

Stage 4 Years 7 & 8 – Term 1

Concept	Duration
Relationships (About me, about you, family, friends and pets)	1 Term – 10 weeks

Unit overview

Students with prior learning and/or experience

Students exchange personal information and make comparisons between their own daily routine, lifestyle and experiences and those of peers and family, and peers in [Language]-speaking countries overseas.

Students with a background in [Language]

Students exchange information with peers and teacher about their family, social life and experiences in Australia and [Language]-speaking countries overseas, and express their own views and opinions.

Learning intentions

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

- engage in daily interaction and exchange information about their personal world
- compose accurate informative texts in [Language], using a range of linguistic structures and formats for a specific audience
- apply different ways of socialising according to context, and understand variations in language choices and cultural behaviour
- understand that interaction varies across cultures, and reflects different cultural ideas and perspectives about family, friends and pets, daily life and experiences.

Success criteria

Evidence of successful learning will include:

- exchanging information in [Language] about self, family, friends and pets, daily life and experiences
- communicating ideas and opinions effectively
- applying a variety of language structures and correct pronunciation and intonation to create accurate texts
- using culturally appropriate language and gestures in different contexts of communication.

Outcomes (Focus Outcomes for this unit in bold)	Resources
<p>LXX4-1C uses [Language] to interact with others to exchange information, ideas and opinions, and make plans</p>	<p>YouTube clips (if available) related to the concept of relationships</p>
<p>LXX4-2C identifies main ideas in, and obtains information from texts</p>	<p>Websites</p>
<p>LXX4-3C organises and responds to information and ideas in texts for different audiences</p>	<p>Online vocabulary quizzes</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>Online [Language] stories for children</p> <p>Worksheets and exercises</p>
<p>LXX4-5U applies [Language] pronunciation and intonation patterns</p>	<p>Flashcards, pictures and posters</p>
<p>LXX4-6U demonstrates understanding of key aspects of [Language] writing conventions</p>	<p>Interactive whiteboard (IWB) activities</p>
<p>LXX4-7U applies features of [Language] grammatical structures and sentence patterns to convey information and ideas</p>	<p>Templates for graphic organisers, e.g. Think/Pair/Share</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>	

Syllabus Content	Teaching, learning and assessment
<p>Content for students with prior learning and/or experience</p> <ul style="list-style-type: none"> interact with peers and known adults on a range of topics and experiences LXX4-1C apply [Language] pronunciation and intonation patterns and punctuation LXX4-5U apply knowledge of letter combinations and writing conventions to form words and texts LXX4-6U understand and use elements of [Language] grammar and sentence structure to express ideas LXX4-7U engage in collaborative activities that involve planning, making decisions and negotiating LXX4-1C obtain and process information from a range of spoken, written and digital texts LXX4-2C understand how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences LXX4-8U respond in English or [Language] to information and ideas on a range of topics, events or experiences, using different modes of presentation for different audiences LXX4-3C 	<ul style="list-style-type: none"> Introduction <ul style="list-style-type: none"> Teacher and students view YouTube clips about home and school life and relationships with family and friends Teacher and students brainstorm the concept of relationships, using Think/Pair/Share Teacher and students discuss and compare family, friendship and lifestyle in Australia and the [Language] world Teacher presents new vocabulary related to the concept and grammatical structures, such as Students practise and consolidate new vocabulary and grammatical structures: <ul style="list-style-type: none"> practise new vocabulary, using correct pronunciation, rhythm and intonation build knowledge of new vocabulary using flashcards, Quizlet, Kahoot practise writing new vocabulary consolidate new grammatical structures using worksheets, spoken and written exercises, comprehension exercises, e.g. question/response or cloze activities, and group activities such as creating a bilingual word bank of new vocabulary and structures as a class resource explore and compare different texts relating to the concept and analyse how vocabulary and grammar are used to suit the context, purpose and audience of the texts. Students apply knowledge of new vocabulary and grammatical structures to share information about self, family friends and pets: <ul style="list-style-type: none"> listen to dialogues of young [Language] speakers discussing their family, friends and pets, and identify main ideas and specific information interact to exchange personal information, e.g. family details, favourite friends, people, hobbies and pets brainstorm vocabulary and structures to be used in a self-introduction translate short self-introductions from [Language] into English and vice versa, discussing variations in language use and cultural features use the above model texts as scaffolds to sequence and organise information for their own short presentation for the class about their family, friends, hobbies and pets submit their draft self-introduction to the teacher for feedback, then revise and present their self-introduction to the class reflect on and discuss how their sense of identity is shaped by their biography, including their personal details and family origins. Students expand their learning by exchanging and comparing information about daily life and experiences: <ul style="list-style-type: none"> collaborate with peers in comprehension exercises, e.g. Guess who? true/false or multiple-choice quizzes, about the daily routines and leisure activities of different people, and identify similarities and differences work in pairs or small groups to share information about their own daily routines, making comparisons and giving opinions as a class, conduct a survey of students' favourite leisure activities and outings, collate responses into a graphic presentation, and discuss overall findings

Syllabus Content	Teaching, learning and assessment
<ul style="list-style-type: none"> compose informative and imaginative texts in a variety of formats for different purposes and audiences LXX4-4C explain ways in which choices in language use reflect cultural ideas, and explore different communicative behaviours across cultures LXX4-9U reflect on how their own biography, including family origins, traditions and beliefs, affects their sense of identity and ways of communicating LXX4-9U 	<ul style="list-style-type: none"> Students draw on their knowledge, understanding and skills to compose a text relating to the concept of relationships: <ul style="list-style-type: none"> listen to a recount about a family outing and identify main points and supporting detail use pictures to retell the text, discussing and sharing opinions about the family's activities and experiences discuss the structure and features of the text, including sequencing of ideas, language use, e.g. past tense in a recount, aspects of culture and language features used for effect create a digital presentation about a memorable family outing to share with the class, including details about the family, a description of the outing and opinions about aspects of the outing Students explore and discuss cultural concepts of family and lifestyle in [language/culture] and Australia: <ul style="list-style-type: none"> research information on family and lifestyle in [language/culture] share their findings and make comparisons with family and lifestyle in Australia reflect on how their family origins have an impact on their sense of identity and ways of communicating, and the importance of maintaining their cultural heritage.
<p>Content for students with a background in [Language]</p> <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 apply the [Language] sound system, explaining features, including variations in tone, stress and phrasing LXX4-5U apply knowledge of [Language] grammar to organise and elaborate on ideas and opinions LXX4-7U engage in collaborative tasks that involve negotiating, solving problems and justifying decisions LXX4-1C 	<ul style="list-style-type: none"> Introduction <ul style="list-style-type: none"> Teacher and students view YouTube clips about home, school and social life and relationships with family and friends Teacher and students brainstorm the concept of relationships, using Think/Pair/Share. Teacher and students discuss and compare family, friendship and social life in Australia and the [Language] world Teacher provides new vocabulary related to the concept and grammatical structures, such as Students practise and consolidate new vocabulary and grammatical structures: <ul style="list-style-type: none"> practise new vocabulary, using correct pronunciation, rhythm and intonation build knowledge of new vocabulary using flashcards, Quizlet, Kahoot practise writing sentences and short texts, applying their knowledge of writing conventions consolidate new grammatical structures using worksheets, spoken and written exercises, comprehension exercises, e.g. question/response or cloze activities, and group activities such as creating a bilingual word bank of new vocabulary and structures as a class resource explore and compare different text types relating to the concept and analyse how vocabulary and grammar are used to suit the context, purpose audience of the texts. Students apply knowledge of new vocabulary and grammatical structures to share information about family, lifestyles and experiences: <ul style="list-style-type: none"> view and gather photos or images of different people doing different routines or activities and collaborate in groups to describe them in a poster or collage with captions

Syllabus Content	Teaching, learning and assessment
<ul style="list-style-type: none"> • access and evaluate information from a range of spoken, written and digital texts LXX4-2C • understand how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences LXX4-8U • respond in [Language] to information, ideas and perspectives on a range of topics, events or experiences, using a variety of presentation modes for particular audiences LXX4-3C • compose informative and imaginative texts in a variety of formats for different purposes and audiences LXX4-4C • analyse ways in which choices in language use reflect cultural ideas and perspectives, and reflect on how what is considered acceptable in communication varies across cultures LXX4-9U • reflect on how and why being a speaker of [Language] contributes to their sense of identity and is important to their [Language] cultural heritage LXX4-9U 	<ul style="list-style-type: none"> – read emails from peers in their buddy school in [Language/ culture] about their family, daily routine and experiences, and collaborate to summarise information in short digital profiles as a shared resource – interact with peers in pairs to find out about each other's commonalities and differences, considering physical characteristics, personal qualities and abilities and preferences for food, colour, clothing and leisure activities – discuss with the teacher different formats for presenting a self-introduction in a class blog, including text structure, sequencing of ideas, language features used for effect and cultural references – compose their self-introduction, using scaffolds and/or props as appropriate, including details, e.g. about self, family, friends and pets, routines and lifestyles, to share with peers in a class blog – reflect on and discuss how their sense of identity is shaped by their biography, including their personal details and family origins. <ul style="list-style-type: none"> • Students expand their learning by exchanging and comparing information about lifestyles and experiences: <ul style="list-style-type: none"> – translate short texts about the lifestyles of different people, from [Language] into English and vice versa, discussing variations in language use and cultural features – exchange and compare information about routines and lifestyles with peers in their buddy school in [language/culture], and collaborate to summarise findings – create a digital text in table format, listing or describing similarities and differences between their peers' lifestyles in [Language/culture] and their own lifestyle in Australia, using short sentences or comparative language – present their digital text to the class, followed by a Q&A session – reflect on and discuss cultural concepts of family and lifestyle in the [Language] world and the importance of maintaining their cultural heritage – explore and reflect on their own experiences as an [Language] speaker living in the Australian context, including influences and effects on routines, lifestyles and traditions.

Assessment / Feedback overview

Formative Assessment

Exchanging information about their personal world, researching and presenting information about others, classifying and recording ideas and information, interacting in role plays and discussions related to the concept, sharing and comparing ideas and opinions, participating in class activities, comprehension exercises, group activities, presentations and response tasks, amending and resubmitting a task after receiving feedback, participating in and responding to self/peer/teacher assessment

Summative Assessment

Outcomes assessed: LXX4-4C, LXX4-5U, LXX4-7U, LXX4-9U

Students with prior learning and/or experience

Students create a digital presentation about a memorable family outing to share with the class, including details about the family, a description of the outing and opinions about aspects of the outing. Students will be assessed on their ability to:

- communicate ideas and information clearly
- use correct pronunciation and intonation patterns in [Language]
- apply knowledge of grammatical structures and vocabulary
- use culturally appropriate language, gestures and behaviour.

Students with a background in [Language]

Students create a digital text in table format, listing or describing similarities and differences between their peers' lifestyles in [language/culture] and their own lifestyle in Australia. They present their digital text to the class, followed by a Q&A session. Students will be assessed on their ability to:

- communicate ideas and opinions clearly
- structure and sequence information effectively
- maintain clarity and fluency of expression in [Language]
- apply knowledge of a range of grammatical structures and vocabulary
- include culturally appropriate references.

Feedback to be provided

Teacher feedback – oral, written

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: