**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** | Interact using descriptive and expressive language to give opinions, talk about themselves and their feelings and show interest in and respect for others[(VCHIC037)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC037) | Use action-oriented language to plan and conduct shared events and activities, such as performances at school assembly, activities with a buddy class or real or simulated shopping transactions [(VCHIC038)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC038) | Participate in familiar classroom interactions by asking and responding to questions, seeking clarification, reflecting on learning experiences and expressing preferences [(VCHIC039)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC039) | Collect, classify and compare information from a range of sources relating to social and cultural worlds[(VCHIC040)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC040) | Convey information about aspects of language and culture in formats to suit different audiences and contexts [(VCHIC041)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC041) | Respond to texts such as folktales or contemporary cartoons or comic books, comparing responses to elements such as storylines, characters and themes[(VCHIC042)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC042) | Compose and perform expressive and imaginative texts such as stories, songs, skits or video clips based on a stimulus concept, theme or resource[(VCHIC043)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC043) | Translate simple school, community or media texts from Hindi to English and vice versa, explaining words or phrases that need to be interpreted or explained [(VCHIC044)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC044) | Create bilingual texts such as websites, posters, games and word banks to support their own and others’ learning [(VCHIC045)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC045) | Discuss the effects of switching between languages, noticing when they choose to use either Hindi or English and how each language and associated cultures influences their ways of communicating[(VCHIC046)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC046) | Compare their experiences of moving between Hindi and English, considering advantages and challenges involved in using more than one language[(VCHIC047)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC047) |
| **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** | Understand how the conventions of written script determine the structure and organisation of written language, and understand the relationship between word formation and pronunciation[(VCHIU048)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIU048) | Consolidate knowledge of grammatical elements such as distinctions between active and passive voice, the form and function of tenses, markers of cohesion such as conjunctions and adverbs, verb moods and number and gender distinctions[(VCHIU049)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIU049) | Understand how different text forms, such as prose and verse, create effects to suit different audiences[(VCHIU050)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIU050) | Demonstrate awareness that Hindi language use involves variations in formal and informal styles, in spoken and written forms, and that it reflects relationships between participants [(VCHIU051)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIU051) | Recognise that Hindi has evolved and developed through different periods of influence by other languages and cultures [(VCHIU052)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIU052) | Reflect on their own use of Hindi, English and other languages or dialects for different social purposes, and recognise that they sometimes mix and switch between languages [(VCHIU053)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIU053) | Reflect on how communities’ ways of using languages are shaped by values and belief systems, and how these may be differently interpreted by speakers of other languages [(VCHIU054)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIU054) |
| **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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| **Levels 3 and 4 Achievement Standard** | **Levels 5 and 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 and 8 Achievement Standard** |
| 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 ।
* 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?
* 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?
* When speaking and reading aloud, they use features of Hindi pronunciation and intonation.
* 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.
* 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.
* 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.
* 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.
* 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.
* Students describe how the way they communicate reflects ways of behaving and thinking.
* 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.
* Students identify and use Hindi sound and writing patterns, such as under-dot characters and punctuation conventions, for example, क़, ख़, ग़, ज़, फ़.
* They identify levels of compulsion implied in statements such as मुझे जाना चाहिए। मुझे जाना है। मुझे जाना पड़ता है.
* They identify ways that texts differ according to mode and context and compare Hindi texts with similar texts in English.
* They identify similarities and differences between various Hindi dialects and explain how age, gender and social position influence language use.
* Students provide examples of how the Hindi language has been influenced by and has influenced other languages.
* They investigate the use of Hindi and the nature of Hindi speakers in the international context.
* They compare Hindi and English language use and cultural practices, identifying culture-specific terms and expressions.
 | By the end of Level 6* Students use spoken and written Hindi to exchange personal information and experiences, to give opinions and express feelings. (1)
* 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। (2)
* 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….। (3)
* 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.. (4)
* 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. (5)
* Students use patterns of Hindi pronunciation and intonation when interacting, identifying regional variations. (6)
* They gather, classify and compare information related to social and cultural worlds from a range of spoken, written and visual texts. (7)
* They present information about aspects of language and culture in different formats selected to suit audience and context. (8)
* 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. (9)
* They create and perform short imaginative texts based on a stimulus, concept or theme, for example, दोस्ती, प्रेम, अहिंसा, अतिथि-सत्कार, अनेकता में एकता. (10)
* 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। (11)
* 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। (12)
* They use number and gender distinctions such as एक आदमी, कई आदमी, एक लड़का, तीन लड़के, बेटी, बेटियाँ, नदी, नदियाँ. (13)
* 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. (14)
* They create bilingual texts for their own and others’ learning. (15)
* They identify how being bilingual and bicultural contributes to their own identity and influences their ways of communicating. (16)
* Students identify the relationship between word formation and pronunciation and apply the conventions of written script to their own constructions. (17)
* 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।. (18)
* 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. (19)
* 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. (12)
* They give examples of how language use and ways of communicating vary according to the degree of formality and context, purpose and audience. (13)
* 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. (14)
* 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. (15)
 | By the end of Level 8* Students initiate and sustain a range of spoken and written interactions on topics of mutual interest, for example, आपका क्या हाल है? आप कब वापस आये? परिवार में सब कैसे हैं? आप कहना क्या चाहते हैं? रमा मुझे माफ़ करना लेकिन मुझे लगता है कि ..., सच पूछो तो मेरे विचार से; मैं इस बात से सहमत हूँ कि ...
* They exchange views or experiences and offer opinions using language to encourage feedback and to express empathy or indicate agreement, for example, सुन कर बहुत ख़ुशी हुई, बधाई हो!, मुबारक हो। जन्मदिन की हार्दिक शुभकामनायें। बड़े दुःख की बात है; मुझे आप से सहानुभूति हैl आप बिलकुल सही कह रहे हैं। मैं आप से सौ प्रतिशत सहमत हूँ.
* Students complete transactions by negotiating, planning and solving problems, for example, यह लहंगा कितने का है? यह और कौन कौन से रंगों में उपलब्ध है? खाने में मिर्ची थोड़ी ज़्यादा डालना। चाय गरमा गरम होनी चाहिए। हम यह सामान वापिस नहीं ले सकते क्योंकि आपने रसीद खो दी है.
* They use reflective and evaluative language to support their own and others’ learning and to manage discussion and debate, for example, ध्यान देने की बात है क...., यह एक और दिलचस्प पहलू है…; जो आप कह रहे हैं वह ठीक है मगर यदि दूसरे दृषटिकोण से देखा जाए तो यह कहना ग़लत नहीं होगा कि.... यह विषय विवादास्पद है.
* When speaking Hindi, they apply pronunciation and rhythm patterns, including consonant clusters and English words used in Hindi, to a range of sentence types.
* They locate, collate and analyse information from a range of written, spoken and multimodal texts to provide an overview or to develop a position on selected issues or interests.
* They use different modes of communication to report on perspectives, views and experiences or to invite action and debate.
* They interpret ways in which values, characters and events are represented in a range of traditional and contemporary imaginative texts.
* Students create texts with imaginary characters and contexts in a range of forms to entertain different audiences.
* They use grammatical forms and features such as prefixes, for example, ज्ञान-अज्ञान-,समान-असमान and suffixes, for example, कृपालु, दयालु, लड़ाई, चढ़ाई), and create compound and complex sentences by using postpositions such as तुम अगर समय पर काम करोगे तो खेल सकोगे। हम सब को अपना कार्य मेहनत और सच्ची लगन से करना चाहिये जिस से हमे सफलता मिले। मैं अभी लिखूँगा ताकि समय पूरा होने से पहले लेख खत्म कर लूँ, comparative adjectives, for example, गीता अपनी बहन से सुन्दर है। मोहन अपनी कक्षा में सब से होशियार है। राम थोड़ा लम्बा है। हेमा से अधिक चतुर है। and basic joining rules such as इ+आ = ए to achieve cohesion.
* They translate texts from Hindi into English and vice versa, and compare their own translations with others’, interpreting cultural elements.
* They produce texts in Hindi and English that reflect a bilingual and bicultural perspective.
* Students identify differences and similarities in the way they interact in Hindi and English, and describe the nature of identity and cultural experience and identify the relationship between the two.
* Students identify the relationship between individual and combined elements of spoken and written Hindi and apply writing conventions, including spelling, to convey specific meaning in a range of texts.
* They use metalanguage to explain aspects of language and apply grammatical and lexical knowledge to determine the meaning of unfamiliar words and to form and spell new ones.
* They use their knowledge of text structure and organisation to interpret the unfamiliar texts and create new ones.
* Students explain how and why language use varies according to context, purpose, audience, mode of delivery and the relationship between participants.
* They explain how and why their own use of Hindi has changed over time and depends on context.
* They identify the intercultural and multilingual nature of language use across global communities and in social media and popular culture and explain how this influences their own lives.
* Students explain how language forms and usage reflect cultural ideas, values and perspectives.
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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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