Collaborative Curriculum and Assessment Framework for Languages (CCAFL)

VCE Yiddish

Ideas for subtopics

Concepts and topics for Yiddish

The topics associated with the concepts to be studied in Yiddish are:

|  |  |
| --- | --- |
| Concepts | Topics |
| Identity | Inclusivity, diversity and belonging  Relationships and human interactions |
| Legacy | Innovations History and traditions |
| Responsibility | Society Youth |
| Sustainability | Sustaining language and culture Global trends |

Subtopics

This document includes supporting information about subtopics of the prescribed topics for languages based on the CCAFL Framework (2021).

Topics, perspectives and subtopics

The prescribed topics are designed to be flexible and can focus on a range of perspectives, depending on the language, culture, student interests and available resources. These topics are taught through subtopics chosen by the teacher.

When selecting subtopics over the two years of study, the teacher should ensure that students are provided with opportunities to engage with:

* each of the eight topics for the language
* personal, community and global perspectives
* content that has an Australian focus.

It is recommended that students study between eight and 12 subtopics over the two years of the course. Some subtopics may require greater depth of treatment than others.

The following example subtopics show how aspects of one of the prescribed topics may be developed for teaching and learning and may address different perspectives.

**Concept:** Legacy

**Topic:** Innovation

**Example subtopic and perspective:**

* Innovations I can’t live without (personal perspective)

**OR**

* Meeting the challenges of living in the 21st century through innovation and invention (community perspective)

**OR**

* Innovations that changed the world (global perspective)

Selecting subtopics

All of the prescribed topics for a language and each of the three perspectives must be addressed over the two years of the course. Note, each specific language may have a different combination of prescribed topics. Only subtopics that align to the topics for the specific language study should be considered.

Examples of subtopics that align to the prescribed concepts and topics are provided in the [Example subtopics (tables by concept)](#ExampleSubtopics) section in this document. Each example subtopic may relate to a range of topics, depending on the emphasis and perspective taken. They are offered as examples only, to inspire ideas for other suitable subtopics.

It is not possible to study all the subtopics suggested in the tables and this is not the intention of the examples. Teachers should consider the most suitable subtopics to address the prescribed topics, perspectives and student interest over the entire course of study. A particular subtopic should be used only once and should not be repeated within the two years of the course.

Each subtopic chosen by the teacher should:

* be suitable for the expected level of content and language demand for students
* encourage students to engage with modern content, language and forms of information
* allow flexibility for teachers and students to investigate different aspects of a subtopic, as required
* avoid unsuitable subject matter, including subject matter or content that:
* may cause individuals or groups of students distress
* present disrespectful or discriminatory content
* present controversial or contentious content
* condone or glorify unlawful behaviour.

In combination, the subtopics chosen by the teacher should:

* respond to student interests and contribute positively to student wellbeing
* allow students to engage with topics from a personal, community and/or global perspective
* demonstrate awareness of language-speaking communities in Australia
* demonstrate how content with a focus on Australia can be incorporated into teaching and learning
* demonstrate how content related to the cross-curriculum priorities can be incorporated into teaching and learning.

While there is a broad range of possible subtopics that could be used for classwork, teachers must ensure that their chosen subtopics – and all resources used to support them – meet the standards outlined above.

More information on content standards in written examinations is provided in *Resources.*

Checklists for selecting subtopics

Use the following checklists to ensure the requirements have been met for each individual subtopic as well as for all the subtopics in combination. Duplicate the first table as required.

|  |  |
| --- | --- |
| **Subtopic** | |
| The subtopic chosen should: | |
| Relate to one of the prescribed topics |  |
| Provide content that addresses the language learning and language use requirements of the course |  |
| Avoid unsuitable content |  |
| Meet the content and language demands suitable for Year 11 and Year 12 students studying Yiddish at this level |  |
| Be able to be addressed through one of the three perspectives: personal, community and global |  |
| Encourage students to use modern and contemporary Yiddish |  |
| Provide content that is respectful of the culture of the Yiddish-speaking communities in Australia and elsewhere |  |
| Have the potential to be investigated in a range of ways, including a focus on different aspects of the subtopic |  |
| Be relevant to students studying Yiddish in the Australian context |  |

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| In combination, the subtopics chosen for the two-year course should: | |
| Address all the prescribed topics |  |
| Address all the prescribed perspectives |  |
| Provide flexible subtopics that are adaptable to student interests |  |
| Address modern content |  |
| Provide opportunities for students to use modern forms of information and communications technology (ICT) |  |
| Encourage awareness of Yiddish-speaking communities in Australia |  |
| Include subtopics that focus on Australian content |  |
| Contribute positively to student wellbeing |  |

Example subtopics (tables by concept)

All of the prescribed concepts, the eight topics prescribed for the language and each of the perspectives (personal, community and global) must be addressed over the two years of the course.

| **Concept** | **Topic** | **Ideas for subtopics** |
| --- | --- | --- |
| Identity | Inclusivity, diversity and belonging | * Diverse views aid creative solutions * How Yiddish speakers seek acceptance and recognition in the Australian community * Identifying as Australian * Immigration – a global phenomenon * Impact of advances in technology and the flow of information * Impact of diverse voices in society * Social inclusion for vulnerable or minority groups * Watch your language! Impact of language use on personal image |
| Identity | Relationships and human interactions | * Building friendships through communications technology * Cultural perspectives reflected in everyday interactions * Digital interactions – connecting or disconnecting? * Finding a balance between digital and personal interactions * Friends, family and community * Intergenerational relationships * Social stereotypes – origins and effects on individuals * What it means to be an Australian |

|  |  |  |
| --- | --- | --- |
| **Concept** | **Topic** | **Ideas for subtopics** |
| Legacy | Innovation | * Adapting to a new environment * Breakthroughs in medicine, science or engineering * Design solutions to modern problems * Innovations I can’t live without * Innovative architecture: time and place * Space exploration and settlement * The world of 2050 * Translation using technology – pros and cons |
| Legacy | History and traditions | * Adapting traditions * History of Yiddish-speaking peoples in Australia * How Yiddish-speaking culture has changed Australian society / the world * Impact of a famous Yiddish-speaking person in their chosen field of endeavour * Influence of history on architecture in a Yiddish-speaking community * Role of history in shaping Yiddish-speaking communities * Significant events and their impact * Traditions that have stood the test of time |

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| --- | --- | --- |
| **Concept** | **Topic** | **Ideas for subtopics** |
| Responsibility | Society | * Attitudes to an aging population * Changing roles in society * Changing roles of men and women in society * Good citizenship * Law and order * Social dilemmas – attitudes to wealth, poverty and charity * Staying connected locally and globally * Volunteering |
| Responsibility | Youth | * Challenges and opportunities for young people * Changes in intergenerational interactions and expectations * Climate change and young people * Healthy lifestyles * Making changes to improve society * Materialism as a social expectation * Time out – how youth manage time and commitments * Youth voices |

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| --- | --- | --- |
| **Concept** | **Topic** | **Ideas for subtopics** |
| Sustainability | Sustaining language and culture | * A cultural tradition I will keep in the future * Celebrating culture-specific community events * Dynamic changes to colloquialisms in the digitised world * Influence of social media on sustaining Yiddish * Maintaining cultural integrity – is it possible and desirable? * Sustainability and change in language and culture in the diaspora * Traditional cultural practice in the modern world * Travel to appreciate language and culture |
| Sustainability | Global trends | * Demands and pressures on resources in Yiddish-speaking countries * Economic impact of an aging population * Global climate change * Global thinking * Impact of globalisation * Impact of the information explosion * Living in a ‘smart’ world * Workforce mobility |