**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Once completed, fill out the ‘Assessments’ table.   
For detailed notes regarding the purpose of this template and further instructions for completion, refer [here](http://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/viccurr-resources.aspx)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Strand** | **Communicating** | | | | | | | | | | | | | | | | | | | | | |
|  | **Sub-strand** | **Socialising** | | | | | | **Informing** | | | | **Creating** | | | | **Translating** | | | | **Identity** | | **Reflecting** | |
|  | **Content Description** | Interact with each other, the teaching team and visiting respected community members, using language and gestures to greet and talk about self and family [(VCLVC130)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC130) | | Participate in guided group activities, such as games, songs and simple tasks, using movement and gestures to support understanding and to convey meaning [(VCLVC131)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC131) | | Interact in classroom routines and respond to teacher instructions [(VCLVC132)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC132) | | Discover key information about Country/Place by exploring Country/Place and listening to stories from respected community members [(VCLVC133)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC133) | | Give factual information using simple statements, gestures and captions [(VCLVC134)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC134) | | Participate in shared listening to, viewing and reading of texts and respond through singing, miming, play-acting, drawing, action and movement [(VCLVC135)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC135) | | Create and present shared stories, songs and performances, using familiar words and patterns and support materials [(VCLVC136)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC136) | | Translate frequently used words and phrases, using visual cues and resources such as word lists [(VCLVC137)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC137) | | Create simple oral, print or multimodal bilingual texts for the classroom environment, such as captions, signs, labels and wall charts [(VCLVC138)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC138) | | Describe aspects of self, such as family, school/class and language/s spoken, considering how these contribute to their sense of identity [(VCLVC139)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC139) | | Notice how using different languages involves some different ways of communicating and behaving [(VCLVC140)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC140) | |
| **Unit** | **Semester/Year** | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Strand** | **Understanding** | | | | | | | | | | | | | | | | | | | | | |
|  | **Sub-strand** | **Systems of language** | | | | | | | | **Language variation and change** | | | | **Language Awareness** | | | | **Role of language and culture** | | **Role of language building** | | | |
|  | **Content Description** | Learn the different sounds of the language and link these to written symbols and conventions [(VCLVU141)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVU141) | | Recognise the function of different word types and understand basic elements of language structures [(VCLVU142)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVU142) | | Recognise there are many ways of communicating messages in Aboriginal languages [(VCLVU143)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVU143) | | Identify elements of the kinship system and its links to place and natural species [(VCLVU144)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVU144) | | Recognise that different words and language forms are used to address and communicate with people according to relationship and context [(VCLVU145)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVU145) | | Notice that languages borrow words from each other [(VCLVU146)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVU146) | | Recognise that the language is part of the broader regional and national language diversity [(VCLVU147)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVU147) | | Understand that language belongs to communities, and that language learning requires the application of respectful and appropriate behaviour [(VCLVU148)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVU148) | | Notice that people use language in ways that reflect their culture, such as where and how they live and what is important to them [(VCLVU149)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVU149) | | Recognise that learning Aboriginal and Torres Strait Islander languages can provide language revival benefits to communities [(VCLVU150)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVU150) | | Build the resources of the language by creating, performing and recording new texts, and by creating new contexts for its use [(VCLVU151)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVU151) | |
| **Unit** | **Semester/ Year** | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD |  | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD |  | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

*See next page for Achievement Standards and Assessments section*

|  |  |
| --- | --- |
| **Foundation to Level 2 Achievement Standard**  Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Levels 3 to 6 Achievement Standard** |
| By the end of Level 2   * students interact with the teaching team, respected community members to talk about themselves and family, using familiar modelled language and gestures.(1) * They use appropriate protocols when interacting with respected community members and community speakers, such as appropriate forms of address, terms of respect and behaviour.(2) * They use movement, gestures and modelled questions and responses to participate in guided group activities, for example, collaborating to adapt and perform action songs.(3) * They interact in familiar classroom exchanges, using routine classroom language, movement, gesture and action, for example when requesting objects, responding to simple questions, following instructions.(4) * They identify key information about Country/Place, under the guidance of respected community members.(5) * They use simple statements, gestures and written captions to demonstrate their understanding of Country/Place, for example, by naming bush foods, animals, plants and natural objects, and by classifying and labelling these into culturally appropriate categories.(6) * They identify places in the local area which have names in the language. (7) * They respond to texts such as stories, songs, dance and visual art through singing, miming, play-acting, drawing, action and movement. (8) * They demonstrate their understanding by identifying key animals, birds and other characters or by retelling/describing elements of images, performances or stories. (9) * Students use familiar words, patterns and support materials to create and present shared stories, songs and performances. (10) * They translate and explain the meaning of symbols, words, simple phrases and gestures used in everyday contexts and situations. (11) * They create simple bilingual texts for the classroom environment. (12) * They identify markers of their own identity, such as family, school/class membership and language/s spoken, and compare these to the importance of Place, family and relationships in Aboriginal and Torres Strait Islander communities. (13) * Students identify similarities and differences in the ways people communicate and behave in different languages and cultures. (14) * Students are familiar with most sounds in the target language and can link these to written symbols and writing conventions. (15) * They use metalanguage to describe basic structures of the language, recognising that some elements may have fallen into disuse and be unknown today. (16) * They understand that messages in Aboriginal and Torres Strait Islander languages can be communicated in a number of ways, such as respected community members’ story-telling, or through song, dance and visual design. (17) * Students identify elements of the kinship system when appropriate, and recognise that Aboriginal and Torres Strait Islander peoples have their own personal relationships with Place, natural species and phenomena. (18) * They identify which stories belong to which natural features, including animals and plants. (19) * They know that different words are used to address and communicate with different people, depending on relationship and situation. (20) * They identify words in the language that have been borrowed from other languages. (21) * They recognise that many different languages are spoken at their school, in their local community, and in other parts of Australia. (22) * They identify how language use reflects where and how they live and what is important to them. (23) * Students identify the importance of learning Aboriginal and Torres Strait Islander languages, including the benefits to communities of language revival. (24) * They recognise that new words can be formed from within the language itself and work with the community language team to build resources for the language, such as new games and songs. (25) | By the end of Level 6   * students use familiar language and modelled sentence patterns to share information about aspects of their personal worlds, such as their family and friends, interests, everyday routines and activities. They interact appropriately with respected community members and community speakers and apply principles and protocols of cultural safety when interacting with Country/Place and engaging with cultural material such as artefacts, works of art, texts and performances. Students ask and respond to simple questions, request help, repetition or clarification, and respond to questions and requests using rehearsed phrases and sentences. Whenever possible they use the language to interact and collaborate in games and other activities, including the use of hand signs as appropriate. They interact with Country/Place to gather information and knowledge and demonstrate their understanding of Country/Place, for example, by explaining the origins and meanings of Aboriginal and Torres Strait Islander names of streets, parks, public institutions and social programs. They label, order and classify natural objects, animals and plants, by making simple statements about key features. They identify features of landforms, infrastructure and built environment, identifying places which have special significance to community. Students listen to, read and view a range of resources in the language, such as historical documents, stories, photos, images and art works, and demonstrate understanding of content by locating, recording and interpreting key words and phrases, and locating key points of information. They present information they have obtained that relates to language, culture, environment and community personalities, using short sentence structures, familiar vocabulary, photos and concrete materials. They demonstrate understanding of stories, songs, visual design and performance, for example by mapping sites, landforms and features through which a travelling story or songline passes, or by selecting and writing simple modelled statements to describe main characters and events. They create their own texts and works of art to tell a story, incorporating illustrations and visual props, significant symbols and techniques appropriate to Country/Place. * Students use simple, formulaic language to retell excerpts from stories and to create new songs and stories, understanding their role in helping to build a community of learner-speakers who use the language. They apply their knowledge of grammar and vocabulary to translate short texts, such as word lists, labels, songs and historical texts, explaining culture-specific concepts and expressions that do not translate easily into English. They create bilingual texts for the classroom and school community that explain words and associated cultural ideas. Students identify markers of identity across cultures, and recognise the importance of language, Country/Place and culture to the identity of Aboriginal and Torres Strait Islander peoples. They reflect on their own cultural identity in light of their experience of learning the language, considering how their ideas and ways of communicating are influenced by their own cultural backgrounds. * Students know that the language has its own pronunciation, spelling and grammar. They apply this knowledge to predict the sound, spelling and meaning of new words. They use metalanguage for language explanation, for making comparisons with English forms and other known languages, for reflecting on the experience of learning the language and culture, and for explaining the purpose and techniques of language building. They describe different ways of communicating in Aboriginal and Torres Strait Islander languages, for example, through story, song, sign language and artistic expression. Students know that language use varies according to age, relationships and situation, and they identify and explain kin terms in particular Aboriginal or Torres Strait Islander languages where it is appropriate. They provide examples of how languages change over time. They recognise that Aboriginal and Torres Strait Islander languages are in various states of maintenance, development and revival and can give some historical reasons for this. They explain the current situation of the language they are learning, including details about what is known about it, its current usage, generational differences and revival plans. They explain the importance of maintaining, strengthening and reviving Aboriginal and Torres Strait Islander languages for specific communities and for the broader Australian community. They demonstrate their understanding of the link between language, culture, Country and Place by working with the community language groups to develop a short ‘Welcome to Country/Place’ and/or ‘Acknowledgement of Country/Place’ to present at formal school functions or community events. Students describe language building efforts in their community. They explain protocols for language building, such as consulting and involving language owners. They identify contemporary and historical language materials that may assist communities with language building efforts and the challenges involved in using these. They understand their own role in helping to build a community of language-learner speakers and in the development of new language resources. They explain how the language was recorded in the past, by whom and for what purpose, and can give reasons for some different spellings of words within the language. Students know that the language is primarily oral and explain the importance of story and story-telling in transmitting language and culture. They recognise that ownership of songs, stories, dances and designs is determined by traditional kinship and other social groupings, place, History and Journey. They know that language in its various forms carries Indigenous knowledge in the context of Country/Place. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Assessments** | | |  |  | | |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |