Unpacking the Victorian Curriculum F–10 Languages curriculum

Foundation to Level 6 in the F–10 sequence

Theme: Bugs and other minibeasts

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 Bugs and Other Minibeasts 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 German and the theme is Bugs and Other Minibeasts.

Teachers of any Language can adapt this example and develop a unit of work about bugs and other minibeasts 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 zoo animals, native animals, pets or dinosaurs.

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, German 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.

Bugs and other minibeasts

Foundation to Level 2 in the F–10 sequence

Students explore new vocabulary and sentence structure to communicate in German with the teacher and other students. In this example, German is used to identify and describe bugs and other minibeasts in the environment and may be used to describe fictitious creatures created by the students.

At Foundation to Level 2, students use games, music and imaginative activities to explore the sounds, rhythm and patterns of German, using vocabulary relevant to bugs and other minibeasts. They identify and use simple, basic sentence structures and familiar vocabulary to participate in everyday functions, interact and produce their own short 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 Foundation to Level 2. Teachers can adapt these ideas to develop learning and teaching activities that help students explore bugs and other minibeasts 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 teachers and peers through action-related talk and play … They use repetitive language and respond to simple instructions when participating in games [and] shared activities … They use visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning, and reproduce some distinctive sounds and rhythms of spoken German … Students identify specific words and information … They respond to and create simple spoken and written texts, using modelled examples and formulaic language. They use short phrases and simple sentences to identify and describe people and objects in the family and school domains such as *der Lehrer, eine Freundin, Das ist mein Stift*, including some pronouns … They use *nein* and *nicht* for negation, and verb forms *bin, bist*and*ist,* with an adjective. Students … create texts in German and English for their immediate learning environment. Students identify ways that German sounds different to English but recognise that it uses the same alphabet. They identify some words that are written the same in both German and English but pronounced differently.  | Communicating – Socialising | Participate in guided group activities using simple repetitive language in songs, rhymes, games and transactions [(VCDEC104)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC104) | 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 singing a song together, for example, ‘Auf der Mauer, auf der Lauer’, using a video clip where possible to observe how the spoken language relates to the written alphabet
* respond to imaginative texts, such as stories, rhymes or songs, that feature bugs or other minibeasts, for example, by using flashcards and gestures to support a performance of ‘Auf der Mauer, auf der Lauer’
* read or view English and German versions of a familiar print or digital text such as *The Very Hungry Caterpillar,* notice similarities and differences, and contribute to a collaborative retelling of the story using prompts such as pictures and flashcards to reflect the correct order of events
* identify key words in a simple diagram of the life cycle of a butterfly
* use dice to allocate features to a fictitious minibeast (for example, throw 3 = add three legs), use familiar vocabulary to describe the beast as it evolves, draw their own minibeast and work with others to describe each other’s creations
* work together to create a poster or digital presentation that describes features of one or more bugs or other minibeasts, real or fictitious, then present this to an audience such as their peers, teachers or family (for example, at a parent–teacher event), reading aloud and moving between languages to suit the audience
* teach a family member some German, for example, how to sing the German song ‘Auf der Mauer, auf der Lauer’ or how to describe a bug using correct, simple German
* collect German and English words related to the theme of bugs and other minibeasts that are similar or identical in their spelling and have the same meaning but are pronounced differently, such as *Insekt, Hand, rund, lang*
* identify names and common features of animals or insects, such as legs, beak, wings and antennae, using an article and a concrete noun, noticing that German has multiple words for ‘the’ and ‘a’/‘an’
* contribute a page to a class book that can be used to showcase their work to parents or the school community by each describing a real insect or fictitious minibeast using the verb ‘to be’ and an adjective, for example, ‘The insect is small and round’ in German.
 | **Stimulus texts:*** Specific stories that focus on bugs or insects, such as Eric Carle’s *Die kleine Raupe Nimmersatt (The Very Hungry Caterpillar)* and Waldemar Bonsels’ *Die Biene Maja (The Adventures of Maya the Bee)*
* Songs that feature bugs or insects, such as ‘Auf der Mauer, auf der Lauer’ in German, or ‘Incy Wincy Spider’ in English
* Pictures such as diagrams of the life cycle of a butterfly and diagrams of insects
* Video clips, including videos from YouTube such as [Auf der Mauer, auf der Lauer | TiRiLi Kinderlieder zum Mitsingen (TiRiLi Kinderlieder, YouTube)](https://www.youtube.com/watch?v=K6qok5LoVsA),a children’s tune that is well suited to focusing on how German sounds connect with the written alphabet
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| Communicating – Creating | Engage with a range of imaginative texts through action, dance, singing, drawing, shared reading and collaborative retelling [(VCDEC108)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC108) |
| Communicating – Creating | Express ideas and experiences in a variety of ways using familiar words and modelled language, such as through imaginative role-play, mime, drawing, oral discussion or scaffolded writing activities [(VCDEC109)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC109) |
| Communicating – Translating | Share with peers and family what they know in German, identifying different words and expressions, moving between languages depending on the audience [(VCDEC110)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC110) |
| Understanding – Systems of language | Understand some first elements of German grammar, such as simple verb forms, definite articles and pronouns, to identify and describe people and objects in the family and school domains [(VCDEU115)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEU115) |

Bugs and other minibeasts

Levels 3 and 4 in the F–10 sequence

Students explore new vocabulary and sentence structure to communicate in German with the teacher and other students. In this example, German is used to identify and describe bugs and other minibeasts in the environment and may be used to describe fictitious creatures created by the students.

At Levels 3 and 4, students become familiar with grammatical concepts and, with support, they use German to create their own written and spoken texts. They rely on rich language input in different modes and from different sources to build vocabulary that can be adapted for different purposes and for purposeful communication.

**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 bugs and other minibeasts 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 teachers and peers in classroom routines, action-related talk and play. They respond to instructions and use formulaic expressions to interact, ask questions, seek assistance, and make statements related to their personal worlds … They reproduce German short and long single vowel and diphthong sounds, including *Umlaute*, and *Eszett,* and initial consonants and blends … They create short, simple sentences from modelled language and use coordinating conjunctions, for example, *und*, *aber*, *oder*, to compose short original texts. They use some forms of common regular verbs in the present tense, (for example, *heißen*, *kosten*, *spielen*, *wohnen)*, some irregular verb forms, (for example*,* *bin*, *bist*, *ist*, *sind*, *hast*, *hat*), and limited forms of modal verbs, (for example, *kann*, *mag*, *möchte*, *muss)*, simple past tense verbs, (for example*,* *hatte*, *ging*, *war*) and the accusative case … They respond to and use interrogatives, such as *was*, *wann*, *wer*, *wie*, *wie viele*, *wo* and some *ja/nein* questions … They compare aspects of German and English language and culture that are reflected in texts they have viewed, listened to or read and they create texts in German and English for the classroom and school community.  | Communicating – Informing | Obtain and process information from peers and texts related to personal, social and natural worlds [(VCDEC123)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC123) | 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:* explore what bugs and other minibeasts are in their own garden and collate information about types of minibeasts, their appearance, their food and their habitat, then select information gained from print, visual or digital texts to design a class book or digital display to present their findings in class using simple German phrases and questions
* conduct a class survey and create tables or graphs in German to show which bugs and other minibeasts are prevalent in students’ gardens; make a comparison with the school garden; create bilingual texts for the classroom or school community, such as posters, signs or garden labels, to describe minibeasts and their habitat, for example, using sentences such as ‘The worm is in the dirt’ and ‘The butterfly is on a leaf’; and then add these labels to the school garden
* work in groups to obtain and use factual information from simple non-fiction texts, for example, making and recording simple observations of living things, such as a butterfly as it develops through its life cycle, or mapping selected places in Australia and Germany to compare the prevalence of specific insects in both places
* collect information about a particular minibeast that is specific or native to the local environment or a selected species (for example, the Bogong moth in Australia) or a selected species that has cultural significance (for example, the ladybug, or *Marienkäfer*, in Germany, which is regarded as lucky) and create a presentation or display with names and appropriate adjectives describing it and/or its habitat or habits
* recognise the link between a noun’s gender and its definite/indefinite article and nominative pronoun in relation to people or things (for example, *das Insekt, ein Insekt)* and describe a relationship using a possessive adjective (for example, using *mein/e, dein/e, sein/e, ihr/e* to describe characteristics of an existing or fictitious bug, its food and environment)
* understand and use pronouns to refer to people and/or insects, for example, *ich, du, er, sie* (singular); *wir,* *ihr, sie* (plural); *Sie heißt Anna. Sie heißen Ben und Sarah.*
* use present tense forms of irregular verbs such as *haben* and *sein* and recognise similarities to the English verbs ‘to have’ and ‘to be’
* refer to quantities of things, such as ants, beetles or flies, to express plurals and use cardinal numbers up to 100
* explore words that are similar or different in English and German, such as *Insekt* or *Antenne,* then create individual word lists and print and digital dictionaries to display in the classroom and share with peers.
 | **Stimulus texts:*** Pictures such as diagrams of the life cycle of a butterfly and diagrams of insects
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| Communicating – Informing | Present information in modelled spoken and written texts relating to personal, social and natural worlds [(VCDEC124)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC124) |
| Communicating – Translating | Compare aspects of German and English language, such as vocabulary, sounds and rhymes, and cultural information, and share with peers and family [(VCDEC127)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC127) |
| Communicating – Translating | Produce texts such as signs, class word lists and picture dictionaries in both German and English for the classroom and school community [(VCDEC128)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC128) |
| Understanding –Systems of language | Notice and apply elements of German grammar such as gender and singular/plural forms, adjectives, adverbs, pronouns and word order in simple spoken and written texts [(VCDEU132)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEU132) |

Bugs and other minibeasts

Levels 5 and 6 in the F–10 sequence

Students explore new vocabulary and sentence structure to communicate in German with teacher and other students. In this example, German is used to identify and describe bugs and minibeasts in the environment and may be used to describe fictitious creatures created by the students.

At Levels 5 and 6, students use German more accurately and fluently with one another and the teacher for an increasing range of purposes. Their presentation and performance skills are developed through researching and organising information; structuring, rehearsing and resourcing content of presentations; and selecting appropriate language to engage particular audiences.

**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 bugs and other minibeasts 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 written and spoken German … to share ideas and opinions … They use descriptive and expressive vocabulary … They use appropriate intonation for simple statements, questions and exclamations, and correct pronunciation … They gather and compare information from different sources about social and natural worlds, and convey information and opinions in different formats to suit specific audiences and purposes. When creating texts, they manipulate modelled language to … produce original sentences with common regular and irregular verbs in the present tense … and create a range of bilingual texts to support their own language learning and the school community. They identify and apply some of the systematic sentence structure and word order rules of German. They identify rules for pronunciation and apply phonic and grammatical knowledge to spell and write unfamiliar words … They apply the conventions of commonly used text types, and identify differences in language features and text structures.  | Communicating – Informing | Gather, compare and respond to information from different sources relating to social and natural worlds [(VCDEC140)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC140) | 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:* obtain information from simple non-fiction texts and/or view a news item or short documentary about selected bugs or other minibeasts, such as the bee in German-speaking countries and Australia (bearing in mind that bees in Germany and Australia are different)
* collect and compare information from a range of informative print media and digital texts about a minibeast, working together to collate key information in simple German or make comparisons with an equivalent minibeast in a German-speaking country, for example, comparing the Australian honeybee and German *Hummel* (bumblebee)
* record, compare and represent information in tables and graphs related to selected bugs or other minibeasts in German-speaking countries and Australia (for example, comparing the Australian honeybee with the European bumblebee or examining the distribution of and variations within a species) or explore the role or plight of an endangered insect species in the same countries, then share what they learnt by presenting at an assembly or writing a letter to the council or to a park ranger
* survey children in in their own and/or younger classes, for example, about which bugs scare them, which bugs they like and hate, and why, and which bugs are endangered; then gather information and present findings
* select a specific insect and investigate its habitat and any issues or disturbances (for example, the plight of bees, bees in the city, bees in German-speaking countries versus Australia, tips for how to behave around spiders or wasps, or how to help bees), then create a presentation, short article or simple displays for the local environment to present to different audiences such as parents, younger learners or school newsletter readers
* write a short fictional story about a day in the life of an insect (for example, an ant or caterpillar), or an animal related to an insect in a specific food chain, from the insect’s or predator’s perspective; present the story to younger students or buddies; and identify and recycle key vocabulary from their fictional story and use it to play a team game of Pictionary or form the basis of other vocabulary-building games
* create bilingual texts for the school community, such as a text for a virtual tour of the school garden that focuses on what insects might be found there, annotated signs with simple descriptions that could be laminated and mounted in the garden to create an educational resource for younger learners, or signs that use more advanced language to give people instructions (for example, ‘Turn off lights to help moths’)
* work in small groups to create mind maps or lists of key nouns, adjectives and verbs related to this topic (including body parts, colours and other features), and use these to produce German–English and English–German resources such as targeted glossaries, a set of posters, flashcards or a digital presentation about insects, with examples and explanations of parts of speech and language use for specific audiences, such as learners of German in younger year levels
* participate in groups to practise effective dictionary use by collating and analysing vocabulary related to bugs, brainstorming relevant vocabulary and noticing how and when special German letters, such as *β, ä*,*ö* and*ü*, are written in different contexts, and understand and apply punctuation rules in German, such as capitalisation rules
* refer to people, places or objects, such as insects and other animals, using the nominative and accusative definite and indefinite articles, for example, ‘The insect has an antenna’
* use the theme to develop their understanding of the concept of regular and irregular verbs and notice that this is a feature of both German and English (and other languages), and understand and use modal verbs in various ways, for example, to describe insects’ abilities or habits,or what humans can or should do to preserve habitat for insects.
 | **Useful resources:*** Collaboratively brainstormed vocabulary list or sheet of key nouns, adjectives and verbs
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| Communicating – Informing | Convey information and opinions in different formats to suit specific audiences and purposes, selecting appropriate print and multimodal elements [(VCDEC141)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC141) |
| Communicating – Translating | Create a range of bilingual texts such as notices, announcements, photo stories, dialogues and instructions for language learning and the school community [(VCDEC145)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEC145) |
| Understanding – Systems of language | Explain and apply basic rules for German pronunciation, intonation, spelling and punctuation [(VCDEU148)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEU148) |
| Understanding – Systems of language | Develop and apply knowledge of German grammatical elements such as verb tenses, modal verbs and case, combining them with an increasing range of nouns, adjectives and adverbs to construct sentences [(VCDEU149)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDEU149) |

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 German as an example. The curriculum for this Language can be accessed in the [Languages, German](https://victoriancurriculum.vcaa.vic.edu.au/languages/german/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 German](https://victoriancurriculum.vcaa.vic.edu.au/languages/german/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 bugs and other minibeasts related to the culture and context in which the language is spoken (for example, in German-speaking countries, ladybugs are thought to bring luck, but in Japanese culture, the grasshopper brings luck) 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 bugs and other minibeasts might mean that using content description(s) from the sub-strands Creating or Role of language and culture 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/german/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/german/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).