ECEA Transdisciplinary	Aug 19 - Nov 1	Who We Are How We Express How To		Apr 8 - Jun 20 How We Organize
Theme	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	Ourselves 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	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.	Ourselves 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
Central Idea	Imagination is used to create stories.	People listen and speak to share thoughts and feelings.	Observing our environment helps us understand the world around us.	The signs and symbols in our environment have meaning.
Key Concepts	Connection – How is it linked to other things? Perspective – What are the points of view? Connection – How is it transforming? Change – How is it transforming? Form – What is it like? Change – How is it transforming? Function – How work? Connection – How is it linked to other things?		Change – How is it	Form – What is it like? Causation – Why is it like it is? Function – How does it work?

Related Concepts	Stories, Culture, Empathy, Imagination	Feelings, Communication, Expression	Patterns,Nature Treasures, Growth	Symbols, Meaning, Organization
Lines of Inquiry	1.My personal story.	1.Different feelings.	1.Discovering our environment.	1.Different signs and symbols.
	2.Traditional stories.	2.Thoughts and feelings can change.	2.Recording our	2.Creation of signs and
	3.Characters teach empathy.	3.Feelings connect people.	information.	symbols.
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Discipline Focus	Social Studies, Mandarin, Language Arts	Mandarin, Social Studies, Science	Early Years Mandarin	Language Arts, Social Studies, Mandarin
Teacher questions	What is a story?	What are different	What can we	What is a sign or a
& provocations	What are the ways in which stories can be told?	feelings? • How thoughts and feelings change?	see/hear/feel around us? How can we keep what we discover to show others? How do we describe what we found? What do we know about seasons?	symbol? Why are signs and symbols used? (locally and globally) What makes a good sign?

Approaches to	Communication Obilla	Communication Chills	Research Skills:	Communication Chille
Learning	Communication Skills-	Communication Skills-	R1.2.2 Use all senses to	Communication Skills-
	Exchanging information-	Exchanging information-		Exchanging information-
(ATLs)	Listening	Speaking	observe and notice	Interpreting
	C1.1.1 Listen to	C1.3.1 Express oneself	details	C1.2.1 Interpret visual,
	information	using words and sentences	Communication skills:	audio and oral
	Self-management Skills-	Social skill-Interpersonal	C1.1.2 Listen actively	communication:
	States of mind-	relationships,social and	and respectfully to	recognizing and creating
	Perseverance	emotional intelligence-	others speak	signs,interpreting and
	SM2.2.2 Use strategies to	Social and emotional	Thinking Skills:	using symbols and
	problem-solve	intelligence	T2.2.3 Ask "what if"	sounds
		SS1.2.1 Be aware of own	questions	Thinking skills-Critical
		and others' feelings		thinking-Analyzing
				T1.1.1 Observe carefully
Learner Profile	Open-minded	Thinker	<mark>Inquirer</mark>	Knowledgeable
Attributes	Caring	Communicator	Knowledgeable	Reflective
	Principled	Balanced	Thinker	Inquirer
Learning	BELONGING AND	SELF-REGULATION AND	PROBLEM SOLVING	BELONGING AND
Outcomes:	CONTRIBUTING	WELL-BEING	AND INNOVATING	CONTRIBUTING
	25.3 Express their	2.5 Develop empathy for	14.1 Ask questions	29.1 Identify similarities
	thoughts and share	others, and acknowledge	about and describe	and differences between
	experiences	and respond to each	some natural	local environments
	SELF-REGULATION	other's feelings	occurrences, using their	DEMONSTRATING
	AND WELL-BEING	DEMONSTRATING	own observations and	LITERACY BEHAVIORS
	2.5 Develop empathy for	LITERACY BEHAVIORS	representations.	1.5 Use language (verbal
	others, and acknowledge	1.8 Ask questions for a		and non-verbal
	and respond to each	variety of purposes and in		communication) in
	other's feelings	different contexts		various contexts to

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DEMONSTRATING	1.10 Retell experiences,	connect new experiences
LITERACY BEHAVIORS	events, and familiar stories	with what they already
1.6 Use language (verbal	in proper sequence	know
and non-verbal	11. 6 Use prior knowledge	1.7 Use specialized
communication) to	to make connections to	vocabulary for a variety of
communicate their	help them understand a	purposes
thinking, to reflect, and to	diverse range of materials	10.6 communicate ideas
solve problems	read by and with the	about personal
1.9 Describe personal	educator team	experiences and/or
experiences, using	SOCIAL EMOTIONAL	familiar stories, and
vocabulary and details	LEARNING SKILLS	experiment with personal
appropriate to the	A1.1 Apply skills that help	voice in their writing
situation	them identify and manage	PROBLEM SOLVING
11.7 use illustrations to	emotions as they	AND INNOVATING
support comprehension of	participate in learning	24.5 Communicate and
texts that are read by and	experiences, in order to	record results and
with the educators	improve their ability to	findings either individually
	express their own feelings	or in groups
	and understand and	
	respond to the feelings of	
	others	
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ECEB	Aug 19- Nov 1	Nov 4- Jan 24	Feb 10 - Mar 31	April1- Jun 20 (collaborative unit)
Transdisciplinary	Who We Are	Where We Are In Place	How We Organize	Sharing The Planet
Theme	An inquiry into the nature	And Time	Ourselves	An inquiry into rights and
	of the self; beliefs and	An inquiry into orientation	An inquiry into the	responsibilities in the
	values; personal,	in place and time;	interconnectedness of	struggle to share finite

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	physical, mental, social	personal histories; homes	human-made systems	resources with other
	and spiritual health;	and journeys; the	and communities; the	people and with other
	human relationships	discoveries, explorations	structure and function of	living things;
	including families, friends,	and migrations of	organizations; societal	communities and the
	communities, and	humankind; <mark>the</mark>	decision-making;	relationships within and
	cultures; rights and	relationships between and	economic activities and	between them; access to
	responsibilities; what it	the interconnectedness of	their impact on	equal opportunities;
	means to be human	individuals and	humankind and the	peace and conflict
		civilizations, from local	environment	resolution
		and global perspectives		
Central Idea	Imagination is used to	People write to	The signs and symbols in	Choices we make can
	create stories.	communicate.	our environment have	affect living things.
			meaning.	
Key Concepts	Connection – How is it linked to other things?	Causation – Why it is like it is?	Form – What is it like?	Form – What is it like?
	Perspective – What are		Causation – Why is it like	Function – How does it
	the points of view?	Change – How is it	it is?	work?
	the points of view:	transforming?		
	Responsibility – What are		Function – How does it	Responsibility – What
	our obligations?	Function – How does it	work?	are our obligations?
	odi obligationo:	work?		
Related Concepts	Stories, Culture,	Meaning, Images,	Symbols, Meaning,	Growth, Needs, Living
		Communication Organization		
	Empathy, Imagination.	Communication	Organization	things

Discipline Focus Teacher questions & provocations	1.My personal story. 2.Traditional stories. 3.Characters teach empathy. Social Studies, Mandarin, Language Arts • What is a story? • What are the ways in which stories can be told? • What are traditional stories in China?	 1.Origins of the writing systems. 2.Structure of writing systems. 3.Writing systems are used to communicate. Language Arts, Science, Mandarin How did Chinese characters come from? What are strokes? How do images and texts together form Chinese characters? What is Chinese character used for? 	 1.Different signs and symbol. 2.Creation of signs and symbols. 3.How signs and symbols foster communication. Language Arts, Social Studies, Mandarin 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? 	1.Needs of plants. 2.Uses of plants. 3.Our responsibility towards living things. (plants) Language, Science What do plants need to live and grow? How can we use plants in our lives? For our health? Why are plants important in our environment? What responsibilities do we have towards plants?	
Approaches to Learning (ATLs)	Communication Skills - Exchanging information – Listening:	Communication Skills - Exchanging information – Speaking:	Communication Skills - Exchanging information – Interpreting:	T2.1.2 Use discussion and play to generate new ideas and investigations.	

	C1.1.2 Listen actively and	C1.3.3 Negotiate ideas	C1.2.1 Interpret visual,	T4.1 Reflect on their
	respectfully to others	and knowledge with peers	audio and oral	learning by asking
	speak	and teachers	communication:	questions such as:
	Self-management Skills -	Social Skills -	recognizing and creating	What did I learn today?
	States of mind-	Interpersonal	signs,interpreting and	What can I already do?
	Perseverance :	relationships,social and	using symbols and	What will I work on next?
	SM2.2.4 Manage	emotional intelligence -	sounds	C1.3.2 Participate in
	feelings and resolve	Social and emotional	Thinking skills-Critical	conversations.
	conflict	intelligence :	thinking- Analyzing:	
		SS1.2.2 Manage anger	T1.1.2 Consider meaning	
		and resolve conflict	taken from materials and	
			events	
Learner Profile &	Open-minded	Principled	Knowledgeable	Balanced
attributes	Caring	Inquirer	Reflective	Knowledgeable
	Principled	Communicator	Inquirer	

Learning	BELONGING AND	BELONGING AND	BELONGING AND	Belonging and
Outcomes:	CONTRIBUTING	CONTRIBUTING	CONTRIBUTING	Contributing
outcomes.	25.3 Express their	25.1 Recognize personal	29.1 Identify similarities	29.3 Identify ways in
	thoughts and share	interests, strengths, and	and differences between	which they can care for
	experiences	accomplishments	local environments	and show respect for the
	DEMONSTRATING	DEMONSTRATING	DEMONSTRATING	environment
	LITERACY BEHAVIORS	LITERACY BEHAVIORS	LITERACY BEHAVIORS	CHVIIOIIIICH
	1.7 Use specialized	1.9 Describe personal	1.8 Ask questions for a	
	vocabulary for a variety of	experiences, using	variety of purposes and	
	•	vocabulary and details	in different contexts	
	purposes	•		
	1.10 Retell experiences,	appropriate to the	11.4 Respond to a variety	
	events, and familiar	situation	of materials that have	
	stories in proper	10.6 communicate ideas	been read aloud to them	
	sequence	about personal	11. 6 use prior knowledge	
	11.1 Demonstrate an	experiences and/or	to make connections to	
	interest in reading	familiar stories, and	help them understand a	
	SELF-REGULATION	experiment with personal	diverse range of	
	AND WELL-BEING	voice in their writing	materials read by and	
	2.5 Develop empathy for	11.7 use illustrations to	with the educator team	
	others, and acknowledge	support comprehension of	PROBLEM SOLVING	
	and respond to each	texts that are read by and	AND INNOVATING	
	other's feelings	with the educators	4.1 Use a variety of	
		PROBLEM SOLVING	strategies to solve	
		AND INNOVATING	problems, including	
		24.4 Select and use tools,	problems arising in social	
		equipment, and materials	situation	
		to construct things		

P1	Aug 19 - Nov 8	Nov 11 - Feb 14	Feb 17 - May 9	May 5 - June 13 (collaborative unit)	
	Where We Are In Place And Time 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	How We Express Ourselves 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	How The World Works 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	How We Express Ourselves 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.	

Central Idea	People write to	The sounds of	Words are an	Stories are	
	communicate.	language are a	important element in	expressions of our	
		symbolic way of	making sentences.	ideas, feelings, and	
		representing ideas and		beliefs.	
		objects.			
Key Concepts	Causation – Why is	Form – What is it like?	Function – How does	Form – What is it	
	it like it is?		it work?	like?	
		Change – How is it			
	Change – How is it	transforming?	Change – How is it	Perspective – What	
	transforming?		transforming?	are the points of	
		Connection – How is it		view?	
	Responsibility –	linked to other things?	Perspective – What		
	What are our		are the points of	Function – How does	
	obligations?		view?	it work?	
Related Concepts	Meaning, Images,	Sounds, Rules, Ideas	Messages, Symbols,	Interpretation,	
	Communication		Text	Messages, Stories,	
				Theme.	
Lines of Inquiry	1.Origin of the	1.The sounds of	1.Words are one of	1.Stories include	
	writing systems.	language.	the important parts of	different elements.	
			a language.		
	2.Structure of writing	2.The grammatical			
	systems.	rules of the language.	2.Illustrations add to		
			our understanding of	2.Feelings and	
	3.Writing systems	3.Sounds of language	words.	beliefs inspire stories.	
	are used to	can represent ideas			
	communicate.	and objects.	3.Appropriate words	3.Stories can be	
			help us to	created and shared.	

			communicate with each other.		
Discipline Focus	Language Arts, Science, Mandarin	Language Arts, Music, Social Studies	Music, Social Studies, Mandarin	Language, Math Social Studies	
Teacher questions & provocations	 How did Chinese characters come from? What are strokes? How do images and texts together form Chinese characters? What is Chinese character used for? 	 What is pinyin? What is the role of pinyin? How does pinyin help us read Chinese characters? 	 What is a word? How do words form a sentence? How to use words to make a sentence? 	 What is a story? (parts) Why does the story make you feel a certain way? How can you tell and a share story? 	
Approaches to Learning (ATLs)	Communication Skills- Exchanging information-	Communication Skills - Symbolic exploration and expression:	Social Skills- Interpersonal relationships,social	C1.3.2 Participate in conversations C1.3.3 Negotiate	
	Interpreting: C1.2.2 Understand	C4.1.3 Access a variety of sources for	and emotional intelligence- Social	ideas and knowledge	

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	the ways in which	information and	and emotional	with peers and	
	images and	pleasure	intelligence:	teachers	
	language interact to	Thinking skills-	SS1.2.4 Be aware of		
	convey ideas	Creative thinking-	own and others'	T3.1 Make	
	Research Skills-	Considering new	impact as a member	connections between	
	Information literacy-	perspectives:	of a learning group	units of inquiry	
	Data gathering and	T2.2.1 Seek	Research Skills-		
	documenting	information	Media literacy:		
	R1.2.1 Gather		R2.3 Communicate		
	information from a		information and ideas		
	variety of sources		using a variety of		
	(people,		media(as their skills		
	places,materials,liter		progress)		
	ature.)				
Learner Profile	Principled	Thinker	Balanced	Open-minded	
Attributes	Inquirer	Risk-taker	Knowledgeable	Communicator Communicator	
	Communicator	Reflective	Open-minded		

Learning	SELF-REGULATION	BELONGING AND	BELONGING AND	BELONGING AND	
Outcomes:	AND WELL-BEING	CONTRIBUTING	CONTRIBUTING	CONTRIBUTING	
	2.3 Demonstrate	27.1 Develop	5.1 Demonstrate	(Social Studies)	
	self-motivation,	strategies for standing	respect and	5.2 talk about events	
	initiative, and	up for themselves, and	consideration for	and retell, dramatize,	
	confidence in their	demonstrate the ability	individual differences	or represent stories	
	approach to learning	to apply behaviors that	and alternative points	or experiences that	
	by selecting and	enhance their personal	of view	reflect their own	
	completing learning	well-being, comfort,	DEMONSTRATING	heritage and cultural	
	tasks	and self-acceptance	LITERACY	background and the	
	DEMONSTRATING	and the well-being,	BEHAVIORS	heritage and cultural	
	LITERACY	comfort and self-	10.2 Demonstrate an	backgrounds of	
	BEHAVIORS	acceptance of others	awareness that text	others (e.g.,	
	1.6 Use language	SELF-REGULATION	can convey ideas or	traditions, cultural	
	(verbal and non-	AND WELL-BEING	messages	events, myths,	
	verbal	3.2 Demonstrate the	11.1 Demonstrate an	National symbols,	
	communication) to	ability to take turns	interest in reading	everyday	
	communicate their	during activity and	10.6 communicate	experiences)	
	thinking, to reflect,	discussions	ideas about personal		
	and to solve	DEMONSTRATING	experiences and/or		
	problems	LITERACY	familiar stories, and		
	10.4 Use classroom	BEHAVIORS	experiment with		
	resources to support	1.7 Use specialized	personal voice in their		
	their writing	vocabulary for a	writing		
	10.6 communicate	variety of purposes	11. 9 retell, orally or		
	ideas about personal	9.1 Use reading	with non-verbal		
	experiences and/or	behaviours to make	communication,		
	familiar stories, and	sense of familiar and	familiar experiences		

(experiment with	unfamiliar texts in print	or stories in proper		
	personal voice in	12.2 communicate	sequence		
	their writing	their ideas, verbally			
	11.7 use illustrations	and non- verbally,			
t	to support	about a variety of			
	comprehension of	media materials			
t	texts that are read				
l t	by and with the				
	educators				

P2	August 19 - Oct 11 Nov 25 - Dec 13	Oct 14 - Nov 22 (collaborative unit)	Dec 16 – Mar 28	Mar 31- Jun 20	
Transdisciplinary Theme	Where We Are In Place And Time 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	Who We Are 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	How The World Works 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	How We Express Ourselves 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	
Central Idea	Symbols have diverse meanings and people use them to express their ideas.	The functioning of a community depends on people's actions.	Words are important elements in making sentences.	Rhymes help us to share thoughts and feelings.	
Key Concepts	Form – What is it like? Causation – Why is it like it is?	Function - How does it work? Responsibility - What are our obligations?	Function – How does it work? Change – How is it transforming? Perspective – What are the points of	Form – What is it like? Function – How does it work? Connection – How is it linked to other	

	Responsibility –	Connection - How is it	view?	things?	
	What are our	linked to other things?			
	obligations?				
Related Concepts	Meaning, Images,	Community,	Messages, Symbols,	Variable,	
	Communication	responsibilities,	Text	Communication,	
		consequences		Diversity	
Lines of Inquiry	1.Basic strokes and	1.How a community	1.Words are an	1.Characteristics of	
	radicals.	functions.	important part of a	rhymes.	
			language.		
	2.Origin of the	2.The responsibilities		2.Rhymes convey	
	Chinese characters.	of community	2.We use words	information.	
		members.	differently as we grow.		
	3.Chinese			3.Appreciation of	
	characters are used	3.How the actions of	3.Appropriate words	rhymes in the world.	
	to communicate.	people affect a	help us to express		
		community.	ourselves.		
Discipline Focus	Arts, Math, Social	Social Studies	Language, Social	Language, Social	
	Studies	Language	Studies, Science	Studies, Music	
		PSPE			
Teacher	What is stroke/	What makes a	What is a	What are the	
questions &	symbol/character?	community?	word/sentence?	characteristics of	
provocations	How did Chinese	What is a	 How do words form 	rhymes?	
	characters come	community and	a sentence?	How does listening	
	from?	how does a	How do we use	make you a better	
	How do images	community work?	language differently	speaker?	
	and texts together	What are the	as we grow	How do the	
	form Chinese characters?	responsibilities of	What is the	rhymes affect our lives?	
	What is Chinese	community members?	difference between	Does who is	
	• what is Chinese	members:	the same word in	Dues will is	

	character used	What happens if	different contexts?	talking affect the	
	for?	people do not		way the	
	• What is context?	keep to their		information is	
		responsibilities?		presented or the	
		 How do you be a 		way rhymes is	
		good citizen?		told?	
Approaches to	Research skills -	SS1.1.7 Learn	Communication skills	Communication skills	
Learning	Information literacy -	cooperatively in a	- Exchanging	- Literacy - Reading:	
	Formulating and	group: being	Information -	C2.1.1 Read a	
	planning:	courteous, sharing,	Speaking:	variety of sources for	
	R1.1.3 Ask or design	taking turns.	C1.3.4 Speak and	information and for	
	relevant questions of		express ideas clearly	pleasure	
	interest that can be	SS1.2.5 Be aware of	and logically in small	Self-management	
	researched	own and others'	and large groups	skills - Organization:	
	Thinking skills -	emotions	Social skills-	SM1.7 Use time	
	Critical thinking -		Interpersonal	effectively and	
	Analying:	SM2.1.3 Use	relationships,social	appropriately	
	T1.1.6 Consider	strategies to support	and emotional		
	meaning of materials	concentration and	intelligence-		
		overcome distractions.	Interpersonal		
			relationships:		
			SS1.1.7 Learn		
			cooperatively in a		
			group: being		
			courteous, sharing,		
			taking turns		
Learner Profile	Inquirer	Risk Taker	Open-minded	Caring	
Attributes	Thinker	Communicator	Risk-taker	Principled	
	Knowledgeable		Communicator	Balanced	
Learning	ORAL	Reading for Meaning	ORAL	ORAL	
outcomes	COMMUNICATION	1.3 identify a few	COMMUNICATION	COMMUNICATION	

	and/or from a variety			to help communicate	
	of sources			their intended	
				meaning, with a	
				focus on the use of a	
				capital letter at the	
				beginning of a	
				sentence; a period,	
				guestion mark, or	
				exclamation mark at	
				the end	
Р3	August 19 –Nov 8	Nov 11 - Feb 14	Nov 25 - Jan 24 (collaborative unit)	Feb 17 - May 9	
Transdisciplinary	How The World	How We Express	Where We Are In	How We Organize	
Theme	Works	Ourselves	Place And Time	Ourselves	
	An inquiry into the natural world and its	An inquiry into the ways in which we	An inquiry into orientation in place	An inquiry into the	
	laws; the interaction	discover and express	and time; personal	interconnectedness	
	between the natural	ideas, feelings, nature,	histories; homes and	of human-made	
	world (physical and	culture, beliefs and	journeys; the	systems and	
	biological) and	values; the ways in	discoveries,		
	human societies; how humans use	which we reflect on, extend and enjoy our	explorations and migrations of	communities; the	
	their understanding	creativity; our	humankind; the	structure and function	
	of scientific	appreciation of the	relationships between	of organizations;	
	principles; the	aesthetic	and the	societal decision-	
	impact of scientific		interconnectedness of	making; economic	
	and technological advances on society		individuals and civilizations, from	activities and their	
	and on the		local and global	impact on humankind	
	environment		perspectives	and the environment	
Central Idea	Symbols have	Words are an	We can understand	People convey their	
	diverse meanings	important element in	others by exploring	opinions through	

	and people use	making sentences.	their identity and	stories.	
	them to express their ideas.		personal journeys.		
Key Concepts	Causation – Why is it like it is?	From – What is it like?	Form – What is it like?	Form – What is it like?	
		Perspective – What	Change – How is it		
	Change – How is it transforming?	are the points of view?	transforming?	Function – How does it work?	
		Function – How does it	Connection – How is		
	Responsibility –	work?	it linked to other	Perspective – What	
	What are our		things?	are the points of	
	obligations?			view?	
Related Concepts	Meaning, Images,	Opinion, Illustration,	Journeys, Identity,	Sequence, Pictures,	
	Communication	Expression	History	Creativity	
Lines of Inquiry	1.Basic radicals of	1.Illustrations add to	1.Significant people	1.Story elements.	
	Chinese characters.	our understanding of	and events in the past		
		words.	and present.	2.Pictures and	
	2.Changing strokes			retelling add to our	
	changes meaning.	2.Word collocations	2.How the people in	understanding of	
		lead to different	the past influence the	stories.	
	3.Symbols express	discoveries and	present.		
	positive messages.	understandings.		3.The perspectives	
			3.Sharing our	we gain from the	
		3.We use different	personal journeys.	stories.	
		types of words to form			
D	A to O called Ot aller	sentences.	On the Other Martin	Marilla I Maria	
Discipline Focus	Arts, Social Studies,	Language, Social	Social Studies, Math	Media Literacy, social	
	Math	Studies, Music	Language	studied, Language Arts	
Teacher	What phonogram	What is word	Who are the	What time order	
	characters do you	collocation?	significant people	words might help	

questions & provocations	know? What is the rule of Chinese characters formation? What are some good ways to help us remember Chinese characters? What are the connections between Chinese characters and Chinese culture? What similar words or phrases could you use instead of?	 What are the emotional colors of words? What is the difference between four characters words and idioms? Can you describe two nouns more specifically by adding appropriate adjectives? How does what you know about reading help you when you are writing? How does listening to or viewing different kinds of texts help you generate ideas for writing? 	in the past and present? What makes people significant? Who are the people that influenced you?	clarify the sequence of events in your story? Can you think of another way you might get the attention of your audience at the beginning? Do any of the characters in this story remind you of someone you know? Using information from the story opening, what can you infer about the outcome of the game?	
Approaches to Learning (ATLs)	Research skills- Information literacy- Formulating and planning: R1.1.4 Outline a plan for finding necessary information Thinking skills- Information	Communication skills- Exchanging information-Listening: C1.1.5 Listen actively to other perspectives and ideas Social skills- Interpersonal relationships: SS1.1.8	Research Skills: R1.1.4 Outline a plan for finding necessary information R1.3.3 Sort and categorize information: arrange information into	Communication skills-Literacy- Reading: C2.1.2 Read critically and for comprehension Research Skills- Information Literacy- Data gathering and	

	transfer:T3.3 Use memory techniques to develop long-term memory	Help others to succeed	understandable forms such as narratives, explanatory and procedural writing, tables, timelines, graphs and diagrams Communication Skills: C2.2.2 Paraphrase accurately and concisely	recording: R1.2.4 Gather information from a variety of primary and secondary sources	
Learner Profile	Inquirer Thinker Knowledgeable	Open-minded Risk-taker Communicator	Communicator Open-minded	Caring Principled Balanced	
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 READING 1.7 identify the main idea and some additional elements of texts	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	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 WRITING 1.1 identify the topic, purpose, audience, and form for writing	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 READING 1.4 demonstrate understanding of a	

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Understanding form	behavior in a variety of		text by retelling the		
and style	situations, including		story or restating		
3.2 predict the	paired sharing and		information from the		
meaning of and	small- and large-group		text, with the		
quickly solve	discussions		inclusion of a few		
unfamiliar words	READING		interesting details		
using different types	3.1 automatically read		1.6 extend		
of cues	and understand many		understanding of		
WRITING	high-frequency words,		texts by connecting		
3.1 spell many high-	some words with		the ideas in them to		
frequency words	common spelling		their own knowledge		
Correctly	patterns, and words of		and experience		
3.3 confirm spellings	personal interest or		WRITING		
and word meanings	significance, in a		1.1 identify the topic,		
or word choice using	variety of reading		purpose, audience,		
a few different types	contexts		and form for writing		
of resources	WRITING		3.4 use punctuation		
	3.3 confirm spellings		to help communicate		
	and word meanings or		their intended		
	word choice using a		meaning, with a		
	few different types of		focus on the use of:		
	resources		question marks,		
	3.5 use parts of		periods, or		
	speech appropriately		exclamation marks at		
	to communicate their		the end of a		
	meaning clearly, with a		sentence; commas to		
	focus on the use of:		mark pauses; and		
	proper nouns for local,		some uses of		
	provincial, and		quotation marks		
	national place names		MEDIA LITERACY		
	and for holidays; the		3.4 produce media		
	personal object		texts for specific		
	pronouns me, you,		purposes and		

		him, her, us, them; adjectives to describe a noun; verbs in the simple present and past tenses; joining words; simple prepositions of place and time		audiences, using a few simple media forms and appropriate conventions and techniques	
P4	August 19 - Oct 11 Nov 25 - Dec 13	Oct 14 - Nov 22 (collaborative unit)	Dec 16 – Mar 28	Mar 31- Jun 20	
Transdisciplinary Theme	How The World Works 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	Sharing The Planet 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	How We Organize Ourselves 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	How We Express Ourselves 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	
Central Idea	People arrange words to form sentences and convey their ideas.	Plants and animals have specific adaptations to help them survive in their	The structure and organization of stories influence and conveys meaning.	Narrative writing enables people to communicate with each other.	

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		environment.			
Key Concepts	Form – What is it	Causation – Why is it	Form – What is it like?	Function – How does	
	like?	like it is?		it work?	
			Function – How does		
	Causation – Why is	Change – How is it	it work?	Change – How is it	
	it like it is?	transforming?		transforming?	
			Causation – Why is it		
	Connection – How is	Responsibility – What	like it is?	Connection – How is	
	it linked to other	are our obligations?		it linked to other	
	things?			things?	
Related Concepts	Purpose,	Characteristics,	Sequence, Pictures,	Strategy, Process,	
	Persuasion,	Needs, Living things	Creativity	Expression	
	Sequence				
Lines of Inquiry	1.Types of	1. Characteristics of	1.The structure of	1.Essential elements	
	sentences.	plants and animals.	stories.	of narrative writing.	
	2.Different sentence	2. How plants adapt to	2.Pictures add to our	2.Adding details	
	patterns suit the	suit their environment.	understanding of	improves a text.	
	purpose for writing.		stories.		
		3. What can be done		3.Written expression	
	3.Sentence writing	to help plants and	3.Stories encourage	connects cultures.	
	independent	animals survive.	us to develop our		
	thoughts.		SLOs.		
Discipline Focus	Social Studies,	Social Studies,	Math, Science, Music	Social Studies,	
	Language Arts,	Language Arts, Math,		Science, Music,	
	Music	VA		Mandarin	
Teacher	What are the	What are the	How does hearing	What types of	
questions &	parts of a	basic needs of	a similar text read	detailed	
provocations	sentence?	plants and	aloud help you	descriptions are	
	Explain how you	animals?	when you read a	there?	

	used the thesaurus to help with your revisions. What words or phrases could you use to help the reader follow your thinking more easily? Can you use one sentence that would help clarify your main idea?	 How are these needs met? How might plants/animals adapt/change in order to survive? 	new text independently? Do you know how stories can be classified? How to reasonably predict the development of the story? 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?	 Have you included enough details that support your point of view? What facts or details that you have left out would challenge your point of view? 	
Approaches to Learning	Communication Skills- Literacy- Writing: C2.2.1 Use appropriate forms of writing for different purposes and audiences Thinking skills- Information transfer: T3.4 Inquire in different contexts to gain different	Research Skills R1.2.6 Record observations by drawing, note taking, charting, tallying, writing statements, annotating images R1.4.4 Draw conclusions from relationships and patterns that emerge from data	Thinking skills- Creative thinking- Generating novel ideas: T2.1.5 Practise"visible thinking"strategies and techniques Self-management skills-Organization: SM1.9 Keep an organized and logical system to document learning	Communication Skills- Literacy- Writing: C2.2.3 Record information and observations by hand and through digital technologies. Research Skills- Information literacy- Data gathering and recording: R1.2.5 Use all senses to find and notice relevant details	

	perspectives	Thinking Skills			
	l	T3.6 Transfer			
		conceptual			
		·			
		understandings across			
		transdisciplinary			
		themes and			
		subjects			
Learner Profile	Knowledgeable	<mark>Inquirer</mark> ,	Inquirers	Communicator	
Attributes	Principled	Knowledgeable	Thinker	Open-minded	
	Balanced		Risk-taker	Caring	
Learning	ORAL	ORAL	ORAL	ORAL	
outcomes	COMMUNICATION:	COMMUNICATION:	COMMUNICATION:	COMMUNICATION:	
	1. Listening to	1.4 demonstrate	1.8 identify the point	1.Listening to	
	understand:	understanding of a	of view in different	understand:	
	1.4 demonstrate an	variety of texts by	types of oral texts and	2.4 choose a variety	
	understanding of the	identifying important	cite words, phrases,	of appropriate words	
	information and	ideas and some	ideas, and information	and phrases,	
	ideas in a variety of	supporting details.	from the texts that	including descriptive	
	oral texts by	3.1 describe the basic	confirm their	words and some	
	identifying important	needs of plants,	identification	technical vocabulary,	
	information or ideas	including air, water, light,	2.6 identify some non-	and a few elements	
	and some	warmth, and space	verbal cues, including	of style, to	
	supporting details		facial expression,	communicate their	
	READING:		gestures, and eye	meaning accurately	
	2.4 identify some		contact, and use them	and engage the	
	elements of style,		in oral	interest of their	
	including voice, word		communications,	audience	
	choice, and different		appropriately and with	READING:	

types of se		sensitivity towards	1.4demonstrate	
and explain		cultural differences, to	understanding of a	
they help	readers	help convey their	variety of texts by	
understan	d texts	meaning	identifying important	
WRITING		READING:	ideas and some	
2.2 use w	ords and	1.6 extend	supporting details	
phrases th	nat will	understanding of texts	1.9 identify the point	
help conve	ey their	by connecting the	of view presented in	
meaning a	as	ideas in them to their	a text and suggest	
specificall	y as	own knowledge and	some possible	
possible		experience, to other	alternative	
3.2 spell u	nfamiliar	familiar texts, and to	perspectives	
words usin	ng a	the world around	WRITING	
variety of	strategies	them	1.6 determine	
that involv	e	Responding to and	whether the ideas	
understan	ding	Evaluating	and information they	
sound-syr	nbol	1.8 express personal	have gathered are	
relationshi	ips, word	opinions about ideas	relevant and	
structures	, word	presented in texts	adequate for the	
meanings	, and	WRITING	purpose, and gather	
generaliza	utions	1.3 gather information	new material if	
about spe	lling	to support ideas for	necessary	
IMEDIA LI	TERACY	writing in a variety of	2.7 make revisions to	
2.1 identif	y elements	ways and/or from a	improve the content,	
and chara	cteristics	variety of sources	clarity, and interest of	
of some m	nedia	2.4 vary sentence	their written work,	
forms		structures and	using several types	
		maintain continuity by	of strategies	
		using joining words	MEDIA LITERACY	
			4.2 explain, initially	
			with support and	

P5 Transdisciplinary Theme	August 19 - Nov 8 Who We Are 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	Nov 11 - Feb 14 How The World Works 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	Feb 17 - Mar 14 Where We Are In Place And Time 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	direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts Mar 17 - April 30 How We Express Ourselves 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	May 12 – June 20 (collaborative unit) Where We Are In Place And Time 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
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.

Related Concepts Structure, Organization, Influence 1. Uses of different types of trexts. 1. Different types of texts. 2. Organizing supporting details. 3. Writing can influence other people. 3. Different texts help us understand other points of view. Science What are the questions & provocations What are the provocations Purpose, Persuasion, Sequence Symbol, Story, Bellefs Strategy, Process, Expression Civilization, System 1. Characteristics of civilizations. 1. Characteristics of civilizations. 2. Exploring ancient systems. 3. Written expression connects cultures. 4. Studies, Music, Science 4. Studies, Music, Arts 4. Studies, Music, Arts 4. Studies, Music, Arts 4. Studies, Music, Arts 4. Studies, Music, Mandarin 4. Studies, Mandarin 4. Stu	Key Concepts	Function – How does it work? Connection – How is it linked to other things? Responsibility – What are our obligations?	Form – What is it like? Causation – Why is it like it is? Perspective – What are the points of view?	Form – What is it like? Responsibility – What are our obligations? Connection – How is it linked to other things?	Function – How does it work? Change – How is it transforming? Connection – How is it linked to other things?	Form – What is it like? Function – How does it work? Connection – How is it linked to other things?
types of structures. 2. Organizing supporting details. 3. Writing can influence other people. 2. Different texts help us understand other points of view. Discipline Focus Language, Social Studies, Music Science Teacher questions & provocations texts. 2. Beliefs and values of Chinese customs. 3. Sharing personal traditional festival experience. 3. Sharing personal traditional festival experience. 3. Sharing personal traditional festival experience. 4. Arts, music, Mandarin 5. Cocial Studies, Mandarin Chinese festivals 4. Arts, music, Mandarin 6. What are the features of practical writing? 5. Cocial Studies, Mandarin 6. What are the several traditional chinese festivals 6. What are the several traditional chinese festivals 6. Can you name several traditional chinese festivals 6. Can you name several traditional chinese festivals 6. Can you name several traditional chinese festivals 6. Can rartive writing. 6. Canding details improves a text. 6. Can your arms several traditional chinese festivals 6. Can you name several traditional chinese festivals 7. Can you name several traditional chinese festivals 8. Can you name several traditional chinese festivals 9. Can you name several traditional chinese festivals 9. Can you name severa	Related Concepts	Organization,				Civilization, System
Studies, Music Science Studies, Music, Arts Mandarin Teacher questions & common writing provocations Studies, Music, Arts Mandarin • What are the common writing sequences? Studies, Music, Arts Mandarin • Can you name several traditional factors of narrative writing? • What are the six factors of narrative writing? Chinese festivals **Teacher* **Outhample of the six factors of narrative writing? **Teacher* **Outhample of the six factors of narrative writing? **Teacher* **Outhample of the six factors of narrative writing? **Teacher* **Outhample of the six factors of narrative writing? **Teacher* **Outhample of the six factors of narrative writing? **Teacher* **Outhample of the six factors of narrative writing? **Teacher* **Teacher* **Teacher* **Outhample of the six factors of narrative writing? **Teacher* **Teac	Lines of Inquiry	types of structures. 2.Organizing supporting details. 3.Writing can influence other	texts. 2.Different texts are used to suit different occasions. 3.Different texts help us understand other	festivals and customs. 2.Beliefs and values of Chinese customs. 3.Sharing personal traditional festival	of narrative writing. 2.Adding details improves a text. 3.Written expression	civilizations. 2.Exploring ancient systems. 3.Connections between the past and
questions & provocations common writing sequences? features of practical writing? several traditional Chinese festivals factors of narrative writing? What did ancient civilizations look like?	Discipline Focus				· · · · · · · · · · · · · · · · · · ·	
detailed practical writing has • What traditional different types of How do hierarchies of	questions &	common writing sequences? • How to use	features of practical writing? • Do you think the	several traditional Chinese festivals and specific dates?	factors of narrative writing? • How many	What did ancient civilizations look like? Conceptual

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description to	fixed format?	festivals and	narrative orders?	ancient civilizations	
attract readers?	Do you think the	customs do you	 Are there ideas in 	influence our modern-	
What descriptive	timeliness play an	know by looking up	the body of the	day world?	
words could you	important role in the	information? Do	paragraph that	 Debatable 	
add to make your	practical writing?	you know the	should be included	Have civilizations	
characters come	How has exploring	stories related to	in your topic	become better and	
alive for the	different authors'	these customs?	sentence?	more advanced over	
reader?	perspectives on an	 Can you use mind 	 What strategy did 	time or are we still	
Are there clear	issue helped you	maps to organize	you find most	dealing with the same	
links between	prepare for writing?	the information	helpful for	problems?	
your ideas?	Identify a point of	about Chinese	organizing		
● Explain how	view other than your	festival that you	information?		
dialogue with your	own and list the arguments that	collect?	What editing		
peers can help you to express	would support it.	What are your	strategies are most		
your opinion when	Have you included	conclusions from	effective for you?		
you are writing.	evidence in your	the changes in	Are your		
	work that would	people's attitudes	sentences too long		
	answer these arguments?	towards festival	and		
	arguments:	customs?	complicated/too short and		
		What	simple/too much		
		responsibilities do	the same to appeal		
		•	to your intended		
		•	audience?		
		• •			
		•			
		•			
		you think Chinese traditional festival culture gives you? Choose a festival, write a story about you and your family	audience?		

			spending the festival together.		
Approaches to Learning	Thinking skills - Critical thinking - Evaluating: T1.2.7 Consider ideas from multiple perspectives Communication skills - Literacy - Writing: C2.2.4 Use a variety of scaffolding for writing tasks	Communication skills - Literacy - Writing: C2.2.5 Organize information logically Thinking skills - Critical thinking - Evaluating: T1.2.8 Synthesize new understandings by finding unique characteristics; seeing relationships and connections	Research skills Information literacy (R1) - Formulating and planning: R1.1.4 Outline a plan for finding necessary information. Communication skills Literacy (C2) - writing: C2.2.3 Record information and observations by hand and through digital technologies	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 Communication skills - Literacy - Reading: C2.1.3 Make inferences and draw conclusions	T3.4 Inquire in different contexts to gain different perspectives R1.1.3 Ask or design relevant questions of interest that can be researched C2.2.2 Paraphrase accurately and concisely
Learner Profile Attributes	Inquirer Principled Balanced	Thinker Risk-taker Reflective	Knowledgeable Communicator Inquirer	Communicator Caring Knowledgeable	Knowledgeable Open-minded
Learning	ORAL COMMUNICATION	ORAL COMMUNICATION	ORAL	ORAL COMMUNICATION	Reading

outcomes	2.2 demonstrate an	2.3 communicate in a	COMMUNICATION	1.4 demonstrate an	1.1 read a variety of texts
	understanding of	clear, coherent	SPEAKING	understanding of the	from diverse cultures,
	appropriate speaking behavior in	manner, presenting ideas, opinions, and	2.5 identify some	information and ideas in a variety of oral	including literary texts,
	a variety of	information in a readily	vocal effects,	texts by summarizing	graphic texts, and
	situations, including	understandable form	including tone, pace,	important ideas and	informational texts.
	paired sharing and	READING	pitch, volume, and a	citing important	
	small- and large-	1.4 demonstrate	range of sound	details	Social Studies
	group discussions READING	understanding of a variety of texts by	effects, and use them	READING 1.8 express opinions	A3.2 demonstrate the
	1.2 identify a variety	summarizing important	appropriately and with	about the ideas and	ability to extract
	of purposes for	ideas and citing	sensitivity towards	information in texts	information on daily life
	reading and choose	supporting details	cultural differences to	and cite evidence	in early societies from
	reading materials	1.5 make inferences	help communicate	from the text to	visual evidence
	appropriate for those	about texts using stated and implied	their meaning	support their opinions 2.1 explain how the	
	purposes 1.3 identify a variety	ideas from the texts as	READING	particular	
	of reading	evidence		characteristics of	
	comprehension	WRITING	1.3 identify a variety	various text forms	
	strategies and use	1.3 gather information	of reading	help communicate	
	them appropriately	to support ideas for	comprehension	meaning, with a	
	before, during, and after reading to	writing using a variety of strategies and oral,	strategies and use	focus on literary texts such as a diary or	
	understand texts	print, and electronic	them appropriately	journal	
	WRITING	sources	before, during, and	WRITING	
	1.1 identify the topic,	1.4 sort and classify	after reading to	1.6 determine	
	purpose, and	ideas and information	understand texts	whether the ideas	
	audience for a	for their writing in a	WRITING	and information they	
	variety of writing forms	variety of ways MEDIA LITERACY	1.5 identify and order	have gathered are relevant and	
	2.2 establish a	1.2 use overt and	main ideas and	adequate for the	
	personal voice in	implied messages to	supporting details and	purpose, and do	
	their writing, with a	draw inferences and	group them into units	more research if	

focus on using words and stylistic elements that convey a specific mood such as amusement MEDIA LITERACY 3.1 describe in detail the topic, purpose, and audience for media texts they plan to create	construct meaning in media texts	that could be used to develop a summary, using a variety of graphic organizers and organizational patterns 2.5 identify their point of view and other possible points of view on the topic, and determine whether their information sufficiently supports their own view MEDIA LITERACY 1.5 identify whose point of view is presented or reflected in a media text, citing supporting evidence from the text, and suggest how the text might change if a different point of view were used	necessary. 2.3 use specific words and phrases to create an intended impression MEDIA LITERACY 1.3 express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions		
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P6 Transdisciplinary Theme	Aug 19 – Oct 11 (collaborative unit) Where We Are In Place And Time An inquiry into orientation in place and time; personal	Oct 14 – Dec 20 How We Express OurselvesAn inquiry into the ways in which we discover and express ideas,	Jan 6 – Mar 28 How We Organize Ourselves An inquiry into the interconnectedness of human-made systems	Mar 31 - May 16 Where We Are In Place And Time An inquiry into orientation in place and time; personal	May 19 - Jun 20 Who We Are An inquiry into the nature of the self; beliefs and values; personal, physical,	
	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	feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic	and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment	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	mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human	
Central Idea	Stories of migration help us understand people's challenges and opportunities.	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.	
Key Concepts	Causation – Why is it like it is?	Change – How is it transforming?	Form – What is it like? Causation – Why is it	Connection – How is it linked to other things?	Form – What is it like? Function – How does it	
	Perspective – What	Causation – Why is it	like it is?		work?	

	are the points of	like it is?		Causation – Why is it	
	view?		Responsibility – What	like it is?	Connection – How is it
		Perspective – What	are our obligations?		linked to other things?
	Change – How is it	are the points of view?		Perspective – What	
	transforming?			are the points of	
	-			view?	
Related Concepts	Interpretation,	Visual text,	Purpose, Persuasion,	Character, plot,	Themes, Presentation,
	Contribution,	Responding,	Sequence	background	Influence
	Settlement	Techniques			
Lines of Inquiry	1.The reasons why	1.The evolution of	1.Different types of	1.Connection	1.Structure of speech
	people migrate.	poems.	texts.	between the	script drafts.
				character, plot, and	
	2.Migration	2.The rhythm of	2.Different texts are	the background of	2.Different
	throughout history.	poems.	used to suit different	the story.	presentation skills.
			occasions.		
	3.Migration can	3.Poems convey our		2.Various methods of	3.The impact of
	change	ideas and beliefs.	3.How different texts	character description	speech on an
	communities and		convey information.	make the character	audience's opinion.
	cultures.			image vivid.	·
				3.Writing character	
				analysis.	
Discipline Focus	Social Studies,	Language, Social	Social studies, Music,	Language, Social	Social Studies,
	Language,	Studies, Performing	Visual arts	Studies, Music, Arts	Language Arts, Music
	Mathematics,	arts			
	Performing Arts				

leave their homes? (factual) What are some strategies used to resolve conflicts arising in a diverse setting? (conceptual) Does migration result in truly multi-cultural third—culture kids/ adults? (debatable) Does mides able of resolve conflicts or in wider author of sealth and the topic in other sources? What descand on or a wider audience? What do you think the author doesn't state these ideas directly? What questions do you ask yourself to check that you understand what you are reading? How does the author's treatment of this topic compare with treatments of the topic in other sources? Has the author doesn't state these ideas directly? What questions do you ask yourself to check that you understand what you are reading? How does the author's treatment of this topic compare with treatments of the topic in other sources you used allow you to generate a wind the topic in other sources you used allow you to generate a wind the feet of the topic in other sources you used allow you to generate a wind that only only only only only only only only	Teacher	Why do people	What clues did the	How would you	Have you been	What messages did
brovocations to your conclusion? Why do you think the author doesn't state these ideas arising in a diverse setting? (conceptual) Does migration result in truly multi-cultural third—culture kids/ adults? (debatable) Does migration result in debatable) What diverse sources? What diverse setting? (debatable) Understand what you are reading?" What diverse sources? What diverse sources? What diverse setting? Whow can you determine which parts of your work need further dish folio compare with treatments of the topic in other sources? What diverse setting? What diverse short, addrate withing? Whow can you determine which parts of your work need further dishfication Why do you think the author of check that you understand what you are reading? Whow does the author's treatment of this topic compare with treatments of the topic in other sources? What diverse setting? What diverse short, addrating impression did Chinese classical determine which story in classical Chinese clas		,			·	
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● We plan to con- sider when			clarify the meaning?			
I refleatse a graffia i decidino whemer io i					rehearse a drama	deciding whether to
adapted from use an informal or a						

				classical Chinese literature, who do you want to act most? Why? If you were asked to recommend a novel to your peers, what aspects would you like to introduce this work from?	formal approach when speaking? What strategies that you use when preparing to write help you organize your ideas before speaking?	
Approaches to Learning	R1.1.5 Evaluate and select appropriate information sources and/or digital tools based on the task SS1.1.13 Advocate for one's own rights and needs, and those of others T1.2.8 Synthesize new understandings by finding unique characteristics; seeing relationships and connections A1.4 apply skills that help them build relationships, develop empathy,	Communication Skills-Literacy-Writing: C2.2.7 Communicate using a range of technologies and media Research Skills- Information literacy- Evaluating and communicating: R1.4.5 Present information in a variety of formats and platforms	Communication Skills-Literacy-Writing: C2.2.6 Make summary notes Thinking Skills-Critical thinking -Evaluating: T1.2.8 Synthesize new understandings by finding unique characteristics; seeing relationships and connections	Thinking skills Critical thinking- Evaluating T1.2.8 Synthesize new understandings by finding unique characteristics; seeing relationships and connections Creative thinking- Generating novel ideas T2.1.4 Use discussions and diagrams to generate new ideas and inquiries. SS1.1.6 Listen closely to others'	Research Skills- Information literacy- Synthesizing and interpreting: R1.3.4 Use critical literacy skills to analyse and interpret information Communication Skills- Exchanging information-Speaking: C1.3.6 State opinions clearly, logically and respectfully	

	and communicate			perspectives and to		
	with others as they			instructions		
	participate in			Social and emotional		
	learning			intelligence		
	experiences, in			SS1.2.4 Be aware of		
	order to support			own and others'		
	healthy			impact as a member		
	relationships, a			of a learning group		
	sense of belonging,					
	and respect for					
	diversity					
	A1.5 apply skills that					
	help them develop					
	self-awareness and					
	self-confidence as					
	they participate in					
	learning					
	experiences, in					
	order to support the					
	development of a					
	sense of identity and					
	a sense of belonging					
Learner Profile	Open-minded	Thinkers	Inquirers	Knowledgeable	Communicator	
Attributes	Knowledgeable	Risk-taker	Balanced	Thinker	Knowledgeable	
		Reflective	Caring	Inquirer	Principled	
Learning outcomes	READING	ORAL	ORAL	ORAL	ORAL	
	1.1 read a variety of	COMMUNICATION	COMMUNICATION	COMMUNICATION	COMMUNICATION	
	texts from diverse	1.8 identify the point of	1.4 demonstrate an	1.2 demonstrate an	1.1 identify a range of	
	cultures, including	view presented in oral	understanding of the	understanding of	purposes for listening	
	literary texts, graphic	texts and ask	information and ideas	appropriate listening	in a variety of	
	texts, and	questions to identify	in oral texts by	behaviour by	situations, formal and	

1.4 1				
informational texts	missing or possible	summarizing	adapting active	informal, and set goals
WRITING	alternative points of	important ideas and	listening strategies to	related to specific
1.1 identify the	view	citing a variety of	suit a range of	listening tasks
purpose and	2.7 use a variety of	supporting details	situations, including	2.2 demonstrate an
audience for a	appropriate visual aids	READING	work in groups	understanding of
variety of media	READING	2.1demonstrate	1.5 make inferences	appropriate speaking
texts	1.8 make judgements	understanding of a	about oral texts using	behavior in a variety of
Social Studies	and draw conclusions	variety of texts by	stated and implied	situations, including
A3.4 describe some	about the ideas and	summarizing	ideas in the texts as	paired sharing,
significant traditions	information in texts	important ideas and	evidence	dialogue, and small-
and celebrations of	and cite stated or	citing supporting	READING	and large- group
their families, their	implied evidence from	details	1.6 extend	discussions
peers, and their own	the text to support	WRITING	understanding of	READING
communities, as well	their views	Research	texts by connecting	2.1 analyze a variety of
as of some other	2.4 identify various	1.3 gather information	the ideas in them to	text forms and explain
communities	elements of style	to support ideas for	their own knowledge,	how their particular
	including word choice	writing, using a variety	experience, and	characteristics help
	and the use of similes,	of strategies and a	insights, to other	communicate
	personification,	range of print and	familiar texts, and to	meaning, with a focus
	comparative	electronic resources	the world around	on literary texts such
	adjectives, and	Classifying Ideas	them	as short stories
	sentences of different	1.4 sort and classify	WRITING	WRITING
	types, lengths, and	ideas and information	2.5 identify their point	1.1 identify the topic,
	structures – and	for their writing in a	of view and other	purpose, and audience
	explain how they help	variety of ways	possible points of	for a variety of writing
	communicate meaning	Word Choice	view, and determine,	forms
	WRITING	2.3 use some vivid	when appropriate, if	2.2 establish an
	3.8 produce pieces of	and/or figurative	their own view is	appropriate voice in
	published work to	language and	balanced and	their writing, with a
	meet identified criteria	innovative	supported by	focus on modifying
	based on the	expressions to add	evidence	language and tone to

expectations related to	interest	3.6 proofread and	suit different
content, organization,	MEDIA LITERACY	correct their	circumstances or
style, use of	4.2 explain, with some	writing using	audiences
conventions, and use	support and direction,	guidelines	MEDIA LITERACY
of presentation	how their skills in	developed with	3.1 describe in detail
strategies	listening, speaking,	peers and the	the topic, purpose, and
MEDIA LITERACY	reading, and writing	teacher	audience for media
Conventions and	help them to make	4.3 select pieces of	texts they plan to
Techniques	sense of and produce	writing that they	create
2.2 identify the	media texts	think reflect their	
conventions and		growth and	
techniques used in		competence as	
some familiar media		writers and explain	
forms and explain how		the reasons for	
they help convey		their choices	
meaning and influence		MEDIA LITERACY	
or engage the		1.6 identify who	
audience		produces various	
		media texts, the	
		reason for their	
		production, how they	
		are produced, and	
		how they are funded	