

## Mandarin

Topic	Key Concepts	Related Concepts	Theme	ATL skills	Lines of Inquiry	Summative Assessments	Assessment Objectives
My identity	Causation Responsibility Perspective	personal attributes, family relations	Sharing the Planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	Self-management Social	Cause of conflict (local and global) Strategies used to resolve conflict Impact of resolutions	<b>Listening and Speaking</b> listen to a short paragraph and answer questions related to personal attributes including family, birthday, which grade level they are in. Ask and answer questions in a small group (你叫什么？你几岁？你喜欢什么？) <b>Reading and Writing</b> Read a short piece of story about the topic and answer questions. write short sentences in Pinyin,	I can introduce my last name and first name and differentiate between Chinese names and English names, and I can talk about how other people call me. I can ask someone his/her first and last name and what other people call him/her. 。。叫你什么？
daily routine	Form Perspective Function	healthy lifestyle, likes and dislikes	How the World Works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	Thinking Research Self-management	Renewable and non-renewable resources How energy is converted and transformed People's perspectives on energy use	<b>Listening and Speaking</b> listen to sentences about a Chinese student's daily routine and respond to Yes/No questions. <b>Reading and Writing</b> 。 read the story and explain its meaning by drawing and voice recording on Seesaw.	I can answer basic questions about my daily schedule including classes, and study time. I can ask someone basic questions about his or her daily schedule related to classes and study time.



Cultural celebrations	Causation Perspective Connection	Chinese new year celebrations	How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	Communication Self-management Thinking	How art provides insight and information How art connects to culture Personal preferences in appreciation of arts	<b>Listening and Speaking</b> listen to a story and draw main ideas then answer questions related to the Chinese new year ◦ <b>Reading and Writing</b> Read a short piece of story about the topic and answer questions. write short sentences in Pinyin, by using 新年, 我想去...	I can describe the most interesting things about the Chinese new year story and express why I feel those are interesting to me. I can ask someone 3 questions by using key verbs including 有没有, 吃什么, 穿什么?
Body parts	Function Causation Form	adjectives, physical wellbeing	Who We Are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	Research Communication	Body systems How body systems work Maintaining a healthy body	<b>Listening and Speaking</b> watch a video about the introduction of Dwight school Newyork and answer questions. Ask and answer questions <b>Reading and Writing</b> Read a short piece of story about the topic and answer questions. write short sentences in Pinyin	I can make three statements about my basic personality traits and physical appearance. I can ask someone else about his or her appearance and personality.
Healthy lifestyle	Function Responsibility Change	eating habits	How We Organize Ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making, economic activities and their impact on humankind and the environment.	Social Communication Thinking	How government systems work How government systems deal with crisis How citizens can monitor and influence actions of their government	<b>Listening and Speaking</b> listen to a short story and draw main ideas, and respond to questions to co-create a story <b>Reading and Writing</b> ◦ rearrange the order of paragraphs of the story and write simple sentences in PINYIN to answer the questions	I can tell someone what my breakfast (lunch, or dinner) is like on most days. I can ask someone some basic questions about his/her eating habits (e.g, what that person eats for breakfast, lunch or dinner).



holidays	Form Connection Change	summer travel plan and favorite activities	Where We Are in Place and Time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations, and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	Thinking Communication	Similarities and differences of past civilizations Development of systems and technology Connections between artifacts and civilizations	<b>Listening and Speaking</b> listen to descriptions of my holiday plan and choose the correct answers. <b>Reading and Writing</b> Read a text about someone's holiday and answer questions.	"I can make three statements about my holiday plan by using high-frequency words including 我想去。。。我想 玩儿。。。" I can ask someone about his/her holiday plan."
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## Taking Action

Taking action is one of the five essential elements of the PYP and an intricate part of the inquiry cycle which could be interpreted as a “conclusion” to learning. When taking action, students make connections to new knowledge they have acquired and apply their skills in everyday life.

