

Stage of Second Language Acquisition: Early Production Students continue to develop their receptive language, and are offering one- and two-word responses to questions far more regularly. In addition, students are able to identify key words and ideas. In addition to being able to produce a very limited number of words, students will now also begin to use familiar phrases that may have been memorized or created. Learners in the early production stage begin to develop an increasing passive vocabulary.

BIG IDEAS

Listening and viewing with intent helps us acquire a new language.	Both verbal and non-verbal cues contribute meaning in language.	Reciprocal communication is possible using high-frequency words and patterns.	Songs and stories help us acquire language.	Each culture and tradition has ways of celebrating.
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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"> • Identify key information in slow, clear speech and stories • Comprehend high-frequency words and patterns in slow, clear speech and other texts • Interpret non-verbal cues to increase understanding 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Using simple picture books and visuals, identify key words • Common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> – simple questions and descriptions to initiate play, ask for help – basic information about self and others (using pronouns, numbers 10-30, dates, month, year) • e.g., interpretation of gestures, facial expressions, intonation, tone of voice,

<ul style="list-style-type: none"> • Use language-learning strategies • Respond to simple commands and instructions in songs and games • Participate in simple interactions and short verbal conversations • Recognize the relationships between sounds, phonetic representation, Chinese characters, and meaning 	<ul style="list-style-type: none"> • Such as contextual cues; use of prior knowledge and familiar words, and visuals • Basic commands, especially around directionality (e.g. Look up, down, left, right) bodily movements (turn, stand, lower) and body parts (limb, chest, legs, feet etc.) • Greetings, and stating personal preferences (I like red apples, I don't like chili, etc), identifying dates/months, self-introduction (eg. age and gender), • Trace common Chinese characters (e.g. I, big/small, love, etc.)
<p>Personal and social awareness</p> <ul style="list-style-type: none"> • Consider personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens 	<ul style="list-style-type: none"> • Chinese works of art such as Chinese Scrolls • Chinese communities in Canada (Chinatown, Vancouver) • Common elements of Chinese cultural festivals and celebrations

Big Ideas – Elaborations

-non-verbal cues: e.g., gestures, facial expressions, pictures, props

-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

Curricular Competencies – Elaborations

-language-learning strategies: e.g., interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge and familiar words

-sounds: tonal variations and basic intonation patterns

-phonetic representation: the correlation between Zhuyin symbols and their pronunciation or Pinyin letters and their pronunciation

-Chinese characters: simplified (though students should be made aware that the two character systems exist)

-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 includes specific, grade appropriate vocabulary and phrases.

-**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

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

Additional Information:

By the end of Grade 1 in Mandarin, I can:

- Recognize and say some familiar greetings
- Say what I like or don't like, with prompting
- Follow the printing strokes and trace familiar characters
- Ask simple questions for help and to initiate play with friends
- Say my name, age and gender
- State the date, including month and year, using numbers up to 30
- Follow instructions involving bodily movements in games or songs (e.g. Turn your head to the left)
- Explain at least two facts about Mid-Autumn Festival and Chinese New Year, in English

