**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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