

## Stage 5 Years 9 & 10 – Term 4

Concept	Duration
Experience (future employment and travel)	0 weeks (20 hours)

### Unit overview

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

Students discuss future opportunities such as further education, career and travel, and interview peers about professions and career paths they are interested in and what qualities, skills or qualifications are needed. Students compose a brief resume in [Language] with a short cover letter introducing themselves and their skills, and participate in a mock job interview.

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

Students discuss and debate opinions, ideas and points of view about future opportunities such as further education, career and travel. They interview peers about professions and career paths they are interested in and what qualities, skills or qualifications are needed, and make comparisons about employment opportunities in [Country] and Australia. Students compose a resume in [Language] with a cover letter introducing themselves and their skills, and participate in a mock job interview.

### Learning intentions

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


- exchange information about future opportunities, experiences and employment
- interact with peers via email, social-media formats or school-based verbal and written exchanges to reflect on opportunities and experiences
- acquire vocabulary, phrases and language structures related to future experience and effectively implement specific grammatical structures in oral exchanges and written responses for the purpose of considering, discussing, experimenting
- apply intonation and phrasing patterns in both formal and informal speech when communicating
- obtain and interpret information and respond to authentic texts related to the concept of future experience and employment, using a range of linguistic structures and formats to compose accurate informative, persuasive and reflective texts in [Language]
- 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 information and ideas in [Language] about opportunities and experiences related to future employment and travel
- communicating ideas and opinions effectively in both written and verbal tasks for the purpose of discussing a point of view
- using accurate pronunciation and intonation, and appropriate body language to convey and enhance meaning
- demonstrating an ability to access, organise and interpret information and respond effectively in [Language], using a range of linguistic structures and formats to compose informal and formal texts related to the concept of future experience and employment
- deconstructing texts to identify particular structure and features, including sequencing of ideas, language use, stylistic features and cultural elements
- 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>LXX5-1C 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>LXX5-2C identifies and interprets information in a range of texts</p> <p>LXX5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences</p> <p>LXX5-4C 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>LXX5-5U demonstrates how [Language] pronunciation and intonation are used to convey meaning LXX5-6U (scripted) demonstrates understanding of how [Language] writing conventions are used to convey meaning</p> <p>LXX5-6U analyses the function of complex [Language] grammatical structures to extend meaning (7U scripted)</p> <p>LXX5-7U analyses linguistic, structural and cultural features in a range of texts (8U scripted)</p> <p>LXX5-8U (scripted) 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 negotiation - making plans and going out on the weekend</p> <p>Websites, research articles and informative texts relating to social activities, 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 negotiation/making plans in [Country] and Australia</p> <p>Digital diagram templates, including Venn diagram</p> <p>KWL</p> <p>Templates for graphic organisers, eg Think/Pair/Share, Mind map, I see, I think, I wonder</p>


Syllabus Content	Teaching, learning and assessment Students with Prior learning and/or experience
<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>• <b>LXX5-1C</b></li>   <li>• <b>LXX5-5U</b></li> <li>• <b>LXX5-6U</b> (7U scripted)</li> </ul>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Teacher introduces the unit by showing the cartoon about different professions</li> </ul>  <ul style="list-style-type: none"> <li>• Teacher leads discussion by asking questions, such as What is happening in each image? What is odd about each one? Teacher writes the following questions on the board to further stimulate discussion based on the topic of 'Experience': <ul style="list-style-type: none"> <li>Do you think career choice is important?</li> <li>What is your ideal occupation?</li> <li>Can you think of an occupation that existed last century but is no longer prevalent?</li> <li>Which occupation do you think is the easiest and which one is the hardest? Why?</li> <li>Which occupation do you think will be most popular in the next century? Which do you think will be non-existent? Why?</li> </ul> </li> <li>• As a class, students come up with a name for the topic in [Language]. Further brainstorming includes creating a mind map of aspects of the topic to be explored.</li> </ul>

Syllabus Content	Teaching, learning and assessment Students with Prior learning and/or experience
	<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. 15/20</li> <li>• Students then complete in pairs or as a class the remaining words they did not know, 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>• Students write down the top five professions they are interested in, in order of preference</li> <li>• Students discuss their preferences in [Language].</li> </ul>
<ul style="list-style-type: none"> <li>• <b>LXX5 – 6U</b> (7U scripted)</li> </ul>	<p><b>Future tense / Adjectives</b></p> <ul style="list-style-type: none"> <li>• Teacher guides students in practising the use of more complex verb tenses, compound and complex sentence structures and parts of speech to describe, recount, reflect, inform, express opinions and argue a point of view</li> <li>• Teacher focuses on guiding students in practising the use of the future tense and adjectives to describe and discuss future aspirations, plans and experiences, such as [add specific grammatical structures in [Language]</li> <li>• Students complete Cloze texts and other grammar activities to reinforce the correct use of complex sentence structures using the future tense and adjectives in texts.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>LXX5-6U</b> (7U scripted)</li> </ul>	<p><b>Language for Reflection</b></p> <ul style="list-style-type: none"> <li>• Students conjugate the following verbs in the present tense (or other tense appropriate for the specific language: think, believe, value, identify, reflect, appreciate, feel, learn, consider, find, acknowledge, discover and/or other verbs of teacher's choice</li> <li>• Teacher provides sentence starters or scaffolded sentences to assist students in practising sentences that allow them to reflect based on their experience, e.g. "I have found..., I believe..., I have learnt..., I've come to value..., I've come to appreciate..."</li> <li>• Teacher provides students with a variety of linking words appropriate for students' level, e.g. <i>however, moreover, besides, therefore, even though, despite, overall, for instance, for example, nonetheless, nevertheless, whereas ...</i></li> <li>• 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.</li> </ul>

Syllabus Content	Teaching, learning and assessment Students with Prior learning and/or experience
<ul style="list-style-type: none"> <li>• LXX5-2C</li> <li>• LXX5-3C</li> <li>• LXX5-6U (7U scripted)</li> <li>• LXX5-7U (8U scripted)</li> </ul>	<p><b>Expanding the concept – The Right Career</b></p> <ul style="list-style-type: none"> <li>• Students watch the video <a href="https://www.careeraddict.com/guide-finding-career">https://www.careeraddict.com/guide-finding-career</a>, and explore ideas conveyed in [Language]. They respond to comprehension based questions, and share their answers with the class</li> <li>• Teacher provides students with the link to a career quiz <a href="https://joboutlook.gov.au/">https://joboutlook.gov.au/</a> and uses the outcome to stimulate a discussion about different career choices</li> <li>• Students reflect in writing about the outcome of the quiz and research the qualifications needed to attain one of the professions recommended for them</li> <li>• Students read a sample cover letter in [Language] for a job application. With teacher guidance, students deconstruct the text, identifying the structure and features of the text type. They then use the deconstructed text to compose their own cover letter for an application for their chosen profession.</li> </ul>
<ul style="list-style-type: none"> <li>• LXX5-2C</li> <li>• LXX5-3C</li> <li>• LXX5-5U</li> <li>• LXX5-6U (7U scripted)</li> <li>• LXX5-7U (8U scripted)</li> </ul>	<p><b>Experience in an interview</b></p> <ul style="list-style-type: none"> <li>• Teacher writes the word 'Interview' in [Language] on the board and brainstorms ideas based on what to expect in an interview, including the types of questions that are generally asked</li> <li>• Students listen to, read or view a text in [Language] of a job interview. Students identify main ideas and specific information through comprehension style questions, and discuss and compare their own responses to the questions asked. Teacher leads discussion, and provides support and guidance on the structure and features of the text, including sequencing of ideas, language use, e.g. particular verb tense, idiomatic expressions, and language features that are used for effect</li> <li>• Students read and discuss a sample resume (some students may already have a resume), and annotate the resume to show the particular structure and features of the text</li> <li>• Teacher provides students with advertisements for different job professions. Students compose a resume for a desired job</li> <li>• Teacher and students discuss appropriate etiquette for a job interview, including non-verbal elements, body language and facial expression. Students then work in pairs to create a role play of an interview for their chosen job, using the above text of a job interview as a scaffold, where Student A is interviewing Student B. Students focus on practising the use of learnt vocabulary and sentence structures, and the above language features, non verbal elements, body language and facial expression.</li> <li>• Students watch the video about high paying jobs. <a href="https://www.youtube.com/watch?v=rVj28suZRO8">https://www.youtube.com/watch?v=rVj28suZRO8</a> and use this to stimulate a discussion.</li> </ul>

Syllabus Content	Teaching, learning and assessment Students with Prior learning and/or experience
<ul style="list-style-type: none"> <li>• LXX5-2C</li> <li>• LXX5-3C</li> <li>• LXX5-5U</li> <li>• LXX5-6U (7U scripted)</li> <li>• LXX5-8U (9U scripted)</li> </ul>	<p><b>Benefits of Travel</b></p> <ul style="list-style-type: none"> <li>• Teacher and students brainstorm travel and the benefits of travel in [Language], and write their shared responses on the board</li> <li>• Students watch the video <a href="https://www.youtube.com/watch?v=MyqhDKNig88">https://www.youtube.com/watch?v=MyqhDKNig88</a></li> <li>• Students compare, in [Language], their previous shared responses about the benefits of travel with the benefits mentioned in the video in [Language]. They write any additional ideas on the board, then further discuss the benefits and experiences to be gained from travel</li> </ul> <p>Students choose one benefit of travel mentioned in the video and write a diary entry in [Language] where they reflect on how this relates to their own personal context in planning for the future. Students then share their written responses with the class</p>
<ul style="list-style-type: none"> <li>• LXX5-2C</li> <li>• LXX5-3C</li> <li>• LXX5-5U</li> <li>• LXX5-8U (9U scripted)</li> </ul>	<p><b>Travel experience</b></p> <ul style="list-style-type: none"> <li>• Teacher provides students with a range of pictures about travel experiences. Students annotate the pictures to match them with corresponding activities</li> <li>• Teacher asks students to list the top three experiences they would like to achieve from the given pictures and why? Students share their responses</li> <li>• Students, in pairs, discuss holiday experiences in [Language]; possible questions may be: <ul style="list-style-type: none"> <li>○ What would make a holiday experience memorable?</li> <li>○ What would you like to do most on a holiday in [Country]? Why?</li> <li>○ How would a holiday experience in [Country] differ from a holiday experience in Australia?</li> <li>○ Students summarise and share responses with the class.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• LXX5-2C</li> <li>• LXX5-3C</li> <li>• LXX5-5U</li> <li>• LXX5-8U (9U scripted)</li> </ul>	<p><b>Concluding Activity</b></p> <ul style="list-style-type: none"> <li>• Students read or view texts in [Language] about travel. Teacher provides students with a range of comprehension questions such as: Where has the character been to? When did s/he go there? What did s/he do there? How long did s/he stay there?</li> <li>• Students work in pairs to complete a travel experience activity. Student A is provided with a country, place, timeframe, companion and experience, and Student B is provided with the same, however a different place. Students use the question tags used for the reading comprehension to gain information from their partner about their travel experience. See example:</li> </ul>

Syllabus Content	Teaching, learning and assessment Students with Prior learning and/or experience								
	<p><b>Student A</b></p> <table border="0"> <tr> <td data-bbox="645 571 770 767"> <p>USA</p>  </td> <td data-bbox="770 571 920 767"> <p>Los Angeles 3 months ago</p>  </td> <td data-bbox="920 571 1128 767"> <p>(go) on holiday with my family</p>  </td> <td data-bbox="1128 571 1279 767"> <p>2 weeks</p>  </td> </tr> </table> <p><b>Student B</b></p> <table border="0"> <tr> <td data-bbox="622 890 748 1054"> <p>AUSTRALIA</p>  </td> <td data-bbox="748 890 920 1054"> <p>SYDNEY Last summer</p>  </td> <td data-bbox="920 890 1099 1054"> <p>Cousins</p>  </td> <td data-bbox="1099 890 1279 1054"> <p>1 month</p>  </td> </tr> </table> <ul style="list-style-type: none"> <li>• Students report back to the class to share their experiences</li> <li>• Students write a short article, of 100-150 words in [Language], about the one place they would like to visit, who they would like to travel with, what experience they hope to gain.</li> </ul>	<p>USA</p> 	<p>Los Angeles 3 months ago</p> 	<p>(go) on holiday with my family</p> 	<p>2 weeks</p> 	<p>AUSTRALIA</p> 	<p>SYDNEY Last summer</p> 	<p>Cousins</p> 	<p>1 month</p> 
<p>USA</p> 	<p>Los Angeles 3 months ago</p> 	<p>(go) on holiday with my family</p> 	<p>2 weeks</p> 						
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Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
<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>• <b>LXX5-1C</b></li>   <li>• <b>LXX5-5U</b></li> <li>• <b>LXX5-6U</b> (7U scripted)</li> <li>• <b>LXX5-8U</b> (9U scripted)</li> </ul>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Teacher introduces the unit by showing the cartoon.</li> </ul>  <ul style="list-style-type: none"> <li>• Teacher leads discussion by asking questions, such as What is happening in each image? What is odd about each one? Teacher writes the following questions on the board to further stimulate discussion based on the topic of 'Experience': <ul style="list-style-type: none"> <li>Do you think career choice is important?</li> <li>What is your ideal occupation?</li> <li>Can you think of an occupation that existed last century but is no longer prevalent?</li> <li>Which occupation do you think is the easiest and which one is the hardest? Why?</li> <li>Which occupation do you think will be most popular in the next century? Which do you think will be non-existent? Why?</li> </ul> </li> <li>• As a class, students come up with a name for the topic in [Language]. Further brainstorming includes creating a mind map of aspects of the topic to be explored</li> <li>• Students discuss the valued occupations / most paying occupations / popular occupations in [Country] and in Australia. For example; in Australia a bus driver can earn more than a person who has a degree, however in [Country] that may not be the case.</li> </ul>



Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
	<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. 15/20</li> <li>• Students then complete in pairs or as a class the remaining words they did not know, 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>• Students write down the top five professions they are interested in, in order of preference</li> <li>• Students discuss their preferences in [Language].</li> </ul>
<ul style="list-style-type: none"> <li>• <b>LXX5 – 6U</b> (7U scripted)</li> </ul>	<p><b>Future tense / Adjectives</b></p> <ul style="list-style-type: none"> <li>• Teacher guides students in practising the use of more complex verb tenses, compound and complex sentence structures and parts of speech to describe, inform, express opinions, argue a point of view and persuade, such as [add specific grammatical structures in [Language]]</li> <li>• Teacher focuses on guiding students in practising the use of the future tense and adjectives to describe and discuss future aspirations, plans and experiences, such as [add specific grammatical structures in [Language]]</li> <li>• Students complete Cloze texts and other grammar activities to reinforce the correct use of complex sentence structures using the future tense and adjectives in texts.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>LXX5-6U</b> (7U scripted)</li> </ul>	<p><b>Language for Reflection</b></p> <ul style="list-style-type: none"> <li>• Students conjugate the following verbs in the present tense (or other tense appropriate for the specific language: think, believe, value, identify, reflect, appreciate, feel, learn, consider, find, acknowledge, discover and/or other verbs of teacher's choice</li> <li>• Teacher provides sentence starters or scaffolded sentences to assist students in practising sentences that allow students to reflect based on their experience, e.g. "I have found..., I believe..., I have learnt..., I've come to value..., I've come to appreciate..."</li> <li>• Teacher provides students with a variety of linking words appropriate for students' level, e.g. <i>however, moreover, besides, therefore, even though, despite, overall, for instance, for example, nonetheless, nevertheless, whereas ...</i></li> <li>• 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.</li> </ul>

Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
<ul style="list-style-type: none"> <li>• LXX5-2C</li> <li>• LXX5-3C</li> <li>• LXX5-5U</li> <li>• LXX-6U (7U scripted)</li> <li>• LXX5-7U (8U scripted)</li> </ul>	<p><b>Expanding the concept – The Right Career</b></p> <ul style="list-style-type: none"> <li>• Students watch the video <a href="https://www.careeraddict.com/guide-finding-career">https://www.careeraddict.com/guide-finding-career</a>, and explore ideas conveyed in [Language]. They respond to comprehension based questions, and share their answers with the class</li> <li>• Students, in pairs, interview each other to gain information about their partner in terms of their interests, hobbies and plans for the future. Each student writes an email in [Language] to persuade their partner about the occupation that would be the best fit for their partner, justifying their choice. Students share their opinions with the class.</li> <li>• Teacher provides students with the link to a career test <a href="https://joboutlook.gov.au/">https://joboutlook.gov.au/</a> and uses the outcome to stimulate a discussion about different career choices</li> <li>• Students reflect in writing about the outcome of the quiz and research the qualifications needed to attain one of the professions recommended for them</li> <li>• Students read a sample cover letter for a job application. With teacher guidance, students deconstruct the text, identifying the structure and features of the text type. They then use the deconstructed text to compose their own cover letter for an application for their chosen profession.</li> </ul>
<ul style="list-style-type: none"> <li>• LXX5-2C</li> <li>• LXX5-3C</li> <li>• LXX5-5U</li> <li>• LXX5-6U (7U scripted)</li> <li>• LXX5-7U (8U scripted)</li> </ul>	<p><b>Experience in an interview</b></p> <ul style="list-style-type: none"> <li>• Teacher writes the word 'Interview' in [Language] on the board and brainstorms ideas based on what to expect in an interview, including the types of questions that are generally asked</li> <li>• Students listen to, read or view a text in [Language] of a job interview. Students identify main ideas and specific information through comprehension style questions, and discuss and compare their own responses to the questions asked. Teacher leads discussion, and provides support and guidance on the structure and features of the text, including sequencing of ideas, language use, e.g. particular verb tense, idiomatic expressions, and language features that are used for effect</li> <li>• Students read and discuss a sample resume, (some students may already have a resume), and annotate the resume to show the particular structure and features of the text</li> <li>• Teacher provides students with advertisements for different job professions. Students compose a resume for a desired job</li> <li>• Teacher and students discuss appropriate etiquette for a job interview, including non-verbal elements, body language and facial expression. Students then work in pairs to create a role play of an interview for their chosen job, using the above text of a job interview as a scaffold, where Student A is interviewing Student B. Students focus on practising the use of learnt vocabulary and sentence structures, and the above language features, non verbal elements, body language and facial expression.</li> </ul>

Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
	<ul style="list-style-type: none"> <li>Students to watch the video about high paying jobs. <a href="https://www.youtube.com/watch?v=rVj28suZRO8">https://www.youtube.com/watch?v=rVj28suZRO8</a> and use this to stimulate a discussion.</li> </ul>
<ul style="list-style-type: none"> <li><b>LXX5-2C</b></li> <li><b>LXX5-3C</b></li> <li><b>LXX5-5U</b></li> <li><b>LXX5-6U</b> (7U scripted)</li> <li><b>LXX5-8U</b> (9U scripted)</li> </ul>	<p><b>Benefits of Travel</b></p> <ul style="list-style-type: none"> <li>Teacher and students brainstorm travel and the benefits of travel in [Language], and write their shared responses on the board</li> <li>Students watch the video <a href="https://www.youtube.com/watch?v=MyqhDKNig88">https://www.youtube.com/watch?v=MyqhDKNig88</a></li> <li>Students compare, in [Language], their previous shared responses about the benefits of travel with the benefits mentioned in the video. They write any additional ideas on the board, then further discuss the benefits and experiences to be gained from travel</li> <li>Students choose one benefit of travel mentioned in the video and write a diary entry in [Language] where they reflect on how this relates to their own personal context in planning for the future. Students then share their written responses with the class.</li> </ul>
<ul style="list-style-type: none"> <li><b>LXX5-2C</b></li> <li><b>LXX5-3C</b></li> <li><b>LXX5-5U</b></li> <li><b>LXX5-8U</b> (9U scripted)</li> </ul>	<p><b>Travel experience</b></p> <ul style="list-style-type: none"> <li>Teacher provides students with a range of pictures about travel experiences. Students annotate the pictures to match them with corresponding activities</li> <li>Teacher asks students to list the top three experiences they would like to achieve from the given pictures and why? Students share their responses</li> <li>Students, in pairs, discuss holiday experiences in [Language]; possible questions may be: <ul style="list-style-type: none"> <li>What would make a holiday experience memorable?</li> <li>What would you like to do most on a holiday in [Country]? Why?</li> <li>How would a holiday experience in [Country] differ from a holiday experience in Australia?</li> <li>Students summarise and share responses with the class.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li><b>LXX5-2C</b></li> <li><b>LXX5-3C</b></li> <li><b>LXX5-5U</b></li> <li><b>LXX5-8U</b> (9U scripted)</li> </ul>	<p><b>Concluding Activity</b></p> <ul style="list-style-type: none"> <li>Students read or view texts in [Language] about travel. Teacher provides students with a range of comprehension questions such as: Where has the character been to? When did s/he go there? What did s/he do there? How long did s/he stay there?</li> <li>Students work in pairs to complete a travel experience activity. Student A is provided with a country, place, timeframe, companion and experience, and Student B has the same categories yet different experiences. Students use the question tags used for the reading comprehension to gain information from their partner about their travel. See example:</li> </ul>

Syllabus Content	Teaching, learning and assessment Students with a background in [Language]																
	<p><b>Student A</b></p> <table border="0"> <tr> <td data-bbox="638 502 772 534"><b>USA</b></td> <td data-bbox="784 502 918 558"><b>Los Angeles</b> 3 months ago</td> <td data-bbox="929 502 1131 558"><b>(go) on holiday with my family</b></td> <td data-bbox="1153 534 1288 558"><b>2 weeks</b></td> </tr> <tr> <td data-bbox="638 566 772 710"></td> <td data-bbox="784 566 918 710"></td> <td data-bbox="929 566 1131 710"></td> <td data-bbox="1153 566 1288 710"></td> </tr> </table> <p><b>Student B</b></p> <table border="0"> <tr> <td data-bbox="616 869 750 901"><b>AUSTRALIA</b></td> <td data-bbox="761 853 907 909"><b>SYDNEY</b> Last summer</td> <td data-bbox="918 845 1108 1045"> <b>Cousins</b></td> <td data-bbox="1131 837 1265 861"><b>1 month</b></td> </tr> <tr> <td data-bbox="616 917 750 1045"></td> <td data-bbox="761 917 907 1045"></td> <td data-bbox="918 845 1108 1045"></td> <td data-bbox="1131 901 1265 1045"></td> </tr> </table> <ul style="list-style-type: none"> <li>• Students report back to the class to share their experiences.</li> <li>• Students write an article, of 200-250 words in [Language], about the one place they would like to visit, who they would like to travel with and what experience they hope to gain.</li> </ul>	<b>USA</b>	<b>Los Angeles</b> 3 months ago	<b>(go) on holiday with my family</b>	<b>2 weeks</b>					<b>AUSTRALIA</b>	<b>SYDNEY</b> Last summer	 <b>Cousins</b>	<b>1 month</b>				
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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: 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:**