

Victorian Curriculum version 2.0 – Pathway 7-10					
Levels 9 & 10 French					
Topic	Surviving the Holocaust in France				
Resources	AFTV Educational Kit “N’oubliez Jamais”: https://www.aftv.vic.edu.au/resources-for-teachers/educational-kit-noubliez-jamais/ Vocabulary available on Blooket.com: https://dashboard.blooket.com/set/66eb82f594ef5bc1bcc787bf Playlist of Movies relating to WW2 in France, available on Clickview: https://clickv.ie/w/XWgz				
Length of Unit	24 lessons – 6-8 weeks <ul style="list-style-type: none"> • Lessons 1- 6: Part 1 before the war • Lessons 7- 12: Part 2 France under German occupation • Lessons 13-18: Part 3 Escaping the war • Lessons 19-24: Part 4 after the war 				
	Content descriptors		Elaborations/ Class activities	Assessment	Achievement standards
Lessons	Strand	Sub- strand			
1	Communicating Meaning in French	Mediating meaning in and between languages <i>Students apply strategies to interpret and respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts</i> VC2LF10C04	<input type="checkbox"/> Introduction p 1 <input type="checkbox"/> Understanding historical context https://www.youtube.com/watch?v=5BBG7LyoLo4 or https://www.youtube.com/watch?v=aYFNuwShrhM Start Part 1 of the Student Booklet <input type="checkbox"/> Identifying the Jewish population in France pre-war years: ➤ Read text 2 p 8 Answer Q p 8-9		
2			<input type="checkbox"/> Understanding personal Jewish perspective pre-war years:		<i>Students interpret and analyse information and ideas in texts and</i>

			<ul style="list-style-type: none"> ➤ Read text 1 p 6 True/False p 7 ➤ Listen/view: activity 1-3 p 13-14 		<i>demonstrate their understanding of different perspectives.</i>
3	Communicating Meaning in French	<p>Interacting in French</p> <p><i>Students initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others' personal worlds</i></p> <p>VC2LF10C01</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Understanding what Antisemitism was like before the war p 18 <input type="checkbox"/> Identifying signs of the rise of antisemitism ➤ Viewing activity p 19- 20 ➤ Extension: activity 2 p 21-22 		<i>Students identify and evaluate information and respond in French or English</i>
4	Understanding Language and Culture	<p>Understanding systems of language</p> <p><i>Students apply features and conventions of spoken French to enhance and extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts</i></p> <p>VC2LF10U01</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Grammar focus</u>: Asking questions in the past/ use of Imparfait and Passé composé <p>Video + interactive worksheet: https://www.liveworksheets.com/w/fr/francais-langue-etrangere-file/965216</p> <ul style="list-style-type: none"> <input type="checkbox"/> Speaking activity p 17 		<i>Students apply features and conventions of spoken French to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning from, and create spoken texts appropriate to different levels of formality.</i>
5	Communicating meaning in French	<p>Creating Text in French</p> <p><i>Students create and present spoken and written texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences</i></p> <p>VC2LF10C05</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Focus on Personal writing and text type <input type="checkbox"/> Writing activity p26 		<i>Students communicate using written language to collaborate, plan and reflect on activities and events.</i>
6				<u>Formative writing task:</u> personal letter to a friend	

7	Communicating Meaning in French	Mediating meaning in and between languages <i>Students apply strategies to interpret and respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts</i> VC2LF10C04	<p>Start Part 2 of the Student Booklet</p> <ul style="list-style-type: none"> <input type="checkbox"/> Historical context of the “occupation of France: https://www.schoolmouv.fr/cours/la-france-dans-la-querre/fiche-de-cours <input type="checkbox"/> Focus on the Yellow Star: read text p 28 , activity 1 with questions p 29 <p>*Extension: activity 2 p 30</p>		<i>Students interpret and analyse information and ideas in texts and demonstrate their understanding of different perspectives.</i>
8		<ul style="list-style-type: none"> <input type="checkbox"/> Listen and view video: p35-36 activity 1, 2,3 <p>*Extension activity 4 p 36</p> <p>Optional activity: watch the movie La Rafle/ the Round -up (rated M) available on Clickview: https://clickv.ie/w/ viz</p> <p>+ Post movie Kahoot activities: Kahoot 1 + Kahoot 2</p>			
9	Understanding Language and Culture	Understanding systems of language <i>Students apply understanding of context and grammatical structures to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text type</i> VC2LF10U02	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Grammar Focus:</u> the Simple Future tense https://www.liveworksheets.com/w/fr/francais-langue-etrangere-file/194793 <p>list of irregular future stems: https://www.liveworksheets.com/w/fr/francais-langue-etrangere-file/631370</p>		<i>Students initiate and sustain French to exchange and compare ideas and experiences about their own and others’ personal worlds.</i>

	Communicating Meaning in French	Interacting in French <i>Students use French language in exchanges to question, offer ideas and opinions, negotiate, compare and discuss</i> VC2LF10C02	<input type="checkbox"/> Class discussion : page 37 <i>Homework task:</i> extra practice on future tense		
10	Understanding Language and Culture	Understanding the interrelationship of language and culture <i>Students reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating</i> VC2LF10U04	<input type="checkbox"/> Research and viewing activity 1 page 38 <input type="checkbox"/> Start planning writing activity p 42-43: - discuss features of a Diary Entry and review personal language - Select information from text to be included in the diary - brainstorm and discuss personal perspective from class discussion held in lesson 9, taking cultural and historical context into account. <i>Homework task:</i> extra practice on future tense		<i>Students identify and evaluate information and respond in French, adjusting their language to convey meaning and to suit context, purpose and audience. They use structures and features of non-verbal, spoken and written French to create texts.</i>
11	Communicating meaning in French	Creating text in French <i>Students create and present spoken and written texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences</i> VC2LF10C05	<input type="checkbox"/> Continue planning and start writing task	<u>Formative grammar task:</u> Mini-whiteboard or online quiz on the simple future	<i>Students discuss the structures and features of French texts using metalanguage.</i>

12	Understanding Language and Culture	Understanding system of language <i>Students reflect on and evaluate French texts, using metalanguage to discuss language structures and features</i> VC2LF10U03	<input type="checkbox"/> Students receive feedback to edit/ <input type="checkbox"/> complete writing task	<u>Formative writing task:</u> personal diary entry	
13	Communicating Meaning in French	Mediating meaning in and between languages <i>Students apply strategies to interpret and respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts</i> VC2LF10C04	Start Part 3 in the Student booklet <ul style="list-style-type: none"> <input type="checkbox"/> Read text 1 p 48 complete activity 1 p 48-49 <input type="checkbox"/> Listen and view video p 52 <input type="checkbox"/> Complete activities 1 and 2 p 52-53 *extension activity 3 p 53-54		<i>Students interpret and analyse information and ideas in texts and demonstrate their understanding of different perspectives.</i>
14	Understanding Language and Culture	Understanding systems of language <i>Students apply understanding of context and grammatical structures to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text type</i> VC2LF10U02	<input type="checkbox"/> <u>Grammar Focus:</u> relating events in the past/ use of indirect speech and sequencing events with conjunctions. https://www.liveworksheets.com/w/fr/francais-langue-etrangere-file/105399 https://www.liveworksheets.com/w/fr/francais-langue-etrangere-file/1952170 <ul style="list-style-type: none"> <input type="checkbox"/> Speaking activity p 56 		<i>Students communicate using spoken language to collaborate, plan and reflect on activities and events.</i>

			https://dashboard.blooket.com/set/60e1b44e7ac344001bf013ca		
15	Communicating Meaning in French	Interacting in French <i>Students use French language in exchanges to question, offer ideas and opinions, negotiate, compare and discuss</i> VC2LF10C02	<input type="checkbox"/> Students perform conversation from p 56 in front of their peers. <input type="checkbox"/> Viewing activity p 57-58, referring to the list of conjunctions as given for homework in lesson 14.	<u>Formative speaking task:</u> informal conversation	<i>Students interpret and analyse information and ideas in texts and demonstrate their understanding of different perspectives.</i>
16	Communicating meaning in French	Creating text in French <i>Students create and present spoken and written texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences</i> VC2LF10C05	<input type="checkbox"/> Writing activity 1 p 61: discuss features of an informal letter and informative/personal writing. <ul style="list-style-type: none"> - plan - Ask students to include instances of indirect speech and sequence ideas using conjunctions from lesson 14. - Write grammar checklist, including a range of tenses and simple future 		
17			<input type="checkbox"/> In test conditions, students can complete the writing task, referring to planning material as developed in lesson 16.	<u>Summative writing task:</u> Personal/informative letter	<i>Adjusting their language to convey meaning and to suit context, purpose and audience, students use structures and features of written French to create texts.</i>
18	Understanding Language and culture	Understanding the interrelationship of language and culture <i>Students reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how</i>	<input type="checkbox"/> Students read each other letters and compare with what is different in their daily life. What has changed ?		<i>Students communicate using spoken language to collaborate, plan and reflect on activities and events.</i>

		<i>these affect ways of communicating</i> VC2LF10U04			
19	Understanding Language and Culture	Understanding systems of language <i>Students apply understanding of context to respond to a range of texts that include some complex ideas</i> VC2LF1002	Start Part 4 in the Student booklet <ul style="list-style-type: none"> <input type="checkbox"/> Historical context: the journey to Australia post WWII https://museumsvictoria.com.au/immigrationmuseum/resources/journeys-to-australia/ <input type="checkbox"/> Immigration history from France to Australia: https://origins.museumsvictoria.com.au/countries/france/ <input type="checkbox"/> Read Text 1 p 64, complete activity 1 p 64- 65 		<i>Students interpret and analyse information and ideas in texts and demonstrate their understanding of different perspectives.</i>
20	Communicating Meaning in French	Mediating meaning in and between languages <i>Students apply strategies to interpret and respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts</i> VC2LF10C04	<ul style="list-style-type: none"> <input type="checkbox"/> Read text p 65-66 and complete activity 2 p 66-67 <input type="checkbox"/> Correct p 64-67 		
21			<ul style="list-style-type: none"> <input type="checkbox"/> Listen and view video p 72 / Answer questions p 72-73 <input type="checkbox"/> Languages focus: giving opinions <input type="checkbox"/> Class discussion on end of documentary: personal opinion 		<i>Students initiate and sustain French to exchange and compare ideas and experiences about their own and others' personal worlds.</i>
22	Understanding Language and Culture	Understanding systems of language <i>Students apply understanding of context and grammatical structures to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text type</i>	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Grammar Focus</u>: exclamative sentences using exclamative adjectives : Quel/ quelle/ quels/ quelles https://www.lepointdufle.net/ressources_fle/adjectifs_exclamatifs.htm <input type="checkbox"/> Speaking activity 1 p 75: focus on opinion and exclamations <p>Or</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing activity p 79: personal letter 		

		VC2LF10U02			
23	Communicating Meaning in French	<p>Mediating meaning in and between languages</p> <p><i>Students apply strategies to interpret and respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts</i></p> <p>VC2LF10C04</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Summary activity the impact of WWII in Jewish population in France: viewing activity 1 p 76 and 77 <input type="checkbox"/> Vocabulary activity: revision of big numbers with Viewing activity 2 p 77 		<i>Students identify and evaluate information and respond in French or English.</i>
24	<p>Communicating meaning in French</p> <p>Understanding Language and culture</p>	<p>Creating text in French</p> <p><i>Students create and present spoken and written texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences</i></p> <p>VC2LF10C05</p> <p>Understanding the interrelationship of language and culture</p> <p><i>Students reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating</i></p> <p>VC2LF10L04</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students write a class letter to Esther Wise/ her family, using exclamative sentences, opinion, connectors, range of tenses. (*contact the AFTV to send the letter to Esther Wise/family) 		<i>Students initiate and sustain French to exchange and compare ideas and experiences about their own and others' personal worlds.</i>

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