is designed to provide students with multiple encounters with texts drawn from written, oral, and visual sources and multiple opportunities to develop their skills as creators of written, oral, and visual texts. It also places a focus on the development of students’ intercultural competencies and their awareness of the connection between language, culture, and identity and their understanding of strategies to aid language acquisition.

Note: The themes do not need to be done in this order.

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| **Significant Learning** | **Learning activities and assessment opportunities**  Throughout the year assessment for learning happens often. Evidence may also be collected for summative assessment. | **Duration**  Total of 32 weeks |
| **Across all levels:**  Be exposed to, practise, and enjoy experimenting with a wide range of spoken, written, and visual Mandarin language.  Build a growing awareness of the processes involved in additional language acquisition, including sustained, repeated practice, risk taking, and learning from mistakes.  Show increasing recognition of connections and contrasts between Mandarin and student’s first language and develop the ability to navigate between them.  Explore how language and culture affect, and work together in, communication.  Grow intercultural awareness by exploring own and Chinese cultures and questioning assumptions and stereotypes.  Develop awareness that there can be different ways of representing sound in writing between and within languages.  **Curriculum level 6:**  Engage with, and make meaning of, short text types in everyday contexts.  Explore language commonly used to express personal information and ideas related to everyday situations.  Develop communicative skills to present simple information and interact with others in a range of predictable contexts.  Develop a foundational awareness of and use the key building blocks and patterns of the language.  Explore the use of script and the connection between script and pronunciation in everyday contexts.  Develop a foundational awareness that oral features such as pronunciation, tones, and intonations can communicate different meanings  Recognise and develop an awareness that there are different registers of language.  Acquire simple linguistic strategies and basic knowledge of how to use resources to make meaning from unfamiliar language.  Recognise values and practices related to Chinese cultures in everyday contexts. | **Whānau – Family**  Exploration of whānau as a lens that can be used to learn about self and family.  **Suggested topics**   * introducing family (birthplace, nationality, whakapapa (genealogy), ethnicity, jobs, how they go to school/work, hobbies, how well one does something, etc.) * a typical weekend activity with family (where you go, how you get there, what you do, why you enjoy it, etc).   **Language learning**   * read basic self-introductions, including name, age, year at school, favourite subjects, nationality, whānau (could include description of family members, occupations, and cultural backgrounds) * write and type basic self-introductions, including name, age, year at school, favourite subjects, nationality, whānau (could include description of family members, occupations, and cultural backgrounds) * using 是 structure to emphasise where one is from, one’s birthday place是毛利人，是新西兰人，我的生日是十月三号 * describing an action, specifying where, 在学校学习音乐 * using comparison structures to compare two people/two objects 我比他高 * talking about hobbies 爱好 * stating how often one does something 常常 * talking about clothes 穿 * expressing opinions 觉得 * expressing preferences 喜欢 * asking for ideas/opinions 你呢？ * asking if something is true 是真的吗？   **Suggested activities**   * researching what a typical Chinese family is like (family structure, where they live, how they go to work, what they do in their leisure time, etc) * comparing the importance of whānau in Aotearoa and family in China * presenting in written, visual, oral, Mandarin language and symbols about a Māori family via multi-media or digital technology   **Interaction**   * asking and responding to questions about one’s family/a weekend activity * using interactive strategies to sustain an interaction, eg, initiating and ending a conversation, seeking clarification, asking for opinions, etc.   **Intercultural learning**   * addressing people in the community * comparing family structures in modern and traditional Chinese societies (grandparents and parents’ siblings, students’ siblings) * exploring similarities between Māori and Chinese culture, eg, valuing elders, whakawhanaungatanga (establishing relationships), and manaakitanga (supporting others).   **Class exercises provide an opportunity for formative feedback.**  **Learning covered/work produced under this theme may contribute to the internally assessed standards AS 1.1 and AS 1.2.**  **Class learning activities give students an opportunity to develop understanding for the externally assessed standards AS 1.3 and AS 1.4.** | 7 weeks |
| **Whakanui - Celebrations**  Exploration of whakanui as a lens that can be used to learn about personal and public celebrations in different cultures.  **Suggested topics**   * key elements about a celebration, including personal, family, and festival celebrations (etiquette of exchanging gifts in China, not open the gift in front of people） * planning a celebration for a friend/family member/class (venue, food, activities, who to invite, etc) * buying a present in a shop for a family member/friend/class (using Mandarin to buy something in a shop/market, describing size, colour, price, etc) * inviting a friend to a celebration * celebrating in a restaurant (using Mandarin to order food).   **Language learning**   * making a suggestion 吧，怎么样 * using future time words to indicate future events 下个星期，下个月， * asking for something in a shop, ordering something in a restaurant 我想/我要…. * asking how much something costs 多少钱 * asking someone what they would like to buy, eat, or drink 你要什么？你要吃什么？你要喝什么？ * negotiating price, eg, 太贵了，便宜一点儿行吗？ * asking if someone has something 有，有没有 * asking people to choose between two choices using 还是 * asking people about their opinions 好吗，好不好，你觉得呢, etc * inviting someone to an event 我想请你… * agreeing with a suggestion, eg, 没有问题，好的， * disagreeing with a suggestion politely 让我想一想， * accepting an invitation, eg, 太好了! 我一定来。 * declining an invitation 对不起，我已经…了。   **Suggested activities**   * reading or listening to information in Mandarin about birthday celebrations or an important festival in China or Aotearoa New Zealand, eg, what people do during the festival, festival food, gifts, traditions * presenting in Mandarin about birthday celebrations or an important festival in China or Aotearoa New Zealand, eg, what people do during the festival, festival food, gifts, traditions (spoken/visual presentation) * writing a letter/email in Mandarin, inviting someone to a festival or celebration * interacting with a family member/friend to organise a celebration, eg, venue, who to invite, food and drinks, party activities * inviting a friend to a birthday party or celebration * interacting with a shop assistant to buy something, eg, negotiate on the colour, size, price * interacting with a waiter/waitress to order food and drinks in a restaurant * further developing strategies to sustain an interaction, eg, agreeing or disagreeing in a polite way   **Intercultural learning**   * exploring types of food eaten at home/in a restaurant * exploring how people celebrate important days and festivals in different cultures * giving and receiving gifts in different cultures * exploring celebrations in China and New Zealand (Chinese Spring Festival; New Zealand festivals: Māori New Year, Matariki etc) * researching about how Chinese people celebrate the Spring Festival * how they prepare (popular colours for celebrations and cultural knowledge) * what they do to celebrate * visiting a Marae during the Matariki   **Class exercises provide an opportunity for formative feedback.**  **Learning covered/work produced under this theme may contribute to the internally assessed standards AS 1.1 and AS 1.2.**  **Class learning activities give students an opportunity to develop understanding for the externally assessed standards AS 1.3 and AS 1.4.** | 7 weeks |
| **Haerenga ki Haina – Trip to China**  Students will explore places in China and compare them to their own places of living and learn how to communicate about places in China.  **Suggested topics**   * a city/town in China: where it is, how you get there, population, weather, famous places, environment, what you do there, personal preferences, etc * a local school in China: school facilities, school routines, school subjects, homework, school rules, extra-curricular activities, etc   **Language learning**     * using 了 to describe a past event * using 会, 要, 想 to describe a future event * describing weather using words such as 冷， 热，风, 下雨, 下雪 * using linking words such as 以前，以后，的时候 to describe daily routines * using words such as 应该，可以，不可以， to describe rules * describing an action that lasts for a period of time, eg, 坐十二个小时的飞机到上海 * using compound structures to describe school life, eg. 虽然…但是…，因为…所以…, * justifying preferences and giving reasons using structures such as 第一，第二，第三 * giving directions to people who get lost using location words 前面/后面/左边/右边/旁边 /上面/下面， * describing distances 离…远/近.   **Suggested activities**   * presenting about a place, eg, a Chinese city, one’s hometown (written, spoken/visual presentation) * presenting about a Chinese school (spoken/visual presentation) * writing a note to a friend giving detailed directions how to reach a location * interacting with someone who needs help finding a place, giving directions in basic Mandarin * creating a poster in about a place, eg, a Chinese city, one’s hometown (written presentation) * creating a poster in Mandarin about a Chinese school (written presentation) * interacting in Mandarin about a past trip (exchange information/ideas about past experiences) * interacting in Mandarin about school life in China and New Zealand (exchange information/ideas exploring differences between the two countries)   **Intercultural learning**   * exploring a Chinese city with own town/city and finding out what a modern city in China is like, including transport, shopping facilities, etc * exploring differences between Chinese schools and New Zealand schools, eg, subjects, daily routines, homework, extra-curricular activities   **Class exercises provide an opportunity for formative feedback.**  **Learning covered/work produced under this theme may contribute to the internally assessed standards AS 1.1 and AS 1.2.**  **Class learning activities give students an opportunity to develop understanding for the externally assessed standards AS 1.3 and AS 1.4.** | 7 weeks |
|  | **Toku akomanga reo Hainamana – My Mandarin Class**  Students will learn how to communicate about their Mandarin class through the following key learning:  **Suggested topics**   * + introducing your Mandarin class to a new student from China (this could be done with pen pals or e-pals in a school in China or New Zealand)   + when you started and how long you have been learning Mandarin   + what you do in class   + how you improve your Mandarin   + what you think of Mandarin, what you know about China, whether you enjoyed the class, etc.   + plans for the future   **Language learning**     * + stating when one started doing something 从…开始   + describing doing something using a tool 用, eg, 用毛笔写汉字   + stating a period of time when one has done something 已经…了   + listing examples to support a viewpoint 比如   + using compound structures 虽然…但是…   **Suggested activities**   * + presenting about your Mandarin learning experience in written, visual, or oral language via multi-media or digital technology   + interacting with a visiting Chinese student about each other’s language learning experience   **Intercultural learning**   * + visiting a Māori language class (comparing Māori class routines and Chinese class routines)   + experiencing Chinese calligraphy   + acquiring some simple linguistic strategies and basic knowledge of how to use physical or digital resources to make meaning from unfamiliar language   **Class exercises provide an opportunity for formative feedback.**  **Learning covered/work produced under this theme may contribute to the internally assessed standard AS 1.1 and AS 1.2.**  **Class learning activities give students an opportunity to develop understanding for the externally assessed standards AS 1.3 and AS 1.4.** | 5 weeks |
|  | **Hauora and Manaakitanga – Wellbeing and Support**  Students will explore the concepts and language of wellbeing and support.  **Suggested topics**   * + hauora (health/wellbeing)   + seeking help from a doctor using Mandarin   + sports (rugby and haka)   + the concept of Manaakitanga   + describe your lunch   + talk about food preferences during lunchtime with a friend   + describe your favourite friend or favourite teacher   **Suggested language learning**   * + using adjectives to express feelings/emotions, eg, 我很累/忙/生气/高兴   + asking if someone is all right 你怎么了？   + asking people what they feel about something 你觉得….怎么样？   + describing feeling unwell, eg, 不舒服   + explaining how you got sick, your symptoms, how you recovered, etc   + giving advice using 你应该… 多做运动   + giving advice using 多, eg, 多休息，多喝水   + making a request 我可以…吗?   + giving a reason 因为   + asking people if they need help 你要帮助吗？   + offering help 我可以/能….   + using 过 to describe or ask about a past experience, eg, 你看过医生了吗？   + asking someone to do something 让，叫   + using question words like 什么，谁，哪儿 (meaning: anything, anyone, anywhere)   **Suggested activities**   * + giving detailed instructions to a new student who arrives at your school, eg, how to get to the school from the railway station/airport/by using a bus, how to find a classroom (spoken/visual presentation)   + writing a diary entry giving details about a sick day, eg, how you got sick, how you felt, what advice was given by a doctor, how you recovered   + writing a note in Mandarin to your school explaining a sickness absence   + writing a note to a friend giving detailed directions how to reach a location   + interacting with someone who needs help finding a place, giving directions   + interacting with someone, seeking their help (explaining how you feel, asking what you should do, etc)   **Intercultural learning:**   * + exploring very basic daily practice relating to health in China (drinking hot water)   + exploring kori tinana (moving the body) with Chinese concepts of healthy lifestyle, exercise etc.   + finding out scenarios in the parks of China and New Zealand   **Class exercises provide an opportunity for formative feedback.**  **Learning covered/work produced under this theme may contribute to the internally assessed standards AS 1.1 and AS 1.2.**  **Class learning activities give students an opportunity to develop understanding for the externally assessed standards AS 1.3 and AS 1.4.** | 6 weeks |