

Appendix A: Prescribed Learning Outcomes

Cultural Influences

It is expected that students will:

Kindergarten	Grade 1	Grade 2	Grade 3
<ul style="list-style-type: none">• experience diverse elements of the culture• recognize elements of the culture in the classroom• explore similarities between Chinese culture and other cultures• participate in cultural activities and experiences	<ul style="list-style-type: none">• experience diverse elements of the culture• recognize elements of the culture in the classroom• explore differences and similarities between Chinese culture and other cultures• participate in cultural activities and experiences• identify similarities between words from different languages within their personal experience• ask questions, using their first language, about elements of the culture experienced in class	<ul style="list-style-type: none">• identify some elements that reflect diversity within the culture• identify elements of the culture in the school• recognize differences and similarities between Chinese culture and other cultures• participate in cultural activities and experiences	<ul style="list-style-type: none">• identify some elements that reflect diversity within the culture• identify elements of the culture in the community• recognize differences and similarities between Chinese culture and other cultures• participate in cultural activities and experiences• make connections between individuals and situations in texts and their own personal experiences

Acquiring Information – Reading, Writing, Oral Language

It is expected that students will:

Grade 2	Grade 3
<ul style="list-style-type: none"> • use basic politeness conventions • engage in simple interactions using short , specific phrases • understand a series of simple sentences in guided situations • produce simple words and phrases in guided situations • initiate simple social interaction patterns, e.g. question/answer • write their name and some words of personal significance • recognize that there is a sound-symbol relationship in alphabetic print • distinguish particular sounds of the language, e.g. rhyming words • use simple metacognitive strategies, with guidance, to enhance language learning, e.g. rehearse or role play language • use simple cognitive strategies, with guidance, to enhance language learning, e.g. memorize new words by repeating them silently or aloud • derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations • use simple interactive strategies with guidance; e.g. indicate lack of understanding verbally or nonverbally 	<ul style="list-style-type: none"> • use appropriate oral forms of address for people frequently encountered • engage in simple interactions using simple sentences • understand short, simple texts in guided situations • produce simple words and phrases in guided situations • initiate interactions, and respond using simple social interaction patterns, e.g. request – acceptance/non-acceptance • copy familiar words, phrases and sentences • relate some letters to the sounds they commonly make • use comprehensible pronunciation, stress and intonation when producing familiar words or phrases • use simple metacognitive strategies, with guidance, to enhance language learning, e.g. decide in advance to attend to the learning task • use a variety of simple cognitive strategies, with guidance, to enhance language learning, e.g. make personal dictionaries, experiment with various elements of the language • derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations • use a variety of simple interactive strategies with guidance; e.g. ask for clarification or repetition when they do not understand

- derive meaning from visuals and other forms of nonverbal communication in guided situations
- use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations

- derive meaning from visuals and other forms of nonverbal communication in guided situations
- use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations

Acquiring Information – Oral Language

It is expected that students will:

Kindergarten	Grade 1
<ul style="list-style-type: none"> • imitate simple routine social interactions • engage in simple interactions, using isolated words • understand simple words and phrases in guided situations • produce simple words and phrases in guided situations • respond using very simple social interactions patterns, e.g. greeting-response • be aware of how text is oriented, e.g. left to right and top to bottom • pronounce some common words and phrases comprehensibly • use simple cognitive strategies, with guidance, to enhance language learning, e.g. listen attentively, do actions to match words of a song, story or rhyme • derive meaning from visuals and other forms of nonverbal communication in guided situations • use simple interactive strategies with guidance, e.g. use words from their first language to get their meaning across, acknowledge being spoken to 	<ul style="list-style-type: none"> • understand simple sentences in guided situations • recognize and repeat isolated words and set phrases in concrete situations • produce simple words and phrases in guided situations • respond using very simple social interaction patterns, e.g. question-answer • recognize some simple oral text forms, e.g. formulaic openings and closings of stories • use basic social expressions appropriate to the classroom • use simple cognitive strategies, with guidance, to enhance language learning, e.g. learn short rhymes or songs, incorporating new vocabulary or sentence patterns, imitate sounds and intonation patterns, shared reading • use simple social and affective strategies, with guidance, to enhance language learning; e.g. participate in shared reading experiences • derive meaning from visuals and other forms of nonverbal communication in guided situations • use simple interactive strategies with guidance, e.g. make connections between texts, on the one hand, and prior knowledge and personal experience on the other • use simple interactive strategies with guidance, e.g. interpret and use a variety of nonverbal clues to communicate

	<ul style="list-style-type: none">• use simple social and affective strategies to enhance language learning, e.g. seek help from others• use intonation to express meaning• imitate speech that uses simple link words• imitate some basic grammatical structures commonly used in the classroom• respond to tone of voice• recognize and name some elements of the writing system, e.g. letters of the alphabet or characters• use visuals and other forms of nonverbal communication to express meaning in guided situations
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Communicating

It is expected that students will:

Kindergarten	Grade 1	Grade 2	Grade 3
<ul style="list-style-type: none"> indicate basic needs and wants, e.g. using gestures respond to offers, invitations, instructions share basic information, e.g. their name exchange greetings and farewells express basic emotions and feelings, e.g. pleasure or happiness address a new acquaintance, and introduce themselves express simple preferences 	<ul style="list-style-type: none"> exchange some basic personal information, e.g. name, age identify concrete people, places, things use the language creatively, e.g. participate in activities that play on the sounds and rhythms of the language give and respond to simple oral instructions or commands use the language for fun, e.g. learn simple riddles, jingles and humorous songs ask or offer to do something, e.g. classroom tasks express a personal response, e.g. respond to a song or story ask for permission express simple preferences 	<ul style="list-style-type: none"> suggest an action and respond to a suggestion initiate relationships; e.g. invite others to play indicate choice from among several options ask for and provide information, e.g. time, dates, locations initiate relationships, e.g. invite others to play use the language for fun; e.g., play simple games, do action songs, mimes, or children's dances identify favorite people, places or things, e.g. words or phrases, characters, illustrations and texts, activities 	<ul style="list-style-type: none"> make and respond to a variety of simple requests express a wish or a desire to do something describe, people, places, things apologize and refuse politely express a personal response to a variety of situations use the language for fun, e.g., play simple games, do action songs, mimes, crafts, or children's dances identify people, places or things, e.g. words or phrases, characters, illustrations and texts, activities

Appendix A: Prescribed Learning Outcomes

Cultural Influences

It is expected that students will:

Grade4	
<ul style="list-style-type: none">• recognize differences and similarities between Chinese culture and other cultures: eg. celebrations, foods, roles of family members, etc.• participate in cultural activities and experiences• identify similarities between themselves and the people of Chinese culture• make some connections between elements of Chinese culture and similar elements from their own• identify some things that they have in common with people their own age who live in the culture	<ul style="list-style-type: none">•

Acquiring Information – Reading, Writing, Oral Language

It is expected that students will:

Grade 4	
<ul style="list-style-type: none">• recognize some critical sound distinctions that are important for meaning: eg. stress and intonation• engage in a variety of interactions using simple sentences• produce words and phrases independently• read familiar words, phrases and sentences• recognize some simple oral and text forms eg. lists, letters, stories, songs• read commonly used words and phrases with guidance• write familiar words, phrases and sentences• recognize and use some basic sounds and spelling patterns• link words or groups of words in simple ways. eg. using words such as, <i>and</i>, <i>then</i>• recognize and identify some elements of the writing system, e.g. letters of the alphabet or characters	

Communicating

It is expected that students will:

Grade 4	
<ul style="list-style-type: none">• make and respond to a variety of simple requests• express a personal response to a variety of questions• describe people, places or things using phrases and simple sentences• ask for and provide information on a range of familiar topics• inquire about and express likes and dislikes• use the language for fun, e.g., play simple games, do action songs, mimes, crafts, or children's dances• use intonation to express meaning• respond to a tone of voice• use a repertoire of words and phrases in familiar situations• use basic grammatical structures commonly used in the classroom• recognize and express emotions and feelings from text	<ul style="list-style-type: none">•

Adapted from *The WCP for International Languages Kindergarten to Grade 12*.