Unpacking the Victorian Curriculum F–10 Languages curriculum

Foundation to Level 6 in the F–10 sequence

Theme: Celebrations

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 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 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 and Bastille Day.

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, 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.

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.

Celebrations

Foundation to Level 2 in the F–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 values and language associated with Easter celebrations in Greece, Cyprus and Australia.

At Foundation to Level 2, students use play-based activities, games and music to explore the sound system and alphabet of Modern Greek, using vocabulary relevant to Greek Easter. They identify and use simple, repetitive phrases and begin to use Modern Greek for simple interactions or texts.

**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 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.

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| **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 action-related talk and play.  They use simple, repetitive language when participating in shared activities and simple exchanges, respond to simple instructions such as, *Έλα εδώ*, …  Students identify specific words, such as names of people (for example, *Ο Γιάννης*), places (for example, *το σχολείο*) or objects (for example*, η γόμα*), in simple spoken and written texts …  They present information about themselves (for example, *Το σκυλάκι μου*), their family (for example, *Να η γιαγιά μου*), friends (for example, *οι φίλοι μου*) and possessions …  They create simple texts, such as captions to images, using familiar words, phrases and sentence patterns …  They identify similarities and differences between Greek and their own language and culture. | Communicating – Socialising | Participate in guided activities and simple exchanges, such as songs, rhymes, and games, using simple repetitive language [(VCELC104)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC104) | 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:   * play simple matching games, such as matching pairs, memory or bingo, using words and images showing features of Greek Easter traditions to learn vocabulary * use a video clip or receive teacher help to learn a simple Greek song that would be sung at Easter time, and then perform it at a school assembly, using music and actions to support meaning * use simple phrases or songs related to Easter to create rhymes, nonsense phrases or a new song using rehearsed language, adding Greek dancing, clapping and gestures * watch a video clip that shows people dyeing eggs red in preparation for Greek Easter, listening for key words and phrases as well as observing what is being done * create labels for pictorial representations of Easter traditions, using simple Greek words, captions and images, and then present these to others with teacher help, using modelled language * find out about and reflect onthe significance of different cultural practices, activities and games, for example, dyeing eggs red for Greek Easter * visit or invite a Greek-speaking member of the community to learn about traditions and language associated with Easter in the Greek-speaking community * learn about Greek expressions commonly used during Greek Easter celebrations and practise using them spontaneously when interacting with peers in modelled/structured situations, such as in short role-plays. | **Stimulus texts**   * Posters – Easter, the seasons * Maps * Calendars * Photographs * Short videos clips, such as YouTube clips * Picture books * Storybook   **Other useful resources**   * Dyed eggs * Craft materials * A speaker of Greek from the school, local community or Greek-speaking community * Candles |
| Communicating – Creating | Create and participate in shared performances and imaginative activities using familiar words, phrases, captions and language patterns [(VCELC109)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC109) |
| Communicating – Reflecting | Reflect on what sounds, looks or appears similar or different to own language and culture when interacting in Greek [(VCELC112)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC112) |
| Understanding – Systems of language | Recognise features of familiar spoken, written and visual texts, such as songs, labels and captions [(VCELU116)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU116) |
| Understanding – Role of language and culture | Recognise that the languages people use reflect their culture, such as who they are, where and how they live, and find examples of similarities and differences between Greek and their own ways of communicating [(VCELU119)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU119) |

Celebrations

Levels 3 and 4 in the F–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 values and language associated with Easter celebrations in Greece, Cyprus and Australia.

At Levels 3 and 4, students begin to develop a metalanguage, understanding, discussing, comparing and connecting Modern Greek and English. With support, they create their own written and spoken texts.

**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 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.

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| **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 with the teacher and peers to share simple information …  They use formulaic expressions when participating in classroom routines, collaborative activities and simple transactional exchanges …  They perform and create short imaginative texts …  They identify ways that their own language and the Greek language reflect ways of behaving as well as words.  They identify the structure and linguistic features of texts used in familiar contexts, such as stories, songs, recipes and conversations …  They give examples of how language use varies according to the context and purpose of the exchange …  They compare Greek and English, identifying similarities and differences, particularly in vocabulary, behaviours and expressions related to cultural practices, such as special occasions. | Communicating – Socialising | Participate collaboratively in shared class experiences which involve planning and simple transactional exchanges, such as cooking or craft activities, creating a display or taking part in a role-play [(VCELC121)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC121) | 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:   * make an Easter card using Greek language, including greetings associated with Easter * decorate a candle for Easter * prepare, rehearse and perform an Easter song for an audience, such as a school assembly, another class or parents * collaborate with peers οn a task such as designing a poster or a wall display with an Easter theme, annotated it using Greek labels * work in small groups to prepare and participate in a role-play, for example, acting out a family celebration on Easter Sunday * retell a story as a group, using formulaic expressions and modelled language * create and perform simple imaginative texts * work in groups, with teacher assistance, to identify elements of Greek language and culture that appear different to their own language and culture * identify the main features of a short narrative, for example, a song that is traditionally sung at Easter time or a children’s story * explore and understand concepts and values related to Easter (or the time of year Easter represents) in Australia and other countries around the world, and create simple lists of similarities and differences between these and their own culture, such as whether Easter is celebrated and, if so, how * recognise and explain to others the significance of features of Greek Easter, such as use of the colour red, Easter candles, cracking eggs, and other Easter festivities in various Greek-speaking communities. | **Stimulus texts:**   * Posters – Easter, the seasons * Photographs * Calendars * Maps * Short video clips, such as YouTube clips * Short written texts (e.g. from children’s books) * Storybooks * Recipes   **Other useful resources:**   * Egg-dyeing supplies * Craft materials * Card-making materials * Candles * A speaker of Greek from the school, local community or Greek-speaking community |
| Communicating – Creating | Create and perform short spoken and written imaginative texts such as dialogues or collaborative online stories, using formulaic expressions and modelled language [(VCELC126)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC126) |
| Communicating – Reflecting | Share own experiences of communicating in Greek, recognising how it involves behaviours as well as words [(VCELC129)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC129) |
| Understanding – Systems of language | Recognise the linguistic features and structures of different texts used in familiar contexts, such as stories, songs, recipes and conversations [(VCELU133)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU133) |
| Understanding – Role of language and culture | Make connections between cultural practices and language use, for example, by identifying vocabulary, behaviours and expressions which reflect cultural values, beliefs and traditions [(VCELU136)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU136) |

Celebrations

Levels 5 and 6 in the F–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 values and language associated with Easter celebrations in Greece, Cyprus and Australia.

At Levels 5 and 6, students develop a stronger understanding of the interconnection between language and culture and begin to recognise how language features and expressions reflect cultural values. They use Modern Greek more accurately and fluently for a widening range of purposes.

**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 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.

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| **Selected extracts from the achievement standard** | **Selected strands and sub-strands** | **Selected content descriptions** | **Example activities** | **Example resources** |
| When participating in collaborative activities, transactions and classroom routines, they ask and respond to questions (for example, Πώς σε λένε;), plan collaboratively, and make suggestions and statements …  They obtain and compare information from a variety of texts related to aspects of daily life and events …  They present information about their personal world in different formats …  They compare ways of communicating in Greek and English to identify similarities and differences and suggest how culture influences language use.  They describe ways that identity and communication are directly related to language and culture … | Communicating – Socialising | Collaborate in group tasks and shared experiences, online or face-to-face, which involve planning, making suggestions and completing transactions, such as hosting a party, working with another class or group or creating and performing a role-play [(VCELC138)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC138) | One activity can address multiple aspects of the achievement standard. Likewise, one activity can often address a combination of content descriptions across different strands and sub-strands. Multiple options have been provided here, to cater for a range of different abilities and allow for differentiation in the classroom.  Students could:   * work together to plan and organise an event, for example, inviting a special guest such as a parent or grandparent to share information with the class about Greek Easter * collate and practise key phrases and key greetings that might be needed for communication before and during the events related to Easter festivities * plan and organise an activity with a Greek Easter theme, such as an Easter lunch, using expressions related to place, time and numbers * work with another group to teach a skill to another class, such as dyeing eggs, candle decorating, card making * create and use their own texts (such as storyboards, digital stories or booklets using simple/familiar language) to explain an aspect of Greek Easter to a younger audience, for example an Easter menu in Greek for a restaurant or family celebration or a booklet outlining key elements of the Greek Easter traditions * perform a simple short play or song on an aspect of an Easter festivity (this could also be presented using a digital tool) * perform a role-play involving interactions typical of Greek Easter, such as a restaurant visit or family gathering, using simple Greek phrases to communicate their food choices or preferences * create and/or perform a simple song, rhyme or rap to teach vocabulary and word patterns with a Greek Easter focus to younger Greek language classes * create a poster, video or wall display that compares how different cultures celebrate Easter and how this is reflected in the language * create a presentation on an aspect of Greek Easter for students in younger year levels in the school and present it to them (this could also be a virtual presentation – for example, a video for younger year levels) * discuss the meaning of culture, and how it involves visible elements such as symbols, food, national costumes, dancing and language, and invisible elements such as values and beliefs * reflect on the experience of learning Greek language and culture and how the exploration of Greek Easter traditions has provided awareness of their own cultural practices and values. | **Stimulus texts:**   * Photographs * Short video clips, such as YouTube clips * Family tree * Letter * Email * Invitations * Digital cards * Recipes * Storybooks * Maps   **Other useful resources:**   * Egg-dyeing supplies * Ingredients, kitchen access (perhaps working with other learning area staff if possible) * Craft materials * A speaker of Greek from the school, local community or Greek-speaking community * Candle-making supplies * Card-making supplies |
| Communicating – Creating | Create and perform imaginative texts such as stories, skits or rap, using familiar language [(VCELC143)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC143) |
| Communicating – Reflecting | Engage in intercultural experiences, comparing ways of communicating in Australian and Greek-speaking contexts and identifying ways that culture influences language use [(VCELC146)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC146) |
| Understanding – Systems of language | Identify and use language features of different types of oral, digital and written texts, such as dialogues, descriptions, short narratives and reports, recognising that linguistic choices depend on audience and purpose [(VCELU150)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU150) |
| Understanding – Role of language and culture | Explore the relationship between language and culture and how they are reflected in communication styles [(VCELU153)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU153) |

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, selecting a different set of activities through which to learn about a celebration using the language might mean that using content description(s) from the sub-strand Informing will be more suitable.

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.