

## Stage 5 Years 9 & 10 – Term 4

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

### Unit overview (from SCL whole school scope and sequence)

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

Students watch a popular [Language] YouTube clip or television program and evaluate how it presents social issues, such as family, identity and status. They deliver their findings to the class in a presentation.

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

Students read a news article or historical account of a significant [Country] event, cultural celebration or commemoration and analyse the author's personal values and experiences. They write an essay for the teacher discussing how aspects of [Country] culture and society are represented.

### Learning intentions

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

- exchange information about aspects of [language] folklore, festivals and historical events of [Country]
- Identify and implement vocabulary related to the topic of cultural values in folklore and historical events
- acquire vocabulary, phrases and language structures related to celebrations and effectively implement specific grammatical structures in oral exchanges and written responses
- compose accurate informative and reflective texts in [Language], using a range of linguistic structures and formats for a specific audience related to the topics of cultural values reflected in folklore and historical events
- Identify and implement vocabulary related to the topics of cultural diversity, values,

### Success criteria

#### Evidence of successful learning will include:

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

- Analyse a literary text in [Language], identifying and explaining cultural values reflected in the text and the way in which it reflects the interrelationship between language, culture and identity

Outcomes	Resources
<p><b>LXX5-1C</b> manipulates [Language] in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate</p> <p><b>LXX5-2C</b> identifies main ideas in, and obtains information from texts</p> <p><b>LXX5-3C</b> organises and responds to information and ideas in texts for different audiences</p> <p><b>LXX5-4C</b> 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><b>LXX5-5U</b> demonstrates how [Language] pronunciation and intonation are used to convey meaning</p> <p><b>LXX5-6U</b> demonstrates understanding of how [Language] writing conventions are used to convey meaning</p> <p><b>LXX5-7U</b> analyses the function of complex [Language] grammatical structures to extend meaning</p> <p><b>LXX5-8U</b> analyses linguistic, structural and cultural features in a range of texts</p> <p><b>LXX5-9U</b> explains and reflects on the interrelationship between language, culture and identity</p>	<p>YouTube clips, audio-visual texts related to the concept of travel, sightseeing and transport</p> <p>Websites</p> <p>Websites, research articles and informative texts relating to health and wellbeing, both authentic and constructed for learning</p> <p>Online learning tool Padlet and Kahoot</p> <p>Worksheets and exercises written by teachers or sourced from textbooks</p> <p>Online Class Blog/Forum</p>

Syllabus Content	Teaching, learning and assessment <i>Students with Prior learning and/or experience</i>
<p><b>Content for students with prior learning and/or experience</b></p> <p>(teachers to refer to their specific language syllabus to enter <b>appropriate content point for students with prior learning and/or experience</b> as these are different in every language)</p> <ul style="list-style-type: none"> <li>• LXX5- 2C</li> <li>• LXX5-3C</li>   <li>• LXX5-1C</li> <li>• LXX5-2C</li> <li>• LXX5-6U (7U scripted)</li> </ul>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Teacher introduces unit and explores with students what the concept of diversity embodies.</li> <li>• Teacher considers how to approach the unit, considering a study of 2-3 historical events, cultural festivals or stories from folklore over the term or a close study of one specific cultural event or commemoration</li> </ul> <p><b>Vocabulary Activity and Pre-test:</b></p> <ul style="list-style-type: none"> <li>• Teacher presents the unit's <i>core bilingual vocabulary list /word bank</i> and allows students to match the [language] word to the English word <i>without dictionaries</i>. Students are to note how many words they knew from the list e.g. 5/20.</li> <li>• Students then complete in pairs or as a class the remaining words they did not know from the vocabulary using dictionaries.</li> <li>• Students practise and consolidate new vocabulary and phrases using flashcards, Quizlet, Kahoot etc. using correct pronunciation, rhythm and intonation</li> <li>• Suggested words could be linked to specific historical event, folklore or cultural celebration for study to be included in this list; <i>values, history, experience, perspectives, rituals, customs, traditions, etc</i></li> </ul> <p><b>Important Historical Events (dates)</b></p> <ul style="list-style-type: none"> <li>• Teacher models how to write the date in appropriate format in [Language]</li> <li>• Teacher introduces/revises ordinal numbers in [Language] and provides students with a range of exercise to apply and consolidate new knowledge on ordinal numbers and dates e.g. place the months in the correct order, match the date to a short description in [language] describing the cultural occasion/celebration that falls annually on that date/time of year, match written ordinal numbers to numerals etc</li> <li>• Teacher provides a calendar for students and historically significant dates in [Country]. Students plot dates in [Language] on the calendar providing them with a full year of cultural celebrations or significant dates in [Country] e.g. National Independence Day. Religious festival days etc.</li> </ul>

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<ul style="list-style-type: none"> <li>• LXX5-1C</li> <li>• LXX5-2C</li> <li>• LXX5-3C</li> <li>• LXX5-4C</li> </ul>	<p><b>Research Task – Historical Overview of [Country]</b></p> <ul style="list-style-type: none"> <li>• Teacher allocates to students a historical era or specific historical event or cultural celebration with a series of focus questions. Students are to research and present a 3-5 minute PowerPoint presentation with reference to their focus questions in [Language]. Students in audience will be provided with a corresponding booklet that will enable students to take note of the specific focus questions under the heading of each historical event. When presentations are completed each student will have a small booklet in [Language] providing a brief history or general summary of selected events or cultural celebrations in [Country].</li> </ul>
<ul style="list-style-type: none"> <li>• LXX5-2C</li> <li>• LXX5-3C</li> </ul>	<p><b>Building the Context</b></p> <ul style="list-style-type: none"> <li>• Teacher provides students with text or clip on chosen historical event, festival or cultural celebration. If possible, teacher provides students with authentic texts using a national museum webpage, exhibition booklet, museum pamphlet etc.</li> <li>• Students identify main ideas and specific information in comprehension style questions. Teacher lead discussion/provides support and guidance of the structure and features of the text(s), including sequencing of ideas, language use, e.g. particular verb tense, text type, idiomatic expressions, aspects of culture that are reflected in the text, language features that are used for effect.</li> <li>• Teacher may continue to build students' understanding of chosen celebration through close study of authentic texts, texts for language learning or video clips with completion of consolidation exercises, annotations and language activities.</li> </ul>
<ul style="list-style-type: none"> <li>• LXX5-3C</li> <li>• LXX5-4C</li> <li>• LXX5-6U (scripted)</li> <li>• LXX5-7U (8U scripted)</li> <li>• LXX5-8U (9U scripted)</li> </ul>	<p><b>Close Study of Film, Novel Excerpt, Television Series, Picture Book etc.</b></p> <ul style="list-style-type: none"> <li>• Teacher to select one authentic text for close study linked to the concept of Diversity. Students to view/read as a class and make notes under teacher guidance noting the representation of cultural values, family, gender representations, inclusion, diversity etc.</li> <li>• Teacher selects a song, film extract, renowned painting, novel extract, poem, short story or other literary text in [Language] that explores a particular historical event, festival or aspect of folklore of [Country]. The text may reflect ideas and themes related to the country's identity, significant historical event, or cultural expression</li> <li>• Teacher guides students through analysis of text, supporting student annotations and deconstruction through the provision of bilingual vocabulary lists, establishment of the text's context, translations and explanations through class discussion.</li> <li>• Students identify main ideas and specific information in comprehension style questions. Teacher lead discussion/provides support and guidance of the structure and features of the text(s), including representation of ideas, language use, e.g. expressions, aspects of culture that are reflected in the text, language features that are used for effect.</li> </ul>

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	<ul style="list-style-type: none"> <li>Teacher to provide cloze passage, scaffolded sentences and other consolidation activities that allow students to develop their understanding of the cultural values and representations in the text.</li> <li>Students imagine they are a character from the text and complete a diary entry, letter or email in [Language] after an important moment in the text selected by the teacher. Teacher may provide scaffolding or sentence starters to assist students in accuracy of expression.</li> </ul>
<ul style="list-style-type: none"> <li>LXX5-4C</li> <li>LXX5 – 6U</li> <li>LXX5-7U scripted languages</li> </ul>	<p><b>Sequencing Language and Language of Analysis</b></p> <ul style="list-style-type: none"> <li>In preparation for student analysis of a close study of text, teacher introduces sequencing language e.g. firstly, secondly, in conclusion etc and language of analysis e.g. to summarise, to conclude, similarly, for example, this is evident in, meanwhile, convey, portray etc. Teacher to select appropriate words to be used at prior learners or background speaker level</li> <li>Teacher provides/revises a variety of linking words appropriate for students' level e.g. however, moreover, besides, therefore, even though, despite, overall, for instance, for example, nonetheless, nevertheless, whereas ...</li> <li>Teacher models basic sentence structure or provides sentence starters to assist students in writing simple analytical sentences in [Language] Teacher also models to students how to make textual references/draw upon evidence from the text.</li> </ul>
<ul style="list-style-type: none"> <li>LXX5-1C</li> <li>LXX5-2C</li> <li>LXX5-3C</li> <li>LXX5-5U</li> <li>LXX5-8U (9U scripted)</li> </ul>	<p><b>Concluding Activity: Analysis Presentation</b></p> <ul style="list-style-type: none"> <li>Teacher allocates to pairs of students one theme, idea, or cultural element as represented in their close study of text. Each pair of students presents an analysis of the representation of their selected theme/idea. E.g. pair [x] explore the representation of women in the film, pair [y] explore the representation of family ties in the film.</li> <li>Students may present the above in a PowerPoint presentation to the class, or design an infographic poster in [Language] that may be placed around the room for students to complete a gallery walk style activity. Students may write responses in English to questions provided by the teacher as they complete the gallery walk.</li> <li>Students of all language levels participate in a Socratic Circle discussion after presentations are completed, looking closely at the focus question "How has the [X historical event(s)] influenced [country]'s cultural values/way of life?"</li> </ul>

Syllabus Content	Teaching, learning and assessment <i>Students with Prior learning and/or experience</i>
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<ul style="list-style-type: none"> <li>• LXX5-2C</li> <li>• LXX5-3C</li> </ul>	<p><b>Building the Context</b></p> <ul style="list-style-type: none"> <li>• Teacher provides students with text or clip on chosen historical event, festival or cultural celebration. If possible, teacher provides students with authentic texts using a national museum webpage, exhibition booklet, museum pamphlet etc.</li> <li>• Students identify main ideas and specific information in comprehension style questions. Teacher lead discussion/provides support and guidance of the structure and features of the text(s), including sequencing of ideas, language use, e.g. particular verb tense, text type, idiomatic expressions, aspects of culture that are reflected in the text, language features that are used for effect.</li> <li>• Teacher may continue to build students' understanding of chosen celebration through close study of authentic texts, texts for language learning or video clips with completion of consolidation exercises, annotations and language activities.</li> </ul>
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## 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: LAR5-1C, LAR5-5U, LAR5-9U (Interacting)

### 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:**