**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** | Participate in structured play and class activities, exchanging greetings and information about self, family and interests with peers and teacher  [(VCRAC001)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC001) | | Participate in guided group activities such as games, songs and simple tasks, using movement, gesture and pictures to support meaning  [(VCRAC002)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC002) | | Participate with teacher and peers in class routines and activities  [(VCRAC003)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC003) | | Locate specific words and familiar phrases in texts such as charts, lists and songs, and use information to complete guided oral and written tasks  [(VCRAC004)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC004) | | Give factual information about self, family and significant objects using labels, captions and descriptions  [(VCRAC005)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC005) | | Participate in shared reading and play-acting, and respond through singing, chanting, action and movement  [(VCRAC006)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC006) | | Use familiar words, phrases and patterns to create captions and participate in shared performances and games  [(VCRAC007)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC007) | | Translate familiar words and phrases, using visual cues and word lists, noticing how words may have similar or different meanings  [(VCRAC008)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC008) | | Create captions, labels and statements for the immediate learning environment  [(VCRAC009)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC009) | | Notice what may look or feel similar or different to own language and culture when interacting in the language being studied  [(VCRAC010)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC010) | | Describe aspects of self, such as family, school/class, gender and language/s, noticing how these are part of one’s identity  [(VCRAC011)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC011) | |
| **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** | Reproduce the sound and spelling of the letters and recognise that the language is written using the Roman alphabet  [(VCRAU012)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU012) | | Recognise questions, commands and simple sentences, and develop vocabulary for people, places and things in their personal world  [(VCRAU013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU013) | | Understand that language is organised as ‘text’, and recognise features of texts such as songs, chants, labels and captions  [(VCRAU014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU014) | | Recognise that ways of greeting and addressing others may change according to cultural norms  [(VCRAU015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU015) | | Develop awareness that languages borrow from each other  [(VCRAU016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU016) | | Notice that the languages people use and the way they use them relate to who they are and where and how they live  [(VCRAU017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU017) | |
| **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**  Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Levels 3 and 4 Achievement Standard** |
| By the end of Level 2   * Students interact with teachers and peers through play and action-related language. (1) * They use greetings and respond to instructions through actions. (2) * Students pronounce the sounds of the language. (3) * They recognise simple questions and can respond to them, in addition to names and numbers (up to ten). (4) * 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. (5) * They read texts with the teacher and peers, and participate in songs and chants. (6) * 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. (7) * They show comprehension and create simple texts such as a description, story or comic by matching pictures and captions. (8) * They use vocabulary related to their class and home environments. (9) * Students recognise simple verbs and use pronouns to address others. (10) * Students comment on similarities and differences in meanings of words, noticing that some cannot be readily translated. (11) * They comment on aspects of using the language and express feelings about learning languages. (12) * Students recognise that the language is written using the same alphabet as English but that many sounds are different. (12) * They know that they communicate in English (and possibly other languages) and they recognise that some words in the language are similar to English. (13) * Students identify some distinctive words in the language. (14) * They are aware that language and culture are related. (15) | 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. |

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| **Assessments** | | |  |  | | |
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