**Chinese Stage 4 program**

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| **Unit Title: Let’s celebrate** | **Duration: 3 week-4 weeks (Term 2)** |

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| **Unit overview** | |
| Students design and create a research paper with presentation on Spring Festival around the world (In English).  ***Students with prior learning and/or experience***  In addition to the research paper and presentation, students are to present and explain the significance of five Chinese New Year greetings  ***Students with a background in Chinese***  In 300-500 Chinese characters, students are to write about their experience/memoir of Spring Festival celebrations. | |
| **Outcomes** | **Resources** |
| A student:   * Applies a range of linguistic structures to compose texts in Chinese, using a range of formats for different audiences LCH4-4C * Demonstrates understanding of key aspects of Chinese writing conventions LCH4-6U * Applies features of Chinese grammatical structures and sentence patterns to convey information and ideas LCH4-7U * Identifies variations in linguistics and structural features of texts LCH4-8U | * CNY ppt * Review questions * Youtube link on the story of ‘Nian’ |

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| **Content** | **Teaching, learning and assessment** |
| Students:   * Interact with peers and known adults on topics of interest (ACLCHC081) * Recognise their own and others ways of expressing identity, reflecting on the relationship between language, culture and identity (ACLCHC089) * Engage in collaborative activities that involve planning and making arrangements (ACLCHC082) * Explore connections between language and culture in particular words, expressions and communicative behaviours (ACLCHU096) * Recognise their own and others ways of expressing identity, reflecting on the relationship between language, culture and identity (ACLCHC089) * Compose informative and imaginative texts in spoken, written and multimodal forms for a variety of purposes and audiences, using stimulus materials and modeled language (ACLCHC086) * Respond in English or Chinese to information and ideas in a variety of spoken, written and digital forms for specific contexts (ACLCHC085, ACLCHC086) | * Students brainstorm how their family celebrate the New Year in groups/pair then share with the class. * Teacher explain that different culture celebrates New Year differently. * Students learn a simple Spring Festival greeting, e.g. 新年好，新年快乐 * Briefly describe to the class the customs of Spring Festival. * Teacher check understanding with review questions. * Students are to write the main practices in their books. * Cleaning supplies * Spring couplets * Plum, peach, or quince blooms in vases * A bowl of mandarin oranges * Specific foods, e.g. Fish, bamboo shoots * Kids receive new clothes * Sharp items are banned * Fireworks * Red envelopes with money * Lion and dragon dances * Teacher define the concept of a legend. Ask the students are to discuss legends and mythical stories of their cultures (e.g. Dreamtime stories, Hindu and Greek gods) * Students watch a video of the legend of ‘Nian’ * Students retell the story using narrative scaffold (e.g. Orientation, Complication, Sequence of events, resolution, and Coda) * Teacher model Point, Explanation, Example and Link (PEEL) paragraph structure * Students are to write two PEEL paragraphs on ‘How is Spring Festival a significant celebration in the Chinese communities?’ * Use stimulus material and moelled language to write the PEEL paragraph * Students are to share their writing to the class * Students learn to sing 《新年好》 |
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| Students:   * Interact with peers and known adults on a range of topics and experiences (ACLCHC049, ACLCHC050, ACLCHC194, ACLCHC161) * Engage in collaborative activities that involve planning, making decisions and negotiating (ACLCHC049, ACLCHC195, ACLCHC162) * Recognise and use knowledge of Hanzi to infer meaning from common Hanzi components or position of components (ACLCHU059, ACLCHU204, ACLCHU171) * Understand and use elements of Chinese grammar and sentence structure to express ideas (ACLCHU060, ACLCHU205, ACLCHU172) * Explain ways in which choices in language use reflect cultural ideas, and explore different communicative behaviours across cultures (ACLCHU064, ACLCHC209, ACLCHU176) * Apply Chinese pronunciation and intonation patterns, examining differences in sounds and tones, and patterns of sound flow in speech (ACLCHU058, ACLCHU203, ACDLCHU170 * Recognise and use knowledge of Hanzi to infer meaning from common Hanzi components or position of components (ACLCHU059, ACLCHU204, ACLCHU171) * Compose informative and imaginative texts in a variety of formats for different purposes and audiences ( ACLCHC054, ACLCHC199, ACLCHC166) | ***Students with prior learning and/or experience***   * Students brainstorm their prior knowledge and personal experience of Spring Festival celebration * Students learn 成语 of Chinese New Year greetings, For example, * 万事如意 * 恭喜发财 * 年年有余 * 合家幸福 * 心想事成   Students are to discuss the meaning of each and the cultural significance of each.   * Students are to write the Chinese New Year greetings on red scrolls using calligraphy brush * *Students learn to sing 《恭喜发财》and 《恭喜 恭喜》* * Students are to research and share with the class of the difference between the Lunar Calendar and the Gregorian Calendar and makes links to the Lunar New Year   *In pairs/groups, students are to research 15 days of Chinese New Year Practice. What do people do for each day heading to CNY and after.* |

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| Students:   * interact with peers and known adults to exchange information, opinions and preferences relating to social issues and cultural experiences (ACLCHC226) * access and evaluate information in a range of spoken, written and digital texts (ACLCHC228, ACLCHC229) * respond in Chinese to information, ideas and perspectives on a range of topics, events or experiences, using a variety of presentation modes for particular audiences (ACLCHC229, ACLCHC230) * compose informative and imaginative texts in a variety of formats for different purposes and audiences (ACLCHC232) * apply knowledge of Chinese grammar to organise and elaborate on ideas and opinions (ACLCHU239) * understand how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences (ACLCHU240, ACLCHU243) | ***Students with a background in Chinese***  Students create mind-maps of cultural activities for CNY that are popular in their hometown.  Students watch YouTube video: 渥太华欢乐春节快闪！Ottawa Super Flash Mob for Celebrating Lunar New Year！<https://www.youtube.com/watch?v=wEbIWjPw-WI> Students from different parts of China (eg. South VS North) may compare and contrast their mind-maps to discover the similarities and differences in celebrating CNY in different regions of China and overseas. (\*if there is only one background speaker, teacher provides a table of CNY celebration activities in South and North China so the student can use the table to compare)  On Google doc, students discuss the cultural/traditional values of CNY shown in the songs 《恭喜发财》，《恭喜 恭喜》and how these values influence their thinking and beliefs (i.e family must get together for CNY) (\*if there is only one background speaker, teacher provides the printout of the lyrics. The student studies the lyrics and highlight the lyrics that reflect cultural/traditional values )  After discussion, students reflect on the importance of celebrating CNY by writing one or two paragraphs to express their ideas/opinions.  Students review their mind-maps of cultural activities for CNY and their writing (the importance of celebrating CNY ).students are to write about their experience/memoir of CNY celebrations (300-500 words).  Peer marking: students exchange their essays with one another and are encouraged to provide feedback for their friends |
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| **Sample assessment activities** |
| Outcomes assessed: LCH4-4C. LCH4-6U, LCH4-7U, LCH4-8U  Students are to write two PEEL paragraphs on ‘How is Spring Festival a significant celebration in the Chinese communities?’   * Accuracy of language use and sentence construction * Appropriate expression and sequencing of ideas * Application of key aspects Chinese writing conventions * Writing appropriately for context and audience   ***Students with prior learning and/or experience***  Outcomes assessed: LCH4-4C. LCH4-6U, LCH4-7U, LCH4-8U  Students are to research and share with the class of the difference between the Lunar Calendar and the Gregorian Calendar and makes links to the Lunar New Year.  OR  In pairs/groups, students are to research 15 days of Chinese New Year Practice. What do people do for each day heading to CNY and after.   * Accuracy of language use and sentence construction * Appropriate expression and sequencing of ideas * Application of key aspects of Chinese writing conventions * Writing appropriately for context, purpose and audience   ***Students with a background in Chinese***  In 300-500 Chinese characters, students are to write about their experience/memoir of Spring Festival celebrations.  Outcomes assessed: LCH4-4C. LCH4-6U, LCH4-7U, LCH4-8U   * applies a range of linguistic structures to compose texts in Chinese, using a range of formats for different audiences LCH4-4C * Compose informative and imaginative texts in a variety of formats for different purposes and audience * >applies features of Chinese grammatical structures and sentence patterns to convey information and ideas LCH4-7U * apply knowledge of Chinese grammar to organise and elaborate on ideas and opinions |