**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** | Initiate interactions, make requests and establish relationships with teachers and peers  [(VCZHC113)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC113) | | Collaborate with others in group activities and contribute to learning activities  [(VCZHC114)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC114) | | Locate information about people and objects from a range of sources, and sequence events  [(VCZHC115)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC115) | | Convey simple information to peers using illustrations and gestures to support meaning, and respond to questions from others  [(VCZHC116)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC116) | | Participate in and respond to performances and shared reading of children’s stories, songs and rhymes with a focus on rhythm, gesture and stress  [(VCZHC117)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC117) | | Create own representations of imagined people or events using illustrations and actions  [(VCZHC118)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC118) | | Explain the English meanings of Chinese words and simple phrases heard or seen in everyday social contexts  [(VCZHC119)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC119) | | Create simple bilingual vocabulary lists identifying and comparing vowel and consonant sounds in Chinese and English  [(VCZHC120)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC120) | | Reflect on aspects of their Chinese identity and personal relationships with others  [(VCZHC121)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC121) | |
| **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 four tones and their function in Chinese, and compare consonant and vowel sounds in Chinese and English  [(VCZHU122)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU122) | | Recognise that characters are the written representation of spoken Chinese and the morphological nature of Chinese words  [(VCZHU123)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU123) | | Recognise parts of speech and understand basic rules of word order in simple sentences  [(VCZHU124)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU124) | | Recognise features of various familiar text types in Chinese  [(VCZHU125)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU125) | | Recognise diversity in expressions and gestures used in everyday social interaction across cultures  [(VCZHU126)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU126) | | Recognise Chinese as a major community language in Australia and around the world, and understand that language use varies according to cultural background  [(VCZHU127)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU127) | | Recognise differences and similarities in communication across cultures, such as greetings, names and gestures  [(VCZHU128)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU128) | |
| **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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| **Foundation to Level 2 Achievement Standard** - Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Levels 3 and 4 Achievement Standard** |
| By the end of Level 2   * Students use spoken Chinese to initiate interactions in a range of familiar contexts. * They participate in simple exchanges to obtain and convey information and experiences relating to their personal world. * They use learnt vocabulary, sounds, characters and culturally specific actions and gestures to convey meaning. * They exchange greetings, introduce themselves and each other, and express thanks and apologies, for example, 我的中文名字叫小强, 你叫什么? * They interact with and create simple predictable imaginative and informative texts such as我的狗很大，它的尾巴很长, using familiar characters and sounds. * They use images, actions and gesture to show that they understand the meaning of words when speaking, listening, reading, viewing and writing. * Students recognise the four tones and their function in Chinese. * They are aware that there is a metalanguage to describe the distinct writing and speech systems in Chinese. * They compare English and Chinese consonant and vowel sounds. They copy and trace characters and can identify key components in familiar characters. * They recognise how their Chinese identity influences some of their language choices when interacting with familiar adults and peers. | 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. |

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