**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)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Strand** | **Communicating** | | | | | | | | | | | | | | | | | |
|  | **Sub-strand** | **Socialising** | | | | **Informing** | | | | **Creating** | | | | **Translating** | | | | **Reflecting** | |
|  | **Content Description** | Interact with peers and familiar adults, exchanging opinions and feelings and establishing friendships  [(VCZHC193)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC193) | | Participate in planning individual and group action to contribute to school and local community, making choices from available options  [(VCZHC194)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC194) | | Locate and organise key points of information from a range of familiar sources  [(VCZHC195)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC195) | | Represent factual information related to other learning areas and on topics of interest in a range of texts and formats for different audiences  [(VCZHC196)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC196) | | Interact with and express opinions on a range of imaginative texts  [(VCZHC197)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC197) | | Adapt events and characters from popular Chinese narratives for particular audiences and to create specific effects  [(VCZHC198)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC198) | | Translate short texts and identify words and phrases in Chinese that do not readily translate into English  [(VCZHC199)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC199) | | Create simple bilingual texts for different audiences, considering the influence of different roles, relationships, settings and situations  [(VCZHC200)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC200) | | Reflect on personal responses and reactions during interactions in Chinese such as talking with a Chinese adult or interacting online with Chinese peers  [(VCZHC201)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC201) | |
| **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 # |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Strand** | **Understanding** | | | | | | | | | | | | | |
|  | **Sub-strand** | **Systems of language** | | | | | | | | **Language variation and change** | | | | **Role of language and culture** | |
|  | **Content Description** | Explain the phonological and tonal features of Chinese, including variations in tone, stress and phrasing in diverse settings  [(VCZHU202)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU202) | | Identify features of individual characters and the form and function of components in individual characters and in related characters (for example, 心,想,情,闷), and learn to relate components (部件) and sides (偏旁) to the meaning and sound of characters  [(VCZHU203)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU203) | | Explore features of the Chinese grammatical system  [(VCZHU204)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU204) | | Identify how information and ideas are organised in a range of genres, and compare the textual features of narratives in Chinese and English to determine features which are distinctive to Chinese  [(VCZHU205)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU205) | | Differentiate features and apply rules for expressing meanings in spoken and written modes in different contexts  [(VCZHU206)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU206) | | Explore the role of language in passing on cultural values and beliefs to younger generations and identify changes in language use over time  [(VCZHU207)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU207) | | Discuss ways in which language choices indicate aspects of social position (such as class, gender and ethnicity) and inhibit or encourage others’ involvement or sense of belonging  [(VCZHU208)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU208) | |
| **Unit** | **Semester/Year** | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

*See next page for Achievement Standards and Assessments section*

|  |  |
| --- | --- |
| **Levels 7 and 8 Achievement Standard** - Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Levels 9 and 10 Achievement Standard** |
| By the end of Year 8   * Students use spoken and written Chinese to sustain interactions in their personal and social worlds (for example, 你叫什么名字？你多大了？你住在哪个城市？,不对，我是说… and 老师，我可以用电脑吗？), making appropriate language choices for different roles, relationships and situations, for example, 你的那个，那个 assignment 做完了吗？ (1) * They access and analyse information （for example, 排版结构，表格，图标）from a range of sources which include familiar characters and use this information for a range of purposes. (2) * Students interpret, translate and create a range of spoken, written and multimodal Chinese texts for imaginative, informative and persuasive purposes and for different audiences. (3) * Sentences generally contain two or more ideas connected by cohesive devices (for example, 如果…就…), and use a range of time phrases （for example, 然后；就）to sequence events and ideas. (4) * Students make comparisons (比;跟…一), and provide reasons to explain their opinions or actions, using conjunctions (因为、所以、因此). (5) * Students explain the diversity in speaking and writing systems across languages, including regional variations within Chinese, and how these differences impact on their own understanding and communicative practices. (6) * They identify familiar characters in their simplified and traditional forms, and explain the differences between standard Chinese and dialects that may be spoken in their family. (7) * Their written literacy is still developing and they produce longer and more complex texts through the use of digital resources than in handwriting. (8) * They describe how the distinctive features of Chinese grammar and texts can be used to achieve particular effects and purposes. (9) * They explain how ideas are mediated across languages and cultures in their local communities. (10) * They express their own understandings of the Chinese cultural values that influence their own communicative practices. (11) | By the end of Year 10   * Students use spoken and written Chinese to initiate and sustain extended interactions with others in their social world and in the Chinese-speaking community, for example, 我的学校生活，澳大利亚的运动，我最喜欢的春节活动. * They ask questions (for example, 你真的认为…吗？请想一想…) and adapt language use for a range of contexts and roles. * They identify and evaluate key points of information from different spoken, written and multimodal authentic sources and use this information to develop a position and to inform and convince others. * They move between Chinese and English to create simple bilingual texts. * Students interpret, interact with and create a range of texts for imaginative, informative and persuasive purposes and for different audiences. * Sentences include a range of structures, including formal expressions to connect ideas, for example, 除此之外, 尽管这样, 因此，无论…都… * They also use relative and attributive clauses, conditionality and indefinite pronouns. * Students compare information and ideas, and explain or justify opinions, for example, 有人说… 还有人认为… 所以…而且… 因此… * They apply knowledge of metaphor and成语 in their own writing. * Students map characters against familiar sounds and apply their knowledge of character form and function to predict the meaning and sound of unfamiliar characters. * They independently use digital resources to communicate with others, and utilise online and print dictionaries to assist in reading Chinese texts. * They explain how the purpose and use of stylistic devices, textual features and language features change across contexts, genres and traditions. * Students explain the cultural assumptions that influence participants’ responses and identify ways in which understanding could be enhanced in communication. * They reflect on the roles both Chinese and Australian cultures play in their own communicative practices and use these reflections to improve their Chinese language use. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Assessments** | | |  |  | | |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |