Chinese – Stage 4 – sample scope and sequence (100 hours)

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# Rationale

All NSW public schools need to plan curriculum and develop teaching programs consistent with the *Education Act 1990* (NSW) and the NSW Education Standards Authority (NESA) syllabuses and credentialing requirements.

Scope and sequences form part of the ongoing documentation or evidence schools maintain to comply with the department’s policy, policy standards, and registration requirements.

This resource has been developed to assist teachers in NSW Department of Education schools to create learning that is contextualised to their classroom. It can be used as a basis for the teacher’s own scope and sequence, or be used as an example of how the new curriculum could be implemented. The resource has suggested timeframes that may need to be adjusted by the teacher to meet the needs of their students.

Developing a robust scope and sequence has many benefits and may help teachers and schools to:

* plan learning activities that are inclusive, accommodating the needs of all students in their class from the beginning
* promote high expectations for student learning
* identify opportunities for explicit teaching
* create opportunities for students to receive feedback on their learning
* systematically plan for and undertake assessment
* collect and use data to monitor achievements and identify gaps in learning
* differentiate and personalise curriculum delivery to meet the needs of students at different levels of achievement
* collaborate with other teachers to plan for quality teaching and learning.

# Chinese – Stage 4 – sample scope and sequence for the mandatory 100 hours

Table – Chinese 100-hour scope and sequence

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term/  duration | Learning overview | Outcomes | Skills | Assessment |
| Term 1  10 weeks | **Introducing myself and my circle**  **我和我的朋友圈**  Students use Chinese to introduce themselves and meet new people.  Students exchange information about themselves and their friends and greet people, in order to start developing friendships and connections. | **ML4-INT-01**  exchanges information and opinions in a range of familiar contexts by using culturally appropriate language  **ML4-UND-01**  interprets and responds to information, opinions and ideas in texts to demonstrate understanding  **ML4-CRT-01**  creates a range of texts for familiar communicative purposes by using culturally appropriate language | * Understand the nature of greetings and introductions, including meeting someone for the first time. * Understand and exchange information about yourself and peers including name, age, birthday, nationality, languages spoken, likes and dislikes. * **Describe the personality of people in your circle.** * Use pronouns 我, 你, 他, 她 and their plural forms using 们. * Use conjunctions 和, 也. * Recognise and use a range of relevant *Hanzi* in familiar contexts. | **Understanding texts**  **(ML4-UND-01)**  Listen[[1]](#footnote-2) to the conversation between a Chinese student, who is coming to stay in Australia, and their Australian ‘buddy’ student. They are introducing themselves to get to know each other better, prior to meeting.  Identify key information the students give about themselves, by answering questions in English. Based on the information in the conversation, determine if the Chinese student has been assigned an appropriate buddy. |
| Term 2  10 weeks | **My daily life**  **我的日常生活**  Students exchange information about who is in their family.  Students discuss daily activities in China and Australia.  Students express when and how often they do daily activities, and which activities they prefer. | **ML4-INT-01**  exchanges information and opinions in a range of familiar contexts by using culturally appropriate language  **ML4-UND-01**  interprets and responds to information, opinions and ideas in texts to demonstrate understanding  **ML4-CRT-01**  creates a range of texts for familiar communicative purposes by using culturally appropriate language | * **Exchange information about families, for example, 我有一个妈妈、爸爸和姐姐.** * Identify and use verbs and nouns for daily activities, for example **起床, 吃饭, 睡觉, 吃早饭.** * Express daily activities, using time words, for example **早上, 每天, 现在, 三点, 分, 半, 刻** and days of the week, for example **早上七点吃早饭.** * Discuss opinions, preferences, likes and dislikes about daily activities with reasons, for example, **我不喜欢吃早饭因为我不喜欢很早起床.** * Explore the daily routines of teenagers in China and other cultures. * **Create more complex sentences, expressing frequency and duration, for example, 我每周去两次健身房,我每天早上吃早饭,然后去上学.** * **Use conjunctions such as**先……然后,  因为……所以, 都. * **Extend use of *Hanzi*.** | **Part A: Creating texts**  **(ML4-CRT-01)**  **Create a poster**[[2]](#footnote-3) **to share with a student in China about your weekly routine. On your poster include:**   * at least 5 sentences about activities you do on weekdays * 2 sentences about activities you do on weekends.   **Part B: Interacting**  **(ML4-INT-01)**  **Use your poster from Part A as a stimulus to discuss daily routines with another student**[[3]](#footnote-4)**, in Chinese, to get to know each other better.**  **In your conversation, include:**   * **days and times you do the different activities** * **who you do the activities with** * **preferences and how you feel about the activities and why** * **conjunctions and more complex sentence structures.** |
| Term 3  10 weeks | **Bargain buys!**  **太实惠了！**  Students identify popular places to shop in China and Australia.  Students discuss clothing preferences and choices based on colour and prices.  Students explore bargaining in China and negotiate the purchase of clothing at a market in town, using bargaining. | **ML4-INT-01**  exchanges information and opinions in a range of familiar contexts by using culturally appropriate language  **ML4-UND-01**  interprets and responds to information, opinions and ideas in texts to demonstrate understanding  **ML4-CRT-01**  creates a range of texts for familiar communicative purposes by using culturally appropriate language | * Identify and express where to buy different items in China, for example, 百货商店有裙子和衬衫. * Describe clothing, with reference to colour. * Express and justify opinions on clothing items using 我觉得……因为…… * Promote a place to shop in the local area in Australia, creating a text, for example, an infographic. * Identify the various types of currency in China. * Negotiate a purchase at a clothing market using bargaining, for example 这条裙子多少钱？哦，太贵了！可以便宜一点吗？ | **Part A: Understanding texts**  **(ML4-UND-01)**  Read a flyer[[4]](#footnote-5) promoting a clothing sale at a Chinese market. Answer questions in English about the flyer, days and times the sale is on, items for sale and their prices.  **Part B: Interacting**  **(ML4-INT-01)**  Identify one item from the flyer in Part A you would like to purchase.  In pairs[[5]](#footnote-6), with one student taking the role of the Chinese salesperson and one student taking the role of the shopper, have a conversation in Chinese to negotiate the purchase of your desired item[[6]](#footnote-7).  In your conversation:   * express and justify your opinion about the item you wish to purchase * discuss why you like that item * bargain with the salesperson to negotiate a cheap price and complete the purchase. |
| Term 4  10 weeks | **Regional dishes throughout China**  **中国各地美食**  Students exchange information about foods and drinks.  Students explore the cultural aspect of food, by describing famous dishes in different regions of China.  Students give recommendations and justify their choices. | **ML4-INT-01**  exchanges information and opinions in a range of familiar contexts by using culturally appropriate language  **ML4-UND-01**  interprets and responds to information, opinions and ideas in texts to demonstrate understanding  **ML4-CRT-01**  creates a range of texts for familiar communicative purposes by using culturally appropriate language | * **Access and exchange information** **about foods and drinks, such as** taste and ingredients. * Use verbs for eating and drinking, for example, 吃, 喝. * Identify and describe dishes that are famous in particular regions of China. * **Express opinions** about different dishes, using phrases such as 我想……, 我喜欢……, 我不喜欢……, 我最喜欢…… * Extend the use of *Hanzi.* | **Creating texts (ML4-CRT-01)**  To help visitors choose which dishes to try on their trip to China, create a blog[[7]](#footnote-8) in Chinese about dishes from different regions that you have tried or researched.  Include pictures and comment on the dishes, what area they come from, how the food tastes, ingredients of the dishes and your recommendation[[8]](#footnote-9). |

[Modern Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/modern-languages-k-10-2022/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

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# Support and alignment

**Resource evaluation and support:** All curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance, and effectiveness. For additional support or advice, contact the Languages and Culture team by emailing [languagesnsw@det.nsw.edu.au](mailto:languagesnsw@det.nsw.edu.au).

**Alignment to system priorities and/or needs:** [Curriculum Planning and Programming, Assessing and Reporting to Parents K-12 Policy](https://education.nsw.gov.au/policy-library/policies/pd-2005-0290)

**Alignment to the School Excellence Framework:** This resource supports the [School Excellence Framework](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468) elements of curriculum (curriculum provision, teaching and learning programs) and effective classroom practice (lesson planning).

**Alignment to Australian Professional Standards for Teachers:** This resource supports teachers to address [Australian Professional Standards for Teachers](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 2.2.2, 3.2.2.

**Consulted with:** Curriculum and Reform, Inclusive Education and subject matter experts

**NSW syllabus:** Modern Languages K–10 Syllabus

**Syllabus outcomes:** ML4-INT-01, ML4-UND-01, ML4-CRT-01

**Author:** Languages and Culture

**Publisher:** State of NSW, Department of Education

**Resource:** Scope and sequence

**Related resources:** Further resources to support Stage 4 Modern Languages can be found on the [Languages curriculum page](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages).

**Professional learning:** Relevant professional learning is available through the [Languages statewide staffroom](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kSNaKRC4ClVDiPgZI5jjt3lUQ1pMWVRSU0kzWExaMEIyVFg5VlJPVkRVRyQlQCN0PWcu) (staff only).

**Universal Design for Learning:** Support the diverse learning needs of students using inclusive teaching and learning strategies. Some students may require more specific adjustments to allow them to participate on the same basis as their peers. For further advice see [Inclusive practice resources for secondary school](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/secondary-school).

**Differentiation:** When using these resources in the classroom, it is important for teachers to consider the needs of all students in their class, including:

* **Aboriginal and Torres Strait Islander students**. Targeted [strategies](https://education.nsw.gov.au/teaching-and-learning/aec/aboriginal-education-in-nsw-public-schools) can be used to achieve outcomes for Aboriginal students in K-12 and increase knowledge and understanding of Aboriginal histories and cultures. Teachers should use students’ Personalised Learning Pathways to support individual student needs and goals.
* **EAL/D learners**. EAL/D learners may require scaffolding to support them to gain content knowledge, while providing extra time and assistance to master the English language required to engage with texts or complete classroom tasks. [View some samples of differentiating through scaffolding](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/teaching-and-learning#Differentiation2).
* **Students with disability**. Learning adjustments enable students with disability to access syllabus outcomes and content on the same basis as their peers. Teachers can use a range of [adjustments](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning/adjustments-to-teaching-and-learning) to ensure a personalised approach to student learning. Teachers can complete the [Curriculum planning for every student in every classroom](https://myplsso.education.nsw.gov.au/mylearning/catalogue/details/95110cf8-aa81-ed11-ade7-0003fffeadf8) microlearning series to plan for the diversity of student need.
* **High potential and gifted learners**. [Assessing and identifying high potential and gifted learners](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/assess-and-identify#Assessment1) will help teachers decide which students may benefit from extension and additional challenge. In addition, the [Differentiation Adjustment Tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies) can be used to support the specific learning needs of high potential and gifted students.

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# Evidence base

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NESA holds the only official and up-to-date versions of the NSW Curriculum and syllabus documents. Please visit the NSW Education Standards Authority (NESA) website <https://educationstandards.nsw.edu.au/> and the NSW Curriculum website [https://curriculum.nsw.edu.au/home](https://curriculum.nsw.edu.au/).

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NESA (NSW Education Standards Authority) (2022) [‘Advice on scope and sequences’](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-scope-and-sequences), Programming, NESA website, accessed 21 December 2022.

NESA (2022) ‘[Proficient Teacher: Standard descriptors](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher)’, The Standards, NESA website, accessed 21 December 2022.

State of New South Wales (Department of Education) (2022) ‘[Differentiating learning](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/differentiating-learning)’, Refining practice, NSW Department of Education website, accessed 21 December 2022.

Wiliam D (2013) [Assessment: The bridge between teaching and learning](https://www.researchgate.net/publication/258423377_Assessment_The_bridge_between_teaching_and_learning), *Voices from the Middle*, 21(2):15–20, accessed 21 December 2022.

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1. Text included in unit of work. This could be completed as a reading task. [↑](#footnote-ref-2)
2. This could be a digital or handwritten poster. It could also be a spoken or digital presentation. [↑](#footnote-ref-3)
3. As this task assesses interaction, students are encouraged to work in pairs or small groups. Some students may prefer to work individually and/or use assistive technology to provide oral responses. Students could perform live in class, or record their conversation using a platform such as [Flip](https://info.flip.com/en-us.html). [↑](#footnote-ref-4)
4. Teacher to provide text. This may be an audio recording rather than a written text. [↑](#footnote-ref-5)
5. As this task assesses interaction, students are encouraged to work in pairs or small groups. Some students may prefer to work individually and/or use assistive technology to provide oral responses. Students could perform live in class, or record their conversation using a platform such as [Flip](https://info.flip.com/en-us.html). [↑](#footnote-ref-6)
6. Students participate in the conversation twice for equitable participation, swapping roles to demonstrate language use from both perspectives. As this task assesses interaction, students are encouraged to work in pairs or small groups. Some students may prefer to work individually and/or use assistive technology to provide oral responses. Students may be provided word banks or scaffolds to support spontaneous interaction. [↑](#footnote-ref-7)
7. Other text formats may be used for students to demonstrate understanding, such as an oral presentation. [↑](#footnote-ref-8)
8. Students may be provided with scaffolds to help plan their task content and layout. [↑](#footnote-ref-9)