Unpacking the Victorian Curriculum F–10 Languages curriculum

Levels 7–10 in the 7–10 sequence

Theme: Health and wellbeing

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 Health and Wellbeing 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 French and the theme is Health and Wellbeing.

Teachers of any Language can adapt this example and develop a unit of work tailored 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 explore other themes, such as study, work, social media, or interests and hobbies.

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, French 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.

Health and wellbeing

Levels 7 and 8 in the 7–10 sequence

Students explore the significance of certain values and practices associated with the language they are studying. In this example, French is used to explore the cultural practices, values and language associated with health and wellbeing in French-speaking communities and Australia.

At Levels 7 and 8, students become familiar with the sounds of French. They understand and apply elements of French grammar to create their own texts and engage in a range of interactions with the teacher and each other. They understand that language use reflects and shapes values and attitudes, and they explore how language choices determine how people, events or circumstances are represented.

**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 health and wellbeing 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 use French to interact with each other, teachers and online French-speaking contacts, to exchange information, opinions, experiences, thoughts and feelings about themselves, their families and friends … They use the present tense and present + infinitive form to make statements and ask questions about self, peers, family and interests … They locate factual information from a range of texts and use non-verbal, visual and contextual cues to help make meaning … They use modelled sentence structures, formulaic expressions and high-frequency vocabulary to create texts such as captions, emails, posters or short narratives and presentations. They use conjunctions and connectives … They translate short texts and explain French gestures, expressions or signs to friends and family. They recognise that languages do not always translate directly, and that interpreting and translating involve meaning (values, ideas, attitudes) as well as parts of speech (nouns, verbs, adverbs). They adjust language use to suit contexts and situations (for example, use of *tu* or *vous,*different forms of address), and respond in culturally appropriate ways to interactions with French speakers or resources.… They recognise that French has its own rules for pronunciation, grammar and non-verbal communication and that they need to adjust language to suit different situations and relationships (formal and informal language, different text types) … Students recognise that languages are connected with cultures, and that French language reflects ways of behaving and thinking as does their own language. | Communicating – Socialising | Interact with peers and teacher to exchange information and opinions, talk about self, family, friends and interests, and express feelings, likes and dislikes [(VCFRC091)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC091) | 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 such as responding to visual prompts or short oral questions instead of using their names during roll call, for example, identifying foods or body parts on flashcards, or saying how they feel, what they ate for breakfast or what healthy activities they did before school or on the weekend
* create mind maps or games such as footy card sets or bilingual dominoes that can be played collaboratively to reinforce vocabulary, or add captions to a series of illustrations depicting healthy habits
* brainstorm a number of different contexts related to health and then exchange greetings, wishes and thanks, exploring how they can adjust language to suit the situation, for example, asking their classmates how they’re going, wishing someone well, or greeting a teacher, a personal trainer, a group to whom they are presenting, or a nurse or doctor
* create and perform in role-plays about not feeling well, describing symptoms and feelings at a medical clinic or with homestay parents
* create texts such as a video or webpage to share with a French-speaking audience to capture and interpret aspects of their personal and social worlds, for example, ‘A day in the life of a healthy person’, tips for coping in a homestay situation if you feel unwell, or a bilingual skit that highlights and explains common language errors in a humorous way such as when a word is commonly confused with another
* design and create a fitness flyer or pamphlet about a selected healthy activity
* use different modes of presentation to describe health-related aspects of their own lifestyles that may interest young learners of their own age in French-speaking environments, for example, surf lifesaving, school camps or healthy weekend activities such as bushwalking or camping
* use simple phrases from sources such as online fitness videos in French to create short performances for younger learners, for example, a simple meditation or fitness video, a presentation on healthy habits, or a yoga session in French
* investigate vocabulary related to medicine across different times and create short dialogues or texts, or research information about an organisation such as Médecins sans Frontières to create descriptions of daily routines, personal profiles or simple wall displays
* reflect on language used in interviews with French people, then create and perform interactions between characters in scaffolded scenarios that allow for some unscripted language production and expression of emotion, for example, explaining to their homestay host that they need something
* reflect on choices made when using French to interact with others, and consider the relationship between language, culture and behaviour, for example, using names or titles and familiar or formal terms of address and then using this insight to create short texts such as a letter home that reflects on their experience in a homestay
* observe interactions between French speakers in different contexts (such as someone interviewing French people about what is considered healthy and how different cultures describe and relate to health, wellness and illness) in short videos, film excerpts, or role-plays between the teacher and guest speakers, noticing and recording elements that reflect cultural attitudes or behaviours.
 | **Stimulus texts:*** Simple online fitness videos, such as [5-a-day Fitness: Disco en français (YouTube)](https://www.youtube.com/watch?v=KVhfIgghOPw)
* Meditation-style learning resources, such as [Earworms](https://www.earwormslearning.com/french) audio tracks (also available in other languages)
* Cartoons on YouTube that present health-related themes in simple French and in entertaining ways
* Selected episodes from YouTube video series or channels, such as the channel [Easy French](https://www.youtube.com/c/EasyFrench), which has various episodes that lend themselves to discussion on healthy eating and lifestyle habits (note, ‘Easy’ YouTube channels are available in some other languages too)
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| Communicating – Informing | Present information and ideas relating to social worlds and natural environments in spoken, written and digital forms [(VCFRC095)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC095) |
| Communicating – Creating | Reinterpret or create own shared texts, experimenting with expressive and performance genres, and creating moods and effects suitable for different audiences [(VCFRC097)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC097) |
| Communicating – Reflecting | Engage with French speakers and resources, noticing how interaction involves culture as well as language [(VCFRC100)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC100) |
| Understanding – Language variation and change | Recognise that French language use varies according to context, situation and relationship [(VCFRU105)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU105) |

Health and wellbeing

Levels 9 and 10 in the 7–10 sequence

Students explore the significance of certain values and practices associated with the language they are studying. In this example, French is used to explore the cultural practices, values and language associated with health and wellbeing in French-speaking communities and Australia.

At Levels 9 and 10, students become more fluent and accurate in both spoken and written language production. They analyse text more critically, identifying how language choices reflect perspectives and shape meanings and developing understanding of the relationship between language, culture and identity. They explore how moving between different languages and cultural systems impacts on their ways of thinking and behaving.

**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 health and wellbeing 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 immediate and personal interests and … some broader social and cultural issues (health, …) … They locate, interpret and analyse information from different print, digital and community sources, and communicate information, ideas and views in a range of contexts using different modes of presentation. They use expressive and descriptive vocabulary to talk about feelings and experiences. They create imaginative and performative texts for a range of purposes such as, entertaining or persuading … They create bilingual texts (guides, event commentaries, cultural glossaries), and interpret observed interactions in terms of cultural practices and comparisons.… They recognise the importance of non-verbal elements of communication, such as facial expressions, gestures and intonation. They notice differences in familiar text types, such as greetings … They build metalanguage for talking about language (*formal and informal language, body language*) and for reflecting on the experience of French language and culture learning … Students recognise the validity of different perspectives, and make comparisons across languages and cultures … They explain to others French terms and expressions that reflect cultural practices … | Communicating – Socialising | Socialise and exchange views on local and global issues [(VCFRC109)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC109) | 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 simple and compound sentences to structure arguments, and explain or justify a position in relation to personal and social issues related to health and wellbeing
* contribute to online discussions with young people in French-speaking contexts, comparing ways of achieving a healthy balance between school and home life
* work in groups to explore information in French about different health trends and critique how they are portrayed in the media, then create imaginative role-plays, performances or a presentation to share this information with others in an entertaining way
* organise class displays that combine print and digital resources to address themes such as healthy lifestyles and wellbeing,for example, by collaborating to create wall charts or digital displays on appropriate healthy behaviours for a French-themed wellbeing day or running short yoga or fitness classes for younger students in French
* collaboratively plan and organise wall charts or digital displays for various areas of the school, such as charts or displays of bilingual food pyramids for the food technology area, simple fitness tips for the gym or tips on stress management, relaxation or work-study-life balance for the wellbeing area
* create imaginative texts such as a documentary on or an interview with a celebrity about their views on what it means to be healthy
* design and create bilingual resources, such as a set of pictorial quick-reference cards with illustrative prompts or a mini or pocket phrasebook, that would help them participate in health-related conversations during a visit to a French-speaking country, for example, when visiting the doctor or a pharmacist
* compose and perform short songs for imagined occasions (such as expressing oneself in song when visiting the dentist, doctor or gym), experimenting with vocal and non-verbal expression
* create fictional characters and contexts for simple unscripted interactions, such as conversations between doctor and patient, pharmacist and customer, yoga instructor and client, or teacher/parent and student, or for entertaining and motivational presentations with positive health messages
* observe forms of communication in different situations by watching short video clips or discussing known scenarios related to health, and explain how elements such as body language and use of personal space or silence contribute to the nature of the interaction and reflect status or relationship
* compare spoken and written texts such as advertisements, online fitness tutorials or public health messages and examine the power of language to influence actions and beliefs
* examine how changes to the French language reflect changes in some cultural practices and attitudes, for example, new words and phrases that have evolved during the COVID-19 pandemic in response to health-related changes in society or historical changes that have been driven by medical advances
* use short film excerpts, own experiences and teacher-guided discussion to explore and discuss ways in which the experience of learning and using French challenges preconceptions, stereotypes or attitudes, using examples related to health and wellbeing, such as personal space and physical contact, degree of formality or directness, and handshakes
* use personal journals and group discussions to reflect on how learning French has impacted on their own assumptions about French language, culture or identity, and consider how the experience of learning a new language has impacted on their awareness of their own communicative and cultural behaviours and how these may be interpreted by others.
 | **Stimulus texts:*** Short video clips or film excerpts that show French ways of doing things, such as shaking hands in different contexts
* Tourist phrasebooks
* Advertisements
* Online fitness tutorials
* Public health messages

**Other useful resources:*** Bilingual documentaries that provide a basis for research and some vocabulary assistance, such as [YouTube, Instagram, TikTok: Inside the world of French influencers (YouTube)](https://www.youtube.com/watch?v=eRZeL0cggrI)
* Websites that provide insight into changes in language due to societal changes, such as French Today’s article ['Le Or La Covid & 70 French Coronavirus Terms & Phrases'](https://www.frenchtoday.com/blog/french-vocabulary/french-coronavirus-vocabulary/)
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| Communicating – Creating | Create imaginative texts to entertain, convey ideas and express emotions [(VCFRC115)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC115) |
| Communicating – Reflecting | Interact with French speakers and resources, recognising that intercultural communication involves shared responsibility for meaning making [(VCFRC118)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRC118) |
| Understanding – Language variation and language  | Recognise that French is used in varying ways to achieve different purposes [(VCFRU123)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU123) |
| Understanding – Role of language and culture | Explore the dynamic nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs [(VCFRU126)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCFRU126) |

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 French as an example. The curriculum for this Language can be accessed in the [Languages, French](https://victoriancurriculum.vcaa.vic.edu.au/languages/french/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 French](https://victoriancurriculum.vcaa.vic.edu.au/languages/french/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 health and wellbeing topics 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 Systems of language would lead to the selection of a different set of activities through which to learn about aspects of health and wellbeing.

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/french/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://vcaa.vic.edu.au/curriculum/foundation-10/resources/languages/french/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).