Unpacking the Victorian Curriculum F–10 Languages curriculum

Levels 7–10 in the 7–10 sequence

Theme: Cooking and eating out

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 Cooking and Eating Out 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 Italian and the theme is Cooking and Eating Out.

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 other themes such as making travel plans, healthy meal planning, or shopping or other transactions.

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, Italian 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.

Cooking and eating out

Levels 7 and 8 in the 7–10 sequence

Students explore the significance of certain traditions and practices associated with the language they are studying. In this example, Italian is used to explore the traditions, cultural practices and language associated with cooking and eating out in Australia and Italian-speaking communities.

At Levels 7 and 8, students become familiar with the Italian pronunciation and sound system, noting similarities and differences with English and building a vocabulary about people and objects in their immediate worlds. They apply elements of Italian grammar to the production of simple and increasingly original texts, using modelled and rehearsed language in familiar and unfamiliar contexts. They learn how to make observations about the relationship between language and culture.

**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 cooking and eating out 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 engage in social interaction to exchange greetings and to share ideas and information related to their personal [and] social … worlds. They use known phrases to exchange ideas and opinions … [They] respond to classroom instructions, questions and directions. … They use gesture and some formulaic expressions to support oral interaction. Students use well-rehearsed language related to their personal experiences … in both spoken and written forms, and predominantly in the present tense. They demonstrate understanding of information from a range of factual and creative texts. They use learnt structures to create texts such as … conversations … providing information about themselves, their personal worlds and immediate needs … They produce simple descriptions with appropriate use of definite and indefinite articles, adjectives and adverbs.  … They reflect on how culture is evident in experiences, images and texts. They … use simple statements to identify features of text types such as letters, emails, descriptions and narratives. They are aware that language reflects contexts of situation and culture, and recognise differences between standard, dialectal and regional forms of Italian. They analyse … the influence of Italian and English on one another, and the interrelationship of language and culture. | Communicating – Socialising | Participate in spoken and written transactions, including purchasing goods and services, and give and follow directions and instructions [(VCITC098)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC098) | 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:   * explore a range of texts, such as menus for different cafes or restaurants and recipe books or websites, to identify common words and phrases used to describe dishes (including raw ingredients and names of typical dishes) that would be found on an Italian menu and collate these in a shared bilingual dictionary or a word list for the class to share * participate in real and imagined transactions, for example, asking how much something is, ordering a particular item from the menu during a role-play set in a cafe or restaurant (including instructions from the waitstaff, such as ‘please sit down’ or ‘this way, please’) or making simple requests such as asking for the bathroom * undertake a virtual shopping trip in a supermarket by participating in a guided listening activity, with visual prompts, filling their virtual basket with a list of designated items * analyse examples of modified authentic texts, such as conversations, canteen menus and other menus, advertisements, instructions or recipes, to identify context, purpose and audience; or sort foods into categories, such as breakfast, lunch and dinner options and where they might be purchased, for example, in a cafe, restaurant or fast food outlet if dining out, or at the butcher shop, bakery or grocery store * play matching, sorting or grouping games or use different-coloured highlighters to focus on nouns, verbs, etc. in a text such as a restaurant review, advertisement, menu or recipe, and then sequence actions by using temporal markers such as ‘before …’, ‘then …’, ‘after …’ and ‘in the end’ –for example, by identifying the correct sequence of events in a jumbled recipe or describing the order in which they would eat jumbled items from a menu * analyse a selection of printed and/or online Italian menus to identify elements that are common to or different in specific regions or contexts, such as the ingredients used in particular dishes and the naming of dishes according to place names, in order to explore eating habits, rituals or customs typical to Italian-speaking communities, and then create bilingual texts to show how Italian eating habits compare to those of their own or another culture * compare aspects of daily life across different Italian cultures and communities, for example, how eating habits and routines associated with preparing or eating food in Italian-speaking communities may be different to those in their own culture * listen to or read simple Italian spoken, written and digital texts and recognise the conventions of particular text types; identify different kinds of language use, such as personal, descriptive or informative, and ways to achieve textual cohesion; and then talk about language features and word order in stimulus texts or their own work using relevant metalanguage in Italian, such as talking about ‘verbs’, ‘adjectives’, ‘nouns’ and ‘pronouns’, comparing grammatical features in Italian and English. | **Stimulus texts:**   * Hardcopy or online menus from a range of different eating establishments, including fast food outlets * Flashcards * Posters * Restaurant reviews * Advertisements * Recipes * Canteen menus * Postcards * Letters * Emails * Blogs * Conversations (face to face and phone)   **Other useful resources:**   * Online quiz sites such as Quizlet |
| Communicating – Informing | Identify factual information from a range of spoken, written and multimodal texts, and process and represent meaning through, for example, classifying, sequencing and summarising [(VCITC100)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC100) |
| Communicating – Translating | Create bilingual texts related to experiences in contexts where Italian and Australian realities might differ [(VCITC105)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC105) |
| Understanding – Systems of language | Understand the features of common spoken, written and multimodal texts [(VCITU110)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITU110) |
| Understanding – Language variation and change | Analyse and understand the dynamic nature of the Italian language, and of languages in general [(VCITU112)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITU112) |

Cooking and eating out

Levels 9 and 10 in the 7–10 sequence

Students explore the significance of certain traditions and practices associated with the language they are studying. In this example, Italian is used to explore the traditions, cultural practices and language associated with cooking and eating out in Australia and Italian-speaking communities.

At Levels 9 and 10, students use Italian to extend their use of language beyond familiar contexts to communicate and interact with each other, access and exchange information, and to design, interpret and analyse a range of texts. They investigate links between the Italian language and culture and learn to analyse and reflect on different viewpoints and experiences, including their own cultural stances, actions and responses.

**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 cooking and eating out 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 use a range of everyday language both orally and in writing to exchange information about their personal, social, local and about broader issues of personal significance. They communicate thoughts and opinions; make comparisons and contrasts … and offer reasons for points of view, opinions and preferences … They give presentations, and formulate and respond to a range of questions. They interpret information and attitudes in a range of informational and imaginative texts. They create written texts such as descriptions, narratives and recounts that convey experiences, ideas and emotions. They give detailed descriptions … They produce bilingual texts, plan what needs to be communicated to particular audiences and consider different perspectives.  … They analyse texts, noticing features such as tone, sequences and relationships of events in time. They communicate their thoughts with awareness of different perspectives on issues or practices being discussed. They recognise that Italian language use varies according to context, purpose and mode. They consider social and cultural practices of Italians in Italy and in the diaspora, including communities in Australia. They … recognise that certain concepts cannot be translated readily from Italian to English and from English into Italian. They reflect on ways in which language and culture together create meanings, and on ways in which their own linguistic and cultural assumptions come into play in using and learning Italian. | Communicating – Socialising | Participate in spoken and written transactions, including obtaining and negotiating different services and problem-solving [(VCITC117)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC117) | 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 and participate in real conversations or serious or comedic role-plays (skits) that involve negotiations, such as altering items on a menu to suit individual needs and wishes, expressing a complaint about poor-quality service and suggesting a way to improve it, or asking for assistance (for example, requesting water, extra chairs, specific dietary requirements) * correspond in writing, such as by writing emails or restaurant reviews, to express an opinion about food they have eaten or service they have received and to suggest ways of improving it, or to request a service, for example, to confirm that a restaurant can accommodate specific needs * listen to, view or read texts that depict aspects of Italian culture (such as the tradition of closing shops and businesses in the middle of the day, eating a traditional Mediterranean diet, and the allocation of different foods and dishes to entree, main or dessert) and share the information with others in ways that are suited to the specific audience, for example, a bilingual display for a school cultural expo * research, record and synthesise information from texts, including television programs such as *MasterChef Italia,* reports, interviews, video clips, documentaries and social network content, and then use tools such as charts, tables or concept maps to inform others of their findings * watch a video tutorial for a simple Italian dish, noting key words and phrases, then create bilingual instructions for a real or imaginary dish of their own choice for others to follow; instructions could be presented digitally or in poster format * deduce meaning, evaluate and synthesise information, and identify cultural references in texts that show different representations of Italian culture (for example, by comparing a selected food item around Italy and in different places in Australia), and then collate and present their findings and opinions in a range of modes, such as presentations to a food technology class, younger audience and sister-school students * create a photographic display with bilingual captions depicting important social occasions in comparative perspective, for example, comparing the ways in which food features in the celebration of key social events such as weddings or birthdays or in celebrations such as Christmas or Easter in Italian-speaking communities around the world, as well as in their own culture * compare procedural, recount and persuasive texts in Italian and English, such as recipes or advertisements for foods, dishes or eating establishments; describe their similarities and differences; and demonstrate understanding of the elements that create coherence at a whole text level, such as the use of cohesive devices, linked paragraphs and sequencing of ideas * explore how the Italian language has changed in response to intercultural contact by looking at the influence of other cultures on Italian (for example, the use of borrowed words) and how Italian has influenced other cultures * conduct an audit of food-related signage, advertising, restaurants, cafes, supermarkets, shopping malls and tourist information, both online and in the physcial world, to explore the influence of Italian in the Australian context by identifying Italian language in the local community or reflecting on how some Italian terms have become so entrenched in Australian culture they are no longer recognised as specifically Italian, for example, parmesan cheese and espresso. | **Stimulus texts:**   * Menus * Recipes * Advertisements for cafes or restaurants * Video clips, such as YouTube tutorials on how to make Italian dishes   **Other useful resources:**   * Italian cooking programs such as [Made in Italy by Silvia Colloca (SBS)](https://www.sbs.com.au/food/programs/made-in-italy) |
| Communicating – Informing | Select and organise information from a range of spoken, written and multimodal texts in Italian; process and analyse ideas; and represent meanings, opinions and perspectives as appropriate to particular audiences [(VCITC119)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC119) |
| Communicating – Translating | Create bilingual texts related to experiences in which aspects of Italian and Australian culture might differ [(VCITC124)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITC124) |
| Understanding – Systems of language | Analyse the features of a range of spoken, written and multimodal texts, recognising grammatical structures, cohesion and coherence [(VCITU129)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITU129) |
| Understanding – Language variation and change | Analyse and understand the dynamic nature of Italian (and languages in general) recognising the impact of technology, media and intercultural contact [(VCITU131)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCITU131) |

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 Italian as an example. The curriculum for this Language can be accessed in the [Languages, Italian](https://victoriancurriculum.vcaa.vic.edu.au/languages/italian/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 Italian](https://victoriancurriculum.vcaa.vic.edu.au/languages/italian/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 cooking and eating out 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 cooking and eating out.

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/italian/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/italian/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).