**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** | Initiate and sustain a range of spoken, written and online interactions, for example, exchanging views or experiences, offering opinions and making connections across different areas of interest  [(VCHIC055)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC055) | | Engage in collaborative activities that involve planning, problem-solving, communicating and transacting in real or simulated situations and contexts  [(VCHIC056)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC056) | | Interact with peers and the teacher to complete learning activities and to support their own and others’ learning by managing debate and discussion and checking understanding  [(VCHIC057)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC057) | | Access, collate and analyse information from different print and digital sources to present an overview or develop a position on selected issues or interests  [(VCHIC058)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC058) | | Use different modes of communication to report on personal or shared perspectives, views and experiences or to invite action or debate  [(VCHIC059)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC059) | | Interpret and compare representations of values, characters and events from a range of traditional and contemporary imaginative texts  [(VCHIC060)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC060) | | Create and perform a range of texts to entertain others that involve imagined characters and contexts and different modes of presentation  [(VCHIC061)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC061) | | Translate a range of short texts used in different contexts from Hindi into English and vice versa, comparing each other’s versions and how they translated elements that involve cultural knowledge and understanding  [(VCHIC062)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC062) | | Produce bilingual texts such as digital stories, programs for events, performances, skits or poems that reflect the experience of ‘living between languages’  [(VCHIC063)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC063) | | Consider differences and similarities in style and use of language when interacting in Hindi and in English, noticing when the choice is made to use either or both languages  [(VCHIC064)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC064) | | Discuss the nature of identity and of cultural experience, considering the dynamic and responsive relationship between the two  [(VCHIC065)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC065) | |
| **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** | Identify correspondence between individual and combined elements of spoken and written Hindi, such as pronunciation of consonant clusters or the pronunciation and spelling of English words used in Hindi  [(VCHIU066)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIU066) | | Apply grammatical and lexical knowledge to work out the meaning of unfamiliar words, to form and spell new ones, to create compound sentences, to recognise and use prefixes and suffixes and to develop metalanguage  [(VCHIU067)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIU067) | | Apply understanding of text structure and organisation to interpret unfamiliar texts and to create own texts for specific purposes  [(VCHIU068)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIU068) | | Explore how language use varies according to context, purpose, audience and mode of delivery  [(VCHIU069)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIU069) | | Reflect on changes in their own use of Hindi over time in social, community and school contexts, explaining reasons for changes or adaptations  [(VCHIU070)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIU070) | | Recognise the intercultural and multilingual nature of language use in social media and popular culture, considering how this influences aspects of their lives  [(VCHIU071)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIU071) | | Understand that language is not neutral and that its forms and usage reflect cultural ideas, values and perspectives  [(VCHIU072)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIU072) | |
| **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 5 and 6 Achievement Standard** | **Levels 7 and 8 Achievement Standard**  Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template | **Levels 9 and 10 Achievement Standard** |
| 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. | 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 ... (1) * 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. (2) * 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. (3) * 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. (4) * When speaking Hindi, they apply pronunciation and rhythm patterns, including consonant clusters and English words used in Hindi, to a range of sentence types. (5) * 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. (6) * They use different modes of communication to report on perspectives, views and experiences or to invite action and debate. (7) * They interpret ways in which values, characters and events are represented in a range of traditional and contemporary imaginative texts. (8) * Students create texts with imaginary characters and contexts in a range of forms to entertain different audiences. (9) * 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. (10) * They translate texts from Hindi into English and vice versa, and compare their own translations with others’, interpreting cultural elements. (11) * They produce texts in Hindi and English that reflect a bilingual and bicultural perspective. (12) * 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. (13) * 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. (14) * 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. (15) * They use their knowledge of text structure and organisation to interpret the unfamiliar texts and create new ones. (16) * Students explain how and why language use varies according to context, purpose, audience, mode of delivery and the relationship between participants. (17) * 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. (18) * Students explain how language forms and usage reflect cultural ideas, values and perspectives. (19) | By the end of Level 10   * Students initiate, sustain and extend a range of spoken and written formal and informal interactions about young people’s interests, behaviours and values, for example, आप कब वापस आये?, आप के जीवन में सुखी जीवन को व्यतीत करने के क्या उपाय हैं?तुम्हारे विचार में संयुक्त और एकल परिवार में से कौन सी पारिवारिक सरंचना आज के युग में ज़्यादा उपयुक्त है? आप के विचार में आज की युवा पीढ़ी पर किस का प्रभाव पड़ रहा है? तुम अपने दोस्तों के बारे में कुछ बताओ. * They participate in activities that involve interactions, transactions, negotiations and managing different opinions and social/cultural behaviours, for example, यह ठीक है, हम सब मिल कर करेंगे, हमें इस में कुछ चित्र भी सम्मिलित करने चाहिये?, क्यों न हम सब ..., यही उचित रहेगा। आपको इसमें से एक चुनना है. * When interacting, they use culturally appropriate expressions and protocols, for example, धन्यवाद, आप का बहुत बधाई हो ।अपनी पुत्री के शुभ विवाह पर मैं आपको आमंत्रित करना चाहता हूँ । मैं नेहा बेटी को आशीर्वाद देने ज़रूर आऊँगा। यह मेरा सौभाग्य है कि आप ने मुझे इतने महत्त्वपूर्ण अवसर में [सम्मिलित](http://www.shabdkosh.com/translate/%E0%A4%B8%E0%A4%AE%E0%A5%8D%E0%A4%AE%E0%A4%BF%E0%A4%B2%E0%A4%BF%E0%A4%A4/%E0%A4%B8%E0%A4%AE%E0%A5%8D%E0%A4%AE%E0%A4%BF%E0%A4%B2%E0%A4%BF%E0%A4%A4-meaning-in-Hindi-English" \t "_blank" \o "Opens in a new window) होने का अवसर दिया, किन्तु मैं किसी कारणवश नहीं आ पाऊँगा।. * They extend discussions and justify their views by asking open-ended questions and providing elaborated responses, for example, इस विषय पर आपके क्या विचार हैं, आप क्या सोचते हैं?, इसका क्या प्रभाव पड़ेगा मुझे विस्तार से बताओ। मेरे कहने का तात्पर्य है कि …, तुम यह कहना चाहते हो कि…, मुझे लगता है कि …. * When speaking, they apply pronunciation rules and rhythm, including social and regional variations, to complex sentences. * They research, interpret and evaluate information and perspectives on social issues or issues of interest to young people, and identify how culture and context influence the way information is presented. * They convey information and perspectives using different text types and modes of presentation. * They respond to different expressive and imaginative texts by analysing techniques and cultural influences used for aesthetic, humorous or emotional effects. * Students create imaginative texts to express ideas, attitudes and emotions through characters, events and settings relating to bilingual and bicultural experiences. * When creating texts, they use a variety of grammatical elements, such as joining rules, for example, आ+ओ=औ, क्+अ+ल= कल, कारक ; case, for example, ने, को, से, के लिए, में, पर; and a range of tenses and participles, for example, आ, ई, ऐ, जाना, वाला, रहा, सकना, पहुँचना, दिल्ली जाने वाले लोग, साइकिल पर लड़की चल रही है to produce complex sentences such as मैं पहले दिल्ली जाऊँगा फिर वहाँ से बम्बई जाऊँगा; कल मैं काम खत्म कर के आपने साथियो के साथ खेलने जाऊँगा. * Students compare translations and interpretations of literary, community and social media texts, including those that use both Hindi and English. * They create a range of bilingual texts that reflect the nature of their own and each other’s intercultural experience. * They describe their experience of being bilingual or multilingual and explain the relationship between language, culture and identity. * Students apply their understanding of complex pronunciation rules and writing conventions, such as variations between spoken and written Hindi and between Sanskrit and Perso-Arabic script. * They explain how elements of grammar and word formation allow for the expression of ideas and meaning. * They analyse and construct a range of texts for different purposes and audiences and identify cultural, textual and contextual features. * They explain how and why variations in Hindi language use relate to roles, relationships and contexts of interaction. * Students identify and categorise changes to Hindi and to other languages in different domains of use such as education and popular culture. * They explain how being bilingual or multilingual affects the ways they and their peers think, behave and communicate. |

*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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