



## Chinese (Mandarin) Learning Matrix

### Curriculum Levels 6, 7, and 8

#### Learning Area Whakatauākī:

*Ko tōu reo, ko tōku reo, te tuakiri tangata. Tīhei uriuri, tīhei nakonako.*
  
*Your language and my language are expressions of identity. May our descendants live on and our hopes be fulfilled.*

*Nā, Tuteira Brightwell Pohatu, Ngāti Porou*

Big Ideas				
Learning languages is about connecting and communicating within and across cultures and communities	Languages express meaning through unique forms of communication	Language, culture, and identity are inextricably linked	Learning languages encourages diverse ways of thinking, doing, and being	Language learning is an empowering process that involves risk-taking and fosters resilience and perseverance
Significant Learning				
Across all Curriculum Levels, students will...				
<ul style="list-style-type: none"> <li>engage with others respectfully when communicating and exchanging information, ideas, and opinions</li> <li>be exposed to, practise, and enjoy experimenting with a wide range of spoken, written, and visual communication in Chinese (Mandarin)</li> <li>build a growing awareness of the processes involved in additional language acquisition, including sustained, repeated practice, risk taking, and learning from mistakes</li> <li>show increasing awareness of differences and connections between Chinese (Mandarin) and their first language(s) and develop the ability to navigate between them</li> <li>explore how language and culture affect, and work together in, communication</li> <li>grow intercultural awareness by exploring Chinese (Mandarin) cultures and communities, and questioning assumptions and stereotypes</li> <li>develop awareness that there can be different ways of representing sound in writing between and within languages.</li> </ul>				
At Curriculum Level 6, students will...		At Curriculum Level 7, students will... (indicative only)		At Curriculum Level 8, students will... (indicative only)
<ul style="list-style-type: none"> <li>communicate in Chinese (Mandarin) in everyday contexts</li> <li>engage with, and make meaning of, short text types</li> <li>explore language used to express personal information, ideas, and opinions</li> <li>develop communicative skills to share simple information, ideas, and opinions in a range of predictable situations</li> </ul>		<ul style="list-style-type: none"> <li>communicate in Chinese (Mandarin) in community contexts</li> <li>engage with, and make meaning of, a variety of text types</li> <li>explore language used to elaborate on information, ideas, and opinions</li> <li>compare and connect information, ideas, and opinions</li> <li>develop communicative skills to exchange information, ideas, and opinions in more detail</li> </ul>		<ul style="list-style-type: none"> <li>communicate in Chinese (Mandarin) in societal contexts</li> <li>engage with, and make meaning of, a variety of extended text types</li> <li>explore language used to examine information, ideas, and opinions of both personal and societal relevance</li> <li>develop communicative skills to organise information, ideas, and opinions effectively and sustain interactions with others, adapting to less predictable situations</li> </ul>



<ul style="list-style-type: none"> <li>• develop a foundational awareness of and use the key linguistic building blocks and patterns of language</li> <li>• explore the use of script and the connection between script and pronunciation in everyday contexts</li> <li>• develop a foundational awareness that oral features such as pronunciation, tones, and intonations can communicate different meanings</li> <li>• recognise and develop an awareness that there are appropriate registers of language</li> <li>• acquire simple linguistic strategies and basic knowledge of how to use resources to make meaning from unfamiliar language</li> <li>• recognise values and practices of Chinese-speaking cultures and the values and practices of their own cultures and communities.</li> </ul>	<ul style="list-style-type: none"> <li>• develop a growing awareness of and use a range of linguistic building blocks and patterns of language</li> <li>• explore the use of script and the connection between script and pronunciation in community contexts</li> <li>• begin to use oral features such as pronunciation, tones, and intonations to communicate different meanings</li> <li>• begin to use appropriate registers of language</li> <li>• expand their linguistic strategies and use resources effectively to make meaning from unfamiliar language</li> <li>• compare and connect values and practices of Chinese-speaking cultures with values and practices of their own cultures and communities.</li> </ul>	<ul style="list-style-type: none"> <li>• develop an awareness of and use more complex linguistic building blocks and patterns of language</li> <li>• explore the use of script and the connection between script and pronunciation in societal contexts</li> <li>• use oral features such as pronunciation, tones, and intonations with growing confidence to communicate different meanings</li> <li>• use a range of appropriate registers of language with growing confidence</li> <li>• select with growing confidence from a range of linguistic strategies and resources to make meaning from unfamiliar language</li> <li>• examine and reflect on the ways in which cultural values, practices, and perspectives shape experiences and influence opinions.</li> </ul>
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