

Concept	Duration
Character (Famous People)	Term 4 – 10 weeks (20 hours)

Unit overview

Students with prior learning and/or experience

Students obtain, organise and compare information from a range of sources to research famous people of the past and present from [Country] and Australia. Students then compose a text for a dialogue to be used in a mock interview of a famous person, and a simple biography in digital format for presentation to the class.

Students with a background in [Language]

Students research famous people of the past and present from [Country] and Australia, summarising and evaluating key information from diverse sources. Students then compose a text for a dialogue to be used in a mock interview of a famous person, and a biography in digital format for presentation to the class.

Learning intentions

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

- exchange information about famous people of the past and present
- obtain and interpret information from and respond to synthetic and authentic texts relating to famous people
- acquire vocabulary, phrases and language structures related to the concept and effectively implement specific grammatical structures in oral exchanges and written responses for the purpose of informing, comparing, considering, discussing, experimenting
- apply intonation and phrasing patterns in both formal and informal speech when communicating
- compose accurate informative and reflective texts in [Language], using a range of linguistic structures and formats for a specific audience related to the concept of characters and famous people
- analyse a range of texts in [Language], identifying and explaining cultural values in texts and the way in which they reflect the interrelationship between language, culture and identity.

Success criteria

Evidence of successful learning will include:

- exchanging detailed information in [Language] about famous people of the past and present
- demonstrating an ability to access, organise and interpret information and respond effectively in [Language]
- using accurate pronunciation and intonation and appropriate body language to convey meaning effectively
- using a range of linguistic structures and formats to compose informal and formal texts, providing information, ideas and opinions related to the concept
- identifying the structure, language features and aspects of culture in a range of texts
- demonstrating an understanding of their own personal and cultural context and how this is shaped by ways of communicating, thinking and behaving.

Outcomes (Unit Focus Outcomes in Bold)	Resources
<p>LXX4-1C manipulates [Language] in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate information and ideas in texts for different audiences</p> <p>LXX4-2C identifies and interprets information in a range of texts</p> <p>LXX4-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences</p> <p>LXX4-4C experiments with linguistic patterns and structures to compose texts in [Language], using a range of formats for a variety of contexts, purposes and audiences</p> <p>LXX4-5U demonstrates how [Language] pronunciation and intonation are used to convey meaning LXX4-6U (scripted) demonstrates understanding of how [Language] writing conventions are used to convey meaning</p> <p>LXX4-6U analyses the function of complex [Language] grammatical structures to extend meaning (7U scripted)</p> <p>LXX4-7U analyses linguistic, structural and cultural features in a range of texts (8U scripted)</p> <p>LXX4-8U explains and reflects on the interrelationship between language, culture and identity (9U scripted)</p>	<p>YouTube clips, audio-visual texts related to the concept of famous people</p> <p>Websites, research articles and informative texts relating to famous people, both authentic and constructed for learning</p> <p>Online learning tool Kahoot</p> <p>Worksheets and exercises prepared by teachers or sourced from textbooks</p> <p>Online class blog/forum</p> <p>Teacher prepared comprehension texts, questionnaires and surveys (hard copy/classrooms) about famous people in [Country], Australia and the world</p> <p>Digital diagram templates, including Venn diagram</p> <p>Templates for graphic organisers, eg Think/Pair/Share</p> <p>I see, I think, I wonder</p>

Syllabus Content	Teaching, learning and assessment Students with Prior learning and/or experience
<p>(Teachers refer to their specific language syllabus to enter appropriate content dash points for students with prior learning and/or experience as these vary across languages)</p> <ul style="list-style-type: none"> • LXX4-1C • LXX4-5U • LXX4-6U (7U scripted) • LXX4-8U (9U scripted) 	<p>Introduction</p> <ul style="list-style-type: none"> • Teacher introduces the unit by showing a YouTube clip (81) the truth about being famous. - YouTube • Teacher leads discussion by asking questions, such as What is the video about? What does Will Smith like/dislike about being famous? What is his key message at the end of the video? <p>Teacher writes the following questions on the board to further stimulate discussion based on the topic of 'Character/Famous People':</p> <p>Do you think career choice is important?</p> <p>Would you like to be famous?</p> <p>What are the benefits and risks of being famous?</p> <p>If you wanted to be famous, who would you be? What would that be like and why?</p> <p>How would being famous in [Country] differ from Australia? Students collaborate to record possible similarities and differences in a Venn diagram</p> <p>As a class, students come up with a name for the topic in [Language].</p> <p>Vocabulary Activity and Pre-test</p> <ul style="list-style-type: none"> • 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. 15/20 • Students then complete in pairs or as a class the remaining words they did not know, using dictionaries • Students practise and consolidate new vocabulary and phrases using flashcards, Quizlet, Kahoot etc. and using correct pronunciation, rhythm and intonation.
<ul style="list-style-type: none"> • LXX4 – 6U (7U scripted) 	<p>Comparative words and structures</p> <ul style="list-style-type: none"> • Teacher introduces and consolidates comparative words and structures in the past and present tense relevant to the specific language and appropriate for students' level, e.g. braver than, smarter than, funnier than, richer than...but, unlike, similar to [add specific grammatical structures in [Language] • Teacher provides Cloze texts, scaffolded sentences and other consolidation activities that allow students to practise using more complex sentence structures to enhance communication.

Syllabus Content	Teaching, learning and assessment Students with Prior learning and/or experience
<ul style="list-style-type: none"> • LXX4-6U (7U scripted) 	<p>Present and Past Tense</p> <ul style="list-style-type: none"> • Teacher guides students in practising the use of present and past tenses to describe, compare, recount, reflect, inform, express and justify opinions and ideas, such as [add specific grammatical structures in [Language] • Students complete Cloze texts and other grammar activities to reinforce the correct use of present and past tense structures in simple and compound sentences.
<ul style="list-style-type: none"> • LXX4-1C • LXX4-2C • LXX4-3C • LXX4-5U • LXX4-6U (7U scripted) • LXX4-7U (8U scripted) • LXX4-8U (9U scripted) 	<p>Expanding the concept – Famous people in the modern world</p> <ul style="list-style-type: none"> • Students view the video (start at 45 secs) https://www.youtube.com/watch?v=p9ZpaBw--dU, and take notes while the video is playing. Students write at least two interesting facts on each famous person in [Language] • Students share their responses with a partner and then the class • Students read a biography of one of the people presented in the video. Teacher provides students with comprehension questions to identify main ideas, specific information and viewpoints such as: What is s/he famous for? How long has s/he been famous for? Does s/he have an influential role? Why/Why not? • Teacher and students deconstruct the biography text to identify structure and particular language features and techniques • Teacher provides names of famous people from contemporary [Country] in different categories, such as politician, singer, actor, sports player, author, and allocates to each student the name of one famous person. Teacher outlines the research task: students are to research their allocated person and create a 2-3 minute presentation in digital format to present to the class in the upcoming weeks • Students use the deconstructed text of the biography and modelled examples from previous activities to research their allocated famous person. (Teacher may also choose to provide a scaffold/set of questions.) Students obtain, collate and summarise information and ideas, and compare perspectives from different sources. They then create a digital presentation for the class • Students as audience provide feedback on each presentation against a set of criteria provided by the teacher.
<ul style="list-style-type: none"> • LXX4-1C • LXX4-3C • LXX4-5U • LXX4-6U (7U scripted) 	<p>Celebrities</p> <ul style="list-style-type: none"> • Teacher and students play 'Celebrity Heads' in [Language], where students sit in a circle and teacher allocates a card with a celebrity's name for each student to wear on their forehead. (Celebrities could include those from the above video.) Students then take turns to ask and respond to questions in [Language] about their celebrity until they guess their identity • Once all celebrities have been identified, students collaborate to collate and summarise the information gathered about the celebrities for a

Syllabus Content	Teaching, learning and assessment Students with Prior learning and/or experience
	<p>class digital collage</p> <ul style="list-style-type: none"> Students write a diary entry in [Language] reflecting on their personal view of the different celebrities presented in the activity, making comparisons about their positive/negative influences on young people. Students share and discuss their reflections with the class.
<ul style="list-style-type: none"> LXX4-2C LXX4-3C LXX4-5U LXX4-6U (7U scripted) LXX4-7U (8U scripted) LXX4-8U (9U scripted) 	<p>Pathway to success</p> <ul style="list-style-type: none"> Teacher and students view the video https://www.youtube.com/watch?v=zLYECIjmnOs Students respond by identifying what each person is famous for, and the adversity they had to overcome to achieve success Teacher and students discuss the concept of failure and success and how this can mean different things to different people Teacher provides an article in [Language] about one of the famous people in the video, including how they overcame failure/struggle/adversity in their past to achieve success Teacher deconstructs the article focusing on structure, sequencing of ideas and language conventions and features Students use the deconstructed article to research and compose an article in [Language] on another famous person portrayed in the video Students write a diary entry reflecting on the person in the video who had the most effect on them, and consider their own biography, reflecting on events, relationships and experiences that have contributed to building their own sense of identity and hopes for the future.
<ul style="list-style-type: none"> LXX4-2C LXX4-3C LXX4-5U LXX4-6U (7U scripted) LXX4-7U (8U scripted) LXX4-8U (9U scripted) 	<p>Famous people in history</p> <ul style="list-style-type: none"> Students read or view short texts in [Language] about famous historical figures in [Country], and respond to a range of comprehension questions to identify main points and specific detail Teacher leads discussion of how these major historical figures have impacted the way we think and conduct ourselves as a society Teacher and students then brainstorm famous historical figures in Australia who have had a similar impact on society, eg Sir Edmund Barton, Eddie Mabo, Sir Donald Bradman, Steve Irwin, Dr Victor Chang, Henry Lawson, Dawn Fraser, Rupert Murdoch. Students collaborate to create short profiles in [Language], using a scaffolded text provided by the teacher Students in pairs then select their favourite historical figure from each of [Country] and Australia and convert the two profiles into a digital text, such as a storyboard, in [Language], describing and comparing the two figures.

Syllabus Content	Teaching, learning and assessment Students with Prior learning and/or experience
<ul style="list-style-type: none"> • LXX4-1C • LXX4-2C • LXX4-3C • LXX4-4C • LXX4-5U • LXX4-6U (7U scripted) 	<p>Concluding Activity - A day in the life of a famous person</p> <ul style="list-style-type: none"> • Teacher uses the following link as a sample scaffold of a famous person's daily routine, https://www.thrillist.com/entertainment/nation/whats-a-typical-day-like-for-the-president-or-celebrities Teacher leads discussion and comparison of each routine • Teacher asks students who is their favourite singer/movie star/famous person. Students complete a think, pair, share activity • Students complete a daily schedule in [Language] for their chosen singer/movie star/famous person, using a scaffold provided by the teacher. The schedule could include what they do, when they do it, where this occurs, and why they do the activity in their schedule • Teacher asks the class 'If you interviewed someone famous, what questions would you ask?' Students complete another think/pair/share activity. As students share the questions they have come up with, teacher writes the questions on the board to generate a list of possible interview questions • Students in pairs perform a mock interview of the singer/movie star/famous person. Student A is the singer/movie star/famous person who responds to questions by referring to the above daily schedule. Student B is the reporter who conducts the interview by referring to the above questions. After the interview is completed, students then switch roles.

Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
<p>(Teachers refer to their specific language syllabus to enter appropriate content dash points for students with a background in [Language] as these vary across languages)</p> <ul style="list-style-type: none"> • LXX4-1C • LXX4-5U • LXX4-6U (7U scripted) • LXX4-8U (9U scripted) 	<p>Introduction</p> <ul style="list-style-type: none"> • Teacher introduces the unit by showing a YouTube clip (81) the truth about being famous. - YouTube • Teacher leads discussion by asking the question, such as What is the video about? What does Will Smith like/dislike about being famous? What is his key message at the end of the video? <p>Teacher writes the following questions on the board to further stimulate discussion based on the topic of 'Character/Famous People'</p> <p>Do you think career choice is important?</p> <p>Would you like to be famous?</p> <p>What are the benefits and risks of being famous?</p> <p>If you wanted to be famous, who would you be? What would that be like and why?</p> <p>How would being famous in [Country] be different from Australia? Students collaborate to record possible similarities and differences in a Venn diagram</p> <ul style="list-style-type: none"> • As a class, students come up with a name for the topic in [Language]. <ul style="list-style-type: none"> • Vocabulary Activity and Pre-test • 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. 15/20 • Students then complete in pairs or as a class the remaining words they did not know, using dictionaries • Students practise and consolidate new vocabulary and phrases using flashcards, Quizlet, Kahoot etc. and using correct pronunciation, rhythm and intonation.
<ul style="list-style-type: none"> • LXX4-6U (7U scripted) 	<p>Comparative words and structures</p> <ul style="list-style-type: none"> • Teacher introduces and consolidates comparative words and structures in the past and present tense relevant to the specific language and appropriate for students' level, e.g. braver than, smarter than, funnier than, richer than...but, unlike, similar to [add specific grammatical structures in [Language] • Teacher provides Cloze texts, scaffolded sentences and other consolidation activities that allow students to practise using more complex sentence structures to enhance communication and achieve particular effects.

Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
<ul style="list-style-type: none"> • LXX4-6U (7U scripted) 	<p>Present and Past Tense</p> <ul style="list-style-type: none"> • Teacher guides students in practising the use of present and past tenses, to describe, compare, recount, reflect, inform, express opinions and argue a point of view, such as [add specific grammatical structures in [Language]] • Students complete Cloze passage texts and other grammar activities to reinforce the correct use of present and past tense structures in texts compound and complex sentences.
<ul style="list-style-type: none"> • LXX4-1C • LXX4-2C • LXX4-3C • LXX4-5U • LXX4-6U (7U scripted) • LXX4-7U (8U scripted) • LXX4-8U (9U scripted) 	<p>Expanding the concept – Famous people in the modern world</p> <ul style="list-style-type: none"> • Students view the video (start at 45 secs) https://www.youtube.com/watch?v=p9ZpaBw--dU, and take notes while the video is playing. Students write at least two interesting facts on each famous person in English • Students share their responses with a partner in [Language] and then the class • Students read a biography of one of the famous people presented in the video. Teacher provides students with comprehension questions to identify main ideas, specific information and viewpoints such as: What is s/he famous for? How long has he/she been famous for? Does he/she have an influential role? Why/Why not? • Teacher and students deconstruct the biography text to identify structure and particular language features and techniques • Teacher provides names of famous people from contemporary [Country] in different categories, such as politician, singer, actor, sports player, author, and allocate to each student one famous person. Teacher outlines the research task: students are to research their allocated person and create a 2-3 minute presentation in digital format to present to the class in the upcoming weeks • Students use the deconstructed text of the biography and modelled examples from previous activities to research their allocated famous person. Students obtain, collate, summarise and evaluate information and ideas, and compare perspectives from diverse sources. They then create a digital presentation for the class. • Students as audience provide feedback on each presentation against a set of criteria provided by the teacher.
<ul style="list-style-type: none"> • LXX4-1C • LXX4-3C • LXX4-5U • LXX4-6U (7U scripted) 	<p>Celebrities</p> <ul style="list-style-type: none"> • Teacher and students play 'Celebrity Heads' in [Language], where students sit in a circle and teacher allocates a card with a celebrity's name for each student to wear on their forehead. (Celebrities could include those from the above video.) Students then take turns to ask and respond to questions in [Language] about their celebrity until they guess their identity

Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
	<ul style="list-style-type: none"> Once all celebrities have been identified, students collaborate to collate and summarise the information gathered about the celebrities for a class digital collage Students write a diary entry in [Language] reflecting on their personal view of the different celebrities presented in the activity, making comparisons about their positive/negative influences on young people. Students share and discuss their reflections with the class.
<ul style="list-style-type: none"> LXX4-2C LXX4-3C LXX4-5U LXX4-6U (7U scripted) LXX4-7U (8U scripted) LXX4-8U (9U scripted) 	<p>Pathway to success</p> <ul style="list-style-type: none"> Teacher and students view the video https://www.youtube.com/watch?v=zLYECljmnOs Students respond by identifying what each person is famous for, and the adversity they had to overcome to achieve success Teacher and students discuss the concept of failure and success and how this can mean different things to different people Teacher provides an article in [Language] about one of the famous people in the video, including how they overcame failure/struggle/adversity in their past to achieve success Teacher deconstructs the article focusing on structure, sequencing of ideas and language conventions and features Students use the deconstructed article to research and compose an article in [Language] on another person portrayed in the video Students write a diary entry reflecting on the person in the video who had the most effect on them, and consider their own biography, reflecting on events, relationships and experiences that have contributed to building their own sense of identity and hopes for the future.
<ul style="list-style-type: none"> LXX4-2C LXX4-3C LXX4-5U LXX4-6U (7U scripted) LXX4-7U (8U scripted) LXX4-8U (9U scripted) 	<p>Famous people in history</p> <ul style="list-style-type: none"> Students read or view texts in [Language] about famous historical figures in [Country], and respond to a range of comprehension questions to identify main points and specific detail Teacher leads discussion of how these major historical figures have impacted the way we think and conduct ourselves as a society Teacher and students then brainstorm famous historical figures in Australia who have had a similar impact on society, eg Sir Edmund Barton, Eddie Mabo, Sir Donald Bradman, Steve Irwin, Dr Victor Chang, Henry Lawson, Dawn Fraser, Rupert Murdoch. Students collaborate to create short profiles in [Language], using a scaffolded text provided by the teacher Students in pairs then select their favourite historical figure from each of [Country] and Australia and convert the two profiles into a digital text, such as a storyboard, in [Language], describing and comparing the two figures.

Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
<ul style="list-style-type: none"> • LXX4-1C • LXX4-2C • LXX4-3C • LXX4-4C • LXX4-5U • LXX4-6U (7U scripted) 	<p style="text-align: center;">Concluding Activity - A day in the life of a famous person</p> <ul style="list-style-type: none"> • Teacher uses the following link as a sample scaffold of a famous person's daily routine, https://www.thrillist.com/entertainment/nation/whats-a-typical-day-like-for-the-president-or-celebrities Teacher leads discussion and comparison of each routine • Teacher asks students who is their favourite singer/movie star/famous person. Students complete a think, pair, share activity • Students complete a daily schedule in [Language] for their chosen singer/movie star/famous person, using a scaffold provided by the teacher. The schedule could include what they do, when they do it, where this occurs, and why they do the activity in their schedule • Teacher asks the class 'If you interviewed someone famous, what questions would you ask?' Students complete another think/pair/share activity. As students share the questions they have come up with, teacher writes the questions on the board to generate a list of possible interview questions • Students in pairs perform a mock interview of the singer/movie star/famous person. Student A is the singer/movie star/famous person who responds to questions by referring to the above daily schedule. Student B is the reporter who conducts the interview by referring to the above questions. After the interview is completed, students then switch roles.

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

Outcomes assessed: LXX5-4C, LXX5-6U, LXX5-8U

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: