

**Stage of Second Language Acquisition: Speech Emergence** Students are increasingly actively balancing their receptive and expressive language skills. Students can now grasp general gist of texts, and can identify more details within those texts. Spontaneous oral language production is coming more readily, but students may still need teacher prompting. Generally, the students are able to produce short sentences and ask questions. Students will make errors when communicating, but are able to be understood.

### BIG IDEAS

Listening and viewing with intent helps us understand an increasing variety of messages.	We can explore identity and place through increased understanding of a new language.	<b>Reciprocal</b> interactions help us understand and acquire language.	<b>Stories</b> help us to acquire language and <b>understand the world</b> around us.	Knowing about diverse communities helps us develop cultural awareness.
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### 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</b></li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li><b>Sounds:</b> tonal variations and basic intonation patterns</li> <li><b>Tonal variations:</b> <i>mā, má, mǎ, mà, ma</i></li> </ul>
<ul style="list-style-type: none"> <li><b>Phonetic representation</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Phonetic systems:</b> Hanyu Pinyin , Mandarin phonemes (b, p, m, f,)</li> </ul>
<ul style="list-style-type: none"> <li><b>Chinese characters</b> ( simplified)</li> </ul>	<ul style="list-style-type: none"> <li><b>Parts and radicals:</b> e.g., 一, 丿, 十, 扌, 辶, 讠</li> <li>Quantifiers (e.g. a pair of shoes, a piece of bread, some milk etc.)</li> </ul>
<ul style="list-style-type: none"> <li>Comprehend high-frequency <b>vocabulary</b> in slow, clear speech, stories, and other <b>texts</b>. Follow instructions to complete a task and respond to questions.</li> </ul>	<ul style="list-style-type: none"> <li>Common, high-frequency vocabulary, sentence structures, and <b>expressions</b>, including:</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Exchange ideas</b> and information, both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>• Types of questions: such as requesting information about foods and ingredients, and polite requests e.g.: <ul style="list-style-type: none"> <li>- Is it spicy? How much does it cost?</li> <li>- food and drink vocabulary</li> <li>- descriptions of food dishes and preparation</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Use <b>language-learning strategies</b> to increase understanding</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Language-learning strategies:</b> e.g., interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, word-building strategies (e.g., 车 : 火车, 汽车, 自行车), and similar words in first language (e.g., 酷 for cool)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Seek clarification</b> of meaning using common statements and questions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Seek clarification:</b> Request or provide repetition, word substitution, reformulation, or reiteration (e.g., 我不明白。请再说一遍。你在说什么？).</li> </ul>
<ul style="list-style-type: none"> <li>• Comprehend meaning in stories</li> </ul>	<ul style="list-style-type: none"> <li>• recognize the <b>common elements</b> of story (place, characters, setting, plot, problem, resolution)</li> </ul>
<ul style="list-style-type: none"> <li>• Share information using the <b>presentation format</b> best suited to their own and others' diverse abilities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Presentation format:</b> e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media</li> </ul>
<p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>• Identify, <b>share, and compare</b> linguistic and cultural information about Chinese communities</li> <li>• Engage in experiences with Chinese art</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Cultural aspects:</b> e.g., food, regions, dialects</li> <li>• <b>Works of art:</b> e.g., Chinese calligraphy</li> </ul>

## Big Ideas – Elaborations

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

**-Stories:** Stories are a narrative form of text that can be oral, written, or visual. Stories are derived from truth or fiction and may be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity.

**-Understand the world:** by exploring, for example, thoughts, feelings, knowledge, culture, and identity

## Curricular Competencies – Elaborations

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

**-phonetic representation:** the correlation between Hanyu Pinyin letters and their pronunciation

**-Chinese characters:** simplified

**-texts:** “Text” is a generic term referring to all forms of oral, written, visual, and digital communications. Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).

**-language-learning strategies:** e.g., interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge, word-building strategies (e.g., 车 : 火车, 汽车, 自行车), and similar words in first language (e.g., 酷 for *cool* )

**-Exchange ideas:** with peers, teachers, and members of the wider community; can include virtual/online conversations

**-Seek clarification:** Request or provide repetition, word substitution, reformulation, or reiteration (e.g., 我不明白。请再说一遍。你在说什么？).

**-Presentation format:** e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media

**-Share, and compare:** Use visual supports or technology to help convey a message.

## 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 include **grade appropriate vocabulary and phrases**.

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

### **Additional Information:**

At the end of Grade 5, I can:

- Create a menu of traditional Chinese foods
- Read a simple menu and select some favourite dishes
- Role play ordering food and drink using key words, simple questions, expressions of politeness,
- Ask for and pay my bill
- Identify special dishes related to specific festivals