**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** | Engage with others to exchange ideas, experiences and interests  [(VCRAC052)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC052) | | Make plans, solve problems and address needs by, for example, corresponding and transacting in real or simulated situations  [(VCRAC053)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC053) | | Interact with others by making requests, seeking clarification, checking understanding and expressing opinions  [(VCRAC054)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC054) | | Identify, summarise and evaluate factual information related to topics of interest such as leisure, food and diet, entertainment and special occasions  [(VCRAC055)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC055) | | Give presentations to describe, compare and report on experiences and topics of interest  [(VCRAC056)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC056) | | Respond to aspects of imaginative texts by expressing opinions and feelings about them and comparing these with imaginative texts in own language and culture  [(VCRAC057)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC057) | | Create individual and shared texts about imagined people, places and experiences, in order to entertain others  [(VCRAC058)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC058) | | Translate and analyse a range of texts, comparing language choices and exploring differences in meanings  [(VCRAC059)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC059) | | Create bilingual texts in collaboration with others for the wider community  [(VCRAC060)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC060) | | Participate in intercultural interactions with peers, comparing aspects of culture, monitoring how own culture impacts on language use and how this may enhance or inhibit understanding  [(VCRAC061)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC061) | | Consider how the students' own biographies, including family origins, traditions and beliefs, impact on identity and shapes the students' intercultural experiences  [(VCRAC062)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC062) | |
| **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 how stress works in the language and the use of intonation  [(VCRAU063)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU063) | | Develop knowledge of verb rules and how to link and extend ideas by using adverbs, cohesive devices and other elements of grammar  [(VCRAU064)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU064) | | Expand understanding of textual conventions, particularly related to social and informational media  [(VCRAU065)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU065) | | Recognise formal and informal forms and that their style and use depend on the context, purpose and audience  [(VCRAU066)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU066) | | Understand that languages continue to change over time due to influences such as globalisation and technology  [(VCRAU067)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU067) | | Understand that language is not neutral and that its use reflects cultural ideas, assumptions and perspectives  [(VCRAU068)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU068) | |
| **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 5 and 6 Achievement Standard** | **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 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. | By the end of Level 8   * Students use the language to interact and exchange ideas, experiences and interests with teachers, peers and others. (1) * When interacting, they ask questions, respond to questions and clarify their answers. (2) * Students give opinions, make comparisons and state preferences. (3) * They locate and evaluate factual information in texts, and create informative and imaginative texts (such as forms of correspondence, stories or reports) using models.(4) * They vary their sentence construction to create interest for the audience. (5) * Students use cohesive devices such as time markers and a range of personal pronouns and verbs. (6) * Students describe qualities using colours and adjectives. (7) * They refer to the past and future using time indicators. (8) * They translate across languages, noticing where equivalence may not be possible, for example, daylight saving. (9) * They comment on their reactions to intercultural experiences, describing aspects that do or do not fit with their own identity and considering why. (10) * Students differentiate between similar-sounding words and how they are written and apply correct spelling conventions. (11) * They recognise how possessive forms differ from English and have a metalanguage to identify common features such as nouns, pronouns, verbs and adjectives. (12) * Students identify and reproduce features of familiar text types such as emails, stories and dialogues. (13) * They notice how languages and cultures influence each other, particularly noticing borrowings from other languages. (14) * 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. (15) | By the end of Level 10   * Students use the language to communicate with teachers, peers and others in a range of settings and for a range of purposes. * They pronounce the sounds of the language accurately and use stress to create fluency in sentences. * Students use and respond to open-ended questions and use strategies for initiating, sustaining and concluding oral and written exchanges. * They locate, synthesise and evaluate specific details and meaning from a range of texts. * Students create a range of personal, informative, persuasive and imaginative texts, working independently, drafting and editing, and seeking timely feedback. * They include time markers, and conjunctions to extend meanings such as in stories, comics, and written and oral reports. * Students expand descriptions and ideas, and incorporate different sentence structures to vary expression. * They express opinions, make comparisons, and incorporate emotions and humour. * Students describe possibilities and express aspirations. * They translate texts and create bilingual texts, relying on textual features, patterns and grammatical knowledge, and comment on how meaning can vary across languages and cultures, such as the use of idioms and culture-specific terms. * Students express reactions to intercultural experiences, and discuss their assumptions, interpretations and any adjustments they make in their language use to cater for the perspective of speakers of the language. * Students understand that spoken and written language may vary, noticing informal and formal forms and the use of exclamations. * They recognise contractions, acronyms and abbreviations such as texting language. * Students use metalanguage to discuss possessive forms and word order and are able to predict meaning and decode new words using dictionaries. * They understand how language is used to create particular effects and influence others, such as through the use of rhetorical devices. * They explain aspects of the studied language and culture/s and the importance of language and ethnicity as identity markers. * Learners make connections between language use and cultural practices, values and assumptions, both in the language studied and in their own language use. |

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