**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. 3/103rd 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* |