

Stage of Second Language Acquisition: Pre-production Frequently referred to as the Silent Phase, learners may not speak at all. It is a receptive phase during which learners are absorbing the language and are not yet able to generate spontaneous language. Students might repeat or “parrot” what is said, and are beginning to develop their receptive vocabulary. In addition to parroting, they can use non-verbal responses to questions and, occasionally, might respond using high-frequency words (e.g. Yes/No).

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 to acquire language.	Each culture has traditions and 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"> Respond to simple commands and instructions 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> Basic commands for the classroom (such as stand up, line-up, raise your hand, be quiet, etc.) Basic requests for classroom comfort and equipment (such as go to the washroom, ask to drink water, get a pencil, go to the library etc.)
<ul style="list-style-type: none"> Participate in simple interactions Recognize and understand familiar descriptions of objects, people and places 	<ul style="list-style-type: none"> Common, high-frequency vocabulary, sentence structures, and expressions, including simple questions (such as: What is your name? How are you today?) Descriptions: descriptive words such as numbers (e.g., 一~十), colours (e.g., 红色, 绿色, 白色), sizes (e.g., 大, 小,

	<p>中), and other physical attributes (e.g., 高, 矮, 长, 短) and body parts</p> <ul style="list-style-type: none"> • (Basic information about self and others (family) <ul style="list-style-type: none"> – basic greetings such as good morning, evening – respond with single words or a simple sentence
<ul style="list-style-type: none"> • Identify key information in slow, clear speech and other texts 	<ul style="list-style-type: none"> • Read simple, previously known stories (such as Three Little Pigs)
<ul style="list-style-type: none"> • Interpret non-verbal cues to increase understanding 	<ul style="list-style-type: none"> • e.g., interpretation of gestures, facial expressions, intonation, tone of voice
<ul style="list-style-type: none"> • Use language-learning strategies 	<ul style="list-style-type: none"> • Contextual cues; use of prior knowledge and familiar words, pictures etc.
<ul style="list-style-type: none"> • Recognize simple Chinese Characters 	<ul style="list-style-type: none"> • Strokes: introduction of stroke order (numbers 1-5)
<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"> • Works of art: e.g., creative works in dance, drama, music • 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

- Chinese characters:** simplified (though students should be made aware that the two character systems exist)
- 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 and familiar words
- **cultural lens:** e.g., values, practices, traditions, perceptions

Content – Elaborations

- 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 Kindergarten, in Mandarin, I can:

- Understand basic classroom instructions
- Count 1-10
- Ask and answer simple questions about myself
- Recognize and understand a very simple description of members of the family and classroom objects
- Begin to explore Chinese culture through songs and dance