**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 ‘Assessment Tasks’ 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 in simple interactions such as asking and answering questions or issuing and responding to invitations, and exchange information about their interests, activities and personal worlds [(VCHIC019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC019) | Participate in shared learning activities and transactions, such as science experiments, cooking or craft activities, creating displays or swapping items[(VCHIC020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC020) | Respond to questions, directions and requests and use simple questions and statements to ask for help or permission, attract attention and check understanding [(VCHIC021)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC021) | Locate and organise information in different types of spoken, written and visual texts relating to personal, social and natural worlds [(VCHIC022)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC022) | Present simple information about home, school and community, using visual support such as photos, maps or charts [(VCHIC023)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC023) | Engage with creative and imaginative texts such as stories, rhymes, dance and action songs, identifying favourite elements and acting out key events or interactions [(VCHIC024)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC024) | Create simple imaginative texts, such as dialogues, storyboards, puppet shows or songs that encourage exploration and enjoyment of language [(VCHIC025)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC025) | Translate simple texts such as rhymes, captions, story books or familiar social interactions, noticing words and expressions that are difficult to translate[(VCHIC026)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC026) | Create simple bilingual texts, such as signs, notices or captions for displays in the classroom and wider school community [(VCHIC027)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC027) | Recognise that ways of communicating in different languages reflect ways of behaving and thinking[(VCHIC028)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC028) | Talk about their individual and group sense of identity and how this is expressed through the different languages they use [(VCHIC029)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC029) |
| **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** | Build phonic awareness and pronunciation skills through singing, reciting and experimenting with sounds; develop familiarity with the use of the under-dotted characters representing loan sounds in Hindi and conventions governing punctuation marks in written script [(VCHIU030)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIU030) | Recognise and apply elements of grammar, such as noun and adjectival forms, conjunctions, gender and number markers, verb tenses and compound forms, and constructions related to compulsion [(VCHIU031)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIU031) | Notice differences between simple spoken, written and multimodal texts used in different contexts, comparing with similar texts in English [(VCHIU032)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIU032) | Understand that the way the Hindi language is used varies according to the age, gender and background of speakers and that it involves different dialects and accents [(VCHIU033)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIU033) | Understand that the Hindi language is influenced by and in turn influences other languages and cultures[(VCHIU034)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIU034) | Understand that Hindi is an important regional and international language used by speakers who are often multilingual in different contexts around the world [(VCHIU035)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIU035) | Recognise the relationship between language and culture, for example, by identifying expressions, gestures or forms of address associated with different cultural practices [(VCHIU036)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIU036) |
| **Unit** | **Semester/Year** | 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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*See next pages for Achievement Standards and Assessments section*

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| **Foundation to Level 2 Achievement Standard** | **Levels 3 and 4 Achievement Standard** Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template | **Levels 5 and 6 Achievement Standard** |
| By the end of Level 2* Students interact with the teacher and peers to exchange greetings and talk about themselves and their families, for example, नमस्ते, आप कैसे हैं?, मेरा नाम गीता है, आप का क्या नाम है? मेरे घर में चार लोग हैं। मेरा एक भाई है। मेरी एक बहन है। ये मेरे पिताजी हैं। ये बहुत अच्छे हैं। ये मेरी माता जी हैं। ये बहुत सुन्दर हैं। ये मेरे बड़े भाई हैं। यह मेरी छोटी बहन है। इसका नाम सुधा है। यह पाँच साल की है.
* They express thanks, likes and dislikes, feelings and wishes, for example, मुझे आइस क्रीम अच्छी लगती है। आप को क्या अच्छा लगता है? मैं आप से नाराज़ हूँ। मुझे खेलना पसंद है। मुझे किताबें पढ़ना पसंद नहीं है। मैं उदास हूँ । मैं बहुत ख़ुश हूँ.
* They use repetitive language when participating in guided activities and responding to classroom routines, for example, नमस्ते, बच्चो बैठ जाओ, किताब खोलो। जी अच्छा, ठीक है। अपनी किताबें निकालो। पाठ ख़त्म हुआ। अब तुम सब जा सकते हो। कल मिलेंगें। नमस्ते। धन्यवाद.
* When speaking, they use the sounds and patterns of the Hindi language, for example, त ,थ ,ग ,घ ,ट,ठ ,द ,ध.
* They identify words and phrases in simple texts and locate and share specific points of information about their immediate environment using illustrations and gestures to support meaning, for example, मेरे पास एक लाल गाड़ी है। मैंने एक पीला फूल देखा। मेरी किताब बहुत भारी है। मैंने अपने परिवार के साथ खाना खाया। मेरे घर के सामने एक बस स्टॉप है। मैं प्रार्थना करने मंदिर/ मस्जिद / गुरुद्वारे / गिरजाघर जाता हूँ.
* They respond to imaginative texts they have listened to, viewed or participated in through singing, drawing, movement and action, and use illustrations, familiar language and non-verbal forms of expression to interpret and adapt Hindi stories, poems and songs.
* Students use familiar words and phrases, for example, बैठ जाओ। यहाँ आओ। वहाँ जाओ। इधर बैठो। उधर जाकर खड़े हो। इस जगह पर मत कूदो। चलो उधर चलें.
* They use basic rules of word order, and gender and number agreement in simple sentences, for example, लड़का खड़ा है। लड़की खड़ी है। लड़के जा रहे हैं। लड़कियाँ जा रही हैं। बेटा खाना खा रहा है। बेटे खाना खा रहे हैं, बेटियाँ खाना खा रही हैं.
* They translate and interpret frequently used words and simple phrases, and create word lists, labels and captions in Hindi and English for the classroom environment.
* Students identify themselves as members of different groups and describe different words and behaviours they use when communicating in Hindi and English.
* Students make connections between spoken Hindi, including vowels, consonants and conjuncts, and the use of Devanagari script, and join characters to form simple words.
* They distinguish between question, answer and statement forms, for example, आप कहाँ जा रहे हैं? तुम कैसे हो? क्या आप मेरे साथ चलेंगे? वहाँ कौन है? आप वहाँ क्यों जा रहे हैं?
* They identify the use of pronouns, postpositions and verbs in relation to actions and commands.
* They identify features of familiar texts.
* They distinguish between the language spoken by different Hindi speakers in different contexts and situations, such as at home with family or at school with the teacher.
* Students name some of the many languages that are spoken in Australia, including Hindi, and give examples of simple words in English that have been borrowed from Hindi, such as पायजामा, योग, साड़ी, ख़ाकी.
* They identify how language usage reflects where and how people live and what is important to them.
 | By the end of Level 4* Students interact with the teacher and peers to share information about their interests, activities and personal worlds, for example, नमस्ते, मुझे अपने दोस्तों के साथ खेलना अच्छा लगता है, मुझे क्रिकेट खेलना अच्छा लगता है क्योंकि …, गृह कार्य करने के बाद मैं टीवी देखता हूँ, नहा कर मैं पूजा करता हूँ,हर रविवार मैं मंदिर जाता हूँ ,हम सब मिल कर काम करते हैं। मेरे परिवार में पाँच लोग रहते हैं। मैं रोज़ अपने भाई के साथ खेलता हूँ। आपकी सहायता के लिये धन्यवाद । (1)
* They use formulaic expressions to participate in simple transactional exchanges and shared activities, for example, मेरे साथ आओ, हम मिल कर काम करेंग।मैं लिखता हूँ, यह यहाँ रखो, थोड़ा मैं लिखता हूँ बाकी तुम लिखो। मैं काटता हूँ ,तुम चिपकाओ। वाह! यह अच्छी बात है। क्या तुम कम्प्यूटर पर काम करना चाहते हो? (2)
* They use simple questions and statements to follow instructions, respond to questions, ask for help and permission and seek clarification in everyday classroom routines, for example, यह क्या है? मुझे समझ नहीं आया। क्या आप मेरी मदद करेगें? यहाँ आओ, फिर से कहो। धन्यवाद, सब आराम से बैठो।स्कूल कब शुरू हो रहे हैं? स्कूल का खेल-दिवस कब है? (3)
* When speaking and reading aloud, they use features of Hindi pronunciation and intonation. (4)
* Students locate and organise information relating to their personal, social and natural worlds from different types of texts and present information about home, school and community in simple texts, using visual support, such as photos, maps or charts. (5)
* They respond to imaginative texts by acting out key events or interactions and identifying favourite elements, and create simple imaginative texts, such as dialogues, puppet shows and songs. (6)
* They use vocabulary related to school, home and the local environment, for example, चावल, रोटी, दाल, घर, कमरा, दरवाज़ा, घडी, कुर्सी, मेज़, किताबे, छात्र, पेंसिल, बोर्ड, पढ़ाई, लिखना, बोलना, पौधा, पेड़, फूल, घास, झूला, मोटरकार, रेलगाड़ी. (7)
* Students use key grammatical forms and structures, such as verb tenses, nouns and adjectives, gender and number markers and conjunctions, for example, गया था, गयी, आऊँगी, आये, लड़का, लड़की, छोटा लड़का, छोटी लड़की, और, या, लेकिन, इसलिये, क्योंकि in simple spoken and written texts. (8)
* They translate simple texts, such as captions and songs, identify words and phrases that are difficult to translate, and create simple bilingual texts for the classroom and school community. (9)
* Students describe how the way they communicate reflects ways of behaving and thinking. (10)
* They share their experiences of communicating in Hindi and English-speaking contexts and describe how their individual and group sense of identity is expressed in the languages they use. (11)
* Students identify and use Hindi sound and writing patterns, such as under-dot characters and punctuation conventions, for example, क़, ख़, ग़, ज़, फ़. (12)
* They identify levels of compulsion implied in statements such as मुझे जाना चाहिए। मुझे जाना है। मुझे जाना पड़ता है. (13)
* They identify ways that texts differ according to mode and context and compare Hindi texts with similar texts in English. (14)
* They identify similarities and differences between various Hindi dialects and explain how age, gender and social position influence language use. (15)
* Students provide examples of how the Hindi language has been influenced by and has influenced other languages. (16)
* They investigate the use of Hindi and the nature of Hindi speakers in the international context. (17)
* They compare Hindi and English language use and cultural practices, identifying culture-specific terms and expressions. (18)
 | By the end of Level 6* Students use spoken and written Hindi to exchange personal information and experiences, to give opinions and express feelings.
* When interacting with others, they use expressive and descriptive language, for example, नमस्ते आप कैसे हैं, मैं ठीक हूँ। मेरी माँ मुझे बहुत प्यार करती है, मैं उनकी आँखों का तारा हूँ। मेरे परिवार में हम सब साथ साथ रहतेहैं।, मुझेलगता है आप ठीक कह रहे हैं।
* Students show interest in and respect for others, for example, मुझे माफ़ कीजिये, यह बहुत अच्छा है। बहुत खूब, मजा आ गया, यह बहुत अच्छा है। रमा मुझे माफ़ करना लेकिन मुझे लगता है कि...। सच पूछो तो मेरे विचार से…। मैं इस बात से सहमत हूँ कि….।
* They use action-oriented language to plan and conduct shared activities, for example, हम यह कहना चाहते हैं कि...। मैं आज आप को कुछ जानकारी देने जा रहा हूँ। हमारे समूह का विचार है कि..., हम आप के सामने आप एक नाटक पेश करने जा रहे हैं, आज हम आप के सामने प्रस्तुत करने जा रहे हैं... and complete transactions, for example, इसका क्या दाम है? , मुझे एक किलो दाल दीजिये। यह पोशाक कितने की है ये आम कितने के हैं? आपकी दुकान में सब से अच्छी फोटो कौन सी है , मुझे ठंडा शरबत चाहिये। क्या आप के यहाँ शाकाहारी भोजन मिलता हैं? आप के भोजनालय में सबसे स्वादिष्ट व्यंजन कौन सा है? मुझे दो रोटी के साथ एक दाल मक्खनी दे दीजिए..
* When participating in classroom routines and activities, they ask and respond to questions, express opinions and ask for clarification, for example, है न?, नही, हाँ, यह क्या है?, मुझे समझ नहीं आया फिर से समझाइये, ठीक है, यह कैसे करनाहै, मेरे हिसाब से वहाँ जाना ठीक नहींहै, यह खाना बहुत स्वादिष्ट है, हमे वहाँ से खाना लेना चाहिये.
* Students use patterns of Hindi pronunciation and intonation when interacting, identifying regional variations.
* They gather, classify and compare information related to social and cultural worlds from a range of spoken, written and visual texts.
* They present information about aspects of language and culture in different formats selected to suit audience and context.
* They respond to a range of imaginative texts by identifying and discussing key elements such as storylines, characters and themes, for example, अमर चित्र कथा, पँचतंत्र की कहानियाँ, दादी की कहानियाँ, अल्लाद्दीन का चिराग, चाचा चौधरी और साबू, विक्रम और बैताल, पिंकी और बबलू, अकबर -बीरबल के क़िस्से.
* They create and perform short imaginative texts based on a stimulus, concept or theme, for example, दोस्ती, प्रेम, अहिंसा, अतिथि-सत्कार, अनेकता में एकता.
* When constructing texts, students use a variety of tenses, for example, खा रहा था, खा रही थी, खा रहा हूँ, खाऊँगा, खायेगा, खायेगी, जा रहा था, जाऊँगा, जा रहा हूँ adverbs, for example, साथ-साथ, अगर-मगर, कभी-कभी, धीरे-धीरे, जल्दी में, दौड़ते हुए and verb forms expressing actions happening, being made to happen or caused to happen, for example, बनना, बनाना, बन जाना।
* They connect their ideas using conjunctions, for example, मैंने स्वेटर पहना क्योंकि मुझे ठण्ड लग रही थी, तुम यहाँ बैठो या वहाँ जा कर खड़े हो जाओ, उसने दवाई खाई पर असर नहीं हुआ, राम ने खाना खाया और सो गया।
* They use number and gender distinctions such as एक आदमी, कई आदमी, एक लड़का, तीन लड़के, बेटी, बेटियाँ, नदी, नदियाँ.
* Students translate texts from Hindi into English and vice versa, identifying words and phrases that need interpretation, for example, उँगली पर नचाना, नाक में दम करना, अपने घर में कुत्ता भी शेर होता है, अंगूर खट्टे हैं.
* They create bilingual texts for their own and others’ learning.
* They identify how being bilingual and bicultural contributes to their own identity and influences their ways of communicating.
* Students identify the relationship between word formation and pronunciation and apply the conventions of written script to their own constructions.
* They distinguish between active and passive voice and the intonation patterns of statements, questions and exclamations, for example, वह पास हो गया! क्या आप वहाँ जाएँगे? तुम अच्छे बच्चे हो।.
* They identify negative constructions, including negative forms of verbs and adjectives and the form and function of tenses, for example, सोहन ने फिल्म नहीं देखी। झूठ कभी मत बोलो.
* They distinguish between the structure and features of different forms of spoken and written texts and identify ways that texts create effects to suit different audiences.
* They give examples of how language use and ways of communicating vary according to the degree of formality and context, purpose and audience.
* They explain factors that have affected Hindi language over time, including the impact of other languages and cultures such as Sanskrit, Persian, English and Arabic.
* They give examples of how their language use varies according to social context and purpose and identify how ways of using languages are shaped by values and belief systems.
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*See next page for Assessments section*

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