**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Once completed, fill out the ‘Assessments’ table.
For detailed notes regarding the purpose of this template and further instructions for completion, refer [here](http://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/viccurr-resources.aspx)

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|  | **Strand** | **Communicating** |
|  | **Sub-strand** | **Socialising** | **Informing** | **Creating** | **Translating** | **Reflecting** |
|  | **Content Description** | Interact with teachers and peers in social and class activities, exchanging ideas and opinions, using correct tones[(VCZHC017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC017) | Exchange simple correspondence with teachers and peers to contribute suggestions and arrange activities[(VCZHC018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC018) | Obtain and process information about significant people, places and events from spoken and visual sources, and convey this information using learnt phrases and key words[(VCZHC019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC019) | Locate factual information from sources and report this information to a known audience using learnt characters[(VCZHC020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC020) | Respond to and create simple imaginative texts using voice, rhythm, and appropriate gesture and action[(VCZHC021)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC021) | Create short written imaginative texts using simple characters and short sentences [(VCZHC022)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC022) | Translate the meanings of important everyday words using contextual cues [(VCZHC023)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC023) | Find English equivalents of common expressions in Chinese and vice versa [(VCZHC024)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC024) | Reflect on how aspects of personal identity are expressed in Australian and Chinese contexts[(VCZHC025)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC025) |
| **Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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|  | **Strand** | **Understanding** |
|  | **Sub-strand** | **Systems of language** | **Language variation and change** | **Role of language and culture** |
|  | **Content Description** | Recognise the tone-syllable nature of spoken language, and compare Chinese and English sounds[(VCZHU026)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU026) | Reproduce key Chinese characters from familiar contexts using stroke types and sequences, and component forms and their arrangement[(VCZHU027)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU027) | Use nouns, adjectives and simple sentences to record observations [(VCZHU028)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU028) | Identify similarities and differences in the organisation of simple familiar texts [(VCZHU029)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU029) | Recognise that Chinese is spoken by communities in many countries[(VCZHU030)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU030) | Identify the likely contexts and features of informal and formal conversations involving known participants of different ages, genders and social positions [(VCZHU031)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU031) | Identify how terms are used to indicate relationships and express aspects of culture that may be different from their own[(VCZHU032)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU032) |
| **Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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*See next page for Achievement Standards and Assessments section*

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| **Levels Foundation to 2 Achievement Standard**  | **Levels 3 and 4 Achievement Standard** Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  | **Levels 5 and 6 Achievement Standard**  |
| By the end of Level 2* Students use spoken and written Chinese to communicate with teachers and peers.
* They participate in structured and routine interactions, such as using 谢谢， 再见， 请, using learnt sounds, formulaic phrases, and verbal and non-verbal responses.
* They respond to and receive information, for example, 你好， 你好吗？
* They follow simple instructions, including 排队， 请坐， 不要说话..
* They use the four tones of Chinese but not always with accuracy.
* Students respond to short predictable imaginative and informative texts, expressing simple likes and dislikes (喜欢， 不喜欢).
* They can match characters to the meanings and sounds of familiar words, including numbers (八…), colours (红…) and family members (爸爸， 妈妈).
* Students use strategies such as imitation and basic contextual cues for comprehension.
* They create simple informative and imaginative texts by selecting and practising learnt characters and familiar words and phrases to describe, list, label and caption.
* Students recognise that Chinese is a major language in Australia.
* They identify its distinctive systems of writing and speaking.
* They recognise the tonal nature of Chinese and know that characters are formed by strokes.
* Students differentiate between the Pinyin and characters associated with familiar objects in their immediate environment.
* They recognise the use of tone marks in Pinyin.
* They are aware of the word order of simple sentences.
* They recognise the conventions for using Chinese to communicate with family, friends and teachers.
* They recognise the similarities and differences between Chinese and Australian contexts, language and culture.
* They can identify themselves as learners of languages.
 | By the end of Level 4* Students use spoken and written Chinese in simple personal interactions with familiar participants about self, family, people, places, routine, school life, and their own interests and preferences, for example, 你叫什么名字？ 你上几年级？ 你有狗吗？ 你喜欢什么运动？ (1)
* They use appropriate pronunciation, tone, gesture and movement and some formulaic expressions. (2)
* They use modelled questions to develop responses, for example, 你的哥哥几岁？， 他是谁？， 你住在哪里？， 这是什么？ (3)
* They respond to and create simple informative and imaginative texts for familiar audiences (for example, 狼与小孩) by selecting learnt words and characters. (4)
* Sentences are short and follow the basic subject–verb–object structure with occasional use of adjective predicates, for example,这是红色的苹果.. (5)
* Learners use familiar words in Pinyin, or presented in characters in texts. (6)
* Numbers are used in relation to age and family members, and to quantify objects with measure words such as 一个男生，两个姐姐，三只狗. (7)
* Students explain why Chinese is a globally important language. (8)
* They understand that Pinyin provides access to the sounds of the spoken language. (9)
* They identify features of the Chinese writing system, including the range of strokes and their sequences in character writing, and explain how component knowledge can assist in learning characters. (10)
* They are aware that each character is a meaningful unit (morpheme) that is used to make up words. (11)
* They recognise familiar word order in Chinese sentences. (12)
* They notice similarities and differences between the patterns of the Chinese language and those of English and other familiar languages. (13)
* They recognise that languages change with time and due to influences such as globalisation and technology. (14)
* Students recognise that diversity of context and participants influence how meaning is communicated, and apply this knowledge to their own communication. (15)
* They notice how cultural differences may affect understanding between people. (16)
 | By the end of Level 6* Students use spoken and written Chinese to initiate and maintain interactions.
* They describe and give information about themselves and their preferences, their environment, experiences and interests, for example, 我很喜欢唱歌。我的学校很漂亮。我觉得澳大利亚是很好的国家.
* They use simple questions (for example, 请问… ? 你是哪国人？你会说汉语吗？) and seek clarification, for example, … 对吗？
* They access information from a range of print and digital resources (for example, 课文，菜单，宣传单，图样，地图，课程表， 日历，行程表， 天气预报) and summarise key points in order to inform others and organise activities, for example, 我们这个星期六去打球, 好吗？
* They engage with a range of imaginative texts. They use intonation and stress to engage audiences and participants.
* They translate everyday expressions (for example, 好久不见 or 不谢) and use context to assist with interpretation.
* They produce short informative and imaginative texts. Sentences include details of time (for example, 八点，十二月二日，星期五), place (for example, 在澳大利亚，在墨尔本，在家) and participants, for example, 我的朋友， 小明的哥哥.
* They use prepositions and possessive clauses, including 的.
* They use a range of verbs, including verbs of identification and existence (是), and some modal verbs (喜欢 、 会) to express interest or ability; they negate with 不 or 没.
* They use simple connectives such as 和 and conjunctions to connect ideas.
* Students explain the nature of tone-syllables, for example the role of tones in meaning making. They recognise the features of the Chinese writing system and apply their knowledge of the formation of characters in their own writing.
* They use Pinyin to transcribe spoken language.
* They identify how the relationships of participants and context affect interactions.
* They identify the features of familiar text types in Chinese and use these features to assist in interpreting meaning.
* They recognise that variations exist within the Chinese spoken and written language, and identify examples of this, particularly within their own community.
* They recognise and describe features of Chinese culture reflected in communication practices, and apply this knowledge to their own interactions with Chinese people.
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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