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| Years 7–10 multi-age (7–10 sequence) FrenchCurriculum and assessment plan[Insert school name, implementation year] |

Use this template in a multi-age context to plan an overview or summary of the teaching, learning and assessment for multiple year levels in the Australian Curriculum: French. For planning advice, refer to the *Planning for teaching, learning and assessment* document available on the Planning tab for each learning area at [www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas](http://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas).

**How to use this template:** Type information into the fields (yellow shading). When the plan is complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the **Home tab > Styles dropdown > Clear All/Clear Formatting >** text will revert to Normal style and you can delete the text.

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| --- |
| Context and cohort considerations (if applicable) |
| Describe the context and cohort. Consider the following to make informed professional decisions during the planning process:* + relevant student data and information, e.g. achievement data
	+ available resources, e.g. timetabling
	+ school and sector priorities.

[Insert context and cohort considerations] |

| Level description — Years 7–8  | Level description — Years 9–10  |
| --- | --- |
| In Years 7 and 8, students are beginning their learning of French language, and this will be influenced by prior learning and experiences of language learning. Students use French language to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback.Students access authentic and purpose-developed spoken, written and multimodal resources which may include conversations, audio and video clips, textbooks, advertisements, blogs and magazines. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between French and English language pronunciation, structures and features. They recognise that language choices reflect cultural values, beliefs and identity. | In Years 9 and 10, French language learning builds on each student’s prior learning and experiences. Students use French to initiate and sustain interactions while sharing their own and others’ experiences of the world. They listen, speak, read and view, and write to communicate with other speakers of French in local and global settings through authentic community and online events. They continue to receive guidance, modelling, feedback and support from peers and teachers.Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written and multimodal texts which may include textbooks, audio and video clips, magazines, online and print articles, and social media. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs. |

**Note:** Insert/delete rows/columns, as required, to provide an overview of the teaching, learning and assessment sequence across the bands.

|  | Unit 1 — [Insert unit title] | Unit 2 — [Insert unit title] | Unit 3 — [Insert unit title] | Unit 4 — [Insert unit title] |
| --- | --- | --- | --- | --- |
|  | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] |
|  | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] |
| Years 7–8  | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] |
| Years 9–10  | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] | [Insert relevant band-specific detail] |

# Years 7–8

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1  | Unit 2  | Unit 3  | Unit 4 |
| --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing  |
| Assessment | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 8, students use French language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others’ contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in French or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices.Students approximate French sound patterns, intonation and rhythms, and demonstrate understanding that French has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of French and English language structures and features, using metalanguage. They demonstrate awareness that the French language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity. | By the end of Year 8, students use French language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others’ contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in French or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices.Students approximate French sound patterns, intonation and rhythms, and demonstrate understanding that French has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of French and English language structures and features, using metalanguage. They demonstrate awareness that the French language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity. | By the end of Year 8, students use French language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others’ contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in French or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices.Students approximate French sound patterns, intonation and rhythms, and demonstrate understanding that French has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of French and English language structures and features, using metalanguage. They demonstrate awareness that the French language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity. | By the end of Year 8, students use French language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others’ contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in French or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices.Students approximate French sound patterns, intonation and rhythms, and demonstrate understanding that French has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of French and English language structures and features, using metalanguage. They demonstrate awareness that the French language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity. |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | Content descriptions | Units |
| --- | --- | --- | --- |
| Communicating meaning in French | 1 | 2 | 3 | 4 | Understanding language and culture | 1 | 2 | 3 | 4 |
| **Interacting in French** interact with others using modelled language to exchange information in familiar contexts about self and personal worldAC9LF8EC01 | [ ]  | [ ]  | [ ]  | [ ]  | **Understanding systems of language** recognise and use features of the French sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contextsAC9LF8EU01 | [ ]  | [ ]  | [ ]  | [ ]  |
| develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interestsAC9LF8EC02 | [ ]  | [ ]  | [ ]  | [ ]  | develop knowledge of, and use structures and features of, the French grammatical and writing systems to understand and create spoken, written and multimodal textsAC9LF8EU02 | [ ]  | [ ]  | [ ]  | [ ]  |
| engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environmentAC9LF8EC03 | [ ]  | [ ]  | [ ]  | [ ]  | compare French language structures and features with English, using familiar metalanguageAC9LF8EU03 | [ ]  | [ ]  | [ ]  | [ ]  |
| **Mediating meaning in and between languages**locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audienceAC9LF8EC04 | [ ]  | [ ]  | [ ]  | [ ]  | **Understanding the interrelationship of language and culture**recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and valuesAC9LF8EU04 | [ ]  | [ ]  | [ ]  | [ ]  |
| develop and begin to apply strategies to interpret, translate and convey meaning in French in familiar contextsAC9LF8EC05 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| **Creating text in French**create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventionsAC9LF8EC06 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |

# Years 9–10

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | Unit 2 | Unit 3 | Unit 4  |
| --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing  |
| Assessment | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 10, students initiate and sustain French language to exchange and compare ideas and experiences about their own and others’ personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in French or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written French to create texts.Students apply features of the French sound system to enhance fluency and demonstrate understanding of the sound system in spoken exchanges. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning French, to discuss how this learning influences their ideas and ways of communicating. | By the end of Year 10, students initiate and sustain French language to exchange and compare ideas and experiences about their own and others’ personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in French or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written French to create texts.Students apply features of the French sound system to enhance fluency and demonstrate understanding of the sound system in spoken exchanges. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning French, to discuss how this learning influences their ideas and ways of communicating. | By the end of Year 10, students initiate and sustain French language to exchange and compare ideas and experiences about their own and others’ personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in French or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written French to create texts.Students apply features of the French sound system to enhance fluency and demonstrate understanding of the sound system in spoken exchanges. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning French, to discuss how this learning influences their ideas and ways of communicating. | By the end of Year 10, students initiate and sustain French language to exchange and compare ideas and experiences about their own and others’ personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in French or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written French to create texts.Students apply features of the French sound system to enhance fluency and demonstrate understanding of the sound system in spoken exchanges. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning French, to discuss how this learning influences their ideas and ways of communicating. |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | Content descriptions | Units |
| --- | --- | --- | --- |
| Communicating meaning in French | 1 | 2 | 3 | 4 | Understanding language and culture | 1 | 2 | 3 | 4 |
| **Interacting in French** initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal worldAC9LF10EC01 | [ ]  | [ ]  | [ ]  | [ ]  | **Understanding systems of language** apply features of the French sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contextsAC9LF10EU01 | [ ]  | [ ]  | [ ]  | [ ]  |
| use French language in exchanges to question, offer opinions and compare and discuss ideasAC9LF10EC02 | [ ]  | [ ]  | [ ]  | [ ]  | select and use structures and features of the French grammatical and writing systems to enhance meaning and create spoken, written and multimodal textsAC9LF10EU02 | [ ]  | [ ]  | [ ]  | [ ]  |
| use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peersAC9LF10EC03 | [ ]  | [ ]  | [ ]  | [ ]  | reflect on and evaluate French texts, using metalanguage to discuss language structures and featuresAC9LF10EU03 | [ ]  | [ ]  | [ ]  | [ ]  |
| **Mediating meaning in and between languages**interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audienceAC9LF10EC04 | [ ]  | [ ]  | [ ]  | [ ]  | **Understanding the interrelationship of language and culture**reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicatingAC9LF10EU04 | [ ]  | [ ]  | [ ]  | [ ]  |
| apply strategies to interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contextsAC9LF10EC05 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |
| **Creating text in French**create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiencesAC9LF10EC06 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| General capabilities | Units |  | Cross-curriculum priorities | Units |
| --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |  | 1 | 2 | 3 | 4 |
| Critical and creative thinking  | [ ]  | [ ]  | [ ]  | [ ]  |  | Aboriginal and Torres Strait Islander histories and cultures | [ ]  | [ ]  | [ ]  | [ ]  |
| Digital literacy  | [ ]  | [ ]  | [ ]  | [ ]  |  | Asia and Australia’s engagement with Asia | [ ]  | [ ]  | [ ]  | [ ]  |
| Ethical understanding | [ ]  | [ ]  | [ ]  | [ ]  |  | Sustainability | [ ]  | [ ]  | [ ]  | [ ]  |
| Intercultural understanding | [ ]  | [ ]  | [ ]  | [ ]  |
| Literacy  | [ ]  | [ ]  | [ ]  | [ ]  |
| Numeracy | [ ]  | [ ]  | [ ]  | [ ]  |
| Personal and social capability | [ ]  | [ ]  | [ ]  | [ ]  |

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