**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 ‘Assessments’ 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** | Participate in routine exchanges such as asking each other how they are, offering wishes and sharing information about aspects of their personal worlds  [(VCFRC019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC019) | | Make statements, ask questions and collaborate in shared tasks such as science experiments, cooking or craft activities, building collections or swapping items  [(VCFRC020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC020) | | Follow the teacher’s instructions and use simple questions, statements and gestures to support own learning, such as asking for help or permission or attracting attention  [(VCFRC021)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC021) | | Locate specific points of information in different types of texts relating to social and natural worlds  [(VCFRC022)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC022) | | Present factual information about self, others, and home and school life, using graphic support such as photos, maps or charts  [(VCFRC023)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC023) | | Participate in interactive stories and performances, acting out responses, identifying favourite elements, and making simple statements about characters or themes  [(VCFRC024)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC024) | | Create short imaginative texts that allow for exploration and enjoyment of language  [(VCFRC025)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC025) | | Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret  [(VCFRC026)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC026) | | Create bilingual versions of texts such as picture dictionaries, action games or captions for images  [(VCFRC027)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC027) | | Notice what looks or feels similar or different to own language and culture when interacting in French  [(VCFRC028)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC028) | | Explore their own sense of identity, including elements such as family, friends and interests, and ways of using language with different people  [(VCFRC029)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC029) | |
| **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** | Experiment with the pronunciation of vowel sounds, letter combinations and intonation patterns, and recognise and write high-frequency words and expressions in familiar contexts  [(VCFRU030)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU030) | | Notice and apply elements of French grammar such as word order, gender and singular/plural forms, adverbs, pronouns and prepositions in simple spoken and written texts  [(VCFRU031)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU031) | | Notice differences between simple spoken, written and multimodal French texts used in familiar contexts, and compare with similar texts in English.  [(VCFRU032)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU032) | | Understand that different ways of using French reflect different regions and countries, different relationships and different ways of making meaning  [(VCFRU033)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU033) | | Understand that languages change over time and influence each other, and that French has influenced many languages, including English  [(VCFRU034)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU034) | | Know that French is an important global language used by communities in many countries around the world and that it has connections with several other languages  [(VCFRU035)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU035) | | Notice differences between French, Australian and other cultures’ practices and how these are reflected in language  [(VCFRU036)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU036) | |
| **Unit** | **Semester/Year** | 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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*See next page for Achievement Standards and Assessments section*

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| **Foundation to Level 2 Achievement Standard** | **Levels 3 and 4 Achievement Standard**  Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Levels 5 and 6 Achievement Standard** |
| By the end of Level 2   * Students interact with teachers and each other through action-related talk and play. * They exchange greetings such as Bonjour! Comment ça va? Très bien, merci and respond to question cues with single words or set phrases: Qu’est-ce que c’est? Un éléphant. Tu veux un croissant? Non, merci. * They choose between options when responding to questions such as Tu veux le rouge ou le bleu? * They rely heavily on visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. * They mimic French pronunciation, approximating vowel sounds and consonant combinations with some accuracy. * They identify key words in spoken texts, such as names of people, places or objects. * They use modelled examples and formulaic language to convey factual information at word and simple sentence level, such as making statements about themselves, their class and home environment, the weather or date. * They write simple texts such as lists, labels, captions and descriptions. * Students use some pronouns, prepositions and simple present tense forms of regular verbs. * Students recognise that French sounds different to English but that it uses the same alphabet when written. * They recognise that some words are written the same in both languages but pronounced differently. * They know that French is the language used in France and also in many other regions of the world. * They recognise that language is used differently in different situations and between different people. * They identify differences and similarities between their own and other’s languages and cultures. | By the end of Level 4   * Students interact with teachers and each other through classroom routines, action-related talk and play. (1) * They exchange greetings and wishes, respond to familiar instructions and to questions such as Qu’est-ce que c’est? and Qu’est-ce que tu fais? (2) * They share simple ideas and information, express positive and negative feelings (Je suis très contente; Je n’aime pas la pluie) and ask for help, clarification and permission.(3) * They interpret visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. (4) * They make statements using the present tense and present + infinitive form about self, family and interests (Je suis australien et italien; J’habite à Brisbane; Je vais partir demain). (5) * They approximate the sounds, rhythms and pitch of spoken French. (6) * They comprehend simple, spoken, written, visual and multimodal texts, using cues such as context, graphics, familiar vocabulary and language features. (7) * They use modelled sentence structures to compose short original texts such as descriptions, captions or simple narratives, using conjunctions such as et and mais, and prepositions such as sous, sur and devant. (8) * They use vocabulary related to familiar contexts and their personal worlds, and apply gender and number agreements in simple constructions (une petite maison, les grands chiens). (9) * Students recognise that French is a significant language spoken in many parts of the world, including Australia; that it is similar to English in some ways (the same alphabet and basic sentence structure, many shared words) and different in other ways (use of titles, gestures, some new sounds such as r and u, gender forms). (10) * They recognise that languages change over time and influence each other. (11) * They identify French words used in English (menu, mousse) and English words used in French (le weekend, stop!). (12) * They recognise that language may need to be adjusted to suit different situations and relationships (for example, formal and informal language, different text types). (13) * They understand that French has its own rules for pronunciation, non-verbal communication and grammar. (14) * They use terms such as verb, adjective and gender for talking about language and learning. (15) * Students understand that languages are connected with cultures, and that the French language, like their own, reflects ways of behaving and thinking as well as ways of using language. (16) | By the end of Level 6   * Students use written and spoken French for classroom interactions and transactions, and to exchange personal ideas, experiences and feelings. * They ask and answer questions in complete sentences in familiar contexts (Est-ce que je peux … ? Tu peux..… ?), using appropriate pronunciation, intonation and non-verbal communication strategies. * They recognise appropriate forms of address for different audiences, using tu forms with friends and family members, and using vous for teachers and other adults or when more than one person is involved. * They gather and compare information from a range of texts. They identify key points and supporting details when reading and listening, and interpret and translate short community texts such as signs or notices. * They create connected texts such as descriptions, conversations and picture books, using structured models and processes of drafting and re-drafting. * They convey information in different formats to suit specific audiences and contexts. * Students use present tense verb forms, conjunctions and connectives (et, mais, parce que, plus tard, maintenant), positive and negative statements (j’ai trois amis, je n’ai plus d’amis), and adverbs such as (très, aussi, beaucoup, un peu and lentement). * They recognise and use with support verb forms such as le futur proche (je vais + l’infinitif) and le passé composé (j’ai + regular forms of past participle) as set phrases. * They recognise l’imparfait when reading (c’était, il était) but do not yet use it in their own speech or writing. * They use possessive pronouns and adjectives with modelling and support, and prepositions to mark time and place (avant, après, devant, derrière). * Students recognise differences between spoken and written forms of French, comparing them with English and other known languages. * They identify differences in commonly-used text types (for example, greetings, instructions and menus), commenting on differences in language features and text structures. * They use metalanguage for language explanation (for example, formal and informal language, body language) and for reflecting on the experience of French language and culture learning. * They recognise relationships between parts of words (suffixes, prefixes) and stems of words (préparer, préparation; le marché, le supermarché, l’hypermarché). * Students make comparisons between French and their own language and culture, drawing from texts which relate to familiar routines and daily life (la vie scolaire, la famille, les courses, les loisirs, la cuisine). * They explain to others French terms and expressions that reflect cultural practices (bon appétit, bonne fête). * They reflect on their own cultural identity in light of their experience of learning French, noticing how their ideas and ways of communicating are influenced by their membership of cultural groups. |

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| **Assessments** | | |  |  | | |
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