

## Sample Programme of Inquiry

At Meg, we offer an engaging Chinese program that aims to foster communication skills, as well as social and cultural knowledge of the Chinese language. We encourage students to develop intercultural awareness and appreciation for other cultures.

Students receive a weekly Chinese Language lesson live from China, as well as follow-on resources available through our Canvas LMS. Elements of the IB PYP have been incorporated into the input lessons as well as the follow-on lessons.

The units of inquiry listed in the table below are facilitated in the follow-on lessons. The order for which they are is a sample; content is adapted according to individual school's needs—they are not prescriptive.

Transdisciplinary Theme	Module	Central Idea	Line of Inquiry	Key Concepts	Learner Profile	Attitudes
<b>YEAR 0 (Preparatory/ Foundation Levels)</b>  <b>Who we are</b>	1	At school, we learn by working together and share responsibilities towards our planet and everyone living in it	How teamwork helps our classroom and community function (responsibility and function. What are our rights and responsibilities at school? Why we are at school, why we learn, and how other people in other countries learn?	Function, Responsibility	Thinker, Knowledgeable	Independence, Respect, Cooperation
<b>How the world works</b>	2	Places and spaces in immediate environment are influenced by purpose and design	Our senses help to learn more about the world  Our interaction with digital technologies, inventions in China	Form, Function, Causation	Balanced, Reflective	Curiosity, Enthusiasm
<b>How we express ourselves</b>	3	People can express their feelings through creativity	Differentiating emotion  Creativity and different styles in China	Perspective	Risk-taker, Communicator	Empathy, Creativity, Appreciation
<b>Sharing the planet</b>  <b>Where we are in place and time</b>  <b>How we organise ourselves</b>	4	<b>REVIEW MODULE</b>  Note: Students can suggest lines of inquiry in this module				

## Sample Language Lesson

### MODULE 1

**Key concepts:** Self, Family, Information

**Transdisciplinary theme:** Who we are

**Topic Overview:** Participating in structured conversation about greetings and animals using modelled tones/rhythms

**Module duration:** 10 sessions

Key Learning Goals	Key Assessment Tasks	Key Words	Key Learning Interactions
<p><b>LANGUAGE:</b></p> <p><b>By the end of module 1, students will:</b></p> <ul style="list-style-type: none"> <li>F2.LC.1 Students use spoken Chinese to communicate with teachers and peers.</li> <li>F2.LC.2 Students participate in structured and routine interactions, such as using learnt sounds, formulaic phrases, and verbal and non-verbal responses e.g.</li> </ul> <p>谢(xiè)谢(xiè) Thank you</p> <p>再(zài)见(jiàn) Goodbye</p>	<p><b>SUMMATIVE:</b></p> <p><b>Assessment Task 1:</b> <b>F2.LC.1 Students use spoken Chinese to communicate with teachers and peers</b></p> <ul style="list-style-type: none"> <li>Students will communicate with the Chinese teacher in pairs during oral assessment. They will be asked to count to five and use the structure 'I like...', then recalling any of the farm animals learnt: For e.g. cow, sheep, chicken.</li> </ul> <p><b>Assessment Task 2:</b> <b>F2.LC.2 Students participate in structured and routine interactions, such as using learnt sounds, formulaic phrases, and verbal and non-verbal responses e.g. 谢谢(thankyou), 再见(goodbye), 请(please)</b></p> <ul style="list-style-type: none"> <li>Students will communicate with Chinese teacher in pairs during assessment. They will be asked to greet, introduce themselves and engage in a gift giving role play.</li> </ul>	<p><b>NEW LANGUAGE POINTS:</b></p> <p><b>Nouns:</b> 牛(niú) Gow</p> <p>羊(yáng) Sheep</p> <p>猪(zhū) Pig</p> <p>鸡(jī) Chicken</p> <p><b>Verbs:</b> 喜(xǐ)欢(huān) like</p> <p><b>Others:</b> 你(nǐ)好(hǎo)吗(ma) Hello</p> <p>再(zài)见(jiàn) Goodbye</p> <p>谢(xiè)谢(xiè) Thank you</p> <p>不(bù)客(kè)气(qì) You're welcome</p> <p>你(nǐ)好(hǎo)吗(ma)? How are you?</p> <p>我(wǒ)很(hěn)好(hǎo) I'm good</p>	<p><b>DURING THIS MODULE, STUDENTS WILL:</b></p> <p>34.LC.2 Students walk around the room, shake hands and say 'hello/goodbye' to five people.</p> <p>34.LC.2 Get a student up to model the 'dialogue' with the teacher. Saying 'hello' and then 'goodbye' to each other.</p> <p>34.LC.2 Partner activity to practice 'thanks' and 'you're welcome' – students give or pretend to give objects to each other.</p> <p>34.LC.2 Work with a partner in a gift giving role play, using hello, thanks, you're welcome, goodbye.</p> <p>34.LC.2 Learn song "Nihao, Panda" (Hello Panda), students sing and dance with the video.</p> <p>F2.LC.1 Play 'Act and guess' with 'niu' and 'yang'</p> <p>F2.LC.1 Work in pairs to act out an animal and other student guess.</p> <p>F2.LC.1 Work with a partner to use the words from this lesson to practice making sentences e.g. 'zhu, zhu, zhu, heng, heng, heng'</p>

Key Learning Goals	Key Assessment Tasks	Culture Topics in Live Lessons
<p><b>BY THE END OF MODULE 1, STUDENTS WILL:</b></p> <p><b>Culture and Intercultural Understanding:</b></p> <ul style="list-style-type: none"> <li>• F2.ICU.2 Students describe and compare the way they live with people in other places and times</li> </ul>	<p><b>SUMMATIVE:</b></p> <p><b>Assessment Task: F2.ICU.2 Students describe and compare the way they live with people in other places and times.</b></p> <p>Lesson 2: Identify a festival they know of that resembles Spring Festival</p> <p>Lesson 4: Describe and compare the winter activities from their own country and China by co-creating a Venn Diagram</p> <p>Lesson 6: In pairs, brainstorm and describe five activities that help promote health and fitness.</p> <p>Lesson 7: Draw an animal that is the national symbol for their own country and an animal that is China's symbol.</p>	<p><b>INTERCULTURAL UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• China and Beijing</li> <li>• Tai ji</li> <li>• Making dumplings</li> <li>• Ice sculptures, Winter in Northern China</li> <li>• Tai ji</li> <li>• Animal sounds in China</li> <li>• Panda</li> <li>• Animal sounds in China (tune in)</li> </ul>