

Subject Group Overview

Chinese (MYP 1)

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP1 Chinese 2020/21 Unit 1: NIHAO, CHINA! 你好，中国！	Communication	<i>Phase 1</i> - Function, Conventions Other:	Personal and cultural expression Languages and linguistic systems, Belief systems	Communicate properly according to the cultural and social settings can create good first impression and enhance mutual understanding.	<i>Phase</i> A Listening Demonstrate understanding of conventions What language conventions can be heard? For example, form of address, greetings. What behavioural conventions can be seen? For example, dress code, gestures—shaking hands, bowing. C Speaking Use spoken language to communicate and interact with others What is the role of the student/speaker? What is the message? Demonstrate accuracy and fluency in speaking How accurately is the language used? Emergent level (phase 1 and 2) iv. communicate all the required information clearly and effectively	Description Self-management • III. Organization skills • Managing time and tasks effectively • Plan strategies and take action to achieve personal and academic goals • Keep an organized and logical system of information files/ notebooks	They should learn the four tones correct pronunciation and practice the greeting until seem familiar. Numbers, basic greetings, date and days of the week. Students should be familiar with Chinese characters structure.
MYP1 Chinese 2020/21 Unit 2: FRIENDS AND FAMILY 朋友与家庭	Systems	<i>Phase 1</i> - Conventions, Patterns	Identities and relationships Identity formation, Roles and role models	Family relationship can be different in different culture contexts.	<i>Phase</i> B Reading Demonstrate understanding of explicit and implicit written information in multimodal texts	Description Thinking	Comparing different family system and reflecting on how language/culture could be connected, and learn how to

Subject Group Overview

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MYP1 Chinese 2020/21 Unit 3: MY FOOD 我的食物	Culture	<i>Phase 1</i> - Context, Word choice	Orientation in space and time Peoples, Civilizations and social histories, Epochs	Food is a way to express culture in different places, among cultures through times.	<p>What is the content? Emergent level (phase 1 and 2) ii.analyse conventions</p> <p>D Writing Use written language to communicate with others What is the purpose of the written text? What is the message? Emergent level (phase 1 and 2) iv.communicate all the required information with a clear sense of audience and purpose to suit the context</p> <p><i>Phase B Reading</i> Demonstrate understanding of explicit and implicit written information in multimodal texts What details in the written language relate to the big ideas and explicit features of the multimodal text? (message: literal/ explicit, implicit) Demonstrate understanding of conventions What is the communicative purpose of the text? Emergent level (phase 1 and 2) i.identify explicit and implicit information (facts, opinions,</p>	<ul style="list-style-type: none"> VIII. Critical thinking skills Analyse and evaluating issues and ideas Practise observing carefully in order to recognise problems 	communicate to and audience families situations. The Chinese Spring Festival (春节), its legends and customs also related to family's habits.

messages and supporting details)

D Writing

Use written language to communicate with others

What is the message?
Demonstrate accurate use of language conventions

How accurately is the language used?

Emergent level (phase 1 and 2)

ii. use a wide range of grammatical structures generally accurately

for one's own actions

- Give and receive meaningful feedback

Chinese (MYP 2)

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP2 Chinese 2020/21 Unit1: RED IS HAPPINESS 红色表示快乐	Culture	<i>Phase 2</i> - Message, Meaning Other:	Personal and cultural expression Belief systems, Creation	Discover different manifestations of emotions among cultures.	<i>Phase B Reading</i> Demonstrate understanding of explicit and implicit written information in multimodal texts What is the content? Demonstrate understanding of conventions What text conventions are used in the multimodal text? For example, use of colour, structure, format—layout and physical organization of the text. Emergent level (phase 1 and 2) i. identify explicit and implicit information (facts, opinions,	Description Learning Experiences: Communication: The analysis of the Beijing Opera and its cultural codes opens a debate with students on how the same cultural modalities are applied in their culture, and how to use colors in Chinese. Communication • I. Communication skills • Reading, writing and using language to gather and communicate information • Make inferences and	Knowledge of Beijing Opera, and understand better the use of the masks and symbols, role of colors Study of the movements of bodies and tradition. Colors in Chinese and their use to describe everyday life, connected to means of transport.

Subject Group Overview

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MYP2 Chinese 2020/21 Unit 3: CHINESE CINDERELLA -叶限 (YE XIAN)	Culture	<i>Phase 2</i> - Function, Structure	Identities and relationships Happiness and the good life, Roles and role models	How to find the courage of fighting for ideas or feeling	<i>Phase</i> A Listening Emergent level (phase 1 and 2) ii. analyse conventions B Reading Emergent level (phase 1 and 2) iii.analyse connections	assessed in the summative test Research • VI. Information literacy skills • Finding, interpreting, judging and creating information • Collect, record and verify data Approaches to Learning Description Thinking: Comparing Cinderella stories around the world, students should think and reflect on their society. Thinking • VIII. Critical thinking skills • Analysing and evaluating issues and ideas • Evaluate evidence and arguments • Propose and evaluate a variety of solutions	Silk Road. Silk Road as a model of pre-internet communications.

Chinese (MYP 3)

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP3 Chinese 2020/21 Unit 1: TIME AND TRAVEL 时间与旅游	Time, place and space	<i>Phase 2</i> - Function, Structure	Identities and relationships Personal efficacy and agency, Happiness and	The idea of time, seasons and history in China	<i>Phase</i> B Reading Emergent level (phase 1 and 2) i.identify explicit and implicit information	Description Self-management • III. Organization skills • Managing time and	Students should learn about China geography its principal places, investigate some brief

Subject Group Overview

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MYP3 Chinese 2020/21 Unit 2: WHAT IS CHINA? 中国是什么？	Global interaction	<i>Phase 2</i> - Purpose, Message	Globalization and sustainability Population and demography, Diversity and interconnection	The general information about a country shows something about it but not everything. And how this is connected to other countries.	(facts, opinions, messages and supporting details) D Writing Emergent level (phase 1 and 2) ii.use a wide range of grammatical structures generally accurately	tasks effectively • Use appropriate strategies for organizing complex information	texts in Chinese and be able to write down their schedule for personal free time.
Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP3 Chinese 2020/21 Unit 3 : A CHINESE SONG — 一首中国歌	Creativity	<i>Phase 2</i> - Conventions, Meaning	Personal and cultural expression Creation, Products	How a song could be used like a tool for expressing ideas and/or feelings.	<i>Phase</i> B Reading Capable level (phase 3 and 4) ii.analyse conventions C Speaking Capable level (phase 3 and 4) iii.use clear pronunciation and intonation in a comprehensible manner	Description Thinking • IX. Creative thinking skills • Generating novel ideas and considering new perspectives • Create original works and ideas; use existing works and	Students will try to create a song in Chinese in order to implement their language skills unusually. Through the knowledge of popular and contemporary songs, they will approach the Chinese musical world and its

Subject Group Overview

- ideas in new ways
 - Generate metaphors and analogies
- famous artists and singers. Using the song will also help them achieve a fluent Chinese.

Chinese (MYP 4)

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP4 Chinese 2020/21 Unit 1 : LIFESTYLES IN SCHOOL 学校的生 活方式	Identity	Phase 3 - Structure, Conventions	Identities and relationships Identity formation, Roles and role models	School rules could be a reflect of our societies	Phase B Reading Demonstrate understanding of explicit and implicit written information in multimodal texts What is the text type? What is the content? Capable level (phase 3 and 4) ii.analyse conventions D Writing Use written language to communicate with others What is the purpose of the written text? What is the message? Capable level (phase 3 and 4) iv.communicate all the required information with a clear sense of audience and purpose to suit the context	Description Social • II. Collaboration skills • Working effectively with others • Take responsibility for one's own actions	Compared school systems: Italian and Chinese. Learn: how to use lexicon linked to school life; Directions and means of transport. Textual type: letter/ email, note and journal to express basic ideas in Chinese.
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MYP4 Chinese 2020/21 Unit 2: CHINESE MIGRATIONS 中国 移动	Change	Phase 3 - Empathy, Point of view	Orientation in space and time Migration, Exchange and interaction	People left their hometowns and country in different times in China	Phase A Listening Capable level (phase 3 and 4) i.identify explicit and implicit information	Description Students will work in groups, developing their ideas and point of	Students will investigate local Chinese communities, the idea of Chinatown acreos the world,

Subject Group Overview

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MYP4 Chinese 2020/21 Unit 3: STRIVING FOR A BETTER WORLD 为 了新世界奋斗	Connections	<i>Phase 3 - Audience, Conventions</i>	Globalization and sustainability Population and demography, Diversity and interconnection, Urban planning	Creative use of language and careful word choice can improve audience engagement for effective communication of ideas, beliefs and values.	<i>Phase</i> C Speaking Capable level (phase 3 and 4) i. use a wide range of vocabulary iv. communicate all the required information clearly and effectively D Writing Capable level (phase 3 and 4) iii. organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices	<i>view on Chinese communities by participating in the intercultural eating activity 国际美食 for myp4</i> Thinking • VIII. Critical thinking skills • Analysing and evaluating issues and ideas • Interpret data • Consider ideas from multiple perspectives	chinese minorities and their role in mainland china, chinese local migrations across cities and their social consequences.

字报 . how to use sentence conjugation and vocabulary on sustainability, environment and urban landscape.

Chinese (MYP 5)

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP5 Chinese 2020/21 Unit 1: UNIVERSAL VALUE! 普世价值!	Culture	<i>Phase 3</i> - Message, Structure <i>Phase 5</i> - Context, Theme	Fairness and development Human capability and development, Difference and inclusion	Which is the effect the four great Chinese discoveries (in ancient and modern times)	<i>Phase B Reading</i> Capable level (phase 3 and 4) i.identify explicit and implicit information (facts, opinions, messages and supporting details) Proficient level (phase 5 and 6) i.identify explicit and implicit information (facts, opinions, messages and supporting details) D Writing Capable level (phase 3 and 4) ii.use a wide range of grammatical structures generally accurately Proficient level (phase 5 and 6) ii.use a wide range of grammatical structures generally accurately	Description Learning Experiences: Communication: Write personal dazibaos for expressing their ideas about language and rights. Communication	The great inventions of China 中国的四大发明: paper, movable type, compass, gunpowder. The history of the China subdivided into dynasties 朝代, related the cyclic idea of 天命。
MYP5 Chinese 2020/21 Unit 2: CHINESE WELLNESS 中国健康	Perspective	<i>Phase 3</i> - Audience, Point of view	Personal and cultural expression	Chinese language sharing the same conceptual system with	<i>Phase A Listening</i> Capable level (phase 3 and 4)	Description	Students will discover China medicine reading short articles in Chinese

Subject Group Overview

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Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP5 Chinese 2020/21 Unit 3: ECO- LIFE ! 生态生活 !	Development		<p>Scientific and technical innovation</p> <p>Consequences and responsibility, Modernization</p>	Environment problems and their solutions should be a personal responsibility.	<p>Phase</p> <p>B Reading Demonstrate understanding of explicit and implicit written information in multimodal texts What is the text type? What is the content? Demonstrate understanding of relationships between the various components of the multimodal text Does the text link to the student's personal world? Capable level (phase 3 and 4)</p> <p>i.identify explicit and implicit information (facts, opinions,</p>	<p>Description</p> <p>Learning Experiences:</p> <p>Thinking: Students will do few researchers and prepare a short speech about environment, considering Western and Chinese perspectives.</p> <p>Thinking</p> <ul style="list-style-type: none"> • VIII. Critical thinking skills • Analysing and evaluating issues and ideas • Gather and organize relevant information 	Comparing China and local environment situation, read complex text / articles/video on this topic. Write a short essay or speech on pollution in China.

messages and supporting details)

Proficient level (phase 5 and 6)

iii.analyse connections

C Speaking

Use spoken language to communicate and interact with others

Who is the audience?

What is the purpose of the interaction?

Capable level (phase 3 and 4)

iii.use clear

pronunciation and

intonation in a

comprehensible manner

Proficient level (phase 5 and 6)

iv.communicate all the required information

clearly and effectively

to formulate an argument

• Consider ideas from multiple perspectives