

**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. They will expand both their expressive and receptive vocabulary. Students will make errors when communicating, but are able to be understood.

### BIG IDEAS

Listening and viewing with intent helps us understand a message.

We can explore our identity through a new language.

**Reciprocal** communication is possible using high-frequency words and patterns.

**Stories** help us to acquire language and **understand the world** around us.

Learning about language from diverse communities helps us develop cultural awareness.

### 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, phonetic representation, Chinese characters</b>, and meaning</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>Phonetic systems</li> <li><b>Tonal variations</b></li> </ul>
<ul style="list-style-type: none"> <li>Recognize and produce content-related <b>Chinese characters</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Chinese characters, meaning, and structure</b></li> </ul>
<ul style="list-style-type: none"> <li>Derive meaning from speech and a variety of other <b>texts</b></li> <li><b>Narrate</b> stories, both orally and in writing</li> <li><b>Exchange ideas</b> and information, both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>Derive meaning from speech and a variety of other <b>texts</b></li> <li><b>Narrate</b> stories, both orally and in writing</li> <li><b>Exchange ideas</b> and information, such as:                             <ul style="list-style-type: none"> <li>descriptions of people, objects, places, and personal interests</li> <li>places such as parks, universities, significant buildings, tourist sites</li> </ul> </li> </ul>

	<p>-sentences eg. The three most interesting places for me are...., I like to go to...,</p> <p>-vocabulary relating to sports, leisure, school, events</p> <p>-This is a large white building for about 100 people</p> <p>-This is (person) and they are (career).</p> <ul style="list-style-type: none"> <li>• <b>Sequence of events</b> -vocabulary related to time frames (for example, in the past, currently, and in the future)</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>• Speech, power point, posters, brochure</li> </ul>
<ul style="list-style-type: none"> <li>• Use various <b>strategies</b> to increase understanding and produce oral and written language</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 and familiar words</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Seek clarification and verify</b> meaning</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Seek clarification:</b> Request or provide repetition, word substitution, reformulation, or reiteration.</li> </ul>
<p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>• Recognize the importance of story in personal, family, and community identity</li> <li>• Describe <b>similarities and differences</b> between their own <b>cultural practices</b> and those of Chinese communities</li> <li>• Examine personal, shared, and others' experiences, perspectives, and worldviews through a <b>cultural lens</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students will reflect on their learnings and findings (in English)</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).

**- Narrate:**

Use expressions of time and transitional words to show logical progression.

Use past, present, and future time frames.

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

**-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.

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

## 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 a specific, grade appropriate vocabulary and phrases**.

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

### Additional Information:

At the end of Grade 6, I can:

- Present and introduce my country, province, city and community (places of personal interest) to a foreign student from China
- Describe the location and give a general orientation
- Explain key activities and events in my community
- Introduce some important people
- Talk about my role in my community