

**MANDARIN  
HORIZONTAL & VERTICAL PLANNER 2024-2025**

<b>ECEA</b>	Aug 19 - Nov 1	Nov 4 - Jan 24	Feb 10 –Apr 7 (9 Weeks) (collaborative unit)	Apr 8 - Jun 20
<b>Transdisciplinary Theme</b>	<p style="text-align: center;"><b><i>Who We Are</i></b> 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 style="text-align: center;"><b><i>How We Express Ourselves</i></b> 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 style="text-align: center;"><b><i>How The World Works</i></b> 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.</p>	<p style="text-align: center;"><b><i>How We Organize Ourselves</i></b> 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</p>
<b>Central Idea</b>	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.
<b>Key Concepts</b>	<p>Connection – How is it linked to other things?</p> <p>Perspective – What are the points of view?</p> <p>Responsibility – What are our obligations?</p>	<p>Form – What is it like?</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>Change – How is it transforming?</p>	<p>Form – What is it like?</p> <p>Causation – Why is it like it is?</p> <p>Function – How does it work?</p>

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<b>Related Concepts</b>	Stories, Culture, Empathy, Imagination	Feelings, Communication, Expression	Patterns, Nature Treasures, Growth	Symbols, Meaning, Organization
<b>Lines of Inquiry</b>	<p>1. My personal story.</p> <p>2. Traditional stories.</p> <p>3. Characters teach empathy.</p>	<p>1. Different feelings.</p> <p>2. Thoughts and feelings can change.</p> <p>3. Feelings connect people.</p>	<p>1. Discovering our environment.</p> <p>2. Recording our information.</p> <p>3. Communicating our discoveries.</p>	<p>1. Different signs and symbols.</p> <p>2. Creation of signs and symbols.</p> <p>3. How signs and symbols foster communication.</p>
<b>Discipline Focus</b>	Social Studies, Mandarin, Language Arts	Mandarin, Social Studies, Science	Early Years Mandarin	Language Arts, Social Studies, Mandarin
<b>Teacher questions &amp; provocations</b>	<ul style="list-style-type: none"> <li>● What is a story?</li> <li>● What are the ways in which stories can be told?</li> </ul>	<ul style="list-style-type: none"> <li>● What are different feelings?</li> <li>● How thoughts and feelings change?</li> </ul>	<ul style="list-style-type: none"> <li>● What can we see/hear/feel around us?</li> <li>● How can we keep what we discover to show others?</li> <li>● How do we describe what we found?</li> <li>● What do we know about seasons?</li> </ul>	<ul style="list-style-type: none"> <li>● What is a sign or a symbol?</li> <li>● Why are signs and symbols used? (locally and globally)</li> <li>● What makes a good sign?</li> </ul>

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

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	<p><b>DEMONSTRATING LITERACY BEHAVIORS</b></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>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><b>SOCIAL EMOTIONAL LEARNING SKILLS</b></p> <p>A1.1 Apply skills that help them identify and manage emotions as they participate in learning experiences, in order to improve their ability to express their own feelings and understand and respond to the feelings of others</p>		<p>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><b>PROBLEM SOLVING AND INNOVATING</b></p> <p>24.5 Communicate and record results and findings either individually or in groups</p>
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<b>ECEB</b>	Aug 19- Nov 1	Nov 4- Jan 24	Feb 10 - Mar 31	April1- Jun 20 (collaborative unit)
<b>Transdisciplinary Theme</b>	<p><b><i>Who We Are</i></b></p> <p>An inquiry into the nature of the self; beliefs and values; personal,</p>	<p><b><i>Where We Are In Place And Time</i></b></p> <p>An inquiry into orientation in place and time;</p>	<p><b><i>How We Organize Ourselves</i></b></p> <p>An inquiry into the interconnectedness of</p>	<p><b><i>Sharing The Planet</i></b></p> <p style="background-color: #ffff00;">An inquiry into rights and responsibilities in the struggle to share finite</p>

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

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<b>Lines of Inquiry</b>	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.Needs of plants.  2.Uses of plants.  3.Our responsibility towards living things. (plants)
<b>Discipline Focus</b>	Social Studies, Mandarin, Language Arts	Language Arts, Science, Mandarin	Language Arts, Social Studies, Mandarin	Language, Science
<b>Teacher questions &amp; provocations</b>	<ul style="list-style-type: none"> <li>● What is a story?</li> <li>● What are the ways in which stories can be told?</li> <li>● What are traditional stories in China?</li> </ul>	<ul style="list-style-type: none"> <li>● How did Chinese characters come from?</li> <li>● What are strokes?</li> <li>● How do images and texts together form Chinese characters?</li> <li>● What is Chinese character used for?</li> </ul>	<ul style="list-style-type: none"> <li>● What is a sign or a symbol?</li> <li>● Why are signs and symbols used? (locally and globally)</li> <li>● What makes a good sign?</li> <li>● How signs and symbols foster communication?</li> </ul>	<ul style="list-style-type: none"> <li>● What do plants need to live and grow?</li> <li>● How can we use plants in our lives? For our health?</li> <li>● Why are plants important in our environment?</li> <li>● What responsibilities do we have towards plants?</li> </ul>
<b>Approaches to Learning (ATLs)</b>	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.

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	<p>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>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 : SS1.2.2 Manage anger and resolve conflict</p>	<p>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 : T1.1.2 Consider meaning taken from materials and events</p>	<p>T4.1 Reflect on their learning by asking questions such as:</p> <p>What did I learn today?</p> <p>What can I already do?</p> <p>What will I work on next?</p> <p>C1.3.2 Participate in conversations.</p>
<b>Learner Profile &amp; attributes</b>	<p>Open-minded</p> <p>Caring</p> <p>Principled</p>	<p>Principled</p> <p>Inquirer</p> <p>Communicator</p>	<p>Knowledgeable</p> <p>Reflective</p> <p>Inquirer</p>	<p>Balanced</p> <p>Knowledgeable</p>

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<p><b>Learning Outcomes:</b></p>	<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 respond to each other's feelings</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 support comprehension of texts that are read by and with the educators</p> <p>PROBLEM SOLVING AND INNOVATING 24.4 Select and use tools, equipment, and materials to construct things</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 materials read by and with the educator team</p> <p>PROBLEM SOLVING AND INNOVATING 4.1 Use a variety of strategies to solve problems, including problems arising in social situation</p>	<p><b>Belonging and Contributing</b> 29.3 Identify ways in which they can care for and show respect for the environment</p>
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<b>P1</b>	Aug 19 - Nov 8	Nov 11 - Feb 14	Feb 17 - May 9	May 5 - June 13 (collaborative unit)		
<b>Transdisciplinary Theme</b>	<p><b><i>Where We Are In Place And Time</i></b> 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</p>	<p><b><i>How We Express Ourselves</i></b> 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><b><i>How The World Works</i></b> 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</p>	<p><b><i>How We Express Ourselves</i></b> 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>		

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

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			communicate with each other.			
<b>Discipline Focus</b>	Language Arts, Science, Mandarin	Language Arts, Music, Social Studies	Music, Social Studies, Mandarin	Language, Math Social Studies		
<b>Teacher questions &amp; provocations</b>	<ul style="list-style-type: none"> <li>● How did Chinese characters come from?</li> <li>● What are strokes?</li> <li>● How do images and texts together form Chinese characters?</li> <li>● What is Chinese character used for?</li> </ul>	<ul style="list-style-type: none"> <li>● What is pinyin?</li> <li>● What is the role of pinyin?</li> <li>● How does pinyin help us read Chinese characters?</li> </ul>	<ul style="list-style-type: none"> <li>● What is a word?</li> <li>● How do words form a sentence?</li> <li>● How to use words to make a sentence?</li> </ul>	<ul style="list-style-type: none"> <li>● What is a story? (parts)</li> <li>● Why does the story make you feel a certain way?</li> <li>● How can you tell and a share story?</li> </ul>		
<b>Approaches to Learning (ATLs)</b>	Communication Skills- Exchanging information- Interpreting: C1.2.2 Understand	Communication Skills - Symbolic exploration and expression: C4.1.3 Access a variety of sources for	Social Skills- Interpersonal relationships, social and emotional intelligence- Social	C1.3.2 Participate in conversations  C1.3.3 Negotiate ideas and knowledge		

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

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<p><b>Learning Outcomes:</b></p>	<p>SELF-REGULATION AND WELL-BEING 2.3 Demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks DEMONSTRATING LITERACY BEHAVIORS 1.6 Use language (verbal and non-verbal communication) to communicate their thinking, to reflect, and to solve problems 10.4 Use classroom resources to support their writing 10.6 communicate ideas about personal experiences and/or familiar stories, and</p>	<p>BELONGING AND CONTRIBUTING 27.1 Develop strategies for standing up for themselves, and demonstrate the ability to apply behaviors that enhance their personal well-being, comfort, and self-acceptance and the well-being, comfort and self-acceptance of others SELF-REGULATION AND WELL-BEING 3.2 Demonstrate the ability to take turns during activity and discussions DEMONSTRATING LITERACY BEHAVIORS 1.7 Use specialized vocabulary for a variety of purposes 9.1 Use reading behaviours to make sense of familiar and</p>	<p>BELONGING AND CONTRIBUTING 5.1 Demonstrate respect and consideration for individual differences and alternative points of view DEMONSTRATING LITERACY BEHAVIORS 10.2 Demonstrate an awareness that text can convey ideas or messages 11.1 Demonstrate an interest in reading 10.6 communicate ideas about personal experiences and/or familiar stories, and experiment with personal voice in their writing 11. 9 retell, orally or with non-verbal communication, familiar experiences</p>	<p>BELONGING AND CONTRIBUTING (Social Studies) 5.2 talk about events and retell, dramatize, or represent stories or experiences that reflect their own heritage and cultural background and the heritage and cultural backgrounds of others (e.g., traditions, cultural events, myths, National symbols, everyday experiences)</p>		
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	<p>experiment with personal voice in their writing 11.7 use illustrations to support comprehension of texts that are read by and with the educators</p>	<p>unfamiliar texts in print 12.2 communicate their ideas, verbally and non- verbally, about a variety of media materials</p>	<p>or stories in proper sequence</p>			
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<b>P2</b>	August 19 - Oct 11 Nov 25 - Dec 13	<b>Oct 14 - Nov 22</b> (collaborative unit)	Dec 16 – Mar 28	Mar 31- Jun 20		
<b>Transdisciplinary Theme</b>	<p><b><i>Where We Are In Place And Time</i></b></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 civilizations, from local and global perspectives</p>	<p><b><i>Who We Are</i></b></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><b><i>How The World Works</i></b></p> <p>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</p>	<p><b><i>How We Express Ourselves</i></b></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>		
<b>Central Idea</b>	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.		
<b>Key Concepts</b>	<p>Form – What is it like?</p> <p>Causation – Why is it like it is?</p>	<p style="text-align: center;"><b>Function - How does it work?</b></p> <p>Responsibility - What are our obligations?</p>	<p>Function – How does it work?</p> <p>Change – How is it transforming?</p> <p>Perspective – What are the points of</p>	<p>Form – What is it like?</p> <p>Function – How does it work?</p> <p>Connection – How is it linked to other</p>		

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	Responsibility – What are our obligations?	Connection - How is it linked to other things?	view?	things?		
<b>Related Concepts</b>	Meaning, Images, Communication	Community, responsibilities, consequences	Messages, Symbols, Text	Variable, Communication, Diversity		
<b>Lines of Inquiry</b>	1.Basic strokes and radicals.  2.Origin of the Chinese characters.  3.Chinese characters are used to communicate.	1.How a community functions.  2.The responsibilities of community members.  3.How the actions of people affect a community.	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.		
<b>Discipline Focus</b>	Arts, Math, Social Studies	Social Studies Language PSPE	Language, Social Studies, Science	Language, Social Studies, Music		
<b>Teacher questions &amp; provocations</b>	<ul style="list-style-type: none"> <li>● What is stroke/ symbol/character?</li> <li>● How did Chinese characters come from?</li> <li>● How do images and texts together form Chinese characters?</li> <li>● What is Chinese</li> </ul>	<ul style="list-style-type: none"> <li>● What makes a community?</li> <li>● What is a community and how does a community work?</li> <li>● What are the responsibilities of community members?</li> </ul>	<ul style="list-style-type: none"> <li>● What is a word/sentence?</li> <li>● How do words form a sentence?</li> <li>● How do we use language differently as we grow</li> <li>● What is the difference between the same word in</li> </ul>	<ul style="list-style-type: none"> <li>● What are the characteristics of rhymes ?</li> <li>● How does listening make you a better speaker?</li> <li>● How do the rhymes affect our lives?</li> <li>● Does who is</li> </ul>		



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	<p>character used for?</p> <ul style="list-style-type: none"> <li>● What is context?</li> </ul>	<ul style="list-style-type: none"> <li>● What happens if people do not keep to their responsibilities?</li> <li>● How do you be a good citizen?</li> </ul>	different contexts?	<p>talking affect the way the information is presented or the way rhymes is told?</p>		
<b>Approaches to Learning</b>	<p>Research skills - Information literacy - Formulating and planning: R1.1.3 Ask or design relevant questions of interest that can be researched</p> <p>Thinking skills - Critical thinking - Analyzing: T1.1.6 Consider meaning of materials</p>	<p>SS1.1.7 Learn cooperatively in a group: being courteous, sharing, taking turns.</p> <p>SS1.2.5 Be aware of own and others' emotions</p> <p>SM2.1.3 Use strategies to support concentration and overcome distractions.</p>	<p>Communication skills - Exchanging Information - Speaking: C1.3.4 Speak and express ideas clearly and logically in small and large groups</p> <p>Social skills- Interpersonal relationships, social and emotional intelligence- Interpersonal relationships: SS1.1.7 Learn cooperatively in a group: being courteous, sharing, taking turns</p>	<p>Communication skills - Literacy - Reading: C2.1.1 Read a variety of sources for information and for pleasure</p> <p>Self-management skills - Organization: SM1.7 Use time effectively and appropriately</p>		
<b>Learner Profile Attributes</b>	<p>Inquirer Thinker Knowledgeable</p>	<p>Risk Taker Communicator</p>	<p>Open-minded Risk-taker Communicator</p>	<p>Caring Principled Balanced</p>		
<b>Learning outcomes</b>	<p>ORAL COMMUNICATION</p>	<p>Reading for Meaning 1.3 identify a few</p>	<p>ORAL COMMUNICATION</p>	<p>ORAL COMMUNICATION</p>		

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	<p>Speaking 2.2 demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large-group discussions 2.4 choose appropriate words to communicate their meaning accurately and engage the interest of their audience</p> <p>Reading 1.4 demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea</p> <p>Writing 1.3 gather information to support ideas for writing in a variety of ways</p>	<p>reading comprehension strategies and use them before, during, and after rading to understand texts, initially with support and direction</p> <p>Writing 2.1 write short texts using a few simple forms</p>	<p>Listening 1.1 identify purposes for listening in a few different situations, formal and informal</p> <p>Speaking 2.1 identify a few purposes for speaking 2.3 communicate ideas and information orally in a clear, coherent manner</p> <p>Reading 1.1 read a few different types of literary texts</p> <p>Writing 3.1 spell some high-frequency words correctly</p>	<p>Listening 1.8 begin to identify, with support and direction, who is speaking in an oral text and the point of view expressed by the speaker</p> <p>Speaking 3.2 begin to identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills</p> <p>Reading 1.8 express personal thoughts and feelings about what has been read 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 3.4 use punctuation</p>		
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	and/or from a variety of sources			to help communicate their intended meaning, with a focus on the use of a capital letter at the beginning of a sentence; a period, question mark, or exclamation mark at the end		
<b>P3</b>	August 19 –Nov 8	Nov 11 - Feb 14	Nov 25 - Jan 24 (collaborative unit)	Feb 17 - May 9		
<b>Transdisciplinary Theme</b>	<p><b><i>How The World Works</i></b> An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; <b>how humans use their understanding of scientific principles</b>; the impact of scientific and technological advances on society and on the environment</p>	<p><b><i>How We Express Ourselves</i></b> An inquiry into the ways in which <b>we discover and express ideas, feelings, nature, culture, beliefs and values</b>; the ways in which we reflect on, extend and enjoy our creativity; <b>our appreciation of the aesthetic</b></p>	<p><b><i>Where We Are In Place And Time</i></b> <b>An inquiry into orientation in place and time; personal histories; homes and journeys</b>; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives</p>	<p><b><i>How We Organize Ourselves</i></b> An inquiry into the interconnectedness of human-made systems and communities; <b>the structure and function of organizations</b>; societal decision-making; economic activities and their impact on humankind and the environment</p>		
<b>Central Idea</b>	Symbols have diverse meanings	Words are an important element in	We can understand others by exploring	People convey their opinions through		

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	and people use them to express their ideas.	making sentences.	their identity and personal journeys.	stories.		
<b>Key Concepts</b>	<p>Causation – Why is it like it is?</p> <p>Change – How is it transforming?</p> <p>Responsibility – What are our obligations?</p>	<p>From – What is it like?</p> <p>Perspective – What are the points of view?</p> <p>Function – How does it work?</p>	<p>Form – What is it like?</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>Perspective – What are the points of view?</p>		
<b>Related Concepts</b>	Meaning, Images, Communication	Opinion, Illustration, Expression	Journeys, Identity, History	Sequence, Pictures, Creativity		
<b>Lines of Inquiry</b>	<p>1. Basic radicals of Chinese characters.</p> <p>2. Changing strokes changes meaning.</p> <p>3. Symbols express positive messages.</p>	<p>1. Illustrations add to our understanding of words.</p> <p>2. Word collocations lead to different discoveries and understandings.</p> <p>3. We use different types of words to form sentences.</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>	<p>1. Story elements.</p> <p>2. Pictures and retelling add to our understanding of stories.</p> <p>3. The perspectives we gain from the stories.</p>		
<b>Discipline Focus</b>	Arts, Social Studies, Math	Language, Social Studies, Music	Social Studies, Math Language	Media Literacy, social studies, Language Arts		
<b>Teacher</b>	● What phonogram characters do you	● What is word collocation?	● Who are the significant people	● What time order words might help		

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<p><b>questions &amp; provocations</b></p>	<p>know?</p> <ul style="list-style-type: none"> <li>● What is the rule of Chinese characters formation?</li> <li>● What are some good ways to help us remember Chinese characters?</li> <li>● What are the connections between Chinese characters and Chinese culture?</li> <li>● What similar words or phrases could you use instead of...?</li> </ul>	<ul style="list-style-type: none"> <li>● What are the emotional colors of words?</li> <li>● What is the difference between four characters words and idioms?</li> <li>● Can you describe two nouns more specifically by adding appropriate adjectives?</li> <li>● How does what you know about reading help you when you are writing?</li> <li>● How does listening to or viewing different kinds of texts help you generate ideas for writing?</li> </ul>	<p>in the past and present?</p> <ul style="list-style-type: none"> <li>● What makes people significant?</li> <li>● Who are the people that influenced you?</li> </ul>	<p>clarify the sequence of events in your story?</p> <ul style="list-style-type: none"> <li>● Can you think of another way you might get the attention of your audience at the beginning?</li> <li>● Do any of the characters in this story remind you of someone you know?</li> <li>● Using information from the story opening, what can you infer about the outcome of the game?</li> </ul>		
<p><b>Approaches to Learning (ATLs)</b></p>	<p>Research skills- Information literacy- Formulating and planning: R1.1.4 Outline a plan for finding necessary information Thinking skills- Information</p>	<p>Communication skills- Exchanging information- Listening: C1.1.5 Listen actively to other perspectives and ideas Social skills- Interpersonal relationships: SS1.1.8</p>	<p>Research Skills: R1.1.4 Outline a plan for finding necessary information R1.3.3 Sort and categorize information: arrange information into</p>	<p>Communication skills- Literacy- Reading: C2.1.2 Read critically and for comprehension Research Skills- Information Literacy- Data gathering and</p>		

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	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		
<b>Learner Profile</b>	Inquirer Thinker Knowledgeable	Open-minded Risk-taker Communicator	Communicator Open-minded	Caring Principled Balanced		
<b>Learning outcomes</b>	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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	<p>Understanding form and style</p> <p>3.2 predict the meaning of and quickly solve unfamiliar words using different types of cues</p> <p>WRITING</p> <p>3.1 spell many high-frequency words Correctly</p> <p>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</p> <p>READING</p> <p>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</p> <p>WRITING</p> <p>3.3 confirm spellings and word meanings or word choice using a few different types of resources</p> <p>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,</p>		<p>text by retelling the story or restating information from the text, with the inclusion of a few interesting details</p> <p>1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience</p> <p>WRITING</p> <p>1.1 identify the topic, purpose, audience, and form for writing</p> <p>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</p> <p>MEDIA LITERACY</p> <p>3.4 produce media texts for specific purposes and</p>		
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		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		
<b>P4</b>	August 19 - Oct 11 Nov 25 - Dec 13	<b>Oct 14 - Nov 22</b> (collaborative unit)	Dec 16 – Mar 28	Mar 31- Jun 20		
<b>Transdisciplinary Theme</b>	<b><i>How The World Works</i></b> 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	<b><i>Sharing The Planet</i></b> 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	<b><i>How We Organize Ourselves</i></b> 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	<b><i>How We Express Ourselves</i></b> 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		
<b>Central Idea</b>	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.				
<b>Key Concepts</b>	<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>Causation – Why is it like it is?</p> <p>Change – How is it transforming?</p> <p>Responsibility – What are our obligations?</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>		
<b>Related Concepts</b>	Purpose, Persuasion, Sequence	Characteristics, Needs, Living things	Sequence, Pictures, Creativity	Strategy, Process, Expression		
<b>Lines of Inquiry</b>	<p>1.Types of sentences.</p> <p>2.Different sentence patterns suit the purpose for writing.</p> <p>3.Sentence writing independent thoughts.</p>	<p>1. Characteristics of plants and animals.</p> <p>2. How plants adapt to suit their environment.</p> <p>3. What can be done to help plants and animals survive.</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 connects cultures.</p>		
<b>Discipline Focus</b>	Social Studies, Language Arts, Music	Social Studies, Language Arts, Math, VA	Math, Science, Music	Social Studies, Science, Music, Mandarin		
<b>Teacher questions &amp; provocations</b>	<ul style="list-style-type: none"> <li>● What are the parts of a sentence?</li> <li>● Explain how you</li> </ul>	<ul style="list-style-type: none"> <li>● What are the basic needs of plants and animals?</li> </ul>	<ul style="list-style-type: none"> <li>● How does hearing a similar text read aloud help you when you read a</li> </ul>	<ul style="list-style-type: none"> <li>● What types of detailed descriptions are there?</li> </ul>		

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	<p>used the thesaurus to help with your revisions.</p> <ul style="list-style-type: none"> <li>● What words or phrases could you use to help the reader follow your thinking more easily?</li> <li>● Can you use one sentence that would help clarify your main idea?</li> </ul>	<ul style="list-style-type: none"> <li>● How are these needs met?</li> <li>● How might plants/animals adapt/change in order to survive?</li> </ul>	<p>new text independently?</p> <ul style="list-style-type: none"> <li>● Do you know how stories can be classified?</li> <li>● How to reasonably predict the development of the story?</li> <li>● 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?</li> </ul>	<ul style="list-style-type: none"> <li>● Have you included enough details that support your point of view?</li> <li>● What facts or details that you have left out would challenge your point of view?</li> </ul>		
<b>Approaches to Learning</b>	<p>Communication Skills- 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</p>	<p>Research Skills R1.2.6 Record observations by drawing, note taking, charting, tallying, writing statements, annotating images</p> <p>R1.4.4 Draw conclusions from relationships and patterns that emerge from data</p>	<p>Thinking skills- Creative 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>Communication Skills- 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>		

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	perspectives	Thinking Skills T3.6 Transfer conceptual understandings across transdisciplinary themes and subjects				
<b>Learner Profile Attributes</b>	Knowledgeable Principled Balanced	Inquirer, Knowledgeable	Inquirers Thinker Risk-taker	Communicator Open-minded Caring		
<b>Learning outcomes</b>	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 READING: 2.4 identify some elements of style, including voice, word choice, and different	ORAL COMMUNICATION: 1.4 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details. 3.1 describe the basic needs of plants, including air, water, light, warmth, and space	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 facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with	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 communicate their meaning accurately and engage the interest of their audience READING:		

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	<p>types of sentences, and explain how they help readers understand texts</p> <p><b>WRITING</b></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><b>IMEDIA LITERACY</b></p> <p>2.1 identify elements and characteristics of some media forms</p>		<p>sensitivity towards cultural differences, to help convey their meaning</p> <p><b>READING:</b></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><b>WRITING</b></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>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><b>WRITING</b></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 strategies</p> <p><b>MEDIA LITERACY</b></p> <p>4.2 explain, initially with support and</p>		
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				direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts		
<b>P5</b>	August 19 - Nov 8	Nov 11 - Feb 14	Feb 17 - Mar 14	Mar 17 - April 30	<b>May 12 – June 20</b> (collaborative unit)	
<b>Transdisciplinary Theme</b>	<b>Who We Are</b> 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	<b>How The World Works</b> 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	<b>Where We Are In Place And Time</b> 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	<b>How We Express Ourselves</b> 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	<b>Where We Are In Place And Time</b> 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	
<b>Central Idea</b>	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.	

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<b>Key Concepts</b>	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?	
<b>Related Concepts</b>	Structure, Organization, Influence	Purpose, Persuasion, Sequence	Symbol, Story, Beliefs	Strategy, Process, Expression	Civilization, System	
<b>Lines of Inquiry</b>	1. Uses of different types of structures.  2. Organizing supporting details.  3. Writing can influence other people.	1. Different types of texts.  2. Different texts are used to suit different occasions.  3. Different texts help us understand other points of view.	1. Chinese traditional festivals and customs.  2. Beliefs and values of Chinese customs.  3. Sharing personal traditional festival experience.	1. Essential elements of narrative writing.  2. Adding details improves a text.  3. Written expression connects cultures.	1. Characteristics of civilizations.  2. Exploring ancient systems.  3. Connections between the past and present.	
<b>Discipline Focus</b>	Language, Social Studies, Music	Social studies, Music, Science	Language, Social Studies, Music, Arts	Arts, music, Mandarin	Social Studies, Mandarin, Language, Math	
<b>Teacher questions &amp; provocations</b>	<ul style="list-style-type: none"> <li>● What are the common writing sequences?</li> <li>● How to use detailed</li> </ul>	<ul style="list-style-type: none"> <li>● What are the features of practical writing?</li> <li>● Do you think the practical writing has</li> </ul>	<ul style="list-style-type: none"> <li>● Can you name several traditional Chinese festivals and specific dates?</li> <li>● What traditional</li> </ul>	<ul style="list-style-type: none"> <li>● What are the six factors of narrative writing?</li> <li>● How many different types of</li> </ul>	<ul style="list-style-type: none"> <li>● Factual What did ancient civilizations look like?</li> <li>● Conceptual How do hierarchies of</li> </ul>	

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	<p>description to attract readers?</p> <ul style="list-style-type: none"> <li>● What descriptive words could you add to make your characters come alive for the reader?</li> <li>● Are there clear links between your ideas?</li> <li>● Explain how dialogue with your peers can help you to express your opinion when you are writing.</li> </ul>	<p>fixed format?</p> <ul style="list-style-type: none"> <li>● Do you think the timeliness play an important role in the practical writing?</li> <li>● How has exploring different authors' perspectives on an issue helped you prepare for writing?</li> <li>● 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?</li> </ul>	<p>festivals and customs do you know by looking up information? Do you know the stories related to these customs?</p> <ul style="list-style-type: none"> <li>● Can you use mind maps to organize the information about Chinese festival that you collect?</li> <li>● What are your conclusions from the changes in people's attitudes towards festival customs?</li> <li>● What responsibilities do you think Chinese traditional festival culture gives you?</li> <li>● Choose a festival , write a story about you and your family</li> </ul>	<p>narrative orders?</p> <ul style="list-style-type: none"> <li>● Are there ideas in the body of the paragraph that should be included in your topic sentence?</li> <li>● What strategy did you find most helpful for organizing information?</li> <li>● What editing strategies are most effective for you?</li> <li>● Are your sentences too long and complicated/too short and simple/too much the same to appeal to your intended audience?</li> </ul>	<p>ancient civilizations influence our modern-day world?</p> <ul style="list-style-type: none"> <li>● Debatable</li> </ul> <p>Have civilizations become better and more advanced over time or are we still dealing with the same problems?</p>	
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			spending the festival together.			
<b>Approaches to Learning</b>	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	
<b>Learner Profile Attributes</b>	Inquirer Principled Balanced	Thinker Risk-taker Reflective	Knowledgeable Communicator Inquirer	Communicator Caring Knowledgeable	Knowledgeable Open-minded	
<b>Learning</b>	ORAL COMMUNICATION	ORAL COMMUNICATION	ORAL	ORAL COMMUNICATION	Reading	



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<p><b>outcomes</b></p>	<p>2.2 demonstrate an understanding of appropriate speaking behavior in a variety of situations, including paired sharing and small- and large-group discussions  <b>READING</b>            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  <b>WRITING</b>            1.1 identify the topic, purpose, and audience for a variety of writing forms            2.2 establish a personal voice in their writing, with a</p>	<p>2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form  <b>READING</b>            1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details            1.5 make inferences about texts using stated and implied ideas from the texts as evidence  <b>WRITING</b>            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  <b>MEDIA LITERACY</b>            1.2 use overt and implied messages to draw inferences and</p>	<p><b>COMMUNICATION</b>  <b>SPEAKING</b>            2.5 identify some vocal effects, including tone, pace, pitch, volume, and a range of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning  <b>READING</b>            1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts  <b>WRITING</b>            1.5 identify and order main ideas and supporting details and group them into units</p>	<p>1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details  <b>READING</b>            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  <b>WRITING</b>            1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and do more research if</p>	<p>1.1 read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts.</p> <p>Social Studies            A3.2 demonstrate the ability to extract information on daily life in early societies from visual evidence</p>	
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	<p>focus on using words and stylistic elements that convey a specific mood such as amusement</p> <p><b>MEDIA LITERACY</b> 3.1 describe in detail the topic, purpose, and audience for media texts they plan to create</p>	<p>construct meaning in media texts</p>	<p>that could be used to develop a summary, using a variety of graphic organizers and organizational patterns</p> <p>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</p> <p><b>MEDIA LITERACY</b> 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</p>	<p>necessary.</p> <p>2.3 use specific words and phrases to create an intended impression</p> <p><b>MEDIA LITERACY</b> 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>		
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<b>P6</b>	Aug 19 – Oct 11 (collaborative unit)	Oct 14 – Dec 20	Jan 6 – Mar 28	Mar 31 - May 16	May 19 - Jun 20	
<b>Transdisciplinary Theme</b>	<p><b><i>Where We Are In Place And Time</i></b> 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</p>	<p><b><i>How We Express Ourselves</i></b>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><b><i>How We Organize Ourselves</i></b> 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</p>	<p><b><i>Where We Are In Place And Time</i></b> 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</p>	<p><b><i>Who We Are</i></b> 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>	
<b>Central Idea</b>	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.	
<b>Key Concepts</b>	Causation – Why is it like it is?  Perspective – What	Change – How is it transforming?  Causation – Why is it	Form – What is it like?  Causation – Why is it like it is?	Connection – How is it linked to other things?	Form – What is it like?  Function – How does it work?	

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	are the points of view?  Change – How is it transforming?	like it is?  Perspective – What are the points of view?	Responsibility – What are our obligations?	Causation – Why is it like it is?  Perspective – What are the points of view?	Connection – How is it linked to other things?	
<b>Related Concepts</b>	Interpretation, Contribution, Settlement	Visual text, Responding, Techniques	Purpose, Persuasion, Sequence	Character, plot, background	Themes, Presentation, Influence	
<b>Lines of Inquiry</b>	1.The reasons why people migrate.  2.Migration throughout history.  3.Migration can change communities and cultures.	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, plot, 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.	
<b>Discipline Focus</b>	Social Studies, Language, Mathematics, Performing Arts	Language, Social Studies, Performing arts	Social studies, Music, Visual arts	Language, Social Studies, Music, Arts	Social Studies, Language Arts, Music	

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<p><b>Teacher questions &amp; provocations</b></p>	<ul style="list-style-type: none"> <li>● Why do people leave their homes? (factual)</li> <li>● What are some strategies used to resolve conflicts arising in a diverse setting? (conceptual)</li> <li>● Does migration result in truly multi-cultural third –culture kids/ adults? (debatable)</li> </ul>	<ul style="list-style-type: none"> <li>● What clues did the author give that led to your conclusion?</li> <li>● Why do you think the author doesn't state these ideas directly?</li> <li>● What questions do you ask yourself to check that you understand what you are reading?"</li> <li>● How does the author's treatment of this topic compare with treatments of the topic in other sources?</li> <li>● Has the author chosen the most convincing facts to support his or her opinion?</li> <li>● What else can you do if reading on or rereading does not clarify the meaning?</li> </ul>	<ul style="list-style-type: none"> <li>● How would you revise the text to appeal to a different or a wider audience?</li> <li>● Can you use short, abrupt sentences to add drama to your writing?</li> <li>● How can you determine which parts of your work need further clarification</li> <li>● How did the sources you used allow you to generate a balanced selection of ideas?</li> <li>● What do you know about different media texts that might help when you are writing?</li> </ul>	<ul style="list-style-type: none"> <li>● Have you been exposed to classical Chinese literature? What impression did Chinese classical literature leave on you?</li> <li>● Here is a short story in classical Chinese. Can you refer to the notes to tell the main idea of the story?</li> <li>● If there are obstacles in reading, will you give up or find ways to solve them? What is your strategies?</li> <li>● Is the fate of the characters in the story more influenced by their personalities or by the circumstances at the time?</li> <li>● We plan to rehearse a drama adapted from</li> </ul>	<ul style="list-style-type: none"> <li>● What messages did you get from the speaker's tone of voice/body language/facial expressions?</li> <li>● How does paying attention to a speaker's body language help you interpret what is being said?</li> <li>● Why do you think the speaker paused for so long at that point in the story?</li> <li>● What strategies do you use to help you understand and follow a discussion among several people?</li> <li>● What strategies do you use to recall important information after listening?</li> <li>● What factors do you consider when deciding whether to use an informal or a</li> </ul>	
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				<p>classical Chinese literature, who do you want to act most? Why?</p> <ul style="list-style-type: none"> <li>● If you were asked to recommend a novel to your peers, what aspects would you like to introduce this work from?</li> </ul>	<p>formal approach when speaking?</p> <ul style="list-style-type: none"> <li>● What strategies that you use when preparing to write help you organize your ideas before speaking?</li> </ul>	
<b>Approaches to Learning</b>	<p>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,</p>	<p>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</p>	<p>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</p>	<p>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'</p>	<p>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</p>	

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	and communicate with others as they participate in learning experiences, in order to support healthy relationships, a 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			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		
<b>Learner Profile Attributes</b>	Open-minded Knowledgeable	Thinkers Risk-taker Reflective	Inquirers Balanced Caring	Knowledgeable Thinker Inquirer	Communicator Knowledgeable Principled	
Learning outcomes	READING 1.1 read a variety of texts from diverse cultures, including literary texts, graphic texts, and	ORAL COMMUNICATION 1.8 identify the point of view presented in oral texts and ask questions to identify	ORAL COMMUNICATION 1.4 demonstrate an understanding of the information and ideas in oral texts by	ORAL COMMUNICATION 1.2 demonstrate an understanding of appropriate listening behaviour by	ORAL COMMUNICATION 1.1 identify a range of purposes for listening in a variety of situations, formal and	

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	<p>informational texts WRITING 1.1 identify the purpose and audience for a variety of media texts Social Studies A3.4 describe some significant traditions and celebrations of their families, their peers, and their own communities, as well as of some other communities</p>	<p>missing or possible alternative points of view 2.7 use a variety of appropriate visual aids READING 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 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 WRITING 3.8 produce pieces of published work to meet identified criteria based on the</p>	<p>summarizing important ideas and citing a variety of supporting details READING 2.1 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details WRITING Research 1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources Classifying Ideas 1.4 sort and classify ideas and information for their writing in a variety of ways Word Choice 2.3 use some vivid and/or figurative language and innovative expressions to add</p>	<p>adapting active listening strategies to suit a range of situations, including work in groups 1.5 make inferences about oral texts using stated and implied ideas in the texts as evidence READING 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them WRITING 2.5 identify their point of view and other possible points of view, and determine, when appropriate, if their own view is balanced and supported by evidence</p>	<p>informal, and set goals related to specific listening tasks 2.2 demonstrate an understanding of appropriate speaking behavior in a variety of situations, including paired sharing, dialogue, and small- and large- group discussions READING 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 WRITING 1.1 identify the topic, purpose, and audience for a variety of writing forms 2.2 establish an appropriate voice in their writing, with a focus on modifying language and tone to</p>	
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		<p>expectations related to content, organization, style, use of conventions, and use of presentation strategies</p> <p>MEDIA LITERACY Conventions and Techniques</p> <p>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>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 sense of and produce media texts</p>	<p>3.6 proofread and correct their writing using guidelines developed with peers and the teacher</p> <p>4.3 select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choices</p> <p>MEDIA LITERACY</p> <p>1.6 identify who produces various media texts, the reason for their production, how they are produced, and how they are funded</p>	<p>suit different circumstances or audiences</p> <p>MEDIA LITERACY</p> <p>3.1 describe in detail the topic, purpose, and audience for media texts they plan to create</p>	
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