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