

# Chinese Language Scope and Sequence

## Reading

### IB Conceptual Understandings

| Phase 1  | Phase 2   | Phase 3  | Phase 4   | Phase 5  |
|--|---|--|---|--|
| <p>Illustrations convey meaning.</p> <p>Written language works differently from spoken language.</p> <p>Stories can tell about imagined worlds.</p> <p>Printed information can tell about the real world.</p> <p>People read for pleasure.</p> | <p>The sounds of spoken language can be represented visually.</p> <p>The words people see and hear enable them to create pictures in their minds.</p> <p>Consistent ways of recording words or ideas help members of a language community to communicate.</p> <p>There are established ways of setting out print and organising books.</p> <p>People read to learn.</p> | <p>Different types of text serve different purposes.</p> <p>What people have already known helps them to understand what they read.</p> <p>People use strategies to understand a new text.</p> <p>Curiosity helps people to understand a text.</p> <p>The structure and organisation of a text shapes the meaning.</p> | <p>Reading and thinking work together to enable people to make meaning.</p> <p>Rereading and reviewing help people develop the ability to understand a new text.</p> <p>Identifying the main ideas in a text enhances the depth of understanding.</p> <p>People choose what to read based on what they want to know and learn.</p> <p>Knowing what they aim to achieve helps people to select useful reference material to conduct research</p> | <p>Authors structure stories around significant themes.</p> <p>Effective stories have a structure, purpose and sequence of events that help to make the author's intention clear.</p> <p>Synthesising ideas and information from texts leads to new ideas and understanding.</p> <p>Reading opens people's minds to multiple perspectives and helps them to understand how people think, feel and act.</p> |

## Level 7

Students read at an age appropriate level and show understanding as they can:

- Understand that the meaning of a character or word may vary in different contexts.
- Understand and interpret literary and non-literary texts with a focus on content, theme, authorial intention and purpose.
- Analyse and evaluate literary and non-literary texts with a focus on language devices, authorial choices and the impact to readers.
- Understand reading texts that use some low-frequency characters and words and more complex sentence structures.
- Understand, interpret and evaluate reading texts in topics related to a range of personal, cultural and social issues.
- Recognise how one's values, attitudes, and beliefs impact the interpretation of multimodal texts.
- Compare and contrast reading texts to find similarities and differences.
- Develop critical thinking skills in their response to reading materials.
- Develop communication skills in presenting their findings and opinions about reading materials.

- Use dictionaries to understand new characters and words in a context.
- Use internet browsers and web-based applications with increasing independence and responsibility.
- Reflect regularly on reading and set future goals.

## Writing

### IB Conceptual Understandings

| Phase 1   | Phase 2   | Phase 3  | Phase 4  | Phase 5  |
|---|---|--|--|--|
| <p>Writing conveys meaning.</p> <p>People write to tell about their experiences, ideas and feelings.</p> <p>People can express themselves in writing and mark making.</p> | <p>People write to communicate.</p> <p>The sounds of spoken language can be represented visually by letters, symbols, characters, etc.</p> <p>Consistent ways of writing enable members of a language community to understand each other.</p> <p>Written language works differently from spoken language.</p> | <p>People write in different ways for different purposes.</p> <p>Different text types have their identifiable features.</p> <p>Applying a range of strategies helps people to express themselves so that others can enjoy their writing.</p> <p>Reading and life experience help people write stories themselves.</p> <p>The words people choose and the way they use them shape their ideas and imaginations.</p> | <p>People express themselves well when writing and thinking work together.</p> <p>An inquiring mind helps people to write more purposefully with clearer focus.</p> <p>The way people structure and organise their writings helps others to understand and appreciate them.</p> <p>Editing and revising give people the opportunity to better express themselves in their writing.</p> | <p>A well-structured writing helps to present a writer's intention more effectively.</p> <p>In their writing people analyse and synthesise sources from their own perspectives.</p> <p>The choice of writing form is determined by what a writer aims to achieve.</p> <p>Through planning, drafting, editing and revising, writing improves over time.</p> |

## Level 7

Students write at an age appropriate level and show understanding as they can:

- Retrieve, record and organise information suitable for intended purpose and audience.
- Show confidence in using skills and strategies in writing in different forms.
- Justify the suitability of a particular text form for a given purpose and audience.
- Use persuasive language to influence readers, such as flattery and humour.
- Use language styles suitable for specific purposes and audiences.
- Write complex sentences confidently using correct grammar.
- Use correct punctuation marks, such as ellipsis.
- To complete well-structured writing using organisational strategies.
- Engage in planning, drafting, editing and reviewing processes independently.
- Draw upon cultural knowledge and linguistic features when writing.
- Use different strategies to look up characters in the dictionary, such as using radicals, strokes and Pinyin.
- Locate, organise, synthesise and cite information from various sources.
- Independently proofread, edit and revise their own writing.
- Select appropriate publication formats to increase audience understanding and impact.

## Listening and Speaking

### IB Conceptual Understandings

| Phase 1   | Phase 2  | Phase 3  | Phase 4  | Phase 5  |
|---|--|--|--|--|
| <p>Spoken language connect people with others.</p> <p>People listen and speak to share thoughts and feelings.</p> <p>People ask questions to learn from others.</p> | <p>The sounds of language represents ideas and objects in a symbolic way.</p> <p>People communicate in different languages.</p> <p>Everyone has the right to speak and be listened to.</p> | <p>People speak in different ways that suit the purpose and audience.</p> <p>People interpret messages according to their individual experiences and ways of understanding.</p> <p>Spoken and written language have common and different rules in communication.</p> | <p>Reflecting on what has been heard and said helps people make better informed judgements.</p> <p>Giving consideration to audience perspective helps people communicate more effectively and appropriately.</p> <p>The knowledge of grammatical structure of a language helps members of a language community to communicate with each other.</p> | <p>Spoken language can be used to persuade and influence people.</p> <p>Metaphorical language enhances imagination by using visual effects</p> <p>People analyse and synthesise aural language input to achieve their own understanding.</p> <p>People draw on their prior knowledge to infer new meaning from what they hear.</p> |

## Level 7

Students speak at an age appropriate level and show understanding as they can:

- Listen to sustained spoken texts and note key information and ideas in an organised way.
- Appreciate that people speak and respond from their personal and cultural perspectives.
- Consider the appropriateness of text form and register in relation to the audience when speaking and listening in familiar situations.
- Effectively incorporate a range of spontaneous spoken language when developing ideas.
- Use strategies to influence a listener, such as tone change, expression and gesture, and choice of language style.
- Involve information and text features to maintain audience interest, such as choice of vocabulary and appropriate level of detail.
- Contribute to discussion by advancing an argument, defending or negotiating opinions, etc
- Respond to the audience's needs and reactions by adjusting the information provided, tone or voice level and offering alternate viewpoints sensitively.
- Select appropriate strategies when listening, such as asking questions to draw out additional information.