**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 to exchange personal information about everyday routines involving school and home environment  [(VCNRC018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC018) | | Participate collaboratively in shared class experiences which involve planning and simple transactional exchanges  [(VCNRC019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC019) | | Participate in everyday classroom activities, such as asking for permission, requesting help, asking how to say or write something, and praising or encouraging peers  [(VCNRC020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC020) | | Locate key information about everyday contexts and routines from written, spoken and visual texts  [(VCNRC021)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC021) | | Convey information about self, others, home and school life, using simple statements and support materials such as photos, maps or charts  [(VCNRC022)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC022) | | Participate in shared imaginative activities and respond by acting out events, identifying favourite elements, and making simple statements about characters  [VCNRC023)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC023" \o "View elaborations and additional details of VCNRC023) | | Create and perform short spoken and written imaginative texts such as dialogues or collaborative stories, using formulaic expressions and modelled language  [(VCNRC024)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC024) | | Translate and interpret words, phrases and sentences used in familiar environments such as school and home, recognising how they may have similar or different meanings to words in English or other known languages  [(VCNRC025)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC025) | | Create simple bilingual resources for familiar audiences  [(VCNRC026)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC026) | | Share own experiences of communicating in the language being studied, recognising how it involves behaviours as well as words  [(VCNRC027)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC027) | | Interact with others, noticing how identity matters, such as use of terms of address, who and what is included and what language is used  [(VCNRC028)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC028) | |
| **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** | Identify, pronounce and write the alphabet letters, recognising sound–letter relationships in the language being studied  [(VCNRU029)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRU029) | | Recognise and use elements of the language's grammar, such as word order, gender and singular/plural forms, to describe people, objects or events  [(VCNRU030)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRU030) | | Recognise the linguistic features and structures of different texts used in familiar contexts  [(VCNRU031)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRU031) | | Understand that the context and purpose of interactions influence language choices  [(VCNRU032)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRU032) | | Understand that languages may change over time and that they influence each other, recognising words in the language being studied that are derived from other languages  [(VCNRU033)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRU033) | | Identify vocabulary, behaviours and expressions which reflect cultural values, beliefs and traditions to make connections between cultural practices and language use  [(VCNRU034)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRU034) | |
| **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** | **Levels 3 and 4 Achievement Standard**  Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Level 5 and 6 Achievement Standard** |
| By the end of Level 2   * Students interact with teachers and peers through action-related talk and play. * They introduce themselves and their family and exchange greetings, farewells, and express thanks. * They use simple repetitive language when participating in shared activities and simple exchanges, respond to simple instructions and imitate frequently used classroom language. * When speaking, they reproduce distinctive sounds and letters of the language being studied. * Students identify specific words, such as names of people, places, or objects in simple spoken and written texts and respond to imaginative experiences. * They present information about themselves, their family, friends and possessions using gestures and modelled language. * They create simple texts, such as captions to images, using familiar words, phrases and sentence patterns. * They use vocabulary related to their classroom and family. * They recognise questions and commands and use short sentences with appropriate language structures to communicate about themselves, their family and classroom. * They translate frequently used words and simple phrases relating to their immediate environment, using visual cues and identifying similarities and differences. * They give examples of ways the language being studied sounds and looks different from other languages that they bring to the classroom. * Students identify how letters of the language being studied alphabet are represented in words and read. * They identify features of familiar texts, such as songs, labels and captions. * They recognise that different titles and greetings are used to address people in different situations. * They list the different languages that are spoken in Australia. * They identify similarities and differences between the language being studied and their own language and culture. | 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. (1) * 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. (2) * They use features of pronunciation when asking questions and making statements and exclamation, including use of the accent mark if applicable. (3) * 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. (4) * They respond to imaginative texts by talking about favourite elements, acting out events and making simple statements about characters. (5) * They perform and create short imaginative texts, using formulaic expressions and modelled language. (6) * Students use vocabulary related to school, home and everyday routines and describe people, objects or events using adjectives and adverbs. (7) * They use appropriate grammar and syntax in simple spoken and written texts. (8) * 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. (9) * Students identify and write letters of the alphabet of the language being studied, and recognise sound-letter relationships. (10) * They identify the structure and linguistic features of texts used in familiar contexts, such as stories, songs, recipes and conversations. (11) * They provide examples of how language use varies according to the context and the purpose of the exchange. (12) * 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. (13) * 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. (14) | By the end of Level 6   * Students use the spoken and written language being studied to exchange personal information, describe feelings and express preferences. * When participating in collaborative activities, transactions and classroom routines, they ask and respond to questions, plan collaboratively, and make suggestions and statements. * When interacting, students use key features of pronunciation and intonation, including accents where appropriate. * They obtain and compare information from a range of texts related to aspects of daily life and events. * They present information about their personal world in different formats. * They express their feelings about the storyline and characters encountered in texts and create and perform simple imaginative texts using familiar language. * They use tenses in combination with appropriate grammatical elements to construct and expand sentences and apply basic rules of spelling and punctuation, such as question marks, capital letters, commas, exclamation marks and speech marks. * They translate and interpret simple texts, identifying words that are not easily translated and create bilingual texts for the classroom and school community. * They compare ways of communicating in the language being studied and English to identify similarities and differences and suggest how culture influences language use. * Students identify and reproduce orally and in writing letters and sounds of the language being studied. * They identify the relationship between language choices, and the audience and purpose of different text types. * They describe the importance of register in different contexts and situations. * They appreciate the dynamic nature of the language being studied, identifying changes that have occurred due to new technologies and knowledge. * They describe ways that identity and the nature of communication are directly related to language and culture. |

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