

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 supports our acquisition and understanding of a new language.	We can explore identity and place through increased understanding of a new language.	Reciprocal interactions help us understand and acquire language.	Stories help us to acquire language and understand the world around us.	Learning about language from 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>Thinking and Communicating</p> <ul style="list-style-type: none"> Recognize the relationships between sounds, phonetic representation, Chinese characters, and meaning 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Phonetic systems Tonal variations Commonly used Chinese characters, meaning, structure
<ul style="list-style-type: none"> Comprehend key information and supporting details in texts about travel Comprehend meaning in informative text Present information orally and in writing Use various strategies to increase understanding and produce oral language 	<ul style="list-style-type: none"> Commonly used vocabulary, sentence structures, and expressions that may be used, including: <ul style="list-style-type: none"> -ask / answer: general information such as name, place, time, price, or any relevant information Common elements of travel dialogue, information and phrases such as: <ul style="list-style-type: none"> -Phrases to say to taxi drivers, hotel waiters, bus driver etc.

	<ul style="list-style-type: none"> • Descriptions of people, food, places, events, e.g.: <ul style="list-style-type: none"> -How much is this? (这个东西多少钱?) -I like this / I don't like this because it is (我喜欢这个/我不喜欢这个, 因为.....) -What is this? 这是什么? -What is it used for? 这是做什么用的? -Can I have some of this? (我可以吃一点这个吗?) -What is the food made of? (这是什么做的?) -Sour, sweet, bitter, spicy, salty 酸甜苦辣咸 -What is special about this place?
<ul style="list-style-type: none"> • Share information using the presentation format best suited to their own and others' diverse abilities 	<ul style="list-style-type: none"> • Speech, Power Point, posters, brochures, etc.
<ul style="list-style-type: none"> • Seek clarification and verify meaning 	<ul style="list-style-type: none"> • Seek clarification: Request or provide repetition, word substitution, reformulation, or reiteration (e.g.,怎么说?).
<p>Personal and social awareness</p> <ul style="list-style-type: none"> • Describe cultural aspects of Chinese communities: food, living habits, etc. • Describe similarities and differences between their own cultural practices and traditions and those of Chinese communities • Engage in experiences with Mandarin-speaking people and Chinese communities • Examine personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens 	<ul style="list-style-type: none"> • Students will reflect on their learnings and findings in English

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

- key information: answers to questions

-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 and verify: 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

-cultural aspects: e.g., activities, celebrations, dance, festivals, traditions, clothing, food, history, land, music, protocols, rituals

similarities and differences: e.g., compare the purpose of activities, celebrations, holidays, practices, and traditions

Engage in experiences: e.g., blogs, school visits (including virtual/online visits), concerts, exchanges, festivals, films, letters, plays, stores and restaurants with service in Mandarin

- 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:

By the end of Grade 7, I can (an example of my final project):

Plan a 7-day city tour in China by specifying (or talk about a trip to a Chinese friend):

- What name, when, and where is the city
- Describe factors about my destination that attract me. These factors can be food, events, people, community, etc.
- Arrange a tour schedule, including:
 - Things I need to bring with me: money, passport, tickets, phone no. emergency contact people, etc.
 - Select the best modes of transportation Flight / bus ticket, prices, etc.
 - Inquire about accommodations and services
 - Use travel phrases and ask for directions

- Determine my food options
- Work within a budget