

Stage 4 Years 7 & 8 – Term 2

Concept	Duration
Leisure (After school activities, hobbies and sport)	10 weeks (20 hours)

Unit overview

Students with prior learning and/or experience

Students research and present young people's hobbies and activities in [Language] speaking communities, comparing them to Australian after school activities.

Students with a background in [Language]

Students research young people's hobbies and activities in [Language] speaking communities and create an advertisement for a new after school activity in the community, describing its benefits.

Learning intentions

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

- exchange information about their hobbies, past times, methods of leisure and recreation
- Identify and implement vocabulary related to the topics of leisure and sport
- compose accurate informative and reflective texts in [Language], using a range of linguistic structures and formats for a specific audience
- Compare, contrast and explain key cultural differences in leisure and recreation for teenagers in Australia and [Country].
- understand that leisure and recreation vary across cultures and reflects different cultural ideas and perspectives about individual teenage lives and the community life in [Country].

Success criteria

Evidence of successful learning will include:

- exchanging information in [Language] about hobbies, past times, methods of leisure and recreation
- Using a range of linguistic structures and formats to compose informal and formal texts related to the concept of Leisure
- 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 their own context and how this differs to the context of [Country].

Outcomes (Unit Focus Outcomes in Bold)	Resources
<p>LXX4-1C uses [Language] to interact with others to exchange information, ideas and opinions, and make plans</p> <p>LXX4-2C identifies main ideas in, and obtains information from texts</p> <p>LXX4-3C organises and responds to information and ideas in texts for different audiences</p> <p>LXX4-4C applies a range of linguistic structures to compose texts in [Language], using a range of formats for different audiences</p> <p>LXX4-5U applies [Language] pronunciation and intonation patterns</p> <p>LXX4-6U demonstrates understanding of key aspects of writing conventions</p> <p>LXX4-7U applies features of [Language] grammatical structures and sentence patterns to convey information and ideas</p> <p>LXX4-8U identifies variations in linguistic and structural features of texts</p> <p>LXX4-9U 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 text books</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>Content for students with prior learning and/or experience</p> <p>(teachers to refer to their specific language syllabus to enter appropriate content point for students with prior learning and/or experience as these are different in every language)</p> <ul style="list-style-type: none"> • LXX4-1C • LXX4-6U (7U scripted) • LXX4-4C 	<p>Introduction</p> <p>Brainstorm Activity - Teacher introduces unit and brainstorms the idea of 'Leisure'. Teacher defines scope of the unit as leisure activities that include after school activities, hobbies, pastimes, sport and entertainment.</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 new from the list e.g 5/20. • Students then complete in pairs or as a class the remaining words they did not from the vocabulary using dictionaries. • Students practise and consolidate new vocabulary and grammatical structures using flashcards, quizlet, kahoot etc. using correct pronunciation, rhythm and intonation • Suggested words to be included in this list; leisure, recreation, wellbeing, lifestyle, sport, free time, renewal, rest, relaxation, to be active, etc. <i>verbs; to like, to enjoy, to watch, to read, to play, to prefer, to hate, to rest, to escape etc.</i> • Students play online games to consolidate new vocabulary such as kahoot <p>How to annotate a language text:</p> <ul style="list-style-type: none"> • Teacher provides a model of annotated language text to include highlighted words or phrases, written annotations on the side providing clarity or translation, underlining of verbs, circling adjectives etc. Teacher explains the importance of deconstructing and working physically with a text when learning a language • Students are provided with a text and instructions to read, deconstruct and annotate. Students are to submit their annotated text to teacher in order to ensure students can read and annotate a text independently in a remote learning environment. Teacher to provide feedback to student.

Syllabus Content	Teaching, learning and assessment Students with prior learning and /or experience
	<p>Online Class Survey</p> <ul style="list-style-type: none"> Using Google Forms teacher is to create a survey that will collect information of students interests and activities under the category of 'Leisure'. Survey is to be in [Language] students are to respond in [Language]. Teacher will need to structure the survey in order to divide responses e.g. Do you enjoy reading novels? Very much, a little, not at all. Teacher to provide the results of the survey to students and provide model sentence structures and language in order for students to describe the results e.g. Most students enjoy watching televisions series. Some people prefer watching films.
<ul style="list-style-type: none"> LXX4-1C LXX4-2C LXX4-4C LXX4-3C LXX4-6U 	<p>Sports and Outdoor Recreation</p> <ul style="list-style-type: none"> Teacher and students view a YouTube clip/listen to dialogue of young [Language] speakers discussing their favourite sports and outdoor activities. Students identify main ideas and specific information in comprehension style questions. Students read brief texts by individuals describing their favourite sports and why they enjoy them. Students identify main ideas and specific information in comprehension style questions. Teacher provides bi-lingual vocabulary list or dictionary activity of sports, outdoor activities and physical activities in [Language] Teacher to introduce/highlight popular sports or outdoor activities in [Country]. E.g football in Greece, Tai Chi in China etc and guide students towards intercultural comparison and understanding reflecting on sports and activities in Australia and what they reflect about Australian culture e.g Life Saving, cricket and AFL reflecting an outdoors, predominantly summer lifestyle, beach culture is popular etc. Students listen to/read a text about the importance of physical activity or sport on our wellbeing and identify main points and supporting detail 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. Students use model texts to sequence and organise information for their own short presentation introducing the sport they play or their favourite sport Students complete a research and presentation activity. Students create a digital presentation on PowerPoint/Google Slides titled 'A close look at sports in [Country]'. Students provide 3 slide PowerPoint presentation with details introducing 3 sports that are practiced or watched in [Country] and what is required. Students use the voice-over feature in the presentation in order to practise their use of oral skills as they talk over each slide. Students write an exchange between a group of students arranging to go to a sporting event. Teachers may place students in pairs and students may complete this in a live chat format as an interacting task, or complete individually.

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	<ul style="list-style-type: none"> Students watch an episode of a cartoon in [Language] in which the characters go camping, hiking, canoeing etc. Students complete comprehension and deconstruction questions. Alternatively, students listen to/read a text on the significance and effect of being outdoors has on our wellbeing. Students write a brief diary entry recounting a day on school camp where students participated in an outdoor recreation activity and something went wrong.
<ul style="list-style-type: none"> LXX4-2C LXX4-3C LXX4-6U 	<p>Music, Film and Books - Student Blog</p> <ul style="list-style-type: none"> Teacher introduces other ways of participating in leisure such as playing a musical instrument, listening to music, watching films or television series and reading books Students participate in a Padlet (suggested online tool in order to replace a class discussion) in writing down in [Language] what other ways they participate in leisure e.g listening to music, reading etc. Teacher provides a bi-lingual vocabulary list or dictionary activity with vocabulary for instruments, music genres, film genres, book genres. Students listen to/read a text about music, film or books and identify main points and supporting detail. Alternatively, students listen to/read a text about the importance of reading for pleasure or the effect of listening and singing along to music has on our wellbeing. Students select one of the above activities of their choice and research a genre of music, a genre of film or their favourite film, a genre of books or their favourite books and write 150 words or completing a 2-minute voice recording explaining why this is their favourite genre/novel/film/tv show and the way it makes them feel. Teacher to scaffold sentence structures or provide sentence starters for students where appropriate. Teacher creates an online blog or online forum for the class using Edublog, WordPress, Wix or online tool of choice. Teacher creates a forum in [Language] that allows students to share their interests in music with teacher provided focus questions. Teacher may also choose to write posts about popular genres of music in [Country] that young people enjoy. Students are asked to obtain and summarise opinions and attitudes collected from the blog forum in [Language] using modelled language that allows students to present opinions and justify preferences e.g "Most students enjoy pop and rock music. Some students listen to electric pop and funk because it sounds modern. Personally, I enjoy listening to Australian rock bands."
<ul style="list-style-type: none"> LXX4-2C LXX4-3C LXX4-9U 	<p>Cooking, Art and Craft and other hobbies</p> <ul style="list-style-type: none"> Teacher provides worksheets and model texts that introduce other general hobbies such as cooking, craft, knitting, woodwork etc.

Syllabus Content	Teaching, learning and assessment Students with prior learning and /or experience
	<ul style="list-style-type: none"> Students listen/read a text about traditional craftsmanship, artisans or a hobby that is popular in [Country] e.g flower decorating, silver-making, knitting, baking etc. Students annotate, deconstruct and complete supporting language activities. Students discuss the importance of maintaining traditional craftsmanship skills with reference to [Country]
<ul style="list-style-type: none"> LXX4-6U (7U scripted) LXX4-7U (8U scripted) 	<p>Adjectives and Quantitative Adjectives</p> <ul style="list-style-type: none"> Teacher introduces basic grammar rules and structures of adjectives according to specific [Language] Teacher provides a bi-lingual adjective vocabulary list suited to the needs of the leisure unit e.g. describing activities, situations or purposes. Some suggested adjectives to start with could include quick, slow, long, short, challenging, relaxing, satisfying, easy, indoor, outdoor, active, passive, physical, intellectual necessary, comfortable, restful, enjoyable etc Students complete supporting activities that allow students an opportunity to apply the explicit grammar rules within context Teacher provides model texts describing a leisure activity, hobby or sport. Students to deconstruct and annotate the text, complete comprehension and higher order thinking questions, as well as highlight/underline the use of adjectives in the texts. Students compose their own short paragraph (30 - 50 words) describing their hobby/sport/leisure activity of choice. Students should try to use an adjective at least 3 times in their response applying the correct grammatical rules. E.g <i>I enjoy playing a <u>challenging</u> but <u>enjoyable</u> sport called Judo. Judo requires me to be <u>quick</u> and <u>observant</u>. Judo usually takes place in an <u>indoor</u> space.</i> Students are to highlight their use of adjectives. Teacher introduces quantitative adjectives (some, most, few, all) and provide supporting grammatical activities for students to practise in context. Students summarise their peers' opinions and choices in leisure and recreation ensuring they use quantitative adjectives. E.g 'most of the students play a sport after school etc.
<ul style="list-style-type: none"> LXX4-6U (7U scripted) LXX4-7U (8U scripted) 	<p>Ordinal Numbers</p> <ul style="list-style-type: none"> Teacher lead student revision of numbers in [language] including hundreds, thousands and millions. Teachers to provide short activities that require students to read numerals and write them in words/script in [Language] Teacher to introduce ordinal numbers in [Language] (1st, 2nd, 3rd etc) and context of how they are used in [Language] e.g date (on the 30th of May), centuries (16th century), sequence order (my team came 2nd), floor of a building (the 10th floor) etc.

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	<ul style="list-style-type: none"> Teacher to provide model texts and activities that allow students to see ordinal numbers of [Language] in context and practise their use of ordinal numbers. Teacher to revise with students how to refer to the date (30th of March 2020) and provide students with random dates in English for students to write in [Language].
<ul style="list-style-type: none"> LXX5-4C LXX-6U (7U scripted) LXX4-7U (8U scripted) 	<p>Future Tense Email Written Response</p> <ul style="list-style-type: none"> Teacher to revise future tense grammatical structures in [language]. Students conjugate the following verbs in the future tense; to go out, to come together, to share, to meet, to arrive, to leave, to enjoy, to have fun, to relax and other verbs of teacher's choice Students to complete supporting grammar activities provided by teacher allowing them an opportunity to apply the explicit grammar rules within context Students to complete an email to a class member of 150 words in which they invite a student to participate in a hobby, sport, leisure activity and provide a description or plan for the day they will spend together. Students are to identify and underline/highlight their use of the future tense in their response. Students are also encouraged here to apply their knowledge of using adjectives and underline/highlight the use of adjectives in their response.
<ul style="list-style-type: none"> LXX4-1C LXX4-3C LXX4-4C 	<p>Expressing and Asking about Details:</p> <ul style="list-style-type: none"> Teacher provides language structures and sample phrases that demonstrate asking for details in [Language] e.g At what time? How often? How long will this take? What equipment will I need? What kind of clothing should I wear? etc. As well as responses to these questions in language e.g "you will need to wear..." "We will meet at ... o'clock." Teacher provides supporting activities that allow students an opportunity to familiarise and exercise their use of these new phrases Students write a dialogue of 100 words between for the following scenario: <i>you are inviting your friend to participate in playing a sport/activity that they have never done before. The friend is unsure of what she will need and has a series of questions asking specific details. Ensure you include at least 3 of the new phrases in your dialogue.</i>

Syllabus Content	Teaching, learning and assessment Students with prior learning and /or experience
<ul style="list-style-type: none"> LXX4-8U (9U scripted) LXX4- 4C 	<p>Concluding Activities</p> <ul style="list-style-type: none"> Students are organised into pairs to design an infographic or poster that provides a summary of information about hobbies and leisure activities in [Country] for visiting students to learn about. Students may use online tools such as Inkspace, easel.ly or Microsoft Publisher Using online tool Padlet, or other online tool of teacher's choice teacher is to provide the focus question "What do the leisure activities of teenagers in [Country] reflect about culture, beliefs and lifestyles of [Country]. What do leisure activities in Australia reflect about our culture?" Students are to write a brief response of 50 words reflect on aspects of lifestyles that are important across cultures

Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
<p>Content for students with a background in [Language]</p> <p>(teachers to refer to their specific language syllabus to enter appropriate content point for students with background in Language as these are different in every language)</p>	<p>Introduction</p> <p>Brainstorm Activity</p> <ul style="list-style-type: none"> Teacher introduces unit and brainstorms the idea of 'Leisure'. Teacher defines scope of the unit as leisure activities that include after school activities, hobbies, pastimes, sport and entertainment. <p>Vocabulary Activity and Pre-test:</p> <ul style="list-style-type: none"> Teacher presents the unit's core bilingual vocabulary list /word bank and allows students to match the [language] word to the English word without dictionaries. Students are to note how many words they new from the list e.g 5/20. Students then complete in pairs or as a class the remaining words they did not from the vocabulary using dictionaries. Students practise and consolidate new vocabulary and grammatical structures using flashcards, quizlet, kahoot etc. using correct pronunciation, rhythm and intonation Suggested words to be included in this list; leisure, recreation, wellbeing, lifestyle, sport, free time, renewal, rest, relaxation, to be active, etc. verbs; to like, to enjoy, to watch, to read, to play, to prefer, to hate, to rest, to escape etc. Students play online games to consolidate new vocabulary such as kahoot

Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
<ul style="list-style-type: none"> interact with peers and known adults to exchange information, opinions and preferences relating to social issues and cultural experiences (LXX4-1C) compose informative and imaginative texts in a variety of formats for different purposes and audiences (LXX4-4C) 	<p>How to annotate a language text:</p> <ul style="list-style-type: none"> Teacher provides a model of annotated language text to include highlighted words or phrases, written annotations on the side providing clarity or translation, underlining of verbs, circling adjectives etc. Teacher explains the importance of deconstructing and working physically with a text when learning a language Students are provided with a text and instructions to read, deconstruct and annotate. Students are to submit their annotated text to teacher in order to ensure students can read and annotate a text independently in a remote learning environment. Teacher to provide feedback to student. <p>Online Class Survey</p> <ul style="list-style-type: none"> Using Google Forms teacher is to create a survey that will collect information of students interests and activities under the category of 'Leisure'. Survey is to be in [Language] students are to respond in [Language]. Teacher will need to structure the survey in order to divide responses e.g Do you enjoy reading novels – very much, a little, not at all. Teacher to provide the results of the survey to students and provide model sentence structures and language in order for students to describe the results e.g Most students enjoy watching televisions series. Some people prefer watching films.
<ul style="list-style-type: none"> access and evaluate information from a range of spoken, written and digital texts (LXX4-3C) interact with peers and known adults to exchange information, opinions and preferences relating to social issues and cultural experiences (LXX4-1C) 	<p>Sports and Outdoor Recreation</p> <ul style="list-style-type: none"> Teacher provides 2 authentic texts for reading/viewing that provide information about youth and sport in [Country]. E.g. n excerpt from a novel, picture book, film, television commerical, etc. Teacher deconstructs language features, cultural stereotypes presented, highlighting idioms and expressions in a text to show purpose Students identify main ideas and specific information in comprehension style questions and language activities. Students use a table to compare the 2 text types and how information about the values expressed about Sport are conveyed Teacher provides bi-lingual vocabulary list or dictionary activity of sports, outdoor activities and physical activities in [Language] Teacher to introduce/highlight popular sports or outdoor activities in [Country]. E.g football in Greece, Tai Chi in China etc and guide students towards intercultural comparison and understanding reflecting on sports and activities in Australia and what they reflect about Australian culture e.g Life Saving, cricket and AFL reflecting an outdoors, predominantly summer lifestyle, beach culture is popular etc. Students listen to/read a text about the importance of physical activity or sport on our wellbeing and identify main points and supporting detail

Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
	<ul style="list-style-type: none"> 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. Students use model texts to sequence and organise information for their own short presentation introducing <ol style="list-style-type: none"> the sport they play or their favourite sport to watch the mental skills we develop from participating in sport e.g commitment, patience, concentration. Strategy the values and skills individual learn from participating in team sport e.g cooperation, belonging, sharing, Students present the above information in a create a digital presentation on PowerPoint/Google Slides titled 'The Importance of Participating in Sports '. Students use the voice-over feature in the presentation in order to practise their use of oral skills as they talk over each slide. Students write an exchange between a group of students arranging to go to a sporting event. Teachers may place students in pairs and students may complete this in a live chat format as an interacting task, or complete individually. Students read/view an authentic text about outdoor recreation (bushwalking, hiking, fishing etc) and the effect of being outside with nature has on our wellbeing. Students complete comprehension and deconstruction questions. Students write a diary entry recounting a day on school camp where students participated in an outdoor recreation activity and the way in which being outside in nature made them feel
<ul style="list-style-type: none"> initiate and sustain interactions to share information, opinions and ideas (LXX5-1C) access and evaluate information from a range of spoken, written and digital texts (LXX4-2C) respond in [Language] to information, ideas and perspectives on a range of topics, events or experiences, using a 	<p>Music, Film and Books</p> <ul style="list-style-type: none"> Teacher provides 2 authentic texts for reading/viewing that provide information about reading, watching films or television shows or listening to music [Country]. For example, an excerpt from a novel, picture book, film, an article television commercial etc. Teacher deconstructs language features, cultural stereotypes presented, highlighting idioms and expressions in a text to show purpose and cultural values Students identify main ideas and specific information in comprehension style questions and language activities. Students listen to/read a text about music, film or books and identify main points and supporting detail. Alternatively, students listen to/read a text about the importance of reading for pleasure or the effect of listening and singing along to music has on our wellbeing. Students select one of the above activities of their choice and research a genre of music, a genre of film or their favourite film, a genre of books or their favourite book and write 150 words or complete a 2-minute voice recording explaining why it is their favourite genre/novel/film/tv show and the way it makes them feel. Teacher to scaffold sentence structures or provide sentence starters for students where appropriate.

Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
variety of presentation modes for particular audiences (LXX4-3C)	<ul style="list-style-type: none"> Teacher creates an online blog or online forum for the class using Edublog, WordPress, Wix or online tool of choice. Teacher creates a forum in [Language] that asks students to share their interests in music with teacher provided focus questions. Teacher may also choose to write posts about popular genres of music in [Country] that young people enjoy. Students write a paragraph (75-100 words) summarising students' tastes in different genres of music, providing an opinion as to the reasons why.
<ul style="list-style-type: none"> Access and evaluate information from a range of spoken, written and digital texts (LXX4 – 2C) 	<p>Cooking, Art and Craft and other hobbies</p> <ul style="list-style-type: none"> Teacher provides worksheets and model texts that introduce other general hobbies such as cooking, craft, knitting, woodwork etc. Students listen/read a text about traditional craftsmanship, artisans or a hobby that is popular in [Country] e.g flower decorating, silver-making, knitting, baking etc. Students annotate, deconstruct and complete supporting language activities. Students discuss the importance of maintaining traditional craftsmanship skills with reference to [Country]
<ul style="list-style-type: none"> LXX4-2C LXX4-3C LXX4-4C 	<p>Leisure and Technology</p> <ul style="list-style-type: none"> Teacher provides students with a text to view/ read about increased use of mobile phones and gaming platform lead to a decline in students' participation in physical activity and loss of traditional hobbies. Students identify main ideas and specific information in comprehension style questions. Students monitor and share their own technology use for leisure sharing how many hours a day they spend on social media platforms or gaming Teacher provides model text of a magazine article and deconstructs with students the head line, formatted paragraphs, authoritative tone, humour. Using the model, students are to write in [Language] an article with advice, tips and tricks for teens on how to limit your technology and participate in active leisure and hobbies
<ul style="list-style-type: none"> LXX4-2C LXX4-3C LXX4-4C 	<p>The importance of leisure to well being</p> <ul style="list-style-type: none"> Students are to find 2 digital authentic texts, or alternatively teacher may provide them that explore teenage interests that explore the importance of leisure to wellbeing [Country] written in [Language] Students identify language features in written texts by highlighting idioms and cultural expressions and explain their purpose/function in the text. Students summarise each text into 5 dot points

Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
	<ul style="list-style-type: none"> Students are to complete 3 mock social media posts, for example for Twitter, Facebook, Instagram, by writing 75 word caption and including an image for each post, highlighting the importance and benefits of regularly participating in leisure to wellbeing and mental health
<ul style="list-style-type: none"> LXX4-2C LXX4-3C LXX4-6U (7U scripted) 	<p>Comparatives and Superlatives</p> <ul style="list-style-type: none"> Teacher provides information in [language] about students in Australia and students in [Country] with reference to choices in leisure activities Teacher to introduce grammatical structures of comparatives and superlatives and provide consolidation activities to reinforce correct application of language. Students are to write analytically using comparative language (much, ...as... less, better, worse, most or least popular, more than, less than etc) to draw conclusions about leisure activities in each country e.g <i>In Australia, students are better at selecting physical sports for leisure such as crickets, rather than China where many students play a musical instrument. Cooking is more popular activity than playing sports such as football or soccer.</i> Students practise writing persuasively using superlatives such as “soccer is the easiest sport by far!” “Reading is the most beneficial leisure activity etc.” Teacher revises and consolidates grammatical structures used to make comparisons with supporting activities from last term e.g however, instead, nonetheless, on the other hand, on the contrary, alternatively, similarly, whilst, though and language of addition e.g furthermore, in addition, too, also etc. Students conduct an interview with a friend or relative who lives in [country] to discuss their choices in leisure. Students write the transcript of an interview (dialogue) between 2 teenagers, 1 from [Country] and 1 from [Australia] who will be going on an exchange program. The dialogue records the 2 individuals advising each other on how they will continue their leisure activities overseas in a new environment.
<ul style="list-style-type: none"> LXX4 – 8U (9U Scripted) LXX4 – 4C 	<p>Concluding Activities</p> <ul style="list-style-type: none"> Students are organised into pairs to design a print/sill advertisement for a school’s social media page, advertising for a new after school activity in [Language] and encouraging students and parents to enrol their students. Students must describe its benefits in 100 words or less. Students may use online tools such as Inkspace, easel.ly or Microsoft Publisher. Students are to include their use of the comparative and superlative within their advertisement post. Using online tool Padlet, or other online tool of teacher’s choice teacher is to provide the focus question “What do the leisure activities of teenagers in [Country] reflect about culture, beliefs and lifestyles of [Country]. What do leisure activities in Australia reflect about our culture?” Students are to write a brief response of 50 words reflect on aspects of lifestyles that are important across cultures

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: Accessing and Responding LXX4-2C, LXX4-3C, LXX4-6U, LXX4-7U, LXX4-8U

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: