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|  | Years 5 and 6 band plan — Australian Curriculum: Languages  Overview for planning with the Australian Curriculum: Languages — French |

This band plan has been developed in consultation with the Curriculum into the Classroom (C2C) project team.

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| School name: | | | | |
| Australian Curriculum: Languages | | | Band: Years 5–6 | Languages subject: French |
| Identify curriculum[[1]](#footnote-1) | **Languages learning area** | The Australian Curriculum: Languages is designed to enable all students to engage in learning a language in addition to English.  The interrelationship of language, culture and learning provides the foundation for the Australian Curriculum: Languages.  In the Languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a ‘one plus one’ relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages ‘work’, how they relate to each other and how language and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity. | | |
| **Course organisation** | This band plan is for a second language learner pathway using the F(P)–Year 10 sequence of learning.  In the Australian Curriculum: Languages — French is banded, with content descriptions indicating the nature and scope of learning over two year spans. Teachers will need to make decisions about what aspects of the content descriptions, will be taught in what year of their program. Year by year, programs can then be used to inform the development of short-term programs (that is, one term/several weeks).  The two strands — Communicating and Understanding — are interrelated in relation to language use for different purposes in different contexts. The strands and sub-strands do not operate in isolation. The relative contribution of each sub-strand differs for described languages, pathways and bands of learning. The sub-strands are further differentiated according to a set of ‘threads’ that support the internal organisation of content in each sub-strand. The ‘threads’ are designed to capture the range and variety in the scope of learning and a means for expressing the progression of content across the learning sequences.  The strands reflect three important aspects of language learning:   * communication * analysis of aspects of language and culture * reflection that involves * reflection on the experience of communicating * reflection on comparative dimensions of the languages available in students’ repertoires (for example, the first language in relation to second language and self in relation to others).   When developing teaching and learning programs teachers should consider:   * the relationship between each of the curriculum components (band descriptions, content descriptions, elaborations and achievement standards) to describe the level/expectations of language teaching and learning at a given moment in time and over time * the level of complexity at which student learning can be pitched * integrating the two strands to ensure holistic learning, including active language use and the development of related knowledge, understandings and reflective capabilities * drawing on the content descriptions from a number of sub-strands and integrating these to create meaningful learning experiences for the learners in their context * developing a variety of learning experiences that are relevant, rigorous and meaningful and allow for different rates of development, in particular for younger students and for those who need extra support * opportunities for integration of learning between Languages and with other learning areas.   This band plan is organised to:   * align with the *Australian Curriculum: Languages — French*, which is organised in band levels for the achievement standard and content descriptions * provide a course structure and content that includes a sequence of teaching and learning and identification of opportunities for assessment and feedback, organised in units according to bands, and developed using the *Australian Curriculum: Languages — French* content descriptions and achievement standards * provide flexibility to enable schools to make decisions about implementation, based on local context and needs of students. The sequence of learning for this band plan is a second language learner pathway F(P)–Year 10 sequence. | | |
| **Band description** | The nature of the learners  At this level, students are widening their social networks, experiences and communication repertoires in both their first language and French. They continue to need guidance and participate in structured, collaborative tasks that both recycle and extend language. Students are gaining greater independence and becoming more conscious of their peers and social context. They are gaining greater awareness of the world around them. Learners are noticing additional similarities and differences between French language and culture and their own.  French language learning and use  Learners’ communicative capabilities are stronger, and their pronunciation, intonation and phrasing are more confident and accurate. They control and access wider vocabulary resources and use a range of non-verbal strategies to support communication. Shared tasks develop social, cognitive and language skills and provide a context for purposeful language use. Focused attention to grammar, literacy skills development and exploration of cultural elements of communication are conducted at least in part in French. Learners use ICT to support their learning in increasingly independent and intentional ways, exchanging resources and information with each other and with young people in French-speaking communities, accessing music and media resources, and maintaining blogs and web pages. Oracy development at this level includes active listening to a range of input from different sources. Learners develop conversational and interactional skills such as initiating and sustaining conversation, using turn-taking protocols, and ‘reading’ language for cultural and contextual meaning. Individual and group oral presentation and performance skills are developed through researching and organising information, rehearsing and resourcing presentations, and selecting language appropriate for particular audiences. French is used increasingly for classroom interactions, routines and exchanges, for demonstrating understanding and for communicating simple information.  Contexts of interaction  Learners use French with each other and the teacher for an increasing range of purposes. They have some access to French speakers and cultural resources in wider contexts and communities through the use of ICT. Language development and use are typically incorporated into collaborative and interactive tasks, games and activities, and learners are supported to use French spontaneously when interacting with each other.  Texts and resources  Learners engage with a growing range of oral and written texts. They use cues and decoding strategies to assist comprehension and to make connections between contexts, ideas and language within and between texts. They create their own texts for a range of purposes and audiences, such as emails, dialogues, notes and letters, presentations and performances. With support they build cohesion into their spoken and written texts in terms of both content and expression. They write more accurately and fluently, extending their writing from simple phrases to more elaborated sentences and different types of text. They use modelled language and co-produce shared texts such as class stories, journals or captions for storyboards. They have some access to texts created for young French speakers, such as stories, cartoons, magazines, websites, music clips and television programs.  Features of French language use  Learners increase their range of French vocabulary, pronunciation, grammar and textual knowledge. They are aware of the role of liaisons and accents and are familiar with frequent vowel–consonant combinations (-*ille, -ette, -tion*). They use present tense forms of regular -er, -ir and -re verbs, a small number of irregular verbs (*être, avoir, aller, faire*), and some reflexive verbs (*se lever, s’habiller*). They use plural forms of nouns and adjectives and some possessive adjectives. They move between statement and question forms and use simple negative constructions. They develop a metalanguage to describe patterns, rules and variations in language structures. Learners are building awareness of the relationship between language and culture, and exploring ideas relating to identity and communication. They question stereotypes, explore how attitudes are shaped by cultural perspectives, and consider their own cultural and communicative behaviours.  Level of support  While learners work more independently at this level, ongoing support, including modelling and scaffolding, is incorporated into task activity and focused language learning. Support includes provision of models, stimulus materials, and resources such as word charts, vocabulary lists, dictionaries and electronic reference resources.  The role of English  While the use of French in the classroom increases at this level, the use of English for discussion, reflection and explanation ensures the continued development of learners’ knowledge base and intercultural capability. The language of response around learning tasks depends on the nature of task demands. French is used for communicating in structured and supported tasks, and English for open-ended tasks that involve discussion and reflection and develop understanding of language and culture. | | |
| **Phase curriculum focus** | Curriculum focus: Years 3 to 6  The Australian Curriculum across Years 3–6 assists students to develop their ability to take positive action for wellbeing; relate and communicate well with others; pose questions and solve problems; make informed decisions and act responsibly. It engages students more purposefully with the discipline knowledge, understanding and skills of the eight learning areas of the Australian Curriculum.  The Languages curricula enable the continued study of additional languages throughout primary school. In Years 3–6, the curricula build on earlier stages of oracy and literacy development. Students begin to translate and interpret familiar and unfamiliar texts, to analyse how a language works and to understand the dynamic relationship that exists between communication, culture and context. | | |
| **Achievement standard** | By the end of Year 6, students use written and spoken French for classroom interactions and transactions, and to exchange personal ideas, experiences and feelings. They ask and answer questions in complete sentences in familiar contexts (For example, *Est-ce que je peux … ? Tu peux … ?*), using appropriate pronunciation, intonation and non-verbal communication strategies. They use appropriate forms of address for different audiences, such as *tu* forms with friends and family members, and *vous* for teachers and other adults or when more than one person is involved. They gather and [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) information from a range of texts. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) key points and supporting details when reading and listening, and [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) and translate short community texts such as signs or notices. They create connected texts such as descriptions, conversations and picture books, using structured models and processes of drafting and re-drafting. They convey information in different formats to suit specific audiences and contexts. Students use present tense verb forms, conjunctions and connectives (such as *et, mais, parce que, plus tard, maintenant*), positive and negative statements (such as *j’ai trois amis, je n’ai plus d’amis*), and adverbs such as *très, aussi, beaucoup, un peu* and *lentement*. They [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) and use with support verb forms such as *le futur proche* (*je vais* + *l’infinitif*) and *le passé composé* (*j’ai* + regular forms of past participle) as set phrases. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) *l’imparfait* when reading (for example, *c’était, il était*). They use possessive pronouns and adjectives with modelling and support, and prepositions to mark time and place (such as *avant, après, devant, derrière*).  Students [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) differences between spoken and written forms of French, comparing them with English and other known languages. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) differences in commonly-used text types (for example, greetings, instructions and menus), commenting on differences in language features and text structures. They use metalanguage for language explanation (for example, formal and informal language, body language) and for reflecting on the experience of French language and culture learning. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) relationships between parts of words (such as suffixes, prefixes) and stems of words (for example, *préparer, préparation; le marché, le supermarché, l’hypermarché*). Students make comparisons between French and their own language and culture, drawing from texts which [relate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Relate) to familiar routines and daily life (such as *la vie scolaire, la famille, les courses, les loisirs, la cuisine*). They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) to others French terms and expressions that reflect cultural practices (for example, *bon appétit, bonne fête*). They reflect on their own cultural identity in light of their experience of learning French, explaining how their ideas and ways of communicating are influenced by their membership of cultural groups. | | |

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| Teaching and learning | Unit overview  The Australian Curriculum assumes that all students will study one language in addition to English from Prep Year (Foundation) to the end of Year 8 and that the curriculum will provide for continued learning in different pathways through to the senior secondary years.  Schools decide which units of study to complete, and how and when. This band plan provides eight potential units.  The Australian Curriculum: Languages have been developed across bands spanning two years.  Units 1–4 have been written for the lower year and  Units 5–8 have been written for the upper year. | Unit 1 — What’s in a name? | Unit 2 — What is a family? | Unit 3 — What are personal spaces? | | | | Unit 4 — How do we play? | | | | | |
| Students use language to communicate ideas relating to personal names and personal identity. They will:   * engage with a range of texts about personal identity * create connected texts using descriptive language * use a range of language to give personal information about identity for a range of purposes * participate in intercultural experiences to notice, compare and reflect on language and culture. | Students use introductory French language in written and spoken modes to communicate ideas about family photographs. They will:   * engage with a range of texts that describe family photographs * create connected texts using descriptive language * describe an event, including observations of actions, and make connections to their own feelings * participate in intercultural experiences to notice, compare and reflect on language and culture. | Students will explore the concept of personal spaces, within their home environment and the target country. They will:   * engage with language in texts about different places in which children feel comfortable * listen to people talk about their favourite places * create texts about personal spaces * participate in intercultural experiences to notice, compare and reflect on language and culture. | | | | Students explore the concept of play and use language to communicate ideas relating to play, group interactions and belonging. They will:   * use descriptive and expressive language to share ideas and experiences about play * engage with a range of texts about play around the world * translate texts about play * reflect on similarities and differences in how and what children play and the language and behaviours associated with play. | | | | | |
| Unit 5 — What is character? | Unit 6 — What is change? | Unit 7 — What is school life? | | | | Unit 8 — What do my interests say about me? | | | | | |
| Students use language to discuss characteristics of action heroes and people they admire. They will:   * engage with a range of spoken and written imaginative texts about the representation of character * reinterpret or create alternative versions of action heroes using different modes or contexts * design an action hero who exemplifies their own personal qualities * participate in intercultural experiences to notice, compare and reflect on language and culture. | Students use language to describe feelings relating to moving from familiar to the unfamiliar to start a new life. They will:   * engage with a range of spoken and written imaginative and informative texts describing the emotional experience of establishing oneself in a new place * convey the migrant experience using expressive language to express feelings * reinterpret or create an alternative version of the migrant experience through drama * participate in intercultural experience to notice, compare and reflect on language and culture. | Students use language to explore the concept of school life in the target country and make connections with their own school experience. They will:   * engage with a range of texts about the school experience in French-speaking countries * create connected texts to describe their school experiences including routines, timetables, lunches and eating practices * use a range of language to discuss their school experiences * participate in an intercultural experience to notice, compare and reflect on language and culture. | | | | Students explore concepts relating to interests, activities and personality types. They will:   * interact to share ideas and express feelings relating to leisure activities and interests * gather, classify and compare information about interests of French-speaking children * create bilingual profiles based on interests * identify grammatical rules to communicate about interests * participate in an intercultural experience to notice, compare and reflect on language and culture. | | | | | |
| **Content descriptions** | Communicating | | | | | | | | | | | |
| Socialising | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Interact using descriptive and expressive [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) to share ideas, relate experiences and express feelings such as concern or sympathy [Key concepts: [communication](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Communication), exchange, interests; Key processes: expressing, comparing, socialising] [(ACLFRC037)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC037) | | |  | ✓ |  | | ✓ | ✓ | ✓ |  | ✓ |
| Participate in guided tasks such as organising displays, developing projects or budgeting for events [Key concepts: [task](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Task), collaboration, budget; Key processes: planning, organising, budgeting] [(ACLFRC038)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC038) | | |  |  |  | | ✓ |  |  |  |  |
| Use questions, statements and responses to participate in learning activities, to indicate understanding and to monitor learning [Key concepts: mindful learning, process, outcome; Key processes: discussing, planning, monitoring, reflecting] [(ACLFRC039)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC039) | | | ✓ | ✓ | ✓ | | ✓ |  |  | ✓ | ✓ |
| Informing | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Gather and compare information from a range of sources relating to social and cultural worlds [Key concepts; environment, [communication](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Communication), social behaviours; Key processes: researching, reading, listening, collating, evaluating] [(ACLFRC040)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC040) | | | ✓ |  | ✓ | | ✓ |  | ✓ | ✓ | ✓ |
| Convey information and ideas in different formats to suit specific audiences and contexts [Key concepts: [content](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Content), [audience](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Audience), purpose; Key processes: organising, comparing, selecting] [(ACLFRC041)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC041) | | | ✓ |  | ✓ | |  |  |  |  |  |
| Creating | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Share responses to [characters](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Characters), events and ideas in texts such as stories, cartoons or films, making connections with own experience and feelings [Key concepts: character, plot, imagination, feelings; Key processes: interpreting, expressing, comparing] [(ACLFRC042)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC042) | | |  |  |  | |  | ✓ | ✓ |  |  |
| Present, reinterpret or [create](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Create) alternative versions of songs or stories, adapting events or [characters](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Characters) to different modes or contexts [Key concepts: adaptation, [genre](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Genre), plot, character; Key processes: imagining, creating, interpreting] [(ACLFRC043)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC043) | | |  |  |  | |  | ✓ | ✓ |  |  |
| Translating | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Translate simple texts from French to English and vice versa, noticing which words or phrases require interpretation or explanation [Key concepts: meaning, [translation](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Translation), [word borrowing](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Word+borrowing); Key processes: comparing, interpreting, translating] [(ACLFRC044)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC044) | | | ✓ |  | ✓ | | ✓ |  |  | ✓ |  |
| [Create](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Create) own bilingual texts and learning resources such as displays, websites, newsletters or word banks [Key concepts: [bilingualism](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Bilingualism), [word borrowing](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Word+borrowing), meaning; Key processes: identifying, classifying, selecting, explaining] [(ACLFRC045)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC045) | | |  |  | ✓ | |  | ✓ |  |  | ✓ |
| Reflecting | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Compare ways of communicating in Australian and French-speaking contexts, and identify ways that [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture) influences [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) use [Key concepts: difference, [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language), [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture); Key processes: noticing, reflecting, describing] [(ACLFRC046)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC046) | | |  |  |  | |  |  |  | ✓ |  |
| Reflect on aspects of own [identity](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Identity) and [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) use, for example, by creating personal or group profiles or portfolios [Key concepts: [identity](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Identity), community, [bilingualism](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Bilingualism); Key processes: identifying, presenting, explaining] [(ACLFRC047)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRC047) | | | ✓ |  |  | |  |  |  |  | ✓ |
| Understanding | | | | | | | | | | | |
| Systems of language | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Recognise and apply features of [intonation](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Intonation), [pronunciation](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Pronunciation) and writing conventions used in different types of texts and contexts [Key concepts: listening discrimination, [accuracy](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Accuracy), [fluency](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Fluency); Key processes: listening, reading, recognising] [(ACLFRF048)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRF048) | | |  | ✓ | ✓ | | ✓ |  |  |  |  |
| Develop knowledge of grammatical elements such as tenses, and combine them with an increasing range of nouns, adjectives and adverbs to construct simple statements, questions and exclamations [Key concepts: grammatical rules, patterns, exceptions; Key processes: classifying, discriminating, vocabulary building] [(ACLFRF049)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRF049) | | |  | ✓ | ✓ | |  | ✓ | ✓ | ✓ |  |
| Understand how different French texts use [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) in ways that [create](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Create) different effects and suit different audiences [Key concepts: [genre](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Genre), structure, [audience](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Audience), sequencing; Key processes: comparing, noticing, explaining] [(ACLFRF050)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRF050) | | |  |  |  | |  |  | ✓ |  |  |
| Language variation and change | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Understand that [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) is used differently in different contexts and situations [Key concepts: [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language), [identity](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Identity), [culture](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Culture), [context](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Context); Key processes: observing, comparing, analysing, explaining] [(ACLFRF051)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRF051) | | | ✓ |  |  | | ✓ |  | ✓ |  |  |
| Understand that the French [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) is constantly changing due to contact with other languages and to the impact of new technologies and knowledge [Key concepts: [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) contact, [word borrowing](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Word+borrowing), [digital media](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Digital+media); Key processes: observing, identifying, classifying] [(ACLFRF052)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRF052) | | |  |  |  | |  |  |  |  | ✓ |

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|  |  | Understand that there are different forms of spoken and written French used in different contexts within France and in other regions of the world [Key concepts: diversity, creoles, dialects, accents; Key processes: mapping, comparing, distinguishing] [(ACLFRF053)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRF053) | | |  | ✓ |  | |  |  |  |  |  |
| Role of language and culture | | | Unit 1 | Unit 2 | Unit 3 | | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Reflect on how ways of using [language](http://www.australiancurriculum.edu.au/glossary/popup?a=L&t=Language) are shaped by communities’ ways of thinking and behaving and may be differently interpreted by others [Key concepts: cultures, norms, perspectives; Key processes: reflecting, observing, comparing] [(ACLFRF054)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACLFRF054) | | |  |  | ✓ | |  | ✓ |  | ✓ |  |
| **General capabilities** | Literacy    Numeracy    ICT capability    Critical and creative thinking    Personal and social capability    Ethical understanding    Intercultural understanding | | | | | | | | | | | |
| **Cross‑curriculum priorities** | Aboriginal and Torres Strait Islander histories and cultures    Asia and Australia’s engagement with Asia   Description: Description: cc_sust Sustainability | | | | | | | | | | | |
| Develop assessment | **Assessment**  *The Years 3 to 6 Languages: Australian Curriculum in Queensland — assessment and reporting advice and guidelines* brings together advice about assessment, making judgments and reporting in a single document available from:   * [www.qcaa.qld.edu.au/p-10/aciq/p-10-languages/year-5-languages](https://www.qcaa.qld.edu.au/p-10/aciq/p-10-languages/year-5-languages) * [www.qcaa.qld.edu.au/p-10/aciq/p-10-languages/year-6-languages](https://www.qcaa.qld.edu.au/p-10/aciq/p-10-languages/year-6-languages). | Unit 1 — What’s in a name? | Unit 2 — What is a family? | Unit 3 — What are personal spaces? | | | | Unit 4 — How do we play? | | | | | |
| Collection of work  Skills assessed: Listening, Writing, Analysing  The assessment will gather evidence of the student’s ability to:   * identify key points and supporting details when reading and listening * convey information in formats to suit specific audiences and contexts * use present tense verb forms, and positive and negative statements * make comparisons between French and their own language and culture, drawing from texts which relate to familiar routines and daily life * explain to others French terms and expressions that reflect cultural practices. | **Collection of work**  Skills assessed: Writing, Speaking, Reflecting  The assessment will gather evidence of the student’s ability to:   * create connected texts using structured models and processes of drafting and redrafting * use present tense verb forms, and positive and negative statements * use adjectives with modelling and support, and prepositions to mark time and place * reflect on different forms of spoken and written French. | Composition  Skills assessed: Writing  The assessment will gather evidence of the student’s ability to:   * translate short texts * create connected texts, using structured models and processes of drafting and redrafting * use present tense verb forms, conjunctions and connectives, positive statements and adverbs * use adjectives * use prepositions to mark place * explain to others French terms and expressions that reflect cultural practices. | | | | Collection of work  Skills assessed: Speaking, Writing, Analysing  The assessment will gather evidence of the student’s ability to:   * use spoken French for classroom interactions and transactions, and to exchange personal ideas, experiences and feelings * ask and answer questions in complete sentences in familiar contexts, using appropriate pronunciation, intonation and nonverbal communication strategies * use appropriate forms of address for different audiences * interpret and translate short community texts * identify relationships between parts of words and stems of words. | | | | | |
| Unit 5 — What is character? | Unit 6 — What is change? | Unit 7 — What is school life? | | | | Unit 8 — What do my interests say about me? | | | | | |
| Collection of work  Skills assessed: Writing, Reflecting  The assessment will gather evidence of the student’s ability to:   * create connected texts, using structured models * use present tense verb forms, conjunctions, positive statements and adverbs * use adjectives * reflect on their own cultural identity explaining how their ideas are influenced by their membership of cultural groups. | Collection of work  Skills assessed: Writing, Analysing  The assessment will gather evidence of the student’s ability to:   * create connected texts using structured models and processes of drafting and redrafting * use present tense verb forms, conjunctions and adverbs * use adjectives with modelling and support * identify differences in commonly used text types. | Collection of work  Skills assessed: Reading, Writing, Reflecting  The assessment will gather evidence of the student’s ability to:   * identify key points and supporting details when reading and listening * interpret and translate short texts * make comparisons between French and their own language and culture, drawing from texts which relate to familiar routines and daily life. | | | | Collection of work  Skills assessed: Speaking, Listening, Reading, Reflecting  The assessment will gather evidence of the student’s ability to:   * exchange personal ideas, experiences and feelings * ask and answer questions in complete sentences in familiar contexts * identify key points and supporting details when reading and listening * make comparisons between French and their own language and culture, drawing from texts which relate to familiar routines and daily life. | | | | | |
| All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the *Australian Curriculum: Languages — French Years 5 and 6 Achievement Standard*. | | | | | | | | | | | |
| Make judgments  and use feedback | **Consistency of teacher judgments** | Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. | | | | | | | | | | | |

1. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: Languages*: [www.australiancurriculum.edu.au/languages/introduction](http://www.australiancurriculum.edu.au/languages/introduction) [↑](#footnote-ref-1)