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