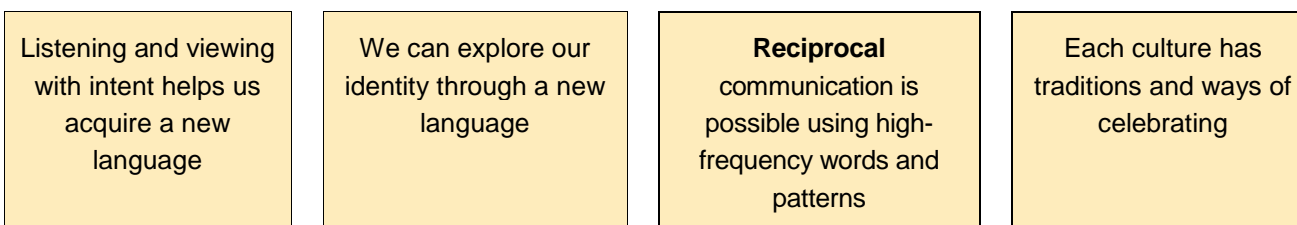


**Stage of Second Language Acquisition: Early Production:** Learners continue to add to their receptive language and are more regularly offering one- and two-word responses to questions. They are able to identify key words and ideas in the language. During this stage, learners have the ability to produce a limited number of words. They use familiar phrases that may or may not have been memorized. They generally use the present verb tense when communicating. Learners in the early production stage begin to develop an increasing passive vocabulary.

### BIG IDEAS



### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Thinking and Communicating</b></p> <ul style="list-style-type: none"> <li>Recognize the relationships between <b>sounds, Chinese characters (simplified)</b>, and meaning</li> <li>Comprehend stories and meaning through high-frequency words and patterns in slow, clear speech and other texts</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>Sounds: tonal variations and basic intonation patterns</li> <li>Strokes: introduction of basic stroke order</li> <li>Basic structure: e.g., 上下结构, 左右结构, parts, and radicals</li> <li>Common, high-frequency vocabulary, sentence structures, and expressions, in simple books, songs, poems</li> </ul>
<ul style="list-style-type: none"> <li><b>Exchange ideas</b> and information orally</li> <li>Recognize and select appropriate, familiar written phrases</li> </ul>	<ul style="list-style-type: none"> <li>Common, high-frequency vocabulary, sentence structures, and expressions, including:                             <ul style="list-style-type: none"> <li><b>Questions:</b> e.g., 你是.....吗? About home and family: eg. How many people are in your family?</li> </ul> </li> </ul>

	<p>Where is your home and school? Are you __ or not?</p> <ul style="list-style-type: none"> <li>- <b>Descriptions of others and objects:</b> e.g., 他六岁。她很.....。including ages (e.g. He is 6 years old, or quantities up to 100</li> <li>- <b>Hobbies and topics of interest:</b> e.g., 我喜欢打球。我喜欢听音乐。(e.g I like to play), (describe others hobbies)</li> <li>- <b>Common emotions:</b> e.g., 我很高兴。我非常高兴 (e.g. I'm happy or very happy)</li> </ul>
<ul style="list-style-type: none"> <li>• Share information using a <b>presentation format</b> best suited to their abilities</li> </ul>	<ul style="list-style-type: none"> <li>• Use visual and verbal aids such as illustrations, photographs, graphics or digital media</li> </ul>
<p><b>Personal and Social Awareness</b></p> <ul style="list-style-type: none"> <li>• Consider personal, shared, and others' experiences, perspectives, and worldviews through a <b>cultural lens</b></li> </ul>	<ul style="list-style-type: none"> <li>• Chinese <b>works of art</b> such as Chinese Lantern</li> <li>• Chinese communities in Canada (Chinese Market)</li> <li>• Chinese <b>cultural festivals and celebrations</b> in Canada</li> </ul>

## Big Ideas – Elaborations

-**Reciprocal:** involving back-and-forth participation

## Curricular Competencies – Elaborations

-**sounds:** tonal variations and basic intonation patterns

-**Chinese characters:** simplified

-Share information using the **presentation format** best suited to their own and others' diverse abilities

- **cultural lens:** e.g., values, practices, traditions, perceptions

-**works of art:** e.g., creative works in dance, drama, music, or visual arts, with consideration for the ethics of cultural appropriation and plagiarism

-**cultural festivals and celebrations:** e.g., Lunar New Year, Mid-Autumn Festival, Lantern Festival, Dragon Boat Festival

## Content – Elaborations

-Because **language content** elaborations were locally developed, for this document, examples are embedded and defined directly in the content section of the document. In addition, the elaborations also includes specific, **grade appropriate vocabulary and phrases**.

**Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment**

**Additional Information: By the end of Grade 2, I can:**

Create and present a small book about my family that:

- states how many people are in my family, and tells about their family member
- describes my interests, hobbies and daily activities
- select appropriate written phrases and related images