**MACRO LEVEL: LONG-TERM PLAN: *The scope and sequence of intended learning over the long term***

**Planning at this level includes the overarching intentions and major content (language and concepts) and learning goals of the program**

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| **PROGRAM DURATION**  e.g. Year | | **YEAR LEVEL** e.g. Year 8 | | **LANGUAGE** e.g. Italian | |
| **CLASS CONTEXT**  *Who is it for? What is the language background & learning experience of students? What diversity issues are there (e.g. background speakers and beginner second language learners in the same class)?*  **LEARNING CONTEXT**  *Where does this year’s program sit in the longer term, and in the school’s program of study (e.g. 2nd year of middle years program, Year 7-9)?*  *What is the nature of the program (e.g. language as subject, CLIL, bilingual immersion)? Is the program part of a ‘system’ (e.g. IB MYP), with its own specificity?* | | | | | |
| **SCOPE**  ***Concepts****: What are the major concepts to be explored this year? Are there key/guiding questions? What intercultural foci are there?*  ***Content****: What are the broad content inclusions? Within what organisational contexts (topics/units/modules) will the concepts be explored?*  ***Language structures and features****: What main language knowledge, skills and understanding do learners need to develop and use?* | | | | | |
| **KEY TEACHING CONTENT (*Australian Curriculum: Languages* Content Descriptions)**  **Communicating**  Major communicating CDs from sub-strands  **Understanding**  Major understanding CDs from sub-strands | | | | | |
| **KEY LEARNING GOALS *(Australian Curriculum: Languages* Achievement Standards)**  **Communicating**  Intended learning achievements from Band level AS; other learning goals  **Understanding**  Intended learning achievements from Band level AS; other learning goals  (If also working with a school/state/system curriculum/syllabus: Include local organisational elements, e.g. NSW objectives, IB, UbD. Are these additional, or aligned with AC:L?) | | | | | |
| **SEQUENCE**  *How will inclusions in the scope be implemented over the year?* | | | | | |
| **Term 1**  **Module(s)/Units:** *Content area/concept/theme* | **Term 2** | | **Term 3** | | **Term 4** |
| **Key learning interactions/experiences** |  | |  | |  |
| **INDICATIVE ASSESSMENT**  *What main assessment items- formative and summative- will be included?* |  | |  | |  |

**MESO LEVEL: MODULE/UNIT PLAN: *A specific organisational block of the macro-level program***

**Planning at this level involves a specific focus for a concept or thematically-organised sequence of learning, in the medium term (e.g. term), and includes content detail, week by week, in sequenced activities/processes.**

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| **MODULE/UNIT TIMING/DURATION** e.g. Term 1 | | | | **YEAR LEVEL** e.g. Year 8 | | **LANGUAGE** e.g. Italian |
| **MODULE CONCEPT/TOPIC**  *Described as a communication task/experience, a question, the concept to be explored, etc.* | | | | | | |
| **SCOPE** | | | | | | |
| **Intercultural/cultural concepts**  *What intercultural concepts and understanding, arising from the conceptual/topic focus, and the language structures are explored? Is there related cultural information that requires explanation/exploration?* | | | | | | |
| **Language structures and features**  *What concepts related to language are explored?*  *What specific language knowledge, skills and understanding do learners need to develop and use?* | | | | | | |
| **Australian Curriculum: Languages Content**  *Specific CDs, and what will be taught in these- may be elaborations, or own ideas* | | | | | | |
| **Communicating**  Socialising:  Informing:  Creating:  Translating:  Reflecting: | | | **Understanding**  Systems of language:  Language variation and change:  Role of language and culture: | | | |
| **TEACHING AND LEARNING SEQUENCE**  *Include texts, key learning interactions/activities/experiences, main tasks, reflection opportunities* | | | | | | |
| **Week** | ***Key sources (texts) of language use as stimulus for learning***  ***Key learning interactions focussing on a language/culture concept/process***  ***Key communication experiences/reflections on communication in context*** | | | | | ***Teaching issues/considerations /feedback opportunities*** |
| **1** |  | | | | |  |
| **2** |  | | | | |  |
| **3** |  | | | | |  |
| **4** |  | | | | |  |
| **5** |  | | | | |  |
| **6** |  | | | | |  |
| **7** |  | | | | |  |
| **8** |  | | | | |  |
| **9** |  | | | | |  |
| **10** |  | | | | |  |
| **ASSESSMENT**  ***Specific*** *assessment items/events aligned to* ***identified*** *substrands (CDs), contributing data toward longer term reporting against* ***Achievement Standards*** | | | | | | |
| **Assessment item** | | **Related CDs** | | | **Contribution to ASs** | |
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**MICRO-LEVEL: LESSON PLANNING: *Planning for a single lesson, as part of a module/unit plan and a longer-term program***

**Planning at this level involves detail for each lesson taught, including specific content, pedagogies and scaffolds, key questions, interactions/experiences and assessment, with links to AC:L identified.**

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| **YEAR LEVEL** e.g. Year 5 | | **CLASS** e.g. 5A | | **LANGUAGE** e.g. Japanese |
| **TERM** e.g. 3 | | **LESSON TIME/DAY** e.g. Friday Lesson 2 10-11 | | **DURATION** e.g. 60 mins |
| **MODULE/UNIT TITLE**  e.g. What do you play? | | | **LESSON NUMBER** e.g. 3/10  3rd lesson in sequence of 10 lessons in this module | |
| **RELEVANT PRIOR LEARNING EXPERIENCES**  e.g. Build on language of names of games, I play, I like to…, considering playing of games at school in Japan and Australia | | | | |
| **Lesson Scope** | | | | |
| Key concepts | *What is/are the main ideas/concepts being explored in this lesson?* | | | |
| Key content | *What is the content focus?*  *Which CDs/Es are addressed in the lesson?* | | | |
| Key language | *What language concepts will be addressed? What specific language structures and features are addressed?* | | | |
| Learning goals | *What do you want learners to be able to do, know and understand from this lesson?*  *-Explore sources of language use (texts) as stimulus for learning*  *-Interact with a focus on a language/culture concept or process*  *-Engage in communication experiences/reflections in context* | | | |
| Key texts | *What stimulus texts, realia, etc, will be used in the lesson?* | | | |
| Resources | *What IT and online resources, classroom equipment, etc do you need in the lesson?* | | | |
| **Lesson Sequence**  *Types of questions/ interactions/experiences/processes and resources to be used, in order of presentation/use* | | | | |
| Introduction & orientation: Connecting with past and talking about/introducing new ideas |  | | | |
| Core activities:  Engaging with and applying new ideas | 1.  2.  3.  4. | | | |
| Reflection:  On new learning, as self as learner, on others as users of this language in variable contexts |  | | | |
| **ASSESSMENT** | *If applicable*  *What ongoing feedback is provided to students? How/when is this provided?*  *Consider formative and summative assessment, linked to partial fulfilment of one or several ASs* | | | |
| **EVALUATION** | *Evaluate lesson content, pedagogy, student responses, next steps, etc* | | | |