Stage 5 Chinese – sample scope and sequence

This scope and sequence is an example only. Teachers modify according to student needs and school context.

All outcomes referred to in this scope and sequence come from [Chinese K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/chinese-k-10-2017) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017.

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| Term | Unit | Concepts | Outcomes |
| Term 1  Weeks 1-10 | ‘If You are the One’ (Chinese game show)  (This unit, with final assessment of learning task, is available on the [Chinese Stages 4 and 5 section](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/language-specific-support/chinese#sidenavigation_auto).)  Learning goal – describe characteristics and personalities of self and others.  Final task  Part A – based on a personal profile provided by your teacher, create a Flipgrid video for a fictional person who is entering [If You are the One](https://www.sbs.com.au/popasia/if-you-are-the-one-australia) show. LCH5-4C, LCH5-5U  Part B – after viewing all the videos, find your most compatible match and send them an introductory message. LCH5-2C, LCH5-6U, LCH5-7U | Physical descriptions  Personalities  Giving opinions | LCH5-1C, LCH5-2C, LCH5-3C, LCH5-4C, LCH5-5U, LCH5-6U, LCH5-7U, LCH5-8U, LCH5-9U |
| Term 2  Weeks 1-10 | What is trendy?  **Learning goal** – share opinions about and describe fashion.  **Final task** – you’re an entertainment reporter for CCTV. In pairs, commentate on a red-carpet fashion event. LCH5-1C, LCH5-5U, LCH5-7U | Describing clothing  Making comparisons  Giving opinions and suggestions | LCH5-1C, LCH5-2C, LCH5-3C, LCH5-4C, LCH5-5U, LCH5-6U, LCH5-7U, LCH5-8U, LCH5-9U |
| Term 3  Weeks 1-10 | Are you ok?  Learning goal – share opinions and discuss common youth issues in China.  Final task – research a youth issue of your choice, and design a poster for your Chinese classroom. Include 3 pieces of research (including at least 1 in Chinese) materials with your task. LCH5-3C, LCH5-6U, LCH5-7U, LCH5-9U | Youth issues in China, for example:   * peer pressure * body image * generation gap * cyber bullying * phone addiction * environmental issues | LCH5-1C, LCH5-2C, LCH5-3C, LCH5-4C, LCH5-5U, LCH5-6U, LCH5-7U, LCH5-8U, LCH5-9U |
| Term 4  Weeks 1-10 | An exchange to China  Learning goal – make comparisons between Australian and Chinese teenage lifestyles, learn what to expect when living in China.  Final task – research the best summer exchange programs in China and present your recommendations to your class. LCH5-4C, LCH5-5U, LCH5-7U, LCH5-9U | Daily routines  School routines, including extra-curricular activities  Lifestyle  Cultural differences | LCH5-1C, LCH5-2C, LCH5-3C, LCH5-4C, LCH5-5U, LCH5-6U, LCH5-7U, LCH5-8U, LCH5-9U |