

Stage of Second Language Acquisition: Speech Emergence Learners in the early phases of speech emergence are beginning to balance their receptive and expressive language skills. Students can now grasp general gist of texts, and can identify some details within those texts. Spontaneous oral language production is coming more readily, but students may still need teacher prompting and support. 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 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>Thinking and communicating</p> <ul style="list-style-type: none"> Recognize the relationships between sounds (tonal variations and basic intonation patterns), and meaning 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Phonetic systems: Hanyu Pinyin (e.g., 注音符號) Tonal variations: <i>mā, má, mǎ, mà, ma</i>
<ul style="list-style-type: none"> Chinese characters (simplified) 	<ul style="list-style-type: none"> Parts and radicals: e.g., 亻, 讠, 艹, 扌, 辶, 钅 Quantifiers (a pair, a piece of bread, some etc.)
<ul style="list-style-type: none"> Comprehend key information and supporting details in slow, clear speech and other texts Comprehend high-frequency words and patterns in slow, clear speech and other texts 	<ul style="list-style-type: none"> Key information: answers to questions such as: 谁, 什么, 哪, 什么时候, 为什么 (the “w” questions)

<ul style="list-style-type: none"> • Exchange ideas and information on various topics 	<ul style="list-style-type: none"> • Common, high-frequency vocabulary, sentence structures, and expressions: <ul style="list-style-type: none"> -e.g. body parts, animals, transportation, countries and their language, school subjects and locations -e.g. I often go to....., I like....., I live...., descriptions of others: <ul style="list-style-type: none"> -e.g., 这是我的弟弟，他叫马克。他是加拿大人。这是一件黑色的上衣。
<ul style="list-style-type: none"> • Follow instructions to complete a task and respond to questions 	<ul style="list-style-type: none"> • Instructions and comparisons <ul style="list-style-type: none"> - e.g.,比.....。
<ul style="list-style-type: none"> • Seek clarification of meaning using common statements and questions 	<ul style="list-style-type: none"> • Request or provide repetition, word substitution, reformulation, or reiteration <ul style="list-style-type: none"> - (e.g., 我不明白。请再说一遍。你在说什么?) - (e.g., I don't understand..., Can you repeat please? What are you saying?)
<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"> • presentation format: e.g., digital, visual, verbal; aids such as charts, graphics, illustrations, music, photographs, videos, props, digital media
<p>Personal and social awareness</p> <ul style="list-style-type: none"> • Identify, share, and compare linguistic and cultural information about Chinese communities • Examine personal, shared, and others' experiences, perspectives, and worldviews through a cultural lens 	<ul style="list-style-type: none"> • cultural aspects of Chinese communities such as traditional foods, traditions and spring festival

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: Pinyin letters and their pronunciation

-Chinese characters: simplified

-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?).

-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).

-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 specific, grade appropriate **vocabulary and phrases**.

Content – Elaborations

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

Additional Information:

By the end of Grade 4, I can:

Create an autobiographical accordion book that includes:

- Date of my birth
- My Chinese Zodiac Animal
- Description of my family members
- Some of my preferences such as favourite activities, hobbies, foods, and places and present it to my class