

Stage of Second Language Acquisition: Early Production Learners continue to add to their receptive language and are more regularly offering one- and two-word responses to questions. They are able to identify key words and ideas in Mandarin. During this stage, learners have the ability to produce a limited number of words. They use familiar phrases that may, or may not, have been memorized. Learners in the early production stage begin to develop an increasing passive vocabulary.

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, phonetic representation, Chinese characters, and meaning 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Sounds: tonal variations and basic intonation patterns -Phonetic systems: Hanyu Pinyin, Mandarin phonemes <ul style="list-style-type: none"> -all vowels, including diphthongs, (24) and all consonants (23) -Phonetic representation: the correlation between pronunciation of Pinyin letters and their symbol-tonal variations: <i>mā, má, mǎ, mà, ma</i> Chinese characters, simplified; students will be made aware that the two character systems exist, but the simplified version will be used <ul style="list-style-type: none"> -basic parts and radicals

<ul style="list-style-type: none"> • Identify key information in slow, clear speech and other texts • Comprehend stories • Comprehend high-frequency words and patterns in slow, clear speech and other texts • Exchange ideas and information, both orally and in writing 	<ul style="list-style-type: none"> • Texts (oral or print) <ul style="list-style-type: none"> - such as short passages on clothing, colours, family members and personal descriptions • Common, high-frequency vocabulary, sentence structures, and expressions, including: <ul style="list-style-type: none"> -types of questions -descriptions of others -hobbies and topics of interest -common emotions and states of physical health • Familiar vocabulary <ul style="list-style-type: none"> - such as simple adjectives (i.e. My older sister has long, brown hair.) - express likes and dislikes about food, habits and personal interests, and body parts • Sensory words (such as I see, I hear, I eat, I smell, I touch)
<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
<ul style="list-style-type: none"> • Use language-learning strategies 	<ul style="list-style-type: none"> • e.g., interpretation of gestures, facial expressions, intonation, tone of voice, and contextual cues; use of prior knowledge and familiar words
<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 (e.g., 怎么说?). <ul style="list-style-type: none"> - (e.g. Please say again, What are you talking about?)
<ul style="list-style-type: none"> • Respond to questions, simple commands, and instructions 	<ul style="list-style-type: none"> • Follow teacher directions or instructions
<p>Personal and Social Awareness</p>	

- Consider personal, shared, and others' experiences, perspectives, and worldviews through a **cultural lens**

- **Cultural aspects** of Chinese communities such as Chinese Zodiac study
- Chinese **works of art** such as Chinese Ink Painting
- Chinese **cultural festivals and celebrations** in Canada e.g. Mid-Autumn 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: the correlation between Zhuyin symbols and their pronunciation or 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).

-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*)

-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？).

-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

-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.**

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

Additional Information:

By the end of Grade 3, I can:

Create a written introduction to two or three favourite characters (real or fictional), or author and then present them to the class. This will be extrapolated from their book talk.

The introduction will include:

- Character traits
- Role
- Appearance
- other
- express likes dislikes