**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 and socialise with peers and known adults, exchanging ideas and opinions about personal experiences and social activities [(VCZHC145)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC145) | Take action, resolve issues, make shared decisions and organise shared experiences[(VCZHC146)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC146) | Locate and compare factual information from different sources about different communities and lifestyles[(VCZHC147)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC147) | Plan and present key points of information to familiar audiences[(VCZHC148)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC148) | Respond to popular stories and characters from Chinese folklore, sharing opinions on aspects of the storyline, characters and themes [(VCZHC149)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC149) | Create short narratives to express the experiences, thoughts and emotions of individuals in imagined contexts [(VCZHC150)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC150) | Identify and account for the potential loss of subtle meanings from character components and individual characters in compounds when translating into English [(VCZHC151)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC151) | Create simple bilingual texts for different audiences, explaining features of the different versions and the impact of context [(VCZHC152)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC152) | Reflect on the benefits of learning Chinese and English [(VCZHC153)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC153) |
| **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 use of tone, intonation and stress of words to express emotion, opinion and attitude[(VCZHU154)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU154) | Recognise the contextual meanings of individual syllables or characters to assist comprehension and vocabulary development, and explain the form and function of components in individual characters, for example, 心,想,情,闷 [(VCZHU155)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU155) | Understand and use basic structures and features of Chinese grammar to enhance meaning and clarity of expression [(VCZHU156)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU156) | Recognise and apply conventions of personal texts and compare textual features of different texts[(VCZHU157)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU157) | Differentiate key features and apply rules for expressing meanings in spoken and written modes in diverse contexts [(VCZHU158)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU158) | Explore the impact of English on everyday communication in Chinese and the impact of Chinese on English [(VCZHU159)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU159) | Explore particular cultural meanings conveyed in everyday interactions across languages [(VCZHU160)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU160) |
| **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 3 and 4 Achievement Standard**  | **Levels 5 and 6 Achievement Standard** - Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  | **Levels 7 and 8 Achievement Standard**  |
| By the end of Levels 4* Students use spoken and written Chinese to initiate interactions.
* They participate in short exchanges, for example, 你晚饭吃什么？，我学汉语和英语,站起来， 大家听老师说.
* They organise and convey factual information and share experiences in formal and informal situations, making appropriate choices of characters, words and pronunciation.
* They use demonstratives such as 这、那、那些 with measure words and verbs to indicate agreement （对，好的）and preferences (要、想、喜欢).
* They respond to and create short imaginative, informative and persuasive texts for familiar audiences and identified purposes.
* Students select from known speech patterns to meet routine, procedural and informal conversational needs.
* Students understand that Pinyin represents spoken language, and can map Pinyin against their own speech.
* They understand the contexts in which tones are expressed and those in which they are not.
* They recognise features of the Chinese writing system, including the range of strokes and their sequences in character writing; and the relationship between components and sound and meaning.
* Students develop skills in structuring their ideas in sentences, including correct sequencing of time and place.
* They describe features of Chinese language and culture, and compare how ideas are conveyed across languages and cultures.
 | By the end of Level 6* Students use spoken and written Chinese to maintain interactions with familiar and unfamiliar people across a growing range of situations (for example, 你星期几去汉语学校？,你说…对吗？); to convey information, opinions and experiences (for example, 我喜欢踢澳式足球，你呢？); and to access a range of print and digital media resources, such as 童书，报纸，画册，科学书，传单，广告， 教材，地图. (1)
* They write characters, paying attention to shape, and stroke order and proportion. (2)
* They transcribe spoken words and sentences in Pinyin and select appropriate simplified characters to match the sounds they hear. (3)
* They effectively use stress, tone and intonation to express emotion and opinion. (4)
* They respond to and create a range of short informative, persuasive and imaginative texts for diverse audiences and purposes. (5)
* They relate their own experiences to those presented in texts, for example, 《如果我是…》. (6)
* Sentences include the use of prepositions (给 、跟 、对) and possessives and attributive clauses with particle 的. (7)
* They use a range of verbs, and use verb complements to describe the direction, result or potential of an action. (8)
* They use conjunctions (for example, 可是、或者、因为、除了）to connect ideas and elaborate on or clarify opinions and actions. (9)
* They explain how their developing bilingual ability supports their identities as users of Chinese and English.
* Students understand the nature of Pinyin and map it to their own Chinese speech. (10)
* They categorise characters into groups based on meaning, appearance, pronunciation or function, using this information to understand new characters. (11)
* They compare the word order of Chinese sentences with that of English, and recognise how their knowledge of English impacts on the way they express ideas in Chinese. (12)
* They describe how the features of Chinese and English texts are used to convey meaning. (13)
 | By the end of Level 8* Students use spoken and written Chinese to maintain exchanges, to analyse and evaluate information, and to share opinions (for example, 电视节目，纪录片，教育片，微电影， 报纸，杂志， 网站，博客， 少年百科) and experiences, for example, 我们为什么要保护熊猫？，中国和澳大利亚的一些差异， 我最喜欢的假期. (1)
* They select and discern tone patterns and atonality. Students respond to and create a range of texts (for example, 流行歌曲演唱；电视剧配音), showing an understanding of different audiences and purposes. (2)
* Sentences generally contain two or more ideas connected by cohesive devices (for example, 不但…而且…) and use a range of time phrases (for example, 先…然后； 以前；吃了饭，就）to sequence events and ideas. (3)
* Students make comparisons (for example, 比;跟…一样), and elaborate on and explain their opinions or actions using conjunctions, for example, 所以、要不然. (4)
* They use stylistic devices (including 比喻，排比，反问), and use 成语 to influence and persuade others. (5)
* They move between English and Chinese to interpret and translate for different audiences. (6)
* Students explain how changes in tone and tone combination impact on meaning. (7)
* They describe culturally specific gestures and actions. (8)
* They recognise diversity within the Chinese spoken and written language. (9)
* They explain the differences in writing systems across languages. (10)
* Students connect the distinctive features of Chinese grammar with the development of complex ideas, and explain how the structure of texts influences audience response. (11)
* They explain how features of Chinese culture impact on communication practices and influence their own interactions with others across languages. (12)
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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