Unpacking the Victorian Curriculum F–10 Languages curriculum

Foundation to Level 6 in the F–10 sequence

Theme: Food

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 Food 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 Japanese and the theme is Food.

Teachers of any Language can adapt this example and develop a unit of work tailored to food that is specific 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 other themes closely related to food, such as healthy eating, cooking or eating out.

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, Japanese 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.

Food

Foundation to Level 2 in the F–10 sequence

Students explore the significance of certain customs and practices associated with the language they are studying. In this example, Japanese is used to explore the values and language associated with food in Japan and Australia.

At Foundation to Level 2, students use play-based activities, games and music to explore the sound system, patterns and scripts of Japanese, using vocabulary relevant to food. They identify and use simple, repetitive phrases and begin to use Japanese for simple interactions or 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 food 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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 the teacher and peers through play- and action-related language. They use formulaic expressions and appropriate gestures in everyday interactions such as exchanging greetings … They use visual, non-verbal and contextual support such as pictures … and props to make meaning of simple texts. When listening to simple repetitive spoken texts, they identify key words … and demonstrate comprehension by actions, drawing or labelling. They … respond to questions … with single words and set phrases and by selecting images or objects …They mimic Japanese pronunciation, intonation and rhythm through shared reading and singing … They demonstrate understanding of *hiragana* as well as *kanji* by actions such as matching, labelling and sorting. They translate and interpret examples of everyday Japanese language use and cultural behaviours such as the exchange of greetings or thanks, terms of address and some formulaic expressions and behaviours.… They know … that *katakana* is used for borrowed words … Students identify patterns in Japanese words and phrases and make comparisons between Japanese and English, for example, the word order in greetings … and in simple sentences … They identify Japanese words that are often used in English-speaking contexts, for example, ‘sushi’, ‘origami’ and ‘karate’. They give examples of Japanese words and phrases that have been borrowed from other languages, such as ピンク、テレビ、パン. They identify similarities and differences between Japanese and their own languages and cultures. | Communicating – Socialising | Participate in guided group activities such as games, songs and simple tasks, using movement, gestures and pictures to support understanding and to convey meaning [(VCJAC110)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC110) | 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:* create sets of word cards in English and Japanese to participate in games, tasks and activities that involve guessing, matching and choosing images, cards or realia related to food, such as bingo, snap or go fish, using modelled questions and responses
* demonstrate early Japanese literacy skills by selecting the correct *hiragana* or *kanji* through labelling, matching, clicking and dragging, or drawing, using food- and eating-related vocabulary, mime and actions
* listen to or watch a video clip of simple songs about food or eating, and complete simple guided tasks such as sequencing images for a storyboard
* listen to information about Japan or view images of wax models of food and demonstrate understanding by responding to simple questions orally or by pointing to, selecting, matching, labelling or creating captions
* explain to others the meaning and use of expressions of gratitude that are used before and after mealtimes, such as いただきます、ごちそうさまでした
* use classroom resources such as word banks, visual and online dictionaries, word lists and pictures to translate the meaning of single words and common expressions associated with food and eating
* find examples of Japanese words used in English, for example, ‘sushi’, ‘ramen’ and ‘tofu’, and explain what they mean
* create bilingual wall charts or picture dictionaries with captions, stickers and simple descriptions in English to explain Japanese expressions that have particular meaning to do with food or meals, such as ‘I’m hungry’ and ‘I’m full’
* notice that languages borrow words from one another and that both Japanese and English include many food-related words and expressions from other languages, such as コーヒー、パン、オレンジ, (coffee, bread, orange) and that these are pronounced differently by Japanese speakers
* recognise that English loan words in Japanese are written in *katakana* and sound like a familiar word in English, for example, ジュース、サラダ、アイスクリーム (juice, salad, ice cream).
 | **Stimulus texts:*** Posters, such as posters of Japanese food
* Photographs of wax models of food
* Word bank, visual and online dictionaries, pictures, food flashcards, cards for bingo, and picture matching and memory games
* Picture books
* The Japanese children’s song [童謡 - O-bentōbako no uta - おべんとうばこのうた (Learn Japanese with JapanesePod101.com, YouTube)](https://www.youtube.com/watch?v=-Q_2bshzJBo)

**Other useful resources:*** Games resources, such as bingo sheets, and cards to be used for snap or go fish
* Japanese ingredients for a food tasting
* Ingredients for onigiri making
* Chopsticks
* Realia items such as pretend food
 |
| Communicating – Informing | Locate items of information in simple texts such as charts, songs, rhymes, video clips and anime to complete guided tasks [(VCJAC112)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC112) |
| Communicating – Translating | Translate words and familiar phrases used in everyday situations from Japanese into English and vice versa, noticing how some words are shared between Japanese and English [(VCJAC116)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC116) |
| Communicating – Translating | Create simple print or digital bilingual texts for the classroom environment, such as captions, labels and wall charts [(VCJAC117)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC117) |
| Understanding – Language variation and change | Recognise that Japanese and English borrow words and expressions from each other and from other languages [(VCJAU125)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU125) |

Food

Levels 3 and 4 in the F–10 sequence

Students explore the significance of certain customs and practices associated with the language they are studying. In this example, Japanese is used to explore the values and language associated with food in Japan and Australia.

At Levels 3 and 4, students expand their use of the language in familiar interactions and situations, and make comparisons with their own language(s) and consider their own ways of communicating. They understand and create simple spoken and written 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 Levels 3 and 4. Teachers can adapt these ideas to develop learning and teaching activities that help students explore food 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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 the teacher and peers in … structured interactions … They use formulaic and rehearsed language to exchange information about their personal worlds and in familiar interactions … Students identify specific items of information, such as facts about or key characteristics of people, when listening to or viewing texts … They use cues such as context, visual images and familiar vocabulary to assist comprehension. They create short spoken informative and descriptive texts related to their personal world with the support of modelled language, scaffolded examples and resources such as word lists … They read and write the 46 hiragana, including long vowels (for example, おとうさん、おおきい), voiced sounds (for example, かぞく、たべます) … They apply word order (subject–object–verb) in simple sentences. They comprehend short written texts … They translate simple texts using classroom resources such as charts or word lists, noticing that some words and expressions do not translate easily. Students identify examples of cultural differences between ways of communicating in Japanese and in their own language(s).Students identify both vowel and vowel–consonant sounds of hiragana, recognising that vowel sounds can be elongated and that this can change meaning … Students use the hiragana chart to support their reading and writing, recognising its systematic nature. They demonstrate awareness of the predictable nature of pronunciation … They demonstrate their understanding of the importance in Japanese of non-verbal communication such as the use of gestures, for example, bowing … to communicate meaning. Students identify ways in which Japanese language reflects ways of behaving and thinking. | Communicating – Socialising | Interact with the teacher and peers to exchange information about self, family, friends and favourite things, and likes and dislikes, and to express praise, support and respect for others [(VCJAC127)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC127) | 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 warm-up activities during roll call, such as responding to visual prompts or short oral questions, for example, identifying foods, describing foods or saying what they ate for breakfast
* develop and perform simple skits or role-plays to exchange information about likes and dislikes associated with food and with mealtimes, demonstrating culturally appropriate table manners and etiquette for using chopsticks in a range of contexts
* create a display such as a chart, diorama, mini book or digital presentation to showcase elements of their Japanese language learning, for example, about mealtimes and favourite foods
* create a food diary and label aspects of daily meals, developing captions and attaching simple word bubbles, including a picture of each meal and a description of the ingredients or how the meal tastes
* watch a short video, skit or role-play depicting mealtimes or eating, and model culture-specific practices such as slurping noodles loudly, as well as formulaic language used before and after mealtimes, such as いただきます、ごちそうさまでした
* learn how to use the character chart as a systematic framework for reading and writing key words and vocabulary associated with food and eating
* learn to read and write words using *kana,* andunderstand that there is a stroke order for both *kana* and *kanji*, by forming characters related to food-related vocabulary, for example, by writing a shopping list of ingredients or compiling a menu in Japanese
* develop metalanguage for communicating about language, using concepts such as parts of speech, for example, ‘noun’, ‘verb’ and ‘adjective’
* understand and use the rules of Japanese word order (subject + object + verb), and understand the use of associated particles in formulaic expressions.
 | **Stimulus texts:*** Posters, such as posters of Japanese food
* Photographs, pictures, food flashcards, and cards for bingo picture-matching and memory games
* Short written and spoken texts
* The Japanese language video [ブロッコリーアイスクリームはすき？「Do You Like Broccoli Ice Cream?」| 童謡 | Super Simple 日本語 (Super Simple, YouTube)](https://www.youtube.com/watch?v=rgC7fyTx1nI)
* The bilingual video [These Bento Boxes Are Too Cute to Eat (Almost) (Great Big Story, YouTube)](https://www.youtube.com/watch?v=_HHCKN6dzCA)

**Other useful resources:*** Japanese ingredients for a food tasting
* Ingredients for onigiri making
* Ingredients for obento making
* Popcorn for chopstick practice
* Craft materials
 |
| Communicating – Informing | Present factual information relating to familiar home, community and cultural contexts, using graphic and digital support such as photos, tables, lists and charts [(VCJAC131)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC131) |
| Communicating – Translating | Interpret and explain simple interactions in Japanese, noticing linguistic and cultural features [(VCJAC134)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC134) |
| Understanding – Systems of language | Recognise the systematic order within the hiragana character set; commence hiragana script writing and recognise and write frequently used kanji [(VCJAU139)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU139) |
| Understanding – Systems of language | Understand and identify elements of basic grammar and sentence structure and interaction patterns [(VCJAU140)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU140) |

Food

Levels 5 and 6 in the F–10 sequence

Students explore the significance of certain customs and practices associated with the language they are studying. In this example, Japanese is used to explore the values and language associated with food in Japan and Australia.

At Levels 5 and 6, students develop metalanguage to describe patterns, rules and variations in language structures. They develop understanding of how language and culture influence each other, and reflect on their own ways of communicating and using language.

**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 food 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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 formulaic and modelled language in classroom interactions to carry out transactions and to share or convey information about daily routines, activities and events … They ask and respond to questions in familiar contexts using complete sentences and appropriate pronunciation, rhythm and intonation … They extend their answers by using conjunctions … Students locate specific information and some supporting details in a range of spoken, written and multimodal texts on familiar topics … They create connected texts of a few sentences, such as descriptions, dialogues or skits. They structure sentences using particles … They describe and recount events and experiences in time … Students translate familiar texts, recognising formulaic expressions and culturally specific textual features and language use. They comment on similarities and differences in ways of expressing values such as politeness, consideration and respect in Japanese compared to other languages and cultures.… They give examples of ways in which languages both change over time and are influenced by other languages and cultures. They identify words from other languages used in Japanese … and how the pronunciation, form and meaning of borrowed words can change when used in Japanese. Students identify behaviours and values associated with Japanese society and incorporate these into their own language use … | Communicating – Socialising | Interact with peers and the teacher to describe aspects of daily life such as routines and pastimes, or celebrations and special days; to express preferences; and to show interest in and respect for others [(VCJAC145)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC145) | 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:* use formulaic language to exchange emails with young Japanese speakers to provide information and preferences about aspects of daily life such as likes and dislikes in the context of food, mealtimes and eating
* develop a digital presentation of information about a selected Japanese food item, using pictures and captions, to be compiled into a class book or digital display to be shared with younger students
* download a digital menu from a Japanese fast food restaurant and, in pairs, develop and present a humorous skit or a role-play to express a cultural gaffe, a misunderstanding or an unexpected experience to do with eating a particular menu item at the restaurant
* invent a novelty or fantasy food item, such as a new flavour of noodles or ice cream, and develop a print advertisement, including captions and images, to provide information about the food item
* select images and write a series of simple captions to create a digital presentation about eating lunch in Australian schools for a specific audience, such as for a proposed exchange student group or sister school
* create sets of flashcards to be used for guessing and matching games, such as bingo, to expand metalanguage (such as ‘pronoun’ and ‘conjunction’) for communicating about language
* communicate information and personal preferences in short written texts about particular foods and eating experiences by using verbs, particles and elements of sentence structures, and using simple conjunctions to link ideas
* demonstrate and explain elements of non-verbal Japanese communication that require interpretation for non-Japanese speakers, such as culturally appropriate table manners and chopsticks etiquette
* explore how Japanese language is influenced by other languages and cultures; for example, in relation to food-related language Japanese uses many words from other languages, not just English, including パン、スパゲッティー、クレープ、ハンバーガー (bread, spaghetti, crepe, hamburger)
* investigate the influence of Japanese language and culture on their own language(s) and experience, for example, by creating a glossary of Japanese food words and expressions that are commonly used in Australia such as ‘sushi’, ‘tofu’, ‘ramen’ and ‘wasabi’.
 | **Stimulus texts:*** Visual texts, such as a food pyramid, photographs, pictures, food flashcards, cards for bingo, and picture matching and memory games
* Short written texts, such as a shopping list, menu, advertisement, letter, card or email
* Short spoken texts, such as an announcement or conversation
* Bilingual videos such as:
* [10 Must-know Chopstick Manners: WATCH BEFORE you eat Japanese food (Ask Japanese, YouTube)](https://www.youtube.com/watch?v=bLi_Vy5Gmdg)
* [These Bento Boxes Are Too Cute to Eat (Almost) (Great Big Story, YouTube)](https://www.youtube.com/watch?v=_HHCKN6dzCA)
* [What Japanese REALLY eat for breakfast (Life Where I'm From, YouTube)](https://www.youtube.com/watch?v=HqlSqHQZFpg)

**Other useful resources:*** Japanese ingredients for a food tasting
* Ingredients for onigiri making
* Ingredients for obento making
* Popcorn for chopstick practice
* Props or realia items
 |
| Communicating – Informing | Convey information on specific topics using formats such as oral or digital presentations, displays, diagrams, timelines and guided descriptions [(VCJAC149)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC149) |
| Communicating – Translating | Explain aspects of spoken, written and non-verbal communication in Japanese interactions that require interpretation and carry cultural meaning [(VCJAC152)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAC152) |
| Understanding – Systems of language | Recognise the systematic nature of Japanese grammatical rules and apply these to generate new language for a range of purposes [(VCJAU158)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU158) |
| Understanding – Language variation and change | Recognise that the Japanese language is both influenced by in turn influences other languages and cultures [(VCJAU161)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCJAU161) |

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 Japanese as an example. The curriculum for this Language can be accessed in the [Languages, Japanese](https://victoriancurriculum.vcaa.vic.edu.au/languages/japanese/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 Japanese](https://victoriancurriculum.vcaa.vic.edu.au/languages/japanese/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 foods and customs associated with mealtimes that are specific to the culture and context in which the language is spoken, 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 content description(s) from the sub-strand Informing might mean choosing a different set of activities through which to learn the language through the theme of Food.

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/Japanese/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/Japanese/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).