**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 teacher and peers to exchange greetings, talk about themselves and their families, to express thanks, wishes, feelings and preferences  [(VCHIC001)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC001) | | Participate in guided activities, such as songs, games, simple tasks and transactions, using movement, gestures, pictures and concrete materials to support meaning  [(VCHIC002)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC002) | | Recognise and respond to classroom routines and interactions, such as opening and closing of lessons, transition activities, following instructions and taking turns  [(VCHIC003)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC003) | | Locate specific phrases and points of information in simple texts such as charts, lists, stories and songs, and use the information to complete guided oral and written tasks  [(VCHIC004)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC004) | | Use simple statements, gestures and support materials to convey factual information about self, family, friends and the immediate environment  [(VCHIC005)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC005) | | Participate in imaginative texts such as stories, rhymes, puppet shows, lullabies or action songs, and respond through singing, dancing, drawing, movement and action  [(VCHIC006)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC006) | | Play with sound patterns, rhythm and rhyme to interpret and adapt Hindi stories, poems and songs that involve familiar language and non-verbal forms of expression  [(VCHIC007)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC007) | | Explain the meaning of simple Hindi words, phrases and gestures, noticing similarities or differences with English or other known languages  [(VCHIC008)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC008) | | Create simple spoken, print or digital texts for the classroom that combine Hindi and English, such as songs, captions, picture dictionaries, wall charts or labels  [(VCHIC009)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC009) | | Notice and describe ways in which they use Hindi and English and how these involve different words and behaviours according to the context  [(VCHIC010)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC010) | | Use simple statements, gestures and support materials to identify themselves as members of different groups, including their family, community and school  [(VCHIC011)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIC011) | |
| **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 the relationship between the sounds and patterns of pronunciation and elements of the Devanagari script, including the representation of long and short vowels, consonants and conjuncts  [(VCHIU012)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIU012) | | Understand elements of Hindi grammar, such as the subject-object-verb sentence structure, question, answer and statement forms, agreement for gender and number, the use of pronouns and postpositions and of verbs in relation to actions and commands  [(VCHIU013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIU013) | | Understand that language is organised as ‘texts’ that take different forms and use different structures to achieve their purposes  [(VCHIU014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIU014) | | Recognise that different words, expressions and gestures are used by Hindi speakers to interact with different people in different situations  [(VCHIU015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIU015) | | Recognise that all languages change over time and borrow words and expressions from each other  [(VCHIU016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIU016) | | Recognise that Australia is a multicultural society with communities of speakers of many different languages including Hindi  [(VCHIU017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIU017) | | Understand that people use language in ways that reflect their culture, such as where and how they live and what is important to them  [(VCHIU018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHIU018) | |
| **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 page for Achievement Standards and Assessments section*

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| **Foundation to Level 2 Achievement Standard**  Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Levels 3 and 4 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. (1) * 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. (2) * 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. (3) * When speaking, they use the sounds and patterns of the Hindi language, for example, त ,थ ,ग ,घ ,ट,ठ ,द ,ध. (4) * 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. (5) * 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. (6) * 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. (7) * 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. (8) * 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. (9) * Students identify themselves as members of different groups and describe different words and behaviours they use when communicating in Hindi and English. (10) * Students make connections between spoken Hindi, including vowels, consonants and conjuncts, and the use of Devanagari script, and join characters to form simple words. (11) * 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? (12) * They identify the use of pronouns, postpositions and verbs in relation to actions and commands. (13) * They identify features of familiar texts. (14) * 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. (15) * 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. (16) * They identify how language usage reflects where and how people live and what is important to them. (17) | 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. |

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