**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, click here

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|  | **Strand** | **Communicating** | | | | | | | | | | | | | | | | | |
|  | **Sub-strand** | **Socialising** | | | | **Informing** | | | | **Creating** | | | | **Translating** | | | | **Reflecting** | |
|  | **Content Description** | Initiate interactions with peers and known adults to plan and organise social activities  [(VCZHC033)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC033) | | Exchange correspondence and create simple written material to plan future activities and events and contribute ideas  [(VCZHC034)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC034) | | Obtain and process specific information from multiple spoken sources, selecting and sequencing appropriate content for specific audiences  [(VCZHC035)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC035) | | Locate key points in written informative texts, summarising the points to report to known audiences  [(VCZHC036)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC036) | | Engage with characters and points of view in short imaginative texts, express personal opinions and create simple spoken imaginative texts  [(VCZHC037)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC037) | | Create written imaginative texts, describing characters and sequencing events, using scaffolded models of texts, learnt characters or word lists for support  [(VCZHC038)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC038) | | Interpret and translate simple texts used for everyday purposes, identifying actions, words and phrases that do not readily translate into English  [(VCZHC039)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC039) | | Create own bilingual texts such as signs, displays and posters  [(VCZHC040)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC040) | | Describe aspects of own identity and reflect on differences between Chinese and English language and culture, identifying how this knowledge can help their intercultural exchanges  [(VCZHC041)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC041) | |
| **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** | Discriminate between similar or related syllables and words by listening with attention to intonation, stress and phrasing  [(VCZHU042)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU042) | | Identify how character structure, position, and component sequences relate the form of a character to its particular sound and meaning  [(VCZHU043)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU043) | | Form sentences to express details such as the time, place and manner of an action and to sequence ideas  [(VCZHU044)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU044) | | Notice how the features of text organisation vary according to audience and purpose  [(VCZHU045)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU045) | | Understand that Chinese is characterised by diversity in spoken and written forms  [(VCZHU046)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU046) | | Examine how language is used to clarify roles and relationships between participants in interactions  [(VCZHU047)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU047) | | Explore the ways in which everyday language use reflects culture-specific ideas, such as the influence of age, gender and social position on language choices  [(VCZHU048)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU048) | |
| **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 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？ * They use appropriate pronunciation, tone, gesture and movement and some formulaic expressions. * 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？ * 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. * 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.. * Learners use familiar words in Pinyin, or presented in characters in texts. * 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. * Students explain why Chinese is a globally important language. * They understand that Pinyin provides access to the sounds of the spoken language. * 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. * They are aware that each character is a meaningful unit (morpheme) that is used to make up words. * They recognise familiar word order in Chinese sentences. * They notice similarities and differences between the patterns of the Chinese language and those of English and other familiar languages. * They recognise that languages change with time and due to influences such as globalisation and technology. * Students recognise that diversity of context and participants influence how meaning is communicated, and apply this knowledge to their own communication. * They notice how cultural differences may affect understanding between people. | By the end of Level 6   * Students use spoken and written Chinese to initiate and maintain interactions. (1) * 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. (2) * 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？ (3) * 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？ (4) * They engage with a range of imaginative texts. They use intonation and stress to engage audiences and participants. (5) * They translate everyday expressions (for example, 好久不见 or 不谢) and use context to assist with interpretation. (6) * 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. (7) * They use prepositions and possessive clauses, including 的. (8) * 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. (9) * They use simple connectives such as 和 and conjunctions to connect ideas. (10) * 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. (11) * They use Pinyin to transcribe spoken language. (12) * They identify how the relationships of participants and context affect interactions. (13) * They identify the features of familiar text types in Chinese and use these features to assist in interpreting meaning. (14) * They recognise that variations exist within the Chinese spoken and written language, and identify examples of this, particularly within their own community. (15) * They recognise and describe features of Chinese culture reflected in communication practices, and apply this knowledge to their own interactions with Chinese people. (16) | By the end of Level 8   * Students use spoken and written Chinese to sustain interactions in a range of social and personal contexts. * They exchange ideas and opinions, for example, 你要去看电影吗？；我们可以六月份一起去. * They summarise the main points of information about known content from a range of spoken and print sources (for example, 电视节目，podcast, 电话留言，广告， 老师推荐的网站，书籍，图书馆目录，游记), and convey the relevant information in a range of texts. * Students respond to and create simple imaginative and informative texts. Sentences generally contain two or more ideas connected by cohesive devices (for example, 不但…而且…； 因为… 所以…), as well as time expressions (for example,先…再…), and tense markers such as 了、完 to sequence events and ideas. * Students make comparisons (for example, 比; 跟…一样), and provide explanations or reasons for opinions or decisions, using phrases that order and link their ideas. * They use reported speech to refer to the ideas of others, for example, 他们认为. * They speak with attention to pronunciation, tone and phrasing, using intonation and pitch to add emotion or emphasis to their message. * They demonstrate intercultural understanding by varying their language use for different audiences and purposes. * Students describe the distinctive spoken and written language systems of Chinese using metalanguage. * They know that character components can contribute to both sound and meaning of words and they understand how they can be combined to make different words, for example, 中国， 城， 中国城. ( * They identify features of text types such as letters, emails, descriptions and narratives. * Students identify how information is structured in Chinese texts, and understand the importance of cultural and contextual cues to correct interpretation of meaning. * They explain how features of Chinese culture impact on communication practices, and reflect on their own interactions with Chinese-speaking people. |

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| **Assessments** | | |  |  | | |
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