

Stage 5 Years 9 & 10 – Term 3

Concept	Duration
Identity (Our community, the local area and environment)	10 weeks (20 hours)

Unit overview

Students with prior learning and/or experience

Students research a cultural practice from [Country] and prepare a presentation making comparisons with a similar practice in Australia.

Students with a background in [Language]

Students compare texts from different eras to explore how values and cultural practices may have changed over time

Learning intentions

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

- exchange information about personal and cultural identity
- Identify and implement vocabulary related to the topics of personal and cultural identity, cultural values, cultural practices and cultural heritage
- Acquire vocabulary, phrases and language structures related to identity and effectively implement specific grammatical structures in oral exchanges and written responses such as interrogative pronouns, distributive pronouns and reflective expressions.
- 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 personal identity, cultural identity, cultural values, cultural practices and cultural heritage
- 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

Success criteria

Evidence of successful learning will include:

- exchanging information in [Language] about personal and cultural identity, cultural values, cultural practices and cultural heritage
- Using a range of linguistic structures and formats to compose informal and formal texts related to the concept of Identity
- communicating ideas and opinions effectively in both written and verbal tasks
- Reflecting an ability to use the internet to access information and respond to information effectively in [Language]
- Demonstrating understanding of their own personal and cultural context and how this differs to the context of others both within Australia and in [Country].

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</p> <p>LXX5-2C identifies main ideas in, and obtains information from texts</p> <p>LXX5-3C organises and responds to information and ideas in texts for different 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</p> <p>LXX5-6U demonstrates understanding of how [Language] writing conventions are used to convey meaning</p> <p>LXX5-7U analyses the function of complex [Language] grammatical structures to extend meaning</p> <p>LXX5-8U analyses linguistic, structural and cultural features in a range of texts</p> <p>LXX5-9U 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>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"> • LXX5- 2C • LXX5-3C 	<p>Introduction</p> <ul style="list-style-type: none"> • Teacher introduces unit and explores with students how they define the concept of <i>Identity</i>. Teacher establishes the exploration of 2 identities within the unit of work – cultural identity and personal identities. Students brainstorm or participate in class discussion contributing to a visual diagram of what makes up one’s personal identity and cultural identity e.g. 2 column diagram with personal identity (family, heritage, religion, city/suburb, friendship groups, values, relationships) and cultural identity (history, geography and weather, war, rituals, customs, migration, language, religion, art and industry). Students keep a copy of the visual diagram and use it as a reference point throughout the unit. • Teachers may refer students to cultural identity and personal identity infographic on internet. Some examples: <ul style="list-style-type: none"> ○ https://hubpages.com/education/Culture-Observation ○ http://lmckinnongrade6.blogspot.com/2015/08/culture-is_30.html ○ https://destinysodyssey.com/personal-development/self-discovery/personal-identity/ <p>Geography and Lifestyles</p> <ul style="list-style-type: none"> • Teacher introduces/revises geography of [Country] on a map and points out 3-4 cities, towns, geographical regions for close study. Students have their own copy of a map and make annotations and notes. Teacher may highlight large cities or famous cities, important sites, mountain ranges, heritage conservation areas to students. • Teacher introduces main types of lifestyles to students within country, making introductory links with geographical locations and how this might influence the cultural identity e.g. life in provinces and accompanying provincial customs, coastal/island lifestyles and accompanying music, art, traditions from coastal region of [Country] • Teacher designs discussion activity about lifestyles within Australia to consolidate and reinforce initial links between geographical location, culture and identity e.g. Sydney suburbs are very multicultural due to a history of waves of migration, rural and regional Australia have a distinct lifestyle of resilience due to hardships endured by conditions of the land. Students may complete a visual diagram or table the features main regions of Australia and distinct cultures – urban lifestyles of Sydney and Melbourne, agricultural history and culture within regional Queensland, nature-centred and beach and surf culture in coastal Queensland.

Syllabus Content	Teaching, learning and assessment <i>Students with Prior learning and/or experience</i>
	<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 knew from the list e.g. 5/20. • Students then complete in pairs or as a class the remaining words they did not know from the vocabulary using dictionaries. • Students practise and consolidate new vocabulary and phrases using flashcards, Quizlet, Kahoot etc. using correct pronunciation, rhythm and intonation • Suggested words to be included in this list; identity, community, values, history, experience, perspectives, rituals, customs, traditions, landscapes, country, rural, urban, city, suburban, coastal, beachside, poverty, wealth, religion, beliefs, pace, architecture, to identify, to believe, to enjoy, to belong etc.
<ul style="list-style-type: none"> • LXX5-2C • LXX5-3C • LXX5-7U (8U scripted) 	<p>Cultural Identity – City Life, Country Life, Coastal Life</p> <ul style="list-style-type: none"> • Teacher provides students with worksheet Lifestyles and Cultural Identity within [Country]. The worksheet features 3 columns with the 3 headings City Life Identity, Country Life Identity, Coastal Life Identity or other corresponding headings according to [Country] e.g. life in the mountains, life on the islands etc. • Teacher looks closely at life in capital city of Country and students view a YouTube clip or read a text(s) providing an overview of lifestyles within this city of [Country]. 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. • Teacher highlights to students the urban culture that has developed with Capital city and historical and geographical influences that have contributed to the development of this culture over time. Students complete City Life Identity column on worksheet noting main aspects of this lifestyle and cultural identity. • Teacher introduces another lifestyle and cultural identity within [Country] such as coastal or rural with supporting material. Students view a YouTube clip or read a text(s) providing an overview of lifestyles within this city, town or region of [Country]. 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. • Teacher highlights to students the regional culture that has developed with this city/town/region and historical and geographical influences that have contributed to the development of this culture over time. Students complete Country Life Identity column on worksheet noting main aspects of this lifestyle and cultural identity.

Syllabus Content	Teaching, learning and assessment <i>Students with Prior learning and/or experience</i>
	<ul style="list-style-type: none"> Teacher repeats above activities, introducing students to coastal life/life on islands/seaside culture or other culture appropriate for [Country]. Students complete remaining column on worksheet noting main aspects of this lifestyle and cultural identity. In pairs students create a presentation in the form of an article, blog post, PowerPoint or other format chosen by teacher to complete that summarises and offers insights into cultural identity in [Country] and its links to region or location. Students include photos and one example of cultural identity for each region e.g. folk song from the mountains, regional dish from coastal town, sculpture in capital city etc.
<ul style="list-style-type: none"> LXX5-4C LXX5 – 6U (7U scripted) 	<p>Possessive Pronouns and Interrogative Pronouns</p> <ul style="list-style-type: none"> Teacher revises possessive pronouns (my, yours, his, her, it's our, yours, their) Students complete a close passage and other grammar activities to reinforce the correct use Teacher introduces or revises interrogative pronoun (whom, whose, who, what, which) use, modelling their use in the correct manner Students complete a close passage and other grammar activities for students to practise their use
<ul style="list-style-type: none"> LXX5-6U (7U scripted) LXX5-4C LXX5-6U (scripted) 	<p>Language for Reflection</p> <ul style="list-style-type: none"> Students conjugate the following verbs in the present tense (or other tense appropriate for specific language; to think, to believe, to value, to identify, to reflect, to appreciate, to feel, to learn, to consider, to find, to acknowledge, to discover and/or other verbs of teacher's choice Teacher to provide sentence starters or scaffolded sentences to assist students in practising sentences that allow students to express reflection about personal and cultural identity e.g. "I have found..., I believe..., I have learnt..., I've come to value..., I've come to appreciate..." Teacher provides students with 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 ... Teacher to provide cloze passage, scaffolded sentences and other consolidation activities that allow students to practise using more complex sentence structures Students to complete a diary entry, blog post, or feature article (or other text type) of 150 words (scaffolded by teacher if needed) in which they express their reflection on personal and cultural identity thus far.

Syllabus Content	Teaching, learning and assessment <i>Students with Prior learning and/or experience</i>
<ul style="list-style-type: none"> • LXX5-1C • LXX5-4C • LXX5-6U (scripted) 	<p>Article - Cultural Identity and Values [Country]</p> <ul style="list-style-type: none"> • Teacher defines what cultural values and introduces core cultural values of Australia e.g. mateship, egalitarianism, authenticity, optimism, humility, informality, easy-going, humour, common-sense • Teacher guides students on identifying core cultural values of [Country] e.g. modesty, individual and family reputation and honour, hospitality and generosity to others etc. • Teacher encourages students through class discussion to compare the cultural values of both Australia and [Country] values. • Teacher provides detailed bilingual vocabulary list providing students with support and sentence structures to adequately discuss main cultural values in [Country] • Teacher defines features of an Article e.g. headline, introduction, structured body paragraphs, conclusion, direct tone that addresses the reader. Teacher may provide students an article for students to read in [Language] and annotate • Students write their own article of 150 – 200 words in [Language] selecting 3 cultural values to discuss in detail about [Country] with examples that they have learnt about throughout the unit. Teacher may provide a scaffold to appropriately support students.
<ul style="list-style-type: none"> • LXX5-1C • LXX5-5U • LXX5-2C • LXX5-3C 	<ul style="list-style-type: none"> • Personal Identity • Teacher introduces the focus question how is your personal identity influenced by your cultural identity? • Teacher provides the following passage to students in English or [Language]. <p><i>“Culture is at the forefront of a person’s identity. It contributes to their self-perception and the perceptions others have of an individual in the group in which they identify. As a means of communicating values, beliefs and customs, culture has an important social function, bringing people together and fostering a feeling of group identity, belonging and solidarity.”</i></p> <ul style="list-style-type: none"> • Students reflect on their own biography, family origins, family history and migration story, and their family’s own traditions and beliefs contribute to their sense of identity. • Students may conduct an interview with family member and submit a written transcript, or video the interview conducted in [Language]. Teacher to provide 5 key questions in [Language] to assist students in scaffolding the interview.

Syllabus Content	Teaching, learning and assessment <i>Students with Prior learning and/or experience</i>
	<ul style="list-style-type: none"> Students and teacher brainstorm the culture of [Country] in Australia considering the question – how do [nationality] people express their culture and come together as a community in Australia? E.g. Greek radio program/newspapers, Italian Social Welfare Centre, Chinese New Year Festival, Polish Community Centre/Club, Church/Temple/Mosque gatherings, Arabic grocers etc. Students read or view text in [Language] providing information about aspects of [Country's] culture and sense of community in Australia. 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. If available in [Language] teacher presents YouTube clip What it's like to have a Chinese friend (also available for Greek, Indian, Korean, Russian, Arab, Italian, Malaysian and Latino). Students note and discuss cultural stereotypes presented in the clips and if they are valid. Students brainstorm or share as a class on whiteboard or Padlet how does being [Nationality] present itself in our everyday lives? E.g. food and cooking, family culture and expectations, worship and beliefs, visiting family, weekend activities Teacher provides bi-lingual vocabulary list, phrases and sentence structures to support students in developing language and expression around personal identity If possible, at your SSCL centre, stage 5 classes come together for an 'Identity Forum'. Students from similar contexts e.g. 2 16-year-old females, born in Australia, live in Sydney, in Kogarah but may have very different lives due to their cultural background and lifestyle. Students discuss or present responses to the driving question – how does being [Nationality] present itself in my everyday life? Students to complete a diary entry, blog post, or feature article (or other text type) of 150 words that requires students to organise and summarise their ideas around their Greek-Australian/Chinese Australian/Indian-Australian etc identity.
<ul style="list-style-type: none"> LXX5-3C LXX5-4C LXX5 6U (scripted) 	<p>Cultural Practices Research Task and Gallery Walk</p> <ul style="list-style-type: none"> Teacher provides students with a variety of cultural practices and traditions of [Country] to select from. E.g. religious holiday or festival, national Independence Day, seasonal holiday, wedding or birth practices and traditions, fasting etc Students complete a research task in response to 3 focus questions designed by teacher that are relevant to the study of cultural identity in English or [Language]. Students post their findings in English or [Language], including pictures, video clips or articles they have found online and create a promotional poster for a gallery walk in classroom or a promotional webpage on a class blog for others to view and learn about the cultural practice and values. Students complete an activity designed by teacher that encourages students to read and respond to each other's texts.

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<ul style="list-style-type: none"> • LXX5-3C • LXX5 – 6U (7U scripted) if studying a written text • LXX5-7U (8U scripted) • LXX5-8U (9U scripted) 	<p>Cultural Expression and Close Study of Text in [Language]</p> <ul style="list-style-type: none"> • Teacher introduces the idea of cultural expression and the ways in which human imagination, emotion and experience can be reflected in the artistic forms of a nation (song, dance, film, poem, novel, painting, sculpture etc.) • Teacher selects a song, film extract, renowned painting, novel extract, poem, short story or other literary text in [Language] that reflects cultural values and identity of [Country]. The text may reflect ideas and themes related to the country's identity, significant historical event, or cultural expression • 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. • 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. • In [Language], students write a brief analysis consolidating and summarising the ways in which the cultural identity of [Country] is reflected in the text. Teacher may scaffold this in [Language] to support accuracy in expression.
<ul style="list-style-type: none"> • LXX5-1C • LXX5-2C • LXX5-3C • LXX5-5U • LXX5-8U (9U scripted) 	<p>Concluding Activity</p> <ul style="list-style-type: none"> • In pairs or groups, students prepare a 3 slide PowerPoint presentation on cultural practices in Australia on Australia Day (26th January) and Independence Day/Republic Day/Revolution Day/ National Celebration Day of Country. Students compare cultural practices on this day and the significance of both days to each respective nation/culture with the following 3 slides: <ol style="list-style-type: none"> 1. History/Context of each day 2. 3 cultural practices for each nation/culture for the day (traditional dish, public holiday, parades/fetes, memorial ceremony etc) 3. Significance of the day for their communities and cultural values these practises embody

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<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 a background in [Language] as these are different in every language)</p> <ul style="list-style-type: none"> LXX5- 2C LXX5-3C 	<p>Introduction</p> <ul style="list-style-type: none"> Teacher introduces unit and explores with students how they define <i>Identity</i>. Teacher establishes the exploration of 2 identities within the unit of work – cultural identity and personal identities. Students brainstorm or participate in class discussion contributing to a visual diagram of what makes up one's personal identity and cultural identity e.g 2 columns diagram with personal identity (family, school, suburb, heritage, religion, friendship groups, values, relationships) and cultural identity (history, geography and weather, war, rituals, customs, migration, language, religion, art and industry). Students keep a copy of the visual diagram and use it as a reference point throughout the unit. Teachers may refer students to cultural identity and personal identity infographics on internet. Some examples can be found at the following links: <ul style="list-style-type: none"> https://hubpages.com/education/Culture-Observation http://lmckinnongrade6.blogspot.com/2015/08/culture-is_30.html https://destinysodyssey.com/personal-development/self-discovery/personal-identity/ <p>Geography and Lifestyles</p> <ul style="list-style-type: none"> Teacher introduces/revises geography of [Country] on a map and points out 3-4 cities, towns, geographical regions for close study. Students have their own copy of a map and make annotations and notes. Teacher may highlight large cities or famous cities, important sites, mountain ranges, heritage conservation areas to students. Teacher introduces main types of lifestyles to students within country, making introductory links with geographical locations and how this might influence the cultural identity e.g. life in provinces and accompanying provincial customs, coastal/island lifestyles and accompanying music, art, traditions from coastal region of [Country] Students complete a brief research task, writing 3 Instagram posts of 50 words in [Language] each with accompanying photograph. The 3 photos and accompanying posts should cover 3 regions within [Country]. Teacher designs discussion activity about lifestyles within Australia to consolidate and reinforce initial links between geographical location, culture and identity e.g. Sydney suburbs are very multicultural due to a history of waves of migration, rural and regional Australia have a distinct lifestyle of resilience due to hardships endured by conditions of the land. Students may complete a visual diagram or table the features main regions of Australia and distinct cultures – urban lifestyles of Sydney and Melbourne, agricultural history and culture within regional Queensland, nature-centred and beach and surf culture in coastal Queensland.

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<ul style="list-style-type: none"> LXX5-2C LXX5-3C LXX5-7U (8U scripted) 	<p>Cultural Identity – City Life, Country Life, Coastal Life</p> <ul style="list-style-type: none"> Teacher provides students with worksheet Lifestyles and Cultural Identity within [Country]. The worksheet features 3 columns with the 3 headings City Life Identity, Country Life Identity, Coastal Life Identity or other corresponding headings according to [Country] e.g. life in the mountains, life on the islands etc. Students at this level may use titles according to region e.g. Loire Valley, Bordeaux, Provence etc. Teacher looks closely at life in capital city of Country and students view a YouTube clip or read a text(s) providing an overview of lifestyles within this city of [Country]. 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. Teacher highlights to students the urban culture that has developed within Capital city and historical and geographical influences that have contributed to the development of this culture over time. Students complete City Life Identity column on worksheet noting main aspects of this lifestyle and cultural identity. Teacher introduces another lifestyle and cultural identity within [Country] such as coastal or rural with supporting material. Students view a YouTube clip or read a text(s) providing an overview of lifestyles within this city, town or region of [Country]. 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. Teacher highlights to students the regional culture that has developed with this city/town/region and historical and geographical influences that have contributed to the development of this culture over time. Students complete Country Life Identity column on worksheet noting main aspects of this lifestyle and cultural identity.

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	<ul style="list-style-type: none"> Teacher repeats above activities, introducing students to coastal life/life on islands/seaside culture or other culture appropriate for [Country]. Students complete remaining column on worksheet noting main aspects of this lifestyle and cultural identity. In pairs students create a presentation in the form of an article, blog post, PowerPoint or other format chosen by teacher to complete that summarises and offers insights into cultural identity in [Country] and its links to region or location. Students include photos and one example of cultural identity for each region e.g. folk song from the mountains, regional dish from coastal town, sculpture in capital city etc.
<ul style="list-style-type: none"> LXX5-1C LXX5-5U LXX5-2C LXX5-3C 	<p>Personal Identity</p> <ul style="list-style-type: none"> Teacher introduces the focus question how is your personal identity influenced by your cultural identity? Teacher provides the following passage to students in English or [Language]. <p>“Culture is at the forefront of a person’s identity. It contributes to their self-perception and the perceptions others have of an individual in the group in which they identify. As a means of communicating values, beliefs and customs, culture has an important social function, bringing people together and fostering a feeling of group identity, belonging and solidarity.”</p> <ul style="list-style-type: none"> Students reflect on their own biography, family origins, family history and migration story, and their family’s own traditions and beliefs contribute to their sense of identity. Students may conduct an interview with family member and submit a written transcript, or video the interview conducted in [Language]. Teacher to provide 5 key questions in [Language] to assist students in scaffolding the interview. Students and teacher brainstorm the culture of [Country] in Australia considering the question – <i>how do [nationality] people express their culture and come together as a community in Australia?</i> E.g. Greek radio program/newspapers, Italian Social Welfare Centre, Chinese New Year Festival, Polish Community Centre/Club, Church/Temple/Mosque gatherings, Arabic grocers etc. Students read or view text in [Language] providing information about aspects of [Country’s] culture and sense of community in Australia. 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. If available in [Language] teacher presents YouTube clip <i>What it’s like to have a Chinese friend</i> (also available for Greek, Indian, Korean, Russian, Arab, Italian, Malaysian and Latino). Students note and discuss cultural stereotypes presented in the clips and if they are valid.

Syllabus Content	Teaching, learning and assessment <i>Students with a background in [Language]</i>
	<ul style="list-style-type: none"> Students brainstorm or share as a class on whiteboard or Padlet how does being [Nationality] present itself in our everyday lives? E.g. food and cooking, family culture and expectations, worship and beliefs, visiting family, weekend activities Teacher provides bi-lingual vocabulary list, phrases and sentence structures to support students in developing language and expression around personal identity If possible, at your SSCL centre, stage 5 classes come together for an 'Identity Forum'. Students from similar contexts e.g. 2 16-year-old females, born in Australia, live in Sydney, in Kogarah but may have very different lives due to their cultural background and lifestyle. Students discuss or present responses to the driving question – how does being [Nationality] present itself in my everyday life? Students to complete a diary entry, blog post, or feature article (or other text type) of 150 words that requires students to organise and summarise their ideas around their Greek-Australian/Chinese Australian/Indian-Australian etc identity.
<ul style="list-style-type: none"> LXX5-1C LXX5-4C LXX5-6U (scripted) 	<p>Article - Cultural Identity and Values [Country]</p> <ul style="list-style-type: none"> Teacher defines what cultural values and introduces core cultural values of Australia e.g. mateship, egalitarianism, authenticity, optimism, humility, informality, easy-going, humour, common-sense Teacher guides students on identifying core cultural values of [Country] e.g. modesty, individual and family reputation and honour, hospitality and generosity to others etc. Teacher encourages students through class discussion to compare the cultural values of both Australia and [Country] values. Teacher provides detailed bilingual vocabulary list providing students with support and sentence structures to adequately discuss main cultural values in [Country] Teacher defines features of an Article e.g. headline, introduction, structured body paragraphs, conclusion, direct tone that addresses the reader. Teacher may provide students an article for students to read in [Language] and annotate Students write their own article of 150 – 200 words in [Language] selecting 3 cultural values to discuss in detail about [Country] with examples that they have learnt about throughout the unit. Teacher may provide a scaffold to appropriately support students.

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<ul style="list-style-type: none"> • LXX5-6U (7U scripted) • LXX5-4C • LXX5-6U (scripted) 	<p>Language for Reflection</p> <ul style="list-style-type: none"> • Students conjugate the following verbs in the present tense (or other tense appropriate for specific language; to think, to believe, to value, to identify, to reflect, to appreciate, to feel, to learn, to consider, to find, to acknowledge, to discover and/or other verbs of teacher's choice • Teacher to provide sentence starters or scaffolded sentences to assist students in practising sentences that allow students to express reflection about personal and cultural identity e.g. "I have found..., I believe..., I have learnt..., I've come to value..., I've come to appreciate..." • Teacher provides students with 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 ... • Teacher to provide cloze passage, scaffolded sentences and other consolidation activities that allow students to practise using more complex sentence structures • Students to complete a diary entry, blog post, or feature article (or other text type) of 150 words in which they express their reflection on personal and cultural identity thus far.
<ul style="list-style-type: none"> • LXX5-4C • LXX5 – 6U (7U scripted) 	<p>Interrogative Pronouns and Distributive Pronouns</p> <ul style="list-style-type: none"> • Teacher introduces or revises interrogative pronoun (whom, whose, who, what, which) use, modelling their use in the correct manner • Students complete a cloze passage and other grammar activities for students to practise their use • Teacher introduces or revises distributive pronouns (each, either, neither) and the ways sentences are constructed using this form. • Students complete a cloze passage and other grammar activities for students to practise their use
<ul style="list-style-type: none"> • LXX5-3C • LXX5-4C • LXX5 6U (scripted) 	<p>Cultural Practices Research Task and Gallery Walk</p> <ul style="list-style-type: none"> • Teacher provides students with a variety of cultural practices and traditions of [Country] to select from. E.g. religious holiday or festival, national Independence Day, seasonal holiday, wedding or birth practices and traditions, fasting etc • Students complete a research task in response to 3 focus questions designed by teacher that are relevant to the study of cultural identity in [Language]. • Students post their findings in [Language], including pictures, video clips or articles they have found online and create a promotional poster for a gallery walk in classroom or a promotional webpage on a class blog for others to view and learn about the cultural practice and values. • Students complete an activity designed by teacher that encourages students to read and respond to each other's texts.

Syllabus Content	Teaching, learning and assessment <i>Students with a background in [Language]</i>
<ul style="list-style-type: none"> • LXX5-3C • LXX5 – 6U (7U scripted) if studying a written text • LXX5-7U (8U scripted) • LXX5-8U (9U scripted) 	<p>Cultural Expression and Close Study of Text in [Language]</p> <ul style="list-style-type: none"> • Teacher introduces the idea of cultural expression and the ways in which human imagination, emotion and experience can be reflected in the artistic forms of a nation (song, dance, film, poem, novel, painting, sculpture etc.) • Teacher selects a song, film extract, renowned painting, novel extract, poem, short story or other literary text in [Language] that reflects cultural values and identity of [Country]. The text may reflect ideas and themes related to the country's identity, significant historical event, or cultural expression • 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. • 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. • In [Language], students write a brief analysis consolidating and summarising the ways in which the cultural identity of [Country] is reflected in the text.
<ul style="list-style-type: none"> • LXX5-1C • LXX5-2C • LXX5-3C • LXX5-5U • LXX5-8U (9U scripted) 	<p>Concluding Activity</p> <ul style="list-style-type: none"> • Teacher selects 2 texts in [Language] from different time periods e.g. film extract from 1960's Greece and novel/picture from 21st century Greece. In pairs or groups, students prepare a 3 slide PowerPoint in [Language] under the following headings: <ol style="list-style-type: none"> 1. Context and Values Text 1 2. Context and Values Text 2 3. Similarities and Differences between the 2 texts (which values remain central to [x] culture and which seem to change?) <p>Students are encouraged to make close textual reference using quotes or refer to specific film techniques or language devices.</p>

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: