**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, friends and family, pastimes, special occasions and the immediate environment  [(VCRAC086)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC086) | | Make plans and obtain goods or services in real or simulated situations, through corresponding and transacting with others using modelled texts  [(VCRAC087)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC087) | | Interact in class routines and exchanges by asking and responding to questions, following instructions, and seeking help and permission  [(VCRAC088)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC088) | | Identify meaning and locate factual information (such as details about people and events) from a range of spoken and written texts, and use the information in new ways  [(VCRAC089)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC089) | | Present factual information and ideas about aspects of language and culture in oral, written and multimodal form [(VCRAC090)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC090) | | Engage with imaginative texts such as cartoons, songs and stories, and respond by describing aspects such as characters, events and ideas and by creating new texts  [(VCRAC091)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC091) | | Create individual and shared texts with imagined scenarios, characters and events, using modelled language  [(VCRAC092)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC092) | | Translate and interpret texts such as descriptions, emails, signs and notices, using contextual cues and textual features, and noticing non-equivalence of meaning  [(VCRAC093)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC093) | | Create bilingual texts such as signs, posters, games and descriptions for the classroom and the school community  [(VCRAC094)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC094) | | Interact with peers and texts, noticing what and how language is being used, and considering own reactions and how these relate to own language and culture  [(VCRAC095)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC095) | | Participate in learning and using the language, noticing how aspects of identity such as family background, age, school and interests impact on intercultural exchange  [(VCRAC096)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC096) | |
| **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** | Develop understanding of pronunciation related to single and combined sounds and the use of intonation in statements and questions, recognising spelling and using pronunciation conventions  [(VCRAU097)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU097) | | Develop knowledge of structures and vocabulary for describing people, places and things, such as pronouns, verbs, adjectives, word order and other elements of grammar  [(VCRAU098)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU098) | | Recognise grammatical structures and features in a range of personal, informative and imaginative texts, and notice how these contribute to meaning  [(VCRAU099)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU099) | | Understand that the language, like all languages, varies according to participants, roles and relationships, situations and cultures  [(VCRAU100)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU100) | | Understand that the language has been and continues to be changed through interaction with other languages and cultures  [(VCRAU101)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU101) | | Notice connections between language and culture in intercultural language use, recognising how words and expressions may be culture-specific  [(VCRAU102)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU102) | |
| **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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