**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** | Interact with each other and the teacher using simple language and gestures for exchanges such as greetings and farewells, thanks and introductions, and for talking about self and family  [(VCFRC001)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC001) | | Participate in guided group activities using simple repetitive language in songs, rhymes, games and transactions  [(VCFRC002)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC002) | | Recognise and respond to classroom interactions such as opening and closing of lessons, transition activities, and giving and following instructions  [(VCFRC003)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC003) | | Identify key points of information in simple texts  [(VCFRC004)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC004) | | Convey factual information about self, family, friends and possessions, using simple statements, gestures and support materials  [(VCFRC005)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC005) | | Engage with a range of imaginative texts through action, dance, drawing and other forms of expression  [(VCFRC006)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC006) | | Participate in shared performance and presentation of stories, songs or nursery rhymes, playing with sound patterns, rhyming words and non-verbal forms of expression  [(VCFRC007)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC007) | | Translate simple French words, phrases and gestures for family and friends, noticing how they may have similar or different meanings in English or other known languages  [(VCFRC008)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC008) | | Create simple print or digital texts that use both French and English, such as labels, word banks, wall charts or ID cards  [(VCFRC009)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC009) | | Notice how using French feels and sounds different to using own language(s) and involves behaviours as well as words  [(VCFRC010)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC010) | | Describe themselves, the people they are close to and the ways they communicate, using simple statements and gestures  [(VCFRC011)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC011) | |
| **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 reproduce the sounds and rhythms of spoken French, noticing how they are produced and how they are represented in words and symbols  [(VCFRU012)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU012) | | Understand some first elements of French grammar, such as simple verb and gender forms, definite articles, pronouns and prepositions [(VCFRU013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU013) | | Understand that language is organised as ‘texts’, which take different forms and use different structures and features to achieve their purposes  [(VCFRU014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU014) | | Understand that French speakers use language differently in different situations, such as in playground games, at home with the family or in the classroom  [(VCFRU015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU015) | | Understand that all languages continuously change through contact with each other and through changes in society  [(VCFRU016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU016) | | Recognise that Australia is a multilingual society with speakers of many different languages, including French  [(VCFRU017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU017) | | Understand that people use language in ways that reflect their culture, such as where and how they live and what is important to them  [(VCFRU018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU018) | |
| **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**  Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Levels 3 and 4 Achievement Standard** |
| By the end of Level 2   * Students interact with teachers and each other through action-related talk and play. (1) * 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. (2) * They choose between options when responding to questions such as Tu veux le rouge ou le bleu? (3) * They rely heavily on visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. (4) * They mimic French pronunciation, approximating vowel sounds and consonant combinations with some accuracy. (5) * They identify key words in spoken texts, such as names of people, places or objects. (6) * 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. (7) * They write simple texts such as lists, labels, captions and descriptions. (8) * Students use some pronouns, prepositions and simple present tense forms of regular verbs. (9) * Students recognise that French sounds different to English but that it uses the same alphabet when written. (10) * They recognise that some words are written the same in both languages but pronounced differently. (11) * They know that French is the language used in France and also in many other regions of the world. (12) * They recognise that language is used differently in different situations and between different people. (13) * They identify differences and similarities between their own and other’s languages and cultures. (14) | By the end of Level 4   * Students interact with teachers and each other through classroom routines, action-related talk and play. * 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? * 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. * They interpret visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. * 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). * They approximate the sounds, rhythms and pitch of spoken French. * They comprehend simple, spoken, written, visual and multimodal texts, using cues such as context, graphics, familiar vocabulary and language features. * 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. * 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). * 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). * They recognise that languages change over time and influence each other. * They identify French words used in English (menu, mousse) and English words used in French (le weekend, stop!). * They recognise that language may need to be adjusted to suit different situations and relationships (for example, formal and informal language, different text types). * They understand that French has its own rules for pronunciation, non-verbal communication and grammar. * They use terms such as verb, adjective and gender for talking about language and learning. ( * 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. |

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