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| **Chinese Stage 4 Program** | |
| **Unit title: Famous People** | **Duration: 3 Weeks** |
| **Unit overview:** | |
| 1. Students design and create a digital program of introducing some celebrities/famous people of Australia and China.   The celebrities can be in any areas who have contributed to their country or the world. | |
| 1. **Students with prior learning and/or experience.**   Students create a digital program of introducing some Australian and Chinese celebrities/famous people in the same area. Students compare the celebrities’ background, contribution and affection to their country. | |
| 1. **Students with a background in Chinese.**   Students complete a research, writing an article to introduce one to two celebrities/famous people in the same area from Australia and China. Students are to compare the similarity and difference of the celebrities. Students post the article on their class website/account to show to their classmates and do a presentation in the class. | |

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| **Outcomes:**  A student:   1. Organises and responds to information and ideas in texts for different audiences. ( LCH4-3C ) 2. Applies a range of linguistic structures to compose texts in Chinese, using a range of formats for different audiences. ( LCH4-4C ) 3. Demonstrates understanding of key aspects of Chinese writing conventions. ( LCH 4-6U) 4. Applies features of Chinese grammatical structures and sentence, patterns to convey information and ideas. ( LCH4-7U) | **Resources:**   1. YouTube videos 2. Online posters 3. Websites on how to write editorials 4. Sample editorials and articles on line or reference from libraries |

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| **Content** | **Teaching, learning and assessment** |
| Students:  ⬩ respond in English or Chinese to information and ideas in a variety of spoken, written and digital forms for specific contexts. ( ACKCHC 085, ACLCHC 086)  ⬩ compose informative and imaginative texts in spoken written and multimodal forms for a variety of purposes and audiences, using stimulus materials and modelled language.  ( ACLCHC 086)  ⬩ use familiar Hanzi, identifying how character structure, position and component sequences relate the form of a character to its particular sound and meaning.  ( ACLCHU 091 )  ⬩ understand elements of Chinese grammar, such as word order and sentence construction. ( ACLCHU 092 )  ⬩ identifying textual conventions of familiar spoken, written and multimodal texts.  ( ACLCHU 093) | Students brainstorm by the teacher’s support, demonstrating some famous people in Australia and in China.  Students view YouTube, searching information on line with teacher’s support to study the target celebrity they choose.  Students search relevant pictures, photos and caption the pictures and photos.  Teacher introduces sample of Chinese and Australian celebrities, explaining the features, personalities of the celebrities as well as introduce the Hanzi-Chinese characters of the celebrities’ name, some simple description of the personalities.  Teacher introduces some important sentence construction to help students express the information which they want to introduce the celebrity. eg. zhè shì (name). tā hĕn yǒu míng, yin wèi…  (This is (name). He/She is famous, because…)  Students work in groups to discuss the celebrities they are going to study and discuss the information of their target celebrities.  Students study and review the texts they have searched and discuss the main ideas of the information they have read, eg. The celebrities’ name, background, contribution, etc, and outline the information and create their digital program. |

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| **Students with prior learning and/or experience** | |
| **Content** | **Teaching, learning and assessment** |
| Students:  ⬩ respond in English or Chinese to information and ideas on a range of topics, events or experiences, using different modes of presentation for particular audiences.  ( ACLCHC 051, ACLCHC 197, ACLCHC 164 )  ⬩ compose informative and imaginative texts in a variety of formats for different purposes and audiences.  ( ACLCHC 054, ACLCHC 199, ACLCHC 166)  ⬩ understand and use elements of Chinese grammar and sentence structure  ( ACLCHU 060, ACLCHU205, ACLCHU 172 )  ⬩ understand how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences.  ( ACLCHU 061, ACLCHU 206, ACLCHU 173 ) | Students view videos of the Chinese and Australian celebrity who they choose and take note of the main ideas of the video, and organise the content for their digital program.  Teacher guides students to take note of the key words of the information written in Chinese characters.  Students research the information of their target celebrities, organising a concise introduction of the celebrity, comparing the similarity and difference between the Australian celebrity and Chinese celebrity, includes: the personality, background, contribution, etc.  Teacher guides students to write a concise written text to introduce the celebrities by using the correct Chinese grammar and sentence structure.  e.g. Ta men de bù tóng chù shì…(The difference between them are…)  dì yi (First), dì èr (second)…  Students study the written texts which they have researched, understanding the ideas of the content in Chinese and English.  Students are to:  Read texts of introducing the target celebrity in Chinese and to outline the main ideas of Australian celebrity, taking note for the content and writing the key words in Chinese. |

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| **Students with a background in Chinese** | |
| **Content** | **Teaching, learning and assessment** |
| ⬩ access and evaluate information in a range of spoken, written and digital texts  ( ACLCHC 228, ACLCHC 229)  ⬩ 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.  ( ACLCHC 229, ACLCHC 230 )  ⬩ compose informative and imaginative texts in a variety of formats for different purposes and audiences.  ( ACLCHC 232 )  ⬩ apply knowledge of Chinese grammar to organise and elaborate on ideas and opinions  ( ACLCHU 239 ) | Students brainstorm, to decide the target celebrities of Australia and China, who they want to study.  Students view films, documentary, etc, which introduces their target celebrities.  Students research and study the information of their target celebrity and take note.  Students review the texts which they have researched and rewrite it to introduce the celebrities and evaluate the information they have studied.  Students demonstrate their opinions of researching their target celebrities by expressing clear, fluent Chinese writing skills, using higher level Chinese grammar and sentence structure. e.g. some appropriate Chinese idioms, quotations and synonyms. |

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| **Assessment activities:** |
| **Outcomes assessed:** LCH 4-3C, LCH 4-4C, LCH 4-6U, LCH 4-7U  Students work with a group, discuss and brainstorm the target celebrities who they want to design and create the digital program by using stimulus materials and modelled language.  The program focuses on:   1. Appropriate information and sequencing ideas. 2. Using accurate vocabulary, word order and sentence structure. 3. Application of key aspects of Chinese writing conventions. 4. Writing appropriately for context and audience. |
| **Students with prior learning and/or experience**  Outcomes assessed: LCH 4-3C, LCH 4-4C, LCH 4-6U, LCH 4-7U  Students create a digital program to introduce Australian celebrity and Chinese celebrity each from the same area.  The program focuses on:   1. Using accurate vocabulary and sentence structure. 2. Applying appropriate expression and sequencing of ideas. 3. Application of key aspects of Chinese writing conventions. 4. Writing appropriate for context, purpose and audience. |
| **Students with a background in Chinese**  Outcomes assessed: LCH 4-3C, LCH 4-4C, LCH 4-6U, LCH 4-7U  Students complete a research, introducing Australian celebrity and Chinese celebrity one each from the same area, comparing the difference and similarity of them.  The program focuses on:   1. Using the accurate vocabulary and sentence construction. 2. Appropriate sequencing of, elaboration on and justification of ideas. 3. The application of Chinese writing conventions, including higher level Hanzi 4. Writing appropriately for context, purpose and audience. |