**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 with peers and others in familiar and unfamiliar contexts to compare experiences and to express views on local and global issues, such as relationships, education and popular culture  [(VCHIC109)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC109) | | Participate in individual and shared projects and activities that involve brainstorming, transacting, negotiating and problem-solving  [(VCHIC110)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC110) | | Participate in structured discussions, reflections and learning activities by managing contributions, asking and responding respectfully to questions, clarifying statements, elaborating opinions and expressing agreement or disagreement in culturally-appropriate ways [(VCHIC111)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC111) | | Organise information from different sources and in different modes of presentation for re-presentation in formats suitable for specific audiences and purposes  [(VCHIC112)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC112) | | Convey information on selected people, issues, places or interests, using appropriate modes of presentation to represent different perspectives and contexts  [(VCHIC113)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC113) | | Respond to a range of traditional and contemporary creative and literary texts, describing settings, identifying key themes, values and concepts, discussing representation of characters and events and the stylistic effects of different genres  [(VCHIC114)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC114) | | Create individual and collaborative imaginative texts in a range of modes and formats to entertain, convey ideas, express emotions and explore the creativity of language  [(VCHIC115)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC115) | | Translate and interpret familiar social and community texts such as emails/text messages, informal conversations with friends or family, proverbs or quotations, considering the nature of translation and the role of culture when transferring meaning from one language to another  [(VCHIC116)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC116) | | Compose bilingual texts such as digital stories, comics, blogs or contributions to websites that capture the experience of ‘living between languages’  [(VCHIC117)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC117) | | Reflect on their own language choices and communicative behaviour when using Hindi or English, including adjustments they make between languages and strategies they adopt to support intercultural communication  [(VCHIC118)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC118) | | Reflect on the relationship between language, culture and identity, and how this shapes and reflects ways of communicating and thinking  [(VCHIC119)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC119) | |
| **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** | Recognise regularities and irregularities of spoken Hindi and conventions of the written script, and apply these to their own language production in increasingly complex ways  [(VCHIU120)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIU120) | | Extend knowledge and use more complex features and patterns of the Hindi grammatical system, such as the use of passive voice, compound words and phrases and variations in register  [(VCHIU121)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIU121) | | Know how to construct different types of texts to suit different contexts, purposes and audiences, incorporating appropriate cultural elements  [(VCHIU122)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIU122) | | Identify variations in the use of Hindi that relate to social roles, contexts and modes of expression, considering similar variations in language use in English or other known languages  [(VCHIU123)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIU123) | | Understand that languages and associated cultures shape and are shaped by each other and change over time and contexts in ways that are creative, dynamic and responsive to both internal and external influences  [(VCHIU124)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIU124) | | Identify key features of multilingual experience, referencing their own individual and community language practices  [(VCHIU125)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIU125) | | Understand that the Hindi language and associated cultures, like all languages and cultures, shape and are shaped by each other in ways that change over time and contexts, and that cultural experience, values and identities are reflected in language [(VCHIU126)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIU126) | |
| **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 7 and 8 Achievement Standard** | **Levels 9 and 10 Achievement Standard**  Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template |
| By the end of Level 8   * Students interact with the teacher and peers to exchange information and opinions about their personal worlds, for example, मेरे परिवार के अधिकतर सदस्य ऑस्ट्रेलिया में रहते हैं लेकिन कुछ सदस्य भारत में भी रहते हैं। मुझे क्रिकेट खेलना अच्छा लगता है क्योंकि...... * They exchange greetings and wishes, for example, दीपावली की हार्दिक शुभकामनाएँ, ईद मुबारक , परीक्षा में सफल होने के लिए बधाई and use descriptive and expressive language to share feelings, for example,उँगली पर नचाना, नाक में दम करना,मेरी चाचीजी मुझसे बहुत प्यार करती हैं ,मैं उनकी आँखों का तारा हूँ । हरे भरे खेत हवा के झोंकों के संग लहलहा रहे थे। पेड़ों के पत्तो में से सूरज की किरणें छन छन कर आ रही थीं। अपने घर में कुत्ता भी शेर होता है. * Students use action-related and rehearsed language to engage in shared activities that involve planning, collaborating, making arrangements, transacting and negotiating, for example, इसके लिए संगीत की व्यवस्था कौन करेगा? किन चित्रों का उपयोग होगा इसका निर्णय हम कैसे करेंगे? यदि तुम तबला बजाओगे तो मैं गाऊँगी. * They interact in classroom routines and exchanges by following instructions, asking and responding to questions, for example, आज २० जून है, आज सोमवार है, आज बहुत सर्दी है, requesting permission or clarification, for example, नहीं, मुझे समझ नहीं आया, कृपया फिर से दोहराइए l यह बहुत कठिन है । इसमें मुझे क्या करना है? इस प्रश्न का उत्तर क्या है? कृपया, यह फिर से समझाइये and responding to praise or criticism, for example, बहुत बढ़िया!. बुरा नहीं है। ठीकठाक! * Students apply features of pronunciation and rhythm in spoken Hindi to a range of sentence types. * They locate key points of information from a range of spoken, written and visual texts and communicate information and ideas related to personal, social and natural worlds using different modes of presentation. * They share their responses to different imaginative texts by identifying and comparing favourite elements and discussing characters, themes, effects and structure. * Students use imaginative language to create original texts in different genres. * They use key grammatical forms and structures in spoken and written texts, such as basic rules of word order, pronouns, for example, मैं, हम, तुम, ये, मैं, मेरा, तुम्हारा। यहाँ- वहाँ , यह-वह, postpositions, and gender and number agreement, for example, लड़का गाता है । लड़की गाती है। लड़के गातें हैं. * Students compose simple statements and questions based on models such as तुम मेरे साथ चलो। तुम कैसे हो? They translate and interpret short texts from Hindi into English and vice versa, identifying words and expressions that do not readily translate, such as दूर के ढोल सुहावने, पेट में चूहे दौड़ रहे हैं. * They create shared bilingual texts for the classroom, school and wider community. * They identify differences and similarities in the way they interact in Hindi and English and describe the relationship between identity and cultural experience. * Students make connections between spoken and written Hindi and identify and apply the conventions of the Devanagari script, including elements such as the writing of conjunct characters, for example, क्ष, त्र, ज्ञ, consonant combinations, for example, क+इ = कि , क+ई=की and matras, for example, कु , कू . * They identify the structure and textual and grammatical features of different personal, informative, persuasive and imaginative texts. * They identify ways in which spoken and written Hindi vary according to context and situation. * Students give examples of how Hindi has changed over time due to different influences and interactions and how it has in turn influenced other languages. * They identify the diversity of language practices in multicultural communities and describe how languages reflect values, belief systems and perspectives. | By the end of Level 10   * Students use written and spoken Hindi in familiar and unfamiliar contexts to discuss and compare experiences and to express views on local and global issues, for example, पारिवारिक सम्बन्ध या सामाजिक मीडिया का उपयोग – डिजिटल दुनिया, मेरा समुदाय, श्रमिक दिवस, स्वतंत्रता दिवस, बैसाखी, भारत का शास्त्रीय संगीत, बॉलीवुड फिल्मों का इतिहास, ऑस्ट्रेलिया के दर्शनीय स्थल. (1) * They use action-related and spontaneous language to engage in shared activities that involve brainstorming, transacting, negotiation and problem-solving, for example, म्रत्यु-दण्ड या इच्छा-म्रत्यु के बारे में विचार विनिमय, बाज़ार में खरीददारी, शरणार्थियों की समस्या पर परिचर्चा. (2) * They interact in classroom exchanges by asking and responding respectfully to questions. When participating in discussions and shared learning activities, students use elaborated sentences and interactional cues to support debate, provide clarification and maintain cohesion and focus of discussion, for example, तो, उदाहरण के लिए, तदनुसार, आम तौर पर, दूसरे शब्दों में, विशेष रूप से, इस प्रकार, इसलिये, आप इस विषय में क्या सोचते हैं? क्या आप इसे विस्तार में समझाने की कृपा करेँगे? तुम समझ रहे हो न मैं क्या कह रहा हूँ l मेरी राय में…… मेरे कहने का अर्थ है... आपको नहीं लगता कि… मेरा सुझाव तो यही है कि .... (3) * They respond respectfully to different views, for example, मेरे विचार में…..ऐसा लगता है कि…; … हमें ध्यान रखना चाहिए… यह विवादास्पद है , लेकिन वास्तव में , मेरा विश्वास है…, मै आश्वस्त हूँ … and express agreement and disagreement in culturally appropriate ways. (4) * They apply appropriate pronunciation and intonation to spoken Hindi, identifying regularities and irregularities. (5) * They locate, process and analyse information obtained from different sources. (6) * They convey ideas and viewpoints from a range of perspectives using different text types and modes of presentation suited to context. (7) * They share their responses to different imaginative texts by identifying settings, themes and values, and discussing stylistic devices and the representation of characters and events. (8) * They produce imaginative texts using expressive, descriptive and evocative language in a range of modes and formats. (9) * When creating texts, students use complex features and patterns of the Hindi grammatical system such as passive voice, for example, रंगोली बनवायी जा रही है, छुट्टी करवाई जा रही है , compound words and phrases, and a variety of verb tenses, for example, पिछले वर्ष जैसे हमने होली का त्योहार मनाया था, उसी प्रकार इस वर्ष भी हम होली का त्योहार धूमधाम से मनाएँगे . (10) * They use vocabulary and expressions related to personal, social, environmental and global worlds, and apply appropriate writing conventions to increase text cohesion and enhance expression. (11) * Students translate and interpret familiar texts from Hindi into English and vice versa, explaining how cultural elements affect meaning. (12) * Students create bilingual texts that reflect the experience of being bilingual and bicultural. (13) * They explain their language choices and communicative behaviours in different intercultural interactions, and identify the adjustments they make according to context. * They explain how language, culture and identity shape and reflect ways of communicating and thinking. (14) * Students identify regular and irregular elements of spoken and written Hindi, and apply their understanding of the Hindi writing system to express complex information and ideas and enhance meaning. (15) * They analyse the relationship between language choices, cultural elements and textual features, and the audience, purpose and context of different spoken, written and multimodal texts. (16) * Students explain how spoken and written forms of Hindi vary according to social roles, contexts and modes of expression, and compare these variations to those in other languages. (17) * They explain the dynamic nature of language and give examples of how languages change over time and contexts. (18) * They identify key features of multilingual experience, with reference to their own and community language practices. (19) * They explain how languages and cultures shape and are shaped by each and how cultural experience, values and identities are reflected in language. (20) |

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