Unpacking the Victorian Curriculum F–10 Languages curriculum

Foundation to Level 6 in the F–10 sequence

Theme: Family, friends and other people

Overview

This resource contains ideas to help teachers unpack content descriptions and achievement standards from Foundation to Level 6 of the Victorian Curriculum F–10 Languages curriculum, using the theme of Family, Friends and Other People as an example.

Each table in this resource shows how selected sections of the relevant achievement standard can be aligned to selected content descriptions and selected sub-strands from each strand of a Language curriculum, and then matched to teaching and learning activities related to a selected theme. In this resource, the example Language curriculum is Arabic and the theme is Family, Friends and Other People.

Teachers of any Language can adapt this example and develop a unit of work for the theme Family, Friends and Other People that is tailored to their chosen language and culture. They can identify the content descriptions that are relevant to exploring this theme in a Language lesson and develop appropriate activities for a teaching and learning program. This resource could be adapted to explore other related themes such as relationships or people in the community.

This resource shows how a single theme can be developed to support learning at different levels across Foundation to Level 6. There is a separate table for each band of levels – one for Foundation to Level 2, one for Levels 3 and 4 and one for Levels 5 and 6.

Content descriptions that are well suited to the selected theme have been identified from each of the strands and sub-strands, and examples of activities and resources that cover these content descriptions have been provided. Throughout the resource, each content description is hyperlinked to its elaborations in the Languages, Arabic pages on the Victorian Curriculum F–10 website. Elaborations are non-mandated suggestions for activities related to each content description; reviewing these elaborations may assist in further unpacking elements of the content description.

This resource highlights just one way in which teachers may choose to plan activities or units of work that are aligned with the Victorian Curriculum F–10 Languages curriculum, and the activities in this resource are just examples. Teachers can use this resource to assist them in adapting other combinations of content descriptions to develop their own units of work focused on this and other themes. For more information about the Languages curriculum, including rationale, aims and key terminology, plus information about adapting this example to other Languages, next steps and resources, see the [final pages in this resource](#LanguagesVicCurr).

The VCAA F–10 Unit has produced two short videos to help teachers unpack the Victorian Curriculum F–10 Languages: [Introducing the Victorian Curriculum: Languages F–6](https://www.vcaa.vic.edu.au/news-and-events/professional-learning/F-10-program/Pages/IntroducingtheVictorianCurriculumF-10.aspx) and [Introducing the Victorian Curriculum: Languages 7–10](https://www.vcaa.vic.edu.au/news-and-events/professional-learning/F-10-program/Pages/IntroducingtheVictorianCurriculumF-10.aspx). The VCAA recommends that teachers watch these videos prior to starting the planning process.

Family, friends and other people

Foundation to Level 2 in the F–10 sequence

Students explore aspects of culture related to personal relationships and how this is expressed in the language. In this example, Arabic is used to explore values and language associated with family, friends and other people in Arabic-speaking communities and in Australia.

At Foundation to Level 2, Arabic is learnt in parallel with English literacy. Students become familiar with how the sounds of the Arabic language are represented in letters and words and make comparisons with the English alphabet. Through play, imaginative activities, games, music, dance and familiar routines, they identify familiar and new words and simple phrases, using a variety of cues to learn to comprehend texts and communicate.

**Note:** The activities below are based on selected content descriptions, sub-strands, strands and sections of the achievement standard; they do not cover the full Languages curriculum for Foundation to Level 2. Teachers can adapt these ideas to develop learning and teaching activities that help students explore the theme of Family, Friends and Other People in other cultures, using other Victorian Curriculum F–10 Languages, and they can also use this resource to assist them in adapting other combinations of content descriptions to develop their own units of work.

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| --- | --- | --- | --- | --- |
| **Selected extracts from the achievement standard**  | **Selected strands and sub-strands** | **Selected content descriptions** | **Example activities** | **Example resources** |
| By the end of Level 2, students interact with the teacher and peers to exchange information about themselves, their family and friends … and initiate interactions by asking and responding to questions … When speaking, they use the sounds of the Arabic language … They locate information about people, places and objects in simple texts, and share information in different formats, using illustrations and gestures to support meaning … They make simple statements … and create own representations of imagined characters and events, using illustrations, familiar language and non-verbal forms of expression … They recognise questions … and use vocabulary and simple sentences to communicate information about themselves [and] their family ..*.*Students … create word lists, labels and captions … They describe their roles as members of particular groups …Students identify letters of the Arabic alphabet and join some letters to form simple words … | Communicating – Socialising | Initiate interactions with peers and the teacher by asking and responding to questions and exchanging information about self and family, friends and school [(VCARC103)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC103) | One activity can address multiple aspects of the achievement standard. Likewise, one activity can often address a combination of content descriptions across different strands and sub-strands. Multiple options have been provided here, to cater for a range of different abilities and allow for differentiation in the classroom.Students could:* use a family tree of a well-known or fictitious family relevant to the Arabic-speaking world, to learn and practise vocabulary and phrases for identifying and describing self, family and friends
* view video clips that have been modified to use the Arabic language and that depict well-known cartoon families, such as clips from *Bluey* or *Peppa Pig* or the ‘Baby Shark’ song and video, and use repetition of modified lyrics or words to support understanding of vocabulary and phrases for identifying and describing self, family and friends
* use simple sentence structures or formulaic expressions to introduce and describe self, family, friends or toys using formulaic expressions
* participate in shared reading of print and digital texts such as stories in big books and other texts that describe families, friends, toys and other key relationships, using pictures, intonation and contextual cues to predict meaning and identify key information
* sort and categorise information in graphic representations of families, friends and other key relationships
* create, compile and present a class big book and texts in digital form that introduce and describe an important family member, friend or person, using modelled language
* create a bilingual picture dictionary for classroom use, using captions, labels and visual prompts
* create a bilingual personal profile containing information relating to self, family, friends or fictional characters
* play games, sing or use flashcards to recognise and reproduce the letters of the alphabet and vowel sounds, and to develop pronunciation, phrasing and intonation skills, noticing that statements and questions have different intonation and that Arabic has distinctive sounds
* recognise that Arabic words are written from right to left, and numbers from left to right, and that making Arabic words requires most letters to be joined.
 | **Stimulus texts:*** Big books
* Posters
* Cartoons
* Photos or pictures
* Family trees of real or fictitious families, such as family trees for various celebrities, Bluey, Peppa Pig or ‘super families’ such as the Incredibles
* Popular stories and books from the Arabic-speaking world, such as the *Prince Amir* storybook and/or video, which have many related teaching resources ([Prince Amir: Learn Arabic with subtitles - Story for Children and adults "BookBox.Com", bookboxinc, YouTube](https://www.youtube.com/watch?v=T_CEKd8_olM))
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| Communicating – Informing | Locate and organise information from simple spoken, written and visual texts to identify details about people and objects [(VCARC106)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC106) |
| Communicating – Creating | Create own representations of people or events in imaginative texts using familiar words, illustrations, actions and other verbal and non-verbal forms of expression [(VCARC109)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC109) |
| Communicating – Translating | Create simple print or digital bilingual texts in Arabic and English, such as word lists, labels and captions, for their class, school and family [(VCARC111)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC111) |
| Understanding – Systems of language | Recognise the letters and sounds of the Arabic alphabet and identify how letters are modified so they can be joined to form words [(VCARU114)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARU114) |

Family, friends and other people

Levels 3 and 4 in the F–10 sequence

Students explore aspects of culture related to personal relationships and how these are expressed. In this example, Arabic is used to explore values and language associated with family, friends and other people in Arabic-speaking communities and in Australia.

At Levels 3 and 4, students begin to develop a metalanguage, understanding, discussing, comparing and connecting Arabic and English. With support, they create their own written and spoken texts.

**Note:** The activities below are based on selected content descriptions, sub-strands, strands and sections of the achievement standard; they do not cover the full Languages curriculum for Levels 3 and 4. Teachers can adapt these ideas to develop learning and teaching activities that help students explore the theme of Family, Friends and Other People in other cultures, using other Victorian Curriculum F–10 Languages, and they can also use this resource to assist them in adapting other combinations of content descriptions to develop their own units of work.

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| **Selected extracts from the achievement standard**  | **Selected strands and sub-strands** | **Selected content descriptions** | **Example activities** | **Example resources** |
| By the end of Level 4, students interact with the teacher and peers to share personal information about aspects of their lives, such as experiences … They use features of Arabic pronunciation and intonation when speaking and reading aloud. Students locate and classify information relating to familiar contexts and present it in modelled spoken, written and visual texts. They describe characters, events and ideas and express opinions … and use formulaic expressions … and modelled language to create short imaginative texts*.*They use vocabulary related to … home … Students use key grammatical forms and structures in simple spοken and written texts … Students translate familiar and frequently used language relating to familiar environments and create simple bilingual texts for the classroom and school community …Students identify and use Arabic sound and writing patterns, for example أ؛ ئـ؛ ء؛ ؤ؛ والياء؛الألف المقصورة ى , including combining letters to form words, vocalisation, and features of individual syllable blocks … They compare language use and cultural practices in Arabic-speaking communities and in the wider Australian context … | Communicating – Socialising | Socialise and build relationships with the teacher, peers and friends through the exchange of personal information relating to home and school environment, such as everyday routines [(VCARC120)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC120) | One activity can address multiple aspects of the achievement standard. Likewise, one activity can often address a combination of content descriptions across different strands and sub-strands. Multiple options have been provided here, to cater for a range of different abilities and allow for differentiation in the classroom.Students could:* participate in warm-up activities during roll call, providing personal information in response to a set of photographs, cartoon images or word cards, to recall and reinforce vocabulary
* participate in short oral role-plays and exchanges, asking and answering simple questions about self, friends, toys, people or family members
* locate and sequence information about different people in stories in print or digital form, such as the *Prince Amir* storybook and/or video, and use the information to create a visual display such as a storyboard or family tree
* create print or digital texts (such as posters to introduce family members, friends or other important people) and describe personal information relating to their background and experiences, using simple descriptive language and supporting resources
* explore formulaic phrases and expressions used in everyday life for specific situations, such as expressing gratitude or showing respect for elders, then practise using this language in different contexts, for example, with the principal, teacher or sports coach
* develop a short set of simple interview questions and, with permission, interview adults around the school, such as the principal, teacher or school nurse, to gather information about who they are and what they do; then present a report of the survey findings to the school community in written form or digitally, for a specific audience
* map personal profiles by creating a chart, timeline or web profile to highlight significant experiences or events related to family friends or community, and notice ways in which language is used differently in these contexts
* develop and rehearse a script for a talk show, assigning various roles such as host, guests to be interviewed and studio audience, and then perform the show for others in the school community, using the scripted questions that guests will answer as support
* read a variety of short texts that describe different people and their relationships, to develop an understanding of the spelling of familiar words and predict how to spell new words, recognising that letters change form depending on their place in the word, and learn to use basic punctuation in own writing
* develop a self-introduction for themselves, a family member, a friend or a fictional character, and present it to others, using basic pronunciation and intonation rules when speaking and reading aloud
* create or play games on online platforms such as Quizlet to develop understanding of distinct sounds, and create an audio dictionary for sounds related to the theme.
 | **Stimulus texts:*** Simple written texts, such as notes, invitations and birthday cards
* Simple profiles and stories, such as [‘Jasmine's mother’ by Yacoub El Sharouni](https://www.fluentu.com/blog/arabic/easy-arabic-short-stories/), which is the story of a hardworking, traditional, working-class family in the Arab world, and the difficult choice many families have to make between school and money, and the *Prince Amir* storybook and/or video, which have many related teaching resources ([Prince Amir: Learn Arabic with subtitles - Story for Children and adults "BookBox.Com", bookboxinc, YouTube](https://www.youtube.com/watch?v=T_CEKd8_olM))
* Photographs, cartoons, word cards, a family tree, short videos, posters and short conversations

**Other useful resources:*** Quizlet
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| Communicating – Informing | Locate and classify information relating to familiar contexts, routines and interests from spoken, written and visual texts [(VCARC123)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC123) |
| Communicating – Informing | Present information relating to home, school, neighbourhood and leisure in a range of spoken, written and digital modes [(VCARC124)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC124) |
| Communicating – Reflecting | Explore their own sense of identity, including elements such as family, background and experiences, and ways of using language in Arabic- and English-speaking contexts [(VCARC130)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC130) |
| Understanding – Systems of language | Recognise and reproduce Arabic pronunciation and intonation patterns using vocalisation and features of individual syllable blocks, and understand that in Arabic script, most letters change appearance depending on their position [(VCARU131)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARU131) |

Family, friends and other people

Levels 5 and 6 in the F–10 sequence

Students explore aspects of culture related to personal relationships and how these are expressed. In this example, Arabic is used to explore values and language associated with family, friends and other people in Arabic-speaking communities and in Australia.

At Levels 5 and 6, students develop a stronger understanding of the interconnection between language and culture and begin to recognise how language features and expressions reflect cultural values. They use Arabic more accurately and fluently for a widening range of purposes.

**Note:** The activities below are based on selected content descriptions, sub-strands, strands and sections of the achievement standard; they do not cover the full Languages curriculum for Levels 5 and 6. Teachers can adapt these ideas to develop learning and teaching activities that help students explore the theme of Family, Friends and Other People in other cultures, using other Victorian Curriculum F–10 Languages, and they can also use this resource to assist them in adapting other combinations of content descriptions to develop their own units of work.

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| **Selected extracts from the achievement standard**  | **Selected strands and sub-strands** | **Selected content descriptions** | **Example activities** | **Example resources** |
| By the end of Level 6, students use spoken and written Arabic to exchange personal information and describe people, places and ideas related to their personal experiences and social activities … Students use patterns of Arabic pronunciation and intonation when interacting. They locate, classify and organise information from a range of spoken, written and visual texts related to aspects of culture and lifestyle … They identify ways in which their own biography … impact[s] on their identity and influence[s] the ways in which they communicate in Arabic and English.Students identify the role of vowels in softening and extending sounds and apply writing conventions to own constructions … They provide examples of how language use and ways of communicating vary according to the relationship between participants and the purpose of the exchange … They give examples of how language use reflects particular value systems, attitudes and patterns of behaviour across cultures. | Communicating – Socialising | Socialise and maintain relationships with peers and the teacher by sharing information about their personal experiences and social activities [(VCARC137)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC137) | One activity can address multiple aspects of the achievement standard. Likewise, one activity can often address a combination of content descriptions across different strands and sub-strands. Multiple options have been provided here, to cater for a range of different abilities and allow for differentiation in the classroom.Students could:* describe personal characteristics or qualities of family members, friends or key people
* prepare and deliver oral or visual presentations on aspects of their personal world, for example, a specific event or specific traditions related to an event in their family calendar, such as celebrations of birthdays and other special occasions, describing elements that are regarded as traditional
* participate in short oral role-plays and exchanges, asking and answering simple questions about personal experiences and social activities with family, friends or others, and applying pronunciation rules when speaking and reading aloud
* identify and classify information in written texts (such as invitations, birthday cards or a personal profile), spoken texts (such as a self-introduction) or viewed texts (such as photographs or illustrations of people) and share the information with others in a different format (such as a diary entry or email), applying accurate spelling in familiar words, phrases and sentences when producing the text
* identify and compare perspectives on cultural aspects of relationships in different Arabic-speaking communities as represented in spoken and written texts, for example, in a radio interview, magazine article or blog post about social activities or events for young people in the local community
* listen to, view and read a range of different texts about significant people in Arabic-speaking communities (for example, a short biography of a famous Arabic-speaking actor, celebrity chef, social media influencer or sportsperson) and identify key influences on their sense of identity, such as their family origins, traditions, beliefs and significant events
* identify aspects of personal identity, such as age, gender and social status, that are important when interacting in Arabic-speaking contexts and that may be understood differently in Australian cultural contexts
* develop a short set of simple interview questions and then, with permission, interview a significant older person about their family origins, traditions, culture and beliefs, presenting the interview findings in oral or written form
* explore how they communicate with one another, their teachers and families, noticing if there are any changes in the way they see themselves in different contexts, for example, a family celebration or the birthday party of a friend.
 | **Stimulus texts:*** Invitations, birthday cards, diary entries, emails or letters, interviews, short video clips, radio interviews, magazine articles, blog posts, and personal profiles or short biographies of famous Arabic-speaking people
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| Communicating – Informing | Listen to, view and read a range of texts to locate, classify and organise information relating to social and cultural worlds [(VCARC140)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC140) |
| Communicating – Informing | Convey ideas and information on topics of interest and aspects of culture in different formats for particular audiences [(VCARC141)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC141) |
| Communicating – Reflecting | Reflect on how own biography, including family origins, traditions and beliefs, impacts on identity and communication [(VCARC147)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC147) |
| Understanding – Systems of language | Understand patterns of intonation and pronunciation, including the way vowels soften and extend sounds, and apply appropriate conventions to their writing [(VCARU148)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARU148) |

Languages in the Victorian Curriculum F–10

[Victorian Curriculum F–10 Languages](https://victoriancurriculum.vcaa.vic.edu.au/languages/introduction/about-the-languages) takes account of different entry points into language learning across F–10, which reflects current practice in language teaching.

There are two possible learning sequences:

* **F–10 sequence** for students who begin to learn the language in primary school and continue to Year 10
* **7–10 sequence** for students who begin to learn the language in Year 7.

This resource uses Arabic as an example. The curriculum for this Language can be accessed in the [Languages, Arabic](https://victoriancurriculum.vcaa.vic.edu.au/languages/arabic/curriculum/f-10) section of the Victorian Curriculum F–10 website. Curriculum for all other Languages can be accessed via the [Languages](https://victoriancurriculum.vcaa.vic.edu.au/languages/introduction/about-the-languages) webpage.

Rationale

Learning languages in addition to English extends students’ literacy repertoires and their capacity to communicate. It strengthens students’ understanding of the nature of language, culture and the processes of communication. Learning languages broadens students’ horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world. The interdependence of countries and communities requires people to negotiate experiences and meanings across languages and cultures. A bilingual or plurilingual capability is the norm in most parts of the world.

The full [rationale for Arabic](https://victoriancurriculum.vcaa.vic.edu.au/languages/arabic/introduction/rationale-and-aims) can be accessed on the Victorian Curriculum F–10 website*.*

Aims

The Languages curriculum aims to develop the knowledge, understanding and skills to ensure that students:

* communicate in the language they are learning
* understand the relationship between language, culture and learning
* develop intercultural capabilities
* understand themselves as communicators.

Key terminology

* [Victorian Curriculum F–10 Languages](https://victoriancurriculum.vcaa.vic.edu.au/languages/introduction/about-the-languages) comprise strands, sub-strands, content descriptions and achievement standards. The content descriptions are organised through two interrelated strands: Communicating and Understanding. Each strand contains several interrelated sub-strands, which are intended to be taught in combination with each other. This is done by selecting combinations of the content descriptions associated with each sub-strand to suit the intended teaching and learning program. The sub-strands for Communicating are Socialising, Informing, Creating, Translating and Reflecting. The sub-strands for Understanding are Systems of language, Language variation and change, and The role of language and culture.
* Elaborations for each content description in each Victorian Curriculum F–10 Language are also provided on the Victorian Curriculum F–10 website. Elaborations are examples of teaching and learning activities through which the curriculum could be implemented. They are not mandated: they are suggestions to assist teachers with their planning. Teachers may create their own activities from the content descriptions without referencing the elaborations if they wish. The elaborations can be accessed by clicking on the hyperlinked code next to each content description in the online curriculum.
* An achievement standard for each band of levels in each Victorian Curriculum F–10 Language is also provided on the Victorian Curriculum F–10 website. Each band represents two years of teaching and learning, with the exception of the Foundation to Level 2 band, which covers three years. The band descriptions are found at the top of each band in the online curriculum.

Adapting this example for other Languages

* There are many ways in which this example can be adapted to other Victorian Curriculum F–10 Languages. Teachers can identify aspects of personal relationships to do with family, friends and other people that are specific to the culture and context in which the language is spoken, and then identify the equivalent content descriptions in their chosen Language curriculum. For example, the first content description in each sub-strand has similarities across all Languages. They are not always a perfect match, however, so teachers will need to be mindful of this when adapting this example to their chosen Language curriculum.
* Alternatively, teachers may select other combinations of content descriptions to provide a different focus that is better suited to their classroom. For example, selecting a different set of activities through which to learn the language via the theme of personal relationships to do with family, friends and other people might mean that using content description(s) from the sub-strand Reflecting will be more suitable.

Next steps and resources

* Planning a teaching and learning program for a unit of work includes planning for assessment and articulating progression within and between bands in the Victorian Curriculum F–10 Languages. To assist teachers to describe what student learning progress is expected to look like when they are only part-way through teaching a band of levels, the VCAA has developed indicative progress templates with Language-specific achievement standards. Teachers can use these templates in conjunction with this resource. They can be downloaded from the assessment page for each Language on the [VCAA website](https://www.vcaa.vic.edu.au/curriculum/foundation-10/resources/languages/Pages/default.aspx).
* Teachers may wish to download the relevant [Scope and Sequence chart](https://victoriancurriculum.vcaa.vic.edu.au/languages/arabic/introduction/scope-and-sequence) for a printable overview of all the content descriptions. However, the scope and sequence charts do not include the elaborations, nor do they show the content description code, so these charts are best used in conjunction with the online curriculum.
* Additional resources that teachers may find helpful in conjunction with this document include the [VCAA Curriculum mapping templates](https://www.vcaa.vic.edu.au/curriculum/foundation-10/resources/languages/moderngreek/planningresources/Pages/Curriculum-mapping-templates.aspx) for each Language.
* Links to all the resources mentioned above can also be found on the [Planning Resources](https://www.vcaa.vic.edu.au/curriculum/foundation-10/resources/languages/moderngreek/planningresources/Pages/default.aspx) page for the relevant Language, in the [Curriculum Area Resources, Languages](https://www.vcaa.vic.edu.au/curriculum/foundation-10/resources/languages/Pages/default.aspx) section of the VCAA website. We recommend teachers familiarise themselves with the relevant resources pages for their Language.
* The Department of Education’s [FUSE](https://fuse.education.vic.gov.au/VC/Primary?languages) website also contains a wealth of useful Languages resources.
* For resources that help unpack other levels in the Victorian Curriculum F–10 – Languages, see the teaching resources page for each Language on the [VCAA website](https://www.vcaa.vic.edu.au/curriculum/foundation-10/resources/languages/Pages/default.aspx).