Unpacking the Victorian Curriculum F–10 Languages curriculum

Foundation to Level 6 in the F–10 sequence

Theme: Pets and animals

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 Pets and Animals 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 Indonesian and the theme is Pets and Animals.

Teachers of any Language can adapt this example and develop a unit of work tailored to pets or animals 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 contexts such as farm or zoo animals, endangered or native animals, dinosaurs or toys.

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, Indonesian 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.

Pets and animals

Foundation to Level 2 in the F–10 sequence

Students explore the world of pets and animals in their own environment or other contexts. In this example, Indonesian is used to explore the values and language associated with pets and animals in Indonesian-speaking communities and Australia.

At Foundation to Level 2, students learn the sounds and written forms of Indonesian, with an emphasis on developing their oral language. Students ask questions in English about Indonesia and Indonesian speakers. With teacher support, they discuss the similarities and differences between the English and Indonesian language and Indonesian and other cultures.

**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 pets and animals 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 teachers and peers through play- and action-related language … They recognise questions … They listen to texts and identify specific words such as names of objects and people, and respond by acting or by drawing or labelling a picture. They read texts with the teacher and peers, and participate in songs and chants. They present factual information at word and simple sentence level, such as lists, labels, [and] descriptions …, relying on formulaic language and modelled examples. They show comprehension and create simple texts such as a description, story or comic by matching pictures and captions.  … Students identify some distinctive Indonesian words … They are aware that language and culture are related. | Communicating – Socialising | Participate in structured play and class activities, exchanging with peers and teacher greetings and information about self, family and interests [(VCIDC001)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC001) | 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 photos or toys brought in by students or supplied by the teacher to introduce and describe their pets or other animals, describing their colour, size, shape and character using simple noun–adjective phrases; or use mime to play simple guessing games identifying animals * demonstrate early literacy skills by labelling, matching, drawing, or clicking and dragging, using words and images related to pets * locate and use information books and wall charts to describe, name and draw or trace the words for different animals and their characteristics, and identify animals from the sounds they make * use previous knowledge of words for body parts to interact with a PowerPoint presentation or big book in which parts of an animal are slowly revealed, describing what they see and guessing what will come next, labelling features that appear, and using adjectives to describe the animals and/or tell a story * use toys or images on cards as support for recognising question words and developing responses to simple questions or commands, using a range of grammatical elements such as pronouns and concrete nouns, describing possession and negating verbs and adjectives * use contextual and visual cues while reading with the teacher, for example, using illustrations and audio narrations of printed texts when reading big books or digital books with stories about domestic or wild animals, including endangered species * read or listen to snippets/parts of a simple story or song, for example, ‘Old MacDonald had a farm’, with visual prompts to support them, and arrange animal pictures in the order in which they are heard or participate in a simple re-enactment of the story * classify and categorise information gained from others – such as through simple class surveys about pets and favourite animals – using questions such as ‘What’s your favourite animal?’, ‘Do you have a dog?’ and ‘Do you like cats?’ * explore and discuss pet ownership in different cultures and countries, unusual pets and the reasons they are categorised as unusual, or animals that are native to different countries, and then make simple statements to describe their findings * play guessing games by describing animals for each other to guess, or use simple question formats and statements to trade toys with each other by describing the one they would like * create a page for a class book of pets describing the pet they have or would like to have, share their description with others and play guessing games to identify each other’s pets * listen to recordings of people making animal/pet sounds in English, Indonesian and other languages and notice similarities and difference in how these sounds are expressed in their own language and other languages (for example, ‘meow’ in English and ‘meong’ in Indonesian) * discuss their own attitudes to pets, first comparing similarities and differences in attitudes in their own class and then noticing similarities and differences in language that relates to culture (such as attitudes towards pets) or cultural practices (such as what types of animals are generally kept as pets) and develop simple Indonesian phrases for describing their observations about pets and animals in Indonesian culture and other cultures. | **Stimulus texts:**   * Songs * Flashcards * Storybooks and big books * Posters and wall charts * Colour charts * Matching games, such as card-sorting games, memory and bilingual dominoes * Images of animals, especially pets or Indonesian animals * Visual dictionaries * Short texts that describe animals using simple language * Puppets, toys and plush animals   **Other useful resources:**   * Sounds files of animal sounds * YouTube videos |
| Communicating – Informing | Locate specific words and familiar phrases in texts such as charts, lists and songs, and use information to complete guided oral and written tasks [(VCIDC004)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC004) |
| Communicating – Informing | Give factual information about self, family and significant objects using labels, captions and descriptions [(VCIDC005)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC005) |
| Communicating – Reflecting | Notice what may look or feel similar or different to own language and culture when interacting in Indonesian [(VCIDC010)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC010) |
| Understanding – Systems of language | Recognise questions, commands and simple subject-focus sentences, and develop vocabulary for people, places and things in their personal world [(VCIDU013)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU013) |

Pets and animals

Levels 3 and 4 in the F–10 sequence

Students explore the world of pets and animals in their own environment or other contexts. In this example, Indonesian is used to explore the values and language associated with pets and animals in Indonesian-speaking communities and Australia.

At Levels 3 and 4, students participate orally in classroom routines and tasks, responding to teacher-generated questions about texts and undertaking word-building and language exercises. They participate in shared reading and create texts using modelled language. They notice and question aspects of Indonesian language and culture such as sounds, gestures and word order, and explore cultural traditions and practices and the language associated with these.

**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 pets and animals 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 in classroom routines and structured interactions with teachers and peers … They engage with texts, relying on graphics, key words and examples to support understanding, and respond using formulaic language. Students present factual information in texts such as descriptions, lists and tables. They work with modelled language to create their own texts, such as sequencing pictures and statements to create a comic and using word lists to complete a paragraph or simple story. Students … create simple informative and descriptive texts. They … create plurals by doubling nouns. Students state preferences … and use adjectives, including adjectives of size and colour … They create subject-focus sentences, and use simple possessive word order … Students translate texts using word lists and dictionaries … They begin to observe how language use, including their own, is influenced by culture and notice how it can influence intercultural experiences.  Students differentiate statements from questions according to intonation. They recognise that word order differs from English … They make comparisons between Indonesian and English … | Communicating – Socialising | Share with peers and teacher information about aspects of personal world such as daily routines, home, and favourite objects and pastimes [(VCIDC018)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC018) | 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:   * describe, compile and report things of personal significance to others about themselves, for example, by making a shared class graph or presentation showing which pets or animals students have at home, using appropriate pronouns to express possession * compare information about activities and practices across cultures, for example, by reading, viewing or listening to texts related to aspects of school or home life, such as pet ownership, or how animals are treated in different cultures, including types of pets, sleeping outdoors or being fed specific foods in different cultures * explore the use of animals as logos and brand names, or why we use animal names to refer to certain characteristics of people or situations * create a ‘super-pet’ or mascot and present their design in an oral presentation, or poster or digital format, and then develop a simple story or dialogue about a day in the life of the super-pet or mascot, using modelled language and applying grammatically correct elements of sentence structure * design and create a game set – for example, a set of dominoes, a bingo table, memory cards for Pictionary, or a mime or gestures game * describe people and animals, including their pets or the class pet if there is one at the school, using pronouns, gender and adjectives, linking ideas using conjunctions, using appropriate Indonesian structures to describe quantity, using cardinal numbers and ordinal numbers, and making plurals by duplicating * seek information using questions, and understand the rules for subject–verb–object sentence construction and possessive word order * work in pairs or small groups to analyse short texts about animals in Indonesian, such as descriptions in a storybook or teacher-generated labels that might be found on animal enclosures in an Indonesian zoo, recognising that the same rules of punctuation apply as in English, for example, using capital letters and full stops for sentences * recognise character traits and values in Indonesian stories – for example, animal heroes in Indonesian fables are native animals, such as in the stories *Si Kancil*and*Harimau –*and compare these stories to familiar Australian stories * explore cultural expressions related to animal sounds (onomatopoeia) and compare with English onomatopoeia; and use songs or Indonesian tongue twisters that include animal references to make connections with cultural expressions and practices related to animals (for example, in many languages, there’s a duck song or a chicken dance, and a caterpillar song and a caterpillar dance). | **Stimulus texts:**   * Posters * Melbourne Zoo [animal teaching resources](https://www.zoo.org.au/education/animal-teaching-resources/foundation-year-6/) * Indonesian stories, such as *Si Kancil* and *Harimau* * Indonesian children’s songs, such as those on the [Mama Lisa](https://www.mamalisa.com/?t=ec&c=73) website   **Other useful resources:**   * Game, such as dominoes, Pictionary or memory cards * Sample graphs |
| Communicating – Informing | Obtain and share information from peers and texts related to family, home, routines and interests [(VCIDC021)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC021) |
| Communicating – Creating | Create texts such as dialogues and stories, using formulaic expressions and modelled language [(VCIDC024)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC024) |
| Understanding – Systems of language | Develop understanding of ways to express possession and describe qualities of people and objects, and expand vocabulary related to personal and social world [(VCIDU030)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU030) |
| Understanding – Role of language and culture | Make connections between cultural practices and language use, such as specific vocabulary and expressions [(VCIDU034)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU034) |

Pets and animals

Levels 5 and 6 in the F–10 sequence

Students explore the world of pets and animals in their own environment or other contexts. In this example, Indonesian is used to explore the values and language associated with pets and animals in Indonesian-speaking communities and Australia.

At Levels 5 and 6, students use formulaic phrases in Indonesian with the teacher and peers, focusing on aspects of their personal world and content related to Indonesia. Students develop oral and written language through scaffolded tasks and texts and use modelled language to create texts. They develop increasing awareness of the connection between language and cultural practices and compare such connections to their own language and culture.

**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 pets and animals 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 Indonesian to convey information about themselves, their family and friends, and daily routines and activities. They locate specific details and use familiar words and phrases to predict meanings in texts. They respond to and create texts such as descriptions and conversations to share factual and imaginative ideas and experiences, using formulaic phrases and modelled language … They ask and respond to questions … They … describe character and appearance using noun + adjective word order … Students use possessive pronouns with some accuracy … and describe events in time using *pada* with whole numbers and days of the week. They use prepositions … and the conjunctions *karena* and *tetapi* … Students comment on how experiences and cultural perspectives, including their own, influence people’s assumptions and language use in intercultural interactions.  Students understand that Indonesian is a language system that has rules, and that (subject-focus) sentence construction is similar to English. They recognise features of texts such as adjectives in descriptions, superlatives in advertisements and imperatives in signs … They comment on similarities and differences between aspects of language and culture … | Communicating – Socialising | Interact with peers to describe aspects of daily life, school, friends and pastimes [(VCIDC035)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC035) | 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:   * develop a short skit or role-play, such as an interaction in a pet shop, which includes aspects of their personal world such as likes and dislikes, for example, describing why they prefer certain animals as pets over others or describing their favourite Indonesian animals, including their appearance and characteristics/qualities * describe aspects of daily life for different animals in different cultural settings, such as in the city or in an Indonesian village, or in a zoo or in the wild, using visual resources such as photos or zoo maps as a prompt * read simple non-fiction texts and extract key points about an issue or topic such as cultural differences in attitudes to pet ownership – for example, pets in the city versus in a village, pets now and in the past, or different types of pets preferred in different contexts and countries (dogs versus cats versus fish) – and use diagrams, charts and descriptive displays to present, classify and compare factual information for others * convey information using a range of text types and modes, for example, a report about an excursion to the zoo for a school newsletter or a class website, or a short documentary about animals in the neighbourhood or region * research food, habitat and characteristics of their pet or a selected animal, and then create a passport or personal profile for the animal; develop a role-play booking the pet into holiday accommodation and outlining its requirements/sleeping arrangements and its daily feeding and care routine; or compile notes for a zookeeper regarding a new animal arriving at the zoo or instructions to the house-sitter for a fussy pet * use graphic organisers such as Venn diagrams, graphs or timelines to convey and report information in particular ways, based on their own or group research about animal-related themes such as endangered species, the daily routine for a selected animal in the zoo, or animals in the wild, cities, captivity or a village life, for example, to compare statistics or ideas or to highlight frequency, and support the information with photos, illustrations, captions or diagrams * research information about a selected endangered Indonesian animal and use timelines, diagrams and short texts to present findings * notice the impact of their own assumptions about Indonesian people and culture when engaging with texts (such as being surprised if dogs are kept as pets or assuming that all Indonesians live a subsistence lifestyle) and consider what assumptions Indonesians might hold about Australian people and culture * plan a visit to the zoo and prepare by participating in role-plays, seeking information and explanation using question words, referring to people, animals and things around the zoo using pronouns and concrete nouns, describing animal characteristics and qualities using adjectives, and creating cohesion using conjunctions * compare and evaluate using comparatives and superlatives to describe differences between pets and animals in Indonesian-speaking communities and Australia. | **Stimulus texts:**   * Melbourne Zoo [animal teaching resources](https://www.zoo.org.au/education/animal-teaching-resources/foundation-year-6/) * Maps of Indonesian zoos * Storybooks featuring animals * Flashcards * Posters * Websites * Simple versions of traditional stories and fables that feature animals * Advertisements for pet accommodation * Simple non-fiction texts about life in urban and village areas in Indonesian-speaking countries |
| Communicating – Informing | Locate, classify and compare factual information from texts about aspects of daily life and significant events across cultures [(VCIDC038)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC038) |
| Communicating – Informing | Convey information about aspects of language and culture using diagrams, charts, timelines, descriptions and guided reports [(VCIDC039)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC039) |
| Communicating – Reflecting | Engage in intercultural experiences, describing aspects that are unfamiliar or uncomfortable and discussing own reactions and adjustments [(VCIDC044)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC044) |
| Understanding – Systems of language | Understand how to express actions and events in time and place using prepositions, and continue to expand knowledge of *ber*- verbs and vocabulary [(VCIDU047)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU047) |

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 Indonesian as an example. The curriculum for this Language can be accessed in the [Languages, Indonesian](https://victoriancurriculum.vcaa.vic.edu.au/languages/indonesian/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 Indonesian](https://victoriancurriculum.vcaa.vic.edu.au/languages/indonesian/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 pets and animals 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 a different set of activities through which to learn about pets or animals using the language might mean that using content description(s) from the sub-strand Translating or Informing (for example, ‘Create captions, labels and statements for the immediate learning environment in both Indonesian and English’ VCIDC009) will be more suitable.
* Adapting this resource for some languages, such as Japanese, may facilitate a focus on linguistic features that are unique to that language, such as counter classifiers when expressing more than one animal.

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/indonesian/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).