Unpacking the Victorian Curriculum F–10 Languages curriculum

Levels 7–10 in the 7–10 sequence

Theme: Celebrations

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 Celebrations 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 Modern Greek and the theme is Celebrations, and more specifically Greek Easter.

Teachers of any Language can adapt this example and develop a unit of work tailored to a celebration 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 celebrations such as Advent, cherry blossom season, New Year, Hanukkah, Tet, Eid, Diwali, Christmas, Bastille Day and Carnevale.

This resource shows how a single theme can be developed to support learning at different levels across Levels –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, Modern Greek 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.

Celebrations

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, Modern Greek is used to explore the traditions, cultural practices and language associated with Easter celebrations in Greece, Cyprus and Australia.

At Levels 7 and 8, students become familiar with the sounds and alphabet of Modern Greek. They apply elements of Modern Greek grammar to the production of simple and increasingly original texts, using modelled and rehearsed language in familiar and unfamiliar contexts. They make connections between texts and cultural contexts to make cross-curricular connections and explore intercultural perspectives and experiences through interaction with speakers of Greek.

**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 other celebrations 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 Greek to … exchange information about their personal worlds, including information about themselves  They interact with others in collaborative and classroom activities, using modelled language to carry out transactions  They obtain information and identify key points from different sources, using non-verbal and contextual clues to help make meaning.  They translate and interpret texts using contextual clues and textual features and create simple bilingual texts for classroom use. When interacting, students modify their language and behaviour and recognise that aspects of their own language and culture impact on intercultural exchange (for example, *Το* *Πάσχα* *βάφουμε* *κόκκινα* *αυγά*).  Students identify the similarities and differences between the sound systems of Greek and English  They give examples of how language varies according to participants, roles and relationships, and context and culture (for example, *η μαμά, η μητέρα*). They identify ways that Greek language and culture have influenced and continue to influence many global languages.  They analyse words and expressions to identify and explain connections between language and culture | Communicating – Socialising | Participate in collaborative activities, such as performances and presentations, that involve planning and making arrangements [(VCELC002)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC002) | One activity can address multiple aspects of the achievement standard. Likewise, one activity will often align with 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:   * collaborate with peers to plan and create multimodal presentations or performances for family, friends or the school community to showcase Greek language learning, for example, arranging and performing a song or poem related to Greek Easter * read, view or listen to visual and digital texts, such as posters, songs, or videos or instructions about dyed red eggs, and plan and conduct a show-and-tell session about Greek Easter, including planning responses to anticipated questions * obtain information on a range of topics from a range of different texts, such as how a student in Greece or Cyprus experiences Easter * identify main ideas and key points of information in texts and use the information in new ways, for example, reading about an annual event in Greece or Cyprus, such as the celebration of Easter in a specific location, and producing a program for the event * gather and collate information from sources to fill gaps, unscramble a message or learn key facts about Greek Easter, for example, by participating in a treasure hunt that involves searching for clues written on pieces of paper that contain information in Greek * use modelled language to present to others in digital formats their findings about Easter in Greek-speaking communities, for example, presenting a slide show to a sister school interstate in Australia or overseas, showing how Greek Easter is celebrated in Melbourne and in another part of the world by speakers of Greek * create a bilingual poster, wall chart or timeline that describes events and traditions related to Greek Easter * use different modes of presentation to describe or profile significant events or traditions related to Greek-speaking communities, for example, a flyer promoting a local community event at Easter time * create games such as bilingual word dominoes (using Greek and English) that feature words and phrases related to Greek Easter to practise translation, spelling and speaking skills * write a short bilingual photo story or comparative poster with captions in Greek and English that explains how Easter celebrations differ between countries around the world or within Australia * create a book, with audio narration, that tells an Easter story or describes Greek Easter traditions * observe and note cultural differences in informal and formal situations and interactions, for example, at a Greek celebration such as Easter * read and follow recipes (at home) to contribute to the sharing of plates of special foods eaten at Easter, such as red eggs, food for the period of Lent and special and traditional sweets for Easter. | **Stimulus texts:**   * Posters – Easters, the seasons, tourism posters that show Easter-related content * Easter poems * Easter songs * Calendars and event programs from Greek-speaking community events * Short texts about Easter traditions * Books * Short video clips, such as YouTube clips * Websites * Treasure hunt clues, for example, scrambled sentences on pieces of paper, questions and answers, matching pairs of information, longer texts with gaps and the missing words as treasure hunt items   **Other useful resources:**   * Puzzles, such as word searches, scrambled sentences, crosswords |
| Communicating – Informing | Locate and use key points of information, such as main ideas, specific details and general descriptions from a range of spoken, written, visual, digital or multimodal texts [(VCELC004)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC004" \o "View elaborations and additional details of VCELC004) |
| Communicating – Informing | Use spoken, written and multimodal forms of presentation to convey information on selected topics of interest [(VCELC005)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC005) |
| Communicating – Translating | Create bilingual texts and resources to support their own learning, such as glossaries and personal dictionaries, digital resources and charts [(VCELC009)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC009) |
| Understanding – Language variation and change | Understand that Greek, like all languages, varies according to participants, roles and relationships, context and culture [(VCELU015)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU015) |

Celebrations

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, Modern Greek is used to explore the traditions, cultural practices and language associated with Easter celebrations in Greece, Cyprus and Australia.

At Levels 9 and 10, students become more fluent and accurate in spoken and written language production. They analyse text more critically, identifying how language choices reflect perspectives and meaning in a range of texts, and developing their understanding of the relationship between context, purpose and audience.

**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 other celebrations 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 initiate and sustain interactions with peers by sharing opinions and experiences … They interact with others to make decisions and plan events. They ask and respond to questions, clarify understanding and express agreement or disagreement in structured discussions and tasks, and spoken and written transactions  When interacting, they use appropriate pronunciation, rhythm and stress  Students locate and analyse information and perspectives from a range of texts and communicate information and ideas using different modes of presentation selected to suit audience and purpose  They use a range of grammatical structures and elements to describe, situate and link people, objects and events, and apply their knowledge of vocabulary and grammatical structures … to extend meaning  They translate, interpret and create texts in Greek and English for the wider community.  When interacting, students share responsibility for making meaning.  They analyse a range of text types in various modes to explain the relationship between context, purpose and audience and to identify structural, linguistic and culturally specific features. They compare Greek language and culture in various linguistic and cultural settings in Australia and overseas, and give reasons for variations that exist. | Communicating – Socialising | Participate in collaborative planning and decision-making for events and shared experiences, and engage in different transactions [(VCELC019)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC019) | One activity can address multiple aspects of the achievement standard. Likewise, one activity will often align with 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:   * plan and take part in a performance or multimodal presentation designed to entertain or inform a younger audience, such as the performance of an Easter poem, song or short play, making decisions collaboratively about the selection and/or development of a suitable text, such as a short rap song or slam poetry * create an interactive map and collaborate to annotate different locations – for example, each student/pair could focus on a single place on a shared class map and populate it with information about how Easter is celebrated there * share opinions about the benefits of visiting various tourist sites in places where Greek is spoken, with a focus on places and experiences that offer insight into the traditions of Greek Easter or Easter holiday packages * plan collaboratively for an event by participating in scenarios related to travelling in Greece or Cyprus, for example, planning an itinerary for a trip that specifically visits sites and takes in experiences and events relate to Easter traditions and celebrations * participate in interviews or discussions to share information with other speakers of Greek (such as students from another school who speak Greek, either in Australia or a Greek-speaking country, or members of the school community) about how they celebrate Easter and what they have learned about Easter celebrations in other places where Greek is spoken * collaborative to plan and create a shared website with a group of Greek-speaking students from another school, either in Greece or in an Australian school where Greek is taught, posting items of interest and sharing opinions about how they and others celebrate Easter * collaborative to plan and take part in an event related to Easter, such as participating in an Easter event in the local community * participate in an inquiry-based learning activity to learn about how Greek Easter is celebrated in different contexts – for example, how do Greek-speaking communities in a particular part of the world celebrate Easter? * explore and gather information on a range of cultural practices related to Greek Easter through a variety of multimodal digital and visual sources, for example, excerpts from a Greek song, film or other media sources * explain a Greek Easter custom or practice to an Australian audience, for example, explain *Απόκριες*, using simple and modelled language and appropriate bilingual supporting graphics or materials in Greek and English that students have produced, such as photos or posters * explore and analyse how people in Greek-speaking communities prepare for Easter and compare this with their own culture. | **Stimulus texts:**   * Posters – Easters, the seasons, tourism posters that show Easter-related content * Articles online or in textbooks * Poems * Maps * Easter poems * Easter songs * Calendars and event programs from Greek-speaking community events * Short texts about Easter traditions * Books * Short video clips, such as YouTube clips * Websites   **Other useful resources:**   * Interactive maps accessed via the [FUSE website](https://fuse.education.vic.gov.au/) and the [Ditch That Textbook website](https://ditchthattextbook.com/how-to-create-media-rich-interactive-maps-for-deeper-learning/) * Websites such as [Classtools.net](https://classtools.net/), which provide templates for making resources very simply * Websites such as [Liveworksheets.com](https://www.liveworksheets.com/), which allow students to make their own self-correcting worksheets for each other, such as ‘fill in the blank’ worksheets |
| Communicating – Informing | Obtain, analyse and use information from a range of spoken, written, digital and visual texts, identifying and comparing perspectives on social and cultural issues [(VCELC021)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC021) |
| Communicating – Informing | Adapt and present information and ideas on a variety of topics using presentation modes selected to suit different audiences and to achieve specific purposes [(VCELC022)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC022) |
| Communicating – Translating | Create bilingual texts that draw on Greek and English for different purposes, such as menus or product instructions designed for both language contexts [(VCELC026)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC026) |
| Understanding – Language variation and change | Examine how Greek language and culture is variously expressed in different linguistic and cultural settings, identifying and explaining variations [(VCELU032)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU032) |

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 Modern Greek as an example. The curriculum for this Language can be accessed in the [Languages, Modern Greek](https://victoriancurriculum.vcaa.vic.edu.au/languages/modern-greek/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 Modern Greek](https://victoriancurriculum.vcaa.vic.edu.au/languages/modern-greek/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 celebrations 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 a celebration.

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/modern-greek/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).