**Stage 4 Chinese Program**

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| **Unit Title: Famous people** | | | | | **Duration: 3 weeks (Term 2 Weeks 7-10)** | | |
| **Unit Descriptions:** | | | | | | | |
| **Strand:** Communicating  **Objectives:** | | | | | **Strand:** Understanding  **Objectives:** | | |
| **Interacting –**exchanges information, ideas and opinions, and socialising, planning and negotiating  **Accessing and responding-** obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts  **Composing –** creating spoken, written, bilingual, digital and/or multimodal texts | | | | | **System of language-** understanding the language system including sound, writing, grammar and text structure; and how language over time and place  **The role of language and culture-** understanding and reflecting on the role of language and culture exchange of meaning, and considering how interaction shapes communication and identity | | |
| **Outcomes** | | | | | **Content** | | |
| A student:   * Identifies main ideas in, and obtains information from texts. **LCH4-2C** * Organises and responds to information and ideas in texts for different audiences. **LCH4-3C** * Demonstrates understanding of key aspects of Chinese writing conventions. **LCH4-6U** * Applies features of Chinese grammatical structures and sentence pattern to convey information and ideas **LCH4-7U** * Identifies variations in linguistic and structural features of texts **LCH4-8U** * Identifies that language use reflects cultural ideas, values and beliefs. **LCH4-9U** | | | | | A student:   * Respond in English or Chinese to information and ideas in a variety of spoken, written and digital forms for specific contexts, for example: researching a famous person or historical event and presenting information in a profile or timeline. (ACLCHC085, ACLCHC086) * Locate information and identify gist in a range of spoken, written and digital text (ACLCHC083, ACLCHC084) * Understand elements of Chinese grammar, such as word order and sentence construction. (ACLCHU092) * Recognise diversity in Chinese language use within different communities and regions.(ACLCHU94) * Identify textual conventions of familiar spoken written and multimodal texts. (ACLCHU093) | | |
| **Evaluation ( Including Resources)** | | | | | | | |
| **Teacher:**  **Date:** | | | | | | | |
| **Content** | **Student learn to:** | | | **Explicit Teaching Strategies** | | **Differentiation Approaches** | **Indicative Time/Registration** |
| Identifies main ideas in, and obtains information from texts. **LCH4-2C** | Identify famous Chinese people’s birthday, age and personality | | | 1. Flash cards for numbers, date and age. 2. PPP for adjective describe personality. 3. Worksheets for personality.   4. Kahoot game for practice date and adjectives | | Allow LD/EALD students to work in pairs to achieve this task  For gifted and talent students, they can create their own online Kahoot game for sport. | ETS 1 (2 periods) |
| Identifies variations in linguistic and structural features of texts **LCH4-8U** | Identify like and dislike of Chinese famous people | | | 1. Worksheets to practice like and dislike about famous people. 2. Listening worksheets to practice like and dislike of Chinese famous people | | Modify task for LD/EALD students by demonstrate like and dislike with matching images of the Chinese famous people | ETS 2 (2 periods) |
| Locate information and identify gist in a range of spoken, written and digital text (ACLJC004) | Identify the job or titles of Chinese famous people | | | 1. Vocabulary worksheets for Job and titles 2. Listening worksheets for Job and titles. | | Modify task for LD/EALD students by include word bank and hints on the worksheets | ETS 3 (1 periods) |
| Applies features of Chinese grammatical structures and sentence pattern to convey information and ideas **LCH4-7U** | Understand elements of Chinese grammar, such as word order and sentence construction | | | 1. Grammar worksheets for Chinese famous people 2. Sentences structures worksheets for Chinese famous people | | Allow LD/EALD students to demonstrate their understanding Chinese sentences verbally or written in Pinyin. | ETS 4 (2 periods) |
| Identify textual conventions of familiar spoken written and multimodal texts. (ACLCHU093) | Present multimodal texts of famous Chinese biography | | | 1. Students read or listen simple biography of Chinese famous people 2. Present the information in a digital profile and timeline in class | | Allow LD/EALD students to demonstrate their understanding Chinese famous people verbally. | ETS 5 (3 periods) |
| **Assessment Events:**  **Task Assignment: Students read a simple biography of a famous Chinese singer/actor, then present the information to the class in a digital profile and timeline. ( 20 marks)** | | | | | | | |
| **Students with prior learning and/or experience** | | | | | | | |
| Obtain and process information from a range of spoken, written and digital texts(ACLCHC051, 052, 196, 163) | | | Students:   * Identifying key information from interviews with famous Chinese, news report and other media resources. Eg据报道- 据说   *.* | | | | |
| Apply Chinese pronunciation and intonation patterns, examining differences in sound and tones (ACLCHU170) | | | * Practise new vocabulary, using correct pronunciation | | | | |
| Understand and use elements of Chinese grammar and sentence structure to express ideas  (ACLCHU060, CLCHU205, 172) | | | 1. Exploring sequencing expressions to enhance flow and clarity of ideas, eg 首先….其次….还有… 2. Understanding rhythm in Chinese words, eg double and quadruple syllable words (安安静静，干干净净，漂漂亮亮) 3. Using adverbial phrases of time, eg 后来，接下来 | | | | |
| Explore the impact of technology and the way in which Chinese has changed over time through interactions with other language and cultures (ACLCHU063, 208) | | | 1. Recognising Chinese words and phrases that have emerged in response to new ideas and developments in communications and technology, eg伊妹儿 2. Examining Chinese words and phrases that have emerged as a result of technological development, eg黑客，版主 3. Recognising and understanding the meaning of new words and phrases in Chinese that have developed as a result of globalisation and changing lifestyles, eg 小鲜肉，外貌协会 | | | | |
| **Assessment Events:**  **Task Assignment: Students identify key information from interviews with a famous Chinese singer/actor and collate the information to share in a digital presentation to the class. ( 20 marks)** | | | | | | | |
| **Students with a background in Chinese** | | | | | | | |
| Access and evaluate information from a range of spoken, written and digital texts  (ACLCHC228, 229) | | Research on historical famous Chinese people, then put them on a timeline and present it in English to the class. | | | | | |
| Respond in Chinese to information, ideas and perspectives on famous Chinese people (ACLCHC229, 230) | | Researching famous Chinese singer/actor, summarising and evaluating key information. | | | | | |
| Apply knowledge of Chinese grammar to organise and elaborate on ideas and opinions (ACLCHU239) | | Write an article for the class website, expressing their own view about the life of the singer/actor. | | | | | |
| **Assessment Events:**  **Task Assignment: Students research a famous Chinese singer/actor, summarising and evaluating key information. They then write an article for the Class website, expressing their own view about the life of the singer/actor ( 20 marks)** | | | | | | | |