**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 to describe aspects of daily life, school, friends and pastimes  [(VCRAC035)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC035) | | Collaborate with peers to plan and conduct a shared event or activity  [(VCRAC036)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC036) | | Participate in classroom interactions and structured tasks by asking and responding to questions, seeking permission and expressing preferences  [(VCRAC037)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC037) | | Locate, classify and compare factual information from texts about aspects of daily life and significant events across cultures  [(VCRAC038)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC038) | | Convey information about aspects of language and culture using diagrams, charts, timelines, descriptions and guided reports  [(VCRAC039)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC039) | | Engage with texts such as cartoons, dialogues and fairy tales, and respond by describing aspects such as characters and actions  [(VCRAC040)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC040) | | Compose and perform texts such as a skit, rap or video clip, based on a stimulus, concept or theme  [(VCRAC041)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC041) | | Translate texts from the language to English and vice versa, selecting from possible choices to create appropriate meanings  [(VCRAC042)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC042) | | Create for the school community simple bilingual texts such as reports, instructions and games  [(VCRAC043)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC043) | | Engage in intercultural experiences, describing aspects that are unfamiliar or uncomfortable and discussing own reactions and adjustments  [(VCRAC044)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC044) | | Share experiences of learning and using the language, and comment on aspects of the culture(s) studied that have been accepted or rejected and how this has impacted on the students' own identity  [(VCRAC045)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC045) | |
| **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** | Notice pronunciation of the sounds of the language and the difference in pronunciation of loan words from English  [(VCRAU046)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU046) | | Understand how to use prepositions, and continue to expand knowledge of verbs and vocabulary  [(VCRAU047)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU047) | | Develop understanding of how the choice of text type influences the use of grammatical structures and rules  [(VCRAU048)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU048) | | Develop awareness that language use reflects different contexts, purposes and audiences  [(VCRAU049)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU049) | | Recognise influences from other languages, such as regional and foreign languages  [(VCRAU050)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU050) | | Recognise that language and culture are integral to the nature of identity and communication  [(VCRAU051)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU051) | |
| **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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| **Level 3 and 4 Achievement Standard** | **Levels 5 and 6 Achievement Standard**  Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Level 7 and 8 Achievement Standard** |
| By the end of Level 4   * Students engage in classroom routines and structured interactions with teachers and peers. * They reproduce a range of the sounds of the language. * Students follow instructions, make requests and respond with actions. * They respond to questions, often by using a simple phrase. * They engage with texts, relying on graphics, key words and examples to support understanding, and respond using formulaic language. * Students present factual information in texts such as descriptions, lists and tables. * 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. * Students use vocabulary related to school, home and some interests to create simple informative and descriptive texts. * They describe amounts using cardinal numbers and create plurals. * Students state preferences and use adjectives, including adjectives of size and colour. * They create sentences, and use simple possessive structures and conjunctions. * Students translate texts using word lists and dictionaries, identifying words and expressions that do not have word-to-word equivalence. * They begin to observe how language use, including their own, is influenced by culture and notice how it can influence intercultural experiences. * Students differentiate spoken statements from questions. * They recognise that the word order in the language being studied differs from English. * They understand that language use varies according to who is using it and with whom, and that some terms have specific cultural meanings. * They make comparisons between the language and English, particularly noticing similarities and differences in cultural practices related to daily routines and special occasions. | By the end of Level 6   * Students use the language to convey information about themselves, their family and friends, and daily routines and activities. (1) * They locate specific details and use familiar words and phrases to predict meanings in texts. (2) * 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. (3) * Students produce the sounds of the language, and apply knowledge of pronunciation and spelling to predict the sound, spelling and meaning of new words. (4) * They ask and respond to questions, and interact spontaneously with peers in discussions on familiar topics. * Students use a range of verbs. (5) * They use numbers, describe character and appearance and understand the use of word order. (6) * Students use possessive forms with some accuracy and describe events in time using numbers and days of the week. (7) * They translate texts, relying on key words and formulaic expressions, describing how meanings may vary across languages and cultures. (8) * Students comment on how experiences and cultural perspectives, including their own, influence people’s assumptions and language use in intercultural interactions. (9) * Students understand that they are studying a language system that has rules, and that some aspects are similar to English. (10) * They recognise features of texts such as adjectives in descriptions, superlatives in advertisements and imperatives in signs. (11) * 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. (12) * They recognise loan words from English and their distinctive spelling and pronunciation in the language being studied. (13) * They comment on similarities and differences between aspects of language and culture, such as celebrations, leisure, environment or pronunciation and intonation. (14) * Students understand that some terms and expressions reflect culture-specific practices and cannot be directly translated. (15) | By the end of Level 8   * Students use the language to interact and exchange ideas, experiences and interests with teachers, peers and others. * When interacting, they ask questions, respond to questions and clarify their answers. * Students give opinions, make comparisons and state preferences. * They locate and evaluate factual information in texts, and create informative and imaginative texts (such as forms of correspondence, stories or reports) using models. * They vary their sentence construction to create interest for the audience. * Students use cohesive devices such as time markers and a range of personal pronouns and verbs. * Students describe qualities using colours and adjectives. * They refer to the past and future using time indicators. * They translate across languages, noticing where equivalence may not be possible, for example, daylight saving. * They comment on their reactions to intercultural experiences, describing aspects that do or do not fit with their own identity and considering why. * Students differentiate between similar-sounding words and how they are written and apply correct spelling conventions. * They recognise how possessive forms differ from English and have a metalanguage to identify common features such as nouns, pronouns, verbs and adjectives. * Students identify and reproduce features of familiar text types such as emails, stories and dialogues. * They notice how languages and cultures influence each other, particularly noticing borrowings from other languages. * Students understand that cultural values and ideas are embedded in language use, including their own, and consider where these may have come from and how they may be seen from another cultural perspective. |

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