**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)

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|  | **Strand** | **Communicating** | | | | | | | | | | | | | | | | | | | | | |
|  | **Sub-strand** | **Socialising** | | | | | | **Informing** | | | | **Creating** | | | | **Translating** | | | | **Reflecting** | | | |
|  | **Content Description** | Interact with peers and teacher, using simple language and gestures for exchanges  [(VCNRC001)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC001) | | Participate in guided activities and simple exchanges using simple repetitive language  [(VCNRC002)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC002) | | Participate with teacher and peers in class routines and activities, such as following instructions and taking turns  [(VCNRC003)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC003) | | Identify key words and information with guidance in simple written, spoken and visual texts  [(VCNRC004)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC004) | | Share and present information about self, family, friends and possessions, using modelled language  [(VCNRC005)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC005) | | Participate in shared imaginative activities and respond through singing, chanting, play-acting and movement  [(VCNRC006)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC006) | | Create captions to images for individual presentations and participate in shared performances and imaginative activities using familiar words, phrases and language patterns  [(VCNRC007)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC007) | | Translate familiar words or phrases using visual cues or word lists, explaining the meaning of particular words or expressions  [(VCNRC008)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC008) | | Create simple print or digital texts in the language and English, such as captions and labels, for the immediate learning environment  [(VCNRC009)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC009) | | Reflect on what sounds, looks or appears similar or different to own language and culture when interacting in the language being studied  [(VCNRC010)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC010) | | Describe aspects of self, such as family, school/class and language/s, recognising how these are part of one’s identity  [(VCNRC011)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC011) | |
| **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 # |
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|  | **Strand** | **Understanding** | | | | | | | | | | | |
|  | **Sub-strand** | **Systems of language** | | | | | | **Language variation and change** | | | | **Role of language and culture** | |
|  | **Content Description** | Recognise and reproduce the sounds and letters of the alphabet of the language being studied, identifying how they are represented in words  [(VCNRU012)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRU012) | | Understand elements of grammar such as those related to questions, commands and short sentences and develop vocabulary to describe self, friends and family  [(VCNRU013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRU013) | | Recognise features of familiar spoken, written and visual texts  [(VCNRU014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRU014) | | Recognise that the greetings and forms of address in the language being studied may vary according to such things as the time of day, age, gender and relationship of participants  [(VCNRU015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRU015) | | Recognise that Australia has speakers of many different languages, including the language being studied, and that languages borrow words from each other and sometimes use the same alphabet symbols and vocabulary  [(VCNRU016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRU016) | | Recognise that the languages people use reflect their culture, such as who they are, where and how they live, and find examples of similarities and differences between the language being studied and their own ways of communicating  [(VCNRU017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRU017) | |
| **Unit** | **Semester/Year** | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # |
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*See next page for Achievement Standards and Assessments section*

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| **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 and 4 Achievement Standard** |
| By the end of Level 2   * Students interact with teachers and peers through action-related talk and play. (1) * They introduce themselves and their family and exchange greetings, farewells, and express thanks. (2) * They use simple repetitive language when participating in shared activities and simple exchanges, respond to simple instructions and imitate frequently used classroom language. (3) * When speaking, they reproduce distinctive sounds and letters of the language being studied. (4) * Students identify specific words, such as names of people, places, or objects in simple spoken and written texts and respond to imaginative experiences. (5) * They present information about themselves, their family, friends and possessions using gestures and modelled language. (6) * They create simple texts, such as captions to images, using familiar words, phrases and sentence patterns. (7) * They use vocabulary related to their classroom and family. (8) * They recognise questions and commands and use short sentences with appropriate language structures to communicate about themselves, their family and classroom. (9) * They translate frequently used words and simple phrases relating to their immediate environment, using visual cues and identifying similarities and differences. (10) * They give examples of ways the language being studied sounds and looks different from other languages that they bring to the classroom. (11) * Students identify how letters of the language being studied alphabet are represented in words and read. (12) * They identify features of familiar texts, such as songs, labels and captions. (13) * They recognise that different titles and greetings are used to address people in different situations. (14) * They list the different languages that are spoken in Australia. (15) * They identify similarities and differences between the language being studied and their own language and culture. (16) | By the end of Level 4   * Students interact with the teacher and peers to share simple information about aspects of their lives, such as school, home and everyday routines. * They use formulaic expressions when participating in classroom routines, collaborative activities and simple transactional exchanges, such as praising and encouraging others, asking for assistance, seeking clarification, requesting permission. * They use features of pronunciation when asking questions and making statements and exclamation, including use of the accent mark if applicable. * Students locate information related to everyday contexts and routines and use simple statements and support materials to present information about themselves, others, home and school. * They respond to imaginative texts by talking about favourite elements, acting out events and making simple statements about characters. * They perform and create short imaginative texts, using formulaic expressions and modelled language. * Students use vocabulary related to school, home and everyday routines and describe people, objects or events using adjectives and adverbs. * They use appropriate grammar and syntax in simple spoken and written texts. * They translate and interpret common words and frequently used language relating to familiar environments and create simple bilingual resources for the classroom, such as picture dictionaries and captions. * Students identify and write letters of the alphabet of the language being studied, and recognise sound-letter relationships. * They identify the structure and linguistic features of texts used in familiar contexts, such as stories, songs, recipes and conversations. * They provide examples of how language use varies according to the context and the purpose of the exchange. * They recognise that languages change over time, and that languages influence each other, providing examples of words in the language being studied that are borrowed from other languages. * They compare the language being studied and English, identifying similarities and differences, particularly in vocabulary, behaviours and expressions related to cultural practices such as special occasions. |

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| **Assessments** | | |  |  | | |
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