

*Class: Year 7 Chinese*

Term Week	Curriculum Intent: My school life	Assessment x 3	Feedback x 3
T2 Wk1	<b>Revision</b> <ul style="list-style-type: none"> <li>Behaviour and academic expectation</li> <li>Revision</li> </ul>		<b>Course Planner</b>
T2 Wk2	<b>Students and teachers</b> <ul style="list-style-type: none"> <li>Vocabulary: Title; Roles at school</li> <li>Sentence Pattern: Subject + is/am/are + Noun</li> </ul>	Quiz	
T2 Wk3	<b>School subjects</b> <ul style="list-style-type: none"> <li>Vocabulary: School subjects</li> <li>Grammar: Connective 和</li> <li>Grammar: Particle 的</li> <li>Sentence Pattern: I study + subjects.</li> </ul>	Quiz	Feedback on Quiz
T2 Wk4	<b>Likes and dislikes</b> <ul style="list-style-type: none"> <li>Vocabulary: like; negative form for verb 不; the most; very</li> <li>Sentence Pattern: Subject + Verb + Object</li> <li>Sentence Pattern: Subject + description.</li> </ul>	Quiz	Feedback on Quiz
T2 Wk5	<b>More about school life</b> <ul style="list-style-type: none"> <li>Vocabulary: school routine; interesting; boring; negative form for adjective 不</li> <li>Sentence Pattern: I find something interesting/boring.</li> </ul>	Quiz	Feedback on Quiz
T2 Wk6	<b>Revision</b> <ul style="list-style-type: none"> <li>Review vocabulary</li> <li>Review sentence Patterns</li> </ul>	Quiz	Feedback on Quiz
T2 Wk7	<b>Revision</b> <ul style="list-style-type: none"> <li>Review vocabulary</li> <li>Review sentence Patterns</li> </ul>		Feedback on Quiz
T2 Wk8	<b>Practice exam</b>	Practice exam	
T2 Wk9	<b>Speaking exam</b>	Speaking exam	Feedback on Exam
T2 Wk10	<b>Extension studies</b> <b>Ladder result</b>		



## Semester 1 Term 2 Course Planner

**Trinity Bay  
SHS**

Hoare Street  
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www.trinity  
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*Class: Year 8 Chinese*

<b>Term Week</b>	<b>Curriculum Intent: My school life</b>	<b>Assessment x 3</b>	<b>Feedback x 3</b>
T2 Wk1	<b>Introduction</b> <ul style="list-style-type: none"> <li>Behaviour and academic expectation</li> <li>Revision</li> <li>Vocabulary: Year level</li> <li>Sentence Pattern: Subject + description.</li> </ul>		<b>Course Planner</b>
T2 Wk2	<b>Students and teachers</b> <ul style="list-style-type: none"> <li>Vocabulary: Title; Roles at school</li> <li>Grammar: Particle 的</li> <li>Sentence Pattern: Subject + is/am/are + Noun</li> </ul>		
T2 Wk3	<b>School subjects</b> <ul style="list-style-type: none"> <li>Vocabulary: School subjects</li> <li>Grammar: Connective 和</li> <li>Sentence Pattern: I study + subjects.</li> </ul>	Quiz	Feedback on Quiz
T2 Wk4	<b>Likes and dislikes</b> <ul style="list-style-type: none"> <li>Vocabulary: like; negative form for verb 不; the most; very</li> <li>Sentence Pattern: Subject + Verb + Object</li> </ul>	Quiz	Feedback on Quiz
T2 Wk5	<b>Interest Groups and clubs</b> <ul style="list-style-type: none"> <li>Vocabulary: school programs; participate; join</li> <li>Sentence Pattern: extended 'Subject + Verb + Object'</li> </ul>	Quiz	Feedback on Quiz
T2 Wk6	<b>School events</b> <ul style="list-style-type: none"> <li>Vocabulary: school events; interesting; boring; negative form for adjective 不; think</li> <li>Sentence Pattern: I find something interesting/boring.</li> </ul>	Quiz	Feedback on Quiz
T2 Wk7	<b>Revision</b> <ul style="list-style-type: none"> <li>Review vocabulary</li> <li>Review sentence Patterns</li> </ul>	Quiz	Feedback on Quiz
T2 Wk8	<b>Practice exam</b>	Practice exam	
T2 Wk9	<b>Exam</b>	Speaking Exam	Feedback on Exam
T2 Wk10	<b>Extension studies</b> <b>Ladder result</b>		



# Course Planner

## Semester 1 Term 2

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Class: 9 Chinese

Term Week	Curriculum Intent – Food adventure	Assessment x 3	Feedback x 3
Wk1	<b>Revision</b> <ul style="list-style-type: none"> <li>Self-introduction</li> <li>Preference</li> <li>Introducing the topic</li> </ul>		<b>Course Planner</b>
Wk2	Food vocabulary <ul style="list-style-type: none"> <li>Ingredient</li> <li>Flavour and taste</li> <li>Cooking</li> <li>analysing sequences of characters containing a common component or side to determine the features of form, function and predictability within the group, for example, explaining the features of position, phonetic function and range of sounds in the characters 请清情晴精睛猜 (AC9LC10EU01_E4)</li> </ul>	Quiz Draft Section 1	Feedback on Quiz and Draft
Wk3	Eating out <ul style="list-style-type: none"> <li>Recognise ingredients from a menu</li> <li>Paying for a meal</li> <li>Table manner</li> <li>expressing an apology, appreciation or gratitude in diverse ways, and comparing practices across contexts, for example, considering which term to use in various situations and depending on the relationship between participants (谢谢; 辛苦你了; 麻烦你了; 真对不起; 非常感谢) (AC9LC10EC01_E2)</li> <li>presenting information to others with awareness of audience and context, for example, making appropriate language choices when presenting to adults as compared with presenting to peers, for example, 你叫什么名字? 您贵姓? (AC9LC10EC08_E2)</li> <li>using modal adverbs, for example, 很, 更, 最, 非常, 挺... 的, 太... 了 (AC9LC10EU02_E8)</li> </ul>	Quiz Draft Section 2	Feedback on Quiz and Draft
Wk4	Your eating habits <ul style="list-style-type: none"> <li>Meals</li> <li>Snacks and drink</li> <li>stating opinions on school and family life, familiar people, experiences and significant personal events, for example, 我最喜欢圣诞节, and indicating preferences with reasons, for example, 我想去看...电影, 因为听说这个电影很好看 (AC9LC10EC02_E1)</li> </ul>	Quiz Draft Section 3	Feedback on Quiz and Draft
Wk5	Healthy eating <ul style="list-style-type: none"> <li>Food groups recommended for consumption</li> <li>Healthy eating suggestions</li> <li>stating opinions on school and family life, familiar people, experiences and significant personal events, for example, 我最喜欢圣诞节, and indicating preferences with reasons, for example, 我想去看...电影, 因为听说这个电影很好看 (AC9LC10EC02_E1)</li> </ul>	Quiz Draft Section 4	Feedback on Quiz and Draft
Wk6	<b>Assignment</b>		In-class feedback
Wk7	<b>Assignment</b>	<b>Draft due</b>	<b>Draft feedback</b>
Wk8	<b>Assignment</b>	<b>Assignment due</b>	
Wk9	<b>Speaking exam</b>	<b>Speaking exam</b>	
Wk 10	<b>Extension studies</b>		<b>Feed forward/ Ladder result</b>



## Class Course Planner Semester 1 Term 2

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*Class: Year 10 Chinese*

Term Week	Curriculum Intent: School life (C2C: What is advertising)	Assessment x 3	Feedback x 3
T1 Wk1	<b>Revision</b> <ul style="list-style-type: none"> <li>• Sentence patterns</li> <li>• Key vocabulary</li> </ul>	Formative quiz	<b>Course Planner</b>
T1 Wk2	<b>Learning</b> <ul style="list-style-type: none"> <li>• Subject selection</li> <li>• Preference and justification</li> </ul>	Formative quiz	Quiz feedback
T1 Wk3	<b>Extra-curricular activities</b> <ul style="list-style-type: none"> <li>• Interest</li> <li>• Time and plan</li> <li>• Personal opinion</li> </ul>	Formative quiz	Quiz feedback
T1 Wk4	<b>Prepare for your future</b> <ul style="list-style-type: none"> <li>• Further learning</li> <li>• Work experience</li> </ul>	Formative quiz	Quiz feedback
T1 Wk5	<b>Peers</b> <ul style="list-style-type: none"> <li>• Leisure activities with friends</li> <li>• Relationships</li> </ul>	Formative quiz	Quiz feedback
T1 Wk6	<b>Learning problems and solutions</b> <ul style="list-style-type: none"> <li>• Procrastination</li> <li>• Time management</li> <li>• Learning strategies</li> </ul>	Formative quiz	Quiz feedback
T1 Wk7	<b>Relationship problems and solutions</b> <ul style="list-style-type: none"> <li>• Peer pressure</li> <li>• Bullying</li> <li>• Body image</li> </ul>	Formative quiz	Quiz feedback
T1 Wk8	<b>Revision</b>	<b>Speaking Exam</b>	Quiz feedback
T1 Wk9	<b>Exam</b>	<b>Combination response exam</b>	
T1 Wk 10	<b>Extended study</b>		<b>Feed forward/ Ladder result</b>



## Course Planner

### Semester 2 Term 3

Class: 11 Chinese

Teacher: Ms. A. Wu

Term Week	Curriculum Intent: Exploring our world	Assessment	Feedback x 3
T1 Wk1	In creating and evaluating Chinese texts, students will: <ul style="list-style-type: none"> <li>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</li> <li>consider the role of Chinese in their future, e.g. explore the opportunities for future study, travel, employment and career prospects</li> </ul>		
T1 Wk2	In creating and evaluating Chinese texts, students will: <ul style="list-style-type: none"> <li>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</li> <li>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.</li> </ul>		
T1 Wk3	In creating and evaluating Chinese texts, students will: <ul style="list-style-type: none"> <li>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)</li> </ul>		
T1 Wk4	In creating and evaluating Chinese texts, students will: <ul style="list-style-type: none"> <li>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</li> <li>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.</li> </ul>		
T1 Wk5	<b>MULTIMODAL PRESENTATION</b> 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	<b>MULTIMODAL PRESENTATION</b> Week 2: Develop a draft for feedback. Your teacher will provide advice but not corrections.		
T1 Wk7	<b>MULTIMODAL PRESENTATION</b> Week 3: Submit a final copy of your multimodal script with your presentation.	Draft due	One-off feedback on the draft

**STANDARD of PRACTICE No. 6**

T1 Wk8	<b>Revision</b>	<b>Presentation due</b>	
T1 Wk9	<b>EXTENDED RESPONSE – SPOKEN CONVERSATION</b>	<b>Spoken conversation</b>	<b>Feed forward</b>
T1 Wk 10	<b><u>Extended study</u></b>		<b>Feed forward/ Ladder result</b>



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### Trinity Bay SHS

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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"> <li>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</li> <li>consider the role of Chinese in their future, e.g. explore the opportunities for future study, travel, employment and career prospects</li> </ul>		
T1 Wk2	In creating and evaluating Chinese texts, students will: <ul style="list-style-type: none"> <li>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</li> <li>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.</li> </ul>		
T1 Wk3	In creating and evaluating Chinese texts, students will: <ul style="list-style-type: none"> <li>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)</li> </ul>		
T1 Wk4	In creating and evaluating Chinese texts, students will: <ul style="list-style-type: none"> <li>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</li> <li>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.</li> </ul>		
T1 Wk5	<b>MULTIMODAL PRESENTATION</b> Week 1: Negotiate with teacher about perspective and content before developing response and/or conducting supplementary research.	<b>Research</b>	<b>Feedback for perspectives and comment</b>
T1 Wk6	<b>MULTIMODAL PRESENTATION</b> Week 2: Develop a draft for feedback. Your teacher will provide advice but not corrections.	<b>Draft due</b>	<b>One-off feedback on the draft</b>

**STANDARD of PRACTICE No. 6**

T1 Wk7	<b>MULTIMODAL PRESENTATION</b> Week 3: Submit a final copy of your multimodal script with your presentation.	<b>Presentation due</b>	
T1 Wk8	Revision		
T1 Wk9	<b>EXTENDED RESPONSE – SPOKEN CONVERSATION</b>	<b>Spoken conversation</b>	<b>Feed forward</b>
T1 Wk 10	<u>Extended study</u>		<b>Feed forward/ Ladder result</b>