

Chinese Years 7-8 Course Overview – 2022 (F-10 sequence)

Further information can be found in the Module and Lesson Plans for this language.

Term 1	Term 2	Term 3	Term 4
<p>Module 1: READY TO EAT!</p> <p>KEY QUESTION: How are mealtimes in my culture different to those of others?</p> <p>KEY CONCEPTS: relationship, celebration, choice, community</p> <p>KEY PROCESSES: sharing, requesting, identifying, describing</p>	<p>Module 2: HEALTHY BODY, HEALTHY MIND</p> <p>KEY QUESTION(S): How do free time activities balance my life?</p> <p>KEY CONCEPTS: experience, lifestyle</p> <p>KEY PROCESSES: participating, summarising, contrasting, performing, exchanging</p>	<p>Module 3: WELCOME TO MY WORLD!</p> <p>KEY QUESTION(S): Where do I want to go and why? Which journeys would I recommend to others?</p> <p>KEY CONCEPTS: experience, event, imagination, meaning</p> <p>KEY PROCESSES: corresponding, sequencing, responding, experimenting</p>	<p>Module 4: DO YOU UNDERSTAND?</p> <p>KEY QUESTION(S): How do other cultures influence mine?</p> <p>KEY CONCEPTS: community, experience, perspective, change, identity</p> <p>KEY PROCESSES: sharing perspectives, explaining, comparing, considering, reflecting</p>
<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Initiate and sustain interactions with peers and familiar adults to plan and arrange activities or social events in the context of the school or local community, and vary spoken language in response to the needs and demands of other participants</p> <p>INFORMING Locate, classify and organise relevant information, including analysing data in simple diagrams, tables and graphs, and re-present</p>	<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Initiate and sustain interactions with peers and familiar adults to plan and arrange activities or social events in the context of the school or local community, and vary spoken language in response to the needs and demands of other participants</p> <p>INFORMING Analyse and summarise relevant information obtained from a range of spoken sources and convey this</p>	<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Correspond with peers and other familiar participants to plan activities, and compare opinions on and attitudes towards different cultures</p> <p>INFORMING Analyse and summarise relevant information obtained from a range of spoken sources and convey this information to known audiences through a range of texts</p> <p>CREATING</p>	<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Initiate and sustain interactions with peers and familiar adults to plan and arrange activities or social events in the context of the school or local community, and vary spoken language in response to the needs and demands of other participants</p> <p>INFORMING Locate, classify and organise relevant information, including analysing data in simple diagrams, tables and graphs, and re-present</p>

<p>this information for known audiences</p> <p>REFLECTING Reflect on the cultural significance of how different groups and members of groups name themselves and are represented by others</p> <p>LANGUAGE VARIATION AND CHANGE Investigate the extent and dynamic nature of Chinese language use locally and globally</p> <p>ROLE OF LANGUAGE AND CULTURE Compare and reflect on how cultural contexts influence the way language is used within and across communities</p>	<p>information to known audiences through a range of texts</p> <p>CREATING Engage with imaginative texts, observing how characters, emotions and attitudes are portrayed, express opinions about these aspects of an imagined experience and apply this knowledge in their own performances and texts</p> <p>LANGUAGE VARIATION AND CHANGE Investigate the extent and dynamic nature of Chinese language use locally and globally</p>	<p>Create written imaginative texts to describe experiences involving imagined people and places</p> <p>TRANSLATING Create short bilingual texts on topics of personal interest and on key content from other learning areas and provide subtitles or commentary to assist meaning</p> <p>SYSTEMS OF LANGUAGE Identify and apply features of Chinese grammar and sentence structure to organise and sequence ideas in oral and written texts</p>	<p>this information for known audiences</p> <p>REFLECTING Reflect on the cultural significance of how different groups and members of groups name themselves and are represented by others</p> <p>LANGUAGE VARIATION AND CHANGE Explain how the Chinese language adapts to social and technological changes</p> <p>ROLE OF LANGUAGE AND CULTURE Compare and reflect on how cultural contexts influence the way language is used within and across communities</p>
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Chinese Years 7-8 Achievement Standard (F-10 sequence)

By the end of Year 8, students use spoken and written Chinese to sustain interactions in a range of social and personal contexts. They exchange ideas and opinions, for example, 你要去看电影吗？；我们可以六月份一起去。 They summarise the main points of information about known content from a range of spoken and print sources (for example, 电视节目, podcast, 电话留言, 广告, 老师推荐的网站, 书籍, 图书馆目录, 游记), and convey the relevant information in a range of texts. Students respond to and create simple imaginative and informative texts. Sentences generally contain two or more ideas connected by cohesive devices (for example, 不但...而且...；因为...所以...), as well as time expressions (for example, 先...再...), and tense markers such as 了、完 to sequence events and ideas. Students make comparisons (for example, 比; 跟...一样), and provide explanations or reasons for opinions or decisions, using phrases that order and link their ideas. They use reported speech to refer to the ideas of others, for example, 他们认为。

They speak with attention to pronunciation, tone and phrasing, using intonation and pitch to add emotion or emphasis to their message. They demonstrate intercultural understanding by varying their language use for different audiences and purposes.

Students describe the distinctive spoken and written language systems of Chinese using metalanguage. They know that character components can contribute to both sound and meaning of words and they understand how they can be combined to make different words, for example, 中国, 城, 中国城。 They identify features of text types such as letters, emails, descriptions and narratives. Students identify how information is structured in Chinese texts, and understand the importance of cultural and contextual cues to correct interpretation of meaning. They explain how features of Chinese culture impact on communication practices, and reflect on their own interactions with Chinese-speaking people.

Please note: This Course Overview may change to accommodate students' prior knowledge and/or combined year levels.