**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** | Participate in a range of spoken and written interactions, for example, exchanging views or experiences, apologising or excusing, inviting or congratulating [(VCFRC055)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC055) | Engage in tasks and activities that involve negotiation and problem-solving [(VCFRC056)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC056) | Interact in classroom activities and discussions through asking and responding to open-ended questions, offering opinions and explaining positions [(VCFRC057)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC057) | Access, summarise and analyse information from different sources relating to contemporary community and lifestyle issues [(VCFRC058)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC058) | Organise and present information and ideas on different topics, issues or events, comparing perspectives and experiences [(VCFRC059)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC059) | Respond to a variety of imaginative texts, analysing ideas, themes, values and techniques used to engage and entertain audiences [(VCFRC060)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC060) | Create simple songs, plays or stories to entertain others, involving imagined contexts and characters [(VCFRC061)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC061) | Translate and interpret texts, compare own translation to classmates’, and consider why there might be differences in interpretation and how language reflects elements of culture [(VCFRC062)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC062) | Create bilingual texts such as glossaries, menus, captions or brochures, identifying words or expressions that carry specific cultural meaning in either language [(VCFRC063)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC063) | Reflect on cultural differences between French and English communicative styles and on how these affect intercultural interactions [(VCFRC064)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC064) | Consider how own biography including family origins, traditions, interests and experience, impacts on identity and communication [(VCFRC065)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC065) |
| **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 individual elements of spoken and written words, phrases and non-verbal forms of expression, and notice how they combine to make or to change meaning [(VCFRU066)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU066%22%20%5Co%20%22View%20elaborations%20and%20additional%20details%20of%20VCFRU066) | Understand and control additional elements of French grammar such as compound tenses, irregular and reflexive verb forms, verb moods and modalities [(VCFRU067)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU067) | Analyse the structure and organisation of a range of texts created for purposes such as information exchange or social interaction [(VCFRU068)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU068) | Examine how elements of communication such as gestures, facial expressions and choice of language vary according to context and situation [(VCFRU069)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU069) | Reflect on changes in their own use of language(s) over time, noticing how and when new ways are adopted or existing ways adapted [(VCFRU070)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU070) | Investigate the nature and extent of French language use in both Australian and global contexts [(VCFRU071)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU071) | Reflect on different aspects of the cultural dimension of learning and using French [(VCFRU072)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU072) |
| **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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| **Levels 7 and 8 Achievement Standard**Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  | **Levels 9 and 10 Achievement Standard**  |
| By the end of Level 8* Students use written and spoken French to interact with teachers, peers and others and exchange experiences, opinions and views. (1)
* They use descriptive and expressive language to talk and write about immediate environments, personal interests and feelings and technical language to discuss issues of wider interest (for example, *les nouvelles téchnologies, les rapports entre les générations, le travail, la musique*). (2)
* They ask, give and follow directions and instructions, using phrases such as *prenez la deuxième rue à gauche* ..., *suivez le boulevard jusqu’à* ... and *choisissez la photo*. (3)
* They locate and analyse information from different sources presenting it in modes and formats suitable for the intended audience. (4)
* They use strategies such as emphasis, repetition and summary to support fluency and expression in shared reading, performances, discussions and debate. (5)
* They plan, draft and present imaginative, informative and persuasive texts, using simple and compound sentences to structure arguments, and to explain or justify a position. (6)
* Students use regular verbs in the *passé composé*form independently as well as high-frequency irregular verbs such as *faire, être and avoir*. (7)
* They use declarative, imperative and interrogative verbs in affirmative and negative forms. (8)
* They interpret and translate language which has colloquial or cultural associations in either French or Australian English, providing alternative expressions when equivalence is not possible (*for example, à tout à l’heure,*good on ya*!).*(9)
* They make appropriate language choices when communicating in French in different contexts and situations. (10)
* Students use metalanguage to explain language features and elements, using appropriate grammatical terms (tenses, genres, agreement). (11)
* They identify how language features such as vocabulary, tenor and register serve different purposes in different modes. (12)
* They make connections between texts and contexts, comparing expression and representation in similar texts from different cultural contexts (for example, invitations to celebrations or ceremonies, postcards or letters between friends). (13)
* Students identify the relationship between language and culture, understanding that personal and community identity are expressed through cultural expression and language use. (14)
* They reflect on their own ways of communicating, considering how these might be interpreted by others. (15)
 | By the end of Level 10* Students use written and spoken French to socialise with peers, teachers and other French speakers in local contexts and online environments.
* They communicate about immediate and personal interests and involvements (family, friends, interests), and some broader social and cultural issues (health, social media, international experience, the environment).
* They approximate rhythms and intonation patterns of extended and compound sentences, using syllable combinations, and building fluency and accuracy in pronunciation, pitch and stress.
* They use the passé composé tense of regular verbs with avoir and être, noticing that the participe passé form of verbs with être involves gender and number agreement.
* They recognise the form and function of reflexive verbs (se laver, se lever) and use appropriate forms of possessive adjectives in own language production.
* They locate, interpret and analyse information from different print, digital and community sources, and communicate information, ideas and views in a range of contexts using different modes of presentation.
* They use expressive and descriptive vocabulary to talk about feelings and experiences.
* They create imaginative and performative texts for a range of purposes such as, entertaining or persuading.
* They use French to narrate and describe, matching modes of presentation to context and intended audience.
* They create bilingual texts (guides, event commentaries, cultural glossaries), and interpret observed interactions in terms of cultural practices and comparisons.
* Students recognise differences between spoken and written forms of French, comparing these with English and other known languages.
* They recognise the importance of non-verbal elements of communication, such as facial expressions, gestures and intonation.
* They notice differences in familiar text types, such as greetings, instructions and menus, commenting on differences in language features and text structures.
* They build metalanguage for talking about language (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 recognise the validity of different perspectives, and make comparisons across languages and cultures, 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** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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