**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** | Participate in class routines, structured conversations and activities using teacher-modelled tones and rhythms [(VCZHC001)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC001) | Interact with simple written texts in familiar contexts to contribute to class discussions [(VCZHC002)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC002) | Locate information about family and familiar events from spoken and visual sources and convey this information in simple visual and oral texts[(VCZHC003)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC003) | Locate and present information about familiar objects, people and personal interests using visual and contextual cues[(VCZHC004)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC004) | Respond to and create simple Chinese stories, songs and rhymes, reproducing rhythm and sound patterns to express feelings [(VCZHC005)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC005) | Create short imaginative written texts using images and copied characters[(VCZHC006)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC006) | Identify equivalent or similar Chinese words or phrases for familiar objects or terms in English[(VCZHC007)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC007) | Identify common Chinese characters and words in Pinyin using contextual cues [(VCZHC008)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC008) | Notice aspects of Chinese language and culture that are ‘new’ or ‘interesting’, and observe how relationships influence language use and own identity[(VCZHC009)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC009) |
| **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** | Reproduce the four tones and recognise how they can change the meaning of words [(VCZHU010)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU010) | Recognise Chinese characters as a form of writing and Pinyin as the spelled-out sounds of spoken Chinese[(VCZHU011)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU011) | Understand that Chinese sentences have a particular word order[(VCZHU012)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU012) | Engage with familiar text types to predict meaning[(VCZHU013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU013) | Recognise that Chinese is a major community language in Australia [(VCZHU014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU014) | Identify the features of formal language used in familiar contexts, such as at school [(VCZHU015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU015) | Describe how people use different languages to communicate and participate in cultural experiences[(VCZHU016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU016) |
| **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 and written Chinese to communicate with teachers and peers. (1)
* They participate in structured and routine interactions, such as using 谢谢， 再见， 请, using learnt sounds, formulaic phrases, and verbal and non-verbal responses. (2)
* They respond to and receive information, for example, 你好， 你好吗？ (3)
* They follow simple instructions, including 排队， 请坐， 不要说话.. (4)
* They use the four tones of Chinese but not always with accuracy. (5)
* Students respond to short predictable imaginative and informative texts, expressing simple likes and dislikes (喜欢， 不喜欢). (6)
* They can match characters to the meanings and sounds of familiar words, including numbers (八…), colours (红…) and family members (爸爸， 妈妈). (7)
* Students use strategies such as imitation and basic contextual cues for comprehension. (8)
* They create simple informative and imaginative texts by selecting and practising learnt characters and familiar words and phrases to describe, list, label and caption. (10)
* Students recognise that Chinese is a major language in Australia. (11)
* They identify its distinctive systems of writing and speaking. (12)
* They recognise the tonal nature of Chinese and know that characters are formed by strokes. (13)
* Students differentiate between the Pinyin and characters associated with familiar objects in their immediate environment. (14)
* They recognise the use of tone marks in Pinyin. (15)
* They are aware of the word order of simple sentences. (16)
* They recognise the conventions for using Chinese to communicate with family, friends and teachers. (17)
* They recognise the similarities and differences between Chinese and Australian contexts, language and culture. (18)
* They can identify themselves as learners of languages. (19)
 | 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.
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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