**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** | Share with peers and teacher information about aspects of the students' personal world  [(VCRAC018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC018) | | Contribute to class activities such as solving a problem or planning an event  [(VCRAC019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC019) | | Respond to questions, instructions and requests, and participate in routine exchanges  [(VCRAC020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC020) | | Obtain and share information from peers and texts related to family, home, routines and interests  [(VCRAC021)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC021) | | Present information about school and neighbourhood using tables, lists and descriptions  [(VCRAC022)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC022) | | Listen to, read and view creative texts such as rhymes, songs and stories, identifying characters and acting out events  [(VCRAC023)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC023) | | Create texts such as dialogues and stories, using formulaic expressions and modelled language  [(VCRAC024)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC024) | | Translate using textual cues such as pictures, layout and key words to predict meaning, and comment on the non-equivalence of words due to cultural differences  [(VCRAC025)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC025) | | Produce texts such as descriptions and signs in both the language and English for the school community  [(VCRAC026)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC026) | | Communicate in the language using routine phrases and expressions, recognising that such language reflects cultural practices and norms  [(VCRAC027)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC027) | | Interact with others and notice how identity is acknowledged, such as in use of terms of address, who and what is included, and what language is used  [(VCRAC028)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC028) | |
| **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 pronunciation conventions, including loan words from English and intonation for questions, statements and commands  [(VCRAU029)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU029) | | Develop understanding of ways to express possession and describe qualities of people and objects, and expand vocabulary and grammatical elements related to personal and social world  [(VCRAU030)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU030) | | Recognise that texts such as stories, games and conversations have particular features  [(VCRAU031)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU031) | | Understand that language may vary according to age, gender and social position, such as place in the family  [(VCRAU032)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU032) | | Recognise the areas of the world where the language is spoken  [(VCRAU033)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU033) | | Make connections between cultural practices and language use, such as specific vocabulary and expressions  [(VCRAU034)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU034) | |
| **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 play and action-related language. * They use greetings and respond to instructions through actions. * Students pronounce the sounds of the language. * They recognise simple questions and can respond to them, in addition to names and numbers (up to ten). * They listen to texts and identify specific words such as names of objects and people, and respond by acting or by drawing or labelling a picture. * They read texts with the teacher and peers, and participate in songs and chants. * They present factual information at word and simple sentence level, such as lists, labels, descriptions and sharing/news reports, relying on formulaic language and modelled examples. * They show comprehension and create simple texts such as a description, story or comic by matching pictures and captions. * They use vocabulary related to their class and home environments. * Students recognise simple verbs and use pronouns to address others. * Students comment on similarities and differences in meanings of words, noticing that some cannot be readily translated. * They comment on aspects of using the language and express feelings about learning languages. * Students recognise that the language is written using the same alphabet as English but that many sounds are different. * They know that they communicate in English (and possibly other languages) and they recognise that some words in the language are similar to English. * Students identify some distinctive words in the language. * They are aware that language and culture are related. | By the end of Level 4   * Students engage in classroom routines and structured interactions with teachers and peers. (1) * They reproduce a range of the sounds of the language. (2) * Students follow instructions, make requests and respond with actions. (3) * They respond to questions, often by using a simple phrase. (4) * They engage with texts, relying on graphics, key words and examples to support understanding, and respond using formulaic language. (5) * Students present factual information in texts such as descriptions, lists and tables. (6) * They work with modelled language to create their own texts, such as sequencing pictures and statements to create a comic and using word lists to complete a paragraph or simple story. (7) * Students use vocabulary related to school, home and some interests to create simple informative and descriptive texts. (8) * They describe amounts using cardinal numbers and create plurals. (9) * Students state preferences and use adjectives, including adjectives of size and colour. (10) * They create sentences, and use simple possessive structures and conjunctions. (11) * Students translate texts using word lists and dictionaries, identifying words and expressions that do not have word-to-word equivalence. (12) * They begin to observe how language use, including their own, is influenced by culture and notice how it can influence intercultural experiences.(13) * Students differentiate spoken statements from questions. (14) * They recognise that the word order in the language being studied differs from English. (15) * They understand that language use varies according to who is using it and with whom, and that some terms have specific cultural meanings. (16) * They make comparisons between the language and English, particularly noticing similarities and differences in cultural practices related to daily routines and special occasions. (17) | By the end of Level 6   * Students use the language to convey information about themselves, their family and friends, and daily routines and activities. * They locate specific details and use familiar words and phrases to predict meanings in texts. * They respond to and create texts such as descriptions and conversations to share factual and imaginative ideas and experiences, using formulaic phrases and modelled language. * Students produce the sounds of the language, and apply knowledge of pronunciation and spelling to predict the sound, spelling and meaning of new words. * They ask and respond to questions, and interact spontaneously with peers in discussions on familiar topics. * Students use a range of verbs. * They use numbers, describe character and appearance and understand the use of word order. * Students use possessive forms with some accuracy and describe events in time using numbers and days of the week. * They translate texts, relying on key words and formulaic expressions, describing how meanings may vary across languages and cultures. * Students comment on how experiences and cultural perspectives, including their own, influence people’s assumptions and language use in intercultural interactions. * Students understand that they are studying a language system that has rules, and that some aspects are similar to English. * They recognise features of texts such as adjectives in descriptions, superlatives in advertisements and imperatives in signs. * Students observe that language use varies according to age, relationships and situation, particularly in relation to terms of address and the nature of what is discussed. * They recognise loan words from English and their distinctive spelling and pronunciation in the language being studied. * They comment on similarities and differences between aspects of language and culture, such as celebrations, leisure, environment or pronunciation and intonation. * Students understand that some terms and expressions reflect culture-specific practices and cannot be directly translated. |

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