**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** | Discuss and compare young people’s interests, behaviours and values across cultural contexts, using formal and informal registers [(VCFRC073)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC073) | Engage in shared activities such as planning and managing events, exchanging resources and information[(VCFRC074)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC074) | Compare and reflect on the experience of learning and using French[(VCFRC075)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC075) | Research and evaluate information from different perspectives on local and global issues, identifying how culture and context affect how information is presented [(VCFRC076)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC076) | Convey information on selected topics, using different modes of presentation to suit different audiences or to achieve different purposes [(VCFRC077)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC077) | Analyse how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence [(VCFRC078)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC078) | Create imaginative texts involving moods and effects designed to engage different audiences [(VCFRC079)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC079) | Consider the nature of translating and interpreting and the role of culture when transferring meaning from one language to another [(VCFRC080)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC080) | Create glossaries to interpret cultural aspects of contemporary and traditional French texts[(VCFRC081)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC081) | Reflect on the experience of learning and using French, considering how intercultural communication involves shared responsibility for meaning making[(VCFRC082)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC082) | Reflect on own cultural identity and how it shapes personal ways of communicating and thinking[(VCFRC083)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC083) |
| **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 and use features of the French sound system, including pitch, rhythm, stress and intonation[(VCFRU102)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU102) | Understand and use elements of the French grammatical system, including word order, gender and number variation, and present and compound forms of regular and some irregular verbs[(VCFRU103)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU103) | Recognise and use features of common spoken, written and multimodal texts, and compare with features of similar texts in English [(VCFRU104)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU104) | Recognise that French language use varies according to context, situation and relationship[(VCFRU105)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU105) | Understand the dynamic nature of French and other languages [(VCFRU106)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU106) | Recognise that French is both a local and a global language [(VCFRU107)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU107) | Explore the relationship between language and culture [(VCFRU108)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU108) |
| **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** | **Levels 9 and 10 Achievement Standard** Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  |
| 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.
* 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).
* 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.
* They locate and analyse information from different sources presenting it in modes and formats suitable for the intended audience.
* They use strategies such as emphasis, repetition and summary to support fluency and expression in shared reading, performances, discussions and debate.
* 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.
* Students use regular verbs in the passé composé form independently as well as high-frequency irregular verbs such as faire, être and avoir.
* They use declarative, imperative and interrogative verbs in affirmative and negative forms.
* 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!).
* They make appropriate language choices when communicating in French in different contexts and situations.
* Students use metalanguage to explain language features and elements, using appropriate grammatical terms (tenses, genres, agreement).
* They identify how language features such as vocabulary, tenor and register serve different purposes in different modes.
* 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).
* Students identify the relationship between language and culture, understanding that personal and community identity are expressed through cultural expression and language use.
* They reflect on their own ways of communicating, considering how these might be interpreted by others.
 | By the end of Level 10* Students use written and spoken French to communicate with teachers, peers and others in a range of settings and for a range of purposes. (1)
* They use language to access and exchange information on a broad range of social, cultural and youth-related issues (for example, student politics and priorities, the environment, virtual worlds). (2)
* They socialise, express feelings and opinions, and participate in different modes of imaginative and creative expression, such as songs, skits, interviews and performances. (3)
* They initiate conversations and discussion (Qu’est-ce que vous pensez au sujet de ... ? A mon avis ...), change or elaborate on topics (Oui, mais … d’autre part ...), and provide feedback and encouragement (En effet - c’est intéressant; et toi, qu’est-ce que tu en dis?). (4)
* They employ self-correction and repair strategies, and use non-verbal elements such as gestures, pacing and pitch to maintain momentum and engage interest.
* They locate and evaluate information on local and global issues from a range of perspectives and sources. (5)
* They produce informative, persuasive and imaginative texts, incorporating relative clauses and adverbial phrases, using some specialised vocabulary and cohesive devices. (6)
* Students use présent, passé composé, imparfait and futur proche tenses in their own texts, and the conditional tense to express intention or preference (for example, Je voudrais aller au cinéma ce soir). (7)
* They understand and use with support future and plus-que-parfait tenses. Students translate and interpret a range of French and English texts, comparing versions and analysing processes. (8)
* Students explain differences between spoken and written French, and recognise the contribution of non-verbal elements of spoken communication and the crafted nature of written text (for example, grammatical elaboration, cohesion). (9)
* They recognise the blurring of these differences in some modes of communication such as text messages, emails or conversation transcripts. (10)
* They describe how languages change, borrow from, build upon and blend with each other (le franglais). (11)
* They understand the power of language to shape relationships, to include and exclude. (12)
* They recognise and use appropriate terminology to explain some irregularities of grammatical patterns and rules (irregular verb forms, different word order of some adjective-noun combinations), and textual conventions associated with familiar genres such as invitations, apologies or music reviews. (13)
* They reflect on their own cultural perspectives and consider how these are impacted by French language and culture learning. (14)
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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