

Stage 5 Years 9 & 10 – Term 2

Concept	Duration
Knowledge (School life and technology)	Term 2 – 10 weeks (20 hours)

Unit overview

Students with prior learning and/or experience

Students research information and ideas related to school life and technology in the Australian context, making comparisons with [Country], and present their ideas and opinions in range of formats.

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

- exchange information about school life and technology
- acquire vocabulary, phrases and language structures related to school life and technology to effectively implement specific grammatical structures in oral exchanges and written responses such as interrogative pronouns, possessive pronouns, and reflective expressions
- obtain, synthesise, and interpret information, ideas, and opinions in a range of texts related to school life and technology
- compose accurate informative, persuasive, and reflective texts in [Language], using a range of linguistic structures and formats for a specific audience related to the concept of school life and technology
- analyse a range of texts in [Language], identifying and explaining cultural values reflected in the text and the way in which they reflect the interrelationship between language, culture, and identity.

Evidence of successful learning will include:

- exchanging information in [Language] about school life and technology, school culture, cultural practices of school life and technology
- using a range of linguistic structures and formats to compose informal and formal texts related to the concept of school life and technology
- communicating ideas and opinions effectively in both written and oral tasks
- demonstrating an ability to access, organise and interpret information and respond effectively in [Language]
- demonstrating understanding of their own personal and cultural context and how this is similar or different to the context of others both in 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>LXX5-4C 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>	<ul style="list-style-type: none"> • YouTube clips, audio-visual texts related to the concept of school life and technology • Websites, research articles and informative texts relating to school life and technology, both authentic and constructed for learning, e.g., infographics: • https://elearninginfographics.com/the-importance-of-technology-in-education-infographic/ • https://elearninginfographics.com/growth-technology-expenses-education-infographic/ • Online learning tool Padlet and Kahoot • Worksheets and exercises prepared by teachers or sourced from textbooks • Online Class Blog/Forum • Teacher prepared questionnaires and surveys (hard copy/classrooms) about school life and technology in [Country] and Australia • Digital diagram templates, including Venn diagram

Syllabus Content	Teaching, learning and assessment Students with Prior learning and/or experience
<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 • LXX5-5U • LXX5-6U (7U scripted) 	<p>Introduction</p> <ul style="list-style-type: none"> • Teacher introduces the unit by writing content related vocabulary on the board. Students try to make connections using the vocabulary provided. Teacher stimulates discussion and students guess what the unit focus may be. Teacher introduces the topic of school life and technology • Students brainstorm what makes a school in the Australian context, (e.g. school buildings, students, teachers, subjects, learning, uniform, rules, responsibilities, friendship groups, values, relationships) and the place of technology in the school context (e.g., information, social media, screen time, laptops, learning, research, communication) • Students record the findings of class discussion in a visual diagram, to be used as a reference point throughout the unit. <p>Vocabulary Activity and Pre-test:</p> <ul style="list-style-type: none"> • 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 • Students then complete in pairs or as a class the remaining vocabulary they did not know, 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: technology, school, teacher, student, language, tablets, devices, social media, screen time, resources, subjects, learning, research. • <i>Suggested activity – worksheet with following questions</i> <ul style="list-style-type: none"> ○ Teacher uses the following questions as a pre-test for the class. Students work in groups to answer and see what they know. This activity can alternatively be done in stations - each question can be on an A3 paper - students given time to respond in groups and then rotate after 2 minutes. At the end of the sessions, a spokesperson shares their group's responses. <ol style="list-style-type: none"> 1. Can you name some technologies you used growing up that are now obsolete? How were they used and for what purpose? 2. When it comes to technology, what is the biggest difference between your experience as a child vs children of today? Do you think things are better now or worse? Explain your reasons.

Syllabus Content	Teaching, learning and assessment Students with Prior learning and/or experience
	<ol style="list-style-type: none"> 3. What technology that exists now do you wish you had growing up? What technology that exists now are you glad you didn't have growing up? Explain your reasons. 4. Describe what technologies you use now in your day-to-day life. Do you think you are dependent on technology? Explain. 5. What is one technology you thought you could never live without when you were growing up? Do you still use it? What is the one technology you feel you could not live without today?
<ul style="list-style-type: none"> • LXX5-6U (7U scripted) 	<p>Possessive Pronouns and Interrogative Pronouns</p> <ul style="list-style-type: none"> • Teacher revises possessive pronouns (my, your, his, her, its, our, your, their) • Students complete a Cloze text and other grammar activities to reinforce the correct use • Teacher introduces or revises interrogative pronouns (whom, whose, who, what, which), modelling their use in the correct manner • Students complete a Cloze text and other grammar activities to practise their use.
<ul style="list-style-type: none"> • LXX5-6U (7U scripted) 	<p>Language use for discussion and reflection</p> <ul style="list-style-type: none"> • Teacher guides students in conjugating the following verbs in the present tense (or other tense appropriate for the specific language), e.g., to think, to believe, to value, to identify, to reflect, to appreciate, to feel, to learn, to consider, to find, to acknowledge, to discover • Teacher provides sentence starters or scaffolded sentences to assist students in practising expressions of opinion and reflection, e.g. "I have found..., I believe..., I have learnt..., I've come to value..., I've come to appreciate..., I have come to understand..." • 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 provides Cloze texts, scaffolded sentences and other consolidation activities that allow students to practise using more complex sentence structures.

Syllabus Content	Teaching, learning and assessment Students with Prior learning and/or experience
<ul style="list-style-type: none"> • LXX5-2C • LXX5-3C • LXX5-6U (7U scripted) • LXX5-7U (8U scripted) • LXX5-8U (9U scripted) 	<p>School life in [Country]</p> <ul style="list-style-type: none"> • Teacher leads class discussion to focus on school life in [Country]. Using the visual diagram created by the class for the concept of school and the place of technology in the Australian context, the teacher provides students with a scaffold of key areas to focus on for their shared research on school and the place of technology in the [Country] context. Students record their shared findings in a separate visual diagram • Students form groups to interpret, evaluate and compare the information and ideas presented in both visual diagrams. Student groups create a digital representation of the similarities and differences found, e.g., using a Venn Diagram, PowerPoint presentation, to present to the class • Teacher leads discussion on the information and ideas presented by each group, and provides feedback and guidance on the structure and features of the text(s), including sequencing of ideas, language use, e.g., verb tense, text type, idiomatic expressions, aspects of culture, language features that are used for effect. Students provide feedback using the two stars and a wish method • Teacher presents an annotated email from a student who has decided to come from [Country] to settle in Australia and is inquiring about school life. Teacher focuses on the annotations in the email that point out verb tense, language use, text type, structure, and textual features, idiomatic expressions, and aspects of culture • Students respond to the email, giving information about school life in Australia, including the place of technology, and pointing out similarities and differences between school life in Australia and [Country].
<ul style="list-style-type: none"> • LXX5-2C • LXX5-3C • LXX5-6U (7U scripted) • LXX5-7U (8U scripted) • LXX5-8U (9U scripted) 	<p>Learning at school and the impact of COVID-19</p> <ul style="list-style-type: none"> • Students develop a set of research questions to interview their peers about their experiences learning from home during COVID-19, at both their home school and their Secondary College of Languages campus • Students conduct the interviews, then collate the research gathered into a digital table • Students analyse and evaluate the experiences, ideas, and opinions of the interviewees, identifying common and conflicting views, positive experiences, and challenges • Students complete a blog post or feature article (or other text type) of 150 words (scaffolded by teacher if needed) in which they explore and reflect on their own and their peers' experiences during COVID-19.

Syllabus Content	Teaching, learning and assessment Students with Prior learning and/or experience
<ul style="list-style-type: none"> • LXX5-1C • LXX5-2C • LXX5-3C • LXX5-5U • LXX5-6U (7U scripted) 	<p>The impact of technology – future opportunities</p> <ul style="list-style-type: none"> • Teacher and students brainstorm ideas about the technology they use at school and at home, and opportunities for and benefits of including a wider range of technology as tools for learning • Teacher shares the following video and students in pairs respond to the following questions in [language]: https://www.youtube.com/watch?v=AuVHftBiDVw <ul style="list-style-type: none"> ○ What do you think this says about the role technology will play in the workplace of the future? ○ Do you think there will be any positives/benefits to this? Why or why not? ○ Which technology do you think will be the hardest to learn about? Which will be the easiest? Which will be the most useful? ○ What technology should you be learning about and using at school to prepare you for the workplace of the future? • Students in pairs report back to the class.
<ul style="list-style-type: none"> • LXX5-2C • LXX5-3C • LXX5-6U (7U scripted) • LXX5-7U (8U scripted) 	<p>The impact of technology – planning for the future</p> <ul style="list-style-type: none"> • Teacher presents a persuasive text on the positive impact of technology on learning at school and preparing for future employment. Teacher and students read the text and focus on comprehension questions. Teacher then highlights the structure and persuasive features (language) of the text, e.g., high modality words, repetition, emotive language, superlatives, hyperbole etc • Teacher explains the task: students are to work in pairs to write a persuasive article for their peers on the value of technology use at school and/or in the future workplace • Teacher provides a scaffold of the structure of a persuasive text e.g., introduction, structured body paragraphs, conclusion • Students in pairs use the scaffold to write a persuasive text of 150 - 200 words in [language] on one of the following topics: • Technology is changing the way students learn. • Technology is important for our future employment. • Schools should ban the use of technology as it's a waste of time. • Technology is making people lazier/more dependent on it.

Syllabus Content	Teaching, learning and assessment Students with Prior learning and/or experience
	<ul style="list-style-type: none"> As a class, students collaborate to assess each article against a set of criteria provided by the teacher, and vote on the most successful persuasive text (Reflection).
<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>Cross Language Communication</p> <ul style="list-style-type: none"> develop a set of research questions to interview a cross-section of [Language] speakers in the community about their experiences with Education and Technology during COVID, and how it felt to be living in this situation. conduct the interviews, then collate the research gathered into a digital table analyse and evaluate experiences, ideas, and opinions of the interviewees, identifying common and conflicting views, positive experiences and challenges, and comparisons with the world [region/country] explore and reflect on their own experiences
<ul style="list-style-type: none"> LXX5-1C LXX5-4C LXX5-8U (9U scripted) 	<p>Concluding Activity</p> <ul style="list-style-type: none"> Teacher to brainstorm with the whole class what has been learnt throughout the term. Students use the prompts given and ideas presented to construct a poster on A3 paper recapping the topic (Knowledge: School life and technology). Students provide peer feedback to each other. Prompts are School life in Australia and (Country), Technology in schools, Technology in the workplace. Students include pictures and keywords / statements related to the unit of study.

Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
<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 the unit by writing content related vocabulary on the board. Students try to make connections using the vocabulary provided. Teacher to stimulate discussion - During this time, students guess what the unit focus may be. Teacher introduces the topic of school life and technology. • Students brainstorm or participate in class discussion contributing to a visual diagram of what makes a school and the use technology. E.g. (school, teachers, subjects, responsibility, friendship groups, values, relationships) and technology (Technology, social media, screen time, snap chat, laptops, communication) • Students compare the use of technology and school life in Australia {Country} Students keep a copy of the visual diagram and use it as a reference point throughout the unit. • Teachers may refer students to school life and technology infographic on the internet. Some examples: <ul style="list-style-type: none"> ○ https://elearninginfographics.com/the-importance-of-technology-in-education-infographic/ ○ https://elearninginfographics.com/growth-technology-expenses-education-infographic/ <p>Vocabulary Activity and Pre-test:</p> <ul style="list-style-type: none"> • 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 - Students are to note how many words they knew from the list e.g., 5/20. Once complete students to check their answers using online dictionary. • 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; Technology, school, teacher, student, language, iPad, social media, screen time, resources, subjects • Teacher uses the following questions as a pre-test for the class. Students work in groups to answer and see what they know using English and (Language). This activity can alternatively be done in stations - each question can be on an A3 paper - students are given time to respond in groups and then rotate after 2 minutes. At the end of the sessions, a spokesperson shares their group's responses.

Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
	<ol style="list-style-type: none"> 1. Can you name some technologies you used growing up that are now obsolete? How were they used and for what purpose? 2. When it comes to technology, what is the biggest difference between your experience as a child vs children of today? Do you think things are better now or worse? Explain your reasons. 3. What technology that exists now do you wish you had growing up? What technology that exists now are you glad you didn't have growing up? Explain your reasons. 4. Describe what technologies you use now in your day-to-day life. Do you think you are dependent on technology? Explain. 5. What is one technology you thought you could never live without when you were growing up? Do you still use it? What is the one technology you feel you could not live without today?
<ul style="list-style-type: none"> • LXX5-2C • LXX5-3C • LXX5-7U (8U scripted) 	<p>School life – Attitudes and Values</p> <ul style="list-style-type: none"> • Teacher to provide students with a text on school life in Australia and in {Country}. • Using the given texts - students create a table looking at the similarities and differences in both countries. • Using the gathered information, students write sentences reflecting their findings. • Teacher to guide them with the structure of writing sentences providing them with key words and phrases in {language} (tense - superlatives - comparative words - adjectives etc.) • Teacher to provide students with an emailed text from another student stating their desire to come from {country} to Australia. Complete reading comprehension questions - go through the structure of the email and use of language structures. • Students respond to the email using the provided structures.
<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

Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
<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 knowledge of school life and technology e.g. "I have found..., I believe..., I have learnt..., I've come to value..., I've come to appreciate...I have come to understand..." • 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 the school life thus far.
<ul style="list-style-type: none"> • LXX5-1C • LXX5-4C • LXX5-6U (scripted) 	<p>Journal Writing - School life and Impact of Technology [Country]</p> <ul style="list-style-type: none"> • A day without technology-Impact on the technology that it had. • Teacher to brainstorm ideas as a whole class about the impact of technology. Then in groups, students complete a chalk talk on "A Day without technology" - share their thoughts to the whole class. • Teacher to provide the following questions for students to complete in pairs. <ol style="list-style-type: none"> 1. What do you think this says about the role technology plays in our life? 2. What do you think will be the most difficult part of having no technology for 24 hours? Explain why. 3. Do you think there will be any positives / benefits to this? Why or why not? 4. What technology do you think will be the hardest to live without? Which will be the easiest? 5. What do you think has been the greatest technological invention of all time? • Students report back using one speaker from each group. Teacher shares the following video and students respond to the following questions in {language}. Students to use the video as a tool to add more information to their questions. • https://www.youtube.com/watch?v=AuVHftBiDVw

Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
	<ul style="list-style-type: none"> In your opinion, what has been the greatest technological invention of all time? What about in your own lifetime?
<ul style="list-style-type: none"> LXX5-1C LXX5-5U LXX5-2C LXX5-3C 	<p>Technology in Education- Persuasive Text</p> <ul style="list-style-type: none"> Teacher finds a persuasive text on the impact of technology. Teacher and students read the text and focus on comprehension questions. Teacher to highlight the persuasive features (language) of the text. For Example: high modality words, repetition, emotive language, superlatives, hyperbole etc. Teacher to go through the structure of a persuasive text e.g. introduction, structured body paragraphs, conclusion. Teacher to get students in pairs to write a persuasive text of 80 - 100 words in {language} applying both the structure and language for persuasive to a given topic. <ul style="list-style-type: none"> Suggested idea - provide one statement and have one pair writing a persuasive for the statement and the other pair writing against the given statement. At the end of the activity both pairs can share their persuasive written text. The class can vote on the most persuasive one supporting their reason (Reflection). Provided are 5 statements that can be used with a class of up to 20. Use of technology is changing people. Technology is increasing students' quality of life. Schools should ban the use of mobile phones in classrooms. Technology is making students lazier/more dependent on it. Video games should be used in education. *Teacher to brainstorm each question on the board for both sides - writing the key words that would be needed for a persuasive text related to the given question. If needed teacher to model using the keywords in a sentence.

Syllabus Content	Teaching, learning and assessment Students with a background in [Language]
<ul style="list-style-type: none"> • LXX5-3C • LXX5-4C • LXX5 6U (scripted) 	<p>School Research Task and (Two stars and a wish)</p> <ul style="list-style-type: none"> • Teacher to provide students with a list of school names from {Country}. • Students can go through the school's website to gather information about the school's mission, subjects offered, campus details, life in school, extracurricular activities etc. They are to compare their findings with their own school and create a presentation. Students provide feedback using the two stars and a wish method.
<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>Cross Language Communication</p> <ul style="list-style-type: none"> • develop a set of research questions in English to interview a cross-section of [Language] speakers in the community about their experiences with Education and Technology during COVID, and how it felt to be living in this situation. • conduct the interviews, then collate the research gathered into a digital table • analyse and evaluate experiences, ideas, and opinions of the interviewees, identifying common and conflicting views, positive experiences and challenges, and comparisons with the world [region/country] • explore and reflect on their own experiences
<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 to brainstorm with the whole class what has been learnt throughout the term. Students use the prompts given and ideas presented to construct a poster on A3 paper recapping the topic (Knowledge: school life and Technology). Students provide peer feedback to each other. • Prompts are School life in Australia and (Country), Technology in schools, Technology around the world. • Students include pictures and keywords / statements related to the unit of study.

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: