

# The Asian International School – Curriculum Mapping

Level: Movers 2

Subject: Chinese

Revised: July 2015

Month	Weeks		AERO Standards	Strand	Content	Activities	Assessments	
Sep	1	7/9 -> 11/9	1.1d	Exchange descriptions products of the culture (foods) with each other and with the class as a group.	U11: 吃, 牛奶, 鸡蛋, 和, 个	- Students practice reading and writing	Writing assignment	
	2	14/9 -> 18/9	1.1f	Engage in everyday situations through role play.	Dōng dōng, kuài lái chīfàn. 冬冬, 快来吃饭。 Jīntiān chī shénme? 今天吃什么? Niú'nǎi, miànbāo hé jīdàn. 牛奶, 面包和鸡蛋。 Jīdàn zài nǎ'er? 鸡蛋在哪儿? Zài nà'er. 在那儿。 Wǒ chī yīgè píngguǒ, hǎo mǎ? 我吃一苹果, 好马? Hǎo. 好。	- Students practice repeating after their teacher and reading in groups, pairs. - Two students role play. - Teacher widens students' knowledge with more structure using.	- Role play - Practice using structures - Ss finish exercise of page 28, Chinese textbook 2.	
	3	21/9 -> 25/9 (Review)	1.1d	Exchange descriptions products of the culture (clothes) with each other and with the class as a group.	U12: 冷, 穿, 件 Liǎng (两), máoyī (毛衣).	- Students practice reading and writing	- Board work - Students evaluate by themselves	
Oct	4	28/9 – 2/10 (Midterm Test)	<b>Review</b>					

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				<i>Midterm test</i>			
Oct	5	05/10 – 09/10					
	6	12/10 – 16/10	1.1c 1.1f	<p>- Ask and answer questions about familiar topics orally.</p> <p>- Engage in everyday situations through role play</p>	<p>Xià xuěle, jīntiān zhēn lěng. 下雪了，今天真冷。</p> <p>Dōng dōng, nǐ lěng ma? 冬冬，你冷吗？</p> <p>Wǒ bù lěng, Wǒ chuānle liǎng jiàn máoyī. 我不冷，我穿了两件毛衣。</p> <p>Liǎng diǎnle, nǐ kuài qù xuéxiào. 两点了，你快去学校。</p> <p>Māmā zàijiàn! 妈妈再见!</p>	<p>- Students practice repeating after their teacher and reading in groups, individuals</p>	<p>Reading text</p>
	7	19/10 – 23/10	1.1c	<p>Ask and answer questions about familiar topics orally.</p>	<p><b>U13:</b> 会, 想, 教 Yóuyǒng 游泳, huábīng 滑冰</p>	<p>- T introduces new words. - T helps Ss read and write the new words.</p>	<p>Writing task. Ss know some sports.</p>

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	8	26/10 – 30/10	<p>1.1e - Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions.</p> <p>3.1c - Integrate products of the target culture to other school subjects (sports, subjects, games etc.).</p>	<p>Nǐ huì yóuyǒng ma? 你会游泳吗？ Wǒ huì yóuyǒng. 我会游泳。 Nǐ yě huì huábīng ma? 你也会滑冰吗？ Wǒ bù huì huábīng, wǒ xiǎng xué huábīng. 我不会滑冰，我想学滑冰。 Nǐ jiào wǒ, hǎo ma? 你教我，好吗？ Hǎo. 好。</p>	<ul style="list-style-type: none"> <li>- T invites two Ss to go to the board. T reads the old words and Ss write. Ss remark on their work. T reviews the old words.</li> <li>- T reads the conversation. T helps Ss ask and answer the questions about their ability.</li> <li>- T reads sentence by sentence. Ss repeat after T.</li> <li>- T divides Ss into two groups to read the conversation.</li> <li>- T helps Ss practice the structures.</li> </ul>	<p>Ss can read the conversation in turn. Ss finish exercise of page 32, Chinese textbook 2.</p>
	9	02/11 – 06/11	1.1c Ask and answer questions about familiar topics	<p><b>U14:</b> 写, 支, 笔, 红, 黑 Hànzi 汉字</p>	<ul style="list-style-type: none"> <li>- T instructs Ss to read and write the new words.</li> <li>- Ss write on the mini-board, T corrects.</li> </ul>	<p>Writing task.</p>
Nov	10	09/11 – 13/11	1.1c Ask and answer questions about familiar topics	<p>Nǐ huì xiě hànzi ma? 你会写汉字吗？ Wǒ huì. 我会。 Zhè zhī bǐ shì nǐ de ma? 这支笔是你的吗？ Zhè zhī bǐ bùshì wǒ de, shì tā de. 这支笔不是我的，是她的。 Nǐ de bǐ shì hóng de ma? 你的笔是红的吗？ Wǒ de bǐ bùshì hóng de, shì hēi de. 我的笔不是红的，是黑的。</p>	<ul style="list-style-type: none"> <li>- T helps Ss repeat the old words.</li> <li>- T reads the conversation, T instructs Ss to read the structures.</li> <li>- T reads sentence by sentence. Ss repeat after T.</li> <li>- T asks and Ss answer.</li> <li>- Ss ask and T answers.</li> <li>- T asks Ss to practice in pairs.</li> <li>- T asks Ss to practice at home.</li> </ul>	<p>Ss can use the structures. Ss finish exercise of page 34.</p>

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	11	16/11 – 20/11	Review U11, 12, 13, 14.				
	12	23/11 – 27/11 (Review)	Final Term Test – Oral Test				
Dec	13	30/11 – 04/12	Final Term Test				
	14	07/12 – 11/12	Test Correction				
	15	14/12 – 18/12	School Report				
	16	21/12 – 25/12	1.1c	Ask and answer questions about familiar topics	<b>U15:</b> 兔, 做, 画, Xiǎo 小, Bái 白, Lǜ 绿	<ul style="list-style-type: none"> <li>- T instructs Ss to read and write the new words.</li> </ul>	Writing task.
Dec	17	28/12 – 01/11	1.2b	Recognize people and objects found in their own or different environments through structured oral and written descriptions.	Nǐ zài zuò shénme ne? 你在做什么呢? Wǒ zài huà xiǎo bái tù ne. 我在画小白兔呢。 Xiǎo bái tù zài zuò shénme ne? 小白兔在做什么呢? Xiǎo bái tù zài chī cǎo ne. 小白兔在吃草呢。 Nǐ kàn: Xiǎo bái tù shì bái de, yǎnjīng shì hóng de, cǎo shì lǜ de. 你看：小白兔是白的，眼睛是红的，草是绿的。	<ul style="list-style-type: none"> <li>- T introduces contents of the new lesson.</li> <li>- T reads one time. Ss listen.</li> <li>- T invites one S to recall the old words.</li> <li>- T has others repeat.</li> <li>- T helps Ss read the conversation.</li> <li>- T invites 2 Ss to stand up and practice.</li> </ul>	Ss can use the structures. Ss finish exercise of page 36.
Jan	18	04/01 – 08/01	1.1e	Exchange likes and dislikes, feelings and emotions, in familiar contexts or about favorite objects through discussions	<b>U16:</b> 玩儿, 得, 喜欢 Tāmen 他们, Nimen 你们, Tiàowǔ 跳舞	<ul style="list-style-type: none"> <li>- T introduces new words.</li> <li>- T instructs Ss to read the new words.</li> <li>- T explains the words.</li> </ul>	Writing task.

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	19	11/01 – 15/01	<p>4.2a -Explain their interests in various aspects of the target cultures in the community and around the world.</p> <p>4.1b - Practice oral or written use of the target language with family, friends during after school activities, etc.</p>	<p>Tāmen zài wán er ma? 他们在玩儿吗？ Bù, tāmen zài tiàowǔ ne. 不，他们在跳舞呢。 Tāmen tiào dé hǎo ma? 他们跳得好吗？ Tāmen tiào dé zhēn hǎo. 他们跳得真好。 Nǐmen xǐhuān tiàowǔ ma? 你们喜欢跳舞吗？ Wǒmen xǐhuān tiàowǔ, wǒmen tiào dé bù hǎo. 我们喜欢跳舞，我们跳得不好。</p>	<ul style="list-style-type: none"> <li>- T reads the old words to Ss write on the mini-board. T corrects.</li> <li>- T reads the conversation.</li> <li>- T instructs Ss how to ask what someone is doing.</li> <li>- T reads sentence by sentence. Ss repeat after T.</li> <li>- T invites two Ss to role play.</li> <li>- T reads through the conversation and instructs Ss how to use the structure to ask and answer about someone's activities.</li> </ul>	<p>Ss can practice the conversation and ask what someone is doing. Ss finish exercise of page 39.</p>
Jan	20	18/01 – 22/01	<p>4.1b Practice oral or written use of the target language with family, friends after school</p>	<p><b>U17:</b> 唱歌, 很, 说, 对, 都 Lán lán 兰兰, duō 多, Háizi 孩子</p>	<ul style="list-style-type: none"> <li>- T instructs Ss to read and write the new words.</li> </ul>	<p>Writing task.</p>

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	21	25/01 – 29/01	1.1h	Use expressions asking for clarification	<p>Lán lán chàngē chàng dé hǎo ma?                  兰兰唱歌唱得好吗？</p> <p>Tā chàngē chàng dé hěn hǎo. 她唱歌唱得很好。</p> <p>Fāngzi xiě hànzi xiě dé duō ma? 芳子写汉字写得有多吗？</p> <p>Tā xiě dé hěnduō. 她写得很多。</p> <p>Mǎlì shuō hànyǔ shuō dé duì ma?                  玛丽说汉语说得对吗？</p> <p>Tā shuō dé hěn duì. 她说得很对。</p> <p>Tāmen dōu shì hǎo háizi. 他们都是好孩子。</p>	<ul style="list-style-type: none"> <li>- T reviews the old words.</li> <li>- T introduces contents of the conversation. T reads the conversation.</li> <li>- T reads sentence by sentence. Ss repeat after T.</li> <li>- T has Ss read in turn until the end.</li> <li>- T divides class into groups to practice the structures.</li> </ul>	Ss finish exercise of page 41.
Feb	O F F	<b>01/02 – 05/02</b>					
		<b>08/02 – 12/02</b>					
Feb	22	15/02 – 19/02	1.2b	Recognize people and objects found in their own or different environments through structured oral and written descriptions	<p><b>U18:</b>                  屋子, 里边, 外边, 裸</p> <p>Wáwá 娃娃, chuáng 床, zhuōzi 桌子</p>	<ul style="list-style-type: none"> <li>- T helps Ss read the new words.</li> <li>- T instructs Ss to distinguish inside and outside.</li> </ul>	Writing task.

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	23	22/02 – 26/02	3.1a	Study a variety of content topics in the target language.	<p>Fāngzi, zhè shì shuí de xiǎo wūzi? 芳子，这是谁的小屋子？</p> <p>Zhè shì wáwá de xiǎo wūzi. 这是娃娃的小屋子。</p> <p>Wūzi lǐbian yǒu shé me? 屋子里边有什么？</p> <p>Wūzi lǐbian yǒu wáwá de chuáng hé zhuōzi. 屋子里边有娃娃的床和桌子。</p> <p>Wūzi wàibian yǒu shé me? 屋子外边有什么？</p> <p>Wūzi wàibian yǒu liǎng kē xiǎo shù. 屋子外边有两棵小树。</p>	<ul style="list-style-type: none"> <li>- T reviews the old words.</li> <li>- T reads and introduces the contents of the conversation.</li> <li>- T reads sentence by sentence. Ss repeat after T.</li> <li>- T divides class into two groups to read the conversation.</li> <li>- T invites two Ss to stand up and read.</li> </ul>	Ss finish the exercise of page 43.
Mar	24	29/02 – 04/3 (Review)	<b>Review U 15,16</b>				
	25	07/3 – 11/3 (Midterm Test)	<b>Review U17, 18</b>				
	26	14/3 – 18/3	<b>Midterm Test</b>				
Mar	27	21/3 – 25/3	3.1a	Study a variety of content topics in the target language.	<p><b>U19:</b> 上边, 下边, 前边</p> <p>Gǒu 狗, zhǐ 只, niǎo 鸟</p>	<ul style="list-style-type: none"> <li>- T explains the new words.</li> <li>- T helps Ss distinguish above, below and in front of.</li> </ul>	Writing task.

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	28	28/3 – 01/4	<p>2.2a - Identify and describe cultural products, e.g., toys, places</p> <p>1.1c - Ask and answer questions about familiar topics</p>	<p>Xiǎo shù shàngbian yǒu shé me? 小树上边有什么？</p> <p>Xiǎo shù shàngbian yǒuyī zhǐ xiǎo niǎo. 小树有一只小鸟。</p> <p>Xiǎo niǎo chànggē chàng dé zhēn hǎo. 小鸟唱歌唱得真好。</p> <p>Xiǎo shù xiàbian shì shénme? 小树下边是什么？</p> <p>Xiǎo shù xiàbian shì xiǎo gǒu huāhuā. 小树下边是小狗花花</p> <p>Wáwá zài nǎ'ér? 娃娃在哪儿？</p> <p>Wáwá zài wūzi qiánbian. 娃娃在屋子前边。</p> <p>Tā zài kàn “értóng hànǔ”. 她在看『儿童汉语』。</p>	<ul style="list-style-type: none"> <li>- T has one S repeat the old words.</li> <li>- T reads and introduces the contents of the conversation.</li> <li>- T reads sentence by sentence. Ss repeat after T.</li> <li>- T invites two Ss to stand up and read.</li> </ul>	<p>Ss finish the exercise of page 45, Chinese textbook 2.</p>
Apr	29	04/4 – 08/4	<p>3.1a Study a variety of content topics in the target language</p>	<p><b>U20:</b> 头, 角, 身, 毛</p> <p>Kànjiàn 看见, jiào叫, zuì最, qīngcǎo 青草, yáng羊</p>	<ul style="list-style-type: none"> <li>- T instructs Ss how to read the parts of body.</li> <li>- T helps Ss read and write the new words.</li> </ul>	<p>Writing task.</p>

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	30	11/4 – 15/4	1.1c 1.2b	- Ask and answer questions about familiar topics. - Recognize people and objects found in their own or different environments through structured oral and written descriptions.	Dōng dōng, zhè shì shénme? 冬冬，这是什么？ “Tóu shàng liǎng zhī jiǎo, “头上两只角， shēnshang yǒu bái máo, 身上有白毛， kànjiàn rén, miē miē jiào, 看见人，miē miē 叫， zuì xǐhuān chī qīngcǎo” 最喜欢吃青草”。 Zhè shì xiǎo bái tù, duì ma? 这是小白兔，对吗？ Bùduì, bùduì. 不对， 不对。 Shì yáng. 是羊。 Duìle. 对了。	- T has Ss review the old words. - T reads the conversation and explains the contents. - T helps Ss read sentence by sentence. - T invites two Ss to stand up and role play.	Ss finish the exercise of page 47.
	31	18/4 – 22/4	<b>Review</b>				
	32	25/4 – 29/4 (Review)	<b>Final Term Test – Oral Test</b>				
May	33	04/5 – 06/5	<b>Final Term Test</b>				
	34	09/5 – 16/5	<b>School Report</b>				
	35	16/5 – 20/5	<b>Test Correction</b>				
May	36	23/5 – 27/5	2.1d	Perform age-appropriate cultural activities, such as games, songs in the target language.	Sing a song		
	37	30/5 – 31/5	Review Program Semester I and II				

