Unpacking the Victorian Curriculum F–10 Languages curriculum

Levels 7–10 in the 7–10 sequence

Theme: Travel and tourism

Overview

This resource contains ideas to help teachers unpack content descriptions and achievement standards from Levels 7–10 in the 7–10 sequence of the Victorian Curriculum F–10 Languages curriculum, using the theme of Travel and Tourism 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 Victorian Curriculum F–10 Language curriculum, and then matched to teaching and learning activities related to a selected theme. In this resource, the example Language curriculum is Spanish and the theme is Travel and Tourism.

Teachers of any Language can adapt this example and develop a unit of work tailored to a Travel and tourism 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 associated with travel and tourism, such as holidays, transportation, the airport, geography or weather.

This resource shows how a single theme can be developed to support learning at different levels across Levels 7–10 in the 7–10 sequence. There is a separate table for each band of levels – one for Levels 7 and 8 and one for Levels 9 and 10.

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, Spanish 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 and may provide further ideas for this or other themes.

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 for any unit of work.

Travel and tourism

Levels 7 and 8 in the 7–10 sequence

Students explore certain cultural aspects and practices associated with the language they are studying. In this example, Spanish is used to explore the cultural practices and language associated with travel and tourism in Spanish-speaking communities.

At Levels 7 and 8, students become familiar with the sounds of Spanish, including pronunciation, rhythm, pitch and stress. They use modelled language in familiar contexts and begin to use the language learnt to express their own personal meaning. They work both collaboratively and independently in Spanish to explore simple texts. Students identify how cultural values and perspectives are embedded in language, and how language choices determine how ideas are expressed.

**Note:** The example 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 7 and 8. Teachers can adapt these ideas to develop teaching and learning activities that help students explore travel and tourism 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. Also, these example activities are only some of many possible activities; this list is not exhaustive.

| **Selected extracts from the achievement standard**  | **Selected strands and sub-strands** | **Selected content descriptions** | **Example activities** | **Example resources** |
| --- | --- | --- | --- | --- |
| By the end of Level 8, students … interact with one another in shared activities, negotiations, games and events, using modelled language to ask and respond to familiar questions, give and respond to instructions, … request help or permission … and express opinions …They obtain factual information and identify key points from different sources … They describe characters, experiences and ideas using high-frequency vocabulary, and create short informative and imaginative texts using modelled sentence structures and formulaic expressions … Students apply grammatical rules in relation to conjugation of verbs … and use the two verbs for ‘to be’ (*ser* and *estar*) in modelled examples … … Students describe the distribution of communities of Spanish speakers in different countries … | Communicating – Socialising | Participate in collaborative activities and events that involve planning, making arrangements, transacting and negotiating [(VCESC002)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC002) | 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:* work together to produce class reference materials such as annotated maps or wall charts that show places around the world where Spanish is spoken, illustrating landmarks and tourist sights and displaying key vocabulary and language structures
* using prompts, participate in an *Amazing Race*–style activity that consists of a series of simple role-plays or imagined scenarios that involve pairs of students negotiating time, place and activities, such as finding their way to a list of ‘must-see’ monuments and attractions, being lost, and asking for and giving directions, information and assistance
* identify key points of information in short spoken or written texts, such as a holiday packing list, maps, weather reports, travel brochures, tourist sight advertisements, and station or airport announcements, and use them to create own texts to communicate information to others in the form of a travel itinerary, postcard, vlog, blog post or diary entry
* read and view brochures, videos or blogs about festivals or events such as La Tomatina, to collect and classify information about people, time, places or events in the Spanish-speaking world, and use different modes of presentation to present their information, for example, a timeline to show the sequence of activities, an itinerary, or a captioned photo display
* create humorous imaginary texts to communicate ideas and opinions about travel, events or holidays in forms designed to entertain others, such as a video clip, digital photo story or comic strip, or each contribute a page to a ‘big book’ for younger students
* compose and perform a simple skit based on an imagined scenario, set in the context of an airport, the underground train network or a hotel, or at a tourist sight, involving elements such as comedy, emotion or surprise
* respond to a set of visual prompts such as a map or photographs that depict tourist sites in the Spanish-speaking world, and conduct research about them to provide answers to a series of questions that use interrogatives
* understand and use a range of grammatical elements and sentence structures to develop short texts that express ideas and information about travel, for example, using cohesive devices such as conjunctions to link ideas, verb conjugations for the present tense of regular and common irregular verbs, and the gerund and infinitive non-personal forms of verbs; describing when and where an action occurs using prepositions and adverbs of time and place; and expressing activities and actions in the present and in the future
* create a simple bilingual digital resource guide to assist travellers in the Spanish-speaking world that contains key phrases, identifying how ways of communicating in Spanish and English differ and how travellers may understand these features differently, for example, attitudes to time reflected in language and social interactions, and expressing thanks or appreciation more or less directly.
 | **Stimulus texts:*** Written texts such as a holiday packing list, country profile, advertisement, passport, ticket, itinerary, social media post, blog post, postcard, travel brochure, diary entry and/or tourist sight advertisements
* Visual texts such as a city map, underground train network map, photograph, captioned photo, poster, illustration, cartoon, television advertisement, wall chart or documentary, weather report and/or comic strip
* Spoken texts such as station and airport announcements
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| Communicating – Informing | Obtain factual information from a range of spoken, written and digital texts, identify key points and use the information in new ways [(VCESC004)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC004) |
| Communicating – Creating | Create short imaginative texts such as cartoons, raps and stories to communicate own ideas, experiences and emotions [(VCESC007)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC007) |
| Understanding – Systems of language | Understand and use the main elements of the Spanish grammatical system, including definite and indefinite articles, gender and number agreement, present tense of regular and common irregular verbs, and simple sentence construction, paying attention to word order [(VCESU013)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESU013) |
| Understanding – Role of language and culture | Recognise the interconnected relationship between language and culture [(VCESU018)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESU018) |

Travel and tourism

Levels 9 and 10 in the 7–10 sequence

Students explore certain cultural aspects and practices associated with the language they are studying. In this example, Spanish is used to explore cultural practices and language associated with travel and tourism in Spanish-speaking communities.

At Levels 9 and 10, students use Spanish to communicate and interact, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a wide range of texts and experiences. At this level, students are developing understanding of the relationship between language, culture and identity and capacity to communicate in interculturally appropriate ways.

**Note:** The example 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 9 and 10. Teachers can adapt these ideas to develop teaching and learning activities that help students explore travel and tourism 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. Also, these example activities are only some of many possible activities; this list is not exhaustive.

| **Selected extracts from the achievement standard**  | **Selected strands and sub-strands** | **Selected content descriptions** | **Example activities** | **Example resources** |
| --- | --- | --- | --- | --- |
| By the end of Level 10, students … communicate about personal experiences, relationships and aspirations, … and tourism, including issues that pertain to Spanish-speaking countries … When interacting, they use both rehearsed and spontaneous language and appropriate protocols … to express and compare opinions, share perspectives, and express agreement or disagreement … They locate, summarise and analyse information from a range of texts, and communicate different perspectives and information in a range of contexts using different modes of presentation. They respond to and create personal, descriptive, informative and imaginative texts for different purposes, audiences and contexts … They use grammatical elements including present, imperfect, past and future tenses … They use appropriate forms of possessive adjectives in own language production, as well as cohesive devices and prepositions to create cohesion and interest. They use relative pronouns … to extend and elaborate their written texts … … They explain how meanings and interpretations vary according to the cultural assumptions that people bring to interactions, and consider how learning a second language provides the opportunity to view oneself from the perspectives of others. | Communicating – Socialising | Socialise, exchange and compare ideas and opinions in relation to issues relevant to their own lives and interests, such as relationships, events and aspirations [(VCESC019)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC019) | 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 a vlog or a narrated photo story to share past experiences, reflections and accounts of significant events with other speakers, such as holidays or travel, either real or imagined
* express hopes, opinions and ambitions with other speakers about future plans for the ‘ideal’ holiday, either real or imagined, giving reasons, opinions and information
* synthesise and summarise a variety of stimulus texts, such as airport or station announcements, weather forecasts, interviews with tourists and conversations about travel experiences, classifying and cross-referencing key ideas and associated language for use in own texts, such as a diary entry, blog post or email about a memorable day travelling
* analyse and comparing information obtained from different sources on culturally significant festivals or tourist sights that are unique to the Spanish-speaking world, summarising and presenting information to peers in conversation or on a shared website
* use a map or a brochure as a prompt about a popular destination in the Spanish-speaking world and compose a humorous skit set in a travel agency that involves a miscommunication, to amuse, entertain and engage other learners of Spanish
* adapt digital maps to design and create an annotated map of a Spanish-speaking fantasy world, for an imaginary traveller or avatar moving around places and events in a video game, incorporating communicative styles and behaviours observed in texts from travel contexts and situations
* understand and use a range of grammatical elements and sentence structures, such as prepositions, direct and indirect object pronouns, possessive and demonstrative pronouns, neutral demonstratives, cohesive devices, and the future and conditional tenses of regular and irregular verbs, to develop short texts that express ideas and link information about travel, and express agreement, disagreement and opinions using adverbs and appropriate temporal markers
* view texts from both the Spanish-speaking world and from Australia, such as travel advertisements, short videos, tourism brochures or photographs of travellers, to undertake a comparison and a critical analysis of the ways that culture, images and symbols are represented, by creating a Venn diagram or taking notes in a PMI (plus, minus, interesting) chart
* design a brochure that contains images and text for a three-day tour of a Spanish-speaking destination that is designed to cater for a particular type of tourist – for example, a food lovers’ tour, historical tour, off-the-grid tour, farm-stay tour, glamping tour or eco-tourism tour – and that addresses the idea of perspectives, values and stereotypes.
 | **Stimulus texts:*** Written texts such as an advertisement, brochure, passport, ticket, itinerary, social media post, postcard, travel blog, travel journal, diary entry, blog post and/or email
* Visual texts such as a map, photograph, poster, illustration, cartoon, television advertisement, documentary and/or Venn diagram
* Spoken texts such as airport or station announcements, conversations, interviews and/or a weather forecast
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| Communicating – Informing | Analyse and interpret information, ideas and perspectives obtained from a range of spoken, written and digital texts and present these in new forms [(VCESC022)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC022) |
| Communicating – Creating | Express creative ideas and imagined experiences that relate to the cultures of Spanish-speaking communities using a variety of texts [(VCESC025)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC025) |
| Understanding – Systems of language | Extend knowledge of and use more complex features and patterns of the Spanish grammatical system, including possessive, demonstrative, object and relative pronouns; comparative and superlative adjectives; irregular verbs in the present tense, compound and simple past tenses, future and conditional tenses; and an introduction to the imperative mood [(VCESU031)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESU031) |
| Understanding –Role of language and culture | Understand the role of language and culture in shaping cultural identity and consider how learning a second language encourages a broadening of perspectives [(VCESU036)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESU036) |

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 Spanish as an example. The curriculum for this Language can be accessed in the [Languages, Spanish](https://victoriancurriculum.vcaa.vic.edu.au/languages/spanish/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 Spanish](https://victoriancurriculum.vcaa.vic.edu.au/languages/spanish/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 travel and tourism activities 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, opting to change the focus of this theme to content descriptions from the sub-strand Reflecting would lead to the selection of a different set of activities through which to learn about travel and tourism.

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/spanish/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/moderngreek/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).