**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 the teacher by introducing themselves and expressing needs, wishes, likes and dislikes  [(VCVIC106)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC106) | | Participate in guided group activities such as songs, rhymes, games and transactions, using modelled repetitive language  [(VCVIC107)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC107) | | Interact in classroom routines and activities by responding to questions, following instructions and asking for permission  [(VCVIC108)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC108) | | Identify key words and specific information related to their personal world in simple spoken, written,digital and visual texts  [(VCVIC109)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC109) | | Share information about self, family, school and friends, using modelled sentence structures and illustrations to support meaning  [(VCVIC110)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC110) | | Participate in shared reading, viewing of or listening to imaginative texts and respond through miming, acting, matching pictures with text or answering questions  [(VCVIC111)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC111) | | Create and perform simple imaginative texts such as chants, songs and stories, using familiar language and non-verbal forms of expression  [(VCVIC112)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC112) | | Translate and interpret familiar Vietnamese words, phrases and expressions  [(VCVIC113)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC113) | | Create bilingual texts in both Vietnamese and English for the immediate learning environment such as labels, captions, wall charts and other resources  [(VCVIC114)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC114) | | Share opinions and ways of behaving when using Vietnamese in home and school contexts  [(VCVIC115)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC115) | | Identify themselves as members of different groups, including the Vietnamese class, the school, their family and the community, describing their roles within these groups  [(VCVIC116)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC116) | |
| **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 sounds and tones of spoken Vietnamese, and notice how they are represented in words and symbols  [(VCVIU117)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIU117) | | Understand some first elements of Vietnamese grammar, such as personal pronouns, frequently used nouns, adjectives, verbs and prepositions, and basic rules of word order in simple sentences [(VCVIU118)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIU118) | | Explore different types of familiar texts, such as captions, labels, songs, rhymes and fairy tales, noticing similarities and differences between text types  [(VCVIU119)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIU119) | | Recognise that there are variations in the way Vietnamese speakers greet and address different people  [(VCVIU120)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIU120) | | Recognise that Australia is a multilingual society and that Vietnamese is one of the major community languages in Australia  [(VCVIU121)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIU121) | | Understand that the ways in which people use language reflect their cultures, and relate to where and how they live and what is important to them  [(VCVIU122)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIU122) | |
| **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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| **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 through action-related talk and play. (1) * They introduce themselves and others, and express thanks, likes and dislikes, needs and wishes, for example, *Tôi tên là Lan*. *Cảm ơn bạn*. *Tôi thích/ không thích* *…* *Tôi muốn ăn cơm*. *Chúc bạn sinh nhật vui vẻ*. (2) * They use modelled repetitive language when participating in games and shared activities, and interact in classroom routines by responding to questions, following instructions and asking for permission, for example, *Dạ, em xong rồi. Các em hãy đọc theo cô. Thưa cô cho em đi uống nước.*(3) * When interacting, they use the sounds and tones of Vietnamese and distinguish between questions, such as *Ai? Ở đâu? Khi nào?* *Có* *…* *không?*, and commands, for example, *Đứng lên*. (4) * They identify information and key words, such as names of people, for example, *cô An, bạn Hải*; places, for example,*trường, lớp*; or objects, for example, *cái bàn*; and convey information about themselves and their family, friends and school using modelled sentences and illustrations. (5) * They respond to imaginative experiences through miming, acting, and answering questions, and create and perform simple imaginative texts using familiar language and non-verbal forms of expression. (6) * Students use familiar vocabulary related to the classroom and home environment. (7) * They use simple sentences with appropriate word order to communicate information about themselves, for example, *Tôi bảy tuổi*, their family and the classroom, for example, *Đây là gia đình tôi/ lớp tôi*. (8) * Students translate frequently used words and simple phrases and create simple bilingual texts for the immediate learning environment. (9) * They describe the experience of using Vietnamese and identify their roles as members of different groups, including the Vietnamese class and their family and community. (10) * Students identify the sounds and tones of the Vietnamese language in words and symbols. (11) * They identify similarities and differences between different types of familiar texts. (12) * They provide examples of the different titles and greetings that are used to address people in different situations. (13) * Students name some of the many languages used in Australia, identifying Vietnamese as one of the major community languages. (14) * They identify how the ways in which people use language reflect where and how they live and what is important to them. (15) | By the end of Level 4   * Students use Vietnamese to interact with the teacher and peers to exchange information and experiences relating to themselves, their family and friends. * They use formulaic expressions to participate in simple transactional exchanges and collaborative activities, and to seek clarification, assistance or advice in everyday classroom routines, for example, *Làm ơn cho biết*. * When interacting, they use features of Vietnamese pronunciation, including tones, vowels and consonants. * Students locate information relating to familiar contexts and present it in modelled spoken, written and visual texts. * They respond to imaginative texts by identifying favourite elements and making simple statements about settings, characters or events, and create simple imaginative texts using formulaic expressions and modelled language. * Students use common action verbs (for example, *đi, ăn, ngủ, chơi, chạy, nói, cười, làm, học*), adjectives (for example, *đẹp, xấu, tốt, đen, đỏ*) and adverbs (for example, *nhanh, chậm, hay, giỏi*), to create short, simple sentences about their routines and interests. * They use vocabulary related to school, home and everyday routines. * They use appropriate word order and personal pronouns in simple spοken and written texts, for example, *Đây là con mèo con của tôi/anh/em/cháu.* * They translate and compare common Vietnamese and English expressions and create simple bilingual texts for classroom use. * Students describe how language involves behaviours as well as words and share their experiences of communicating in Vietnamese- and English-speaking contexts. * Students identify the tones of the Vietnamese language and use tone markers when writing. * They identify the features and purpose of a range of familiar texts. * They provide examples of how language use varies according to the participants, social context and situation (for example, *cho em/tặng bạn/biếu bà một món quà*), and identify differences between ways of showing politeness in Vietnamese- and English-speaking contexts. * They identify how languages change over time, providing examples of Vietnamese words borrowed from other languages such as English and French. * They compare Vietnamese 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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