# Scope and sequence

## Stage 4 Chinese 100 hours

This scope and sequence is an example only. Schools will need to make modifications as necessary dependent on school context and student needs. Outcomes and other syllabus material referenced in this document are from [Chinese K-10 Syllabus](https://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/chinese_k10_syllabus.pdf) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2003.

| **Term** | **Unit** | **Syllabus elements** | **Focus outcomes** |
| --- | --- | --- | --- |
| Term 1, Week 1 until Term 1, Week 7 | Personal World   * Express greetings, formal and informal * Give basic information about oneself (name and hobbies) * Express information about your age and birthday * Apply number patterns for 1-100 * Ask for someone’s telephone number   Describe the place you live (house or apartment) | Theme/topic About me | 4.UL.1, 4.UL.2, 4.UL.3, 4.UL.4, 4.MLC.1, 4.MLC.2, 4.MBC.1, 4.MBC.2  Assessment Digital or written form of personal identification card (身份证) and self-introduction (15%) – 4.UL.3, 4.UL.4, 4.MLC.1, 4.MLC.2, 4.MBC.2 (Week 7) |
| Term 1, Week 8 until Term 2, Week 3 | School Life   * Follow classroom instructions * Identify classroom objects * Compare school routines in China and Australia * Investigate school community in China and Australia   Outline school activities in China and Australia | Theme/topic My school | 4.UL.1, 4.UL.2, 4.UL.3, 4.UL.4, 4.MLC.1, 4.MLC.2, 4.MBC.1, 4.MBC.2 |
| Term 2, Week 4 until Term 2, Week 10 | My family   * Introduce and explain who are the members of your family * Describe the personality and appearance of your family members * Discuss types of pets that you own   Describe occupation of your family members | Theme/topic My family | 4.UL.1, 4.UL.2, 4.UL.3, 4.UL.4, 4.MLC.1, 4.MLC.2, 4.MBC.1, 4.MBC.2  Assessment In-class test (30%) – 4.UL.1, 4.UL.2, 4.UL.4, 4.MLC.2, 4.MBC.2 (Week 6) |
| Term 3, Week 1 until Term 3, Week 5 | Where do you live?   * Express where people live in China and Australia * Outline activities to see and experience in Chinese communities * Examine and celebrate the cultural backgrounds of students in Chinese   Investigate in your neighbourhood about the language people speak and their cultural backgrounds | Theme/topic My neighbourhood | 4.UL.1, 4.UL.2, 4.UL.3, 4.UL.4, 4.MLC.1, 4.MLC.2, 4.MBC.1, 4.MBC.2 |
| Term 3, Week 6 until Term 3, Week 10 | Lifestyle   * Identify Chinese food items * Order from a menu in different contexts and awareness of pricing * Describe different Chinese food dishes and drinks to identify likes/dislikes * identify healthy and unhealthy food * Create a healthy school canteen menu   Role play of an Australian person order at a Chinese restaurant | Theme/topic Eating and drinking | 4.UL.1, 4.UL.2, 4.UL.3, 4.UL.4, 4.MLC.1, 4.MLC.2, 4.MBC.1, 4.MBC.2  Assessment Create a digital menu or a poster for healthy school canteen and restaurant role-play task (15%) – 4.UL.1, 4.UL.3, 4.UL.4, 4.MLC.2, 4.MBC.2 (Week 9) |
| Term 4, Week 1 until Term 4, Week 5 | Going places   * Identify types of transports * Identify countries and major cities * Identify landmarks in China and Australia * Explore tourist attractions in China * Identify places to go during the holidays   Design a dream holiday using learnt structures | Theme/topic travelling | 4.UL.1, 4.UL.2, 4.UL.3, 4.UL.4, 4.MLC.1, 4.MLC.2, 4.MBC.1, 4.MBC.2 |
| Term 4, Week 6 until Term 4, Week 10 | Leisure   * Discuss hobbies and leisure activities * Discuss weekend activities * Discuss your favourite leisure activities (likes/dislikes) * Identify the most popular leisure activities in China * Compare leisure activities in China and in Australia   Compare activities and events for New Year celebration in China and Australia | Theme/topic Sports and hobbies | 4.UL.1, 4.UL.2, 4.UL.3, 4.UL.4, 4.MLC.1, 4.MLC.2, 4.MBC.1, 4.MBC.2  Assessment In-class test (30%) – 4.UL.1, 4.UL.2, 4.MLC.1, 4.MLC.2, 4.MBC.1 (Week 7) |