

Term 2



Semester 1 Term 2 Course Planner

Trinity Bay SHS

Hoare Street

PO Box 5071

Ph. 40 375 222

www.trinitybayshs.eq.edu.au

Class: Year 7 Chinese

Term Week	Curriculum Intent: My school life	Assessment	Feedback
T2 Wk1	L1 What do you like? <ul style="list-style-type: none"> Learn to describe preferences in Mandarin, using "和" to connect ideas. Practice dialogues for likes and dislikes in school subjects. 	Pair dialogue Test	Term goals Feedback
T2 Wk2	L2 The very subject everyone has to study! <ul style="list-style-type: none"> Understand and use the verbs "学" (to study) and "上" (to attend). Create bilingual posters on a favourite subject using Mandarin and visuals. 	Poster Test	Feedback
T2 Wk3	L3 Always get lost! <ul style="list-style-type: none"> Enhance vocabulary for school settings and practice translation for critical thinking. Focus on translating school-related vocabulary. 	Test	Feedback
T2 Wk4	L4 Timetable <ul style="list-style-type: none"> Learn the structure of a timetable. Analyse a school timetable, understanding its purpose and audience. 	Test	Feedback
T2 Wk5	L5 Believe me! <ul style="list-style-type: none"> Practice expressing preferences for school subjects and reasons. Engage in pair dialogues about subject preferences 	Pair dialogue Test	Feedback
T2 Wk6	L6 Where to find me? <ul style="list-style-type: none"> Apply Mandarin sentence structures to analyse texts Explain sentence structures using metalanguage to deepen understanding of Mandarin grammar. 	Test	Feedback
T2 Wk7	School program <ul style="list-style-type: none"> Create a weekly school timetable in Mandarin, reflecting personal interests and educational value. Justify subject choices based on factors like usefulness, interest, and personal preferences. 	Assessment Task sheet	
T2 Wk8	Assessment week	Draft due	Feedback
T2 Wk9	Assessment week <ul style="list-style-type: none"> Improve spoken Mandarin by constructing and delivering accurate sentences. Optional task for extra marks based on spoken language quality. 	Assessment due	Feedback
T2 Wk10	Cultural lesson		Feedforward

*Class: Year 8 Chinese*

Term Week	Curriculum Intent: My school life	Assessment	Feedback
T2 Wk1	L1 What do you like? <ul style="list-style-type: none"> Learn to describe preferences in Mandarin, using "和" to connect ideas. Practice dialogues for likes and dislikes in school subjects. Apply "和" to form complex sentences with multiple preferences. Enhance conversational fluency with pair work, using "和" in sentences. 	Pair dialogue Test	Term goals Feedback
T2 Wk2	L2 The very subject everyone has to study! <ul style="list-style-type: none"> Understand and use the verbs "学" (to study) and "上" (to attend). Create bilingual posters on a favourite subject using Mandarin and visuals. Learn Mandarin's SVO sentence order and teach "上" and "下". 	Poster Test	Feedback
T2 Wk3	L3 Always get lost! <ul style="list-style-type: none"> Enhance vocabulary for school settings and practice translation for critical thinking. Focus on translating school-related vocabulary. Apply language skills in a real-world context. 	Test	Feedback
T2 Wk4	L4 Timetable <ul style="list-style-type: none"> Learn the structure of a timetable. Translate and explain the morpheme "星期" (week). Analyse a school timetable, understanding its purpose and audience. Compare school timetables in different cultures. 	Test	Feedback
T2 Wk5	L5 Believe me! <ul style="list-style-type: none"> Practice expressing preferences for school subjects and reasons. Engage in pair dialogues about subject preferences Create a conversation script discussing favourite subjects with reasons and opinions. 	Pair dialogue Test	Feedback
T2 Wk6	L6 Where to find me? <ul style="list-style-type: none"> Apply Mandarin sentence structures to analyse texts Explain sentence structures using metalanguage to deepen understanding of Mandarin grammar. 	Test	Feedback
T2 Wk7	School program <ul style="list-style-type: none"> Create a weekly school timetable in Mandarin, reflecting personal interests and educational value. Justify subject choices based on factors like usefulness, interest, and personal preferences. 	Assessment Task sheet	
T2 Wk8	Assessment week <ul style="list-style-type: none"> Develop a timetable with Mandarin, Pinyin, and English translations. Describe and explain subjects in the timetable in Mandarin, Pinyin, and English. Articulate reasons for subject selections, focusing on benefits to the fictional character. Compare and contrast text types of timetables and descriptions in English, noting unique features. 	Draft due	Feedback
T2 Wk9	Assessment week <ul style="list-style-type: none"> Improve spoken Mandarin by constructing and delivering accurate sentences. Optional task for extra marks based on spoken language quality. 	Assessment due	Feedback

T2 Wk10	Cultural lesson		Feedforward
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Class: 9 Chinese

Term Week	Curriculum Intent – Social Media Adventures	Assessment x 3	Feedback x 3
Wk1	Biography and Public Image Analysis <ul style="list-style-type: none"> Content & Activities: Students will analyse the biography and public image of a prominent figure, focusing on career highlights and contributions to their field. researching through various media sources and discussing the impact of public perception on personal and professional life. 	Biography	Feedback
Wk2	Social Media Platform Analysis <ul style="list-style-type: none"> Explore the social media presence of a well-known personality, examining follower interactions and public engagement. Discuss the implications of social media on public image and personal privacy. 	Analysis report	Feedback
Wk3	Instagram Post Analysis <ul style="list-style-type: none"> Evaluate the content shared by a notable figure on Instagram, analysing themes, engagement, and audience reactions to posts related to both work and personal life. 	Analysis report	Feedback
Wk4	Drafting a Press Release <ul style="list-style-type: none"> Students will learn about press releases by drafting one for a significant event related to a renowned individual. The focus will be on key message delivery and language use. 	Press release via email	Feedback
Wk5	Drafting a Social Media Post <ul style="list-style-type: none"> Imagining a personal or professional event in the life of a well-known figure, students will create a social media post in Chinese, considering personality and public image. 	Social media post	Feedback
Wk6	Social Responsibility <ul style="list-style-type: none"> Discuss the potential for individuals with significant public influence to contribute to social causes. Students will brainstorm and suggest social responsibility projects that align with the public image of influential figures. 	Proposal	Feedback
Wk7	Assignment – media kit	Draft due	Draft feedback
Wk8	Assignment	Assignment due	
Wk9	Speaking exam	Speaking exam	
Wk 10	Extension studies		Feed forward/ Ladder result



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Class: Year 10 Chinese

Term Week	Curriculum Intent: Traveling to expo	Assessment x 3	Feedback x 3
T1 Wk1	Flight and Accommodation Booking: <ul style="list-style-type: none"> • Researching and comparing flight options and accommodations. • Understanding and utilizing booking platforms or travel agencies. • Confirmation and management of bookings (e-tickets, reservation details). 	Booking information	Course Planner
T1 Wk2	Business Visits and Tours (Factory, University): <ul style="list-style-type: none"> • Preparing and scheduling visits, including contacting organizations for appointments. • Understanding etiquette and expectations for business visits in different cultures. • Planning the itinerary and logistics for the visit (transport, duration). 	Itinerary	Feedback
T1 Wk3	Packing List: <ul style="list-style-type: none"> • Essential items for international travel (passport, visa, currency). • Appropriate clothing and personal items based on destination and duration. • Technology and gadgets necessary for business and communication. 	Packing list	Feedback
T1 Wk4	Budget and Payment Method: <ul style="list-style-type: none"> • Planning and managing a travel budget. • Understanding and selecting suitable payment methods (credit cards, mobile payment). • Currency exchange and handling foreign currency. 	Budget	Feedback
T1 Wk5	Visa Application: <ul style="list-style-type: none"> • Understanding visa requirements for the destination country. • Preparing necessary documents and application process. • Timeline and steps for visa approval and receipt. 	Visa application	Feedback

T1 Wk6	Arriving in China (Customs): <ul style="list-style-type: none"> • Procedures and expectations at Chinese customs. • Declaration of items and understanding of restricted items. • Navigating through airports and initial transportation. 	Sign reading	Feedback
T1 Wk7	Transport and Shopping: <ul style="list-style-type: none"> • Understanding and using local transport systems (taxi, train, bus). • Tips for efficient and safe travel within cities. • Guidelines for shopping, bargaining, and understanding local markets. 	Sign reading	Feedback
T1 Wk8	Hotel Check-in & Out: <ul style="list-style-type: none"> • Procedures and documents required for hotel check-in and check-out. • Understanding hotel amenities and services. • Managing hotel reservations and dealing with potential issues. 	Hotel booking	Feedback
T1 Wk9	<u>Assignment - travel kit</u>	Assignment due	
T1 Wk 10	<u>Extended study</u>		Feed forward/ Ladder result



Course Planner

Semester 2 Term 3

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Class: 11 Chinese

Teacher: Ms. A. Wu

Term Week	Curriculum Intent: Exploring our world	Assessment	Feedback x 3
T1 Wk1	<p>In creating and evaluating Chinese texts, students will:</p> <ul style="list-style-type: none"> reflect on the end of their school lives, e.g. describe the significance of graduation ceremonies and end-of-secondary-school celebrations in Australian and Chinese-speaking communities; explain their achievements, challenges and experiences as a student consider the role of Chinese in their future, e.g. explore the opportunities for future study, travel, employment and career prospects 		
T1 Wk2	<p>In creating and evaluating Chinese texts, students will:</p> <ul style="list-style-type: none"> discuss a variety of perspectives about finishing secondary school and plans for the future, e.g. summarise their plans for travel, study and careers and the factors that impact on these decisions comment on personal feelings about their experiences at school, the relationships they most valued, and what they will miss as they leave school, e.g. advise future senior students on what they wish they had known and/or done differently. 		
T1 Wk3	<p>In creating and evaluating Chinese texts, students will:</p> <ul style="list-style-type: none"> compare and contrast employment prospects and post-school options in their own and Chinese-speaking communities, e.g. consider study and job opportunities in a range of Chinese-speaking communities and the associated economic factors (cost of living, accommodation) 		
T1 Wk4	<p>In creating and evaluating Chinese texts, students will:</p> <ul style="list-style-type: none"> discuss the considerations associated with creating a more independent life after school for themselves and Chinese-speaking peers, e.g. offer advice to their peers on study, employment and gap years post-secondary school comment on their own concerns relating to the responsibilities they face at the end of their secondary school lives, e.g. discuss the kind of person they aspire to be and the impact they hope to have on others/the world. 		
T1 Wk5	<p>MULTIMODAL PRESENTATION Week 1: Negotiate with teacher about perspective and content before developing response and/or conducting supplementary research.</p>	Research	Feedback for perspectives and comment
T1 Wk6	<p>MULTIMODAL PRESENTATION Week 2: Develop a draft for feedback. Your teacher will provide advice but not corrections.</p>		
T1 Wk7	<p>MULTIMODAL PRESENTATION Week 3: Submit a final copy of your multimodal script with your presentation.</p>	Draft due	One-off feedback on the draft
T1 Wk8	<p>Revision</p>	Presentation due	
T1 Wk9	<p>EXTENDED RESPONSE – SPOKEN CONVERSATION</p>	Spoken conversation	Feed forward

T1 Wk 10	<u>Extended study</u>		Feed forward/ Ladder result
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Class: Year 12 Chinese

Term Week	Curriculum Intent: My future	Assessment x 3	Feedback x 3
T1 Wk1	In creating and evaluating Chinese texts, students will: <ul style="list-style-type: none"> reflect on the end of their school lives, e.g. describe the significance of graduation ceremonies and end-of-secondary-school celebrations in Australian and Chinese-speaking communities; explain their achievements, challenges and experiences as a student consider the role of Chinese in their future, e.g. explore the opportunities for future study, travel, employment and career prospects 		
T1 Wk2	In creating and evaluating Chinese texts, students will: <ul style="list-style-type: none"> discuss a variety of perspectives about finishing secondary school and plans for the future, e.g. summarise their plans for travel, study and careers and the factors that impact on these decisions comment on personal feelings about their experiences at school, the relationships they most valued, and what they will miss as they leave school, e.g. advise future senior students on what they wish they had known and/or done differently. 		
T1 Wk3	In creating and evaluating Chinese texts, students will: <ul style="list-style-type: none"> compare and contrast employment prospects and post-school options in their own and Chinese-speaking communities, e.g. consider study and job opportunities in a range of Chinese-speaking communities and the associated economic factors (cost of living, accommodation) 		
T1 Wk4	In creating and evaluating Chinese texts, students will: <ul style="list-style-type: none"> discuss the considerations associated with creating a more independent life after school for themselves and Chinese-speaking peers, e.g. offer advice to their peers on study, employment and gap years post-secondary school comment on their own concerns relating to the responsibilities they face at the end of their secondary school lives, e.g. discuss the kind of person they aspire to be and the impact they hope to have on others/the world. 		
T1 Wk5	MULTIMODAL PRESENTATION Week 1: Negotiate with teacher about perspective and content before developing response and/or conducting supplementary research.	Research	Feedback for perspectives and comment
T1 Wk6	MULTIMODAL PRESENTATION Week 2: Develop a draft for feedback. Your teacher will provide advice but not corrections.	Draft due	One-off feedback on the draft
T1 Wk7	MULTIMODAL PRESENTATION Week 3: Submit a final copy of your multimodal script with your presentation.	Presentation due	
T1 Wk8	Revision		
T1 Wk9	EXTENDED RESPONSE – SPOKEN CONVERSATION	Spoken conversation	Feed forward

T1 Wk 10	<u>Extended study</u>		Feed forward/ Ladder result
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