

Chinese Community Language

Year 6 Term 4 2017 Curriculum Overview

Listening and responding	Speaking	Reading and responding	Writing
<p>Students will:</p> <ol style="list-style-type: none"> Listen to migrants related stories/information, contribute relevant ideas to discussions, ask questions and rephrase to clarify meaning. Listen attentively to speaker during class discussion and cooperative group activities. 	<ol style="list-style-type: none"> Students will recite learnt sentences in Chinese and focus on: <ul style="list-style-type: none"> Voice projection Clarity Intonation and pronunciation Eye contact Use persuasive language Students will: <ul style="list-style-type: none"> Talk about how their ancestor came to Australia Share viewpoints in Chinese in collaborative activities 	<p>Students will:</p> <ol style="list-style-type: none"> Read Chinese characters and sentences from the text book "Migrants from China" Read sentences in the booklet Read radicals 石、户、尸、门、木、欠、弓、厂、乡、文、车、辶、歹 to predict meaning of unknown characters. Use Kahoot/Quizlet to do quiz in class as informal assessment 	<p>Students will:</p> <ol style="list-style-type: none"> Copy and write the following Chinese characters: 到达、殖民、部分、需要、便宜、欢迎、紧张、取消、庆祝、挑选、重视 Write story about how their ancestors came to Australia
<p style="text-align: center;">Making Linguistic Connections</p> <ul style="list-style-type: none"> Students will read Pinyin and produce Hanzi. Students will use collective nouns appropriately. 			
<p style="text-align: center;">Moving Between Cultures</p> <ul style="list-style-type: none"> Students will discover what caused the conflict between the Europeans and Chinese during the Goldrush period. 			