# **Chinese (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 Chinese (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 Chinese (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 activities**   * Introducing your family in written or spoken Chinese (Mandarin) (birthplace, nationality, whakapapa (genealogy), ethnicity, jobs, how they go to school or work, hobbies, how well one does something, etc.). * Discussing a typical weekend activity with your family (where you go, how you get there, what you do, why you enjoy it, etc) with a partner. * Describing a Māori family in written and/or spoken Chinese (Mandarin) using multimedia or digital technology.   **Suggested 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 and one’s birthday 是毛利人，是新西兰人，我的生日是十月三号。 * Describing an action, specifying where 在家吃晚饭。 * 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 intercultural learning project through English to enhance students’ understanding of whānau (not to be assessed)**   * Comparing family structures in modern and traditional Chinese societies (grandparents and parents’ siblings, students’ siblings). * Researching what a typical Chinese family is like (daily routine, what they do in their leisure time, etc) exploring similarities between Māori and Chinese culture, eg valuing elders, whakawhanaungatanga (establishing relationships), taonga, 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 (in the context of everyday life) Exploration of whakanui as a lens that can be used to learn about personal celebrations and identity.  **Suggested activities**   * Planning a celebration for a friend/family member/class (venue, food, activities, who to invite, etc) such as birthday, shared lunch, end of term celebration etc. * Buying a present in a shop for a family member/friend/class using Chinese (Mandarin) to buy something in a shop/market, describing size, colour, price, etc). * Communicate information in Chinese (Mandarin) about celebrations in everyday contexts such birthday, end of term celebration, shared lunch etc. * Interacting with a classmate or teacher to organise a celebration, eg venue, who to invite, food and drinks, party activities. * Interacting in Chinese (Mandarin) with a shop assistant or waiter/waitress to buy something, eg negotiate on the colour, size, price, order dishes etc. * Developing strategies to sustain an interaction, eg agreeing or disagreeing in a polite way.   **Suggested 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 intercultural learning project which can be done in English (This is not to be assessed)**   * Exploring types of food eaten at home/in a restaurant. * Exploring how people celebrate important days and festivals in different cultures. * Exploring celebrations in China and Aotearoa New Zealand (Chinese Spring Festival; Aotearoa New Zealand festivals: Māori New Year, Matariki etc). * Key elements about a celebration, including personal, family, and festival celebrations (etiquette of exchanging gifts in China, to not open the gift in front of people). * Visiting a Marae during 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 |
| Holidays Students will explore holidays and how to communicate about places in town and/or Aotearoa New Zealand.  **Suggested activities**   * 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 Chinese (Mandarin). * Communicating information in written, spoken, or mixed mode about a past holiday or dream holiday.   **Suggested 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…, * 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 intercultural learning project which can be done in English (This is not to be assessed）**   * Exploring holidays in Aotearoa New Zealand and Chinese (Mandarin)-speaking countries. * Arranging a class activity to celebrate a festival in NZ and Chinese (Mandarin)-speaking countries.   **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 |
|  | Kura – School Students will learn how to communicate in Chinese (Mandarin) about their learning and school life.  **Suggested activities**   * + Introducing your Chinese (Mandarin) class to a new student from China (this could be done with pen pals or e-pals in a school in China or Aotearoa New Zealand).   + When you started and how long you have been learning Chinese (Mandarin).   + What you do in class.   + How you improve your Chinese (Mandarin).   + What you think of Chinese (Mandarin), what you know about China, whether you enjoyed the class, etc.   + Plans for the future.   + Presenting about your Chinese (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.   **Suggested 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 intercultural learning project which can be done in English (This is not to be assessed)**   * + Visiting a Māori language class (comparing Māori class routines and Chinese (Mandarin) class routines).   + Experiencing Chinese calligraphy, painting, paper cutting etc.   + 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 activities**   * + Giving 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.   + Communicating information in Chinese (Mandarin) to your school explaining an absence.   + Interacting with someone who needs help with finding a place, giving directions.   + Interacting with someone, seeking their help (explaining how you feel, asking what you should do, etc).   **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 intercultural learning project which can be done in English: (This is not to be assessed)**   * + Exploring very basic daily practice relating to health in China (drinking hot water).   + Exploring kori tinana (moving the body) with Chinese concepts of healthy lifestyles, exercise, etc.   + Finding out scenarios in the parks in China and Aotearoa 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 |