**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** | Initiate and sustain interactions by sharing personal opinions and experiences with peers and comparing aspects of young people’s lives, such as relationships, events and aspirations [(VCNRC103)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC103) | Participate in collaborative planning and decision making for events and shared experiences, and engage in different forms of spoken and written transactions [(VCNRC104)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC104) | Participate in structured discussions and tasks by asking and responding to questions, clarifying understanding and expressing agreement or disagreement[(VCNRC105)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC105) | Obtain, analyse and use information from a range of spoken, written, digital and visual texts, identifying and comparing perspectives on social and cultural issues [(VCNRC106)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC106) | Adapt and present information and ideas on a variety of topics using presentation modes selected to suit different audiences and to achieve specific purposes[(VCNRC107)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC107) | Respond to imaginative texts by expressing personal preferences, feelings and opinions about themes, mood and language choices [(VCNRC108)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC108) | Experiment with different techniques to create and present imaginative texts designed to engage different audiences [(VCNRC109)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC109) | Translate and interpret a range of community and social media texts such as posters, advertisements and blogs, identifying and explaining words or expressions of specific cultural significance[(VCNRC110)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC110) | Create bilingual texts that draw on the language being studied and English for different purposes, such as menus or product instructions designed for both language contexts [(VCNRC111)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC111) | Interact with speakers of the language being studied and resources, recognising that intercultural communication involves shared responsibility for communication [(VCNRC112)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC112) | Consider how cultural identity influences interactions in culturally and linguistically diverse contexts such as Australia [(VCNRC113)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC113) |
| **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 sound-letter relationships and combinations in the language being learned in spoken and written forms and key features of pronunciation, rhythm and stress [(VCNRU114)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRU114) | Develop knowledge of vocabulary and sentence structures to elaborate meaning [(VCNRU115)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRU115) | Compare and contrast the structure and linguistic features of different types of text, developing understanding of the relationship between context, purpose and audience, and identifying culturally specific elements [(VCNRU116)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRU116) | Examine how the language being studied and culture is variously expressed in different linguistic and cultural settings, identifying and explaining variations[(VCNRU117)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRU117) | Understand how the language being studied has evolved, and how it continues to change over time due to processes such as globalisation, migration, and the influence of technology and popular culture[(VCNRU118)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRU118) | Explain how meanings may vary according to cultural assumptions and perspectives that people bring to interactions and experiences, recognising that such variations impact on intercultural communication[(VCNRU119)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRU119) |
| **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**  | **Level 9 and 10 Achievement Standard** Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  |
| 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.
* 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.
* When interacting, students pronounce sounds in the language being studied, and use intonation and accentuation.
* They obtain information and identify key points from different sources, using non-verbal and contextual clues to help make meaning.
* 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.
* They use the present tense, common verbs and other grammatical structures to create simple sentences and phrases.
* 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.
* When interacting, students modify their language and behaviour and recognise that aspects of their own language and culture impact on intercultural exchange.
* Students identify the similarities and differences between the sound systems of the language being studied and English.
* 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.
* They give examples of how language varies according to participants, roles and relationships, and context and culture.
* They identify ways that the language and culture being studied have influenced and continue to influence and be influenced by many global languages.
* They analyse words and expressions to identify and explain connections between language and culture.
 | By the end of Level 10* Students initiate and sustain interactions with peers by sharing opinions and experiences and comparing aspects of teenage life. (1)
* They interact with others to make decisions and plan events. (2)
* They ask and respond to questions, clarify understanding and express agreement or disagreement in structured discussions and tasks, and spoken and written transactions. (3)
* When interacting, they use appropriate pronunciation, rhythm and stress. (4)
* 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. (5)
* They share their responses to imaginative texts by expressing personal preferences, feelings and opinions about themes, mood and language choices. (6)
* They use different techniques to produce imaginative texts for different audiences. (7)
* They use a range of grammatical structures and elements and apply their knowledge of vocabulary and grammatical structures to extend meaning. (8)
* 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. (9)
* When interacting, students share responsibility for making meaning. (10)
* They provide examples of how their identity influences their intercultural exchanges. (11)
* Students identify and reproduce the sounds and letters of the language being studied. (12)
* 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. (13)
* 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. (14)
* They identify ways that the language being studied has changed over time and propose reasons why it continues to change. (15)
* They explain how cultural assumptions, attitudes and beliefs can affect interactions and appreciate the importance of mutual understanding in effective communication. (16)
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| **Assessments** |  |  |
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