Chinese – Sample Unit –Stage 5

Unit Title: My generation	Duration: 5 weeks (Term 2)

Unit overview
In this unit, students research online aspects of pop culture in Chinese-speaking countries and Australia. They gather and synthesise information and make comparisons, then write a blog post for their class website. **Students with prior learning and/or experience:** Students listen to and view interviews with young people from Chinese-speaking communities discussing pop culture, and interpret and evaluate information, ideas and opinions. They write a blog post for their class website in which they discuss how pop culture reflects social issues, eg relationships. **Students with a background in Chinese:** Students read news articles and view documentaries to identify and analyse how pop culture is portrayed in the media. They respond to a newspaper article that negatively depicts teenagers and their interests, by writing a blog post for their class website.

Outcomes	Resources
A student: • identifies and interprets information in a range of texts LCH5-2C • evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences LCH5-3C • demonstrates understanding of how Chinese writing conventions are used to convey meaning LCH5-6U • analyses the function of complex Chinese grammatical structures to extend meaning LCH5-7U • analyses linguistic, structural and cultural features in a range of texts LCH5-8U • explains and reflects on the interrelationship between language, culture and identity LCH5-9U	• YouTube videos (Chinese with English subtitles), eg about popular culture in China, the impact of J-pop/K-pop in China, Taiwan and Hong Kong • Articles and documentaries on pop culture in Chinese-speaking countries (Chinese and English) • Episodes of the TV drama《琅琊榜》 *Nirvana in Fire* • Lyrics and English translation of 《红颜旧》(theme song of《琅琊榜》 *Nirvana in Fire*) • Lyrics of 《红颜旧》with *Pinyin* and traditional characters • TV sitcoms from Chinese-speaking countries and Australia • Popular Chinese and Australian music

Content	Teaching, learning and assessment

Students:
 	
• obtain and synthesise information and ideas from spoken, written, visual or multimodal texts (ACLCHC099, ACLCHC100)
 	
• respond in English or Chinese to information, ideas and opinions, using a variety of text types and formats according to context, purpose and audience (ACLCHC100, ACLCHC101)
 	
• investigate the impact of factors such as media, technology, globalisation and popular culture on Chinese (ACLCHU111)
 	
• obtain and synthesise information and ideas from spoken, written, visual or multimodal texts (ACLCHC099, ACLCHC100)
	• Students explore aspects of pop culture for young people in Chinese-speaking countries by viewing a short sitcom in Chinese:
	  – view the sitcom, eg from mainland China (我爱我家) and identify main ideas to develop a short plot summary in Chinese
	  – view the sitcom again, and record in their class journal their observations on aspects of pop culture, eg food, fashion, music and social activities.
	
	• Students research pop culture for young people in a Chinese-speaking country by viewing online video clips and online images, and reading online articles (modified by teacher). Students:
	  – as a class, identify and gather images and specific information for a digital collage with annotations in Chinese, on aspects of pop culture in a Chinese-speaking country, eg food, fashion, movies, TV soap operas and dramas, music, video games, dance styles, social activities such as at fast food outlets and cyber cafes
	  – working in groups, synthesise the information gathered and compose a short article in Chinese to report on their findings
	  – as a class, use dictionaries and other support materials to develop a class bank of specific terms and expressions in Chinese relating to pop culture
	  – discuss in English the impact of Western values, as portrayed in media such as popular sitcoms, on language use in Chinese-speaking communities.
	
	• Students view an episode of the TV drama《琅琊榜》(*Nirvana in Fire*) on YouTube with *Pinyin* and traditional characters. Students:
	  – in groups, respond to questions in Chinese to develop a plot summary and sequence of events
	  – as a class, discuss the reasons for the commercial and critical success of the TV drama, both in Chinese-speaking countries and globally
	  – evaluate the appeal of 琅琊榜 to young people and make comparisons with a popular Western TV drama series.

• use prior knowledge of character form and function to infer information about the sound and meaning of unfamiliar characters (ACLCHU170)	• Students listen to the theme song《红颜旧》of the TV drama 琅琊榜 then read the lyrics. In groups and with teacher support, students:
	  – identify some important key words in the song 《红颜旧》，eg 别，尽，却，已，唯 and their functions in different text types, eg 不要（别），完全（尽），但是（却），已经（已），只有（唯）
	  – compare the simplified and traditional characters in the lyrics and identify the differences between them, eg 红／紅，颜／顏，旧／舊.
	  – compose a wall chart for the classroom, comprising the simplified characters, traditional characters and English.

• understand and use Chinese language and grammatical forms, and explore how to use/combine these elements to express complex ideas (ACLCHU108)	• Students brainstorm pop culture for young people in Australia. As a class, students:
	  – identify and gather images and specific information for a digital collage with annotations in Chinese and English, on aspects of pop culture for young people in Australia.
	• Students explore how to use/combine grammatical forms to express complex ideas. Students:
	  – compare ways in which tense is expressed, eg 完 to indicate the achievement of a desired result, 了 to indicate action in progress
	  – use terms related to frequency, eg 常常、每天、有时候、不常
	  – explore ways to express alternative views, eg 有的人喜欢 … ， 有的人喜欢 …

• obtain and synthesise information and ideas from spoken, written, visual or multimodal texts (ACLCHC099, ACLCHC100) • analyse and explain how and why language use varies according to social and cultural contexts, relationships and purposes (ACLCHU110, ACLCHU077, ACLCHU190, ACLCHU259) • reflect on intercultural experiences as a learner of Chinese, recognising how cultural identity influences ways of communicating, thinking and behaving (ACLCHC105)	• Students record in a digital table in Chinese aspects of pop culture in a Chinese-speaking country and in Australia. They discuss similarities and differences in cultural aspects, trends, and terms and expressions.

• respond in English or Chinese to information, ideas and opinions, using a variety of text types and formats according to context, purpose and audience (ACLCHC100, ACLCHC101) • understand and use Chinese language and grammatical forms, and explore how to use/combine these elements to express complex ideas (ACLCHU108) • use prior knowledge of character form and function to infer information about the sound and meaning of unfamiliar characters (ACLCHU170)	• Students discuss what to include in a blog post, ie an introduction, followed by sequencing of information and ideas and a conclusion • **Students write a blog post in Chinese for their class website, comparing pop culture for young people in a Chinese-speaking country and in Australia.**

Students:
 	
• obtain, interpret and evaluate information, ideas and opinions from a range of texts (ACLCHC067, ACLCHC069, ACLCHC212, ACLCHC179)
 	
• respond in English or Chinese to information, ideas and opinions, using different formats for specific contexts, purposes and audiences (ACLCHC068, ACLCHC213, ACLCHC181)
	Students with prior learning and/or experience
	
	• Students research pop culture for young people in a Chinese-speaking country by listening to and viewing interviews with young people from Chinese-speaking communities, viewing popular sitcoms mainland China, Taiwan or other regions and reading online articles. Students:
	  − working in groups, synthesise, interpret and evaluate information, ideas and opinions on aspects of pop culture in a Chinese-speaking country, eg food, fashion, movies, TV soap operas and dramas, music, video games, dance styles, social activities such as at fast food outlets and cyber cafes
	  − record their findings in a shared class blog, including descriptions of and opinions on aspects of pop culture
	  − discuss how pop culture reflects social issues, eg family relationships, friendships, pressure to follow fashions and trends.

• initiate and sustain interactions with peers and adults to share information, feelings, opinions, ideas and points of view (ACLCHC065, ACLCHC210, ACLCHC177)
 	
• reflect on how their own cultural identity both influences and is shaped by ways of communicating, thinking and behaving (ACLCHC073, ACLCHC218, ACLCHC186)
	• Students relate their findings to their own lives, by discussing aspects of pop culture in their personal world. Students:
	  − explore concepts related to pop culture in their own world, by brainstorming interests and influences
	  − discuss influences on their own Chinese language use and behaviour, eg from media, family, friends or Chinese school, and how their language use and behaviour compare to those of their parents, friends or other Chinese speakers
	  − discuss how pop culture reflects social issues in their personal world, eg family relationships, friendships, pressure to follow fashions and trends
	  − reflect on their findings in their class journal.

• obtain, interpret and evaluate information, ideas and opinions from a range of texts (ACLCHC067, ACLCHC069, ACLCHC212, ACLCHC179)	• Students view episodes of the TV drama《琅琊榜》(*Nirvana in Fire*) on YouTube with *Pinyin* and traditional characters. As a class, students:
	  − create a summary of the plot and share opinions on characters such as Mei Changsu
	  − evaluate the appeal of 琅琊榜 to young people and make comparisons with a popular Western TV drama series.

• respond in English or Chinese to information, ideas and opinions, using different formats for specific contexts, purposes and audiences (ACLCHC068, ACLCHC213, ACLCHC181)	

• apply prior knowledge of *Hanzi* form and function to infer information about the sound and meaning of unfamiliar *Hanzi* (ACLCHU075, ACLCHU220, ACLCHU188)	• Students read the lyrics of the theme song《红颜旧》of《琅琊榜》(*Nirvana in Fire*). Students:
	  − use their knowledge of Chinese characters and Chinese radicals to infer the potential sound and meaning of new *Hanzi* in the song, eg 依稀(*yi xi*)，烽(*feng*)火，蜡炬(*ju*)，or 西风，山雨，倍思君.
	• With teacher support, students identify the verbs and adjectives in the lyrics of the song 《红颜旧》，eg 渡，见，思，忍，寄，变, and 老，旧，悠悠. Students:
	  − discuss how verb and adjective conjugations are used to achieve sophistication in expression in the lyrics.

• understand how sophistication in expression can be achieved by the use of a variety of verb and adjective conjugations, and other complex grammatical structures (ACLCHU221, ACLCHU189)
 	
• understand the relationship between context, purpose, audience, linguistic features and cultural elements in different types of personal, reflective, informative and persuasive texts (ACLCHU079, ACLCHU222, ACLCHU190)
	• Students discuss what to include in a blog post, and the use of specific grammatical structures to express complex ideas. Students:
	  – discuss the structure of the text type, ie an introduction, followed by sequencing of information and ideas and a conclusion
	  – discuss how ideas are ordered in a Chinese text, with the author's position generally stated at the end of the text
	  – explore language used in subjective and objective statements, eg 这件事是千真万确的 and 这件事被公认为是
	  – examine grammatical structures used to make comparisons, eg 形式不同，对比 … 有着显然的分别，各有千秋
	  – explore language used to give opinions supported by reasons, eg 这套剧非常 … 比如说 … 你一定要看这套剧

• respond in English or Chinese to information, ideas and opinions, using different formats for specific contexts, purposes and audiences (ACLCHC068, ACLCHC213, ACLCHC181) • research the phenomenon of language change in Chinese-speaking communities, analysing and comparing language use of previous generations with contemporary use (ACLCHU078, ACLCHU224, ACLCHU261) • analyse and explain how and why language use varies according to social and cultural context, relationships and purposes (ACLCHU110, ACLCHU077, ACLCHU190)	• **Students write a blog post in Chinese for their class website in which they discuss how popular culture reflects social issues, eg relationships, friendship or peer pressure.**

Students:	**Students with a background in Chinese**

• access a variety of informative and imaginative texts to identify and analyse in written and spoken forms textual elements such as viewpoint, theme, stylistic devices, influences and values (ACLCHC247, ACLCHC248)	• Students read news articles and view documentaries to identify and analyse how pop culture is portrayed in Chinese media. Students:
	  – identify bias in the texts
	  – identify elements that influence bias
	  – discuss how bias differs from opinion and perspective
	  – explore how values and experiences influence the ways in which the media represents aspects of pop culture among young people.

• respond in Chinese to information, ideas and opinions on a range of issues from different perspectives, using a variety of formats for specific contexts, purposes and audiences (ACLCHC231)	• Students compare representations of pop culture in diverse forms of media and create a digital table of positives and negatives.
	• Students research and analyse influences on entertainment in Chinese-speaking communities. Working in groups, students:
	  – explore influences of either C-pop, or J-pop, or K-pop in Chinese media
	  – share and collate their findings into summary format.

• understand and apply complex grammatical structures to enhance communication and achieve particular effects (ACLCHU258)
• apply knowledge of Chinese orthography to access a wide range of vocabulary and identify *Hanzi* related to a variety of topics (ACLCHU256)
	• Students examine complex grammatical structures, including:
	  – emphatic and assertive language used to support a point of view in an argument or debate, eg 传媒策略，人云亦云
	  – grammatical structures used to identify bias in opinions, eg 偏见有哪些表现？应该怎样纠正偏见？
	  – language and grammatical structures used to persuade readers to endorse the writer's views, eg 难道不是每一个音乐迷都会喜欢的吗？
	  – terms related to personal values and experiences, eg 感恩，珍贵经历，曾经沧海

• reflect on their language choices, and communicative and cultural behaviours in Chinese and English-speaking contexts (ACLCHC254)	• Students examine and reflect on their own pop culture. Students:
	  – discuss shifts and differences when interacting in Chinese and English-speaking contexts
	  – consider how their language choices, communicative and cultural behaviours in Chinese and English-speaking contexts are indications of their sense of identity
	  – write an entry on their reflections in their class journal.

• access a variety of informative and imaginative texts to identify and analyse in written and spoken forms textual elements such as viewpoint, theme, stylistic devices, influences and values (ACLCHC247, ACLCHC248)	• Students examine articles on pop culture in diverse forms of media that they have previously read. Students:
	  – identify language use and stylistic features that are used to inform and persuade an audience, eg 说明：流行文化给中国的文化带来了很多影响。
	  – compare the way in which an argument is developed in English and Chinese, eg in English the writer's position is stated upfront, whereas in Chinese it is generally left until the conclusion
	  – analyse how to position oneself when writing for the purpose of persuading an audience, eg 难道…吗？

• understand the relationship between context, purpose, audience, linguistic features and cultural elements in different types of personal, reflective, informative and persuasive texts (ACLCHU259)	• Students read an online newspaper article that negatively depicts teenagers and their lifestyles and interests. Students:
	  – examine the information and the ways in which it is presented
	  – analyse textual elements such as viewpoint, theme, stylistic devices, influences and values
	  – discuss their own views on issues raised
	  – **respond by writing a blog post in Chinese for their class website**.

• respond in Chinese to information, ideas and opinions on a range of issues from different perspectives, using a variety of formats for specific contexts, purposes and audiences (ACLCHC231)	
• apply knowledge of Chinese orthography to access a wide range of vocabulary and identify *Hanzi* related to a variety of topics (ACLCHU256)	
• understand and apply complex grammatical structures to enhance communication and achieve particular effects (ACLCHU258)	

Sample assessment activities

Outcomes assessed: LCH5-2C, LCH5-3C, LCH5-6U, LCH5-7U, LCH5-8U, LCH5-9U

Students write a blog post in Chinese for their class website, comparing pop culture for young people in a Chinese-speaking country and in Australia, focusing on:

- a range of information and ideas
- accuracy of a variety of grammatical structures and sentence construction
- application of a range of characters
- use of structural and linguistic features and sequencing of ideas appropriate to the text type
- language use that reflects aspects of culture.

Students with prior learning and/or experience

Students write a blog post in Chinese for their class website in which they discuss how popular culture reflects social issues, eg relationships, friendship or peer pressure, focusing on:

- information and ideas from diverse sources to support a point of view
- the accuracy of a variety of complex grammatical structures and sentence construction
- the application of a range of characters
- the use of structural and linguistic features and sequencing of ideas appropriate to the text type
- language use that reflects aspects of identity and culture.

Students with a background in Chinese

Students respond to an article that negatively depicts teenagers and their interests by writing a blog post in Chinese for their class website, focusing on:

- information, ideas and opinions from different perspectives
- accuracy of a variety of grammatical structures and sentence construction to express and elaborate on complex ideas
- application of a range of characters
- use of structural and linguistic features and stylistic devices, and sequencing of ideas appropriate to the text type
- language use that reflects aspects of culture.