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# CHINESE LANGUAGE AND CULTURE NINE-YEAR PROGRAM GRADES 4–5–6

This program of studies is intended for students who are beginning their study of Chinese language and culture in Grade 4. It constitutes the first three years of the Chinese Language and Culture Nine-year (9Y) Program (Grade 4 to Grade 12).

## PROGRAM RATIONALE

The value for Canadian society as a whole of learning the Chinese language<sup>1</sup> is significant and can be summarized as follows. Learning Chinese leads to:

- an increased awareness of, and sensitivity to, cultural and linguistic diversity
- an improved potential in the Canadian and global marketplace and workplace
- an enhanced role in the international community.

Apart from the common advantages related to the learning of any international language, the learning of Chinese permits an insight into the rich and varied cultures developed in the Chinese-speaking world and bestows more opportunity to communicate directly with Chinese-speaking people. The learning of Chinese, as any other language, develops in individuals an awareness of, and sensitivity to, cultural and linguistic diversity. In addition to preserving cultural identity, it is also a means of cultural enrichment and is the best

means of fostering understanding and respect among peoples and countries. Furthermore, it gives the opportunity to identify, question and challenge one's own cultural assumptions, values and perspectives and to contribute positively to society. These are benefits that can be gained by all students of Chinese, regardless of their background or heritage.

For those students who already have some knowledge of the Chinese language or a family connection to the culture, learning Chinese offers an opportunity to renew contact with their language and culture. For some, it may contribute to maintaining and developing literacy.

There is significant evidence to suggest that learning another language contributes to the development of first language skills and enhances cognitive functioning. Learning a second language increases the ability to conceptualize and to think abstractly, and it fosters cognitive flexibility, divergent thinking, creativity and metalinguistic competence.

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1. Chinese is also commonly referred to as Guoyu, Hanyu, Huayu, Mandarin, Putonghua or Zhongwen.

In today's world, the knowledge of a second language and culture in general, and Chinese in particular, is an economic advantage, providing language and cultural skills that enable individuals to communicate and interact effectively in the global society.

## ASSUMPTIONS

The following statements are assumptions that have guided the development of this program of studies.

- Language is communication.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning Chinese as a second language enhances the student's primary language as well as cognitive development and knowledge acquisition. This is true of students who come to the class with some knowledge of Chinese and develop literacy skills in the language. This is also true for students who have no prior knowledge of Chinese and are learning it as a second or additional language.

## THE CONCEPTUAL MODEL

The aim of this program of studies is the development of communicative competence in Chinese.

### Four Components

For the purposes of this program of studies, communicative competence is represented by four interrelated and interdependent components.

**Applications** deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate.

**Language Competence** addresses the students' knowledge of the language and their ability to use

that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used.

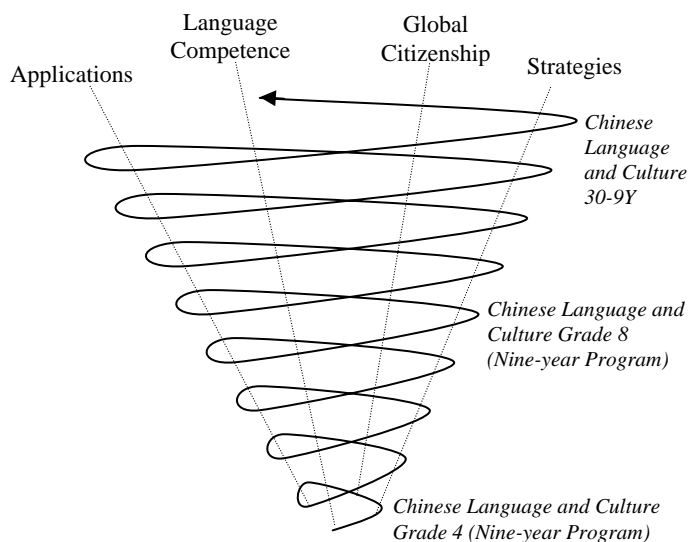
**Global Citizenship** aims to develop intercultural competence, with a particular focus on Chinese culture.

**Strategies** help students learn and communicate more effectively and more efficiently.

Each of these components is described more fully at the beginning of the corresponding section of this program of studies.

### A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency) but also horizontal (e.g., broader range of applications and experience with more vocabulary, text forms, contexts and so on). The spiral also represents how language learning activities are best structured. Particular lexical fields, learning strategies or language functions, for example, are revisited at different points in the nine-year program (i.e., in different grades/courses), but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is reinforced, extended and broadened with each successive pass.



## ORGANIZATION OF THE PROGRAM OF STUDIES

### General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for this program of studies and are based on the conceptual model outlined above.

#### Applications [A]

- Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

#### Language Competence [LC]

- Students will use Chinese **effectively** and **competently**.

#### Global Citizenship [GC]

- Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

#### Strategies [S]

- Students will know and use strategies to maximize the **effectiveness** of learning and communication.

The order in which the general outcomes are presented in this program of studies does not represent a sequential order, nor does it indicate the relative importance of each component. The general outcomes are to be implemented in an integrated manner.

### Specific Outcomes

Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each grade. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of outcomes will be dealt with in an integrated manner.

The specific outcomes are categorized under cluster headings, which show the scope of each of the four general outcomes. These headings are shown in the table on the following page.

The specific outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the program. However, an outcome for a particular grade will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for acquisition and in the years following will broaden applications.

**Note:** The outcomes in this program of studies require that the simplified version/form of Chinese characters be acquired by the students. However, given the reality of mixed usage, students will **not** be penalized for using traditional forms.

# General Outcomes

## Applications



Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

- A-1 to receive and impart information
- A-2 to express emotions and personal perspectives
- A-3 to get things done
- A-4 to form, maintain and change interpersonal relationships
- A-5 to extend their knowledge of the world
- A-6 for imaginative purposes and personal enjoyment

## Language Competence



Students will use Chinese **effectively** and **competently**.

- LC-1 attend to form
- LC-2 interpret and produce oral texts
- LC-3 interpret and produce written and visual texts
- LC-4 apply knowledge of the sociocultural context
- LC-5 apply knowledge of how discourse is organized, structured and sequenced

## Global Citizenship



Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

- GC-1 historical and contemporary elements of Chinese culture
- GC-2 appreciating diversity
- GC-3 personal and career opportunities

## Strategies



Students will know and use strategies to maximize the **effectiveness** of learning and communication.

- S-1 language learning
- S-2 language use
- S-3 general learning

# Guide to Reading the Program of Studies

**General Outcome for Language Competence**  
Students will use Chinese **effectively** and **competently**.

cluster heading  
for specific  
outcomes

## LC-2 interpret and produce oral texts

**Grade 4**  
(Nine-year Program)

**Grade 5**  
(Nine-year Program)

**Grade 6**  
(Nine-year Program)

*Students will be able to:*

|  |   |   |  |
|--|---|---|--|
| <b>LC-2.1</b><br>aural<br>interpretation | a. understand simple spoken sentences in guided situations      | a. understand short, simple oral texts in guided situations | a. understand short, simple oral texts in guided and unguided situations |
| <b>LC-2.2</b><br>oral production         | a. produce simple spoken words and phrases in guided situations | a. produce simple spoken sentences in guided situations     | a. produce short, simple oral texts in guided situations                 |
| <b>LC-2.3</b><br>interactive<br>fluency  | a. engage in simple interactions, using short, simple phrases   | a. engage in simple interactions, using simple sentences    | a. engage in simple interactions   |

read each page vertically for the outcomes  
expected at the end of each grade

strand headings for  
specific outcomes

specific outcome statements for each grade

read each page horizontally for the developmental flow of  
outcomes from grade to grade





# Applications

to express emotions  
and personal perspectives

to receive and  
impart information

to get things done

**Students will use Chinese in a variety of  
situations and for a variety of purposes.**

to form, maintain and change  
interpersonal relationships

for imaginative purposes  
and personal enjoyment

to extend their  
knowledge of the world

## APPLICATIONS

The specific outcomes under the heading Applications deal with **what** the students will be able to do with the Chinese language; that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate.

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are one or more strands that show the developmental flow of learning from grade to grade. Each strand, identified by a strand heading at the left end of a row, deals with a specific language function; e.g., share factual information. Students at any level will be able to share factual information. Beginning learners will do this in very simple ways. As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

Different models of communicative competence have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled “manage group actions” has been included to ensure that students acquire the Chinese language knowledge and skills necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The strands under the cluster heading “to extend their knowledge of the world” will accommodate a content-based approach to language learning where students learn content from another subject area as they learn the Chinese language.

The level of linguistic, sociolinguistic and discourse competence that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each grade. To know how well students will be able to perform the specific function, the Applications outcomes must be read in conjunction with the Language Competence outcomes.



## General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

### A-1 to receive and impart information

|   | <b>Grade 4</b><br>(Nine-year Program)  | <b>Grade 5</b><br>(Nine-year Program)  | <b>Grade 6</b><br>(Nine-year Program)   |
|---|--|--|---|
|   | <i>Students will be able to:</i>   |  |   |
| <b>A-1.1</b><br>share factual information | a. share basic information<br><br>b. identify concrete people, places and things | a. ask for and provide information; e.g., time, dates, locations<br><br>b. respond to simple, predictable questions<br>c. describe people, places and things | a. describe people, places, things and series or sequences of events or actions |

### A-2 to express emotions and personal perspectives

|  |   |   |   |
|--|---|---|---|
|  | <i>Students will be able to:</i>                                    |   |   |
| <b>A-2.1</b><br>share ideas, thoughts, opinions, preferences | a. express simple preferences<br><br>b. express a personal response | a. identify favourite people, places or things; e.g., words or phrases, characters, illustrations in texts, activities<br><br>b. express a personal response to a variety of situations | a. inquire about and express likes and dislikes<br><br>b. record and share thoughts and ideas with others       |
| <b>A-2.2</b><br>share emotions, feelings                     | a. respond to and express basic emotions and feelings               | a. identify emotions and feelings; e.g., identify emotions portrayed in texts<br><br>b. express and respond to a variety of emotions and feelings; e.g., love, sadness, surprise, fear  | a. inquire about, record and share personal experiences involving an emotion or feeling; e.g., happiness, anger |

## General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

### A-3 to get things done

|                                     | Grade 4<br>(Nine-year Program)  | Grade 5<br>(Nine-year Program)  | Grade 6<br>(Nine-year Program)  |
|-------------------------------------|---|---|---|
| <i>Students will be able to:</i>    |   |   |   |
| A-3.1<br>guide actions<br>of others | <ul style="list-style-type: none"> <li>a. indicate basic needs and wants</li> <li>b. give and respond to simple oral instructions and commands</li> </ul> | <ul style="list-style-type: none"> <li>a. suggest a course of action, and respond to a suggestion</li> <li>b. make and respond to a variety of simple requests</li> <li>c. seek, grant and withhold permission</li> </ul> | <ul style="list-style-type: none"> <li>a. encourage or discourage others from a course of action</li> <li>b. give and follow a simple sequence of instructions</li> </ul>   |
| A-3.2<br>state personal actions     | <ul style="list-style-type: none"> <li>a. respond to basic offers, invitations and instructions</li> </ul>  | <ul style="list-style-type: none"> <li>a. indicate choice from among several options</li> <li>b. express a wish or a desire to do something</li> </ul>  | <ul style="list-style-type: none"> <li>a. make an offer and an invitation, and respond to offers and invitations made by others in familiar situations</li> <li>b. inquire about and express ability and inability to do something</li> </ul>   |
| A-3.3<br>manage group actions       | <ul style="list-style-type: none"> <li>a. manage turn taking</li> <li>b. encourage other group members to act appropriately</li> </ul>                    | <ul style="list-style-type: none"> <li>a. ask for help or clarification of what is being said or done in the group</li> <li>b. suggest, initiate or direct action in group activities</li> </ul>                          | <ul style="list-style-type: none"> <li>a. encourage other group members to participate</li> <li>b. assume a variety of roles and responsibilities in a group</li> <li>c. negotiate in a simple way with peers in small group tasks</li> <li>d. offer a simple explanation or clarification</li> </ul> |

### A-4 to form, maintain and change interpersonal relationships

*Students will be able to:*

|  |  |  |   |
|--|--|--|---|
| A-4.1<br>manage personal relationships | <ul style="list-style-type: none"> <li>a. exchange greetings and farewells</li> <li>b. address a new acquaintance and introduce themselves</li> <li>c. exchange some basic personal information</li> </ul> | <ul style="list-style-type: none"> <li>a. initiate relationships; e.g., invite others to play</li> <li>b. apologize and refuse politely</li> </ul> | <ul style="list-style-type: none"> <li>a. talk about themselves, and respond to the talk of others by showing attention and interest</li> <li>b. make and break social engagements</li> </ul> |
|--|--|--|---|

## General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

### A-5 to extend their knowledge of the world

|   | Grade 4<br>(Nine-year Program)  | Grade 5<br>(Nine-year Program)   | Grade 6<br>(Nine-year Program)   |
|---|---|--|--|
| <i>Students will be able to:</i>            |   |  |  |
| A-5.1<br>discover<br>and explore            | a. investigate the immediate environment  | a. investigate the immediate environment<br>b. make and talk about personal observations | a. explore alternative classification systems and criteria for categories<br>b. discuss relationships and patterns                                     |
| A-5.2<br>gather and organize<br>information | a. gather simple information<br>b. organize items in different ways                                       | a. sequence items in different ways<br>b. record and share personal knowledge of a topic | a. compare and contrast items in simple ways<br>b. compose questions to guide research<br>c. identify sources of information<br>d. record observations |
| A-5.3<br>solve<br>problems                  | a. experience problem-solving situations in the classroom   | a. define a problem, and search for solutions<br>b. choose between alternative solutions | a. understand and use steps in a problem-solving process   |
| A-5.4<br>explore opinions<br>and values     | a. listen attentively to expressed opinions<br>b. respond sensitively to the ideas and products of others | a. make connections between behaviour and values<br>b. recognize differences of opinion  | a. express their views on a variety of topics within their direct experience<br>b. gather opinions on a topic within their direct experience           |

## General Outcome for Applications

Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

### A-6 for imaginative purposes and personal enjoyment

**Grade 4**  
(Nine-year Program)

**Grade 5**  
(Nine-year Program)

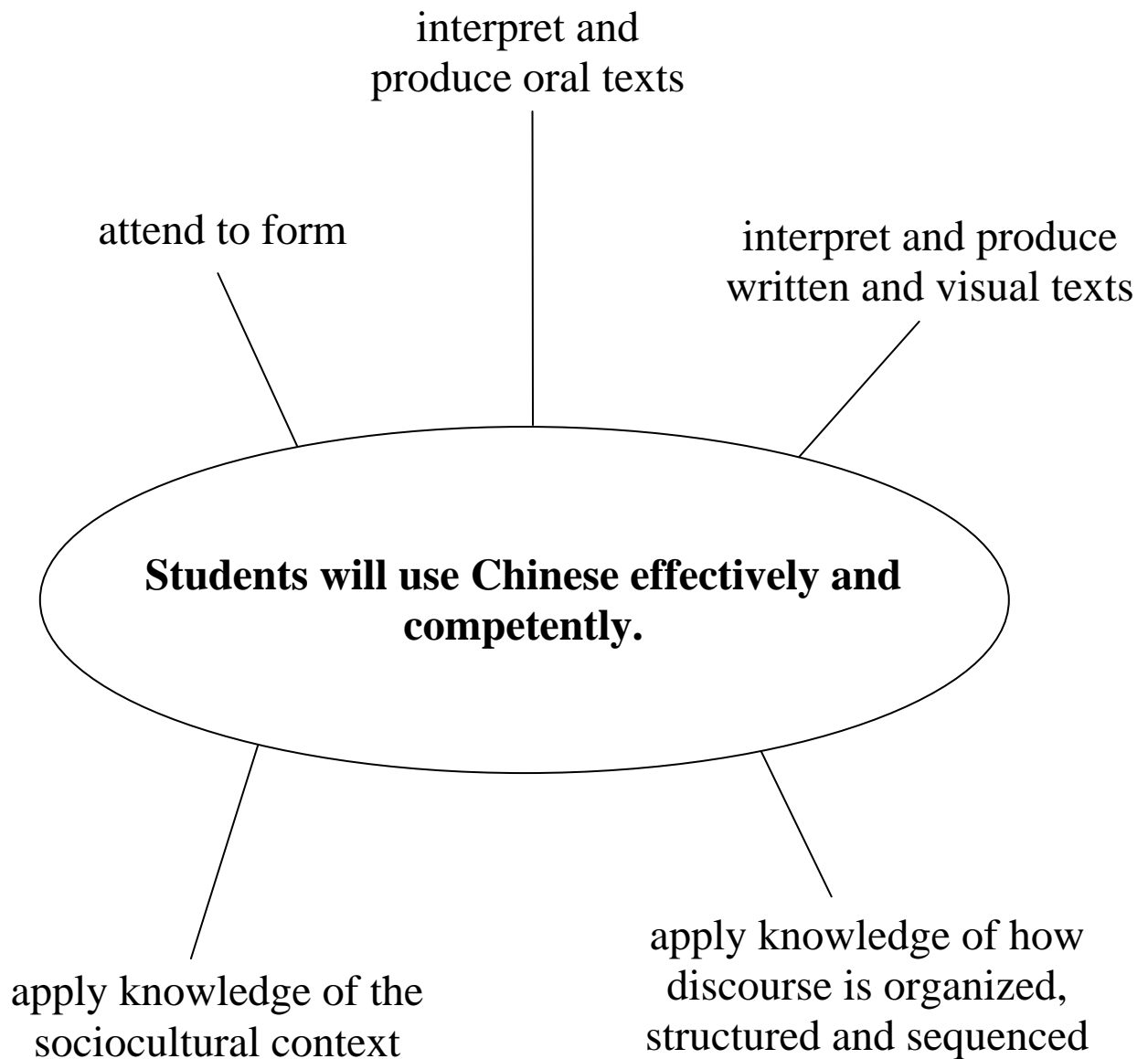
**Grade 6**  
(Nine-year Program)

*Students will be able to:*

|   |  |  |   |
|---|--|--|---|
| <b>A-6.1</b><br>humour/fun                  | a. use the language for fun                | a. use the language for fun                | a. use the language for fun and to understand simple humour |
| <b>A-6.2</b><br>creative/aesthetic purposes | a. use the language creatively             | a. use the language creatively             | a. use the language creatively and for aesthetic purposes   |
| <b>A-6.3</b><br>personal enjoyment          | a. use the language for personal enjoyment | a. use the language for personal enjoyment | a. use the language for personal enjoyment                  |



# Language Competence



## LANGUAGE COMPETENCE

Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence, and what might be called textual competence. The specific outcomes under Language Competence deal with knowledge of the Chinese language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes; in other words, in practical **applications**.

The various components of language competence are grouped under five cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of language competence. For example, under the cluster heading “attend to form,” there are strands for phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases) and grammatical elements (syntax and morphology).

Although the outcomes isolate these individual aspects, language competence should be developed through classroom activities that focus on meaningful uses of the Chinese language and on **language in context**. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammar structures, text forms and social conventions necessary to carry out a task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.

**Note:** The outcomes in this program of studies require that the simplified version/form of Chinese characters be acquired by the students. However, given the reality of mixed usage, students will **not** be penalized for using traditional forms.

**General Outcome for Language Competence**  
 Students will use Chinese **effectively** and **competently**.

**LC-1 attend to form**

|                                  | <b>Grade 4<br/>(Nine-year Program)</b>   | <b>Grade 5<br/>(Nine-year Program)</b>   | <b>Grade 6<br/>(Nine-year Program)</b>   |
|----------------------------------|--|--|--|
| <i>Students will be able to:</i> |  |  |  |
| <b>LC-1.1</b><br>phonology       | a. pronounce some simple words and phrases comprehensibly<br>b. use intonation to express meaning<br>c. pronounce some commonly used initials and finals<br>d. recognize the four tones  | a. pronounce the most commonly used initials and finals<br>b. use comprehensible pronunciation, stress and intonation when producing familiar words or phrases<br>c. recognize the neutral tone  | a. combine initials and basic finals<br>b. recognize some of the effects that intonation and stress have in different situations   |
| <b>LC-1.2</b><br>orthography     | a. be aware of some elements of the writing system<br>b. be aware of simplified and traditional characters   | a. copy familiar words, phrases and sentences<br>b. relate radicals to character formation<br>c. recognize stroke order  | a. recognize and use some basic conventions of mechanics<br>b. apply stroke order in forming simplified characters   |
| <b>LC-1.3</b><br>lexicon         | a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• self</li> <li>• school</li> <li>• family</li> <li>• food</li> <li>• clothing</li> <li>• any other lexical fields that meet their needs and interests</li> </ul> | a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• friends</li> <li>• weather</li> <li>• holidays</li> <li>• daily routines</li> <li>• any other lexical fields that meet their needs and interests</li> </ul> | a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• hobbies</li> <li>• sports/games (cultural)</li> <li>• pets/animals</li> <li>• any other lexical fields that meet their needs and interests</li> </ul> |

(continued)

**General Outcome for Language Competence**  
Students will use Chinese **effectively** and **competently**.

(continued)

**LC-1 attend to form**

**Grade 4**  
**(Nine-year Program)**

**Grade 5**  
**(Nine-year Program)**

**Grade 6**  
**(Nine-year Program)**

*Students will be able to:*

a. use, in modelled situations,<sup>2</sup> the following grammatical elements: .....

LC-1.4  
grammatical elements

**Basic Adjectives**

形容词

**Conjunction**

连词

— 和

**Interrogative Words/Phrases**

提问代词

— 谁?

**Imperatives**

祈使短语

**Measure Words**

量词

— 个、本

**Negation**

否定

— 不 + adjective

— 不 + verb

— 没有 + noun

**Nouns**

名词

**Modal Particles**

语气词

— 吗、呢

**Possessive Indicator**

助词

— 的

**Pronouns**

代词

**Sentence Pattern**

句型

— subject + verb + object

— subject + verb

**Verbs**

动词

**Auxiliary Verbs**

助词

— 会

**Basic Adjectives**

形容词

**Expression of Time**

时间的表示方式

— subject + time + verb

— time + subject + verb

**Imperatives**

祈使短语

**Interrogative Phrases**

疑问词/短语

— 是不是? 好不好? 对不对?

**Measure Words**

量词

— 支、张

**Modal Particle**

语气词

— 吧

**Nouns**

名词

**Positional Nouns**

方位名词

**Pronouns**

代词

**Stative Verbs**

状态动词

**Sentence Pattern**

句型

— subject + verb + object

— subject + verb

**The Use of 在 as a Verb to**

**Indicate Location**

“在”作动词表示地点

— 在 + place

**Verbs**

动词

**Adverbs**

副词

— 也

— 都

**Auxiliary Verbs**

助词

— 会

— 可以

**Conjunction**

关连词

— A 还是 B ...

**得 Used After Verb to Introduce**

**Complement of Degree**

“得”作程度补语标识

**Expression of Time**

时间的表示方式

— subject + time + verb

— time + subject + verb

(现在)

**Grammatical Marker Indicating**

**Action Completed**

语法标识表示动作的完成

— 了

**Imperatives**

祈使短语

— 不要/别 + verb

**Measure Words**

量词

— 只

**The Use of 在 as a Verb to**

**Indicate Location**

“在”作动词表示地点

— 在 + place

**Sentence Pattern**

句型

— subject + 在 + place + verb +

(object)

(continued)

2. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.



**General Outcome for Language Competence**  
Students will use Chinese **effectively** and **competently**.

(continued)

**LC-1 attend to form**

**Grade 4**  
(Nine-year Program)

**Grade 5**  
(Nine-year Program)

**Grade 6**  
(Nine-year Program)

*Students will be able to:*

b. use, in structured situations,<sup>3</sup> the following grammatical elements: .....

LC-1.4  
grammatical elements

**Basic Adjectives**

形容词

**Conjunction**

连词

— 和

**Interrogative Words/Phrases**

提问代词

— 谁?

**Imperatives**

祈使短语

**Measure Words**

量词

— 个、本

**Negation**

否定

— 不 + adjective

— 不 + verb

— 没有 + noun

**Nouns**

名词

**Modal Particles**

语气词

— 吗、呢

**Possessive Indicator**

助词

— 的

**Pronouns**

代词

**Sentence Pattern**

句型

— subject + verb + object

— subject + verb

**Verbs**

动词

**Auxiliary Verbs**

助词

— 会

**Basic Adjectives**

形容词

**Expression of Time**

时间的表示方式

— subject + time + verb

— time + subject + verb

(现在)

**Imperatives**

祈使短语

**Measure Words**

量词

— 支、张

**Modal Particle**

语气词

— 吧

**Nouns**

名词

**Positional Nouns**

方位名词

— 上/下; 左/右; 前/后

**Pronouns**

代词

**Sentence Pattern**

句型

— subject + verb + object

— subject + verb

**The Use of 在 as a Verb to**

**Indicate Location**

“在”作动词表示地点

— 在 + place

**Verbs**

动词

(continued)

3. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

**General Outcome for Language Competence**  
 Students will use Chinese **effectively** and **competently**.

(continued)

**LC-1 attend to form**

**Grade 4**  
**(Nine-year Program)**

**Grade 5**  
**(Nine-year Program)**

**Grade 6**  
**(Nine-year Program)**

*Students will be able to:*

c. use, independently and consistently,<sup>4</sup> the following grammatical elements: .....

**LC-1.4**  
 grammatical elements

- Basic Adjectives**  
形容词
- Interrogative Words/Phrases**  
疑问词/短语
  - 谁? 是不是? 好不好?
  - 对不对?
- Imperatives**  
祈使短语
- Measure Words**  
量词
  - 个、本
- Modal Particles**  
语气词
  - 吗、呢
- Negation**  
否定
  - 不 + adjective
  - 不 + verb
  - 没有 + noun
- Nouns**  
名词
- Possessive Indicator**  
助词
  - 的
- Pronouns**  
代词
- Sentence Pattern**  
句型
  - subject + verb + object
  - subject + verb
- Verbs**  
动词

---

4. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

**General Outcome for Language Competence**  
 Students will use Chinese **effectively** and **competently**.

**LC-2 interpret and produce oral texts**

|  | <b>Grade 4<br/>(Nine-year Program)</b>                          | <b>Grade 5<br/>(Nine-year Program)</b>                      | <b>Grade 6<br/>(Nine-year Program)</b>                                   |
|--|---|---|--|
| <i>Students will be able to:</i>         |   |   |  |
| <b>LC-2.1</b><br>aural<br>interpretation | a. understand simple spoken sentences in guided situations      | a. understand short, simple oral texts in guided situations | a. understand short, simple oral texts in guided and unguided situations |
| <b>LC-2.2</b><br>oral<br>production      | a. produce simple spoken words and phrases in guided situations | a. produce simple spoken sentences in guided situations     | a. produce short, simple oral texts in guided situations                 |
| <b>LC-2.3</b><br>interactive<br>fluency  | a. engage in simple interactions, using short, simple phrases   | a. engage in simple interactions, using simple sentences    | a. engage in simple interactions   |

**General Outcome for Language Competence**  
 Students will use Chinese **effectively** and **competently**.

**LC-3 interpret and produce written and visual texts**

|  | <b>Grade 4<br/>(Nine-year Program)</b>  | <b>Grade 5<br/>(Nine-year Program)</b>   | <b>Grade 6<br/>(Nine-year Program)</b>  |
|--|---|--|---|
| <i>Students will be able to:</i>           |   |  |   |
| <b>LC-3.1</b><br>written<br>interpretation | a. recognize and understand simple written sentences in guided situations                         | a. understand short, simple written texts in guided situations   | a. understand short, simple written texts in guided and unguided situations                                   |
| <b>LC-3.2</b><br>written<br>production     | a. produce simple written words and phrases in guided situations                                  | a. produce simple written sentences in guided situations   | a. produce short, simple written texts in guided situations   |
| <b>LC-3.3</b><br>viewing                   | a. derive meaning from visuals and other forms of nonverbal communication in guided situations    | a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations    | a. derive meaning from the visual elements of a variety of media in guided and unguided situations            |
| <b>LC-3.4</b><br>representing              | a. use visuals and other forms of nonverbal communication to express meaning in guided situations | a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations | a. express meaning through the use of visual elements in a variety of media in guided and unguided situations |

## General Outcome for Language Competence

Students will use Chinese **effectively** and **competently**.

### LC-4 apply knowledge of the sociocultural context

|  | <b>Grade 4<br/>(Nine-year Program)</b>   | <b>Grade 5<br/>(Nine-year Program)</b>  | <b>Grade 6<br/>(Nine-year Program)</b>   |
|--|--|---|--|
| <i>Students will be able to:</i>         |  |   |  |
| <b>LC-4.1</b><br>register                | <ul style="list-style-type: none"> <li>a. speak at a volume appropriate to classroom situations</li> <li>b. respond to tone of voice</li> </ul>                        | <ul style="list-style-type: none"> <li>a. distinguish between formal and informal situations</li> <li>b. recognize that some topics, words and intonations are inappropriate in certain contexts</li> </ul>           | <ul style="list-style-type: none"> <li>a. experiment with and use informal language in familiar contexts</li> </ul>  |
| <b>LC-4.2</b><br>idiomatic expressions   | <ul style="list-style-type: none"> <li>a. imitate age-appropriate idiomatic expressions</li> </ul>   | <ul style="list-style-type: none"> <li>a. understand and use a variety of simple idiomatic expressions as set phrases</li> </ul>  | <ul style="list-style-type: none"> <li>a. use learned idiomatic expressions to enhance communication</li> </ul>  |
| <b>LC-4.3</b><br>variations in language  | <ul style="list-style-type: none"> <li>a. experience a variety of voices</li> </ul>  | <ul style="list-style-type: none"> <li>a. acknowledge and accept individual differences in speech</li> </ul>  | <ul style="list-style-type: none"> <li>a. experience a variety of accents, variations in speech and regional variations in language</li> </ul>   |
| <b>LC-4.4</b><br>social conventions      | <ul style="list-style-type: none"> <li>a. imitate simple, routine social interactions</li> <li>b. use basic social expressions appropriate to the classroom</li> </ul> | <ul style="list-style-type: none"> <li>a. use basic politeness conventions</li> <li>b. use appropriate oral forms of address for people frequently encountered</li> </ul>   | <ul style="list-style-type: none"> <li>a. recognize verbal behaviours that are considered impolite</li> <li>b. recognize simple social conventions in informal conversation</li> </ul> |
| <b>LC-4.5</b><br>nonverbal communication | <ul style="list-style-type: none"> <li>a. understand the meaning of, and imitate, some common nonverbal behaviours used in Chinese culture</li> </ul>                  | <ul style="list-style-type: none"> <li>a. experiment with using some simple nonverbal means of communication</li> <li>b. recognize that some nonverbal behaviours may be inappropriate in certain contexts</li> </ul> | <ul style="list-style-type: none"> <li>a. use appropriate nonverbal behaviours in a variety of familiar contexts</li> </ul>  |

## General Outcome for Language Competence

Students will use Chinese **effectively** and **competently**.

### LC-5 apply knowledge of how discourse is organized, structured and sequenced

|   | Grade 4<br>(Nine-year Program)                           | Grade 5<br>(Nine-year Program)  | Grade 6<br>(Nine-year Program)  |
|---|--|---|---|
| <i>Students will be able to:</i>            |  |   |   |
| LC-5.1<br>cohesion/<br>coherence            | a. use simple link words                                 | a. sequence events of a simple story<br>b. link words or groups of words in simple ways                               | a. link several sentences coherently  |
| LC-5.2<br>text forms                        | a. experience a variety of oral and written text forms   | a. recognize some simple oral and written text forms  | a. use some simple text forms in their own productions                              |
| LC-5.3<br>patterns of social<br>interaction | a. respond using very simple social interaction patterns | a. initiate interactions and respond using simple social interaction patterns; e.g., request-acceptance/nonacceptance | a. use simple conventions to open and close conversations and to manage turn taking |

# Global Citizenship



historical and contemporary  
elements of Chinese culture

appreciating diversity

**Students will acquire  
the knowledge, skills and attitudes  
to be effective global citizens.**

personal and career opportunities

## GLOBAL CITIZENSHIP

The learning outcomes for Global Citizenship deal with the development of intercultural competence, encompassing some of the knowledge, skills and attitudes that students need in order to be effective global citizens. The concept of global citizenship encompasses citizenship at all levels, from the local school and community to Canada and the world.

The various components of global citizenship are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of intercultural competence. For example, under the cluster heading “historical and contemporary elements of Chinese culture,” there are strands for accessing/analyzing cultural knowledge, knowledge of Chinese culture, applying cultural knowledge, diversity within Chinese culture and valuing Chinese culture.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one’s own culture is acquired over a lifetime. Cultures change over time. Within any national group, there may be a dominant culture or cultures and a number of additional cultures. Rather than simply developing a bank of knowledge about Chinese culture, it is more important for students to develop skills in accessing and understanding information about culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the culture they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The “appreciating diversity” heading covers knowledge, skills and attitudes that are developed as a result of bringing other languages and cultures into relationship with one’s own. There is a natural tendency when learning a new language and culture to compare it with what is familiar. Many students leave a second language learning

experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates, who may have a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.



## General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

### GC–1 historical and contemporary elements of Chinese culture

|  | <b>Grade 4<br/>(Nine-year Program)</b>   | <b>Grade 5<br/>(Nine-year Program)</b>  | <b>Grade 6<br/>(Nine-year Program)</b>   |
|--|--|---|--|
| <i>Students will be able to:</i>                           |  |   |  |
| <b>GC–1.1</b><br>accessing/analyzing<br>cultural knowledge | <ul style="list-style-type: none"> <li>a. participate in activities and experiences that reflect elements of Chinese culture</li> <li>b. ask questions, using English, about elements of Chinese culture experienced in class</li> </ul> | <ul style="list-style-type: none"> <li>a. make observations of Chinese culture; e.g., as it is portrayed in texts and in the community</li> <li>b. seek out information about Chinese culture from authentic sources; e.g., people</li> </ul> | <ul style="list-style-type: none"> <li>a. compare some elements of Chinese culture with their own culture</li> </ul>   |
| <b>GC–1.2</b><br>knowledge of<br>Chinese culture           | <ul style="list-style-type: none"> <li>a. participate in activities and experiences that reflect elements of Chinese culture</li> </ul>  | <ul style="list-style-type: none"> <li>a. participate in activities and experiences that reflect elements of Chinese culture</li> </ul>   | <ul style="list-style-type: none"> <li>a. explore some elements of Chinese culture</li> <li>b. identify some things they have in common with people their own age who live in the Chinese culture</li> </ul>   |
| <b>GC–1.3</b><br>applying cultural<br>knowledge            | <ul style="list-style-type: none"> <li>a. recognize elements of Chinese culture in the classroom</li> </ul>  | <ul style="list-style-type: none"> <li>a. recognize and identify elements of Chinese culture in the school and community</li> </ul>   | <ul style="list-style-type: none"> <li>a. identify commonalities and differences between Chinese culture and their own culture</li> <li>b. apply knowledge of Chinese culture to interpret similarities and differences between Chinese culture and their own culture</li> </ul> |
| <b>GC–1.4</b><br>diversity within<br>Chinese culture       | <ul style="list-style-type: none"> <li>a. experience diverse elements of Chinese culture</li> </ul>  | <ul style="list-style-type: none"> <li>a. identify some elements that reflect diversity within Chinese culture</li> </ul>   | <ul style="list-style-type: none"> <li>a. identify commonalities and differences among diverse groups within Chinese culture</li> </ul>  |
| <b>GC–1.5</b><br>valuing Chinese<br>culture                | <ul style="list-style-type: none"> <li>a. participate in cultural activities and experiences</li> </ul>  | <ul style="list-style-type: none"> <li>a. participate in cultural activities and experiences</li> </ul>   | <ul style="list-style-type: none"> <li>a. identify similarities between themselves and people of Chinese culture</li> <li>b. express an interest in finding out about people their own age who speak Chinese</li> </ul>  |

## General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

### GC–2 appreciating diversity

**Grade 4**  
(Nine-year Program)

**Grade 5**  
(Nine-year Program)

**Grade 6**  
(Nine-year Program)

*Students will be able to:*

|  |   |  |   |
|--|---|--|---|
| <b>GC-2.1</b><br>awareness of first language | a. distinguish between their first language (or dialect) and Chinese  | a. identify similarities between their first language (or dialect) and Chinese; e.g., basic word order   | a. identify similarities and differences between their first language (or dialect) and Chinese; e.g., different social conventions  |
| <b>GC-2.2</b><br>general language knowledge  | a. explore the variety of languages spoken by those around them<br><br>b. identify similarities among words from different languages within their personal experience | a. identify differences and similarities among writing systems from different languages within their personal experience   | a. recognize that in any language there are different words for the same thing  |
| <b>GC-2.3</b><br>awareness of own culture    | a. explore similarities between their own culture and other cultures  | a. recognize similarities between their own culture and other cultures<br><br>b. make connections between individuals or situations in texts and their own personal experiences                      | a. recognize and identify similarities and differences between their own culture and other cultures   |
| <b>GC-2.4</b><br>general cultural knowledge  | a. participate in activities and experiences that reflect elements of different cultures  | a. recognize that a variety of cultural practices are followed by their schoolmates and different groups in their community<br><br>b. recognize that culture is expressed through a variety of forms | a. recognize that speakers of the same language may come from different cultural backgrounds<br><br>b. recognize some of the factors that affect the culture of a particular region |
| <b>GC-2.5</b><br>valuing diversity           | a. work and play with others who are different  | a. demonstrate curiosity about other languages and cultures  | a. engage in activities that reflect other ways of doing things or other perspectives   |
| <b>GC-2.6</b><br>intercultural skills        | a. adapt to new situations  | a. listen with attention to the opinions of others who come from different cultural backgrounds<br><br>b. initiate and maintain new relationships; e.g., make a new classmate feel welcome           | a. reflect on their actions and the consequences of their actions for others<br><br>b. explore how their perspective is shaped by a variety of factors                              |

## General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

### GC-3 personal and career opportunities

**Grade 4**  
(Nine-year Program)

**Grade 5**  
(Nine-year Program)

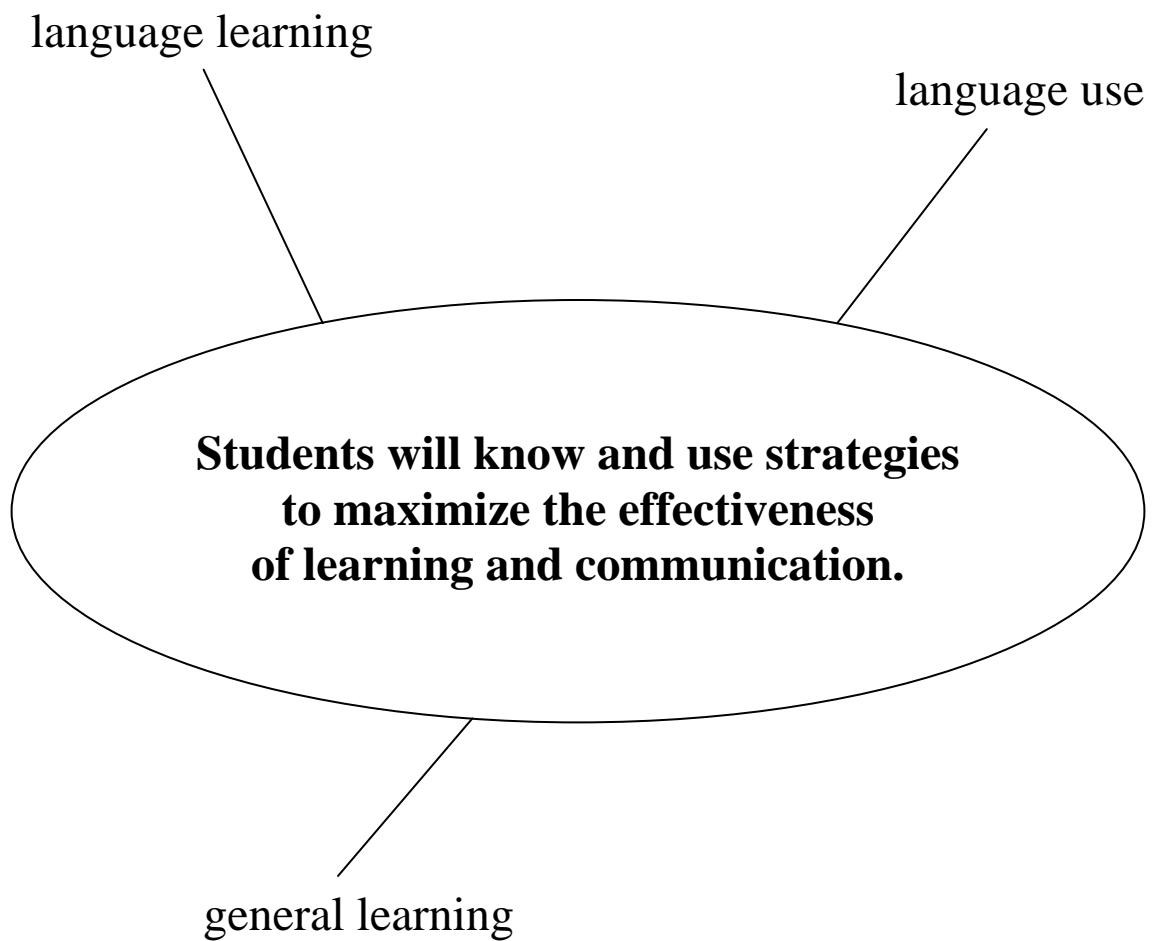
**Grade 6**  
(Nine-year Program)

*Students will be able to:*

|  |   |  |   |
|--|---|--|---|
| GC-3.1<br>Chinese language<br>and culture      | a. identify reasons for learning Chinese  | a. identify some personal uses they have made of their knowledge of Chinese language and culture     | a. identify some places that they could visit where Chinese is spoken                   |
|  | a. suggest some reasons for participating in activities and experiences that reflect elements of different cultures | a. identify some personal uses they have made of their knowledge of different languages and cultures | a. identify some countries where there is significant linguistic and cultural diversity |
| GC-3.2<br>cultural and linguistic<br>diversity |   |  |   |



# Strategies



## STRATEGIES

Under the Strategies heading are specific outcomes that will help students learn and communicate more **effectively**. Strategic competence has long been recognized as an important component of communicative competence. The learning outcomes that follow deal not only with compensation and repair strategies, important in the early stages of language learning when proficiency is low, but with strategies for language learning, language use in a broader sense, as well as general learning strategies that help students acquire content. Although people may use strategies unconsciously, the learning outcomes deal only with the **conscious use** of strategies.

The strategies are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands that show the development of awareness and skill in using strategies from grade to grade. Each strand, identified by a strand heading at the left end of the row, deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason, it is not particularly useful to say that students should be aware of, or able to use, a specific strategy at a particular grade level. Consequently, the specific outcomes describe the students' knowledge of and ability to use general types of strategies. More specific strategies for each general category or type are included in the sample list of strategies below. The specific strategies provided in the sample list **are not prescriptive** but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

## SAMPLE LIST OF STRATEGIES

### Language Learning Strategies

#### Cognitive

- listen attentively
- perform actions to match the words of a song, story or rhyme
- learn short rhymes or songs to practise new vocabulary or sentence patterns or to learn Pinyin
- imitate sounds, tones and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- write out or say words or phrases repeatedly in a variety of contexts
- make personal dictionaries
- experiment with various elements of Chinese
- use mental images to remember new information
- group together sets of things—word formations, sentence structures, vocabulary words and phrases—with similar characteristics
- identify similarities and differences between aspects of Chinese and your own language
- look for patterns and relationships, such as grouping radicals
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Chinese or in your own language
- find information, using reference materials such as dictionaries, textbooks and grammars
- use available technological aids or other learning aids to support language learning; e.g., cassette recorders, computers

- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function
- take lesson notes and review them
- memorize stroke order and the direction of strokes through repetition
- make and use personal flash cards
- use cues given by the teacher to determine the appropriate tone for a specific word

### **Metacognitive**

- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, speaking, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate your performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition, and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the Chinese language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of a task, and seek solutions
- monitor your speech and writing to check for persistent errors

- be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

### **Social/Affective**

- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- repeat new words and expressions occurring in your conversations, and make use of these new words and expressions as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems and get feedback on tasks
- provide personal motivation by arranging your own rewards when successful

### **Language Use Strategies**

#### **Interactive**

- use words from the first language to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Chinese
- acknowledge being spoken to
- interpret and use a variety of nonverbal cues to communicate; e.g., mime, pointing, gestures, pictures
- indicate lack of understanding verbally or nonverbally
- ask for clarification or repetition when you do not understand

- use other speakers' words in subsequent conversations
- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., raised eyebrows, blank look
- start again, using a different tactic, when communication breaks down
- use a simple word similar to the concept to convey, and invite correction
- invite others into the discussion
- ask for confirmation that a form used is correct
- use a range of fillers, hesitation and slowing devices, and gambits to sustain conversations
- use circumlocution to compensate for lack of vocabulary
- repeat part of what someone has said to confirm mutual understanding
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding
- self-correct if errors lead to misunderstanding

### **Interpretive**

- attend to gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what you expect to hear or read based on prior knowledge and personal experience
- use knowledge of the sound–symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered

- assess your information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts
- focus on parts of a character, such as the radical or sound element, to guess the meaning and/or pronunciation of a word

### **Productive**

- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words that are visible in the immediate environment
- use resources to increase vocabulary and to develop other language structures
- use familiar repetitive patterns to compose oral or written texts (stories, songs, rhymes, familiar classroom routines/phrases/patterns)
- use illustrations to provide detail when producing your own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts, such as personal and commercial dictionaries, checklists, grammars, teachers
- take notes when reading or listening to assist in producing your own text
- proofread and edit the final version of a text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing
- combine previously learned language elements with new language elements to produce new oral and written texts



## General Learning Strategies

### Cognitive

- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with, and concentrate on, one thing at a time
- focus on and complete learning tasks
- record key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

### Metacognitive

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how your efforts can affect learning
- reflect upon your thinking processes and how you learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify your needs and interests
- manage your physical working environment
- keep a learning journal, such as a diary or a log

- develop criteria for evaluating your work
- work with others to monitor your learning
- take responsibility for planning, monitoring and evaluating learning experiences

### Social/Affective

- watch others' actions and copy them
- seek help from others
- follow your natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- monitor your level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

### General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

#### S-1 language learning

**Grade 4**  
(Nine-year Program)

**Grade 5**  
(Nine-year Program)

**Grade 6**  
(Nine-year Program)

*Students will be able to:*

|                                  |  |   |   |
|----------------------------------|--|---|---|
| <b>S-1.1</b><br>cognitive        | a. use simple cognitive strategies, with guidance, to enhance language learning            | a. use a variety of simple cognitive strategies, with guidance, to enhance language learning            | a. identify and use a variety of cognitive strategies to enhance language learning            |
| <b>S-1.2</b><br>metacognitive    | a. use simple metacognitive strategies, with guidance, to enhance language learning        | a. use a variety of simple metacognitive strategies, with guidance, to enhance language learning        | a. identify and use a variety of metacognitive strategies to enhance language learning        |
| <b>S-1.3</b><br>social/affective | a. use simple social and affective strategies, with guidance, to enhance language learning | a. use a variety of simple social and affective strategies, with guidance, to enhance language learning | a. identify and use a variety of social and affective strategies to enhance language learning |

**See pages 30 and 31 for a sample list of language learning strategies.**

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S–2 language use**

**Grade 4  
(Nine-year Program)**

**Grade 5  
(Nine-year Program)**

**Grade 6  
(Nine-year Program)**

*Students will be able to:*

|                              |   |  |  |
|------------------------------|---|--|--|
| <b>S–2.1</b><br>interactive  | a. use simple interactive strategies, with guidance, to enhance language use  | a. use a variety of simple interactive strategies, with guidance, to enhance language use  | a. identify and use a variety of interactive strategies to enhance language use  |
| <b>S–2.2</b><br>interpretive | a. use simple interpretive strategies, with guidance, to enhance language use | a. use a variety of simple interpretive strategies, with guidance, to enhance language use | a. identify and use a variety of interpretive strategies to enhance language use |
| <b>S–2.3</b><br>productive   | a. use simple productive strategies, with guidance, to enhance language use   | a. use a variety of simple productive strategies, with guidance, to enhance language use   | a. identify and use a variety of productive strategies to enhance language use   |

**See pages 31 and 32 for a sample list of language use strategies.**

### General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

#### S-3 general learning

|                                  | <b>Grade 4<br/>(Nine-year Program)</b>  | <b>Grade 5<br/>(Nine-year Program)</b>   | <b>Grade 6<br/>(Nine-year Program)</b>   |
|----------------------------------|---|--|--|
| <i>Students will be able to:</i> |   |  |  |
| <b>S-3.1</b><br>cognitive        | a. use simple cognitive strategies, with guidance, to enhance general learning            | a. use a variety of simple cognitive strategies, with guidance, to enhance general learning            | a. identify and use a variety of cognitive strategies to enhance general learning            |
| <b>S-3.2</b><br>metacognitive    | a. use simple metacognitive strategies, with guidance, to enhance general learning        | a. use a variety of simple metacognitive strategies, with guidance, to enhance general learning        | a. identify and use a variety of metacognitive strategies to enhance general learning        |
| <b>S-3.3</b><br>social/affective | a. use simple social and affective strategies, with guidance, to enhance general learning | a. use a variety of simple social and affective strategies, with guidance, to enhance general learning | a. identify and use a variety of social and affective strategies to enhance general learning |

See page 33 for a sample list of general learning strategies.