

MANDARIN HORIZONTAL & VERTICAL PLANNER 2025-2026

	Early Years			
ECEA	Mandarin Unit 2 August - October	Mandarin Unit 1 October- January	Transdisciplinary Unit January – April	Mandarin Unit 3 April – June
TD Theme	Who We Are An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none"> physical, emotional, social and spiritual health and well-being relationships and belonging learning and growing. 	How We Express Ourselves An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> inspiration, imagination, creativity personal, social and cultural modes and practices of communication intentions, perceptions, interpretations and responses 	How the World Works An inquiry into understandings of the world and phenomena through: <ul style="list-style-type: none"> patterns, cycles, systems diverse practices, methods and tools discovery, design, innovation: possibilities and impacts 	Where We Are In Place And Time An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> periods, events and artefacts communities, heritage, culture and environment natural and human drivers of movement, adaptation, and transformation
Central Idea	Imagination is used to create stories.	People listen and speak to share thoughts and feelings.	Watching the world helps us see patterns and changes	Discovering how language and culture connect us.
Specified Concepts	connection, perspective, responsibility	form, change, connection	form, function, change	form, function, connection
Additional Concepts	stories, culture, empathy, imagination	feelings, communication, expression	patterns, nature, treasures, grow	symbols, culture, food, traditions
Lines of Inquiry	1. My personal story. 2. Traditional stories. 3. Characters teach empathy.	1. Different feelings. 2. Thoughts and feelings can change. 3. Feelings connect people.	1. Discovering our environment. 2. Recording our information. 3. Communicating our discoveries.	1. Cultural symbols in language 2. Using Chinese food related vocabulary 3. Chinese cultural traditions and language connect to food.
Approaches to Learning (ATLs)	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	Communication Skills- Exchanging information-Speaking C1.3.1 Express oneself using words and sentences Social skills-Interpersonal relationships, social and emotional intelligence- Social and emotional intelligence SS1.2.1 Be aware of own and others' feelings	Research Skills: R1.2.2 Use all senses to observe and notice details. Communication Skills: C1.1.2 Listen actively and respectfully to others speak. Thinking Skills: T2.2.3 Ask "what if" questions.	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
Learner Profile	open-minded, caring, principled	thinker, communicator, balanced	inquirer, knowledgeable, thinker	inquirer, knowledgeable, reflective

Attributes				
Language Acquisition Learning Outcomes: 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 DEMONSTRATING LITERACY BEHAVIORS 1.6 Use language (verbal and non-verbal communication) to communicate their thinking, to reflect, and to solve problems 1.9 Describe personal experiences, using vocabulary and details appropriate to the situation 11.7 use illustrations to support comprehension of texts that are read by and with the educators	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 connect new experiences with what they already know 1.7 Use specialized vocabulary for a variety of purposes 10.6 communicate ideas about personal experiences and/or familiar stories, and experiment with personal voice in their writing PROBLEM SOLVING AND INNOVATING 24.5 Communicate and record results and findings either individually or in groups	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 1.10 Retell experiences, events, and familiar stories in proper sequence 11.6 Use prior knowledge to make connections to help them understand a diverse range of materials read by and with the educator team SOCIAL EMOTIONAL LEARNING SKILLS 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	PROBLEM SOLVING AND INNOVATING 14.1 Ask questions about and describe some natural occurrences, using their own observations and representations.	
ECEB	Mandarin Unit 1 August - October	Mandarin Unit 3 October - December	Mandarin Unit 2 January - April	Transdisciplinary Unit April – June
TD Theme	How We Express Ourselves An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> • inspiration, imagination, creativity • personal, social and cultural modes and practices of communication • intentions, perceptions, interpretations and responses 	Where We Are In Place And Time An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> • periods, events and artefacts • communities, heritage, culture and environment • natural and human drivers of movement, adaptation, and transformation 	How We Organize Ourselves An inquiry into systems, structures and networks through: <ul style="list-style-type: none"> • interactions within and between social and ecological systems • approaches to livelihoods and trade practices: intended and unintended consequences • representation, collaboration and decision-making 	Sharing the Planet An inquiry into the interdependence of human and natural worlds through: <ul style="list-style-type: none"> • rights, responsibilities and dignity of all • pathways to just, peaceful and reimagined futures • nature, complexity, co-existence and wisdom
Central Idea	Imagination is used to create stories.	People write to communicate.	The signs and symbols in our environment have meaning.	Our actions help care for living things.
Specified Concepts	connection, perspective, responsibility	causation, change, function	form, causation, function	form, function, responsibility
Additional Concepts	stories, culture, empathy, imagination.	meaning, images, communication	symbols, meaning, organization	growth, needs, living things
Lines of Inquiry	1. What stories can convey 2. How stories are created and shared 3. The feelings and emotions evoked by	1.Origins of the writing systems. 2.Structure of writing systems. 3.Writing systems are used to	1.Different signs and symbol. 2.Creation of signs and symbols. 3.How signs and symbols foster	1.Needs of plants. 2.Uses of plants. 3.Our responsibility towards living

	stories	communicate.	communication.	things. (plants).
Teacher questions & provocations	What is a story? What are the ways in which stories can be told? What are traditional stories in China?	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 a sign or a symbol? Why are signs and symbols used? (locally and globally) What makes a good sign? How signs and symbols foster communication?	What 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: C1.1.2 Listen actively and respectfully to others speak Self-management Skills -States of mind-Perseverance : SM2.2.4 Manage feelings and resolve conflict	Communication Skills - Exchanging information – Speaking: C1.3.3 Negotiate ideas and knowledge with peers and teachers Social Skills -Interpersonal relationships,social and emotional intelligence -Social and emotional intelligence : SS1.2.2 Manage anger and resolve conflict	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 : T1.1.2 Consider meaning taken from materials and events	Thinking Skills: T2.1.2 Use discussion and play to generate new ideas and investigations. T4.1 Reflect on their learning by asking questions such as: What did I learn today? What can I already do? What will I work on next? Communication Skills: C1.3.2 Participate in conversations.
Learner Profile & attributes	open-minded, caring principled	principled, inquirer, communicator	knowledgeable, reflective, inquirer	balanced, knowledgeable
Learning Outcomes:	BELONGING AND CONTRIBUTING 25.3 Express their thoughts and share experiences 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 SELF-REGULATION AND WELL-BEING 2.5 Develop empathy for others, and acknowledge and respond to each other's feelings	BELONGING AND CONTRIBUTING 25.1 Recognize personal interests, strengths, and accomplishments 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 PROBLEM SOLVING AND INNOVATING 24.4 Select and use tools, equipment, and materials to construct things	BELONGING AND CONTRIBUTING 29.1 Identify similarities and differences between local environments 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 PROBLEM SOLVING AND INNOVATING 4.1 Use a variety of strategies to solve problems, including problems arising in social situation	BELONGING AND CONTRIBUTING 29.3 Identify ways in which they can care for and show respect for the environment

P1	Mandarin Unit 1 August - October	Mandarin Unit 3 October - December	Mandarin Unit 2 January - April	Transdisciplinary Unit April – June
TD Theme	Where We Are In Place and Time An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> periods, events and artefacts communities, heritage, culture and environment natural and human drivers of movement, adaptation, and transformation 	How We Express Ourselves An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> inspiration, imagination, creativity personal, social and cultural modes and practices of communication intentions, perceptions, interpretations and responses 	How The World Works An inquiry into understandings of the world and phenomena through: <ul style="list-style-type: none"> patterns, cycles, systems diverse practices, methods and tools discovery, design, innovation: possibilities and impacts 	How We Express Ourselves An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> inspiration, imagination, creativity personal, social and cultural modes and practices of communication intentions, perceptions, interpretations and responses
Central Idea	People write to communicate.	The sounds of language are a symbolic way of representing ideas and objects.	Words are an important element in making sentences.	Stories are expressions of our ideas, feelings, and beliefs.
Specified Concepts	causation, change, responsibility	form, change, connection	function, change, perspective	form, perspective, function
Additional Concepts	meaning, images, communication	sounds, rules, ideas	messages, symbols, text	interpretation, messages, stories, theme.
Lines of Inquiry	1.Origin of the writing systems. 2.Structure of writing systems. 3.Writing systems are used to communicate.	1.The sounds of language. 2.The grammatical rules of the language. 3.Sounds of language can represent ideas and objects.	1.Words are one of the important parts of a language. 2.Illustrations add to our understanding of words. 3.Appropriate words help us to communicate with each other.	1. Stories include different elements. 2. Feelings and beliefs inspire stories. 3. Stories can be created and shared.
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- Interpreting: C1.2.2 Understand the ways in which images and language interact to convey ideas Research Skills- Information literacy- Data gathering and documenting R1.2.1 Gather information from a variety of sources (people, places,materials,literature.)	Communication Skills -Symbolic exploration and expression: C4.1.3 Access a variety of sources for information and pleasure Thinking skills- Creative thinking- Considering new perspectives: T2.2.1 Seek information	Social Skills- Interpersonal relationships, social and emotional intelligence- Social and emotional intelligence: SS1.2.4 Be aware of own and others' impact as a member of a learning group Research Skills- Media literacy: R2.3 Communicate information and ideas using a variety of media(as their skills progress)	Communication Skills: C1.3.2 Participate in conversations. C1.3.3 Negotiate ideas and knowledge with peers and teachers. Thinking Skills: T3.1 Make connections between units of inquiry.

Learner Profile Attributes	principled, inquirer, communicator	thinker, risk-taker, reflective	balanced, knowledgeable, open-minded	open-minded & communicator
Learning Outcomes:	<p>SELF-REGULATION AND WELL-BEING</p> <p>2.3 Demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks</p> <p>DEMONSTRATING LITERACY BEHAVIORS</p> <p>1.6 Use language (verbal and non-verbal communication) to communicate their thinking, to reflect, and to solve problems</p> <p>10.4 Use classroom resources to support their writing</p> <p>10.6 communicate ideas about personal experiences and/or familiar stories, and experiment with personal voice in their writing</p> <p>11.7 use illustrations to support comprehension of texts that are read by and with the educators</p>	<p>BELONGING AND CONTRIBUTING</p> <p>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</p> <p>SELF-REGULATION AND WELL-BEING</p> <p>3.2 Demonstrate the ability to take turns during activity and discussions</p> <p>DEMONSTRATING LITERACY BEHAVIORS</p> <p>1.7 Use specialized vocabulary for a variety of purposes</p> <p>9.1 Use reading behaviours to make sense of familiar and unfamiliar texts in print</p> <p>12.2 communicate their ideas, verbally and non- verbally, about a variety of media materials</p>	<p>BELONGING AND CONTRIBUTING</p> <p>5.1 Demonstrate respect and consideration for individual differences and alternative points of view</p> <p>DEMONSTRATING LITERACY BEHAVIORS</p> <p>10.2 Demonstrate an awareness that text can convey ideas or messages</p> <p>11.1 Demonstrate an interest in reading</p> <p>10.6 communicate ideas about personal experiences and/or familiar stories, and experiment with personal voice in their writing</p> <p>11. 9 retell, orally or with non-verbal communication, familiar experiences or stories in proper sequence</p>	<p>BELONGING AND CONTRIBUTING</p> <p>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>

	Lower Primary (P2-P4)
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P2	Mandarin Unit 1 August - October	Mandarin Unit 2 October - December	Mandarin Unit 3 January - April	Transdisciplinary Unit May 5 – June 19th
TD Theme	<i>Where We Are In Place And Time</i> An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> periods, events and artefacts communities, heritage, culture and environment natural and human drivers of movement, adaptation, and transformation 	<i>How the World Works</i> An inquiry into understandings of the world and phenomena through: <ul style="list-style-type: none"> patterns, cycles, systems diverse practices, methods and tools discovery, design, innovation: possibilities and impacts 	<i>How We Express Ourselves</i> An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> inspiration, imagination, creativity personal, social and cultural modes and practices of communication intentions, perceptions, interpretations and responses 	<i>How we Organize Ourselves</i> An inquiry into systems, structures and networks through: <ul style="list-style-type: none"> interactions within and between social and ecological systems approaches to livelihoods and trade practices: intended and unintended consequences representation, collaboration and decision-making
Central Idea	Symbols have diverse meanings and people use them to express their ideas.	Words are important elements in making sentences.	Rhymes help us to share thoughts and feelings.	Cities around the world create structures to meet the needs of the community.
Specified Concepts	Form – What is it like? Causation – Why is it like it is? Responsibility – What are our obligations?	Function – How does it work? Change – How is it transforming? Perspective – What are the points of view?	Form – What is it like? Function – How does it work? Connection – How is it linked to other things?	Form - What is it like? Perspective - What are the points of view? Connection - How is it linked to other things?
Additional Concepts	Meaning, Images, Communication	Messages, Symbols, Text	Variable, Communication, Diversity	Structures, Community, Organization
Lines of Inquiry	1.Basic strokes and radicals. 2.Origin of the Chinese characters. 3.Chinese characters are used to communicate.	1.Words are an important part of a language. 2.We use words differently as we grow. 3.Appropriate words help us to express ourselves.	1.Characteristics of rhymes. 2.Rhymes convey information. 3.Appreciation of rhymes in the world.	1. The form of a city. (form) 2. Similarities and differences between cities. (connection) 3. Cities meet the needs of the community. (perspective)
Teacher questions & provocations	<ul style="list-style-type: none"> What is stroke/ symbol/character? How did Chinese characters come from? How do images and texts together form Chinese characters? What is Chinese character used for? What is context? 	<ul style="list-style-type: none"> What is a word/sentence? How do words form a sentence? How do we use language differently as we grow What is the difference between the same word in different contexts? 	<ul style="list-style-type: none"> What are the characteristics of rhymes ? How does listening make you a better speaker? How do the rhymes affect our lives? Does who is talking affect the way the information is presented or the way rhymes is told? 	TBD
Approaches to Learning	Research skills - Information literacy - Formulating and planning: R1.1.3 Ask or design relevant questions of interest that can be researched Thinking skills - Critical thinking - Analysing: T1.1.6 Consider meaning of materials	Communication skills - Exchanging Information - Speaking: C1.3.4 Speak and express ideas clearly and logically in small and large groups Social skills- Interpersonal relationships, social and emotional intelligence- Interpersonal relationships: SS1.1.7 Learn cooperatively in a group: being courteous, sharing, taking turns	Communication skills - Literacy - Reading: C2.1.1 Read a variety of sources for information and for pleasure Self-management skills - Organization: SM1.7 Use time effectively and appropriately	SS1.1.12 Take on a variety of roles in group learning. T1.1.8 Use models and simulations to explore complex systems and issues. R1.4.5 Present information in a variety of formats and platforms.

Learner Profile Attributes	Inquirer Thinker Knowledgeable	Open-minded Risk-taker Communicator	Caring Principled Balanced	Balanced Thinker
Language and Literature Learning Outcomes (4-6)	<p>Oral and Non-Verbal Communication: B1.3 identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including taking turns, understanding when to speak, and knowing how much to say, to communicate clearly and coherently</p> <p>Language Foundations for Reading and Writing: B2.3 identify, read, and spell most initials and finals, with automaticity.</p> <p>Knowledge about Texts: C1.4 demonstrate an understanding of the relationship between simple illustrations, images, and graphics and the text</p> <p>Critical Thinking in Literacy: C3.4 identify some cultural elements represented in various texts, including symbols and values, and explain how these elements contribute to the meaning</p> <p>Creating Texts: D2.2 print letters and words with appropriate formation patterns, size, placement, and spacing</p> <p>Publishing, Presenting, and Reflecting: D3.2 present the texts they have created using appropriate strategies, including by reading aloud with expression</p>	<p>Oral and Non-Verbal Communication: B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, to interpret or contribute to the meaning of messages</p> <p>Language Conventions for Reading and Writing: B3.2 demonstrate an understanding of the functions of parts of speech in sentences, including common singular and plural nouns, using the pronoun “I”, the past, present, and future verb tenses, common adjectives and adverbs, and common conjunctions, and use this knowledge to support comprehension and communicate meaning clearly</p> <p>Knowledge about Texts: C1.1 read and comprehend short, simple texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge</p> <p>Comprehension Strategies: C2.4 use strategies such as rereading, visualizing, and asking questions, to monitor their understanding of simple texts</p> <p>Creating Texts: D2.3 demonstrate a personal voice in their texts, with a focus on using words that express their thoughts, feelings, and opinions about the topic</p> <p>D2.5 make simple edits to draft texts, such as changes to capitalization, punctuation, and spelling</p>	<p>Language Foundations for Reading and Writing: B2.8 read simple words, short sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud with expression</p> <p>Language Conventions for Reading and Writing: B3.3 use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly, including the use of a capital letter at the beginning of a sentence and the appropriate punctuation mark at the end</p> <p>Critical Thinking in Literacy: C3.1 identify simple literacy devices, including rhyme, alliteration, and onomatopoeia, and describe how they help communicate meaning</p> <p>C3.6 express personal thoughts and feelings about ideas presented in texts, such as ideas about diversity, inclusion, and accessibility</p> <p>Creating Texts: D2.1 draft short, simple texts of various forms and genres, including personal narratives, persuasive texts, and procedural texts, using a variety of media, tools, and strategies</p> <p>Publishing, Presenting, and Reflecting: D3.3 identify a strategy they found helpful when presenting texts</p>	TBD
Language Acquisition Learning	Oral and Non-Verbal Communication: B1.1 use effective listening skills, including listening attentively and asking relevant questions, in formal	Oral and Non-Verbal Communication: B1.3 identify the purpose and audience for speaking in formal and informal contexts, and	Oral and Non-Verbal Communication: B1.4 identify and use oral and non-verbal communication strategies, including expression,	

Outcomes (4-6)	<p>and informal contexts, including conversations and classroom activities</p> <p>B1.2 identify and use listening strategies before, during, and after listening to comprehend information communicated orally and nonverbally</p> <p>Language Foundations for Reading and Writing: B 2.3 identify, read, and spell most initials and finals, with automaticity.</p> <p>Comprehension Strategies: C2.1 activate prior knowledge, including knowledge gained from personal and text experiences, that they can use to understand the topics of new texts</p> <p>Critical Thinking in Literacy: C3.4 identify some cultural elements represented in various texts, including symbols and values, and explain how these elements contribute to the meaning</p> <p>Critical Thinking in Literacy: C3.8 identify thinking skills that helped them understand simple texts</p>	<p>use appropriate speaking strategies, including taking turns, understanding when to speak, and knowing how much to say, to communicate clearly and coherently</p> <p>B1.5 use appropriate word choice, including new vocabulary, grammar, and cohesive phrases and sentences when speaking and communicating ideas</p> <p>Knowledge about Texts: C1.4 demonstrate an understanding of the relationship between simple illustrations, images, and graphics and the text</p> <p>Comprehension Strategies: C2.3 make predictions using background knowledge, text features, and evidence from the text</p> <p>C2.4 use strategies such as rereading, visualizing, and asking questions, to monitor their understanding of simple texts</p> <p>Critical Thinking in Literacy: C3.6 express personal thoughts and feelings about ideas presented in texts, such as ideas about diversity, inclusion, and accessibility</p>	<p>gestures, and body language, to interpret or contribute to the meaning of messages</p> <p>Language Foundations for Reading and Writing: B2.8 read simple words, short sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud with expression</p> <p>Comprehension Strategies: C2.2 identify purposes for engaging with texts, including enjoyment or finding information</p> <p>C2.5 identify connections between ideas expressed in simple texts and their knowledges and lived experiences, the ideas in other familiar texts, and the world around them</p> <p>Critical Thinking in Literacy: C3.5 identify explicit and implicit perspectives communicated in a text, and describe how these perspectives could influence an audience</p>	
P3	Mandarin Unit 1 August - October	Mandarin Unit 2 November - March (pause for collaborative unit)	Transdisciplinary Unit November 24 – January 16	Mandarin Unit 3 April - June
TD Theme	<p><i>How the World Works</i></p> <p>An inquiry into understandings of the world and phenomena through:</p> <ul style="list-style-type: none"> • patterns, cycles, systems • diverse practices, methods and tools • discovery, design, innovation: possibilities and impacts 	<p><i>How We Express Ourselves</i></p> <p>An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> • inspiration, imagination, creativity • personal, social and cultural modes and practices of communication • intentions, perceptions, interpretations and responses 	<p><i>Where We Are In Place And Time</i></p> <p>An inquiry into histories and orientation in place, space and time through:</p> <ul style="list-style-type: none"> • periods, events and artefacts • communities, heritage, culture and environment • natural and human drivers of movement, adaptation, and transformation 	<p><i>How we Organize Ourselves</i></p> <p>An inquiry into systems, structures and networks through:</p> <ul style="list-style-type: none"> • interactions within and between social and ecological systems • approaches to livelihoods and trade practices: intended and unintended consequences • representation, collaboration and decision-making

Central Idea	Symbols have diverse meanings and people use them to express their ideas.	Words are an important element in making sentences.	We can understand others by exploring their identity and personal journeys.	People convey their opinions through stories.
Specified Concepts	Causation – Why is it like it is? Change – How is it transforming? Responsibility – What are our obligations?	Form – What is it like? Perspective – What are the points of view? Function – How does it work?	Form – What is it like? Change – How is it transforming? Connection – How is it linked to other things?	Form – What is it like? Function – How does it work? Perspective – What are the points of view?
Additional Concepts	Meaning, Images, Communication	Opinion, Illustration, Expression	Journeys, Identity, History	Sequence, Pictures, Creativity
Lines of Inquiry	1.Basic radicals of Chinese characters. 2.Changing strokes changes meaning.(change) 3.Symbols express positive messages.	1.Illustrations add to our understanding of words. 2.Word collocations lead to different discoveries and understandings. 3.We use different types of words to form sentences.	1.Significant people and events in the past and present. 2.How the people in the past influence the present. 3.Sharing our personal journeys.	1.Story elements. 2.Pictures and retelling add to our understanding of stories. 3.The perspectives we gain from the stories.
Discipline Focus	Arts, Social Studies, Math	Language, Social Studies, Music	Social Studies, Math Language	Media Literacy, social studies, Language Arts
Teacher questions & provocations	What phonogram characters do you 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 is word collocation? 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?	Who are the significant people in the past and present? What makes people significant? Who are the people that influenced you?	What time order words might help 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 transfer:T3.3 Use memory techniques to develop long-term memory	Communication skills- Exchanging information-Listening: C1.1.5 Listen actively to other perspectives and ideas Social skills- Interpersonal relationships: SS1.1.8 Help others to succeed	Research Skills: R1.1.4 Outline a plan for finding necessary information 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: C2.2.2 Paraphrase accurately and concisely	Communication skills-Literacy-Reading: C2.1.2 Read critically and for comprehension Research Skills-Information Literacy- Data gathering and 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

Language and Literature Learning Outcomes (4-6)	<p>Effective Listening Skills B1.1 use effective listening skills, including asking relevant questions, restating what they heard, and expressing interest, in formal and informal contexts and for various purposes, including in conversations and various classroom activities</p> <p>Monitoring of Understanding: Ongoing Comprehension Check Purpose and Audience C2.4 use strategies such as rereading, visualizing, and asking questions, to monitor their understanding of simple texts</p> <p>Literary Devices C3.1 identify simple literary devices, including consonance and simile, and describe how they help communicate meaning</p> <p>Purpose and Audience D1.1 identify the topic, purpose, and audience for various texts they plan to create</p> <p>Editing and Proofreading D2.6 make simple edits to draft texts, such as checking for errors in capitalization, punctuation, and spelling</p>	<p>Listening Strategies for Comprehension B1.2 identify and use a variety of listening strategies before, during, and after listening to comprehend information communicated orally and non verbally, and to recognize when a message is difficult to understand</p> <p>Elements of Style C1.5 identify some simple elements of style in texts, including voice, word choice, word patterns, and sentence structure, and explain how they help communicate meaning</p> <p>Summarizing: Identifying Relevant information and Drawing Conclusions C2.6 identify the main idea in a simple text, and relate important details in sequence</p> <p>Research D1.3 gather information and content relevant to a topic, using three or more sources</p> <p>Point of View and Perspective D2.4 identify the point of view, including first person or third person, used in their texts</p>	<p>TBD</p>	<p>Oral and Non-Verbal Communication Strategies B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and demonstrate an understanding of how these strategies can contribute to the meaning being conveyed</p> <p>Monitoring of Understanding: Making and Confirming Predictions C2.3 make predictions using background knowledge, text features, and evidence from the text</p> <p>Analysis and Response C3.6 express personal thoughts and feelings about ideas presented in texts, such as ideas about diversity, inclusion, and accessibility</p> <p>Voice D2.3 demonstrate a personal voice in their texts, using descriptive words to express their thoughts, feelings, and opinions about the topic</p> <p>Revision D2.5 make revisions to texts using feedback from others, such as adding or deleting sentences</p>
Language Acquisition Learning Outcomes (4-6)	<p>Oral and Non-Verbal Communication: Listening Strategies for Comprehension B1.2 identify and use a variety of listening strategies before, during, and after listening to comprehend information communicated orally and nonverbally, and to recognize when a message is difficult to understand</p> <p>Foundational Knowledge and Skills to Comprehend Texts C1.1 read and comprehend short texts,</p>	<p>Oral and Non-Verbal Communication: Oral and Non-Verbal Communication Strategies B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and demonstrate an understanding of how these strategies can contribute to the meaning being conveyed</p> <p>Language Foundations for Reading and</p>	<p>TBD</p>	<p>Oral and Non-Verbal Communication: Speaking Purposes and Strategies B1.3 identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including taking turns and staying on topic, to communicate meaning clearly and coherently</p> <p>Word Choice, Syntax, and Grammar in Oral Communication B1.5 use appropriate word choice,</p>

	<p>using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge</p> <p>Visual Elements of Texts C1.4 identify ways in which images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts</p> <p>Monitoring of Understanding: Ongoing Comprehension Check C2.4 use strategies such as rereading, visualizing, and asking questions, to monitor their understanding of simple texts</p> <p>Analyzing Cultural Elements of Texts C3.4 identify some cultural elements represented in various texts, including symbols, language, and values, and pose questions and share ideas about how these elements contribute to the meaning</p> <p>Research D1.3 gather information and content relevant to a topic, using three or more sources</p>	<p>Writing: Using Reading Fluency: Accuracy, Rate, and Prosody B2.5 read words, sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud with expression and intonation</p> <p>Prereading: Activating Prior Knowledge C2.1 activate prior knowledge, including knowledge gained from personal and text experiences, that they can use to make connections and understand the topic and form of new texts</p> <p>Reflecting on Learning C2.7 identify strategies, such as rereading, visualizing, and asking questions, that have helped them comprehend various texts</p> <p>Developing Ideas D1.2 generate and develop ideas about given and chosen topics, using simple strategies, and drawing on various resources, including their own lived experiences, and learning from other subject areas</p> <p>Creating Texts Publishing and Presenting Texts D3.2 present the texts they have created using appropriate strategies, including by reading aloud with expression</p>		<p>including new vocabulary, grammar, and cohesive sentences when speaking and communicating ideas, to support audience comprehension</p> <p>Language Foundations for Reading and Writing: Morphological Knowledge B2.3 use developing knowledge of the meanings of words to read and spell words</p> <p>Monitoring of Understanding: Making and Confirming Predictions C2.3 make predictions using background knowledge, text features, and evidence from the text</p> <p>Monitoring of Understanding: Making Connections C2.5 identify connections between ideas expressed in simple texts and their knowledges and lived experiences, the ideas in other familiar texts, and the world around them</p> <p>Critical Thinking in Literacy Creating Texts Voice D2.3 demonstrate a personal voice in their texts, using descriptive words to express their thoughts, feelings, and opinions about the topic</p>
P4	Mandarin Unit 1 August - December	Mandarin Unit 2 January - March	Transdisciplinary Unit Mar 16 – Apr 30	Mandarin Unit 3 May - June
Transdisciplinary Theme	<p>How the World Works An inquiry into understandings of the world and phenomena through:</p> <ul style="list-style-type: none"> patterns, cycles, systems diverse practices, methods and tools 	<p>How we Organize Ourselves An inquiry into systems, structures and networks through:</p> <ul style="list-style-type: none"> interactions within and between social and ecological systems approaches to livelihoods and trade 	<p>How we Organize Ourselves An inquiry into systems, structures and networks through:</p> <ul style="list-style-type: none"> interactions within and between social and ecological systems approaches to livelihoods and trade 	<p>How We Express Ourselves An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> inspiration, imagination, creativity personal, social and cultural modes

	<ul style="list-style-type: none"> discovery, design, innovation: possibilities and impacts 	practices: intended and unintended consequences <ul style="list-style-type: none"> representation, collaboration and decision-making 	practices: intended and unintended consequences <ul style="list-style-type: none"> representation, collaboration and decision-making 	and practices of communication <ul style="list-style-type: none"> intentions, perceptions, interpretations and responses
Central Idea	People arrange words to form sentences and convey their ideas.	The structure and organization of stories influence and conveys meaning.	Soils impact plant growth and guide environmental decisions.	Narrative writing enables people to communicate with each other.
Specified Concepts	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? Causation – Why is it like it is?	function, change, responsibility	Function – How does it work? Change – How is it transforming? Connection – How is it linked to other things?
Additional Concepts	Purpose, Persuasion, Sequence	Sequence, Pictures, Creativity	erosion, change, growth, geology	Strategy, Process, Expression
Lines of Inquiry	1.Types of sentences. 2.Different sentence patterns suit the purpose for writing. 3.Sentence writing independent thoughts.	1.The structure of stories. 2.Pictures add to our understanding of stories. 3.Stories encourage us to develop our SLOs.	1. How soil helps plants grow (function) 2. How plants adapt to their environment (change) 3. What can be done to support plant survival (responsibility)	1.Essential elements of narrative writing. 2.Adding details improves a text. 3.Written expression connects cultures.
Teacher questions & provocations	<ul style="list-style-type: none"> What are the parts of a sentence? Explain how you 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? 	<ul style="list-style-type: none"> How does hearing a similar text read aloud help you when you read a 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 ?	TBD	<ul style="list-style-type: none"> What types of detailed descriptions are there? 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 perspectives	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	Research Skills: 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- 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

			R1.4.4 Draw conclusions from relationships and patterns that emerge from data.	
Learner Profile Attributes	Knowledgeable Principled Balanced	Inquirers Thinker Risk-taker	Caring Knowledgeable	Communicator Open-minded Caring
Language and Literature Learning Outcomes (4-6)	<p>Word Choice, Syntax, and Grammar in Oral Communication B1.5 use appropriate word choice, including new vocabulary, grammar, and cohesive sentences when speaking and communicating ideas in various contexts, to support audience comprehension</p> <p>Using Foundational Knowledge and Skills to Comprehend Texts C1.1 read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge</p> <p>Literary Devices C3.1 identify literary devices, including metaphor and assonance, and describe how they help communicate meaning</p> <p>Purpose and Audience D1.1 identify the topic, purpose, and audience for various texts they plan to create, and describe how the chosen text form and genre will help communicate their intended meaning</p> <p>Editing and Proofreading D2.6 edit draft texts to improve grammar, and text conventions, and proofread edited texts to make corrections</p>	<p>Oral and Non-Verbal Communication Strategies B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and demonstrate an understanding of how these strategies can contribute to the meaning being conveyed</p> <p>Monitoring of Understanding: Making and Confirming Predictions C2.3 make predictions using background knowledge, text features, and evidence from the text, and adjust their understanding based on new information</p> <p>Summarizing: Identifying Relevant information and Drawing Conclusions C2.6 identify the main idea in a simple text, and relate important details in sequence</p> <p>Research D1.3 gather information and content relevant to a topic, using three or more sources</p> <p>Voice D2.3 demonstrate a personal voice in their texts, using descriptive words and sentence patterns to express their thoughts, feelings, and opinions about the topic</p>	TBD	<p>Reading Fluency: Accuracy, Rate, and Prosody B2.5 read words, complex sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud using varied expression and intonation according to the purpose of reading</p> <p>Prereading: Activating Prior Knowledge C2.1 activate prior knowledge, including knowledge gained from personal and text experiences, that they can use to make connections and understand the topic and form of new texts</p> <p>Perspectives within Texts C3.5 identify explicit and implicit perspectives communicated in texts, providing evidence, and explain how these perspectives could influence an audience</p> <p>Producing Drafts D2.1 draft short texts of various forms and genres, including narrative, persuasive, and informational texts, using a variety of media, tools, and strategies</p> <p>Reflecting on Learning D3.3 identify the strategies that helped them present and communicate their message, and explain how they helped them improve as a text creator</p>

Language Acquisition Learning Outcomes (4-6)	<p>Oral and Non-Verbal Communication: B1.5 use appropriate word choice, including new vocabulary, grammar, and cohesive sentences when speaking and communicating ideas in various contexts, to support audience comprehension</p> <p>B3.1 identify and construct various sentence types and forms, including simple sentences, compound sentences</p> <p>Knowledge about Texts: C2.2 identify specific purposes for engaging with texts, including learning facts or information, or to gain insight or new perspectives</p> <p>C3.6 describe personal thoughts and feelings about ideas presented in texts, such as ideas about diversity, inclusion, and accessibility</p> <p>Developing Ideas and Organizing Content: D1.1 identify the topic, purpose, and audience for various texts they plan to create, and describe how the chosen text form and genre will help communicate their intended meaning</p> <p>D1.5 identify the strategies that helped them develop ideas for texts and organize content</p>	<p>Oral and Non-Verbal Communication: B1.1 use effective listening skills, including asking questions to clarify information and ideas, in formal and informal contexts and for various purposes, including in small and large-group conversations and various classroom activities</p> <p>B2.3 use developing knowledge of the meanings of words to read and spell words</p> <p>Knowledge about Texts: C1.1 read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge</p> <p>C1.4 explain how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts</p> <p>Developing Ideas and Organizing Content: D1.3 gather information and content relevant to a topic, using three or more sources</p> <p>D2.1 draft short texts of various forms and genres, including narrative, persuasive, and informational texts, using a variety of media, tools, and strategies</p>	<p>TBD</p>	<p>Oral and Non-Verbal Communication: B1.2 select and use a variety of listening strategies before, during, and after listening to comprehend information communicated orally and nonverbally, recognize when a message is difficult to understand, and develop an appropriate response</p> <p>B2.5 read words, complex sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud using varied expression and intonation according to the purpose of reading</p> <p>Knowledge about Texts: C2.2 identify a variety of purposes for engaging with texts, and select texts from diverse creators that are suitable for the purposes</p> <p>C2.3 make predictions using background knowledge, text features, and evidence from the text, and adjust their understanding based on new information</p> <p>Developing Ideas and Organizing Content: D2.3 demonstrate a personal voice in their texts, using descriptive words and sentence patterns to express their thoughts, feelings, and opinions about the topic</p> <p>D3.3 identify the strategies that helped them present and communicate their message, and explain how they helped them improve as a text creator</p>
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Unit Sequence and Dates	Mandarin Unit 1 August - October	Mandarin Unit 2 October - December	Mandarin Unit 3 January - February	Mandarin Unit 4 February - April	Transdisciplinary Unit May 5 – June 19th
P5	<p>Who We Are An inquiry into identity as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> physical, emotional, social and spiritual health and well-being relationships and belonging learning and growing. 	<p>How the World Works An inquiry into understandings of the world and phenomena through:</p> <ul style="list-style-type: none"> patterns, cycles, systems diverse practices, methods and tools discovery, design, innovation: possibilities and impacts 	<p>Where We Are In Place And Time An inquiry into histories and orientation in place, space and time through:</p> <ul style="list-style-type: none"> periods, events and artefacts communities, heritage, culture and environment natural and human drivers of movement, adaptation, and transformation 	<p>How We Express Ourselves An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> inspiration, imagination, creativity personal, social and cultural modes and practices of communication intentions, perceptions, interpretations and responses 	<p>Where We Are In Place And Time An inquiry into histories and orientation in place, space and time through:</p> <ul style="list-style-type: none"> periods, events and artefacts communities, heritage, culture and environment natural and human drivers of movement, adaptation, and transformation
	<p>Central Idea The way we structure and organize our writing helps others to understand and appreciate it.</p> <p>Specified Concepts: Function – How does it work? Connection – How is it linked to other things? Responsibility – What are our obligations?</p> <p>Additional Concepts: Structure, Organization, Influence</p> <p>Lines of Inquiry: An inquiry into</p> <ol style="list-style-type: none"> Uses of different types of structures. Organizing supporting details. Writing can influence other people. <p>Learner Profile: Inquirer Principled Balanced</p> <p>Teacher Questions and Provocations:</p> <ul style="list-style-type: none"> What are the common writing sequences? 	<p>Central Idea Different types of texts serve different purposes.</p> <p>Specified Concepts: Form – What is it like? Causation – Why is it like it is? Perspective – What are the points of view?</p> <p>Additional Concepts: Purpose, Persuasion, Sequence</p> <p>Lines of Inquiry: An inquiry into</p> <ol style="list-style-type: none"> Different types of texts. Different texts are used to suit different occasions. Different texts help us understand other points of view. <p>Learner Profile: Thinker Risk-taker Reflective</p> <p>Teacher Questions and Provocations:</p> <ul style="list-style-type: none"> What are the features of practical writing? Do you think the practical writing has fixed format? Do you think the timeliness 	<p>Central Idea Chinese traditional festivals help us understand Chinese culture.</p> <p>Specified Concepts: Form – What is it like? Responsibility – What are our obligations? Connection – How is it linked to other things?</p> <p>Additional Concepts: Symbol, Story, Beliefs</p> <p>Lines of Inquiry: An inquiry into</p> <ol style="list-style-type: none"> Chinese traditional festivals and customs. Beliefs and values of Chinese customs. Sharing personal traditional festival experience. <p>Learner Profile: Knowledgeable Communicator Inquirer</p> <p>Teacher Questions and Provocations:</p> <ul style="list-style-type: none"> Can you name several traditional Chinese festivals 	<p>Central Idea Narrative writing enables people to communicate with each other.</p> <p>Specified Concepts: Function – How does it work? Change – How is it transforming? Connection – How is it linked to other things?</p> <p>Additional Concepts: Strategy, Process, Expression</p> <p>Lines of Inquiry: An inquiry into</p> <ol style="list-style-type: none"> Essential elements of narrative writing. Adding details improves a text. Written expression connects cultures. <p>Learner Profile: Communicator Caring Knowledgeable</p> <p>Teacher Questions and Provocations:</p> <ul style="list-style-type: none"> What are the six factors of narrative writing? How many different types of narrative orders? 	<p>Central Idea Ancient civilizations shape present-day systems.</p> <p>Specified Concepts: form, function, connection</p> <p>Additional Concepts: civilization, system, artefacts</p> <p>Lines of Inquiry: An inquiry into</p> <ol style="list-style-type: none"> Characteristics of civilizations. (form) Exploring ancient systems. (function) Connections between the past and present.(connection) <p>Learner Profile: knowledgeable, open-minded</p> <p>ATL Skills: SM1.7 Use time effectively and appropriately</p> <p>C3.2 Make informed choices about modes of communication based on audience.</p> <p>T2.1.5 Practice “visible thinking” strategies and techniques.</p>

	<ul style="list-style-type: none"> How to use detailed description to attract readers? What descriptive words could you add to make your characters come alive for the reader? Are there clear links between your ideas? Explain how dialogue with your peers can help you to express your opinion when you are writing. <p>ATL Skills: 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</p>	<p>play an important role in the practical writing?</p> <ul style="list-style-type: none"> How has exploring different authors' perspectives on an issue helped you prepare for writing? Identify a point of view other than your own and list the arguments that would support it. Have you included evidence in your work that would answer these arguments? <p>ATL Skills: Communication skills - Literacy - Writing: C2.2.5 Organize information logically</p> <p>Thinking skills - Critical thinking - Evaluating: T1.2.8 Synthesize new understandings by finding unique characteristics; seeing relationships and connections</p>	<p>and specific dates?</p> <ul style="list-style-type: none"> What traditional festivals and customs do you know by looking up information? Do you know the stories related to these customs? Can you use mind maps to organize the information about Chinese festival that you collect? What are your conclusions from the changes in people's attitudes towards festival customs? What responsibilities do you think Chinese traditional festival culture gives you? Choose a festival, write a story about you and your family spending the festival together. <p>ATL Skills: Research skills Information literacy (R1) - Formulating and planning: R1.1.4 Outline a plan for finding necessary information.</p> <p>Communication skills Literacy (C2) - writing: C2.2.3 Record information and observations by hand and through digital technologies</p>	<ul style="list-style-type: none"> Are there ideas in the body of the paragraph that should be included in your topic sentence? What strategy did you find most helpful for organizing information? What editing strategies are most effective for you? Are your sentences too long and complicated/too short and simple/too much the same to appeal to your intended audience? <p>ATL Skills: Research skills - Information literacy - Synthesizing and interpreting: R1.3.3 Sort and categorize information: arrange information into understandable forms such as narratives, explanatory and procedural writing, tables, timelines, graphs and diagrams</p> <p>Communication skills - Literacy - Reading: C2.1.3 Make inferences and draw conclusions</p>	
L&L	<p>Oral and Non-Verbal Communication: B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and demonstrate an understanding of how these strategies can contribute to the meaning being conveyed strategies, including expression, gestures, and body language, and explain how these strategies help them understand or communicate</p>	<p>Oral and Non-Verbal Communication: B1.1 use effective listening skills, including expressing interest in what is being said at appropriate times, asking questions to encourage a speaker to elaborate, and responding to the contributions of others in group discussions, in formal and informal contexts and for various purposes</p> <p>Knowledge about Texts:</p>	<p>Oral and Non-Verbal Communication: B1.2 select and use a variety of listening strategies before, during, and after listening to comprehend information and messages communicated orally and nonverbally, express interest in what is being said at appropriate times, seek clarification, and develop an appropriate response</p> <p>Knowledge about Texts:</p>	<p>Oral and Non-Verbal Communication: B1.3 identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including paraphrasing and restating, to communicate clearly and coherently</p> <p>Knowledge about Texts: C2.4 use strategies such as adjusting reading rate,</p>	TBD

	<p>ideas and meaning</p> <p>Knowledge about Texts: C1.1 read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background</p> <p>Knowledge C1.5 describe various elements of style in texts, including voice, word choice, word patterns, and sentence structure, and analyze how each element helps create meaning and is appropriate for the text form and genre</p> <p>Developing Ideas and Organizing Content: D1.1 identify the topic, purpose, various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience and how they will help communicate the intended meaning</p> <p>D2.4 identify the point of view used in their texts, and the perspectives and bias conveyed in their texts</p>	<p>C1.3 identify text patterns, such as spatial order in a graphic text, and text features, such as type styles and hyperlinks, associated with various text forms, including cultural texts, and explain how they help readers, listeners, and viewers understand the</p> <p>Meaning C3.3 analyze various texts, including literary and informational texts, by identifying main and supporting ideas, sequencing the events of multiple plots, and explaining cause and effect</p> <p>Developing Ideas and Organizing Content: D1.2 generate and develop ideas about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences</p> <p>D2.6 edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; use a word processor to edit texts</p>	<p>C2.5 describe how the ideas expressed in texts connect to their knowledges and lived experiences, the ideas in other texts, and the world around them</p> <p>C3.4 identify cultural elements that are represented in various texts, including norms, values, artifacts, sports, and music, investigate the meanings of these elements, and make connections to their lived experience and culture</p> <p>Developing Ideas and Organizing Content: D1.3 gather information and content relevant to a topic, using a variety of sources and strategies, and record the sources of information</p> <p>D2.4 identify the point of view used in their texts, and the perspectives and bias conveyed in their texts</p>	<p>visualizing, reading ahead, asking questions, and consulting references and other texts or sources of information, to monitor and confirm their understanding of various texts</p> <p>C2.7 explain how strategies, such as visualizing, making predictions, summarizing, and connecting to their experiences, have helped them comprehend various texts</p> <p>Developing Ideas and Organizing Content: D1.5 describe the strategies and tools that helped them develop ideas and organize content for texts of the chosen forms, genres, and media, and explain how they helped them improve as a text creator</p> <p>D2.5 make revisions to the content of draft texts and to elements of style, such as word choice and adding or deleting sentences, to improve clarity, focus, and coherence, seeking feedback</p>	
LA	<p>Oral and Non-Verbal Communication: B1.3 identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including paraphrasing and restating, to communicate clearly and coherently</p>	<p>Word Choice, Syntax, and Grammar in Oral Communication B1.5 use appropriate word choice, including new vocabulary, varied adjectives and adverbs to elaborate, a variety of sentence types, and cohesive sentences during formal and informal communication, to</p>	<p>Listening Strategies for Comprehension B1.2 select and use a variety of listening strategies before, during, and after listening to comprehend information and messages communicated orally and nonverbally, express interest in what is being said at appropriate times, seek</p>	<p>Reading Fluency: Accuracy, Rate, and Prosody B2.3 read a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and when reading aloud, adjust and intonation according to the purpose of</p>	TBD

	<p>B3.1 identify and construct various sentence types and forms, including simple and compound sentences formed with prepositional phrases</p> <p>Knowledge about Texts: C1.4 explain how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts</p> <p>C2.5 describe how the ideas expressed in texts connect to their knowledges and lived experiences, the ideas in other texts, and the world around them</p> <p>Developing Ideas and Organizing Content: D1.1 identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience and how they will help communicate the intended meaning</p> <p>D2.4 identify the point of view used in their texts, and the perspectives and bias conveyed in their texts</p>	<p>support audience comprehension</p> <p>Word-Level Reading and Spelling: Using Morphological Knowledge B2.1 use knowledge of the meanings of words (i.e., bases, prefixes, and suffixes) to read and spell words</p> <p>Analyzing Texts C3.3 analyze various texts, including literary and informational texts, by identifying main and supporting ideas, sequencing the events of multiple plots, and explaining cause and effect</p> <p>Perspectives within Texts C3.5 identify explicit and implicit perspectives communicated in various texts, explain how these perspectives are conveyed, give some evidence of any biases the texts may contain, and suggest how such biases could influence an audience</p> <p>Purpose and Audience D1.1 identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience and how they will help communicate the intended meaning</p> <p>Voice D2.3 establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre</p>	<p>clarification, and develop an appropriate response</p> <p>Speaking Purposes and Strategies B1.3 identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including paraphrasing and restating, to communicate clearly and coherently</p> <p>Using Foundational Knowledge and Skills to Comprehend Texts C1.1 read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge</p> <p>Prereading: Activating Prior Knowledge C2.1 identify and explain prior knowledge from various sources, including personal experiences, that they can use to make connections and understand new texts</p> <p>Research D1.3 gather information and content relevant to a topic, using a variety of sources and strategies, and record the sources of information</p> <p>Point of View and Perspective D2.4 identify the point of view used in their texts, and the perspectives and bias conveyed in their texts</p>	<p>reading</p> <p>Using Foundational Knowledge and Skills to Comprehend Texts C1.1 read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge</p> <p>Elements of Style C1.5 identify various elements of style in texts, including voice, word choice, word patterns, and sentence structure, and analyze how each element helps create meaning and is appropriate for the text form and genre</p> <p>Monitoring of Understanding: Making Connections C2.5 describe how the ideas connect to their knowledges and lived experiences, the ideas in other texts, and the world around them</p> <p>Producing Drafts D2.1 draft texts of various forms and genres, including narrative, persuasive, and informational texts, using a variety of media, tools, and strategies</p> <p>Reflecting on Learning D3.3 describe various strategies that helped them present and communicate their message when publishing and presenting texts, and explain how they helped them improve as a text creator</p>	
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Unit Sequence and Dates	Transdisciplinary Unit Aug 18 –Oct 10	Mandarin Unit 1 October - December	Mandarin Unit 2 January - March	Mandarin Unit 3 March - April	Mandarin Unit 4 April - June
P6	<p>Where We Are In Place And Time An inquiry into histories and orientation in place, space and time through:</p> <ul style="list-style-type: none"> periods, events and artefacts communities, heritage, culture and environment natural and human drivers of movement, adaptation, and transformation 	<p>How We Express Ourselves An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> inspiration, imagination, creativity personal, social and cultural modes and practices of communication intentions, perceptions, interpretations and responses 	<p>How we Organize Ourselves An inquiry into systems, structures and networks through:</p> <ul style="list-style-type: none"> interactions within and between social and ecological systems approaches to livelihoods and trade practices: intended and unintended consequences representation, collaboration and decision-making 	<p>Where We Are In Place And Time An inquiry into histories and orientation in place, space and time through:</p> <ul style="list-style-type: none"> periods, events and artefacts communities, heritage, culture and environment natural and human drivers of movement, adaptation, and transformation 	<p>Who We Are An inquiry into identity as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> physical, emotional, social and spiritual health and well-being relationships and belonging learning and growing.
	<p>Central Idea: Stories of migration build people's understanding of challenges and opportunities.</p> <p>Specified Concepts: perspective, causation, change</p> <p>Additional Concepts: interpretation, contribution, settlement</p> <p>Lines of Inquiry: An inquiry into 1. Migration throughout history (perspective) 2. Reasons people migrate (causation) 3. How migration can change communities and cultures (change)</p> <p>Learner Profile: open-minded, knowledgeable</p> <p>ATL</p> <p>R1.1.5 Evaluate and select appropriate information sources and/or digital tools based on the task.</p>	<p>Central Idea Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act.</p> <p>Specified Concepts: Change – How is it transforming? Causation – Why is it like it is? Perspective – What are the points of view?</p> <p>Additional Concepts: Visual text, Responding, Techniques</p> <p>Lines of Inquiry: An inquiry into 1.The evolution of poems. 2.The rhythm of poems. 3.Poems convey our ideas and beliefs.</p> <p>Learner Profile: Thinkers Risk-taker Reflective</p> <p>Teacher Questions and Provocations:</p> <ul style="list-style-type: none"> What clues did the author give that led to your conclusion? 	<p>Central Idea Different types of texts serve different purposes.</p> <p>Specified Concepts: Form – What is it like? Causation – Why is it like it is? Responsibility – What are our obligations?</p> <p>Additional Concepts: Purpose, Persuasion, Sequence</p> <p>Lines of Inquiry: An inquiry into 1.Different types of texts. 2.Different texts are used to suit different occasions. 3.How different texts convey information.</p> <p>Learner Profile: Inquirers Balanced Caring</p> <p>Teacher Questions and Provocations:</p> <ul style="list-style-type: none"> How would you revise the text to appeal to a different or a wider audience? 	<p>Central Idea The novel portrays characters and displays the style of the times through various descriptive methods.</p> <p>Specified Concepts: Connection – How is it linked to other things? Causation – Why is it like it is? Perspective – What are the points of view?</p> <p>Additional Concepts: Character, plot, background</p> <p>Lines of Inquiry: An inquiry into 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.</p> <p>Learner Profile: Knowledgeable Thinker Inquirer</p> <p>Teacher Questions and Provocations:</p> <ul style="list-style-type: none"> What messages did you get from the speaker's tone of voice/body language/facial 	<p>Central Idea Spoken language can be used to persuade and influence people.</p> <p>Specified Concepts: Form – What is it like? Function – How does it work? Connection – How is it linked to other things?</p> <p>Additional Concepts: Themes, Presentation, Influence</p> <p>Lines of Inquiry: An inquiry into 1.Structure of speech script drafts. 2.Different presentation skills. 3.The impact of speech on an audience's opinion.</p> <p>Learner Profile: Communicator Knowledgeable Principled</p> <p>Teacher Questions and Provocations:</p> <ul style="list-style-type: none"> What messages did you get from the speaker's tone of voice/body language/facial

	<p>SS1.1.13 Advocate for one's own rights and needs, and those of others.</p> <p>T1.2.8 Synthesize new understandings by finding unique characteristics; seeing relationships and connections.</p>	<ul style="list-style-type: none"> • Why 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 chosen the most convincing facts to support his or her opinion? • What else can you do if reading on or rereading does not clarify the meaning? <p>ATL Skills: Communication Skills-Literacy-Writing: C2.2.7 Communicate using a range of technologies and media</p> <p>Research Skills-Information literacy-Evaluating and communicating: R1.4.5 Present information in a variety of formats and platforms</p>	<ul style="list-style-type: none"> • Can you use short, abrupt sentences to add drama to your writing? • How can you determine which parts of your work need further clarification • How did the sources you used allow you to generate a balanced selection of ideas • What do you know about different media texts that might help when you are writing? <p>ATL Skills: Communication Skills-Literacy-Writing: C2.2.6 Make summary notes</p> <p>Thinking Skills-Critical thinking -Evaluating: T1.2.8 Synthesize new understandings by finding unique characteristics; seeing relationships and connections</p>	<p>Teacher Questions and Provocations:</p> <ul style="list-style-type: none"> • Have you been exposed to classical Chinese literature? What impression did Chinese classical literature leave on you? • Here is a short story in classical Chinese. Can you refer to the notes to tell the main idea of the story? • If there are obstacles in reading, will you give up or find ways to solve them? What is your strategies? • Is the fate of the characters in the story more influenced by their personalities or by the circumstances at the time? • We plan to rehearse a drama adapted from 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? <p>ATL Skills: Thinking skills Critical thinking-Evaluating T1.2.8 Synthesize new understandings by finding unique characteristics; seeing relationships and connections Creative thinking-Generating novel ideas</p> <p>T2.1.4 Use discussions and diagrams to generate new ideas and inquiries.</p> <p>Social and emotional intelligence SS1.1.6 Listen closely to others' perspectives and to instructions</p> <p>SS1.2.4 Be aware of own and others' impact as a member of a learning group</p>	<p>expressions?</p> <ul style="list-style-type: none"> • How does paying attention to a speaker's body language help you interpret what is being said? • Why do you think the speaker paused for so long at that point in the story? • What strategies do you use to help you understand and follow a discussion among several people? • What strategies do you use to recall important information after listening? • What factors do you consider when deciding whether to use an informal or a formal approach when speaking? • What strategies that you use when preparing to write help you organize your ideas before speaking? <p>ATL Skills: Research Skills-Information literacy-Synthesizing and interpreting: R1.3.4 Use critical literacy skills to analyse and interpret information</p> <p>Communication Skills-Exchanging information-Speaking: C1.3.6 State opinions clearly, logically and respectfully</p>
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L&L	TBD	<p>Oral and Non-Verbal Communication: B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and demonstrate an understanding of how these strategies can contribute to the meaning being conveyed strategies, including expression, gestures, and body language, and explain how these strategies help them understand or communicate ideas and meaning</p> <p>Knowledge about Texts: C2.1 identify and explain prior knowledge from various sources, including personal experiences, that they can use to Make connections and understand new texts</p> <p>C3.6 explain how various topics, such as diversity, inclusion, and accessibility, are addressed in texts, and describe what insights or messages are conveyed</p> <p>Developing Ideas and Organizing Content: D2.4 identify the point of view, implicit and explicit perspectives, and bias conveyed in their texts, and explain how their messages might be interpreted by audiences with different perspectives</p> <p>D3.3 describe various strategies and tools that helped them communicate their intended message when publishing and presenting texts, and suggest steps for future improvement as a text creator</p>	<p>Oral and Non-Verbal Communication: B1.2 select and use a variety of listening strategies before, during, and after listening to comprehend information and messages communicated orally and nonverbally, determine the purpose of a text, construct meaning, seek clarification, and develop an appropriate response</p> <p>Knowledge about Texts: C1.2 describe some characteristics of various text forms and genres, including cultural text forms, and explain how they help communicate meaning</p> <p>C3.8 identify the critical thinking skills they used to analyze and evaluate various texts, and explain how these skills have helped them better understand the texts</p> <p>Developing Ideas and Organizing Content: D1.1 identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience and how they will help communicate the intended meaning</p> <p>D2.6 edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; use a word processor to edit texts</p>	<p>Oral and Non-Verbal Communication: B1.5 use appropriate word choice, including new vocabulary, varied adjectives and adverbs to elaborate, a variety of sentence types, and cohesive sentences during formal and informal communication, to support audience comprehension</p> <p>Knowledge about Texts: C2.3 make predictions using background knowledge, text features, and evidence from the text, and pose questions to check whether their predictions were correct</p> <p>C2.6 summarize the main idea of a text and the supporting details in sequence, and draw a well-supported conclusion</p> <p>Developing Ideas and Organizing Content: D1.2 generate and develop ideas and details about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences</p> <p>D3.1 produce final texts using a variety of techniques and tools, including digital design and production tools, to achieve the intended effect</p>	<p>Oral and Non-Verbal Communication: B1.3 identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including paraphrasing and restating, to communicate clearly and coherently</p> <p>Knowledge about Texts: C1.1 read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge</p> <p>C1.3 identify text patterns, such as cause and effect in a persuasive text, and text features, such as a preface and glossary, associated with texts, and explain and viewers understand the meaning</p> <p>Developing Ideas and Organizing Content: D2.3 establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre</p> <p>D2.5 make revisions to the content of draft texts and to elements of style, such as word choice, and add or delete sentences, to improve clarity, focus, and coherence, seeking feedback</p>

LA	TBD	<p>Oral and Non-Verbal Communication: B1.1 use effective listening skills, including expressing interest in what is being said at appropriate times, asking questions to encourage a speaker to elaborate, and responding to the contributions of others in group discussions, in formal and informal contexts and for various purposes</p> <p>B1.3 identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including paraphrasing and restating, to communicate clearly and coherently</p> <p>Knowledge about Texts: C2.5 describe how the ideas expressed in texts connect to their knowledges and lived experiences, the ideas in other texts, and the world around them</p> <p>C3.5 identify explicit and implicit perspectives communicated in various texts, explain how these perspectives are conveyed, give some evidence of any biases the texts may contain, and suggest how such biases could influence an audience</p> <p>Developing Ideas and Organizing Content: D1.1 identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience and how they will help communicate the intended meaning</p>	<p>Oral and Non-Verbal Communication: B2.3 read a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading</p> <p>B3.1 identify and construct various sentence types and forms, including compound complex sentences</p> <p>Knowledge about Texts: C2.1 identify and explain prior knowledge from various sources, including personal experiences, that they can use to make connections and understand new texts</p> <p>C2.2 identify a variety of purposes for engaging with texts, and select texts from diverse creators that are suitable for the purposes</p> <p>Developing Ideas and Organizing Content: D1.2 generate and develop ideas and details about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences</p> <p>D2.1 draft texts of various forms and genres, including narrative, persuasive, and informational texts, using a variety of media, tools, and strategies</p>	<p>Oral and Non-Verbal Communication: B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and explain how these strategies help them understand or communicate ideas and meaning</p> <p>Knowledge about Texts: C2.1 identify and explain prior knowledge from various sources, including personal experiences, that they can use to make connections and understand new texts</p> <p>C2.5 describe how the ideas expressed in texts connect to their knowledges and lived experiences, the ideas in other texts, and the world around them</p> <p>C3.3 analyze various texts, including literary and informational texts, by identifying main and supporting ideas, sequencing the events of multiple plots, recording relevant information, and explaining cause and effect</p> <p>Developing Ideas and Organizing Content: D1.1 identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience and how they will help communicate the intended meaning</p> <p>D1.5 describe the strategies and tools that helped them develop ideas and organize content for texts of the chosen forms,</p>	<p>Oral and Non-Verbal Communication: B1.3 identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including paraphrasing and restating, to communicate clearly and coherently</p> <p>B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and explain how these strategies help them understand or communicate ideas and meaning</p> <p>B1.5 use appropriate word choice, including new vocabulary, varied adjectives and adverbs to elaborate, a variety of sentence types, and cohesive sentences during formal and informal communication, to support audience comprehension</p> <p>Knowledge about Texts: C1.4 explain how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts</p> <p>C2.4 use strategies such as adjusting reading rate, visualizing, reading ahead, asking questions, and consulting references and other texts or sources of information, to monitor and confirm their understanding of various texts</p> <p>Developing Ideas and Organizing Content: D2.3 establish a personal voice in their texts, using varied language and elements of style to express their thoughts,</p>
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		D1.3 gather and record information and content relevant to a topic, using multiple textual sources; verify the reliability of sources, using simple criteria; and record the creator and source of all content created by others		genres, and media, and explain how they helped them improve as a text creator	feelings, and opinions about a topic, and using a tone appropriate to the form and genre
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