Victorian Curriculum Foundation–10

Curriculum Mapping Template: French – 7 and 8 (7 – 10 Sequence)

Instruction: List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Once completed, fill out the 'Assessment Tasks' table.
For detailed notes regarding the purpose of this template and further instructions for completion, refer here

Strand		Communicating														
Sub-strand		Socialising						Informing				Creating				Translating
Content Description		Interact with peers and teacher to exchange information and opinions, talk about self, family, friends and interests, and express feelings, likes and dislikes (VCFRC091)		Participate in collaborative activities such as performances and presentations that involve planning, making arrangements, transacting and negotiating (VCFRC092)		Participate in classroom routines and interactions by following instructions, asking and answering questions, and requesting help or permission (VCFRC093)		Locate factual information from a range of texts and resources and use the information in new ways (VCFRC094)		Present information and ideas relating to social worlds and natural environments in spoken, written and digital forms (VCFRC095)		Engage with imaginative and creative texts such as stories, poems, songs or cartoons, comparing favourite elements, and discussing characters, events, themes and effects (VCFRC096)		Reinterpret or create own shared texts, experimenting with expressive and performance genres, and creating moods and effects suitable for different audiences (VCFRC097)		Translate short texts from French to English and vice versa, noticing which words or phrases translate easily and which do not (VCFRC098)

Strand		Communicating (cont.)		
Sub-strand				Reflecting
Content Description		Create bilingual texts and resources such as learning support materials, games or posters, deciding how to deal with elements that cannot be readily translated (VCFRC099)	Engage with French speakers and resources, noticing how interaction involves culture as well as language (VCFRC100)	Notice own and others' ways of expressing identity, and consider the relationship between language, culture and identity (VCFRC101)

Unit	Semester/Year	CD	Achievement standard #	CD	Achievement standard #	CD	Achievement standard #	CD	Achievement standard #	CD	Achievement standard #	CD	Achievement standard #	CD	Achievement standard #	CD	Achievement standard #	CD	Achievement standard #	CD	Achievement standard #	CD	Achievement standard #
1 Faisons connaisssance	7 sem 1	☑	1,2,3,4,	☑	1,8	☑	1,3	☑	1,6,8	☑	8,11	☑	6,8	☑	7,8	☐		☑	10	☑	10	☑☐	19
2 Fans de musique	7 sem 1	☑	1,2,3,4,	☑	1,8	☑	1,3,7	☑	6 ,	☑	8,11	☑	6,8	☑	7,8	☐		☑	10	☑	10	☑	,19
3 Nous sommes tous frères	7 sem 1	☑	1,2,3,4	☑	1,8	☑	1.3.7	☑	6	☑	8,11	☑	6,8	☑	7,8	☐		☑	10	☑	10	☑	19
4 Bougeons	7 sem 1	☑	1,2,3,4	☑	1,8	☑	1,3,7	☑	6	☑	8,11	☑	6,8	☑	7,8	☐		☑	10	☑	10	☑	19
5 Rendez-vous au collège	7 sem 2	☑	1,2,3,4	☑	1,8	☑	1,3,7	☑	1,6,8	☑	8,11	☑	6,8	☑	7,8	☐		☑	10	☑	10	☑	19
6 La mode et nous	7 sem 2	☑	1,2,3,4	☑	1,8	☑	1,3,7	☑	1,6,8	☑	8,11	☑	6,8	☑	7,8	☐		☑	10	☑	10	☑	19
7 Chez nous	7 sem 2	☑	1,2,3,4	☑	1,8	☑	1,3,7,9	☑	1,6,8	☑	8,11	☑	6,8	☑	7,8	☐		☑	10	☑	10	☑	19
8 Partons en voyage	7 sem 2	☑	**1,2,3,4**	☑	1,8	☑	1,3,7,9	☑	1,6,8	☑	8,11	☑	6,8	☑	7,8,9	☐		☑	10	☑	10	☑	19
		☐		☐		☐		☐		☐		☐		☐		☐						☐	

Strand		Understanding						
Sub-strand		Systems of language					Language variation and change			Role of language and culture
Content Description		Recognise and use features of the French sound system, including pitch, rhythm, stress and intonation (VCFRU102)	Understand and use elements of the French grammatical system, including word order, gender and number variation, and present and compound forms of regular and some irregular verbs (VCFRU103)	Recognise and use features of common spoken, written and multimodal texts, and compare with features of similar texts in English (VCFRU104)	Recognise that French language use varies according to context, situation and relationship (VCFRU105)	Understand the dynamic nature of French and other languages (VCFRU106)	Recognise that French is both a local and a global language (VCFRU107)	Explore the relationship between language and culture (VCFRU108)

Unit	Semester/Year	CD	Achievement standard #	CD	Achievement standard #	CD	Achievement standard #	CD	Achievement standard #	CD	Achievement standard #	CD	Achievement standard #	CD	Achievement standard #
Faisons connaisssance	7	☑	17, 15	☑	17, 18	☑	8	☑	17	☐☑	16	☐		☐	19
2 Fans de musique	7	☑	17,15	☑	17,18	☑	8	☑	17	☐☑	16	☐		☐☑	19
Nous sommes tous frères	7	☑	17,18	☑	17,18	☑	8	☑	17	☑	16	☐☑	14	☐☑	19
Bougeons	7	☑	17,18	☑	17,18	☑	8	☑	17	☑	16	☐		☐	
Rendez-vous au collège	7	☑	17,18	☑	17,18	☑	8	☑	17	☑	16	☑	14	☑	19
La mode et nous	7	☑	17,18	☑	17,18	☑	8	☑	17	☑	16	☐		☐	
Chez nous	7	☑	17,18	☑	17,18	☑	8	☑	17	☑	16	☑	14	☑	19
Partons en voyage	7	☑	17,18	☑	17,18	☑	8	☑	17	☑	16	☑	14	☑	19

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See next page for Achievement Standards and Assessments section

Levels 7 and 8 Achievement Standard	Levels 9 and 10 Achievement Standard
Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.	
By the end of Level 8	By the end of Level 10
• 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. (1)	• Students use written and spoken French to socialise with peers, teachers and other French speakers in local contexts and online environments. (1)
• They initiate and sustain conversation by using active-listening skills and responding to others' contributions (c'est vrai ...: ah oui, en effet ...: pas possible!). (2)	• They communicate about immediate and personal interests and involvements (family, friends, interests), and some broader social and cultural issues (health, social media, international experience, the environment). (2)
• They respond to familiar questions and directions (Qu'est-ce que c'est? Qui est-ce? Posez la question à ...), and request help or clarification (Pardon? Pourquoi? Peux-tu répéter?). (3)	• They approximate rhythms and intonation patterns of extended and compound sentences, using syllable combinations, and building fluency and accuracy in pronunciation, pitch and stress. (3)
• They approximate French sound patterns, intonation and rhythms, including novel elements of pronunciation such as -r, -u and -ille. (4)	• They use the passé composé tense of regular verbs with avoir and être, noticing that the participe passé form of verbs with être involves gender and number agreement. (4)
• They use the present tense and present + infinitive form to make statements and ask questions about self, peers, family and interests (je suis italien-australien; j'habite à Cairns; j'ai une sœur et deux frères; j'aime chanter; et toi?). (5)	• They recognise the form and function of reflexive verbs (se laver, se lever) and use appropriate forms of possessive adjectives in own language production.
• They locate factual information from a range of texts and use non-verbal, visual and contextual cues to help make meaning. (6)	• 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. (5)
• They describe familiar objects, contexts and experiences (la maison, le quartier, l'école), using appropriate subject-verb and noun-adjective gender and number agreements and vocabulary to describe appearance (grand, petit, belle, bizarre), character (sympa, compliqué) and quantity (les numéros, beaucoup de ...). (7)	• They use expressive and descriptive vocabulary to talk about feelings and experiences. (6)
• They use modelled sentence structures, formulaic expressions and high-frequency vocabulary to create texts such as captions, emails, posters or short narratives and presentations. (8)	• They create imaginative and performative texts for a range of purposes such as, entertaining or persuading. (7)
• They use conjunctions and connectives (such as puis, ensuite and mais), and prepositions of place and time (such as sous, sur, devant, après and avant) to build cohesion and extend sentence structure. (9)	• They use French to narrate and describe, matching modes of presentation to context and intended audience. (8)
• They translate short texts and explain French gestures, expressions or signs to friends and family. (10)	• They create bilingual texts (guides, event commentaries, cultural glossaries), and interpret observed interactions in terms of cultural practices and comparisons.(9)
• 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). (11)	• Students recognise differences between spoken and written forms of French, comparing these with English and other known languages. (10)
• 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. (12)	• They recognise the importance of non-verbal elements of communication, such as facial expressions, gestures and intonation. (11)
• Students understand the dynamic nature of contact between languages and cultures in the contemporary world. (13)	• They notice differences in familiar text types, such as greetings, instructions and menus, commenting on differences in language features and text structures. (12)
• They recognise the significance of French as a world language and the distribution of communities of French speakers in different countries and regions. (14)	• 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. (13)
• They recognise similarities between French and English (same alphabet and basic sentence structure, many words in common), and some differences (pronunciation and intonation patterns, non-verbal language, grammatical gender forms and politeness protocols). (15)	• They recognise relationships between parts of words (suffixes, prefixes) and stems of words (préparer, préparation; le marché, le supermarché, l'hypermarché).(14)
• They recognise French words used in English ('menu', 'mousse'), English words used in French (le weekend, le football), and understand how languages and cultures influence and interact with each other (technology, globalisation, popular culture). (16)	• Students recognise the validity of different perspectives, and make comparisons across languages and cultures, drawing from texts which relate to familiar routines and daily life (la vie scolaire, la famille, les courses, les loisirs, la cuisine). (15)
• 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). (17)	• They explain to others French terms and expressions that reflect cultural practices (bon appétit, bonne fête). (16)
• They use metalanguage to explain features of language, texts and grammar, making connections with terms such as 'verb', 'adjective' and 'tense' that are used in English learning, and incorporating new concepts such as grammatical gender for talking about French. (18)	• They reflect on their own cultural identity in light of their experience of learning French, noticing how their ideas and ways of communicating are influenced by their membership of cultural groups.(17)
• Students recognise that languages are connected with cultures, and that French language reflects ways of behaving and thinking as does their own language. (19)	

Assessments

Unit (Title)	Assessment	Achievement Standard/s	Unit (Title)	Assessment	Achievement Standard/s
Faisons connaisssance	listening	1,			
	writing				
	Speaking				