# **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

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 that meet the language expectations of Curriculum Level 6. 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 suggested order of units in this Course Outline is an example of how a year-long Chinese (Mandarin) course could be constructed. Teachers can customise this Course Outline to suit the needs of their contexts.

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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.  All learning activities throughout the year develop understanding of the language required for assessment of all Achievement Standards. | **Duration**  Total of 32 weeks |
| 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.  **Across all levels:**  Engage with others respectfully when communicating and exchanging information, ideas, and opinions  Be exposed to, practise, and enjoy experimenting with a wide range of spoken, written, and visual communication in Chinese (Mandarin)  Build a growing awareness of the processes involved in additional language acquisition, including sustained, repeated practice, risk taking, and learning from mistakes  Show increasing awareness of differences and connections between Chinese (Mandarin) and their first language(s) and develop the ability to navigate between them  Explore how language and culture affect, and work together in, communication  Grow intercultural awareness by exploring Chinese (Mandarin) cultures and communities, 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:**  Communicate in Chinese (Mandarin) in everyday contexts  Engage with, and make meaning of, short text types  Explore language used to express personal information, ideas, and opinions  Develop communicative skills to share simple information, ideas, and opinions in a range of predictable situations  Communicate in Chinese (Mandarin) in community contexts  Engage with, and make meaning of, a variety of text types  Explore language used to elaborate on information, ideas, and opinions  Compare and connect information, ideas, and opinions  Develop communicative skills to exchange information, ideas, and opinions in more detail  Communicate in Chinese (Mandarin) in societal contexts  Engage with, and make meaning of, a variety of extended text types  Explore language used to examine information, ideas, and opinions of both personal and societal relevance  Develop communicative skills to organise information, ideas, and opinions effectively and sustain interactions with others,  adapting to less predictable situations  Develop a foundational awareness of and use the key linguistic building blocks and patterns of 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 appropriate 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 of Chinese-speaking cultures and the values and practices of their own cultures and  communities | Whānau – Family Exploration of whānau as a lens that can be used to learn about self and family. Whānau refers to extended family, family group, a familiar term of address to a number of people - the primary economic unit of traditional Māori society.  **Suggested activities**   * Introducing your family in written, spoken, or mixed modes of written and spoken Chinese (Mandarin). For example, birthplace, nationality, ethnicity, jobs, how they go to school or work, hobbies, etc. Students should be encouraged to communicate information, ideas, and opinions using different modes of production. * In pairs or groups, talk about a typical weekend with your family (where you go, how you get there, what you do, why you enjoy it, etc). * View, read, listen to narratives or descriptions of Chinese, Māori, and Pacific families in written and/or spoken Chinese (Mandarin) using multimedia or digital technology.   **Suggested language learning**   * Read, view, listen to, speak, and write basic self-introductions with reference to family events or experiences, for example a family member’s birthday, a family trip, etc. * Learn about problem-solving skills and how to use physical and digital resources to understand less familiar language. * 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**。 * Describe an action, specifying where **在家吃晚饭。** * Use comparison structures to compare two people/two objects **我比他高。** * Talk about activities, hobbies **爱好**, and how often one does something **常常。** * Express opinions **觉得** and preferences (likes/dislikes)**喜欢** with reasons **因为...** * Use simple conversation strategies to support interaction.   **Suggested intercultural learning opportunities through English to enhance students’ understanding of whānau (this is not to be assessed)**   * Comparing family structures in modern and traditional Chinese societies (grandparents and parents’ siblings, students’ siblings) or in different Chinese-speaking communities and cultures. * Talk to a Chinese person or read a narrative of a Chinese teenager to find out their likes/dislikes, families, daily routines, what they do in their leisure time, etc. Based on the findings, ask students to reflect on their assumptions and stereotypes about Chinese-speaking communities, cultures, and people. * Exploring similarities between kaupapa Māori and Chinese values, eg valuing elders, whakawhanaungatanga (establishing relationships), taonga, and manaakitanga (supporting others).   **Students can attempt one of the assessment opportunities in 1.2 Assessment Activity A, Taonga, for practice.** | 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. Celebrations in everyday contexts may include birthdays, end of term celebration, shared lunch etc.  **Suggested activities**   * Planning a celebration for a friend/family member/class such as birthday, shared lunch, end of term celebration etc. Providing details of the celebration such as venue, food, activities, who to invite etc. * Encouraging students to communicate information, ideas, and opinions in different modes of production, including written, spoken, and mixed modes of written and spoken Chinese (Mandarin), about events or experiences in relation to celebrations in everyday contexts. * Having a role play about buying a present in a shop or market for a family member/friend/class using interactive strategies such as asking and responding to questions about preferences, negotiating the size, colour, price, etc. * Having a role play about dining in a Chinese restaurant for a special celebration using interactive strategies, eg each person’s food preferences, negotiate what to order, how many dishes, how much can they spend etc. * Interacting with a classmate or teacher to organise a celebration, eg venue, who to invite, food and drinks, party activities. * 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 how much something costs **多少钱？**Negotiating price, eg **太贵了，便宜一点儿行吗？** * 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？** * Asking for something in a shop, ordering something in a restaurant **我想/我要。。。** * 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 opportunities which can be done in English (this is not to be assessed)**   * Exploring types of food eaten at home and in Chinese-speaking communities or cultures. * Exploring bargaining strategies when shopping in Chinese markets and restaurant etiquette. * Exploring celebrations in Chinese-speaking communities and cultures and Aotearoa New Zealand (Chinese Spring Festival, Aotearoa New Zealand festivals, Māori New Year, Matariki, Christmas, Polyfest etc). This can then lead to a class celebration or a school trip such as visiting a local Marae during Matariki, making dumplings in class to celebrate Chinese New Year. * Learning about key elements and etiquette of a Chinese celebration such as personal, family, and festival celebrations and comparing these with practices in New Zealand. For example, in Chinese cultures, people tend to not open the gift in front of people, but it is preferred to open presents in front of others in New Zealand. * Explore etiquettes/protocol in the context of daily life in Chinese communities or cultures, for example, taking shoes off when entering a house, correct ways of using chopsticks. Comparing Chinese etiquette with tikanga Māori, for example no sitting on tables, serving of the meal with elders, guests and children being served first.   **Students can attempt to record Interaction opportunity #3, Class party in 1.1 Assessment Activity B, Whakawhiti kōrero — Whakawhanaungatanga**. | 7 weeks |
| Holidays Students will explore ways to communicate information, ideas, and opinions about personal holiday experiences, for example likes/dislikes, activities, weather conditions, directions, and how to get to holiday destinations or places in town and/or Aotearoa New Zealand.  **Suggested activities**   * Writing a note, leaving a voice message, or creating a digital invitation combining spoken and written information to a friend, giving details about an event and detailed directions on how to reach a location. * In pairs or groups, interacting with classmates to share and respond to information, ideas, and opinions about events or experiences related to holidays, including giving directions, describing weather conditions, and details about events or places. * Communicating information in written, spoken, or mixed mode about holiday experiences or dream holidays.   **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 opportunities which can be done in English (this is not to be assessed)**   * Exploring differences and similarities of popular holiday destinations in Aotearoa New Zealand and Chinese (Mandarin)-speaking countries. For example, teachers may introduce geothermal activities in New Zealand and encourage students to compare thermal attractions in Rotorua and in Sanya in Hainan Province, China. * Arranging a class activity to celebrate a holiday/festival in New Zealand and Chinese (Mandarin)-speaking communities or cultures, for example Spring Festival, Lantern Festival, Moon Festival, Dragon Boat Festival, Matariki festivals, Christmas festivals.   **Students can attempt to record Interaction opportunity #2, Planning a weekend together in 1.1 Assessment Activity B, Whakawhiti kōrero — Whakawhanaungatanga.** | 7 weeks |
| Ako – learning from each other Exploration of ako as a lens that can be used to discuss how to learn from one another  In the context of going to school, students will learn what they can and cannot do, give reasons why, and express preferences and abilities in relation to personal experiences with subjects, teachers, daily routines, lunchtime activities, and after-school activities.  **Suggested activities**   * Introducing your Chinese (Mandarin) class to a new student from another Chinese class (this could be done with pen pals or e-pals in a school in AotearoaNew Zealand or a Chinese-speaking community or culture), for example classmates, teachers, what you do in class, when you started and how long you have been learning Chinese (Mandarin), how you improve your Chinese (Mandarin), what you think of Chinese (Mandarin), whether you enjoyed the class, etc., Communicating about your Chinese (Mandarin) learning experience in written, visual, or oral language via multi-media or digital technology. * Interacting with a partner or a visiting Chinese student about each other’s learning experience in different subjects, for example, likes/dislikes about a subject with supporting details or reasons.   **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。** * Use formulaic expressions in everyday situations, for example **可以再说一次吗？对不起，我不明白。** * Chinese (Mandarin) learning-related vocabulary such as listening **听**, dictation **听写,** speaking **说**, reading **看/读**, writing **写**, character writing **写汉字**. * Describe and narrate activities, events, and facts in a logical and temporal sequence within the context of school life, for example, kōhanga reo, primary and secondary schools, universities. * Begin to make connections between spoken and written representations in the target language. * Begin to pronounce Chinese (Mandarin) words and sentences with the right intonation and tones. * Develop the ability to use culturally appropriate body language, gestures, and eye contact to aid student’s choice of production, for example, written, visual, oral presentation, multi-media.   **Suggested intercultural learning opportunities which can be done in English (this is not to be assessed)**   * Visiting a te reo Māori class. For students in te reo Māori and Chinese classes to compareclass routines, activities, homework, language and cultural learning. etc. * Exploring Chinese characters in art forms, for example Chinese calligraphy, Chinese seal carving/engraving creation of printing in Han Dynesty etc. * Acquiring some simple linguistic strategies and basic knowledge of how to use physical or digital resources to make meaning from unfamiliar language. * Learn formulaic expressions to encourage each other in Chinese (Mandarin) through Chinese and Māori games, for example, shuttlecock, Chinese chess, Mahjong, Kia Rahi. * Write a short reflection in English explaining what you learnt about the different learning styles. * Facilitate virtual exchanges with another Chinese (Mandarin) class or a sister school to compare daily routines, subjects, lunch, after-school activities.   **Students can attempt to record Interaction opportunity #1, Finding common ground in 1.1 Assessment Activity B, Whakawhiti kōrero — Whakawhanaungatanga. Select the best two recordings from 1.1 Assessment Activity B for final submission.** | 5 weeks |
| Manaakitanga – showing respect and care  Manaakitanga is the process of showing respect and care; reciprocity between people, living things, and places. Manaakitanga may come in a number of different contexts - supporting others, being of service to others, making sure visitors are looked after and cared for, helping those that may need support. It comes from the root word “manaaki” - to support, take care of, give hospitality to, protect, look out for.  **Suggested activities**   * Giving spoken, written, or multi-media instructions to a new student or visitor coming to your school, eg how to get to the school from the railway station/airport/by bus, how to find a classroom or building. * Communicating information, ideas, and opinions about manaakitanga, eg showing someone care who is sick or absent from school, * Interacting with someone who needs help, for example finding a place, asking about directions, seeking their help (explaining how you feel, asking what you missed at school), 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…** and **多**, eg **多休息，多喝水。** * Making requests **我可以…吗?** 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 routines relating to health in China, for example drinking hot water, and comparing those with practice in New Zealand. * Exploring kori tinana (moving the body) with Chinese concepts of healthy lifestyles, exercise, etc. For example, senior people doing exercise in the parks in China.   **Students can attempt one of the three opportunities in 1.2 Assessment Activity C, Manaakitanga, for final submission.**  **All learning activities throughout the year develop understanding of the language required for external assessment.** | 6 weeks |