**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** | Socialise and interact with peers and the teacher to exchange information on topics relating to self, family, friends and interests, and to express opinions, likes and dislikes [(VCVIC001)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC001) | Participate in guided and shared activities, such as role-plays, performances and presentations, that involve planning, deciding, making arrangements and completing transactions[(VCVIC002)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC002) | Interact with peers in class routines and exchanges by asking and responding to questions, following instructions and requesting support, for example, by asking for repetition, rephrasing and explanation[(VCVIC003)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC003) | Identify and use information such as topic, main ideas and specific points in a range of spoken, written, visual, digital and multimodal texts [(VCVIC004)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC004) | Present information and ideas relating to personal, social and natural worlds in spoken, written, digital and multimodal forms using modelled language structures [(VCVIC005)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC005) | Engage with a range of imaginative texts, including multimodal and digital texts, such as cartoons, folk tales, picture books, comics, poems and songs, and identify and describe key elements such as theme, setting, characters and actions [(VCVIC006)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC006) | Create texts, including multimodal and digital texts, or adapt familiar imaginative texts for a range of audiences, using modelled language structures and different modes of presentation to enhance effect[(VCVIC007)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC007) | Translate and interpret short texts from Vietnamese into English and vice versa, identifying aspects that are similar or different and words or phrases that translate easily or with difficulty [(VCVIC008)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC008) | Create a range of bilingual texts and resources such as captions, signs, posters, digital picture dictionaries or menus to assist language learning in the classroom and in the school community [(VCVIC009)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC009) | Compare personal responses and reactions during interactions in Vietnamese and English, noticing how interaction involves culture as well as language[(VCVIC010)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC010) | Reflect on own biography, including family origins, traditions and beliefs, considering how it impacts on identity and shapes intercultural communication[(VCVIC011)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC011) |
| **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 features of the Vietnamese sound and writing system, including tones and tone markers, and explore Vietnamese pronunciation and spelling rules [(VCVIU012)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIU012) | Develop knowledge of common grammatical elements and structures such as nouns, personal pronouns, adjectives, verbs, compound words, adverbs of frequency, conjunctions, statements, negations and questions, to describe events, actions and qualities of people and objects, and to express courtesy and opinions [(VCVIU013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIU013) | Examine the structures and language features of a range of short familiar personal texts, including descriptive, informative and imaginative texts, and identify audience and purpose [(VCVIU014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIU014) | Recognise some of the common variations in Vietnamese language used in different settings and contexts, for example, at home, at school, at the market or in the bank [(VCVIU015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIU015) | Recognise the dynamic nature of the Vietnamese language and how it has changed over time through interaction with other languages and cultures[(VCVIU016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIU016) | Identify connections between cultural practices and language use in intercultural exchange, recognising how meaning may be culturally specific [(VCVIU017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIU017) |
| **Unit** | **Semester/Year** | 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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| **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 8* Students use written and spoken Vietnamese to interact with peers and the teacher to exchange personal information (for example, Em tên Nam. Em mười hai tuổi. Em sinh ở Úc), describe feelings (for example, Em vui/hạnh phúc) and express preferences (for example, Em thích chơi thể thao. Em thích ăn phở hơn hủ tíu). When participating in collaborative activities and classroom routines, they use modelled language to complete transactions, to ask and respond to questions (for example, Bạn học trường nào? Gia đình tôi có bốn người), to follow instructions (for example, Các em hãy chú ý/ chép bài này vào tập!), to request support and permission (for example, Xin cô vui lòng lặp lại/giải thích chữ này. Thưa thầy/cô, cho em đi vệ sinh), and to make arrangements (for example, Thứ Bảy này mình đi coi phim nha). (1)
* When interacting, they use the features of the sound system, including tones, to pronounce words and expressions, and form affirmative (for example, Em ăn cơm), negative (for example, Em không ăn cơm), interrogative (for example, Em ăn cơm không?) and imperative (for example, Ăn cơm đi!) sentences. (2)
* Students locate specific information in a range of texts and present information and ideas related to personal, social and natural worlds in spoken, written and digital forms using modelled language structures. (3)
* They share their responses to a range of imaginative texts by identifying and describing key elements and expressing opinions. (4)
* They create or adapt familiar imaginative texts for a range of audiences, using common adverbs of sequence such as trước hết, kế đến and sau cùng to organise and link ideas. (5)
* They use personal pronouns (for example, tôi, bạn, em, con, anh, chị, cô, ông, bà), nouns (for example, bạn, học sinh, thầy giáo, cô giáo, cha mẹ, cái bàn, cây viết, con chó, trái cam), adjectives (for example, già, trẻ, lớn, nhỏ, tốt, hiền, thông minh, chăm chỉ), verbs (for example, ăn, uống, ngủ, nói, đọc, học, chạy, đi bộ), adverbs (for example, hay, giỏi, nhanh, chậm) and conjunctions (for example, và, hay, vì, nhưng). (6)
* They apply rules of the Vietnamese writing system to spell familiar words, including tone markers. (7)
* They translate and interpret short texts, identifying words that are not easily translated, such as cúng, bánh chưng/bánh tét, and create bilingual texts to support their own learning and for the school community. (8)
* They compare ways of communicating in Vietnamese and English and explain how their own biography influences their cultural identity and ways of communicating.
* Students identify the tones of spoken and written Vietnamese. (9)
* They identify Vietnamese sound–letter relationships, the formation of consonants clusters (for example, ch, nh, th, tr, ph), diphthongs (for example, ai, ao, au), triphthongs (for example, oai, ươi), and vowel–consonant combinations such as an, am, ac, at. (10)
* They compare the structural and language features of Vietnamese and English in personal, informative and imaginative texts, identifying audience and purpose. (11)
* They describe how language use varies according to setting and context. (12)
* Students provide examples of how the Vietnamese language has changed over time, identifying Vietnamese words that have emerged through contact with other languages, for example, cà rốt, cà phê, căn-tin. (13)
* They identify cultural practices that are embedded in language use and communication styles, such as use of the terms dạ/thưa to express politeness and respect. (14)
 | By the end of Level 10* Students use written and spoken Vietnamese to initiate and sustain interactions with teachers, peers and adults in familiar contexts, for example, Bạn thích nghe loại nhạc nào? Tôi thích nghe nhạc trẻ. Bạn thích ca sĩ và bài hát nào nhất? Tại sao? Tôi thích ca sĩ Lynda Miles vì cô ấy hát hay và nhảy đẹp. Bài hát tôi thích nhất là My Best Moments vì nó giúp tôi thấy vui vẻ và yêu đời.
* They use modelled and spontaneous language to engage in discussions, seek clarification, offer opinions, compare experiences related to familiar topics (for example, Học tiếng Việt có nhiều lợi ích lắm. Tôi thích đi du lịch ở ngoại quốc hơn là ở trong nước. Đồ ăn ở Việt Nam tươi và ngon nhưng không sạch sẽ bằng ở Úc), and express agreement or disagreement (for example, Bạn nói đúng lắm/Tôi cũng nghĩ vậy. Xin lỗi, tôi không nghĩ vậy/tôi có ý kiến khác với bạn).
* They interact with others to carry out transactions and to plan and organise social or cultural events by negotiating options, and explaining and justifying opinions, for example, Bạn muốn tổ chức sinh nhật ở nhà hay ở trường? Chúng mình nên tham gia gây quỹ để cứu trợ nạn nhân bão lụt.
* They apply appropriate pronunciation in spoken Vietnamese, including intonation patterns, tones and pauses.
* Students analyse information and ideas obtained from diverse sources, comparing and evaluating different perspectives related to common areas of interest and study.
* They present information and opinions using different text types and modes of presentation appropriate to a variety of audiences and to achieve different purposes.
* They share their responses to different imaginative texts by expressing preferences and describing key elements such as themes, values, plot, and representations of characters and events.
* They create imaginative texts for the purpose of self-expression and engagement, using cohesive devices such as conjunctions to communicate, link and extend ideas, and common Vietnamese idioms, proverbs or folk songs for illustration of cultural concepts or aspects.
* When writing, they use verbs to express modality (for example, nên, cần, phải), direct speech (for example, Ba mẹ nói với tôi: ‘Con nên chăm học’) and indirect speech (for example, Ba mẹ bảo tôi nên chăm học), and apply Vietnamese spelling rules and tone markers to a range of words.
* They translate and interpret texts using strategies to overcome challenges in translation, such as considering cultural expressions or representations, and explain differences in interpretation.
* Students create a range of multimodal bilingual resources for the school and local community.
* They explain the relationship between language, culture and identity, and modify language and behaviours in intercultural interactions to enhance mutual understanding.
* Students infer the meaning of unfamiliar words encountered in a range of familiar contexts by applying knowledge of grammatical elements and vocabulary.
* They analyse the relationship between cultural representations, language choices, and the audience and purpose of different text types. They identify and analyse linguistic features of Vietnamese in a range of situations, explaining variations due to audience and purpose.
* They explain the impact of social, cultural and intercultural influences on language, identifying and using Vietnamese words that have emerged from globalisation, migration, popular culture and technology, such as toàn cầu hóa, di dân, định cư, hội nhập, nhạc trẻ, công nghệ thông tin, nhật ký điện tử, nói chuyện qua mạng.
* They explain ways in which language and culture are interrelated and influence each other.
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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