**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** | | | | **Identity** | | **Reflecting** | |
|  | **Content Description** | Interact with peers, the teaching team and visiting respected community members about aspects of personal worlds, such as experiences at school, home, everyday routines, interests and activities [(VCLVC152)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC152) | | Participate in guided tasks that involve following instructions, making things, cooperating with peers, planning for and conducting shared events, activities or school performances[(VCLVC153)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC153) | | Participate in everyday classroom activities and routines, such as responding to questions and requests, asking permission, requesting help [(VCLVC154)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC154) | | Gather, record and classify information from a range of sources from Country/Place, historical documents and contemporary resources [(VCLVC155)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC155) | | Convey information on specific topics using formats such as oral or digital presentations, displays, diagrams [(VCLVC156)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC156) | | Listen to, read and view different real and imaginative texts, identifying and making simple statements about key elements, characters and events, and interpreting cultural expressions and behaviours [(VCLVC157)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC157) | | Create and present real and imaginative texts suitable for a particular audience, using familiar expressions and modelled language [(VCLVC158)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC158) | | Translate simple texts from the language to English and vice versa, identifying elements which require interpretation rather than translation and involve cultural references[(VCLVC159)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC159) | | Create bilingual texts for the classroom and the school community, such as songs, picture dictionaries, captions for images and displays, photo stories [(VCLVC160)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC160) | | Explore their own sense of identity, including elements such as family, friends, interests, membership of groups, and consider markers of identity that may be important across all cultures [(VCLVC161)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC161) | | Notice and describe ways in which the language and associated communicative behaviours are similar or different to other known languages and cultures [(VCLVC162)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVC162) | |
| **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** | | | | **Language Awareness** | | | | **Role of language and culture** | | **Role of language building** | | | |
|  | **Content Description** | Distinguish and produce the speech sounds of the language, understanding how these are represented in writing [(VCLVU163)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVU163) | | Expand vocabulary in the language through word-formation processes and recognise and use simple language structures [(VCLVU164)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVU164) | | Understand that texts such as stories, paintings, songs and dances have distinct purposes and particular language features [(VCLVU165)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVU165) | | Recognise how kin relationships link people, Place and story [(VCLVU166)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVU166) | | Understand that speakers vary language forms according to kin relationship and context of situation [(VCLVU167)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVU167) | | Recognise that languages change over time [(VCLVU168)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVU168) | | Explore the language situation of language communities and the diversity of language contexts in Australia [(VCLVU169)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVU169) | | Understand that the use of stories and names in Aboriginal languages are culturally determined [(VCLVU170)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVU170) | | Explore connections between identity and cultural values and beliefs and the expression of these connections in Aboriginal languages [(VCLVU171)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVU171) | | Identify available resources and protocols to be followed when building language [(VCLVU172)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVU172) | | Understand how the language has been recorded in the past, and how this affects language building processes [(VCLVU173)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCLVU173) | |
| **Unit** | **Semester/ Year** | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD |  | CD | Achievement standard # | CD | Achievement standard # |  | Achievement standard # | CD |  | CD | Achievement standard # | CD | | CD | Achievement standard # |
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*See next page for Achievement Standards and Assessments section*

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| **Levels 3 to 6 Achievement Standard**  Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Levels 7 to 10 Achievement Standard** |
| By the end of Level 6   * students use familiar language and modelled sentence patterns to share information about aspects of their personal worlds, such as their family and friends, interests, everyday routines and activities. (1) * They interact appropriately with respected community members and community speakers and apply principles and protocols of cultural safety when interacting with Country/Place and engaging with cultural material such as artefacts, works of art, texts and performances. (2) * Students ask and respond to simple questions, request help, repetition or clarification, and respond to questions and requests using rehearsed phrases and sentences. Whenever possible they use the language to interact and collaborate in games and other activities, including the use of hand signs as appropriate.(3) * They interact with Country/Place to gather information and knowledge and demonstrate their understanding of Country/Place, for example, by explaining the origins and meanings of Aboriginal and Torres Strait Islander names of streets, parks, public institutions and social programs. (4) * They label, order and classify natural objects, animals and plants, by making simple statements about key features. (5) * They identify features of landforms, infrastructure and built environment, identifying places which have special significance to community. (6) * Students listen to, read and view a range of resources in the language, such as historical documents, stories, photos, images and art works, and demonstrate understanding of content by locating, recording and interpreting key words and phrases, and locating key points of information. (7) * They present information they have obtained that relates to language, culture, environment and community personalities, using short sentence structures, familiar vocabulary, photos and concrete materials. (8) * They demonstrate understanding of stories, songs, visual design and performance, for example by mapping sites, landforms and features through which a travelling story or songline passes, or by selecting and writing simple modelled statements to describe main characters and events. (9) * They create their own texts and works of art to tell a story, incorporating illustrations and visual props, significant symbols and techniques appropriate to Country/Place. (10) * Students use simple, formulaic language to retell excerpts from stories and to create new songs and stories, understanding their role in helping to build a community of learner-speakers who use the language. (11) * They apply their knowledge of grammar and vocabulary to translate short texts, such as word lists, labels, songs and historical texts, explaining culture-specific concepts and expressions that do not translate easily into English. (12) * They create bilingual texts for the classroom and school community that explain words and associated cultural ideas. (13) * Students identify markers of identity across cultures, and recognise the importance of language, Country/Place and culture to the identity of Aboriginal and Torres Strait Islander peoples. (14) * They reflect on their own cultural identity in light of their experience of learning the language, considering how their ideas and ways of communicating are influenced by their own cultural backgrounds. (15) * Students know that the language has its own pronunciation, spelling and grammar. (16) * They apply this knowledge to predict the sound, spelling and meaning of new words. (17) * They use metalanguage for language explanation, for making comparisons with English forms and other known languages, for reflecting on the experience of learning the language and culture, and for explaining the purpose and techniques of language building. (18) * They describe different ways of communicating in Aboriginal and Torres Strait Islander languages, for example, through story, song, sign language and artistic expression. (19) * Students know that language use varies according to age, relationships and situation, and they identify and explain kin terms in particular Aboriginal or Torres Strait Islander languages where it is appropriate. (20) * They provide examples of how languages change over time. (21) * They recognise that Aboriginal and Torres Strait Islander languages are in various states of maintenance, development and revival and can give some historical reasons for this. (22) * They explain the current situation of the language they are learning, including details about what is known about it, its current usage, generational differences and revival plans. (23) * They explain the importance of maintaining, strengthening and reviving Aboriginal and Torres Strait Islander languages for specific communities and for the broader Australian community. (24) * They demonstrate their understanding of the link between language, culture, Country and Place by working with the community language groups to develop a short ‘Welcome to Country/Place’ and/or ‘Acknowledgement of Country/Place’ to present at formal school functions or community events. (25) * Students describe language building efforts in their community. (26) * They explain protocols for language building, such as consulting and involving language owners. (27) * They identify contemporary and historical language materials that may assist communities with language building efforts and the challenges involved in using these. (28) * They understand their own role in helping to build a community of language-learner speakers and in the development of new language resources. (29) * They explain how the language was recorded in the past, by whom and for what purpose, and can give reasons for some different spellings of words within the language. (30) * Students know that the language is primarily oral and explain the importance of story and story-telling in transmitting language and culture. * They recognise that ownership of songs, stories, dances and designs is determined by traditional kinship and other social groupings, place, history and journey. * They know that language in its various forms carries Indigenous knowledge in the context of Country/Place. | By the end of Level 10   * students use the language to initiate, sustain and extend interactions, and to exchange information about interests, experiences and aspirations. They use spontaneous language wherever possible to participate in activities that involve taking action, collaborating, planning, organising and negotiating. They use culturally appropriate norms and skills, and respect protocols when engaging with and learning from visiting respected community members. When interacting in the classroom, they make suggestions, seek clarification, praise or compliment each another. Students use language where possible to locate, analyse and summarise factual information from a range of sources such as historical documents, and respected community members. They demonstrate their understanding of Country/Place, for example, by explaining the origin, meaning and significance of local place names and features, or by presenting texts and stories about the Country/Place and associated social and cultural events, using language as much as possible and different modes of presentation. Students view, listen to, and share personal responses to a range of texts, such as songs, stories, films and other modes of artistic expression, and demonstrate understanding by identifying and explaining main ideas, key themes and sequences of events. They explain how artistic expression relates to land, water, sea, sky, people, animals, plants and social and ecological relationships. They use expressive language, gestures, and supporting materials to create a range of spoken, written and multimodal texts, for example, art work to convey messages using symbols and techniques appropriate to Country/Place, or narrations of real or imagined journeys involving a variety of characters, places and events. Students apply culturally appropriate and ethical behaviour and lexical and grammatical resources to interpret and translate texts to and from the language; and they explain culture-specific concepts, practices and expressions that do not easily translate. They co-create bilingual texts to inform the wider community about aspects of the language and culture. They reflect on how their own biography shapes their sense of identity and ways of communicating, and discuss the role that language and culture play in the identity and well-being of Aboriginal peoples. They explain how particular policies and practices have impacted on Aboriginal peoples’ sense of identity, for example, through language loss and separation from Country/Place, family and community. * Students explain and use the sound system of the language, and a range of available vocabulary sets and grammatical structures when speaking and writing. They use metalanguage to explain sound and writing systems and grammatical structures in the language. They analyse the purpose and role of a range of spoken, written and visual texts, for example, declaring identity, acknowledging ancestors and traditional belief systems, and passing on knowledge and information. Students explain the importance of the kinship system in regulating relationships and behaviour in Aboriginal communities. They explain how and why language use is adjusted to suit different social and cultural contexts, purposes and relationships, for example, expressions used with respected kin. They explain how languages change over time and influence one another, for example, by describing the history and impact of contact languages, including creoles, pidgins and Aboriginal Englishes. Students make comparisons between the ecologies of Aboriginal and Torres Strait Islander languages and indigenous languages in other countries, in areas such as language policy and rights, language loss, advocacy and reform, and language revival. They identify the role of language in passing on knowledge, and explain how communities’ ways of thinking, behaving and shaping worldviews influence how language is used. They investigate language revival efforts in their own community and neighbouring regions, and identify resources and processes that are available to build language, for example, lexical and grammatical resources. Students explain protocols for filling language gaps and extending semantic domains, including those required for borrowing from other languages, creating words by analogy and drawing from within existing resources of the language. They explain various techniques that can be used to build language, such as analysing historical sources or interviewing existing speakers, and identify associated challenges. Students reflect on their role as contemporary documenters of language, and recognise the importance of intergenerational collaboration in reviving and maintaining languages. |

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