

**MANDARIN
HORIZONTAL & VERTICAL PLANNER
2023-2024**

ECEA	Aug 14- Oct 27	Oct 30 - Jan 19	Jan 22 - Apr 19	Transdisciplinary unit Apr 22-Jun7		
Transdisciplinary THEME	<i>Who We Are</i> An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human	<i>How we express ourselves</i> An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic	<i>How we organize ourselves</i> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	<i>How the world works</i> An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	<i>Where we are in place and time</i> An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, exploration and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspective	<i>How we organize ourselves</i> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

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Central Idea	Imagination is used to create stories.	People listen and speak to share thoughts and feelings.	The signs and symbols in our environment have meaning.	Observing our environment helps us understand the world around us.		
Key Concepts	Form – What is it like? Perspective – What are the points of view? Responsibility – What are our obligations?	Form – What is it like? Change – How is it transforming? Connection – How is it linked to other things?	Form – What is it like? Causation – Why is it like it is? Function – How does it work?	Causation – Why is it like it is? Connection – How is it linked to other things? Change – How is it transforming?		
Related Concepts	Stories, Culture, Empathy, Imagination.	Feelings, Communication, Expression	Symbols, Meaning, Organization	Basic needs, Habitats, Survival, Advocacy		
Lines of Inquiry	1. My personal story 2. Traditional stories 3. Characters teach empathy	1. Different feelings 2. Thoughts and feelings can change 3. Feelings connect people	1. Different signs and symbol. 2. Creation of signs and symbols. 3. How signs and symbols foster communication	1. Characteristics and needs of living things. (animals) 2. Habitats of living things. (animals). 3. Impact of our		

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				choices on animal's habitats		
Discipline Focus	Social Studies, Mandarin, Language Arts	Mandarin, Social Studies, Science	Language Arts, Social Studies, Mandarin	Language Arts, Science, Mandarin		
Teacher questions & provocations	<ul style="list-style-type: none"> •What is a story? •What are the ways in which stories can be told? 	<ul style="list-style-type: none"> •What are different feelings? •How thoughts and feelings change? 	<ul style="list-style-type: none"> •What is a sign or a symbol? •Why are signs and symbols used? (locally and globally) •What makes a good sign? •How signs and symbols foster communication? 	<p>What can we see/hear/feel around us?</p> <p>What can we find outside?</p> <p>How can we keep what we discover to show others?</p> <p>How do we describe what we found?</p> <p>How can we record this to show others?</p> <p>Can you see a pattern? Can you record it?</p> <p>What can we discover about light? How does</p>		

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				<p>it change? Can you see a shadow?</p> <p>How does it grow? Can we measure it?</p> <p>What do we know about seasons?</p>		
Approaches to Learning (ATLs)	<p>Communication Skills- Exchanging information- Listening C1.1.1 Listen to information.</p> <p>Self-management Skills- States of mind- Perseverance SM2.2.2 Use strategies to problem-solve.</p>	<p>Communication Skills- Exchanging information- Speaking C1.3.1 Express oneself using words and sentences.</p> <p>Social skill-Interpersonal relationships,social and emotional intelligence- Social and emotional intelligence SS1.2.1 Be aware of own and others' feelings.</p>	<p>Communication Skills- Exchanging information- Interpreting C1.2.1 Interpret visual, audio and oral communication: recognizing and creating signs,interpreting and using symbols and sounds.</p> <p>Thinking skills-Critical thinking- Analyzing T1.1.1 Observe carefully</p>	<p>Research Skills: R1.2.2 Use all senses to observe and notice details.</p> <p>Communication skills: C1.1.2 Listen actively and respectfully to others speak.</p> <p>Thinking Skills: T2.2.3 Ask "what if" questions.</p>		
Learner Profile Attributes	<p>Open-minded Caring Principled</p>	<p>Thinker Communicator Balanced</p>	<p>Knowledgeable Reflective Inquirer</p>	<p>Communicator, Thinker</p>		
Learning Outcomes:	BELONGING AND CONTRIBUTING	SELF-REGULATION AND WELL-BEING	BELONGING AND CONTRIBUTING			.

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	<p>25.3 Express their thoughts and share experiences.</p> <p>SELF-REGULATION AND WELL-BEING</p> <p>2.5 Develop empathy for others, and acknowledge and respond to each other's feelings.</p> <p>DEMONSTRATING LITERACY BEHAVIORS</p> <p>1.6 Use language (verbal and non-verbal communication) to communicate their thinking, to reflect, and to solve problems.</p> <p>1.9 Describe personal experiences, using vocabulary and details appropriate to the situation.</p> <p>11.7 use illustrations to support comprehension of texts that are read by and with the educators.</p>	<p>2.5 Develop empathy for others, and acknowledge and respond to each other's feelings.</p> <p>DEMONSTRATING LITERACY BEHAVIORS</p> <p>1.8 Ask questions for a variety of purposes and in different contexts.</p> <p>1.10 Retell experiences, events, and familiar stories in proper sequence.</p> <p>11. 6 Use prior knowledge to make connections to help them understand a diverse range of materials read by and with the educator team.</p> <p>SOCIAL EMOTIONAL LEARNING SKILLS</p> <p>A1.1 Apply skills that help them identify and manage emotions as they participate in learning experiences, in</p>	<p>29.1 Identify similarities and differences between local environments.</p> <p>DEMONSTRATING LITERACY BEHAVIORS</p> <p>1.5 Use language (verbal and non-verbal communication) in various contexts to connect new experiences with what they already know.</p> <p>1.7 Use specialized vocabulary for a variety of purposes.</p> <p>10.6 communicate ideas about personal experiences and/or familiar stories, and experiment with personal voice in their writing.</p> <p>PROBLEM SOLVING AND INNOVATING</p> <p>24.5 Communicate and record results and findings either individually or in groups.</p>			
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		order to improve their ability to express their own feelings and understand and respond to the feelings of others.				
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ECEB	Aug 14- Oct 27	Oct 30 - Jan 19	Apr 22-Jun7	Transdisciplinary unit Jan 22 - Apr 19		
Transdisciplinary Theme	<i>Who We Are</i> An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human	<i>Where we are in place and time</i> An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives	<i>How we organize ourselves</i> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	<i>How the world works</i> An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	<i>Sharing the planet</i> An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between	<i>How we express ourselves</i> An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic

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					them; access to equal opportunities; peace and conflict resolution	
Central Idea	Imagination is used to create stories.	People write to communicate.	The signs and symbols in our environment have meaning.	We can observe and investigate to understand the world around us.		
Key Concepts	Form – What is it like? Perspective – What are the points of view? Responsibility – What are our obligations?	Causation – Why it is like it is? Change – How is it transforming? Function – How does it work?	Form – What is it like? Causation – Why is it like it is? Function – How does it work?	Change – How is it transforming? Causation – Why it is like it is? Function - How does it work?		
Related Concepts	Stories, Culture, Empathy, Imagination.	Meaning, Images, Communication	Symbols, Meaning, Organization	Light, Cause, and Effect, Motion		

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Lines of Inquiry	1. My personal story 2. Traditional stories 3. Characters teach empathy	1. Origins of the writing systems 2. Structure of writing systems 3. Writing systems are used to communicate	1. Different signs and symbol. 2. Creation of signs and symbols. 3. How signs and symbols foster communication.	1. Learning to observe 2. Predicting change 3. Communicating what we learn		
Discipline Focus	Social Studies, Mandarin, Language Arts	Language Arts, Science, Mandarin	Language Arts, Social Studies, Mandarin	Language Arts, Science, Mandarin		
Teacher questions & provocations	<ul style="list-style-type: none"> ● What is a story? ● What are the ways in which stories can be told? ● What are traditional stories in China? 	<ul style="list-style-type: none"> ● How did Chinese characters come from? ● What are strokes? ● How do images and texts together form Chinese characters? ● What is Chinese character used for? 	<ul style="list-style-type: none"> ● What is a sign or a symbol? ● Why are signs and symbols used? (locally and globally) ● What makes a good sign? ● How signs and symbols foster communication? 	What can we see, hear, feel? How can we record what we see to share with others? What do you think will happen? What happened? Why? What do you think will change? How did it change? Why? How can we show others what		

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				<p>happened?/changed?</p> <p>What do we want to find out more about? What did you find interesting to explore?</p> <p>Can we change it? how did you change it?</p> <p>Provocation Wonderwall question: What do we want to find about more about?</p>		
Approaches to Learning (ATLs)	<p>Communication Skills - Exchanging information –Listening: C1.1.2 Listen actively and respectfully to others speak.</p> <p>Self-management Skills -States of mind- Perseverance : SM2.2.4 Manage feelings and resolve conflict.</p>	<p>Communication Skills - Exchanging information – Speaking: C1.3.3 Negotiate ideas and knowledge with peers and teachers.</p> <p>Social Skills - Interpersonal relationships,social and emotional intelligence - Social and emotional intelligence :</p>	<p>Communication Skills - Exchanging information – Interpreting: C1.2.1 Interpret visual, audio and oral communication: recognizing and creating signs,interpreting and using symbols and sounds.</p> <p>Thinking skills-Critical</p>	<p>R1.1.1 Ask or express through play questions that can be researched.</p> <p>R1.3.1 Sort and categorize information and materials, arrange into forms or order,for example,with graphs, marks or symbols using emergent writing skills.</p>		

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		SS1.2.2 Manage anger and resolve conflict.	thinking- Analyzing : T1.1.2 Consider meaning taken from materials and events.	T1.1.1 Observe carefully.		
Learner Profile & attributes	Open-minded Caring Principled	Principled Inquirer Communicator	Knowledgeable Reflective Inquirer	Inquirer, Thinker, Reflective		
Learning Outcomes:	<p>BELONGING AND CONTRIBUTING 25.3 Express their thoughts and share experiences.</p> <p>DEMONSTRATING LITERACY BEHAVIORS 1.7 Use specialized vocabulary for a variety of purposes. 1.10 Retell experiences, events, and familiar stories in proper sequence. 11.1 Demonstrate an interest in reading.</p> <p>SELF-REGULATION AND WELL-BEING 2.5 Develop empathy for others, and acknowledge and</p>	<p>BELONGING AND CONTRIBUTING 25.1 Recognize personal interests, strengths, and accomplishments.</p> <p>DEMONSTRATING LITERACY BEHAVIORS 1.9 Describe personal experiences, using vocabulary and details appropriate to the situation. 10.6 communicate ideas about personal experiences and/or familiar stories, and experiment with personal voice in their writing. 11.7 use illustrations to</p>	<p>BELONGING AND CONTRIBUTING 29.1 Identify similarities and differences between local environments.</p> <p>DEMONSTRATING LITERACY BEHAVIORS 1.8 Ask questions for a variety of purposes and in different contexts. 11.4 Respond to a variety of materials that have been read aloud to them. 11. 6 use prior knowledge to make connections to help them understand a diverse range of</p>			

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	respond to each other's feelings.	support comprehension of texts that are read by and with the educators. PROBLEM SOLVING AND INNOVATING 24.4 Select and use tools, equipment, and materials to construct things.	materials read by and with the educator team. PROBLEM SOLVING AND INNOVATING 4.1 Use a variety of strategies to solve problems, including problems arising in social situation.			
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P1	Aug 14- Oct 27	Jan 22 - Apr 19	Apr 22-Jun7	Transdisciplinary unit Oct 30 - Jan 19		
Transdisciplinary Theme	<i>Where we are in place and time</i> An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives	<i>How we express ourselves</i> An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic	<i>How the world works</i> An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	<i>Sharing the planet</i> An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution	<i>Who We Are</i> An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human	<i>How we organize ourselves</i> An inquiry into the interconnectedness of human-made systems and communities; the

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						structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
Central Idea	People write to communicate.	The sounds of language are a symbolic way of representing ideas and objects.	Words are an important element in making sentences.	People can make choices to support the sustainability of the Earth's resources.		
Key Concepts	<p>Causation – Why is it like it is?</p> <p>Change – How is it transforming?</p>	<p>Form – What is it like?</p> <p>Perspective – What are the points of view?</p> <p>Connection – How is it</p>	<p>Function – How does it work?</p> <p>Change – How is it transforming?</p>	<p>Form – What is it like?</p> <p>Connection – How is it linked to other things?</p> <p>Responsibility – What are our obligations?</p>		

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	Function – How does it work?	linked to other things?	Responsibility – What are our obligations?			
Related Concepts	Meaning, Images, Communication	Sounds, Rules, Ideas	Messages, Symbols, Text	Lifestyle, Resources, Waste		
Lines of Inquiry	1. Origin of the writing systems 2. Structure of writing systems 3. Writing systems are used to communicate	1. The sounds of language 2. The grammatical rules of the language 3. Sounds of language can represent ideas and objects	1. Words are one of the important parts of a language 2. Illustrations add to our understanding of words. 3. Appropriate words help us to communicate with each other.	1. Earth's renewable and non-renewable resources. 2. The impact of people's choices on the environment. 3. Ways people can sustain the earth's resources.		
Discipline Focus	Language Arts, Science, Mandarin	Language Arts, Music, Social Studies	Music, Social Studies, Mandarin	Math, Social Studies, Mandarin		
Teacher questions & provocations	<ul style="list-style-type: none"> • How did Chinese characters come from? • What are strokes? • How do images and texts together form Chinese characters? • What is Chinese character used for? 	<ul style="list-style-type: none"> • What is pinyin? • What is the role of pinyin? • How does pinyin help us read Chinese characters? 	<ul style="list-style-type: none"> • What is a word? • How do words form a sentence? • How to use words to make a sentence? 	What is a resource? How do our choices affect the environment? How can we balance our needs with limited resources?		
Approaches to Learning	Communication Skills- Exchanging information-	Communication Skills - Symbolic exploration and	Social Skills- Interpersonal	SM1.1 Choose and complete tasks		

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(ATLs)	<p>Interpreting: C1.2.2 Understand the ways in which images and language interact to convey ideas.</p> <p>Research Skills- Information literacy-Data gathering and documenting R1.2.1 Gather information from a variety of sources.(people,places, materials,literature.)</p>	<p>expression: C4.1.3 Access a variety of sources for information and pleasure.</p> <p>Thinking skills- Creative thinking-Considering new perspectives: T2.2.1 Seek information.</p>	<p>relationships,social and emotional intelligence- Social and emotional intelligence: SS1.2.4 Be aware of own and others' impact as a member of a learning group.</p> <p>Research Skills- Media literacy: R2.3 Communicate information and ideas using a variety of media(as their skills progress).</p>	<p>independently. SM2.2.2 Use strategies to problem-solve. T1.3.1 Apply rules, strategies and ideas from one context to another</p>		
Learner Profile Attributes	<p>Principled Inquirer Communicator</p>	<p>Thinker Risk-taker Reflective</p>	<p>Balanced Knowledgeable Open-minded</p>	<p>Inquirer, Communicator</p>		
Learning Outcomes:	<p>SELF-REGULATION AND WELL-BEING 2.3 Demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing</p>	<p>BELONGING AND CONTRIBUTING 27.1 Develop strategies for standing up for themselves, and demonstrate the ability to apply behaviors that</p>	<p>BELONGING AND CONTRIBUTING 5.1 Demonstrate respect and consideration for individual differences and alternative points</p>			

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	<p>learning tasks.</p> <p>DEMONSTRATING LITERACY BEHAVIORS</p> <p>1.6 Use language (verbal and non-verbal communication) to communicate their thinking, to reflect, and to solve problems.</p> <p>10.4 Use classroom resources to support their writing.</p> <p>10.6 communicate ideas about personal experiences and/or familiar stories, and experiment with personal voice in their writing.</p> <p>11.7 use illustrations to support comprehension of texts that are read by and with the educators.</p>	<p>enhance their personal well-being, comfort, and self-acceptance and the well-being, comfort and self-acceptance of others.</p> <p>SELF-REGULATION AND WELL-BEING</p> <p>3.2 Demonstrate the ability to take turns during activity and discussions.</p> <p>DEMONSTRATING LITERACY BEHAVIORS</p> <p>1.7 Use specialized vocabulary for a variety of purposes.</p> <p>9.1 Use reading behaviours to make sense of familiar and unfamiliar texts in print.</p> <p>12.2 communicate their ideas, verbally and non-verbally, about a variety of media materials.</p>	<p>of view.</p> <p>DEMONSTRATING LITERACY BEHAVIORS</p> <p>10.2 Demonstrate an awareness that text can convey ideas or messages.</p> <p>11.1 Demonstrate an interest in reading.</p> <p>10.6 communicate ideas about personal experiences and/or familiar stories, and experiment with personal voice in their writing.</p> <p>11. 9 retell, orally or with non-verbal communication, familiar experiences or stories in proper sequence.</p>			
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				Apr 22-Jun7		
P2	<i>How the world works</i> An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	<i>How we organize ourselves</i> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	<i>How we express ourselves</i> An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic	<i>How we organize ourselves</i> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	<i>Sharing the planet</i> An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution	<i>Who We Are</i> An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families

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						, friends, communities, and cultures ; rights and responsibilities; what it means to be human
Central Idea	Symbols have diverse meanings. and people use them to express their ideas.	Words are important elements in making sentences.	Rhymes help us to share thoughts and feelings.	Cities around the world create structures to meet the needs of the community.		
Key Concepts	<p>Form – What is it like?</p> <p>Causation – Why is it like it is?</p> <p>Function – How does it work?</p>	<p>Function – How does it work?</p> <p>Change – How is it transforming?</p> <p>Perspective – What are the points of view?</p>	<p>Form – What is it like?</p> <p>Function – How does it work?</p> <p>Connection – How is it linked to other things?</p>	<p>Form – What is it like?</p> <p>Connection – How is it linked to other things?</p> <p>Perspective (What are the points of view?)</p>		

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Related Concepts	Meaning, Images, Communication	Messages, Symbols, Text	Variable, Communication, Diversity	Structures, Community, Organization		
Lines of Inquiry	1. Basic strokes and radicals 2. Origin of the Chinese characters 3. Chinese characters are used to communicate	1. Words are an important part of a language 2. We use words differently as we grow 3. Appropriate words help us to express ourselves	1. Characteristics of rhymes 2. Rhymes convey information 3. Appreciation of rhymes in the world	1. The form of a city. 2. Similarities and differences between cities. 3. Cities meets the needs of the community.		
Discipline Focus	Arts, Math, Social Studies	Language, Social Studies, Science	Language, Social Studies, Music	Social Studies, Math, Mandarin		
Teacher questions & provocations	<p>□什么是笔画/符号/文字? What is stroke/symbol/character?</p> <p>□汉字是怎么来的? How did Chinese characters come from?</p> <p>□图像和文字是如何共同构成汉字的? How do images and texts together form Chinese characters?</p> <p>□汉字是用来做什么的? What is Chinese character used for? What is context?</p>	<p>□什么是单词/句子 What is a word/sentence?</p> <p>□单词如何构成句子 How do words form a sentence?</p> <p>□随着我们的成长使用语言有什么不同? How do we use language differently as we grow</p> <p>□同一个词在不同语境下有什么不同含义? What is the difference between the same word in different contexts?</p>	<p>□童谣的特点包括什么?(节奏 内容 篇幅 语言结构) What are the characteristics of rhymes ?</p> <p>□倾听如何让你成为更好的演讲者? How does listening make you a better speaker?</p> <p>□儿歌童谣如何影响我们的生活? How do the rhymes affect our lives?</p> <p>□谁在说话会影响信息的呈现方式或童谣的讲述方式?</p>	<p>What is a city?</p> <p>How are cities the same?</p> <p>How are cities different?</p> <p>What are the ways cities can give people what they need?</p>		

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			Does who is talking affect the way the information is presented or the way rhymes is told?			
Approaches to Learning	Research skills- Information literacy- Formulating and planning: R1.1.3 Ask or design relevant questions of interest that can be researched. Thinking skills-Critical thinking-Analyzing: T1.1.6 Consider meaning of materials.	Communication skills- Exchanging Information- Speaking: C1.3.4 Speak and express ideas clearly and logically in small and large groups. Social skills- Interpersonal relationships,social and emotional intelligence- Interpersonal relationships: SS1.1.7 Learn cooperatively in a group: being courteous, sharing, taking turns.	Communication skills- Literacy-Reading: C2.1.1 Read a variety of sources for information and for pleasure. Self-management skills- Organization: SM1.7 Use time effectively and appropriately.	SS1.1.12 Take on a variety of roles in group learning. T1.1.8 Use models and simulations to explore complex systems and issues. R1.4.5 Present information in a variety of formats and platforms.		
Learner Profile Attributes	Inquirer, Thinker Knowledgeable	Open-minded Risk-taker Communicator	Caring Principled Balanced	Balanced, Inquirer		
Learning outcomes	ORAL COMMUNICATION Listening 1.4 demonstrate an understanding of the	ORAL COMMUNICATION Listening 1.1 identify purposes for listening in a few different situations, formal and	ORAL COMMUNICATION Listening 1.8 begin to identify, with support and			

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	<p>information and ideas in oral texts by retelling the story or restating the information, including the main idea.</p> <p>Speaking</p> <p>2.4 choose appropriate words to communicate their meaning accurately and engage the interest of their audience.</p> <p>Reading</p> <p>1.4 demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea.</p> <p>Writing</p> <p>1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources</p>	<p>informal.</p> <p>Speaking</p> <p>2.1 identify a few purposes for speaking</p> <p>2.3 communicate ideas and information orally in a clear, coherent manner</p> <p>Reading</p> <p>1.1 read a few different types of literary texts.</p> <p>Writing</p> <p>3.1 spell some high-frequency words correctly</p>	<p>direction, who is speaking in an oral text and the point of view expressed by the speaker</p> <p>Speaking</p> <p>3.2 begin to identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills.</p> <p>Reading</p> <p>1.8 express personal thoughts and feelings about what has been read</p> <p>3.3 read appropriate, familiar texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader</p> <p>Writing</p> <p>3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: a capital letter at the beginning</p>			
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			of a sentence; a period, question mark, or exclamation mark at the end			
	August 14 th –October 27 th	October 30 th –November 17 th January 15 th –March 15 th	March 18 th -June 7 th	Transdisciplinary unit November 20 th - January 12 th		
P3	<i>How the world works</i> An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	<i>How we express ourselves</i> An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic	<i>How we organize ourselves</i> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	<i>Where we are in place and time</i> An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives	<i>Who We Are</i> An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human	<i>Sharin g the planet</i> An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with

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						other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution
Central Idea	Symbols have diverse meanings and people use them to express their ideas.	Words are an important element in making sentences.	People convey their opinions through stories.	We can understand others by exploring their identity and personal journeys.		
Key Concepts	Causation – Why is it like it is?	Form – What is it like?	Form – What is it like?	Form – What is it like? Change – How is it		

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	<p>Change – How is it transforming?</p> <p>Responsibility – What are our obligations?</p>	<p>Perspective – What are the points of view?</p> <p>Function – How does it work?</p>	<p>Function – How does it work?</p> <p>Perspective – What are the points of view?</p>	<p>transforming?</p> <p>Connection – How is it linked to other things?</p>		
Related Concepts	Meaning, Images, Communication	Opinion, Illustration, Expression	Sequence, Pictures, Creativity	Journeys, Identity, History		
Lines of Inquiry	<p>Basic radicals of Chinese characters</p> <p>Changing strokes changes meaning</p> <p>Symbols express positive messages</p>	<p>Lines of inquiry:</p> <p>Illustrations add to our understanding of words</p> <p>Word collocations lead to different discoveries and understandings</p> <p>We use different types of words to form sentences</p>	<p>Lines of inquiry:</p> <p>story elements</p> <p>Pictures and retelling add to our understanding of stories</p> <p>The perspectives we gain from the stories</p>	<p>1. Significant people and events in the past and present.</p> <p>2. How the people in the past influence the present.</p> <p>3. Sharing our personal journeys.</p>		
Discipline Focus	Arts, Social Studies, Math	Language, Social Studies, Music	Media Literacy, social studied, Language Arts	Social Studies Math Language		
Teacher questions & provocations	<p>□你知道哪些形声字？</p> <p>What phonogram characters do you know?</p> <p>□汉字的造字规律是什么？</p> <p>What is the rule of Chinese characters formation?</p> <p>□有哪些好的方法帮助我</p>	<p>□什么是词语搭配？What is word collocation?</p> <p>□词语的感情色彩有哪些？（开心、伤心、失望、愤怒等）What are the emotional colors of words?</p> <p>□四字词语和成语的区别？</p>	<p>□什么时间顺序词可能有助于介绍你故事中的事件顺序？ What time order words might help clarify the sequence of events in your story?</p> <p>□你能想出另一种可能</p>	<p>Who are the significant people in the past and present?</p> <p>What makes people significant?</p>		

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	<p>们识记汉字? What are some good ways to help us remember Chinese characters? □汉字与中国文化有哪些关联? What are the connections between Chinese characters and Chinese culture? □你可以用什么类似的词或短语来代替.....? What similar words or phrases could you use instead of...?</p>	<p>What is the difference between four character words and idioms? □你能用适当的形容词更具体地描述两个名词吗? Can you describe two nouns more specifically by adding appropriate adjectives? □你对阅读的了解对你写作有什么帮助? How does what you know about reading help you when you are writing? □聆听或查看不同类型的文本如何帮助您产生写作的想法? How does listening to or viewing different kinds of texts help you generate ideas for writing?</p>	<p>在开始时引起听众注意的方法吗? Can you think of another way you might get the attention of your audience at the beginning? □这个故事中的人物有没有让你想起你认识的某个人? Do any of the characters in this story remind you of someone you know? □使用故事开头的信息, 您可以推断出游戏的结果是什么? Using information from the story opening, what can you infer about the outcome of the game?</p>	<p>Who are the people that influenced you?</p>		
Approaches to Learning (ATLs)	<p>Research skills- Information literacy- Formulating and planning: R1.1.4 Outline a plan for finding necessary information.</p> <p>Thinking skills- Information transfer:T3.3</p>	<p>Communication skills- Exchanging information- Listening: C1.1.5 Listen actively to other perspectives and ideas.</p> <p>Social skills- Interpersonal relationships: SS1.1.8 Help others to succeed.</p>	<p>Communication skills- Literacy-Reading: C2.1.2 Read critically and for comprehension.</p> <p>Research Skills- Information Literacy-</p>	<p>Research Skills: R1.1.4 Outline a plan for finding necessary information.</p> <p>R1.3.3 Sort and categorize information: arrange information into</p>		

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	Use memory techniques to develop long-term memory.		Data gathering and recording: R1.2.4 Gather information from a variety of primary and secondary sources.	understandable forms such as narratives, explanatory and procedural writing, tables, timelines, graphs and diagrams. Communication Skills: C2.2.2 Paraphrase accurately and concisely.		
Learner Profile	Inquirer, Thinker, Knowledgeable	Open-minded, Risk-taker, Communicator	Caring, Responsibility, Balanced	Communicators Open-Minded		
Learning outcomes	ORAL COMMUNICATION Listening to understand: 2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns. B. READING 1.7 identify the main idea and some additional elements of texts Understanding form and	ORAL COMMUNICATION Listening to understand: 1.7 identify words or phrases that indicate whether an oral text is fact or opinion, initially with support and direction. Speaking to communicate: Clarity and Coherence Interactive Strategies 2.2 demonstrate an understanding of appropriate speaking	ORAL COMMUNICATION Listening to understand: 1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details.	Writing: Developing and Organizing Content: 1.1 identify the topic, purpose, audience, and form for writing. 1.2 generate ideas about a potential topic, using a variety of strategies and		

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	<p>style. 3.2 predict the meaning of and quickly solve unfamiliar words using different types of cues C. WRITING 3.1 spell many high-frequency words Correctly. 3.3 confirm spellings and word meanings or word choice using a few different types of resources.</p>	<p>behavior in a variety of situations, including paired sharing and small- and large-group discussions B. READING 3.1 automatically read and understand many high-frequency words, some words with common spelling patterns, and words of personal interest or significance, in a variety of reading contexts C. WRITING 3.3 confirm spellings and word meanings or word choice using a few different types of resources. 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for local, provincial, and national place names and for holidays; the personal object pronouns me, you, him, her, us, them; adjectives to describe a noun; verbs in the simple</p>	<p>B. READING 1.4 demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details. 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience. C. WRITING 1.1 identify the topic, purpose, audience, and form for writing. 3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: question marks, periods, or exclamation marks at the end of a sentence; commas to mark pauses; and some uses of quotation marks D. MEDIA LITERACY</p>	<p>resources. Reading: Reading for Meaning: 1.2 identify several different purposes for reading and choose reading materials appropriate for those purposes. 1.4 demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details Oral Communication: Listening to Understand: 1.3 identify several listening comprehension strategies and use them before, during, and after listening in order to</p>		
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		present and past tenses; joining words; simple prepositions of place and time . Producing Finished Works.	3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques	understand and clarify the meaning of oral texts Writing: Using Knowledge of Form and Style in Writing: 2.7 make simple revisions to improve the content, clarity and interest of their written work, using several types of strategies. 2.8 produce revised, draft pieces of writing to meet criteria identified by the teacher, based on the expectations.		
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P4	<i>How the world works</i> An inquiry into the natural world and its laws; the interaction between the natural world (physical and	<i>How we organize ourselves</i> An inquiry into the interconnectedness of	<i>How we express ourselves</i> An inquiry into the ways in which we discover and express ideas, feelings, nature,	<i>How we express ourselves</i> An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and		

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	biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.		
Central Idea	People arrange words to form sentences and convey their ideas.	The structure and organization of stories influence and conveys meaning.	Narrative writing enables people to communicate with each other.	We can express our feelings, beliefs, and values through writing.		
Key Concepts	<p>Form – What is it like?</p> <p>Causation – Why is it like it is?</p> <p>Connection – How is it linked to other things?</p>	<p>Form – What is it like?</p> <p>Function – How does it work?</p> <p>Causation – Why is it like it is?</p>	<p>Function – How does it work?</p> <p>Change – How is it transforming?</p> <p>Connection – How is it linked to other things?</p>	<p>Form – What is it like?</p> <p>Function – How does it work?</p> <p>Connection – How is it linked to other things?</p>		
Related Concepts	Purpose, Persuasion, Sequence	Sequence, Pictures, Creativity	Strategy, Process, Expression	Voice, Text Structure, Conventions		
Lines of Inquiry	<p>1. Types of sentences</p> <p>2. Different sentence patterns suit the purpose for writing</p> <p>3. Sentence writing</p>	<p>1. The structure of stories</p> <p>2. Pictures add to our understanding of stories</p> <p>3. Stories encourage us to develop our SLOs</p>	<p>1. Essential elements of narrative writing</p> <p>2. Adding details improves a text</p> <p>3. Written expression</p>	<p>1. Structural features of texts.</p> <p>2. Purposes of different texts.</p> <p>3. Sharing our</p>		

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	independent thoughts		connects cultures	experiences through writing.		
Discipline Focus	Social Studies, Language Arts, Music	Math, Science, Music	Social Studies, Science, Music, Mandarin	Mandarin, Language, Social Studies		
Teacher questions & provocations	<p>□你知道句子都由哪些部分构成? What are the parts of a sentence?</p> <p>□你是如何使用同义词表帮助修改句子的? Explain how you used the thesaurus to help with your revisions.</p> <p>□你可以用什么词或短语来帮助读者更容易地跟随你的想法? What words or phrases could you use to help the reader follow your thinking more easily?</p> <p>□你能使用一句话来澄清你的主要观点吗? Can you use one sentence that would help clarify your main idea?</p>	<p>□当你独立阅读一篇新课文时, 听到类似的课文大声朗读对你有什么帮助? How does hearing a similar text read aloud help you when you read a new text independently?</p> <p>□你知道故事可以如何分类? Do you know how stories can be classified?</p> <p>□如何合理地预测故事的发展? How to reasonably predict the development of the story?</p> <p>□如果主角是女孩而不是男孩, 或者是老人而不是孩子, 故事会有什么不同? How might the story have been different if the main character had been a girl instead of a boy or a senior instead of a child?</p>	<p>□细节描写都有哪些类型? What types of detailed descriptions are there?</p> <p>□你是否提供了足够的细节来支持你的观点? Have you included enough details that support your point of view?</p> <p>□你遗漏了哪些事实或细节会影响你的观点表述? What facts or details that you have left out would challenge your point of view?"</p>	<p>Why did the author choose this type of story ? What are some details the author uses to develop and support the story?</p> <p>How is the story structured (beginning, middle, end)?</p> <p>What patterns do you notice in the story?</p>		
Approaches to	Communication Skills-	Thinking skills- Creative	Communication Skills-	Communication Skills		

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Learning	<p>Literacy- Writing: C2.2.1 Use appropriate forms of writing for different purposes and audiences.</p> <p>Thinking skills- Information transfer: T3.4 Inquire in different contexts to gain different perspectives.</p>	<p>thinking-Generating novel ideas: T2.1.5 Practise “visible thinking” strategies and techniques.</p> <p>Self-management skills- Organization: SM1.9 Keep an organized and logical system to document learning.</p>	<p>Literacy- Writing: C2.2.3 Record information and observations by hand and through digital technologies.</p> <p>Research Skills- Information literacy- Data gathering and recording: R1.2.5 Use all senses to find and notice relevant details.</p>	<p>C2.2.1 Use appropriate forms of writing for different purposes and audiences.</p> <p>C2.2.5 Organize information logically.</p> <p>Thinking Skills T2.2.7 Consider multiple alternatives, including those that might be unlikely or impossible.</p>		
Learner Profile Attributes	<p>Knowledgeable, Principled, Balanced</p>	<p>Inquirers, Thinker, Risk-taker</p>	<p>Communicator, Open-minded, Caring</p>			
Learning outcomes	<p>ORAL COMMUNICATION: 1.Listening to understand: 1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details.</p>	<p>ORAL COMMUNICATION: 1.8 identify the point of view in different types of oral texts and cite words, phrases, ideas, and information from the texts that confirm their identification 2.6 identify some non-verbal cues, including</p>	<p>ORAL COMMUNICATION: 1.Listening to understand: 2.4 choose a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, and a few elements of style, to</p>			

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	<p>READING :</p> <p>2.4 identify some elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts.</p> <p>WRITING</p> <p>2.2 use words and phrases that will help convey their meaning as specifically as possible.</p> <p>3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling</p> <p>IMEDIA LITERACY</p> <p>2.1 identify elements and characteristics of some media forms.</p>	<p>facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning.</p> <p>READING :</p> <p>1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them.</p> <p>Responding to and Evaluating</p> <p>1.8 express personal opinions about ideas presented in texts.</p> <p>WRITING</p> <p>1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources.</p> <p>2.4 vary sentence structures and maintain continuity by using joining words.</p>	<p>communicate their meaning accurately and engage the interest of their audience.</p> <p>READING :</p> <p>1.4 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details</p> <p>1.9 identify the point of view presented in a text and suggest some possible alternative perspectives</p> <p>WRITING</p> <p>1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and gather new material if necessary.</p> <p>2.7 make revisions to improve the content, clarity, and interest of their written work, using several types of</p>			
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			strategies. MEDIA LITERACY 4.2 explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts.			
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P5	<i>Who We Are</i> An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human	<i>How the world works</i> An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	<i>Where we are in place and time</i> An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives	<i>How we express ourselves</i> An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic	<i>Where we are in place and time</i> An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations,	<i>Sharing the planet</i>

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					from local and global perspectives	
Central Idea	The way we structure and organize our writing helps others to understand and appreciate it.	Different types of texts serve different purposes.	Chinese traditional festivals help us understand Chinese culture.	Narrative writing enables people to communicate with each other.	Ancient civilizations shape present day systems.	
Key Concepts	<p>Function – How does it work?</p> <p>Connection – How is it linked to other things?</p> <p>Responsibility – What are our obligations?</p>	<p>Form – What is it like?</p> <p>Causation – Why is it like it is?</p> <p>Perspective – What are the points of view?</p>	<p>Form – What is it like?</p> <p>Responsibility – What are our obligations?</p> <p>Connection – How is it linked to other things?</p>	<p>Function – How does it work?</p> <p>Change – How is it transforming?</p> <p>Connection – How is it linked to other things?</p>	<p>Form - What is it like?</p> <p>Function – How does it work?</p> <p>Connection – How is it linked to other things?</p>	
Related Concepts	Structure, Organization, Influence	Purpose, Persuasion, Sequence	Symbol, Story, Beliefs	Strategy, Process, Expression	Civilization, System	
Lines of Inquiry	<p>1. Uses of different types of structures</p> <p>2. Organizing supporting details</p> <p>3. Writing can influence other people</p>	<p>1. Different texts are used to suit different occasions</p> <p>2. Different texts help us understand other points of view</p> <p>3. How different texts convey information.</p>	<p>1. Chinese traditional festivals and customs.</p> <p>2. Beliefs and values of Chinese customs.</p> <p>3. Sharing personal traditional festival experience.</p>	<p>1. Essential elements of narrative writing</p> <p>2. Adding details improves a text</p> <p>3. Written expression connects cultures</p>	<p>1.Characteristics of civilizations.</p> <p>2. Exploring ancient systems.</p> <p>3. Connections between the past and</p>	

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					present.	
Discipline Focus	Language, Social Studies, Music	Social studies, Music, Science	Language, Social Studies, Music, Arts	Arts, music, Mandarin	IB PYP English as an Additional Language , Language , Mandarin Advanced , Mandarin Beginner , Mandarin Intermediate , Mathematics , Social Studies	
Teacher questions & provocations	<input type="checkbox"/> 常见的写作顺序有哪些？ What are the common writing sequences? <input type="checkbox"/> 如何运用细节描写吸引读者？ How to use detailed description to attract readers? <input type="checkbox"/> 您可以添加哪些描述性词语，使您的角色对读者来说生动起来？	<input type="checkbox"/> 应用文的特点是什么？ What are the features of practical writing? <input type="checkbox"/> 你认为应用文有固定的格式吗？ Do you think the practical writing has fixed format? <input type="checkbox"/> 你认为及时性在应用文写作中起着重要作用吗？ Do you think the timeliness play an important role in the practical writing?	你能说出几个中国传统节日的名字和具体日期吗？ Can you name several traditional Chinese festivals and specific dates? 通过查阅资料，你知道哪些传统节日和习俗？ 你知道与这些习俗有关的故事吗？ What traditional	<input type="checkbox"/> 叙事写作的六个要素是什么？ What are the six factors of narrative writing? <input type="checkbox"/> 有多少种不同类型的叙述顺序？ How many different types of narrative orders? <input type="checkbox"/> 段落正文中是否有应该包含在主题句中的想法？ Are there ideas in the body of the paragraph that should be included in your	Factual What did ancient civilizations look like? Conceptual How do hierarchies of ancient civilizations influence our	

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	<p>What descriptive words could you add to make your characters come alive for the reader?</p> <p>□ 你的写作想法之间有明确的联系吗？Are there clear links between your ideas?</p> <p>□ 解释与同龄人的对话如何帮助你在写作时表达自己的观点</p> <p>Explain how dialogue with your peers can help you to express your opinion when you are writing.</p>	<p>□ 探讨不同作者对某一问题的看法如何帮助你为写作做好准备？How has exploring different authors' perspectives on an issue helped you prepare for writing?</p> <p>□ 确定一个不同于你自己的观点，并列出支持它的论据。你是否在你的写作中包含了可以回答这些论点的证据？</p> <p>Identify a point of view other than your own and list the arguments that would support it. Have you included evidence in your work that would answer these arguments?</p>	<p>festivals and customs do you know by looking up information? Do you know the stories related to these customs?</p> <p>你能用思维导图来整理你收集的关于中国节日的信息吗？</p> <p>Can you use mind maps to organize the information about Chinese festival that you collect?</p> <p>你从人们对节日习俗的态度变化中得出了什么结论？</p> <p>What are your conclusions from the changes in people's attitudes towards festival customs?</p> <p>你认为中国传统节日文化赋予你什么样的责任？</p> <p>What responsibilities</p>	<p>topic sentence?</p> <p>□ 你认为什么策略对记叙信息最有帮助？</p> <p>What strategy did you find most helpful for organizing information?</p> <p>□ 什么编写策略对你最有效？</p> <p>What editing strategies are most effective for you?</p> <p>□ 你写的句子是否太长和复杂/太短和简单/太相似而无法吸引你的目标读者？</p> <p>Are your sentences too long and complicated/too short and simple/too much the same to appeal to your intended audience?</p>	<p>modern-day world?</p> <p>Debatable</p> <p>Have civilizations become better and more advanced over time or are we still dealing with the same problems?</p>	
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			<p>do you think Chinese traditional festival culture gives you?</p> <p>选择一个节日，写一个你和家人一起度过节日的故事。</p> <p>Choose a festival , write a story about you and your family spending the festival together.</p>			
Approaches to Learning	<p>Thinking skills- Critical thinking- Evaluating: T1.2.7 Consider ideas from multiple perspectives.</p> <p>Communication skills- Literacy- Writing: C2.2.4 Use a variety of scaffolding for writing tasks.</p>	<p>Communication skills- Literacy- Writing: C2.2.5 Organize information logically.</p> <p>Thinking skills- Critical thinking- Evaluating: T1.2.8 Synthesize new understandings by finding unique characteristics; seeing relationships and connections.</p>	<p>Research skills Information literacy (R1)-Formulating and planning: R1.1.4 Outline a plan for finding necessary information.</p> <p>Communication skills Literacy (C2)-writing: C2.2.3 Record information and observations by hand and through digital technologies.</p>	<p>Research skills- Information literacy- Synthesizing and interpreting: R1.3.3 Sort and categorize information: arrange information into understandable forms such as narratives, explanatory and procedural writing, tables, timelines, graphs and diagrams.</p> <p>Communication skills- Literacy - Reading :</p>	<p>T3.4 Inquire in different contexts to gain different perspectives.</p> <p>R1.1.3 Ask or design relevant questions of interest that can be researched.</p> <p>C2.2.2 Paraphrase accurately and</p>	

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				C2.1.3 Make inferences and draw conclusions.	concisely.	
Learner Profile Attributes	Inquirer Principled Balanced	Thinker Risk-taker Reflective	Knowledgeable, communicator, inquirer	Communicator Caring knowledgeable	Knowledgeable Open-minded	
Learning outcomes	<p>ORAL COMMUNICATION 2.2 demonstrate an understanding of appropriate speaking behavior in a variety of situations, including paired sharing and small- and large-group discussions.</p> <p>READING 1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes. 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts.</p> <p>WRITING 1.1 identify the topic, purpose, and audience for a variety of writing</p>	<p>ORAL COMMUNICATION 2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form.</p> <p>READING 1.1 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details 1.2 make inferences about texts using stated and implied ideas from the texts as evidence</p> <p>WRITING 1.3 gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources 1.4 sort and classify ideas and information for their writing in a variety of ways</p> <p>MEDIA LITERACY</p>	<p>ORAL COMMUNICATION SPEAKING 2.1 Identify a variety of purposes for speaking.</p> <p>READING 1.2 Identify a variety of purposes for reading and choose reading materials appropriate for those purposes.</p> <p>WRITING 1.6 Determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary.</p>	<p>ORAL COMMUNICATION 1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details.</p> <p>READING 1.8 express opinions about the ideas and information in texts and cite evidence from the text to support their opinions. 2.1 explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal.</p> <p>WRITING 1.6 determine whether the ideas and information they have gathered are relevant and adequate for the</p>		

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	<p>forms.</p> <p>2.2 establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement.</p> <p>MEDIA LITERACY</p> <p>3.1 describe in detail the topic, purpose, and audience for media texts they plan to create.</p>	<p>1.2 use overt and implied messages to draw inferences and construct meaning in media texts.</p>	<p>2.3 Use some vivid and/or figurative language and innovative expressions to add interest.</p> <p>MEDIA LITERACY</p> <p>1.2 Use overt and implied messages to draw inferences and construct meaning in media texts.</p>	<p>purpose, and do more research if necessary.</p> <p>2.3 use specific words and phrases to create an intended impression.</p> <p>MEDIA LITERACY</p> <p>1.3 express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions.</p>		
	Aug14-Nov6	Jan8-Mar22	Mar25-May10	Mar13-Jun7	Transdisciplinary unit Nov7-Dec21	
P6	<p><i>Who We Are</i></p> <p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p>	<p><i>Where we are in place and time</i></p> <p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and</p>	<p><i>Who we are</i></p> <p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health;</p>	<p><i>How we express ourselves</i></p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</p>	<p><i>How the world works</i></p> <p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and</p>	

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		civilizations, from local and global perspectives.			human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	
Central Idea	Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act.	Different types of texts serve different purposes.	The novel portrays characters and displays the style of the times through various descriptive methods.	Spoken language can be used to persuade and influence people.	Technology Advances in technology change the way the world develops.	
Key Concepts	Change – How is it transforming? Causation – Why is it like it is? Perspective – What are the points of view?	Form – What is it like? Causation – Why is it like it is? Responsibility – What are our obligations?	Connection – How is it linked to other things? Causation – Why is it like it is? Perspective – What are the points of view?	Form – What is it like? Function – How does it work? Connection – How is it linked to other things?	Change - How is it transforming? Causation - Why is it as it is? Responsibility -	

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					What are our obligations?	
Related Concepts	Visual text, Responding, Techniques	Purpose, Persuasion, Sequence	Character, plot, background	Themes, Presentation, Influence	Invention, Advances, Ingenuity	
Lines of Inquiry	1. The evolution of poems 2. The rhythm of poems 3. Poems convey our ideas and beliefs	1. Different types of texts 2. Different texts are used to suit different occasions 3. How different texts convey information.	1. Connection between the character and the background of the story. 2. Various methods of character description make the character image vivid. 3. Writing character analysis	1. Structure of speech script drafts 2. Different presentation skills 3. The impact of speech on an audience's opinion	1. What leads to technological advances. 2. How people use technology. 3. How ingenuity can help solve problems.	
Discipline Focus	Language, Social Studies, Performing arts	Social studies, Music, Visual arts	Language, Social Studies, Music, Arts	Social Studies, Language Arts, Music	Science, Language, Math, Mandarin	
Teacher questions	<input type="checkbox"/> 作者给出了什么线索引	<input type="checkbox"/> 你将如何修改文本以吸	你接触过中国古典文学	<input type="checkbox"/> 你从说话人的语调/肢体	How does	

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<p>& provocations</p>	<p>出了你的结论？ What clues did the author give that led to your conclusion? <input type="checkbox"/> 你认为作者为什么不直接陈述这些观点？ Why do you think the author doesn't state these ideas directly? <input type="checkbox"/> 你问自己什么问题来检查你是否明白你在读什么吗？ What questions do you ask yourself to check that you understand what you are reading?" <input type="checkbox"/> 作者对这个话题的处理与其他来源对这个话题的处理相比如何？ How does the author's treatment of this topic compare with treatments of the topic in other sources? <input type="checkbox"/> 中外诗歌有哪些异同点？ Has the author chosen the most convincing facts to support his or her opinion? <input type="checkbox"/> 如果继续阅读或重读不</p>	<p>引不同或更广泛的读者？ How would you revise the text to appeal to a different or a wider audience? <input type="checkbox"/> 你能用短小的句子给你的写作增添戏剧性吗？ Can you use short, abrupt sentences to add drama to your writing? <input type="checkbox"/> 你如何确定工作的哪些部分需要进一步阐述？ How can you determine which parts of your work need further clarification <input type="checkbox"/> 你将如何均衡的使用你所找到的写作素材及写作想法？ How did the sources you used allow you to generate a balanced selection of ideas? <input type="checkbox"/> 你对写作时可能有用的不同媒体文本了解多少？ What do you know about different media texts that might help when you are writing?</p>	<p>吗？中国古典文学给你留下了什么印象？ Have you been exposed to classical Chinese literature? What impression did Chinese classical literature leave on you? 这是一个用文言文写的短篇故事。你能参考注释来讲述这个故事的大意吗？ Here is a short story in classical Chinese. Can you refer to the notes to tell the main idea of the story? 如果在阅读中遇到障碍，你会放弃还是想办法解决？你的策略是什么？ If there are obstacles in reading, will you give up or find ways to solve them? What is your strategies? 故事中人物的命运更多地受到他们的性格还是当时的环境的影响？</p>	<p>语言/面部表情中得到了什么信息？ What messages did you get from the speaker's tone of voice/body language/facial expressions? <input type="checkbox"/> 注意说话者的肢体语言如何帮助你理解所说的内容？ How does paying attention to a speaker's body language help you interpret what is being said? <input type="checkbox"/> 你认为演讲者为什么在故事的那个时候停顿这么长时间？ Why do you think the speaker paused for so long at that point in the story? <input type="checkbox"/> 你使用什么策略来帮助你理解和加入几个人之间的讨论？ What strategies do you use to help you understand and follow a discussion among several people?</p>	<p>technology help to expand our scientific understanding? (Conceptual) What are some latest advances in scientific knowledge? (Factual) What are the effects of technology on people and environment? (debatable)</p>	
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	<p>能理解含义，你还能做什么？</p> <p>What else can you do if reading on or rereading does not clarify the meaning?</p>		<p>Is the fate of the characters in the story more influenced by their personalities or by the circumstances at the time?</p> <p>我们计划排练一部改编自中国古典文学的戏剧，你最想演谁？为什么？</p> <p>We plan to rehearse a drama adapted from classical Chinese literature, who do you want to act most? Why?</p>	<p>□ 聆听过后，你用什么方法回忆重要信息？</p> <p>What strategies do you use to recall important information after listening?</p> <p>在决定演讲时是采用非正式方式还是正式方式时，你会考虑哪些因素？</p> <p>What factors do you consider when deciding whether to use an informal or a formal approach when speaking?</p> <p>□ 你在准备写作时使用的哪些策略有助于你在发言前组织好自己的想法？</p> <p>What strategies that you use when preparing to write help you organize your ideas before speaking?</p>		
Approaches to Learning	<p>Communication Skills-Literacy-Writing: C2.2.7 Communicate using a range of technologies and media.</p> <p>Research Skills-Information literacy-Evaluating and</p>	<p>Communication Skills-Literacy-Writing: C2.2.6 Make summary notes.</p> <p>Thinking Skills-Critical thinking -Evaluating: T1.2.8 Synthesize new understandings by finding unique characteristics;</p>	<p>Thinking skills Critical thinking-Evaluating T1.2.8 Synthesize new understandings by finding unique characteristics; seeing relationships and connections.</p>	<p>Research Skills-Information literacy-Synthesizing and interpreting: R1.3.4 Use critical literacy skills to analyse and interpret information.</p> <p>Communication Skills-</p>	<p>SM1.11 Use technology effectively and productively.</p> <p>SS1.1.9 Build consensus and</p>	

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	communicating: R1.4.5 Present information in a variety of formats and platforms.	seeing relationships and connections.	Creative thinking- Generating novel ideas T2.1.2 Use discussion and play to generate new ideas and investigations. Social skills Interpersonal relationships SS1.1.6 Listen closely to others' perspectives and to instructions. Social and emotional intelligence SS1.2.4 Be aware of own and others' impact as a member of a learning group.	Exchanging information- Speaking: C1.3.6 State opinions clearly, logically and respectfully.	negotiate effectively. C1.3.8 Communicate with peers, experts, and members of the learning community using a variety of digital environments and media.	
Learner Profile Attributes	Thinkers, Risk-taker Reflective	Inquirers, balanced, Caring	Knowledgeable , thinker, inquirer	Communicator, knowledgeable, Principled	Risk taker Thinker	
Learning outcomes	ORAL COMMUNICATION 1.8 identify the point of view presented in oral texts and ask questions to identify missing or possible alternative	ORAL COMMUNICATION 1.4 demonstrate an understanding of the information and ideas in oral texts by summarizing important ideas and citing a variety of supporting	ORAL COMMUNICATION SPEAKING 2.2 Demonstrate an increasingly sophisticated	ORAL COMMUNICATION 1.1 identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks.	.	

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	<p>points of view</p> <p>2.7 use a variety of appropriate visual aids</p> <p>READING</p> <p>1.8 make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views</p> <p>2.4 identify various elements of style including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures – and explain how they help communicate meaning</p> <p>WRITING</p> <p>3.8 produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies</p>	<p>details.</p> <p>READING</p> <p>2.1 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details</p> <p>WRITING</p> <p>Research</p> <p>1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources.</p> <p>Classifying Ideas</p> <p>1.4 sort and classify ideas and information for their writing in a variety of ways.</p> <p>Word Choice</p> <p>2.3 use some vivid and/or figurative language and innovative expressions to add interest.</p> <p>MEDIA LITERACY</p> <p>4.2 explain, with some support and direction, how their skills in listening, speaking, reading, and writing help them to make</p>	<p>understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions.</p> <p>READING</p> <p>1.4 Demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details.</p> <p>WRITING</p> <p>1.4 Sort and classify information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between ideas.</p> <p>2.2 Establish a distinctive voice in their writing appropriate to the</p>	<p>2.2 demonstrate an understanding of appropriate speaking behavior in a variety of situations, including paired sharing, dialogue, and small- and large- group discussions</p> <p>READING</p> <p>2.1 analyze a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts such as short stories</p> <p>WRITING</p> <p>1.1 identify the topic, purpose, and audience for a variety of writing forms.</p> <p>2.2 establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences.</p> <p>MEDIA LITERACY</p> <p>3.1 describe in detail the topic, purpose, and audience for media texts</p>		
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	<p>MEDIA LITERACY Conventions and Techniques 2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience</p>	<p>sense of and produce media texts.</p>	<p>subject and audience. 2.7 Make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies. MEDIA LITERACY 1.2 Interpret media texts, using overt and implied messages as evidence for their Interpretations.</p>	<p>they plan to create.</p>		
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