

Stage 4 Years 7 & 8 – Term 1

Concept	Duration
School life	10 weeks

Unit overview (from SCL whole school Scope & Sequence)

Students with prior learning and/or experience

Students explore aspects of school life in Australia and [country], and make comparisons. They create a virtual introduction to present information about their school to [Language]-speaking visitors and peers in their buddy school in [country].

Students with a background in [Language]

Students research their buddy school in [country] and aspects of their peers' school life, and make comparisons with their own school life. They create a video blog for [Language]-speaking visitors and peers in their buddy school in [country], presenting information about their school and their views on their own experiences as a [Language] speaker going to school in Australia,

Learning intentions

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

- exchange information, ideas and opinions on aspects of school life
- access and interpret information relating to school life in Australia and [country]
- engage in collaborative activities that involve planning, making decisions and negotiating
- apply a range of vocabulary and grammatical structures to compose texts in different formats
- reflect on the impact of their biography on ways of communicating and behaving in [Language]- and English-speaking contexts.

Success criteria

Evidence of successful learning will include:

- interacting effectively with others in [Language]
- composing accurate informative texts in [Language] in different formats for a specific audience
- using correct pronunciation and intonation
- applying a range of language structures and vocabulary relevant to the concept
- using culturally appropriate language, gestures and behaviour

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>LXX4-2C identifies main ideas in, and obtains information from texts</p> <p>LAR4-3C 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 (scripted languages)</p> <p>LXX4-6U applies features of [Language] grammatical structures and sentence patterns to convey information and ideas (7U for scripted languages)</p> <p>LXX4-7U identifies variations in linguistic and structural features of texts (8U for scripted languages)</p> <p>LXX4-8U identifies that language use reflects cultural ideas, values and beliefs (9U for scripted languages)</p>	<p>YouTube clips, audio-visual texts related to the concept</p> <p>Websites</p> <p>Research articles and informative texts, 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>School timetables for use in activities, eg barrier games, blank timetable templates</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> <ul style="list-style-type: none"> interact with peers and known adults on a range of topics and experiences LXX4-1C engage in collaborative activities that involve planning, making decisions and negotiating LAR4-1C 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 (scripted) understand and use elements of [Language] grammar and sentence structure to express ideas LXX4-6U (7U scripted) understand how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences LXX4-8U obtain and process information from a range of spoken, written and digital texts LXX4-2C 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 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 	<p>Introduction</p> <p>With teacher guidance, students:</p> <ul style="list-style-type: none"> think/pair/share known vocabulary related to school subjects and categorise subjects according to learning area expand on existing knowledge by learning new vocabulary for secondary school subjects play memory games, such as SNAP, to learn new vocabulary work in pairs to compose a brief description of a particular subject area, including the topics, concepts, ideas and projects students are working on revise vocabulary related to school timetables, including days of the week and times of day, by completing a barrier game comprising questions and answers collaborate in an activity, <i>where they</i> respond with details about lesson days and times to text messages from students who have lost their school timetable. <p>Students practise and consolidate new vocabulary and grammatical structures</p> <p>Teacher:</p> <ul style="list-style-type: none"> 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 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 may suggest adding further vocabulary from the introductory activities above) presents new grammatical structures, eg ... <p>Students:</p> <ul style="list-style-type: none"> practise and consolidate new vocabulary using flashcards, Quizlet, Kahoot, focusing on correct pronunciation, rhythm and intonation consolidate new grammatical structures (and script, if relevant), using worksheets, spoken and written exercises and group activities such as creating a bilingual word bank of new vocabulary and structures as a class resource

Syllabus Content	Teaching, learning and assessment Students with Prior learning and/or experience
	<ul style="list-style-type: none"> deconstruct different text types relating to the school context and analyse how vocabulary and grammar are used to suit the context, purpose and audience of the texts. <p>Expanding the concept</p> <p>Students:</p> <ul style="list-style-type: none"> listen to and read interviews with young [Language] speakers discussing their daily routines and experiences at school, and identify main ideas collaborate with peers in comprehension exercises to identify specific information, eg Guess who?, true/false or multiple choice quizzes work in pairs or small groups to share information about their own daily routine and experiences at school read emails from peers in their buddy school in [country] about their daily routine and experiences at school, and collaborate to summarise information in short digital profiles as a shared resource create a digital text in table format, listing or describing similarities and differences between their peers' school lives and their own in Australia present their digital text to the class, followed by a Q&A session reflect on and discuss shared findings about school life in [country] and Australia, and how their family origins have an impact on their sense of identity and ways of communicating and behaving at home and school.

Syllabus Content	Teaching, learning and assessment Students with Prior learning and/or experience
	<p>Concluding activity:</p> <p>Students:</p> <ul style="list-style-type: none"> • discuss places around and particular features of the school that would be of interest to peers in their buddy school in [country] and [Language]-speaking visitors to their school • collaborate to develop a class resource with short descriptions of each place/feature, eg canteen/lunch areas, library, sports and music facilities, science laboratories, staff rooms, student home rooms, lockers, school uniforms, playground games and activities • collaborate in groups to create a virtual introduction to present information about their school to [Language]-speaking visitors, and peers in their buddy school in [country]. The introduction should include information about places around and features of the school, a description of some of their activities at school, and their personal opinions about particular aspects.

Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
<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 Arabic sound system, explaining features, including variations in tone, stress and phrasing LXX4-5U apply knowledge of letter combinations and writing conventions to form words and texts LXX4-6U (scripted) apply knowledge of [Language] grammar to organise and elaborate on ideas and opinions LXX4-6U (7U scripted) engage in collaborative tasks that involve negotiating, solving problems and justifying decisions LXX4-1C 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 variety of presentation modes for 	<p>Introduction</p> <p>With teacher guidance, students:</p> <ul style="list-style-type: none"> brainstorm the concept of school life in Australia, using think/pair/share work in pairs to compose a description of a particular subject area, including the topics, concepts, ideas and projects students are working on discuss what they know about school life in [country], and make comparisons with their own experiences at school in Australia, <p>Students practise and consolidate new vocabulary and grammatical structures</p> <p>Teacher provides new vocabulary related to the concept, and grammatical structures, eg</p> <p>Students:</p> <ul style="list-style-type: none"> practise and consolidate new vocabulary using flashcards, Quizlet, Kahoot, focusing on correct pronunciation, rhythm and intonation consolidate new grammatical structures (and script, if relevant), using worksheets, spoken and written exercises and group activities such as creating a bilingual word bank of new vocabulary and structures as a class resource deconstruct different text types relating to the school context and analyse how vocabulary and grammar are used to suit the context, purpose and audience of the texts.

Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
<p>particular audiences LXX4-3C</p> <ul style="list-style-type: none"> understand how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences LXX4-8U (7U scripted) 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 LXX4-8U (9U scripted) reflect on how and why being a speaker of [Language] contributes to their sense of identity and is important to their [Language] cultural heritage LXX4-8U (9U scripted) 	<p>Expanding the concept</p> <p>Students:</p> <ul style="list-style-type: none"> research their buddy school in [country] and read emails from peers about their daily life and experiences at school collaborate to examine and evaluate the information gathered, making comparisons with their own school life in Australia, and create a summary of their findings as a shared resource collaborate to create a mind map to examine opportunities and challenges of being a [Language] speaker in an Australian school brainstorm possible experiences that [Language]-speaking students may have when starting high school in Australia, eg culture shock, different school subjects, routines and facilities, language barrier including colloquial language create a digital table of experiences that could be positive and/or negative, and misunderstandings that may occur present their digital text to the class, followed by a Q&A session reflect on and discuss the impact of living and going to school in Australia on their sense of being a [Language] speaker and their values and beliefs. <p>Concluding activity:</p> <p>Students:</p> <ul style="list-style-type: none"> discuss places around and particular features of the school that would be of interest to peers in their buddy school in [country] and [Language]-speaking visitors to their school, eg canteen/lunch areas, library, sports and music facilities, science laboratories, staff rooms, student home rooms, lockers, school uniforms, playground games and activities discuss how blogs are structured and particular language features and stylistic devices that can be used to enhance meaning collaborate in groups to create a video blog to present information about their school to peers in their buddy school in [country] and [Language]-speaking visitors to their school. The blog should include students' views on their own experiences as a [Language] speaker going to school in Australia.

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: LXX4-4C, LXX4-5U, LXX4-6U (7U scripted), LXX4-8U (9U scripted)

Students with prior learning and/or experience

Students collaborate in groups to create a virtual introduction to present information about their school to [Language]-speaking visitors, and peers in their buddy school in [country]. The introduction should include information about places around and features of the school, a description of some of their activities at school, and their personal opinions about particular aspects. Students will be assessed on their ability to:

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

Students with a background in [Language]

Students collaborate in groups to create a video blog to present information about their school to peers in their buddy school in [country] and [Language]-speaking visitors to their school. The blog should include students' views on their own experiences as a [Language] speaker going to school in Australia. Students will be assessed on their ability to:

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

Feedback to be provided

Teacher feedback – written, oral

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: