**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 information and opinions about self, family, friends and interests, and express feelings, likes and dislikes  [(VCNRC086)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC086) | | Participate in collaborative activities, such as performances and presentations, that involve planning and making arrangements  [(VCNRC087)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC087) | | Interact in class routines and exchanges by asking and responding to questions, following instructions and seeking help and permission  [(VCNRC088)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC088) | | Locate and use key points of information, such as main ideas, specific details and general descriptions from a range of spoken, written and visual texts  [(VCNRC089)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC089) | | Use spoken, written and multimodal forms of presentation to convey information on selected topics of interest  [(VCNRC090)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC090) | | Listen to, read and view imaginative texts and respond by describing aspects, such as characters, events and ideas  [(VCNRC091)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC091) | | Create or represent and perform own imagined scenarios, characters and events, using stimulus materials and modelled language  [(VCNRC092)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC092) | | Translate and interpret texts such as emails, signs and notices, using contextual cues and familiar textual features and recognising aspects that are similar and different in the two language versions  [VCNRC093)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC093" \o "View elaborations and additional details of VCNRC093) | | Create bilingual texts and resources to support their own learning  [(VCNRC094)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC094) | | Engage with speakers of the language being studied, recognising that interaction involves the expression of cultural experience and values as well as language  [(VCNRC095)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC095) | | Recognise their own and others’ ways of expressing identity, reflecting on the relationship between language, culture and identity  [(VCNRC096)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC096) | |
| **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 similarities and differences between the phonological and orthographic systems of English and the language being studied  [(VCNRU097)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRU097) | | Recognise and use vocabulary and grammatical elements to create simple sentences and phrases  [(VCNRU098)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRU098) | | Recognise and understand characteristic features of common types of text, comparing them with equivalent texts in English  [(VCNRU099)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRU099) | | Understand that the language being studied, like all languages, varies according to participants, roles and relationships, context and culture  [(VCNRU100)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRU100) | | Understand that the language being studied continues both to influence and change through interaction with other languages and cultures  [(VCNRU101)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRU101) | | Identify connections between language, culture and communication, recognising how communication styles and practices vary across cultures and how intercultural exchange involves the exchange of meaning as well as words  [(VCNRU102)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRU102) | |
| **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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| **Levels 7 and 8 Achievement Standard**  Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Level 9 and 10 Achievement Standard** |
| By the end of Level 8   * Students use the language being studied to describe feelings, express likes and dislikes and exchange information about their personal worlds, including information about themselves, their family, friends and interests. (1) * They interact with others in collaborative and classroom activities, using modelled language to carry out transactions, ask and respond to familiar questions, follow instructions, and seek assistance or permission. (2) * When interacting, students pronounce sounds in the language being studied, and use intonation and accentuation. (3) * They obtain information and identify key points from different sources, using non-verbal and contextual clues to help make meaning. (4) * Students describe characters, events and ideas in imaginative texts using high frequency vocabulary and create short informational and imaginative texts using modelled sentence structures and formulaic expressions. (5) * They use the present tense, common verbs and other grammatical structures to create simple sentences and phrases. (6) * They translate and interpret texts, such as emails, signs and notices, using contextual clues and textual features and create simple bilingual texts for classroom use. (7) * When interacting, students modify their language and behaviour and recognise that aspects of their own language and culture impact on intercultural exchange. (8) * Students identify the similarities and differences between the sound systems of the language being studied and English. (9) * They describe the key features of common types of texts, comparing them with equivalent text types in English, for example, a diary entry, or party invitation. (10) * They give examples of how language varies according to participants, roles and relationships, and context and culture. (11) * They identify ways that the language and culture being studied have influenced and continue to influence and be influenced by many global languages. (12) * They analyse words and expressions to identify and explain connections between language and culture. (13) | By the end of Level 10   * Students initiate and sustain interactions with peers by sharing opinions and experiences and comparing aspects of teenage life. * They interact with others to make decisions and plan events. * They ask and respond to questions, clarify understanding and express agreement or disagreement in structured discussions and tasks, and spoken and written transactions. * When interacting, they use appropriate pronunciation, rhythm and stress. * Students locate and analyse information and perspectives from a range of texts and communicate information and ideas using different modes of presentation selected to suit audience and purpose. * They share their responses to imaginative texts by expressing personal preferences, feelings and opinions about themes, mood and language choices. * They use different techniques to produce imaginative texts for different audiences. * They use a range of grammatical structures and elements and apply their knowledge of vocabulary and grammatical structures to extend meaning. * They translate, interpret and create texts, such as notices, posters, advertisements, announcements and blogs, into the language being studied and English for the wider community. * When interacting, students share responsibility for making meaning. * They provide examples of how their identity influences their intercultural exchanges. * Students identify and reproduce the sounds and letters of the language being studied. * They analyse a range of text types in various modes to explain the relationship between context, purpose and audience and to identify structural, linguistic and culturally-specific features. * They compare the language being studied and culture in various linguistic and cultural settings in Australia and overseas, and provide reasons for variations that exist. * They identify ways that the language being studied has changed over time and propose reasons why it continues to change. * They explain how cultural assumptions, attitudes and beliefs can affect interactions and appreciate the importance of mutual understanding in effective communication. |

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