

## Stage 4 Years 7 & 8 – Term 4

Concept	Duration
Celebrations	6 weeks (12-14 teaching hours*) *Weeks 1-2: yearly assessments, Week 8: presentation day, Week 9: executive only, no classes

### Unit overview (from SCL whole school Scope & Sequence)

#### Students with prior learning and/or experience

Students compare traditional festivals in [Language]-speaking communities with holidays in Australia. They present their findings to the class in a digital presentation.

#### Students with a background in [Language]

Students access a range of texts to identify how the celebration of cultural events is maintained or adapted in the Australian context. They present their findings in a report for their [Language]-speaking peers at a buddy school.

### Learning intentions

#### By the end of this unit students will be able to:

- exchange information about aspects of [language] celebrations, recounting events, preparing cultural dishes, using specific dates, describing traditions, inviting others and accepting invitations
- Identify and implement vocabulary related to the topic of celebration
- acquire vocabulary, phrases and language structures related to celebrations and effectively implement specific grammatical structures in oral exchanges and written responses such as using correct conjunctions and prepositions.
- compose accurate informative and reflective texts in [Language], using a range of linguistic structures and formats for a specific audience related to the topics of celebration in both [Country] and in Australia
- demonstrate knowledge of key cultural differences in celebrating special events and cultural occasions in Australia and in [Country].

### Success criteria

#### Evidence of successful learning will include:

- exchanging information in [Language] about in [country] and in Australia
- Using a range of linguistic structures and formats to compose informal and formal texts related to celebrations
- communicating ideas and opinions effectively in both written and verbal tasks
- applying a variety of language structures and correct pronunciation and intonation to create accurate texts
- Demonstrating understanding of the cultural, social and historical significance of cultural celebrations and occasions and the way in which these reflect cultural values

Outcomes (All outcomes in focus for this unit)	Resources
<p><b>LXX4-1C</b> uses [Language] to interact with others to exchange information, ideas and opinions, and make plans</p> <p><b>LXX4-2C</b> identifies main ideas in, and obtains information from texts</p> <p><b>LXX4-3C</b> organises and responds to information and ideas in texts for different audiences</p> <p><b>LXX4-4C</b> applies a range of linguistic structures to compose texts in [Language], using a range of formats for different audiences</p> <p><b>LXX4-5U</b> applies [Language] pronunciation and intonation patterns</p> <p><b>LXX4-6U</b> demonstrates understanding of key aspects of writing conventions</p> <p><b>LXX4-7U</b> applies features of [Language] grammatical structures and sentence patterns to convey information and ideas</p> <p><b>LXX4-8U</b> identifies variations in linguistic and structural features of texts</p> <p><b>LXX4-9U</b> identifies that language use reflects cultural ideas, values and beliefs</p>	<p>YouTube clips, audio-visual texts related to the concept of leisure</p> <p>Websites</p> <p>Websites, research articles and informative texts relating to health and wellbeing, both authentic and constructed for learning</p> <p>Online learning tool Padlet and Kahoot</p> <p>Worksheets and exercises written by teachers or sourced from textbooks</p> <p>Flashcards, pictures and posters</p> <p>Interactive whiteboard (IWB) activities</p> <p>Templates for graphic organisers, e.g. Think/Pair/Share, Venn diagrams etc</p>

Syllabus Content	Teaching, learning and assessment Students with Prior learning and/or experience
<p><b>Content for students with prior learning and/or experience</b></p> <p>(teachers to refer to their specific language syllabus to enter <b>appropriate content point for students with prior learning and/or experience</b> as these are different in every language)</p> <ul style="list-style-type: none"> <li>• LXX4-1C</li> <li>• LXX4-2C</li> </ul>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Brainstorm Activity Teacher introduces unit of celebrations and asks students to brainstorm starting points for 'celebrations' in Australian and [Language] culture in 2 columns titled "Australian celebrations" and "Country Celebrations" e.g graduations, Christmas, Eid, Chinese New Year, 16<sup>th</sup> Birthday, religious festivals, feast days, independence/national days</li> <li>• Teacher considers and selects how to approach the unit, considering a study of 2-3 cultural celebrations over the term or a close study of one specific celebration, or a comparative close study of 1 cultural celebration across the 2 countries e.g. Australia Day/ National Independence Day, Christmas in Australia and [Country].</li> </ul> <p><b>Vocabulary Activity</b></p> <ul style="list-style-type: none"> <li>• Teacher may consider completing a KWL Chart (3 columns what I know, what I want to know, what I learnt) if appropriate for class context</li> <li>• Teacher presents the unit's <i>core bilingual vocabulary list /word bank</i> and allows students to match the [language] word to the English word <i>without dictionaries</i>. Students are to note how many words they knew from the list e.g. 5/20. Suggested words for celebration could include tradition, dishes, invitation, gift, ceremony, costume, decoration, music, preparation, lights, festival, parade etc.</li> <li>• Teacher presents a list of verbs that are related to celebrations e.g. to invite, to come together, to celebrate, to prepare, to cook, to arrange, to help, to decorate, to dress, to buy, to wrap etc.</li> <li>• Students then complete in pairs or as a class the remaining words they did not from the vocabulary using dictionaries.</li> <li>• Students practise and consolidate new vocabulary and grammatical structures using flashcards, quizlet, kahoot etc. using correct pronunciation, rhythm and intonation</li> <li>• Students play online games to consolidate new vocabulary and phrases such as kahoot</li> </ul>
<ul style="list-style-type: none"> <li>• LXX4-2C</li> <li>• LXX4-6U</li> </ul>	<p><b>Ordinal Numbers, Dates and Cultural Wishes</b></p> <ul style="list-style-type: none"> <li>• Teacher introduces/revises months and seasons in [Language]</li> <li>• Teacher models how to write the date in appropriate format in [Language]</li> </ul>

Syllabus Content	Teaching, learning and assessment Students with Prior learning and/or experience
	<ul style="list-style-type: none"> <li>Teacher introduces/revises ordinal numbers in [Language] and provides students with a range of exercise to apply and consolidate new knowledge on ordinal numbers and dates e.g. place the months in the correct order, match the date to a short description in [language] describing the cultural occasion/celebration that falls annually on that date/time of year, match written ordinal numbers to numerals etc</li> <li>Teacher provides a calendar for students and cultural significant dates in [Country] and Australia. Students plot dates in [Language] on the calendar providing them with a full year of cultural celebrations in both countries e.g. Australia Day, Anzac Day, Christmas Day etc.</li> <li>Teacher provides students with research task (using internet or their own knowledge) to note culturally appropriate wishes in [Language] for specific dates on their cultural calendar e.g “Eid Mubarak!” for Eid, “Hristos Anesti” for Greek Easter, “Feliz Navidad” for Spanish Christmas etc.</li> </ul>
<ul style="list-style-type: none"> <li>LXX4-1C</li> <li>LXX4-3C</li> <li>LXX4-4C</li> <li>LXX4-5U</li> <li>LXX4-6U</li> <li>LXX4-7U (scripted)</li> <li>LXX4 – 7U (8U scripted)</li> </ul>	<p><b>Invitations and Responding</b></p> <ul style="list-style-type: none"> <li>Teacher provides a set of invitations in [Language] reflecting different styles and use of [Language] when inviting guests to a cultural celebration. These may include written invitations, formal invitations or verbal invitation in the script of a spoken dialogue. Teacher deconstructs and annotates alongside students highlighting features of an invitation and culturally appropriate register</li> <li>Teacher provides an imaginary context or specific cultural celebration for students and asks students to complete the following <ul style="list-style-type: none"> <li>A) write a written invitation for [X] event that includes all the required features of this text type. Teacher may scaffold this task providing a template for students to fill in or students may create a digital invitation using online tool canva or other online application.</li> <li>B) write a text message or email from a guest accepting/declining the above invitation</li> <li>C) write a dialogue/perform a role play between 2 friends when one provides the other with a verbal invitation to a celebration and includes all the appropriate details</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>LXX4-2C</li> <li>LXX4-3C</li> <li>LXX4-4C</li> <li>LXX4-6U (7U scripted)</li> </ul>	<p><b>Celebrations in [Country]</b></p> <ul style="list-style-type: none"> <li>Teacher and students view a YouTube clip or read a text about a chosen celebration in [Language] exploring social, cultural and historical significance of selected celebration</li> <li>Students read/view brief texts introducing specific information on traditions, ceremonies, food preparation, costume, decorations and other elements of the chosen celebration</li> <li>Teacher lead discussion of the structure and features of the text, including sequencing of ideas, language use, e.g. past tense, in a recount, aspects of culture that are reflected in the text, language features that are used for effect.</li> </ul>

Syllabus Content	Teaching, learning and assessment Students with Prior learning and/or experience
	<ul style="list-style-type: none"> <li>Students complete comprehension questions identifying main ideas and specific information in texts.</li> <li>Students write a brief diary entry (50-100 words) recounting a day of celebrations noting 3 main elements they experienced of the chosen celebration. Teacher may provide scaffolding or sentence starters to support students of this level.</li> </ul>
<ul style="list-style-type: none"> <li>LXX4-1C</li> <li>LXX4-2C</li> <li>LXX4-3C</li> <li>Lxx4-5U</li> <li>LXX4-8U (9U scripted)</li> </ul>	<p><b>Celebration Food and Recipes</b></p> <ul style="list-style-type: none"> <li>Teacher and students view a YouTube clip or read a text about a traditional celebration food from [Country] linked to the celebration the class is studying. Teacher provides information to explore the cultural, historical and social significance of the food and students annotate/deconstruct the text/clip for vocabulary and phrases. Students identify main ideas and specific information in comprehension style questions on the provided texts.</li> <li>Teacher asks students to find a recipe in [Language] of the specific cultural celebration food from previous activity or provides students with different foods to research. Students complete comprehension questions or annotation of their selected recipe.</li> <li>Students complete a practical speaking task as home if time permits where they record a video making cultural food in a television cooking show format. Whilst cooking students may explain to their audience the cultural significance of this celebration food. Teacher may scaffold this task according to class needs. Alternatively, students may prepare a role play scenario at home and complete a television cooking show skit in front of the class in pairs, role playing the preparation of a celebration food.</li> <li>Teacher provides specific bi-lingual vocabulary list or dictionary activity for food adjectives. Suggested words could include sweet, sour, dry, salty, bland, rich, crunchy, tender, creamy, buttery, ripe, roasted etc</li> <li>Students complete a writing task imagining they have just attended a specific cultural celebration. They write a diary entry of 100 words recounting the incredible feast that was presented to the guests. Students may also recount the coming together of people in the preparation of this feast leading up to the event. Teacher may scaffold this task or provide sentence starters to support students according to their language level.</li> </ul>
<ul style="list-style-type: none"> <li>LXX4-6U (7U scripted)</li> </ul>	<p><b>Grammar: Conjunctions</b></p> <ul style="list-style-type: none"> <li>Teacher introduces and models the use of basic conjunctions in sentence structures e.g. for, and, nor, but, yet, either/or so, only, neither</li> <li>Teacher provides example sentences demonstrating conjunction use linked to celebration e.g. <ul style="list-style-type: none"> <li>We prepare a special bread at Christmas time <u>but</u> it is <u>only</u> to be eaten on Christmas day</li> <li>We have not eaten meat, nor dairy for the last 40 days</li> </ul> </li> <li>Students complete corresponding grammar activities to develop understanding and practise correct use of the basic conjunctions</li> </ul>

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	<ul style="list-style-type: none"> <li>Students are given 3 flash cards with each one with a random phrase using one of the above conjunctions e.g. “Christmas falls in summer in Australia, so seafood is often served”. Students model their own new sentence about celebrations using the same sentence structure on their flash card.</li> </ul>
<ul style="list-style-type: none"> <li>LXX4-4C</li> <li>LXX4-6U (scripted and non scripted)</li> <li>LXX4-7U (scripted)</li> </ul>	<p><b>Grammar: Prepositions</b></p> <ul style="list-style-type: none"> <li>Teacher introduces basic grammar rules and structures of prepositions according to specific [Language] eg. near, above, across, beyond, until, towards, over, past, behind, beneath, through etc.</li> <li>Teacher demonstrates through model structures how prepositions are used correctly in [Language] and asks students to complete various language activities to reinforce existing knowledge on preposition use e.g cloze passage,</li> <li>Students complete supporting activities that allow students an opportunity to apply the explicit grammar rules within context of preparations or traditions of a chosen celebration e.g. <i>we place the wreath <u>on</u> the door, the bride and groom walk <u>towards</u> the east</i></li> <li>Students are provided with an image of a prepared setting for a celebration. Students write a 50-word description of the image using their newly learned prepositions e.g. “the gifts are under the tree, the decorations are around the room”</li> </ul>
<ul style="list-style-type: none"> <li>LXX4-1C</li> <li>LXX4-2C</li> <li>LXX4-3C</li> <li>LXX4- 4C</li> <li>Lxx4-5U</li> <li>LXX4-8U (9U scripted)</li> </ul>	<p><b>Concluding Activity: Research Task</b></p> <ul style="list-style-type: none"> <li>Teacher shortlists a selection of special celebrations in [Country] and Australia for students to compare or selects one cultural celebration in [Country] for close study by the entire class. E.g. National Independence Day of [Country] and Australia day. Teacher designs task according to selected cultural celebration and language level of their students e.g. completed individually or in pairs, presented in PowerPoint or other chosen media.</li> <li>Teacher provides a series of focus questions on prepared PowerPoint slides with questions on each slide that students research and respond to with clips and images e.g. when is [X event] celebrated in [Country]? Do people wear a particular dress or costume for this celebration? How long do the celebrations last for? Do people receive a special gift or meal for this celebration? Teacher may indicate the level of response from students in language for this task. Responses may range from 1 sentence to 3-4 students depending on level of prior learners. Students present their cultural celebration comparison to the class.</li> <li>Students participate in a Socratic Circle discussion after presentations are completed, looking closely at the focus question “What do the celebrations of [Country] and Australia reveal about the values of each culture?”</li> </ul>

Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
<p><b>Content for students with a background in [Language]</b></p> <p>(teachers to refer to their specific language syllabus to enter <b>appropriate content point for students with a background in [Language]</b> as these are different in every language)</p>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Brainstorm Activity Teacher introduces unit of celebrations and asks students to brainstorm starting points for 'celebrations' in Australian and [Language] culture in 2 columns titled "Australian celebrations" and "Country Celebrations" e.g graduations, Christmas, Eid, Chinese New Year, 16<sup>th</sup> Birthday, religious festivals, feast days, independence/national days</li> <li>Teacher selects how to approach the unit, considering a study of 2-3 cultural celebrations over the term or a close study of one specific celebration, or a comparative close study of 1 cultural celebration across the 2 countries e.g. Australia Day/ National Independence Day, Christmas in Australia and [Country].</li> </ul> <p><b>Vocabulary Activity</b></p> <ul style="list-style-type: none"> <li>Teacher may consider completing a KWL Chart (3 columns what I know, what I want to know, what I learnt) if appropriate for class context</li> <li>Teacher presents the unit's <i>core bilingual vocabulary list /word bank</i> and allows students to match the [language] word to the English word <i>without dictionaries</i>. Students are to note how many words they knew from the list e.g. 5/20. Suggested words for celebration could include tradition, dishes, invitation, gift, ceremony, costume, decoration, music, preparation, lights, festival, parade etc.</li> <li>Teacher presents a list of verbs that are related to celebrations e.g. to invite, to come together, to celebrate, to prepare, to cook, to arrange, to help, to decorate, to dress, to buy, to wrap etc.</li> <li>Students then complete in pairs or as a class the remaining words they did not from the vocabulary using dictionaries.</li> <li>Students practise and consolidate new vocabulary and grammatical structures using flashcards, quizlet, kahoot etc. using correct pronunciation, rhythm and intonation</li> <li>Students play online games to consolidate new vocabulary and phrases such as kahoot</li> </ul>

Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
<ul style="list-style-type: none"> <li>• LXX4-2C</li> <li>• LXX4-6U</li> </ul>	<p><b>Ordinal Numbers, Dates and Cultural Wishes</b></p> <ul style="list-style-type: none"> <li>• Teacher introduces/revises months and seasons in [Language]</li> <li>• Teacher models how to write the date in appropriate format in [Language]</li> <li>• Teacher introduces/revises ordinal numbers in [Language] and provides students with a range of exercise to apply and consolidate new knowledge on ordinal numbers and dates e.g. place the months in the correct order, match the date to a short description in [language] describing the cultural occasion/celebration that falls annually on that date/time of year, match written ordinal numbers to numerals etc</li> <li>• Teacher provides a calendar for students and cultural significant dates in [Country] and Australia. Students plot dates in [Language] on the calendar providing them with a full year of cultural celebrations in both countries e.g. Australia Day, Anzac Day, Christmas Day etc.</li> <li>• Teacher provides students with research task (using internet or their own knowledge) to note culturally appropriate wishes in [Language] for specific dates on their cultural calendar e.g “Eid Mubarak!” for Eid, “Hristos Anesti” for Greek Easter, “Feliz Navidad” for Spanish Christmas etc. Students at this level may research meaning behind each cultural salutation/wish and provide a brief explanation of its origins or significance.</li> </ul>
<ul style="list-style-type: none"> <li>• LXX4-1C</li> <li>• LXX4-3C</li> <li>• LXX4-4C</li> <li>• LXX4-5U</li> <li>• LXX4-6U</li> <li>• LXX4-7U (scripted)</li> <li>• LXX4-7U (8U scripted)</li> </ul>	<p><b>Invitations and Responding</b></p> <ul style="list-style-type: none"> <li>• Teacher provides a set of invitations in [Language] reflecting different styles and use of [Language] when inviting guests to a cultural celebration. These may include written invitations, formal invitations or verbal invitation in the script of a spoken dialogue. Teacher deconstructs and annotates alongside students highlighting features of an invitation and culturally appropriate register</li> <li>• Teacher provides an imaginary context or specific cultural celebration for students and asks students to complete the following <ul style="list-style-type: none"> <li>A) write a written invitation for [X] event that includes all the required features of this text type. Teacher may scaffold this task providing a template for students to fill in or students may create a digital invitation using online tool canva or other online application.</li> <li>B) text message or email from a guest accepting/declining the above invitation</li> <li>C) write a dialogue/perform a role play between 2 friends when one provides the other with a verbal invitation to a celebration and includes all the appropriate details</li> </ul> </li> </ul>



Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
<ul style="list-style-type: none"> <li>• LXX4-2C</li> <li>• LXX4-3C</li> <li>• LXX4-4C</li> <li>• LXX4-6U (7U scripted)</li> </ul>	<p><b>Celebrations in [Country]</b></p> <ul style="list-style-type: none"> <li>• Teacher and students view or read a variety of authentic texts related to chosen celebration in [Language] e.g print or television advertisement, picturebook or novel excerpt, brief webpage article, film clip. Teacher explores with students social, cultural and historical significance of selected celebration</li> <li>• a YouTube clip or read a text about a chosen celebration in [Language] exploring social, cultural and historical significance of selected celebration</li> <li>• Students read/view brief texts introducing specific information on traditions, ceremonies, food preparation, costume, decorations and other elements of the chosen celebration</li> <li>• Teacher lead discussion of the structure and features of the text, including sequencing of ideas, language use, e.g. past tense, in a recount, aspects of culture that are reflected in the text, language features that are used for effect.</li> <li>• Students complete comprehension questions identifying main ideas and specific information in texts.</li> <li>• Students compose in [Language] a persuasive print advertisement using online tools to advertise the tradition and meaning of this celebration (approximately 50 words with images). Students work in pairs to include images, symbolic colours, and a persuasive explanation of the celebration's significance. Teachers to design and scaffold task according to needs of students and to provide a context, purpose, audience for the advertisement.</li> </ul>
<ul style="list-style-type: none"> <li>• LXX4-1C</li> <li>• LXX4-2C</li> <li>• LXX4-3C</li> <li>• LXX4-5U</li> <li>• LXX4-8U (9U scripted)</li> </ul>	<p><b>Celebration Food and Recipes</b></p> <ul style="list-style-type: none"> <li>• Teacher and students view a YouTube clip or read a text about a traditional celebration food from [Country] linked to celebration the class is studying. Teacher provides information to explore the cultural, historical and social significance of the food and students annotate/deconstruct the text/clip for vocabulary and phrases. Students identify main ideas and specific information in comprehension style questions on the provided texts.</li> <li>• Teacher asks students to find a recipe in [Language] of the specific cultural celebration food from previous activity or provides students with different foods to research. Students complete comprehension questions or annotation of their selected recipe.</li> <li>• Students complete a practical speaking task as home if time permits where they record a video making cultural food in a television cooking show format. Whilst cooking students may explain to their audience the cultural significance of this celebration food. Teacher may scaffold this task according to class needs. Alternatively, students may prepare a role play scenario at home and complete a television cooking show skit in front of the class in pairs, role playing the preparation of a celebration food.</li> <li>• Teacher provides specific bi-lingual vocabulary list or dictionary activity for food adjectives. Suggested words could include sweet, sour, dry, salty, bland, rich, crunchy, tender, creamy, buttery, ripe, roasted etc</li> </ul>

Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
	<ul style="list-style-type: none"> <li>Students complete a writing task imagining they have just attended a specific cultural celebration. They write a diary entry of 100 words recounting the incredible feast that was presented to the guests. Students may also recount the coming together of people in the preparation of this feast leading up to the event. Teacher may scaffold this task or provide sentence starters to support students according to their language level.</li> </ul>
<ul style="list-style-type: none"> <li>LXX4-4C</li> <li>LXX4-6U (scripted and non-scripted)</li> <li>LXX4-7U (scripted)</li> </ul>	<p><b>Grammar: Correlative Conjunctions</b></p> <ul style="list-style-type: none"> <li>Teacher introduces and models the use of correlative conjunctions in more complex sentence structures when explaining e.g.</li> <li>Teacher provides example sentences demonstrating conjunction use linked to celebration e.g. rather...than..., neither... nor..., not only...but also..., either..., or... etc.</li> <li>Students use newly learned correlative conjunctions to compare how [X] celebrations are expressed in [Country] and Australia. Teacher may provide sentence starters or cloze passage activity for students to fill e.g. "Neither the traditional costumes, nor the traditional delicacy can be bought in Australia".</li> <li>Students complete corresponding grammar activities to develop understanding and practise correct use of the basic conjunctions</li> <li>Students are given 3 flash cards with each one with a random phrase using one of the above conjunctions e.g. "Christmas falls in summer in Australia, so seafood is often served". Students model their own new sentence about celebrations using the same sentence structure on their flash card.</li> </ul>
<ul style="list-style-type: none"> <li>LXX4-4C</li> <li>LXX4-6U (scripted and non-scripted)</li> <li>LXX4-7U (scripted)</li> </ul>	<p><b>Grammar: Prepositions</b></p> <ul style="list-style-type: none"> <li>Teacher introduces basic grammar rules and structures of prepositions according to specific [Language] eg. near, above, across, beyond, until, towards, over, past, behind, beneath, through etc.</li> <li>Teacher demonstrates through model structures how prepositions are used correctly in [Language] and asks students to complete various language activities to reinforce existing knowledge on preposition use.</li> <li>Students complete supporting activities that allow students an opportunity to apply the explicit grammar rules within context preparations or traditions of a chosen celebration e.g. <i>we place the wreath <u>on</u> the door, the bride and groom walk <u>towards</u> the east</i></li> <li>Students complete a note/text message/email of 100 words to another family member with directions for preparing a specific cultural celebration designated by the teacher e.g. "We have decorated the tree, but you will need to place the presents under the tree and put the sweets on the table.</li> </ul>

Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
<ul style="list-style-type: none"> <li>• LXX4-2C</li> <li>• LXX4-3C</li> <li>• LXX4- 4C</li> <li>• LXX4-5U</li> <li>• LXX4-8U (9U scripted)</li> </ul>	<p><b>Concluding Activity: Research Task Report</b></p> <ul style="list-style-type: none"> <li>• Teacher shortlists a selection of special [language] celebrations in [Country] that is celebrated by [language] community in Australia, or selects one to be studied by all students as a close study. Teacher designs task according to selected cultural celebration and language level of their students</li> <li>• Teacher provides a series of focus questions or subheadings. Students are required to write (or present) a report of 150-200 words in [Language] that explores questions such as how does the [language] speaking community maintain the tradition of [X] celebration in Australia every year? How do [Nationality] people keep the tradition alive in their new homeland of Australia? What is different about the way we celebrate [X] in Australia compared to [Country]?</li> <li>• Students of all language levels participate in a Socratic Circle discussion after presentations are completed, looking closely at the focus question “What do the celebrations of [Country] and Australia reveal about the values of each culture?”</li> </ul>

## Assessment / Feedback overview

### Formative Assessment

A range of formative assessment strategies are used, such as interacting in role plays or class discussions, participating in class activities, multiple choice or true/false questions, pen and paper and/or electronic tasks, research tasks, group activities and presentations, classifying/recording/sharing ideas and information, recalling ideas and information, participating in and responding to self/peer/teacher assessment, resubmitting a task after receiving feedback, recording reflections on learning using diaries, designing bilingual tasks

### Summative Assessment

No formal summative assessment for this unit of work.

### Students with prior learning and/or experience

[...]

### Students with a background in [Language]

[...]

### Feedback to be provided

Teacher feedback – written, oral and observation

Student self-assessment

Peer assessment and feedback

## Evaluation

**Date commenced unit:**

**Date completed unit:**

After you have taught the unit of work, record in this section your evaluation of the unit and any variations you implemented or would choose to implement the next time you teach the unit. The evaluation process should include feedback from students, and will inform the next steps in student learning.

How did the unit 'rate' in these areas?	😊	😐	☹️	Comments/variations
• Time allocated on topic				
• Student understanding of content				
• Opportunities for student reflection on learning				
• Suitability of resources				
• Variety of teaching strategies				
• Integration of Quality Teaching strategies				
• Integration of information and communication technology (ICT)				
• Literacy and numeracy strategies used				
• Learning across the curriculum content incorporated				
• Effectiveness of assessment strategies				

**Teacher's signature:**

**Date:**

**Curriculum Coordinator's signature:**

**Date:**

**Supervisor's signature:**

**Date:**