Include:

* a variety of opportunities to learn and apply the Ways of working throughout every unit.
* advice about using the *Essential Learnings* when planning for Languages:
* Language has two organisers — Comprehending and composing in languages and Intercultural competence and language awareness.
* Consider the students in your class and their stages of language learning. Select *Essential Learnings* from Beginner, Elementary and/or Lower Intermediate Stages.
* Select Knowledge and understanding from one or both of the organisers.
* Locate the specific target language Knowledge and understanding for the Comprehending and composing in languages organiser. These are listed in the Languages other than English (LOTE) curriculum materials for Chinese, French, German, Indonesian, Italian, Japanese and Korean. Visit <www.qsa.qld.edu.au> and search for “Language functions and elements”.
* The Ways of working should be used in conjunction with Knowledge and understanding.
* information about how this course caters for learners in the middle phase of learning, e.g. how this course of study contributes to an engaging, broad and general education, with a continued focus on literacy, numeracy and embedding ICTs.

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| **Year level/s:** |  |  |
| **Time allocation** | **Unit title** | **Targeted *Essential Learnings*** | **Unit overview topics** | **Assessable elements Assessment instruments and techniques** |
|  |  | **Ways of working****Beginner:****Elementary:****Lower Intermediate:** | **Knowledge and understanding****Beginner:****Elementary:****Lower Intermediate:** |  |  |

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| Languages course of study mapped to *Essential Learnings* — Ways of working |
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| BEGINNER | Units of work |
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|  | **Semester 1** | **Semester 2** | **Semester 1** | **Semester 2** |
| **Ways of work**ing | ***Unit title*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **By the end of the Beginner stage students are able to:** |
| identify the purpose or main topic in simple spoken and written texts, using visual and verbal language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| respond to familiar statements and questions in simple conversations and discussions, using key words, phrases and memorised material |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| identify and use non-verbal communication strategies in familiar contexts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| construct simple spoken and written texts in familiar contexts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| notice and compare aspects of the target language and English and/or other familiar languages |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| notice and compare aspects of their own cultures and of the target cultures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| reflect on and evaluate the suitability of language choices in familiar contexts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| reflect on learning to identify new understandings and future applications. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| Languages course of study mapped to *Essential Learnings* — Ways of working |
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| ELEMENTARY | Units of work |
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|  | **Semester 1** | **Semester 2** | **Semester 1** | **Semester 2** |
| **Ways of work**ing | ***Unit title*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **By the end of the Elementary stage students are able to:** |
| interpret a range of spoken and written texts in different contexts where familiar and some unfamiliar language is used |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| interpret and respond by manipulating some elements of language to contribute to conversations for different purposes, contexts and audiences |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| recognise and use appropriate verbal and non-verbal language to support the development of communicative competence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| select and apply strategies to adjust verbal and non-verbal language for a variety of purposes, contexts and audiences, and respond appropriately to feedback |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| construct simple, cohesive spoken and written texts for different contexts, displaying some concept of register |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| notice and compare similarities and differences between the target language and English and/or other familiar languages |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| notice and compare their own beliefs, attitudes and practices and those reflected in the target culture |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| reflect on and evaluate the suitability of language choices for purpose, context and audience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| reflect on learning, apply new understandings and identify future applications. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Languages course of study mapped to *Essential Learnings* — Ways of working |
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| LOWER INTERMEDIATE | Units of work |
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|  | **Semester 1** | **Semester 2** | **Semester 1** | **Semester 2** |
| **Ways of work**ing | ***Unit title*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **By the end of the Lower Intermediate stage students are able to:** |
| interpret ideas and information in spoken and written texts and make judgments about the ways that people, places, events and things are represented |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| locate, analyse and respond in the target language to information on topics and issues of significance to members of the target cultures of a similar age |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| plan, monitor and adjust verbal and non-verbal language to suit the role, purpose, context and audience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| construct spoken and written texts that present an argument, perspective or opinion |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| recognise that texts are culturally constructed, and analyse embedded cultural information |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| notice and compare similarities and differences in text formats, language and style between similar texts in the target language and English, and/or other familiar languages, to inform intercultural communication |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| notice and compare beliefs, values and practices in target language texts to identify the author’s purpose and audience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| reflect on and evaluate the appropriateness of their own and others’ language choices in target language texts for purpose, context and audience |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| reflect on and evaluate learning to evaluate and apply new understandings and future applications. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Languages course of study mapped to *Essential Learnings* — Knowledge and understanding |
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| BEGINNER | Units of work |
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| **Knowledge and understanding** | ***Unit title*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Comprehending and composing in the target languageComprehending and composing skills are used to understand language input, to convey information and to express ideas in response to needs and interests. |
| Verbal language and non-verbal language are used in simple, routine exchanges to negotiate meaning. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Language forms, functions, grammar and vocabulary are combined with process skills and strategies to make meaning. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Listening for and locating key words and phrases, and using memorised material helps to make meaning. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Manipulating known language helps to make meaning in different contexts. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Intercultural competence and language awarenessNoticing and comparing similarities and differences between languages and cultures informs intercultural communication. |
| Learning languages provides insights into one’s own languages and the target language, and how concepts are expressed across languages. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ways of using language provide information about cultures. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Languages and cultural practices have particular features, conventions, patterns and practices that may be similar to or different from one’s own language and culture. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| Languages course of study mapped to *Essential Learnings* — Knowledge and understanding |
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| **Knowledge and understanding** | ***Unit title*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Comprehending and composing in the target languageComprehending and composing skills are used to understand language input, to convey information and express ideas and opinions, and to engage in interactions in the target language for different purposes, contexts and audiences. |
| Verbal language and non-verbal language are adapted according to purpose, context and audience. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Texts, including conversations and narratives, follow patterns and are shaped by conventions that can vary between cultures. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| Familiar language can be used in new contexts to help interpret and convey main ideas and supporting details. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| Familiar linguistic features and structures are manipulated to generate original target language texts and to construct simple, cohesive texts for different purposes, contexts and audiences. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| Intercultural competence and language awarenessIntercultural competence and knowledge of languages and cultures allow for exploration of different ways of experiencing and acting in the world. |
| Ideas or information may or may not be transferable from one language to another and can provide cultural insights and information. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Cultural practices in the target language can be compared with those of other cultures and connections noticed between language use and cultural knowledge and behaviour. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Investigations into language use and cultural beliefs, attitudes and practices further develop intercultural competence. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| Languages course of study mapped to *Essential Learnings* — Knowledge and understanding |
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| LOWER INTERMEDIATE | Units of work |
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|  | **Semester 1** | **Semester 2** | **Semester 1** | **Semester 2** |
| **Knowledge and understanding** | ***Unit title*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| Comprehending and composing in the target languageComprehending and composing texts for particular purposes, contexts and audiences requires knowledge about the interrelations among purpose, text type, audience, mode and medium. |
| Verbal language and non-verbal language are adapted, based on role, purpose, context, audience, mode and medium. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Context, vocabulary and syntax combine to provide cues to the purpose and meaning of texts. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| High-frequency forms and identification of register help when interpreting complex language involving dependent clauses. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ideas and information can be expressed through a variety of text types and language adjusted to suit formal and informal contexts. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Language can be manipulated to make original and extended texts that are organised according to sociocultural conventions. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Common colloquial expressions are used in communication and these can be regional in their use and often meaningless when translated word for word. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Intercultural competence and language awarenessIntercultural competence and knowledge of languages and cultures allow for differing ways of experiencing, acting in and viewing the world. |
| Regional and social diversity exists within and across languages and cultures, and this diversity informs appropriate communication. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Familiarity with issues and topics of significance to members of the target culture enhances intercultural communication. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Beliefs, values and attitudes are embedded in languages and cultures; and knowledge of these aspects can facilitate intercultural communication. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| Languages course of study mapped to *Essential Learnings* — Assessable elements |
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|  | **Semester 1** | **Semester 2** | **Semester 1** | **Semester 2** |

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| **Assessable elements** | ***Unit title*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Beginner, Elementary and Lower Intermediate stages** |
| Knowledge and understanding |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Comprehending texts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Composing texts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Intercultural competence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Reflecting |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |