

Ready? Set? Plan!

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AUSTRALIAN CURRICULUM - LANGUAGES
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Professional Learning Program

PLANNING EXEMPLARS AND ANNOTATED EVALUATIONS



AUSTRALIAN FEDERATION OF MODERN
LANGUAGE TEACHERS ASSOCIATIONS INC.

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Sample 1

JAPANESE F→Year 1

Contextual Information:

This Japanese program was designed for L2 learners in a small P-10 school in Tasmania. The program was originally submitted as part of the *Teaching and Learning Languages: A Guide*.

Source: Teaching and Learning Languages: A Guide.

<http://www.tllg.unisa.edu.au/examples.html>

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SECTION A

Prep–Year 10 Scope of Learning Table

Year Group	ILL Focus	Learning Experience	Enduring Understanding
Prep–Year 1	Membership of groups. Movement between groups.	Introducing yourself. Introducing others. Groups in my classroom.	Students have membership of multiple groups (e.g. gender, school classes). Students move between groups. Language can be gender-based (inclusive and exclusive).
Years 2–3	Variability within groups.	Family celebrations such as birthdays or Easter.	A family is a group. Language shows shared membership (last names/surnames). Family groups often celebrate the same activities but not all family groups do so in the same way.
Years 4–5	Place and identity Stereotypes and groups.	Students create a brochure/homepage for visiting Japanese tourists to the area.	How place influences personal identity. Is anyone typical? Are stereotypes useful? How can I represent my culture to another cultural group?
Years 6–7–8	How subcultural groups contribute to national identity.	What evidence of other cultural groups can be seen in our Australian way of life? Is a quilt a suitable metaphor to describe Australia’s culture? Is this the same for Japan? Interview Japanese visitors to find out how they see Australian culture.	Elements of many subcultures contribute to our national Australian identity. Is this true for other countries/nations?
Years 9–10	Is youth culture a global culture?	Explore youth culture through multimedia (e.g. magazines, websites, music videos, fashion with a focus on Australia and Japan). Am I really so different from you? What makes us the same?	Language reflects culture. How a shared language is used to include and exclude people from groups. How group culture can transcend physical and political boundaries. How does youth culture play out on a world stage, and what does it mean for the individual?

Comment [A21]: Specific intercultural focus in shaping learning.

Comment [A22]: Focus on learning experiences rather than on texts and resources.

Comment [A23]: As alluded to earlier in D1 and D6, the scope and connections are planned as an 11-year-long program.

Comment [A24]: Uses very simple language to introduce intercultural concepts.

Comment [A25]: A question focusing on the intercultural learning, i.e. reflecting on the issue as learner’s own sense of self and place in the world.

Comment [A26]: Considers the conceptual learning students will take away from their learning of Japanese.

Source: The Guide Project Examples
http://www.tllg.unisa.edu.au/examples.html
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SECTION B: F-1 Term Planner

Weekly lesson plan

As part of the Prep–Year 10 ILL framework, I have designed the following program with an ILL focus for a Prep–Year 1 class of Japanese learners. The intercultural focus is the concept of groups within a culture. It is a semester plan for ten weeks of learning. Students will build an understanding of how people belong to different groups and move between groups; and that the language of a culture creates groups within it. Students will explore their membership of subcultural groups as manifest in nationality, school classes and house groups, as well as gender and family groups.

Week	Lesson	ILL Focus	Language Focus	Japanese Language
1	My country, Your country!	<ul style="list-style-type: none">Belonging to a large group of people called Australians<i>I live in Bothwell, Tasmania, Australia</i>Another group of people live in a country called Japan and they are Japanese people.	<ul style="list-style-type: none">Australia, JapanAustralian, Japanese	<ul style="list-style-type: none">オーストラリア、日本オーストラリア人、日本人
2	What’s in a name?	<ul style="list-style-type: none">Names indicate family groups and the way society views the individual within the culture.<i>How is my family name the same but different from your family name?</i>	<ul style="list-style-type: none">Word order is reversed in Japan, with the family name coming firstUse of kanji and what it tells us about family namesIntroducing oneself	<ul style="list-style-type: none">すずき けんじJohn Smith本田 ほんだわたし は (for girl)ぼく は (for boys)
3	How can we tell each other who we are?	<ul style="list-style-type: none">Gender groups<i>What do I know about this person from what they say?</i>	<ul style="list-style-type: none">Introducing self	<ul style="list-style-type: none">わたし、ぼく

Comment [A27]: Each lesson has an intercultural and a language focus.

Comment [A28]: Begins with katakana and kanji very early, together with hiragana.

4	How can I use the language? (scenario for a role-play)	<ul style="list-style-type: none">Gender groupsYou and your sister are choosing a video at the video shop. You meet some friends from school with their brother. Introduce yourself and your sister to your friend. Your friends then introduce each other.ORYou are playing in the park with your brother and sister when a new friend from school comes up to you with her mother. You need to introduce yourself to your friend's mother and introduce your brother and sister also. You all go off to play together. A bit later your mother comes to collect you to take you home. Introduce your new friend to your mother.	<ul style="list-style-type: none">Introducing selfIntroducing others	<ul style="list-style-type: none">わたし、ぼくこちら は(name) さんです。こちら は(name) ちゃんです。こちら は(name) くんです。
5 3 March 三月	My culture, your culture, our culture	<ul style="list-style-type: none">Gender celebrationsWhat do we do in Australia to celebrate girls and boys?What things do kids like to do when they celebrate?	<ul style="list-style-type: none">Hinamatsuri as a celebration for girls.Do we have similar celebrations for girls in Australia?Why do you think Japanese people have this celebration?	<ul style="list-style-type: none">ひなまつり の こばたfor recognition and copying.

Comment [A31]: Words in this section are simple but culturally loaded (gender, age, politeness, formality). Questions and scenarios ensure that these cultural aspects are part of learning.

Comment [A29]: An example of a rich, well-rounded assessment task, that is, it demands connecting Japanese culture manifest in language with students' personal situation, and applying this learning to a novel situation using the target language.

Comment [A30]: Uses a role-play to allow students to display awareness in a performance.

Comment [A34]: Distinguishes between language that will be used actively and language for recognition.

Comment [A32]: Compares Australian and Japanese celebrations.

Comment [A33]: A question to make students infer the 'other's' perspectives and reasoning.

6	What do these kanji mean for me?	<i>Which group do I belong to?</i> <i>What is my kanji for being a boy or a girl?</i> <i>What do I like to do?</i> Use a Venn diagram to map activities and interests of groups of boys and girls in the class. Put the kanji for each gender above the appropriate circle. <i>Are there some things that only boys do?</i> <i>Are there things that girls do that boys don't?</i> <i>Is this the same for Japanese children?</i>	<ul style="list-style-type: none">MaleFemaleBoyGirlChildKanji for each	<ul style="list-style-type: none">おとこ 男おんな 女おとこのこ 男の子おんな 女の子こどもの 子ども
7	A new way to write and say my name	<ul style="list-style-type: none">Gender groups and national groups according to how we write our namesHow does how I write and say my name tell other people who I am?	<ul style="list-style-type: none">Focus on katakanaEndings for boys' names in JapanEndings for girls' names in JapanIs this also the case in Australia?	<ul style="list-style-type: none">katakana symbols~ろう (いちろう、じろう、たろう) roo means 'son'~こ ko means 'child'かんじ for names
8	My family, your family	<ul style="list-style-type: none">Concept of <i>uchi</i> (humble) and <i>soto</i> (polite)Do I use different words for Mum and Dad?Is this the same for other people?	<ul style="list-style-type: none">FamilyFatherMother	<ul style="list-style-type: none">かぞくおとうさん (honorific, <i>uchi</i>) ちち(humble, <i>soto</i>)おかあさん(honorific, <i>uchi</i>) はは(humble, <i>soto</i>)Title shows respect within the familyOrder of saying 'mother and father' – 'father and mother' in Japan and the reverse in Australia.

Comment [A35]: Uses vocabulary as a starting point for reflection.

Comment [A36]: Introduces complex cultural concepts in early learning with a focus on how the concept influences language

9	My family, your family	<ul style="list-style-type: none">Links to genderHow do I say 'brother' and 'sister'?What's the same for me and you?	<ul style="list-style-type: none">Titles forBrotherSisterTitles are substituted for older	<ul style="list-style-type: none">おにいさんおねえさんおとうといもうとYounger siblings
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		<ul style="list-style-type: none">What's <u>different</u>?	siblings' names but this is not done for younger siblings.	call older siblings by their title to show respect for elders. <ul style="list-style-type: none">Older siblings call younger brother and sisters by their given names.
10	Celebration and evaluation	<ul style="list-style-type: none">Teacher draws or shows a picture of an unknown person to the class and adds details about the person in Japanese. Teacher introduces him/herself and then his/her new friend.Using A3 paper students draw their new friend and add details in Japanese using reference list / word banks (e.g. names in katakana, school year, school houses, gender) by drawing kanji or choosing the appropriate kanji sticker, family title, and nationality.Students introduce themselves and their <u>new</u> friend in Japanese. Reflection questions: <ul style="list-style-type: none">What things can I do in Japanese?What groups do I belong to?How do I know I belong to a group?How do Japanese people <u>write</u>?		<ul style="list-style-type: none">わたし、ぼくこちら は (name) さん です。こちら は (name) ちゃんで す。こちら は (name) くん です。

Comment [A37]: Explicit focus on comparison.

Comment [A38]: Applying the knowledge to a novel situation.

Comment [A39]: Reflection questions cover language learning and intercultural concepts.

SECTION C: Lesson Planner

Task Descriptions and Evaluation (Including Student Responses)

These are the tasks I taught in Weeks 3 and 4 of the 10-week semester plan. Student responses are underlined.

Week 3 Lesson

— *How can we tell each other who we are?*

— *What groups do I belong to?*

Year group: Prep–Year 1 class

Lesson time: 1 x 45-minute lesson

Intercultural focus

Gender groups – *What do I know about a person from what they say?*

Students will understand:

- the concept of a group and groups
- that they are members of various groups (Prep–Year 1 class)
- that these groups are determined by certain shared characteristics (e.g. Prep student, Year 1 student)
- that they move between groups (I am a Year 1 student in Shannon house and I belong to the boy group).
- that they know which groups they belong to through the words they use (e.g. Boys use *boku* to introduce themselves and girls use *watashi*. However, in Australia both genders use ‘I’ to introduce self.)

Language focus

- Introducing self (わたし、ぼく)
- Class (プレップ ; 一ねんせい)
- House groups (クライド ; シヤノン)
- Words for male and females – ‘man’, ‘woman’, ‘boy’, ‘girl’, ‘child’ (男、女、男の子、女の子、子)
- The use of *no* (の) to join kanji to make a new word to describe a concept (*otoko no ko* = man + child = boy 男の子)

Task 1:

Establish the concept of a ‘group’

- Tell students they will be learning about groups today – *Kyoo wa guruupu o benkyou shiteimasu. Guruupu. Nani?*
- Show students a group of textas (or similar classroom items) in a mixed group of two colours. *Kore wa texta no guruupu desu.* Make a gesture encircling the group.
- Scratch your head and ask students how they can sort the group of textas into two groups. *Ni guruupu? Doo desu ka.* Students divide the textas into two groups by colour. *Hai, soo desu. Aka no guruupu desu. Midori no guruupu desu. Wakarimashita ka. Te o agete kudasai.*

4. Ask students to create a sentence describing what they just did. Teacher scribes onto an A3 piece of cardboard and places it in a public spot. Read the sentence in English and then in Japanese.
- 🗣️ *'We sorted them out so they're the same colours.'*
- 🗣️ *'We made groups.'*

Task 2:
Activate student understanding of the groups they belong to within their classroom

1. Ask the class to stand up and make a group near the whiteboard. *Minasan, tatte kudasai. Guruupu o tsukutte. Koko de. Sore wa guruupu desu. Preppu to ichi nensei no guruupu desu. Sugoi. Tsugi wa ...*
 2. Show students two written signs for Prep (*preppu*) and Year 1 (*ichi nensei*). *Mite. Read each sign and ask the class to repeat the names. Ite kudasai. Hold up one sign. Repeat it. Scratch your head and ask what it is. Nani? Preppu? Eto ... nani ... preppu ... hai ... eigo de ... [prep] desu.*
 3. Put the sign up on a wall. Ask the Prep students to come to that spot. *Preppu no seito wa koko ni ite kudasai.* Gesture for students to come to you if they do not understand using the Japanese gesture. When the students make the connection that they should go there and form a group, encircle the group with a gesture and say *Kono guruupu wa preppu desu.*
 4. Hold up the Year 1 sign. Read it to the students and get them to repeat it back. Post the sign opposite the Prep sign. Ask students in Japanese to move to that spot. Do the same as for the Preps. *Kono guruupu wa ichi nensei desu.*
 5. Ask students what they just did. Write it on another card.
 6. Ask students how they knew which group they had to go in? Write this up also. Guide students to an understanding that it was the language that told them which group they could belong to, e.g. *cognate* and numeric cue *preppu* for Prep and kanji for *ichi* which means the number one for Year 1. Add to the other notes posted on the wall.
 7. Call students back to the whiteboard. *Minnasan, kokko de. Suwatte kudasai.* Ask students why we have a Prep and a Year 1 group.
- 🗣️ *'So we can tell who's in which group.'*
- 🗣️ *'So we don't get mixed up.'*

Task 3:
Enhancing student understanding of how they can belong to more than one group

1. Hold up the names of the school house groups. Say each colour for students. *Shyannon. ao desu. Kuraido. midori desu.*
2. Ask students what they think the signs are. *Minasan, nani?*
3. Place the signs on two opposite walls.
4. Indicate to students that they are sitting in a Prep–Year 1 group. *Kore wa preppu to ichi nensei no guruupu desu. Wakarimashita ka.*
5. Now ask students to go to their school house group.
6. Observe those students needing help with this task. Ask successful students to explain how they knew what to do and where to go.
7. Once in the correct groups, repeat each group's name and have students repeat as well.

Comment [A42]: Formative assessment of learning from the beginning of the unit.

Comment [A43]: Learning strategies (i.e. cognate).

Comment [A44]: An opportunity for students to articulate learning (i.e. constructing).

8. Select a student and tell the others that this student belongs to the Prep class and is in Shannon house. *Kochira wa Tomu desu. Tomusan no guruupu wa Preppu to Shannon desu.* Repeat with another student.
 9. Ask for two or three students to tell the groups they belong to. *Preppu. Shyannon.*
 10. Ask students to contribute what they have understood and write up on another card. Add this to the other postings.
- 🗣️ *'We put a coloured dot on ours so we know.'*
- 🗣️ *'Can we put a [coloured] dot on our hands?'*
- 🗣️ *'Why?' (teacher) 'To show we are in the same group.'*

Task 4:
Taking the learning further and making connections with the Japanese language

1. Post a picture of a boy and a girl on the board. Say their names in Japanese — *Otokonoko desu; Onnanoko desu; boy; girl.*
2. Place a flashcard with the kanji for a man and a woman on the board. Ask the students to talk with the person next to them about what they think they are. *Nani?* Students can share their thoughts.
3. Explain this is a type of writing used by Japanese people and it is called kanji. Students repeat this word. Point to some hiragana writing on one of the signs and explain that this is called hiragana. Do the same for katakana. Ask students what they now know about how Japanese people write. How do we write in Australia? *Why do you think people write in different ways and not in the same way? I wonder if all people write with pencils. What do you think?* Explain how kanji are written with brush and ink. *Shudoo, fude de.*
4. Ask students which kanji they think is for a male person and which one is for a female person. *Why did you think that?* Explain which kanji is which to the students.
5. Ask students how we can remember which one is which. Suggest some *learning* strategies to students for remembering these kanji, for example the man needs to be strong in the fields (explain the top part of the kanji is 田 for fields) and the lady is sitting with her ankles crossed (like Queen Elizabeth when she is sitting).
6. Ask students to cross their ankles and say *onnanoko* and then to stand with their *legs* like the bottom strokes in the kanji for man and to flex their muscles like a strong man, repeating the word *otokonoko*. Select a student to place a kanji under its correct word. Students vote on whether the choice is correct using *maru* or *batsu*. *Maru? Batsu?*
7. Ask students, if this kanji means a male person/male then how could we write the word for a boy, a little male person? Talk to the person next to you. What did your partner say? Write or draw their suggestions on the board.
8. Show students the flashcard for *ko* 子. What did we say this Japanese writing was called? *Hai. Kanji desu.* How do you think this could be used to say 'boy'? Explain that this kanji means 'child' – *ko*.
9. Show students the hiragana *o*. Ask students to think about this hiragana. How could it be used to make the word for 'boy'? Share ideas from students. Explain that it is very special because it joins words together to make a new word.
10. Place *no* next to *otoko* and then *ko*. *Let's read the ideas shown here. Yomimashooka. Man and child. This means a child man or a boy.*

Comment [A45]: Evidence of student's thinking process and understanding.

Comment [A46]: A question that helps to de-centre students' own practice and accept the existence of variability.

Comment [A47]: An example of teaching how to learn through visual representation.

Comment [A48]: Items 4–9 are examples of effective questions for making connections and sequence of kanji teaching; that is, they encourage students to learn how to learn and guide students' thinking processes so that they can connect new concepts with old knowledge for themselves.

Language: Japanese

Year level(s): Foundation – Year 10

Contextual information: This Japanese program was designed for L2 learners in a small P-10 school in Tasmania. The program was originally submitted as part of the [Teaching and Learning Languages: A Guide](#) project (TLLG Project). The annotations provided as part of that project are included in this version. This detail is helpful for our purposes of understanding the teacher's thinking and planning processes. The full program is available at:

http://www.tllg.unisa.edu.au/lib_programs/gllt_prog_jap_ps.pdf

This sample includes: SECTION A: a P-10 Scope of Learning in which the Intercultural Language Learning Focus is highlighted, including Learning Experiences and Enduring Understandings to be addressed across the year levels. SECTION B: The detailed unit plan for a Japanese Prep - Year 1 class

SECTION C: an excerpt from a lesson plan which details the activities and tasks for one lesson. The three levels of planning included in this sample provide clarity in terms of long term progression and detail in relation to tasks and specific language and intercultural understandings to be addressed.

Program Evaluation Part One Identifying how the AC:L is represented in the plan	
Section A: P-10 Scope of Learning	This sample was developed prior to the introduction of the Australian Curriculum. The plan does not explicitly reference the AC:L, however it demonstrates how an existing plan may reflect the teaching and learning intentions of the AC:L and with some reformatting/ relabelling could align with the AC:L. There is a strong focus on developing students' understanding of their own identity as a learner and user of languages as well as an explicit focus on supporting the development of intercultural understandings. These elements reflect the intentions of the AC:L.
Section B: Foundation - Year 1 Term Planner	This unit highlights how a number of Content Descriptions from both Strands can be effectively combined in a rich, meaningful unit for young learners. This unit addresses the following Content Descriptions: Foundation to Year 2 / Communicating / Reflecting / ACLJAC118 Notice and describe some ways in which Japanese language and communicative behaviour are similar or different to own language(s) and cultural forms of expression (eg. *RSP1) Foundation to Year 2 / Communicating / Reflecting / ACLJAC119 Use simple statements and gestures to express aspects of self, such as membership of family, friendship, gender, school/class or cultural groups Foundation to Year 2 / Understanding / Language variation and change / ACLJAU124 Recognise that there are differences in how language is used in different cultural and social contexts, such as ways of greeting and addressing people (eg. *RSP3) Foundation to Year 2 / Understanding / Role of language and culture / ACLJAU126 Understand that language and culture are closely connected
Section C: Foundation - Year 1 Lesson Plan	This section identifies in detail how the teacher plans to structure the language learning activities for each lesson and how she will elicit the intercultural understandings through clear questioning, tasks and opportunities for reflection. There are implicit links to a range of threads from sub strands in both the Communicating and Understanding strands

Program Evaluation Part Two Evaluation of program content based on a set of principles	
1. Intercultural Orientation	An intercultural orientation is clearly evident at all levels of planning. In Section A, the Intercultural Language Learning (ILL) focus is identified for each year level. In Section B this is expanded with each lesson having 2-3 dot points outlining the ILL focus and useful guiding questions to elicit the intercultural understanding. In Section C this is further expanded under the Intercultural focus heading where the teacher lists what students will begin to understand through participation in the tasks of that lesson. There are many activities and opportunities planned in each lesson which engage the children in making comparisons between their own language and culture and Japanese language and culture. Children are encouraged and supported to reflect on these similarities and differences and to think about why they may exist and what they may mean.
2. Conceptual (themes)	In Section A the 'Enduring Understandings' include concepts extending beyond those relating to language and culture and include aspects of identity, stereotypes, youth culture etc. At Prep - Year 1, children are introduced to the 'Enduring Understanding' that they have membership of multiple groups and they move between groups. They are beginning to understand more of their own identity. They also learn about some Japanese festivals (Boys' Day and Girls' Day). Section C expands on the activities as students explore these 'Enduring Understandings'.
3. Dialogic Enquiry	In section A Learning experiences are framed as questions for exploration in class, as are enduring understandings in most cases. In section B topics for discussion in the ILL Focus section are typically framed as inquiry questions as well. Section C highlights actual questions used in teaching & learning, with a focus on eliciting learners' understandings of concepts as they engage in language activities.
4. Interactions - meaning making	Sections B and C identify how the interactions focus on children introducing themselves and identifying the groups they and others belong to (Informing sub-strand of AC:L). They are supported to use short phrases to communicate this information.
5. Analysis & reflection	Sections B and C provide many examples of how analysis and reflection are built into each lesson. For example, in Section B Weeks, 7,8 and 9, students reflect on the fact that the way in which family members are referred to in Japanese is different depending on the familiarity and the relationship with that person.
6. Bilingual (moving between languages and cultures)	Throughout the plan students are encouraged to compare their knowledge of English with the sounds and meanings of Japanese

Sample 2

FRENCH F→Year 1

Contextual Information:

This French sample is designed for a group of L2 learners in a Victorian primary school. The school offers the International Baccalaureate Primary Years Program (PYP) program and therefore the curriculum is based on an inquiry approach.

OLIVIA LATRACHE

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FRENCH PLANNER (2016)

SECTION A: F-6 INQUIRY PLANNER

Australian Curriculum (Victorian Curriculum) Strand/Sub-Strand		COMMUNICATING UNDERSTANDING Language variation and change	COMMUNICATING UNDERSTANDING: Systems of language	COMMUNICATING UNDERSTANDING: Role of language and culture
Transdisciplinary theme (From PYP)		Who we are	How we express ourselves	Where we are in place and time
Foundation - Year 1	Central Idea	We use languages to communicate	We can put sounds and words together to make our own sentences	Learning about our friends and families' cultures helps us become global citizens.
	Lines of inquiry	English is one of the many languages in the world Some people around us speak different languages	Different languages use different sounds to create their texts Knowing language patterns helps us communicate our ideas	Our families have their own cultures, which makes us unique We show understanding of people's similarities and differences in and outside of Australia
	Key Concepts (From PYP)	Responsibility	Function Form	Connection Perspective
	Related Concepts (From Australian Curriculum)	Interacting Communicating Comprehension	Sounds Creating	Uniqueness Comparing Tolerance
Years Two - Six	Central Idea	Languages are used to convey information, entertain and socialise	Understanding the rules and patterns of a language allows us to create our own texts.	Comparing cultures enables us to develop tolerance towards people's uniqueness.
	Lines of inquiry	We speak different languages to improve our communication skills Communication can take many forms, with different outcomes	Languages follow specific rules and patterns People use different language registers in different situations	Our personal cultures shapes our identity Many cultures exist within every country Languages are one of the many ways we can express our uniqueness
	Key Concepts (From PYP)	Responsibility	Function Form	Connection Perspective
	Related Concepts (From Australian Curriculum)	Interacting Communicating Comprehension	Rules Patterns Text	Culture Tolerance Stereotypes

Olivia Latrache, Kororoit Creek Primary School, 2016

FRENCH PLANNER (2016)

SECTION B: FOUNDATION LEVEL YEAR PLANNER

PREP		Term One	Term Two	Term Three	Term Four
Central Idea 1		Languages are used to convey information, entertain and socialise. (WHO WE ARE)			
Central Idea 2		(HOW WE EXPRESS OURSELVES)			
Central Idea 3		(WHERE WE ARE IN PLACE AND TIME)			
Connection		WHO WE ARE: We learn in different ways and have an impact on each other			
C O M M U N I C A T I N G	Socialising	Recognise and respond to routine classroom interactions Use French for everyday routine: roll call, naming the day of the week, opening and closing lessons, transition instructions (e.g. on fait un grand cercle)	Interact with each other and the teacher using simple language and gestures. Singing and adapting rhymes, action songs, raps, lullabies and counting songs	Interact with each other and the teacher using simple language and gestures. Introducing themselves and responding to greetings: bonjour, comment t'appelles-tu? Je m'appelle, Ca va?	Recognise and respond to routine classroom interactions Use French for everyday routine: naming the day of the week Responding to instructions or directions through actions, gestures or verbal responses
	Informing		Identify key points of information in simple texts. Recognising symbols, words and phrases of written French (e.g. labels, title and captions)	Identify key points of information in simple texts. Listening for key words in stories, rhymes and songs, using intonation and visual cues such as gestures and facial expressions to assist understanding	
	Creating	Engage with a range of imaginative texts through action, dance, drawing or other forms of expression. Listening to or viewing French versions of familiar stories, creating accurate visual representations of the French version.	Engage with a range of imaginative texts through action, dance, drawing or other forms of expression. Listening to or viewing French versions of familiar stories, comparing French expressions.		
	Translating		Translate simple French words, phrase and gestures for family and friends, noticing which are similar or different. Recognising that every language has its own words, sounds and gestures to make meaning.		Translate simple French words, phrase and gestures for family and friends. Noticing which are similar or different. Sharing and explaining simple expressions and songs with friends and family.
	Reflecting			Notice how using French feels and sounds different to using own language words. Noticing French ways of taking and behaving which appear different to own ways.	

Olivia Latrache, Kororoit Creek Primary School, 2016

FRENCH PLANNER (2016)

SECTION B: FOUNDATION LEVEL YEAR PLANNER

PREP		Term One	Term Two	Term Three	Term Four
Central idea 1		Languages are used to convey information, entertain and socialise. (WHO WE ARE)			
Central idea 2		(HOW WE EXPRESS OURSELVES)			
Central idea 3		(WHERE WE ARE IN PLACE AND TIME)			
Connection		WHO WE ARE: We learn in different ways and have an impact on each other			
U N D E R S T A N D I N G	Systems of language		Recognise and reproduce the sounds and rhythms of spoken French. Developing pronunciation, phrasing and intonation skills by singing, reciting and repeating words and phrases in context.	Recognise and reproduce the sounds and rhythms of spoken French. Developing number knowledge for numbers 0-10.	
	Language variation	Recognise that Australia is a multilingual society with speakers of many different languages including French. Discovering the many languages spoken in students' year level.			
	Role of language and culture				Understand that people use language in ways that reflect their culture, such as where and how they live and what is important to them. Using formulaic sentences, such as "Joyeux Noël" and "Bonne année"
Assessment		Language (Central idea 1): Grammar (Central idea 2): Culture (Central idea 3):		Language (Central idea 1): Grammar (Central idea 2): Culture (Central idea 3):	

Olivia Latrache, Kororoit Creek Primary School, 2016

FRENCH PLANNER (2016)

SECTION C: FOUNDATION LEVEL TERM PLANNER

Unit of Inquiry	1	2	3	4	5	6	7	8	9	10
Week Notes	Who we are: We learn in different ways and have an impact on each other * (This is an integrated inquiry unit taught across both English and French classrooms - the activities outlined are taught in French and complemented by work in the English classroom)									
Australian Curriculum (Vic Curriculum) Content Descriptions	TEAM TEACHING Book Learning Lab and email teachers									
	Recognise and respond to routine classroom interactions	Recognise and respond to routine classroom interactions	Recognise and respond to routine classroom interactions	Recognise and respond to routine classroom interactions	Recognise and respond to routine classroom interactions	Recognise and respond to routine classroom interactions	Engage with a range of imaginative texts through action, dance, drawing or other forms of expression.	Engage with a range of imaginative texts through action, dance, drawing or other forms of expression.	Engage with a range of imaginative texts through action, dance, drawing or other forms of expression.	Recognise that Australia is a multilingual society with speakers of many different languages including French.
Learning Intention	We are learning to recognise the way in which we learn best.	We are identifying the rules we need to create a successful French class	We are learning to respond to classroom instructions	We are learning to respond to classroom instructions	We are learning to respond to classroom instructions	We are learning to respond to classroom instructions	We are identifying key points in a text in French	We are identifying key points in a text in French	We are identifying key points in a text in French	We are learning to explain what we do at home that may be special.
Success Criteria	I can tell one thing that helps me learn	We agree on 5 rules for our Essential Agreement	I can recognise at least two instructions	"Madame dit" (Simon says)	I am Open-minded I can match the image and the number	I am Open-minded I can tell one thing that happened in the story	I am Open-minded I can say one thing that I like	I am Open-minded I can say one thing that I like	I explain one event that is very special for my family.	I explain one event that is very special for my family.
Presentation	Introduce French as a language. Behaviour expectations. "Ecoutez/Regardez " to get students' attention back.	Remind students of behaviour expectations. Introduce sit down, stand up, make a circle. Use body language, modelling and miming to convey meaning (i.e. avoid translating)	Count to 10 Sing counting song Formally introduce high frequency language in the classroom, e.g.: - Bonjour - Au revoir - Merci - Tout le monde se lève - Tout le monde s'assoit - Tout le monde fait un grand cercle - Ecoutez - Regardez	Sing counting song In the classroom have a simple practise of Simon says using last week's vocabulary. Encourage students to speak with you (not after) as you guide them with AIM gestures.	Sing counting song Tell students they are going to watch a video about a book they probably know (The Very Hungry Caterpillar) in French. There will be no translation. How can they be Open-minded?	Sing counting song Watch very hungry caterpillar video. Model saying 'J'aime...followed by food found in the story'	Sing counting song Watch very hungry caterpillar video. Encourage students to join in on the words or sounds they know (e.g. numbers and onomatopoeias)	Sing counting song Watch very hungry caterpillar video. Model saying 'J'aime...followed by food found in the story'	Sing counting song Watch very hungry caterpillar video. Encourage students to join in on the words or sounds they know (e.g. numbers and onomatopoeias)	Ask students what they can tell you about their culture. If needed, ask if they know any language other than English and if they speak it at home. Record on poster with students names. Give examples of having our own culture: show video of Easter Egg hunt in France. Share something special that you do in your family (Not necessarily at Easter, for example, special birthday song, or speaking another language)

Olivia Latrache, Kororoit Creek Primary School, 2016

FRENCH PLANNER (2016)

Practice/Production	Play Hatchi Patchi (learn to introduce yourself)	Play Hatchi Patchi. What are 5 rules we need for the classroom?	Over the two weeks, students rotate between 4 rotations to practise the vocabulary used in class (each rotation to match a learning style): <u>Doing</u> : Madame Dit (w/ Teacher) <u>Looking</u> : Fish pond activity around Madame dit players - draw what you see other students do. You cannot intervene. <u>Listening</u> : Read 'classroom instructions' story using listening post (uses same vocab as Madame Dit game) <u>Reading/Writing</u> : Colour in illustrations of each classroom instruction to stick in your French book.	Play "Madame dit" with half the class while the other half colours in displays to put up in the classroom. Swap. (ASSESSMENT)	Students consolidate their understandings of numbers by colouring in number worksheets to make displays in French.	Draw the story and share your understanding with the class. Using the images provided, match the amount of food eaten by the hungry caterpillar with the number.	Half groups then swap: 1. In a circle, students say what they like. They can say 'J'aime', then use the food flashcards if they are unsure how to say the food. 2. Teacher makes a graph display to find out the food we like best. Write the sentence 'J'aime...' (copy from the board) and draw about it	Write then draw about something special that you do at home.
Reflection	Draw one thing that helped you learn today.	Draw yourself following the Essential Agreement.	Fill in reflection sheet to identify your preferred learning style. Which activity did you enjoy most? Can you identify your preferred learning style?	What did you do to help people around you with their learning?	How were you Open-minded? How does that help you and those around you with their learning?	How were you Open-minded? How does that help you and those around you with their learning?	Tell us what you like in French. When students speak French, how can we be Open-Minded?	Gallery walk.
Resources		Display for Essential Agreement	Powerpoint or flashcards to introduce vocabulary with visuals Classroom instructions book to be created by teachers if no authentic resource can be located. Reflection sheets: identify how you learn best	Counting to 10 song	Very Hungry Caterpillar read by French students video. Counting to 10 song French number displays with numbers in letters, digits and representation to match the story.	Very Hungry Caterpillar read by French students video. Counting to 10 song Matching game	Food flashcards Counting to 10 song	Easter egg hunt video
Assessment	Formative: Record the French words that students in the class know already (Padlet).		Formative: read lyrics and take notes of students' pronunciation skills (anecdotal notes/observation).	Summative: Monsieur/Madam e dit (Simon Says) using classroom commands. (anecdotal notes/ observation)		Summative: Singing songs and telling story attempting accurate pronunciation. (anecdotal notes/ observation)	Summative: Singing songs and telling story attempting accurate pronunciation. (anecdotal notes/ observation)	Formative: class mind map about our different cultures (poster with students names). Summative: Ability to talk about own culture. (written task: draw about your culture)

Olivia Latrache, Kororoit Creek Primary School, 2016

Program Title: 'Who we are'

Language: French Year level(s): Foundation

Contextual information : This French sample is designed for a group of L2 learners in a Victorian primary school. The school offers the International Baccalaureate Primary Years Program (PYP) program and therefore the curriculum is based on an inquiry approach.

This sample includes:
SECTION A: F-6 Inquiry Planner which draws together planning considerations from both Australian Curriculum: Languages and PYP curriculum documents.
SECTION B: Foundation level Year Planner
SECTION C: Foundation level Term Planner

Program Evaluation Part One Identifying how the AC:L is represented in the plan	
Section A Inquiry Planner	This section connects the AC:L strands and key sub-strands with the PYP transdisciplinary themes in French across F-6. Key concepts from both documents are identified to inform the central ideas and lines of inquiry which will be combined in meaningful units of work.
Section B Year Planner	<p>This section identifies the AC:L Content Descriptions (in bold) and the term in which each will be addressed. In some cases this has been further explained by referencing the relevant Elaborations (eg. Term 1 Socialising) and at other times the teacher has provided her own exemplification (eg. Term 2 Socialising)</p> <p><i>The teacher has considered the development in students' language skills across the year to determine which Content Descriptions will be addressed in each term. You will note that these have been mapped out prior to the 'Connection' for terms 2 - 4 having been determined.</i></p> <p>As the F-2 curriculum is to be covered across 3 years, not all Content Descriptions have been explicitly addressed in this Foundation planner. For example, in the <i>Language variation and change</i> sub-strand there are 3 Content Descriptions but only one of these is addressed in the Foundation year .</p>
Section C Term Planner	<p>The term planner identifies the focus Content Description for each weekly lesson. The learning intention and success criteria link directly to the focus Content Descriptions.</p> <p>The formative and summative assessment tasks provide evidence to use to illustrate students' learning and understanding in relation to the Achievement Standards.</p>

Program Evaluation Part Two Evaluation of program content based on a set of principles	
1. IC orientation	<p>In Section A the central ideas and lines of inquiry all incorporate an IC orientation. The fact that languages and cultures cannot be separated underpins the teacher's planning at this level.</p> <p>Section B clearly identifies how in each term Sub-strands from both the Communicating and Understanding Strands are brought together to ensure a rich, meaningful unit which provides opportunities for development of children's intercultural understanding.</p> <p>The Week 10 lesson in Section C is based on the intercultural approach as it invites children to think about their own cultural identity and something special to them and how this may be similar to or different from other children in their class. <i>Anecdotally the teacher commented that the intercultural approach sits under all that she does in each lesson although she found it difficult to identify it explicitly in this planning proforma and it may be an aspect she adjusts for future planning.</i></p>
2. Conceptual (themes)	Concepts are clearly identified in Section A of the planning documents, which reflects the emphasis the school places on planning with transdisciplinary themes using central ideas and specific lines of inquiry.
3. Dialogic Enquiry	Section A of the plan includes Lines of Inquiry expressed as statements – which would in practice be used to engage learners in exploring these concepts in class discussion
4. Interactions - meaning making	<p>Section B identifies the Creating and Socialising sub-strands as the focus elements of the Communicating strand to be addressed in term 1.</p> <p>In Section C, the Presentation and Practice/Production sections of the planner identify clearly how children are actively involved in using the target language as much as possible in each lesson. Most of the learning takes place in oral, visual and physical interactions as appropriate for students of this age.</p> <p>The use of the gesture approach also encourages oral interaction. In week 3 the teacher has identified strategies such as body language and mime to assist children's understanding of French language introduced without the use of translation.</p> <p><i>Section C also provides detail on the types of interactions children will engage in from the sub-strands. For example, children will recognise and respond to high frequency phrases relating to routine classroom interactions, they will sing songs and they will learn how to express likes using a modelled sentence.</i></p>

5. Analysis & reflection	Section C includes a 'Reflection' element for each lesson. A specific task is planned at the end of each lesson for students to reflect on how they have engaged with the lesson intention and to show if/how they achieved the success criteria for the lesson. This develops students' reflective skills and helps them to recognise the progress they are making in their language learning and their learning in general (such as what strategies help them to learn, how they can be open-minded etc)
6. Bilingual (moving between languages and cultures)	<p>The lines of inquiry identified in Section A foreground that through this unit children will understand that 'English is one of the many languages in the world' and 'some people around us speak different languages'. This is helpful in assisting children to understand that it is quite a 'normal' concept for people to move between languages and cultures in everyday life.</p> <p>Section C outlines how children will be encouraged and supported to use as much French as possible in these early stages of their language learning. They are also provided with strategies to help them understand the new language being introduced and how they can use the language/s they know to assist them. For example in weeks 7-9 they are encouraged to 'identify key points in a text in French' by referring to words or sounds they know (eg. numbers and onomatopoeia) or predictions they can make because they may have read <i>The Hungry Caterpillar</i> in English.</p>

Sample 3

ITALIAN YRS 3→4

Contextual Information:

This Italian program was designed for children in an inner city primary school in Melbourne. Learners are of diverse language and cultural backgrounds.

The planners were developed in 2015 for 3 terms.

Excerpts from the 10 week term plan are provided.

ANNA HENWOOD

North Melbourne Primary School, VIC



2015 LONG TERM PROGRAM OVERVIEW: LANGUAGES

LANGUAGE:	Italian	YEAR LEVEL(S):	3-4 (Band 2 of the AC)	Broad Purpose
http://www.australiancurriculum.edu.au/languages/italian/curriculum/f-10?layout=1#level3-4				
Program context and learners (Who are the learners – identity, knowledge, interests and needs?)				
This program is designed for young learners attending an inner-city primary school in Melbourne, of which half the students do not speak English at home. There have been several different Italian teachers at NMPS over the past year, however, students are now beginning to have a sense of continuity with their learning and engagement. Special needs students include hearing impairment, dyslexia and socio-behavioural issues.				

Overview of content

		Term 1	2: Giacco e il fagiolo	3: Viaggio intorno al mondo	4: Romolo e Remo
Communicating	Organisational focus (e.g. Concepts, essential questions, topics, experiences, linguistic structure, text type)	Concepts	Community > Story > Drama > Message > Character > Narrative > Translation > Comparison	Key events > Routine > Character > Narrative > Meaning > Membership	Collaboration > School life > Story > Drama > Character > Narrative
		Topics	Family members, animals, characters, colours, objects	Continents and countries; numeri 1-20, colours, shapes, following instructions	History, family, animals
		Phonology	Vowel sounds soft/hard (Giacco, fagiolo - gatto)	Sounds of letters of the alphabet	Accented endings (città, perché), soft/hard (gemelli, messaggero, coraggio, lassa, ucciderli, vince, città, perché, chiamò).
		Linguistic structure	Introducing self, question asking, adjective & negation position, present Ir/regular verbs, in/direct articles	Describing objects, articulated prepositions (di + prep), indirect article & noun agreement, in/direct articles	Introducing self, Greetings, negation, statement making, possessive adjectives, in/direct articles
		Text type	Narrative > Book (Giacco e il fagiolo) Role-play	Narrative > Booklet (Le bandiere), Sticker book, Role-play	Narrative > Written story (Romolo e Remo) Role-play
Communicating	Socialising <ul style="list-style-type: none">Interact and socialise with the teacher and peers to exchange personal information and describe people, places, things and everyday routines relating to self, school and home (ACLITU020)Participate in collaborative action in class experiences and activities (ACLITU021)Participate in everyday transactions to obtain goods (ACLITU022)Participate in everyday classroom activities by asking permission, requesting help, asking how to say or write something, asking for repetition, praising or complimenting (ACLITU023)		<input type="checkbox"/> (ACLITU020) <input checked="" type="checkbox"/> (ACLITU021) <input type="checkbox"/> (ACLITU022) <input type="checkbox"/> (ACLITU023)	<input type="checkbox"/> (ACLITU020) <input type="checkbox"/> (ACLITU021) <input type="checkbox"/> (ACLITU022) <input type="checkbox"/> (ACLITU023)	<input type="checkbox"/> (ACLITU020) <input type="checkbox"/> (ACLITU021) <input type="checkbox"/> (ACLITU022) <input checked="" type="checkbox"/> (ACLITU023)
	Informing <ul style="list-style-type: none">Obtain and process factual information about people, routines, responsibilities and interests (ACLITU024)Give factual information about people, objects, places and events in texts supported by graphics or illustrations (ACLITU025)		<input type="checkbox"/> (ACLITU024) <input type="checkbox"/> (ACLITU025)	<input checked="" type="checkbox"/> (ACLITU024) <input type="checkbox"/> (ACLITU025)	<input type="checkbox"/> (ACLITU024) <input type="checkbox"/> (ACLITU025)
	Creating <ul style="list-style-type: none">Listen to, view and read a range of imaginative texts for children, and discuss messages and impressions (ACLITU026)Create short, simple imaginative texts for different audiences (ACLITU027)		<input checked="" type="checkbox"/> (ACLITU026) <input type="checkbox"/> (ACLITU027)	<input type="checkbox"/> (ACLITU026) <input checked="" type="checkbox"/> (ACLITU027)	<input checked="" type="checkbox"/> (ACLITU026) <input type="checkbox"/> (ACLITU027)
	Translating <ul style="list-style-type: none">Translate texts to compare meanings and share understandings about aspects of Italian language and culture that are different from English (ACLITU028)Create simple bilingual texts (ACLITU029)		<input checked="" type="checkbox"/> (ACLITU028) <input type="checkbox"/> (ACLITU029)	<input type="checkbox"/> (ACLITU028) <input checked="" type="checkbox"/> (ACLITU029)	<input type="checkbox"/> (ACLITU028) <input type="checkbox"/> (ACLITU029)
	Reflecting <ul style="list-style-type: none">Compare experiences, noticing how these are influenced by language and culture and how reality they may be expressed in Italian (ACLITU030)Express aspects of own identity reflected in various group and community memberships, including their developing bilingual identity (ACLITU031)		<input type="checkbox"/> (ACLITU030) <input type="checkbox"/> (ACLITU031)	<input type="checkbox"/> (ACLITU030) <input checked="" type="checkbox"/> (ACLITU031)	<input type="checkbox"/> (ACLITU030) <input type="checkbox"/> (ACLITU031)

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Understanding	Systems of language <ul style="list-style-type: none">Experiment with pronunciation and intonation and use rules of spelling. (ACLITU032)Use key grammatical structures to form simple sentences, including the use of possessive pronouns, prepositions, definite and indefinite articles, and gender and singular/plural forms (ACLITU033)Recognise how grammatical structures are used to form simple texts (ACLITU034)	<input checked="" type="checkbox"/> (ACLITU032) <input type="checkbox"/> (ACLITU033) <input type="checkbox"/> (ACLITU034)	<input type="checkbox"/> (ACLITU032) <input checked="" type="checkbox"/> (ACLITU033) <input type="checkbox"/> (ACLITU034)	<input checked="" type="checkbox"/> (ACLITU032) <input type="checkbox"/> (ACLITU033) <input type="checkbox"/> (ACLITU034)
	Language variation and change <ul style="list-style-type: none">Understand that language use varies according to the participants' age, gender and relationship, and the context of use (ACLITU035)Understand that languages change with use over time (ACLITU036)Understand that Italian is spoken in a variety of forms within and outside of Italy (ACLITU037)	<input type="checkbox"/> (ACLITU035) <input type="checkbox"/> (ACLITU036) <input type="checkbox"/> (ACLITU037)	<input checked="" type="checkbox"/> (ACLITU035) <input type="checkbox"/> (ACLITU036) <input type="checkbox"/> (ACLITU037)	<input type="checkbox"/> (ACLITU035) <input type="checkbox"/> (ACLITU036) <input type="checkbox"/> (ACLITU037)
	Role of language and culture <ul style="list-style-type: none">Compare and reflect on different cultural practices and the ways in which language use reflects culture-specific ideas (ACLITU038)	<input type="checkbox"/> (ACLITU038)	<input type="checkbox"/> (ACLITU038)	<input type="checkbox"/> (ACLITU038)
	Cross-curriculum priorities AA Asia & Australia's Engagement with Asia Aboriginal and Torres Strait Islander Histories and Cultures Sustainability General Capabilities Literacy Numeracy ICT Capability Critical & Creative Thinking Personal & Social Capability Ethical Understanding Intercultural Understanding			

Key learning tasks and experiences Include only the MAJOR ones and check for a range of types, purposes, modes. Consider adding a cumulative task (e.g. folio, journal, project) that shows how learning develops over the program.	2: GIACCO E IL FAGIOLO Italian Folk-tales are similar and different to those of other cultures. <ul style="list-style-type: none">Language and culture profiles (to gain an understanding of student backgrounds)Create bilingual dictionary lists of new vocab and phrases from the text.Write a short text in Italian describing an animal from a folktale (either Giacco e il fagiolo or another text). Dante Alighieri.Participated in class games, using spoken Italian from the text.Practiced and presented role-play from the text.	3: VIAGGIO INTORNO AL MONDO Flags of the world are different just as people are different. <ul style="list-style-type: none">Compare Italian alphabet with English (Venn diagram).Follow instructions to draw an image of spoken text in quaderno.Identify flags with continent and country, linking information and/or using prior knowledge.Gather information to describe a flag.Create a written bilingual text (Italian and English) using familiar language and structures.	4: ROMOLO E REMO The Greeks have their own mythological story of the foundation of the city of Rome. <ul style="list-style-type: none">Create a visual representation (title page) of the story, using target language.Put story into own words (in English), to check for meaning.Participate in classroom games using the target language.Prepare and perform a role-play on the target language.Write a short story in Italian about the text, using a word bank and proficiency scales.
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Assessment <i>Check for a range of types, purposes and return to CDs/unit learning focus.</i> <i>Include weightings to indicate relative value/importance of each.</i> <i>Check opportunities for students to show learning at a given point and also progress over time, such that they will reach the overall Achievement Standard at this level.</i>	<div>C</div>			REPORT STATEMENTS <ul style="list-style-type: none">Participated in collaborative action in class experiences and activities.Listened to, viewed and read the imaginative text <i>Giacco e il fagiolo</i> (Jack and the Bean).Created a poster in Italian that described an animal character from a fable.	REPORT STATEMENTS <ul style="list-style-type: none">Used available resources to create a descriptive bi-lingual text about a flag of the world, using previous knowledge and new information.Identified similar and different patterns of the Italian language compared to English and other languages, in particular with the Italian alphabet.Worked in small groups to gather information from resources to create a visual, using new and prior knowledge.Presented written work in Italian to the class on a flag of the world.	REPORT STATEMENTS <ul style="list-style-type: none">Created a visual representation of the story of Romolo e Remo and used images of the characters and the target language in Italian.Applied knowledge of pronunciation and expression when speaking Italian in activities and role plays.Created and wrote a short imaginative text in Italian.Participated and engaged in classroom activities using appropriate Italian language when required.
Assessment of Intercultural understanding						
Intercultural understanding is a key capability of languages education in Australia needs to be explicitly taught and assessed.						
Although intercultural understanding has been a key feature of the programming (as evidenced here and in the unit planning), the three key elements (ACARA, 2015) across the continuum have not always been clearly visible in terms of assessment: <ul style="list-style-type: none">Recognising culture and developing respectInteracting and empathizing with othersReflecting on intercultural experiences and taking responsibility						
http://www.australiancurriculum.edu.au/generalcapabilities/intercultural-understanding/continuum#layout=columns						
From 2016, intercultural understanding will feature as a key assessment in my programming and also in the learning intentions, success criteria and viable languages curriculum.						
Resources <i>Check for a range of text types, authenticity, diverse perspectives and representations.</i>	<ul style="list-style-type: none"><i>Giacco e Il fagiolo</i> (CEOM, 1988) storybookDante Alighieri poster competition task sheet<i>Giacco e il fagiolo</i> Role-play	<ul style="list-style-type: none"><i>Le bandiere</i> (National Geographic, n.d.)Sticker book: <i>Viaggio intorno al mondo. Bandiere, popoli e monumenti</i> (edizioni del borgo, 2015)<i>Tutte le bandiere</i> - Flag outlines for written task.<i>Mappe</i> (Mizielirska & Mizielirska, 2015)<i>Le forme</i> worksheet<i>I numeri</i> chart; list of <i>i colori</i>	<ul style="list-style-type: none"><i>Romolo e Remo</i> story (NMP'S resource, created from Orazzoni, CoAsit publication)<i>Romolo e Remo</i> Role-playWritten tasksheet (with proficiency scales highlighted)			
Evaluation <i>Record your observations about coverage and sufficiency, what needs changing and why.</i>	Overall, students enjoyed the story and role-play. The written task was less enjoyable, perhaps because it lacked sufficient scaffolding (Dante Alighieri poster competition), due to short amount of task time.	There is need for more student talk/discussion with this unit. There was an intended role-play but that did not eventuate. However, students did present their written description of <i>Le Bandiere</i> to the class.			Students loved engaging with the history of the foundation of Rome and the characters of the role-play. A huge success!	

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North Melbourne Primary School Curriculum Planning Document

D

Domain: Languages (Italian)	Australian Curriculum (AC): Grade 3 & 4	Term: 2	Year: 2015
Dimension: <i>Giacco e il fagiolo</i>	Learning Focus: Speaking, Listening, Reading, Writing and Intercultural Understanding	Unit Length: 10 weeks	AC BAND: 2

AC Learning Outcomes (<http://www.australiancurriculum.edu.au/languages/italian/curriculum/f-10?layout=1#level3-4>):

<ul style="list-style-type: none">Students will participate in collaborative action in class experiences and activities. (ACLITC021)Students will listen to, view and read an imaginative text in Italian. (ACLITC026)Students will create a poster in Italian that describes an animal character from a fable. (ACLITC027)Students will experiment with pronunciation and intonation through role-play. (ACLITC032)Students will compare and contrast folk stories in cultures which use different languages.		Cross Curriculum Priorities 	General Capabilities: Literacy Numeracy ICT Capability Critical & Creative Thinking Personal & Social Capability Ethical Understanding Intercultural Understanding
Unit Context: <p>This unit offers student the opportunity to use language in a meaningful context. Students shift from the position of their own cultural understanding, to compare their understanding of the similarities and/or differences from other cultural ideas, through the folk tale <i>Giacco e il fagiolo</i> (Jack and the Bean). Students create a poster, applying knowledge of language they have learned, to describe an animal from a folk tale. Students have regular practice at socialising with peers in collaborative action (short games in class) and in routine activities.</p>			

Skills to Acquire (according to the AC) :

COMMUNICATING				UNDERSTANDING		
Socialising <input type="checkbox"/> (ACLITC020) <input type="checkbox"/> (ACLITC021) <input type="checkbox"/> (ACLITC022) <input type="checkbox"/> (ACLITC023)	Informing <input type="checkbox"/> (ACLITC024) <input type="checkbox"/> (ACLITC0245)	Creating <input type="checkbox"/> (ACLITC026) <input type="checkbox"/> (ACLITC027)	Translating <input type="checkbox"/> (ACLITC028) <input type="checkbox"/> (ACLITC029)	Reflecting <input type="checkbox"/> (ACLITC030) <input type="checkbox"/> (ACLITC031)	Language Variation & Change <input type="checkbox"/> (ACLITC032) <input type="checkbox"/> (ACLITC033) <input type="checkbox"/> (ACLITC034)	Role of Language & culture <input type="checkbox"/> (ACLITC035) <input type="checkbox"/> (ACLITC036) <input type="checkbox"/> (ACLITC037) <input type="checkbox"/> (ACLITC038)
Vocabulary, Grammar and Lexical Items: <ul style="list-style-type: none">Family members (<i>la mamma, il papà</i>)Characters (<i>Giacco, Donna 1, Donna 2, Uomo, Narratore, il principe, la principessa, il re, la regina</i>)Colours (<i>bianca, gialla, rossa</i>)Animals (<i>il gatto, il cane, il cavallo</i>)Objects (<i>il fagiolo, la casa, il castello</i>)Position of negative before verb (<i>non ho mamma</i>)Introducing self- (<i>Mi chiamo Giacco. My name is Jack</i>)Simple question asking - (<i>Chi è? Who is it?</i>)Adjective positioning- (<i>il cane cattivo. the bad dog</i>)Vowel sounds (a, e, i, o, u)Soft/hard sounds (<i>gia, gio - go</i>) e.g. <i>Giacco, gialla, mangia, fagiolo - gatto</i>						
<ul style="list-style-type: none">Present tense <u>irregular</u> verbs in the singular form: <i>avere</i> (to have) – <i>io ho</i> (1st person), <i>tu hai</i> (2nd person) <i>fare</i> (to do) – <i>il cavallo fa</i> (3rd person) <i>essere</i> (to be) – <i>è</i> (3rd person) <i>andare</i> (to go) – <i>va</i> (3rd person) Present tense <u>regular</u> verbs in the singular form: <i>mangiare</i> (to eat) – <i>il gatto mangia</i> (3rd person)						

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Instructional Models and Strategies

Classroom Instruction that Works:

Creating the Environment for Learning			Helping Student Develop Understanding				Helping Students Extend and Apply Knowledge	
Setting Objectives and Providing Feedback	Reinforcing Effort and Providing Recognition	Cooperative Learning	Cues, Questions and Advance Organisers	Nonlinguistic Representations	Summarising and Note Taking	Assigning Homework and Providing Practice	Identifying Similarities and Differences	Generating and Testing Hypothesis
Revised Blooms Taxonomy:			High Level Thinking Skills					
Low Level Thinking Skills								
Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
Recall/recite facts without understanding. Shows previously learned materials by recalling facts, terms, basic concepts and answers.	Shows understanding by finding information from the text. Demonstrates basic understanding of facts and ideas through explanation.	Be able to apply knowledge and use it in a new situation. Solves problems by applying knowledge, facts, techniques and rules in a different way.	Examines and explores in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.	To justify. Presenting, defending and justifying opinions by making judgements about information, validity of ideas or quality of work.	To change or create into something new. Generating new ideas or ways of viewing things. Compiling information in a different way by combining elements in a new pattern or proposing alternative solutions.			

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Teaching and Learning Sequences and Activities

E

Learning Sequence/Lesson	Learning Intention & Success Criteria	Mini Lesson	Intercultural Focus and Questions	Student Learning Activity	Reflection/ Assessment
Lesson 1: INTRODUCTION TO TEACHER Understanding my roles and responsibilities in the Languages Learning class. How to greet my teacher and respond to the roll Reflecting on the importance of my languages and culture background.	Great Language Learners try new things. Great Language Learners think about what they can do and remember. <ul style="list-style-type: none">I greet my Italian teacher and try new phrases.I know how to respond to the roll. I know what I can already remember in Italian.I reflect on my own culture and languages.	Explain how to greet the teacher every lesson and link phrase to school values (RISE) <i>Buongiorno/Arrivederci i Maestra Anna.</i> <i>L'amore vince sempre!</i> Roll call in Italian Discuss the value of student culture and language background, reference to questions.	What are the languages you use to greet family and friends at home? Does the greeting in your home language sound similar or different to greeting Maestra Anna in Italian?	Students contribute positive behaviours towards learning. Students complete Languages and Culture profile, collected at end of lesson.	Reflect on student contributions as a class and how they work together. Review and collate student responses to question sheet.
Lesson 2: REVIEW OF FOLK STORY Remembering and applying previous learning. Evaluating known ideas and justifying similarities and differences.	Great Language Learners listen and look for language that they know and look for new words and phrases. <ul style="list-style-type: none">I listen and look for some vocabulary that I know and some that I do not know.I participate in class games using 100% effort.	Read story <i>Giacco e il fagiolo</i> , with expression, intonation and actions to accentuate meaning. Ask students to listen, learn and look for vocabulary that they do/don't know from T1.	Can you think of a story that is similar to <i>Giacco e il fagiolo</i> ? How are the stories similar or different? <i>Chi è?</i> <i>Mi chiamo Giacco.</i> <i>Non ho mamma.</i> <i>Non ho papà.</i> <i>Non ho casa.</i> <i>Ho solo un fagiolo.</i> EXTENSION: Students create a VENN diagram in their <i>quaderno</i> showing the similarities and differences between the different culture folktales.	Individually then in groups of 2-3 list vocabulary that they know and others that they would like to find out the meaning. (THINK, PAIR, SHARE). Participate in class game using the target language (T1). <i>Chi è?</i> <i>Mi chiamo Giacco.</i> <i>Non ho mamma.</i> <i>Non ho papà.</i> <i>Non ho casa.</i> <i>Ho solo un fagiolo.</i> EXTENSION: Students create a VENN diagram in their <i>quaderno</i> showing the similarities and differences between the different culture folktales.	Create a dictionary page and class word cloud. Students will listen to, view and read an imaginative text in Italian. (ACELITC026) Students compare and contrast folk stories in cultures which use different languages.

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Lesson 3 REVIEW OF FOLK STORY Analysing familiar text and evaluating information in regards to pronunciation and sound.	Great Language Learners think about sounds and compare how they can be different. <ul style="list-style-type: none">• I can pronounce the words accurately.• I have learnt the meaning of a minimum of 3 new sentences/phrases.	Revisit the story <i>Giacco e il fagiolo</i> . Introduce comparison sounds in the target language to students. (soft/hard g) <i>Ecco Giacco.</i> <i>Ha solo un fagiolo.</i> <i>Vede una casa gialla.</i> <i>Io ho solo un gatto.</i> <i>Il gatto fa un salto e mangia il fagiolo.</i>	Do you know why it is necessary to use 'gi' in Italian to make an English 'j' sound? (No letter 'j' in the Italian alphabet). Do you know the other letters that are missing from the Italian alphabet but present in the English alphabet? What other sounds are new or interesting from language in the story?	Students participate in class game with the TL. Students choose three of the focus words/phrases and make an Italian dictionary with them. Students reflect on what makes the soft g sound and write a summary in their own words in their <i>quaderno</i> . Students to share their observations with a partner then with the class.	Students will participate in very simple translating exercises (ACLTIC028) Summarise the pronunciation rule for - <i>gia</i> , - <i>gio</i> , - <i>giu</i> and notice difference for - <i>ge</i> , - <i>gi</i>
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Language: Italian Year level(s): 3-4

Contextual information: inner city primary school in Melbourne. Learners are of diverse language& cultural background. The planners were developed in 2015 for 3 terms. Excerpts from the 10 week term plan are provided.

Program Evaluation Part One Identifying how the AC:L is represented in the plan	
Section A - Long Term Program Overview	Organisational Focus identifies the scope of learning with a focus on language structures & features followed by a full list of Content Descriptions for this level. CD threads to be addressed in each unit (represented by coded hyperlinks) are highlighted. Each unit incorporates at least one Content Description from the Communicating & Understanding Strands. Note 'Role of language and culture' sub-strand in Understanding Strand is not highlighted. As Band content is to be covered over a 2 year period, this strand would be addressed in the program in the following year. Cross Curriculum Priorities and General Capabilities are also identified where these are addressed in each unit.
Section B Key learning tasks & experiences	An outline of key tasks in each term/unit are listed. Links to AC:L are not explicit but tasks show evidence of both strands
Section C Assessment	Statements to be included in student reports are included. These identify what is to be addressed in the unit and how this contributes to towards Year 3-4 Achievement Standards. Links to Achievement standards are not explicit. 3 key elements of the Intercultural Understanding General Capability are also to ensure these are explicitly imbedded in her planning and assessment processes.
Section D Term Planner – scope statement	The Italian Content Descriptions to be addressed in this unit are clearly identified – these are described as ‘learning outcomes’, and ‘skills to acquire’ at two points in the plan. Specific language structures & features are listed.
Section E Teaching & learning sequence	Sample lessons from the teaching sequence are included. No explicit links to content descriptions are evient but icons for the Cross Curriculum Priorities and General Capabilities addressed in each lesson are included. In the Reflection/Assessment column, Content Descriptions which the assessment activity relates to are listed.

Program Evaluation Part Two	
Evaluation of program content based on a set of principles	
1. IC orientation	<p>In the year planner (under Assessment of Intercultural Understanding), the teacher has identified Intercultural understanding as a key capability of languages education to be explicitly taught and assessed.</p> <p>3 key elements of the Intercultural Understanding General Capability are included.</p> <p>In the term planner (under Unit Context), students are encouraged to reflect on similarities and differences between Italian culture and other culture/s through the use of literature (in particular the Italian version of Jack and the Beanstalk).</p> <p>In the lesson sequence students are asked to complete a Languages and Culture profile to help the teacher understand the learners' cultural and linguistic experiences. a column in the unit plan outlines the Intercultural Focus and Questions for each lesson to prompt explicit opportunities to develop students' intercultural understandings.</p>
2. Conceptual (themes)	<p>titles of the for each term reflect a conceptual orientation:</p> <ul style="list-style-type: none">• Italian Folk-tales are similar and different to those of other cultures.• Flags of the world are different just as people are different.• The Greeks have their own mythological story of the foundation of the city of Rome. <p>These themes illustrate ways of providing opportunities to connect language teaching and learning with broader concepts related to cultures & societies.</p>
3. Dialogic Enquiry	<p>The Term plan identifies a range of opportunities for children to engage in thinking about Language and Culture and their relationship, such as in:</p> <ul style="list-style-type: none">- lesson 1 the students are asked to identify if the greetings they are learning in Italian sound similar to or different from greetings they may know/use in other languages- lesson 2 students are encouraged to think of stories that are similar and identify how and why they might vary slightly (in terms of language and/or cultural aspects)
4. Interactions - meaning making	<p>The Year plan identifies how each unit promotes meaningful communication through links to the Communicating Strand Content Descriptions</p> <p>The Term plan identifies opportunities for children to engage in 'real' language creation such as in:</p> <ul style="list-style-type: none">- lesson 4 students write sentences to describe an animal to include in their poster for the Poster Competition- lesson 9 students create a different ending to the play and use 'substitution strategies' to write in Italian.
5. Analysis & reflection	<p>The Year plan identifies how learners engage in analysis and reflection on language & learning through links to the Understanding Strand Content Descriptions.</p> <p>In the Term plan(under the Teaching and Learning Sequence), the Reflection/ Assessment column outlines explicit opportunities for students to reflect on their learning and/or demonstrate their understanding.</p> <p>lesson 1 highlights an example of reflective practice, where the success criteria encourage students to reflect on their own culture and languages.</p>
6. Bilingual (moving between languages & cultures)	<p>Section B Key learning tasks per term each include some type of bilingual activity (eg create a bilingual text). In the learning sequence / lesson plan – intercultural focus students are encouraged to compare sounds across languages, and in assessment engage in (simple) translation exercises</p>

Sample 4

INDONESIAN Years 5→6

Contextual Information:

Kita Tetangga was developed in response to the Year 5 and 6 students’ interest in the proximity of Indonesia and Australia, and yet there being two very different cultures. Many students had been to Bali, so the unit was aimed at developing the group’s geographical knowledge of Indonesia and also their knowledge of traditional and contemporary culture.

The format of the program is based on Understanding by Design, and also incorporated requirements of the school and system. The majority of the students in this Year 5 and 6 group had been learning Indonesian since kindergarten, through one 45 minute lesson per week.

NICOLA BARKLEY
Canberra Grammar School, ACT

SECTION A

Indonesian *Kita Tetangga! We are neighbours!* Nicola Barkley


















































Year 5 and Year 6 Band Description

The nature of the learners ... Students are expanding their social networks, experiences and communication repertoire in both their first language and Indonesian. (text in full)











Year 5 and Year 6 Achievement Standard

By the end of Year 6, students use Indonesian to **convey information** about themselves, their family and friends, and daily routines and activities. They locate specific details and use familiar words and phrases to predict meanings in texts. They respond to and **create texts** such as descriptions and conversations **to share factual and imaginative ideas and experiences, using formulaic phrases and modelled language**. Students produce *ng/ny/nggsounds*, and apply knowledge of pronunciation and spelling to predict the sound, spelling and meaning of new words. They ask and respond to questions using *Apa?*, *Siapa?* *Berapa?* and *Di mana?*, and interact spontaneously with peers in discussions on familiar topics. Students **use subject-focus construction** with a range of *ber-* verbs (*bermain, berjalan, bercakap-cakap, berenang*) and formulaic *me-* verbs (*membaca, mendengarkan, menonton*). They express numbers using *ratus* and *ribu*, and describe character and appearance using noun + adjective word order, for example, *Rumah Budi besar; Dia tinggi dan lucu*. Students use possessive pronouns with some accuracy (for example, *Nama teman saya...*) and **describe events in time** using *pada* with whole numbers and days of the week. They use prepositions such as *di atas/dalam/delakang*, and the conjunctions *karena* and *tetapi*. ...
...Students observe that language use varies according to age, relationships and situation, particularly in relation to terms of address and the nature of what is discussed. **They recognise loan words from English** and their Indonesian spelling (*televisi*) and pronunciation (*kriket*). They comment on similarities and differences between aspects of language and culture, such as celebrations (*Idul Fitri, Hari Ulang Tahun*), leisure (*takraw, bulu tangkis*) and environment (*desa, hutan*).

SECTION B

AUSTRALIAN CURRICULUM: INDONESIAN				YEAR 5 and YEAR 6			
Sub-Strand	Thread	Content Descriptions	Terms				
COMMUNICATING			T1	T2	T3	T4	
Informing	Obtain and use information	Locate, classify and compare factual information from texts about daily life and significant events across cultures.	(ACLINC038)	    			
	Conveying and presenting information	Convey information about aspects of language and culture using; diagrams, charts, timelines, descriptions and guided reports.	(ACLINC039)	     			
Translating	Translating and explaining	Translate texts from Indonesian to English and vice versa, selecting from possible choices to create appropriate meaning.	(ACLINC042)	  			
	Creating bilingual texts	Create simple bilingual texts; reports, instructions, games.	(ACLINC043)	  		✓	
Reflecting	Intercultural experience	Engage in intercultural experiences. Describe aspects that are unfamiliar or uncomfortable. Discuss own reactions and adjustments.	(ACLINC044)	   			
	Identity in intercultural interaction	Share experiences of learning and using Indonesian. Comment on aspects that were accepted or rejected and how this impacted on own identity.	(ACLINC045)	   			
UNDERSTANDING			T1	T2	T3	T4	
Systems of language	Sound and letter knowledge	Notice pronunciation of phonemes; <i>ng/ngg/ny</i> . Notice the difference in pronunciation of loan words from English.	(ACLINU046)	  		✓	
	Grammatical and vocabulary knowledge	Understand how to express actions and events in time and place using prepositions. Expand knowledge of <i>ber-</i> verbs and vocabulary.	(ACLINU047)	    			
	Text structure and organisation	Develop understanding of how grammatical structures and rules influence textual organisation.	(ACLINU048)	  			
Language variation and change	The variation of language in use	Develop awareness that language use reflects different contexts, purposes and audiences.	(ACLINU049)	   			
	The dynamic & influential nature of language	Recognise that Indonesian contains influences from other languages.	(ACLINU050)	    			
Role language & culture	The relationship of language culture	Recognise that language and culture are integral to identity and communication.	(ACLINU051)	   			

SECTION C

Kita tetangga! We're neighbours!							
Languages - Indonesian		Years 5 and 6		Term 3 Year A 2014		Nicola Barkley	
Unit Description (Goals from Content Descriptions)	During this unit on the geography, both natural and built, of Indonesia, students will have opportunities to label maps and use graphic organisers to convey information in both Indonesian and English, to prepare bilingual texts, noticing what differs and explaining why particular language may have been added or omitted, and to notice how Indonesian is influenced by other languages, particularly Dutch and English.						
Links to other learning areas	Religion		Maths	English	History		Geography
	The Arts		Science		Health and Physical Education		Technologies
General capabilities & Cross Curriculum priorities	 Literacy	 Numeracy		 ICT	 Critical and creative thinking		
	 Personal and social competence		 Intercultural understanding			 Ethical behaviour	
	 Aboriginal and Torres Strait Islander histories and cultures		 Asia & Australia's engagement with Asia			 Sustainability	
Quality Teaching Framework	Intellectual Quality	Deep Knowledge		Deep Understanding		Problematic Knowledge	
		Higher- Order Thinking		Metalanguage		Substantive Communication	
	Quality Learning Environment	Explicit Quality Criteria		Engagement		High Expectations	
		Social Support		Student's Self-regulation		Student Direction	
	Significance	Background Knowledge		Cultural Knowledge		Knowledge Integration	
		Inclusivity		Connectedness		Narrative	

SECTION D

Enduring Understandings	Essential questions
<ul style="list-style-type: none">The study of foreign languages reinforces and integrates content from other disciplines.Culture and language are inseparable; they influence and reflect each other.Writing in the target language requires planning, drafting and refining.	<ul style="list-style-type: none">How can I use my Indonesian skills to show my geographical and cultural knowledge?How do language and culture influence and reflect each other?How do I know when changes need to be made, and how do I make those changes?
Knowledge:	Skills
<i>Students will know ...</i> <ul style="list-style-type: none">Basic Indonesian geographyIndonesian vocabulary related to natural and built locationsThe use of the predicate marker <i>adalah</i>Letter writing conventions	<i>Students will be able to ...</i> <ul style="list-style-type: none">Label a map of Indonesia in IndonesianExchange information about places of interest in IndonesiaWrite simple bilingual correspondence

SECTION E

Grammatical Structures	Vocabulary	Resources
<ul style="list-style-type: none">Exchanging information: Jakarta is a city. <i>Jakarta adalah ibu kota.</i> I recently visited _____. <i>Saya baru mengunjungi _____.</i> I saw _____. <i>Saya melihat _____.</i> I stayed there for _____. <i>Saya tinggal di sana selama _____.</i> Yesterday I went to _____. <i>Kemarin saya pergi ke _____.</i> Tomorrow I will go to _____. <i>Besok saya akan pergi ke _____.</i> The temple was very beautiful but it was crowded. <i>Candi ini sangat indah tetapi itu ramai.</i> What's the name of this _____. <i>Apa nama _____ ini?</i> Where did you visit? <i>Di mana anda berkunjung?</i>	<ul style="list-style-type: none">Nouns: <i>pulau, laut, gunung, gunung api, kota, ibu kota, tempat wisata, propinsi, garis khatulistiwa, candi, kraton, pura, monumen, peta, perjalanan, danau</i>Verbs: <i>adalah, mengunjungi, berkeliling, jalan-jalan, pergi, melihat, terletak, tinggal, mulai, selesai</i>Adjectives: <i>Ramai, tua, indah, hebat</i>Prepositions: <i>Ke, selama</i>Adverbs: <i>Baru, lalu, depan, kemarin, besok, sangat</i>Conjunctions: <i>Dan, tetapi, dengan</i>Question Markers: <i>Kapan, di mana, apa, bagaimana, berapa lama</i>	http://www.asiaeducation.edu.au/sites/goindonesia/index.htm

SECTION F

Major Learning Experiences
<ol style="list-style-type: none">Complete the jigsaw puzzle of Indonesia. Use it to fill in a grid with the headings 'Pulau, Tempat Wisata, Kota Besar, Daerah Sekitarnya'.Students explore and then complete some of the tasks in the interactive website Go Indonesia!Students are given texts about Indonesia where it is apparent that many Indonesian words originate from other languages and are then "Indonesianized". They complete the 'Loan words in Bahasa Indonesia' from Go Indonesia! FAComplete a word puzzle by answering questions to <i>Tentang Indonesia</i> in Indonesian and then finding the answers in the puzzle <i>Teka teki Tentang Indonesia</i>.Practise language structures and map work by using small figures to place on the map in various locations and asking their partner questions, for example <i>Gus tinggal di mana? Sri mengunjungi di mana? Di mana Asti berenang?</i>After listening to the teacher giving clues as to where she is at that moment, students label their map with those locations. A map of Indonesia to use as a reference is provided. FAStudents work together to suggest and write captions for a photo album of a visit to Indonesia.Brainstorm suggestions for a model postcard for the teacher to scribe, recalling the format necessary for an informal short letter.Students write 3 postcards in Indonesian using modelled language about various islands, cities and tourist attractions in Indonesia. SA

SECTION G

Assessment			
Performanc e Task (Summative)	Goal: To write three postcards ACLIN043, ACLIN047		
	Role: Tourist		
	Audience: Your Indonesian teacher and other teachers, at school in Australia		
	Situation: You have won a trip to Indonesia, representing the ACT. A student from each other state and territory is also with you on this guided tour of various islands, cities and tourist attractions in Indonesia. After visiting three different locations you are going to write a postcard to your Indonesian teacher and other teachers here at school so you will be writing the same information in Indonesian and English.		
Other Evidence (Formative)	Product: Three bilingual postcards from Indonesia.		
	Success:		
	Better than expected	Right on target	Almost there
	The reader understands me without difficulty. I am correct when producing simple sentences and make some errors when creating with the language. My writing is rich in appropriate vocabulary. I have done everything I have been asked, and have included some more information of my own.	The reader understands me with occasional difficulty. I am correct with modelled language, but don't risk creating my own sentences. My vocabulary reveals basic information. I have done everything I have been asked.	The reader does not clearly understand me I am correct only at the word level. I need a lot of assistance to use the modelled sentences. My vocabulary is limited and/or repetitive. I haven't done everything I have been asked.
	1. Where is the teacher now? Labelling a map. ACLIN039		
	Better than expected	Right on target	Almost there
	I can understand what I hear and isolate the key words. I may need the phrase or sentence repeated. I can indicate my understanding by naming and locating accurately what I have heard.	I can understand most of what I hear and isolate most of the key words. I probably need the phrase or sentence repeated. I can indicate my understanding by naming and locating accurately most of what I have heard.	I am having great difficulty in understanding what I hear and I can only isolate a few of the key words. I need the phrase or sentence repeated many times. I need help to indicate my understanding by naming and locating what I have heard.
	2. Loan words in Bahasa Indonesia ACLIN050		
	Better than expected	Right on target	Almost there
	I have read the information on the Go Indonesia! Website. I have accurately completed the paragraphs.	I have read the information on the Go Indonesia! Website. I have made very few errors when completing the paragraphs.	I may not have read the information on the Go Indonesia! Website. I have made many errors when completing the paragraphs.

PART B _ Lesson Plans (samples)

SECTION A

Lesson Plan 1				
Years: 5 / 6	Class: 5E	Date:	Class: 6E	Date:
Essential question/s: • How can I use my Indonesian skills to show my geographical and cultural knowledge?	Class: 5F	Date:	Class: 6F	Date:
	Class: 5W	Date:	Class: 6W	Date:

SECTION B

Stage I: What will students know and be able to do at the end of this lesson?	
Know: • How to use the predicate marker <i>adalah</i> in equational sentences • <i>Adalah, pulau, laut, sungai, danau, gunung, gunung api, kota, ibu kota, samudra, gunung api, candi, pura</i>	Do: (Learning Target) • Indicate the type and location of various places in Indonesia.
Stage 2: How will students demonstrate what they can do by the end of this lesson?	
• Students will have filled in a grid with the column headings ' <i>Lingkungan Binaan, Lingkungan Alam, Lokasi</i> ' and row headings ' <i>Sumatera, Jawa, Bali, Kalimantan, Sulawesi</i> ' and written sentences using that information.	

SECTION C

Stage 3: What will prepare students to demonstrate what they can do with what they know?	
Link: • Explain the main ideas, learning experiences and assessment tasks of the unit • Continues tourist in Indonesia theme from last term, culminates in writing 3 postcards	5 minutes
Engage and Explain: • Roll - each student chooses one word from the new vocabulary list on the board to pronounce when their name is called. • Students view a map of Indonesia, using its legend, to elicit the meaning of this new vocabulary. • Model how to complete the grid from the information on the IWB map. • Model how to make a sentence from the map information, eg <i>Jakarta adalah kota di Pulau Jawa.</i> <i>Pura Besakih adalah tempat wisata di Pulau Bali.</i>	15 minutes
Active Learning: • Working individually, but able to ask for help from friends or the teacher, students complete the <i>Tempat-tempat di Indonesia</i> grid using the information on the map. • When the grid is filled in, students complete 5 sentences saying what and where a location is.	20 minutes
Reflection: • Students share some of the sentences they have written with a partner or the class.	5 minutes
Materials Needed: • Flashcards for vocabulary, later to be used as a wall word bank • IWB map of Indonesia, with legend and locations shown • Student worksheet	

Lesson Plan 3			
Years: 5 / 6	Class: 5E Date:	Class: 6E Date:	
Essential question/s: <ul style="list-style-type: none">How do language and culture influence and reflect each other?	Class: 5F Date:	Class: 6F Date:	
	Class: 5W Date:	Class: 6W Date:	
Stage 1: What will students know and be able to do at the end of this lesson?			
Know: <ul style="list-style-type: none">That the Indonesian language has many loan words from other languages		Do: (Learning Target) <ul style="list-style-type: none">Give information about loan words in Indonesian	
Stage 2: How will students demonstrate what they can do by the end of this lesson?			
<ul style="list-style-type: none">Complete 3 cloze paragraphs about Indonesian loan words			
Stage 3: What will prepare students to demonstrate what they can do with what they know?			
Link: <ul style="list-style-type: none">Read one of their sentences from the previous week as their name is called.Explain that in many descriptions of tourist attractions in Indonesian, loan words from English and other languages are used.			10 minutes
Engage and Explain: <ul style="list-style-type: none">Read aloud the information about loan words from the Go Indonesia! website.			10 minutes
Active Learning: <ul style="list-style-type: none">Can the students think of any other loan words, particularly from English?Complete the cloze paragraphs about loan words using the word banks for each section.			20 minutes
Reflection: <ul style="list-style-type: none">Students share one new thing they have learned about loan words in Indonesian.			5 minutes
Materials Needed: <ul style="list-style-type: none">http://www.asiaeducation.edu.au/sites/goindonesia/indonesia.htmLoan words ws			

Program Title We are neighbours

Language Indonesian Year level(s) 5-6

Contextual information

Program Evaluation Part One – a) Scope Document Identifying how the AC:L is represented in the plan	
Section A Band Description & Achievement Standards	These are full extracts from the AC:L Year 5-6 Band for Indonesian, providing full contextual detail to begin planning specific to context. These have been reduced in detail for convenience in this sample
Section B Content descriptions	This section, extracted from the AC:L has been formatted by the teacher to create a checklist containing all sub strands, threads and contentment descriptions., along with direct hyperlinks to AC:L CDs and icons for cross curricular links . those CDs to be covered in this term plan are identified on the right the list has been edited and reduced for convenience in this sample
Section C Term plan, unit description and checklists	The unit description is created by merging ideas drawn from the Content descriptions selected for this unit. This is an example of adaptation and contextualising the AC:L for a local program Specific links to other learning areas, to general capabilities in the AC:L and to local planning requirements – the QTF are highlighted.
Section D Enduring understandings & knowledge & skills	Enduring Understands & Essential questions draws on ideas from other curriculum planning theories. In this instance they aren't directly related to the AC:L but do implicitly reflect the AC:L in reference to the links between language & Culture., and the focus on personal meaning making (see evaluation part 2) The knowledge & skills section shows links to strands Understanding; Systems (knowledge) & to Strand Communicating (Skills)
Section E Grammatical Structures & vocabulary	A detailed list of content – no explicit links to AC:L
Section F Major learning Experiences	Provides an outline of proposed learning sequence – no explicit links to AC:L evident
Section G Assessment	The performance task (Postcards) shows explicit links to two CDs (43, 47) summative activities are also linked directly to individual CDS. Performance criteria do not display a direct link to achievement standards

Program Evaluation Part Two A) Scope document Evaluation of program content based on a set of principles	
1. IC orientation	An intercultural orientation is evident in section C – the unit description (... noticing what differs and explaining why particular language may have been added or omitted, and to notice how Indonesian is influenced by other languages, particularly Dutch and English). It is also evident in Section D (enduring understandings (Culture and language are inseparable; they influence and reflect each other) and essential questions (How do language and culture influence and reflect each other?)
2. Conceptual (themes)	Conceptual orientation is most evident in the scope (rather than the detail of the sequence) . a focus on conceptual understandings is evident in Section D (enduring understandings & essential questions, eg How do language and culture influence and reflect each other?
3. Dialogic Enquiry	As shown above the orientation toward conceptual understanding is reinforced with an enquiry focus (Essential questions. Eg How can I use my Indonesian skills to show my geographical and cultural knowledge? How do I know when changes need to be made, and how do I make those changes?
4. Interactions - meaning making - (strand one)	The focus on interactions & personal meaning making is most evident in section G , the main performance task; write a postcard to your Indonesian teacher and other teachers here at school
5. Analysis & reflection (strand two)	Analysis & reflection are evident in learning experience 3 in section F ; where students read texts about Indonesia and identify “Indonesianized” loan words. This acts as a formative assessment task
6. Bilingual (moving between)	Bilingual orientation is evident in the main task (section G) where students write a postcard to their Indonesian teacher (in Indonesian) and to other teachers (in English) - writing the same information in both Indonesian and English.

Program Evaluation Part One b) sequence document – lesson plans (sample) Identifying how the AC:L is represented in the plan	
Section A	In section A (Lesson plan overview & Stage 1 (lesson outcome) &2 Stage (evidence of learning) there are no explicit links to AC:L, in Lesson Plan One the focus is on sub-strand systems of Language in the Understanding strand, in Lesson Three on Language variation & change from Understanding strand.
Section B	In section B (Stage 3 -lesson content & sequence) how students engage with ideas relating to the substrands is elaborated, gain with no explicit links to the AC:L.

Program Evaluation Part Two Evaluation of program content based on a set of principles	
1. IC orientation	An intercultural orientation is evident in the essential question posed for lesson three, and in the content of that lesson in reflecting on how languages influence each other
2. Conceptual (themes)	The concept of cross language influences & loan words is addressed in lesson three
3. Dialogic Enquiry	Each lesson is framed around an essential question, but little evidence of dialogic enquiry identified in the plan itself
4. Interactions - meaning making	In the active learning section of stage 3 (section B) learners generate their own sentences but are not yet actively communicating.. they are however working towards their main task of postcard writing
5. Analysis & reflection	There is a focus on exploring language structures & features in lesson one, then applying that knowledge in sentence making, in lesson three learners reflect on new learning about loan words in the reflection section of the lesson sequence.
6. Bilingual (moving between)	In lesson three students explore the concept of loan words in English and Indonesian, encouraging cross language comparisons.

Sample 5

ITALIAN Years 5→7

Contextual Information:

This Italian program is designed for a second language class in the SA context, where Year 7 is the final year of primary school. The program assumes some, but not extensive, previous Italian learning. It is suitable for the Years 5-6 band, or the Years 7-8 band in the F-10 sequence, for predominantly second language learners.

Source: Teaching and Learning Languages: A Guide.

<http://www.tllg.unisa.edu.au/examples.html>

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A year-long program for Italian for Year 5 to Year 7

Section A: Introduction

Cosa Faccio...

Do students in Australia and Italy live their daily lives in much the same places, with the same sorts of people, doing much the same things? What is similar and what is different and why is this so? These are the starting questions for a comparison of what children do at this age at school, at home, with their family and friends, for noting the similarities and differences and trying to find answers for these in the social landscape, customs, traditions, history, geography, and the values and belief systems that apply. The key concept of this year-long program is that of the connections between place, activity and people, explored through the cultural elements that underlie these, are represented in them, and that form us as cultural beings. We all have a culture, and this personal enculturation is a product of our family, the school, the community, our city and the wider world. Attitudes, values and beliefs are played out in the everyday, in the places and spaces we inhabit, work and play in, and in the actions of our daily lives in our social interactions with others. Our culture is what we do and where we do it; how and why we do it.

This year-long program comprises a series of modules designed around the theme of one's actions and one's interactions with others, in everyday places doing everyday activities. The theme is *Cosa faccio ...* (What I do ...), which is articulated in a sequence of four modules: *Cosa faccio a scuola*, *Cosa faccio a casa*, *Cosa faccio con la famiglia* and *Cosa faccio con gli amici*. The two modules, *Cosa faccio a casa* and *Cosa faccio con la famiglia* may be collapsed into one, to provide a module appropriate to the last term of the year, *Cosa faccio a Natale*.

Section B Context statement

This module of work is for students of Italian from Year 5 to Year 7 who have a 40-minute lesson per week. The students will have been learning this or another language for several years, with much the same time allocation.

Most of the students were born in Australia; a few were born overseas, in the Middle East or East Africa. About a quarter of the students have some experience of another language in their extended family or the wider community in which their family moves. Only a few hear another language at home and even fewer speak one. However, many students will have some family experience of a culture other than Anglo-Celtic Australian.

Italian language and culture are a part Australian society and may be seen in the wider community, in our changing national diet, and in aspects of the modern food culture of Australia. This Italian presence in Australia is a part of this program in that it offers resources for information, explanation and discussion.

Section C Goals and objectives

The objective of this year-long program of five modules, is to look at the daily life of Year 5 students in Italy and Australia (at their home and in their family activities, at their school and school lives, their relationships with adults and other children in their lives) and to find what is similar or different and how these can be explained. The language concepts, communicative functions, related vocabulary, grammatical concepts and text types will reflect the cultural information and the intercultural concepts. The students will learn to express in Italian the activities they perform at

Comment [A1]: Posing questions to investigate is a useful way of opening the topic and asking students to think about what it is they are learning. The teacher elicits the take-home message -that we are all enculturated - through the classroom activities, interactions, discussions, analyses of texts and language, and tasks.

Comment [A2]: In identifying the key concept the teacher focuses on the main learning outcomes she wishes for her students. The concept itself is a crucial one for students to consider in learning a language and understanding how each of us is shaped by our enculturation - the language and culture experiences we encounter and are exposed to in our upbringing.

Comment [A3]: The 'everyday' is another important concept in language learning. The lived, actual experience of people is what shapes us, and is fruitful ground for study of languages and cultures, and for connecting the two in developing intercultural understandings.

Comment [A4]: The teacher explores the topic through interactions, making them the significant operational and learning mode. This shows an emphasis on sociocultural understandings of learning, particularly language learning.

Comment [A5]: Lessons of this length and at this (in) frequency is common in languages programs in primary schools. Though insufficient for significant or sustainable language acquisition, teachers need to program to make this limited time meaningful to students, and to provide positive learning outcomes.

Comment [A6]: Contextual data locates the program with a particular set of students, whose particular and diverse learning needs can be addressed.

Texts/text types	These may be receptive or productive according to the level of language in the text or to be produced: <ul style="list-style-type: none">advertisement, poster, cartoon, comic strip, form, itinerary/ timetable, lists, menus, map, plan, signs, table;interview/questionnaire, conversation, debate, instructions, short talk, song lyrics;short article, brochure, short composition, diary entry, email/ brief informal letter, invitation, message, brief personal, simple poem, profile, postcard, greeting card, role play script, simple story, recount.	<i>occasione, saldi venerdì, sabato 3 marzo; alle 14,45 antipasto, primo, dolce, risotto Dove/quando sei nato? Parlerò di ... Non sono d'accordo perché...; a mio parere ...; caro ..., saluti Tanti auguri per il tuo compleanno, Buona Pasqua, vedo ..., vado a ...</i>
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Comment [A10]: The teacher has considered appropriate text types for the outcomes and interactions she has planned for the topic. She recognises that different text types will influence the kind of language learning processes that will be utilised. There is a deliberate emphasis on receptive/productive text types to generate the questioning of self that is a key idea for investigation.

The resource texts and assessment tasks make use of a variety of text types at the receptive and productive language level of the students. A text for the purpose of reading and understanding should be at the student's level if only some vocabulary or expressions need to be given by the teacher for the student to be able to understand the text. The student should be able to produce a simple text in a spectrum of written language ranging from maximum textual/teacher support/scaffolding to individual creative production (e.g. from completing a text by filling in missing words from a given list or by providing them him/herself, to writing a simple text with minimal scaffolding by the teacher). The genres of the texts are personal recount or personal response, narrative, factual description or recount or procedural, as appropriate to the task requirement.

2. Intercultural concepts

The growth of intercultural learning and understanding is demonstrated in the comparisons students make between the new cultural information and their own experience, the personal connections they make with the information and the opinions they offer about the Italian culture and their own through reflecting upon the other culture and their own. Through the modules, the students will observe, compare and discuss the following concepts. The questions below are a sample.

Intercultural concepts (moving between cultures and languages)	Key questions (The teacher moves between Italian and English, modelling the use of both languages)
Social organisation Through the topic students observe: <ul style="list-style-type: none">systems and institutions.	

Comment [A11]: Identifying 'types' of intercultural learning helps organise the teacher's thinking in terms of the types of questions, interactions and assessment she can use.

<p>Students are encouraged to learn and develop an understanding of:</p> <ul style="list-style-type: none">Italian children's home and family life, their school and school life, and daily activities and compare and make connections with their own Australian experience; andinterpersonal relationships. <p>Students are also encouraged to develop an understanding of:</p> <ul style="list-style-type: none">the relationships Italian children have with adults and peers in their lives and compare these to the experience and understanding of these of themselves as Australian children.	<p><i>Dove vivono i bambini italiani? Com'è la casa italiana? Come aiuti in casa? Com'è la scuola italiana? Cosa fanno a scuola/ Cosa studiano? Com'è la giornata di un alunno italiano? Quali sono i passatempi dei bambini italiani? Con quale mezzo vieni a scuola? A che ora ritorni a casa? Cosa fai dopo scuola?</i></p> <p><i>Cosa fai tu a casa? ... a scuola? con i tuoi fratelli? Con la mamma? Con i tuoi nonni? Con gli amici? Chi ti accompagna a scuola?</i></p>
<p>Values, attitudes and belief systems</p> <p>Through the modules, students:</p> <ul style="list-style-type: none">observe Italian children's experience of family life, attitudes to parental care and extended family, the home, and compare these to the Australian situation;observe Italian children's experience of school and learning and to compare that with the experience of Australian children;notice the relationships that children have with parents, family members, teachers and peers and to compare these to the experience of Australian children; andnotice similarities and differences and find explanations in the attitudes, values and beliefs that are the basis for these.	<p><i>Chi c'è nella tua famiglia? Chi prepara la cena? Dove fai i compiti? Come aiuti in casa? Passi tempo con i nonni? Come festeggi il tuo compleanno/ la festa della mamma? In Australia, come festeggiamo...? E' simile/diverso?</i></p> <p>Do Australian and Italian students study the same subjects? Which are different? What about the content? Who makes up the class? What about the cultural background of students? Is religion a subject in Australian/Italian schools? Why/Why not?</p> <p>Do Italian students have more free time? How long are their holidays? Where do they go with their friends? Do they have homework?</p> <p><i>Perché? E' diverso/simile...</i></p>
<p>The intracultural perspective, our own enculturation (personal cultural make-up)</p> <p>Students are encouraged to:</p> <ul style="list-style-type: none">develop a sensitivity and respect toward other cultures so they can meet new situations in language and culture learning with inquiry, a desire to understand and a willingness to make connections; andanalyse and reflect upon their cultural identity, their own attitudes, values, beliefs, language and culture, to see what influences in	<p>Why do you think this? Is it a good thing/bad thing? Can it be good/bad or better/worse? How would you feel if...? Do you think that there is a right or wrong in this case? Why? Why not?</p> <p>Why do we do this? Why do we say...? Why do you think ... is important? Does everyone do this? Are there ways of talking/thinking/doing/traditions/beliefs</p>

Section F

Key concepts/themes

1. Language concepts

Language structures and features		Language: vocabulary, expressions
Communicative functions	<p>Telling about home and school activities, when you do them, with whom and why.</p> <p>Asking questions about what people do, who someone is, what they are like.</p> <p>Saying what you do or don't like to do at school, at home, with friends and why.</p>	<p><i>ogni mattina, dopo scuola, prima di cena, il lunedì, faccio colazione, preparo la tavola, mi faccio il letto, cosa fai/fa ...?</i></p> <p><i>Com'è la tua compagna di banco?</i></p> <p><i>Mi piace/non mi piace ... perché ...</i></p> <p><i>Sono d'accordo/ non sono d'accordo ...</i></p>
Related vocabulary	<p>Home: house, rooms, family members, daily activities.</p> <p>School: rooms, areas, subjects, activities, teachers, other students.</p> <p>Vocabulary to do with celebrations: religious (e.g. Christmas, first communion); personal (e.g. birthday); festive and holiday occasions.</p> <p>Greetings for special celebrations.</p>	<p><i>la casa: le stanze, le camere, il giardino, i genitori, il fratello, la sorella, i nonni; i pasti, farsi il letto, preparare la tavola</i></p> <p><i>la scuola; l'aula, la classe, le materie, la maestra</i></p> <p><i>l' insegnante, il laboratorio, l'intervallo, l'ora di pranzo</i></p> <p><i>Buon Natale, Buona Pasqua, tanti auguri, Buon compleanno, felice Anno Nuovo</i></p>
Grammatical concepts	<p>The conjugation of the present indicative tense.</p> <p>Negative statements.</p> <p>Date and time.</p> <p>Constructing sentences using subject, verb, object.</p> <p>Some adjectives and adverbs; prepositions.</p> <p>Verbs: for home and school activities, for expressing daily routine and regularity of activity; expressing opinion.</p>	<p><i>non mi piace, non vado mai: il tre febbraio, oggi è venerdì 3 febbraio; il mio compleanno è il 5 luglio; abbiamo un intervallo alle undici e dieci</i></p> <p><i>mangiare, giocare, parlare, andare, arrivare, discutere, rincasare, aiutare, amare, piacere forms, alzarsi, vestirsi, prepararsi, fare i compiti, fare la spesa, fare il letto (fare expressions), leggere di solito, il lunedì, la domenica, ogni mattina</i></p> <p><i>penso che, amo, non mi piace, preferisco</i></p>

Comment [A9]: The teacher has indicated the grammar and vocabulary she wants the students to learn and how they might use it fruitfully in this topic.

Texts/text types	<p>These may be receptive or productive according to the level of language in the text or to be produced:</p> <ul style="list-style-type: none">advertisement, poster, cartoon, comic strip, form, itinerary/ timetable, lists, menus, map, plan, signs, table;interview/questionnaire, conversation, debate, instructions, short talk, song lyrics;short article, brochure, short composition, diary entry, email/ brief informal letter, invitation, message, brief personal, simple poem, profile, postcard, greeting card, role play script, simple story, recount.	<p><i>occasione, saldi venerdì, sabato 3 marzo; alle 14,45</i></p> <p><i>antipasto, primo, dolce, risotto</i></p> <p><i>Dove/quando sei nato? Parlerò di ...</i></p> <p><i>Non sono d'accordo perché...; a mio parere ...; caro ..., saluti</i></p> <p><i>Tanti auguri per il tuo compleanno, Buona Pasqua, vedo ..., vado a ...</i></p>
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Intercultural concepts (moving between cultures and languages)	Key questions (The teacher moves between Italian and English, modelling the use of both languages)
Social organisation	
Through the topic students observe:	
<ul style="list-style-type: none">systems and institutions.	

Comment [A11]: Identifying 'types' of intercultural learning helps organise the teacher's thinking in terms of the types of questions, interactions and assessment she can use.

their home culture and the society around them are helping to shape them.	that belong to our family? Are they shared by all Australians? What is typically Australian? Are we typically Australian? What are stereotypes? Are there beliefs and values that we share across families, cultures?
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Section G **Resources**

The teacher accesses text books, course books, readers and magazines for primary Italian that present topic information, short Italian texts, vocabulary and linguistic items, grammatical forms, and short exercises for reinforcing vocabulary or grammatical forms. Some resources can be used directly and others need to be adapted for use e.g. different formatting for delivery as in a PP presentation, addition of vocabulary and expressions, or an informative introduction.

- R-8 Italian curriculum: *Pane e Fantasia: Stage 1: Racconti 1 and 2* (1982) Education Department of South Australia. Adelaide.
- Ciao and Azzurro. Recanati, Italy: European Language Institute www.elimagazines.com/magazines/azzurro/index.htm

These are some examples of Internet sites created for and by Italian school-aged children, which may be accessed by the teacher in the first instance for authentic materials:

- www.terzocircolosbt.it/index.htm
- www.smspentimalli.it/
- <http://ginestraonline.altervista.org/>

Comment [A12]: There is an emphasis on combining a range of texts to suit the particular learning interactions, concepts explored and intended outcomes. This approach moves away from reliance on a text book, while still using textbooks for specific purposes to reinforce or support these learning outcomes.

Comment [A13]: Internet sites can assist in making the learning more meaningful, relevant and contemporary to students.

Section H **Assessment scheme**

This assessment scheme aims to assess the learning, understanding and use of language and culture, and find evidence of intercultural capability and understandings. The assessment of linguistic and grammatical concepts and elements, and intercultural understandings, should be both formative and summative. Formative assessment may be ongoing and vary from loosely structured to fuller student responses to be read by the teacher and commented on, but not marked. Formative assessment techniques may take the form of the teacher:

- asking for explanations
- recapitulating by asking students to take the class through the subject matter of previous lessons
- encouraging reflective thinking through questioning, students writing short summaries of the lesson.

The teacher notes the students who answer and the content and depth of understanding in the answers. The purpose is to establish:

- what the student knows and has understood so far of the material, and of self and other
- what needs to be presented differently for learning
- what is still to be learnt
- how to pace the teaching and learning with new material.

Summative assessment establishes the lasting understanding and learning, and the connections that the student has made within and with previous learning. No single

Comment [A14]: The teacher is seeking to find evidence of a range of understanding, not merely grammar points, literal comprehension and vocabulary 'codes'. These deeper understandings will get at students' own interpretations of their learning experiences so that both they and the teacher can consider ongoing learning aims.

Comment [A15]: Establishing understanding through formative assessment will benefit students in understanding their learning.

task will show this learning, and several shorter tasks, involving the macro-skills, will offer the student a greater possibility of displaying what has been learnt.

Language

- Use different text types in receptive and productive language to assess the macro skills: reading, understanding, speaking, writing.

Culture

- Assess the understanding and learning of the language to do with the Italian home, family and activities, school, relationships with teachers and peers, school activities, activities with friend and peers, the celebration of Christmas.

Intercultural capability/understandings

- Find evidence of students' intercultural learning, by showing an understanding and appreciation of the meaning the topics have for Italians in Italy and Australia, and how they see these experiences themselves and through their own culture.

Assessment Tasks

Through the following language activities and task types, scaffolded by the teacher and carried out in class and at home, the student demonstrates his/her learning and understanding by completing the following types of tasks:

Listening to or reading a text (e.g. message, note, postcard, short conversation, time-table, itinerary, recipe, song, poem, invitation) and responding orally or in writing to questions to establish understanding of facts and interpreting meaning (reading comprehension: informative writing).

- Listening to or reading a text and responding in writing in a learnt text type (e.g. brief note or letter, a short email, recounting, summary of information, short script, filling in cartoons, an advertisement, filling in a form, answering an interview, making a plan or chart).
- Writing a summary, a news item, a review, a speech, a timetable, a play script, a horoscope, writing questions or answers for an interview, a poster, a poem, a conversation, an explanatory note, a short composition.
- Writing for personal purposes: writing a greeting for a special occasion, e.g. birthday, Christmas; writing a short note, message, email or letter; a conversation.
- Using spoken language: in a conversation/discussion/interview/role play; making a birthday/name day/Christmas/Easter greeting card.
- Keeping a written journal to reflect on his/her learning, the content of his/her learning, and the personal experience of learning.

Comment [A16]: This is a recognition that learning is cumulative and ongoing.

Section I Learning sequence

Linguistic focus

The organising focus for the year-long program and for each module, 'Cosa faccio ...' 'What I do at school, at home, with my family, with my friends, at Christmas time', seeks to offer a natural way into the lives of children, through which they are able to describe their daily lives at home and at school. This learning will include vocabulary and grammar that are specifically needed for speaking about and understanding

spoken and written texts to do with home, family, school, friends and other adults, and daily activities. The modules and their learning content, language and culture, connect to one another as they follow logically through the students' activities of home, home and family, school and school day. They call on the interactions with others in these places in which all students are involved \and in the time they spend there, with parents and caregivers, siblings and other family members, teachers, friends, school mates and other students. 'Doing' and 'experiencing' are foci because the modules are about the activities that children carry out in the places they visit daily or routinely, together with the people with whom they live, learn or play. Linguistic content, vocabulary, grammar and syntax will deal with the present indicative tense, verbs and conjugations, statements, questions and negation, expressing wishes, opinions, thoughts and ideas, agreement and disagreement, and offering suggestions.

Cultural focus

The Italian home itself may be quite different, with a greater variety of dwellings and the apartment the most likely common home. The home and the school offer different types of buildings, activities, ways of dressing, times for being in one or the other place, and use of time. Through visual, oral and written texts, the activities and experiences of students (in the home and family, school and the school-day, the extended family, schoolmates, friends and adults, pastimes and special occasions) provide the opportunity for the development of language learning and intercultural understanding.

Intercultural focus

Daily home and family, school and school activities, friends and the activity of special occasions, offer students opportunities to look at the Italian student's experience and their own. Students will call upon previous learning, phrases, expressions and vocabulary and gradually build the ability to make up their own sentences using some tenses and forms of the indicative mood, and some verbs. In the intercultural understanding, they will call upon their previous learning and experience about the home, family, school and relationships with others, and note how these are similar to and different from the Italian examples presented to them. The students are encouraged to notice similarities and differences, to compare what they read and see with their own experience, to reflect on the other and on their own experience, and look for reasons and explanations for the values and attitudes of the two cultures. In class discussions, the teacher models and provides the language to think and talk about language and culture in English and to some extent in Italian.

Teaching/learning interactions

This series of modules articulates the theme of one's actions and one's interactions with others in everyday activities. The theme is *Cosa faccio* (What I do), which is articulated in a sequence of five modules: *Cosa faccio a scuola*, *Cosa faccio a casa*, *Cosa faccio con la famiglia* and *Cosa faccio con gli amici*. In this program, the two modules *Cosa faccio a casa* and *Cosa faccio con la famiglia* have been collapsed into one, to provide a module in the last term of the year, *Cosa faccio a Natale*.

Comment [A17]: Students have a wealth of personal experience to bring to these modules. They will be able to draw on considerable personal knowledge that will be meaningful for them, personally.

Comment [A18]: Extending the students to not only think about themselves, but about themselves in relation to others, will promote higher order and deeper thinking that will draw on and extend students' full repertoire of linguistic and cultural knowledge.

Comment [A19]: The program is conceived as occurring over a whole year, with layers of connection for students in linguistic, grammar, vocabulary, cultural, intracultural and intercultural dimensions. Over this longer term, developmental learning will occur, with students building and modifying their knowledge and views over time.

Section J

Cosa faccio...		
Module title	The cultural	The elements through which culture is passed on
Cosa faccio a scuola	The school carries values and attitudes of a culture and is the agent by which a society makes its youngest members into socialised and productive citizens. Associated values: order, routine, teaching and learning, acceptance of, respect for and sharing with others, taking part, responsibility for one's actions and learning.	The length of the school day, the number of days students attend school, the subjects they study and how these are presented, the relationship with teachers, the rules for behaviour at school, the relationships between the students, the homework, are particular to a culture. What students do in part forms the interactions they have with the other people at school (socialising, talking to, learning, playing).
Cosa faccio a casa	The home, which implies home and family, is where the primary family culture, with its values and attitudes, together with elements of the culture of the society in which they live, is passed on through parents and others in loco parentis. Associated values: respect, contributing to the home and family, faith and belief, tradition/s and customs, language and cultural background.	Being at home; the home as a building (house, apartment, flat – what the home is like); the rules (e.g. bedtime); the daily routine (breakfast, dinnertimes); the roles, tasks and chores of parents and children; family membership. The activities of being at home (eating, dressing, making bed, washing, having a pet, helping to prepare food, doing homework, pastimes and hobbies in the home, playing with friends, reading with parents, watching TV, shopping for food, gardening, chatting, learning about things, asking opinions of, taking advice, and socialising, playing games, going out with parents).

Comment [A20]: The teacher has included an important step to understanding language and culture in the addition of this column, showing movement from merely providing cultural knowledge, to discovering and investigating how this knowledge is transmitted, what or who mediates the transmission, and how students might begin to understand this within their own frames of reference.

Comment [A21]: Possible elaborations of the key concept explored through texts include 'we are what we do', 'we are who we do things with'.

Cosa faccio con la famiglia	The nuclear and extended family have a great influence on children, as it is in these interactions that the importance of family, the culture of the particular family, and the values and attitudes are passed on. Associated values: valuing extended family and the relationships, faith and beliefs, customs and tradition, language and cultural background.	Being part of a family (being yourself among parents, grandparents, uncles, aunts, cousins, what you do with them, how you act towards them and they to you). Spending time with parents and family at home, on family holidays, at birthday parties, weddings, family celebrations (e.g. Easter, Christmas, gift giving, sending greeting cards).
Cosa faccio con gli amici	Friends made in the neighbourhood or school friends have an important function in passing on to children their first cultural values and attitudes that are not from the family and or the school: they may confirm these two influences or they may bring variety and difference. Associated values: respecting difference, sharing, taking on responsibility to learn, working with others and being part of a team, having interests and pastimes.	Having friends generally means carrying out activities with other people of the same age, interests, and predispositions. It entails sharing time and activities, accommodating, compromising, giving opinions and making suggestions, trying to understand what the friend wants to do or say, how they feel, having empathy. Activities with friends (playing at home, doing school activities together, studying at home, going to a film, eating together at school, playing in the schoolyard, being in a sport team).
Cosa faccio a Natale	Christmas has a festive importance, be it religious or cultural. In Italy, Christmas and the New Year offer a short holiday break; in Australia, it offers a long summer break from school and work. In home and school, Christmas and the New Year offer religious observances, activities, food, language, games, which are unique to the festive period. Associated values: tradition and customs of religious holidays, respecting faith/ beliefs of	Christmas at home with the family: What the family does, how the house is decorated, writing cards, preparing special food and the Christmas day meal. <i>La festa di Natale: il Bambino Gesù, fare il Presepe, San Francesco, addobbare l'albero di Natale, la Befana, Babbo Natale, la cucina natalizia. La vigilia di Capo d'Anno, Capo d'Anno.</i> Gift giving. Holidays together. Christmas at school: Decorating the classroom, Christmas plays and carols <i>I bigliettini d'auguri di Natale</i> The end of the school year Christmas and friends: Giving cards and presents; spending/not time with

	others, accepting different points of view.	friends during the holidays.
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Cosa faccio ...

A year-long program

Comment [A22]: A one-page view of the different elements of the program allows the teacher to keep in mind her overall aims and the interrelationships of the elements of the program.

Year 5, 6 Italian Year-long program		Cosa faccio ... What I do ...			
Intercultural concepts	Social organisation. Interpersonal, relationships. Values, beliefs, customs. Traditions.	Cosa faccio a scuola	Cosa faccio a casa	Cosa faccio in famiglia	Cosa faccio con gli amici
		How I spend my time at school and how an Italian student does this in Italy: what the Italian school is like and how an Italian student spends time at school with an Australian student's experience. Finding out the differences and similarities in the timetable, the school day, the school week, subjects studied, teachers and classmates, and how these reflect different attitudes, beliefs and values. Learning about generalisation in discussion.	What I do at home and what an Italian child does at home: chores and helping in the home, relating to parents and siblings, routines and activities of the home and family. What the home is like, how space and place affect how we live, what we do (sport, travel, games and pastimes, knowing neighbours, keeping pets). In generalising: What is meant by 'typical' Australians? Is there a typical Australian?	What I do with my family. When do I spend time with them? Who do I spend time with in my family? What is the experience of an Italian person my age? (Family activities and pastimes, daily and routine, special family occasions, holidays, relating to grandparents, cousins, roles and responsibilities related to home and family).	What I do with my friends and where. What time an Italian person my age spends with his friends and what they do together (relationships, games and pastimes, social outings, activities and different modes of entertainment and communication (MP3 players, SMS)).
		Cosa faccio a Natale			
		What I do at Christmas. What Italians do at Christmas. Comparing the celebrations (e.g. <i>il presepio</i> , <i>l'albero di Natale</i>). How we celebrate, our beliefs, our relationships with others; the celebrations that are used by different cultures to mark a particular belief; what is celebrated (religion, beliefs, summer break), how it is celebrated, symbols, actions, behaviours.			

Language focus	Vocabulary	School, subjects, daily routine.	House, routine actions at home, mealtime, keeping house, pets.	Extended family, family occasions (e.g. weddings, birthdays; religious occasions (e.g. first communion)). Greetings and wishes: <i>Buon compleanno</i> , <i>Buon onomastico</i> , <i>tanti auguri</i> .	Pastimes, games, sports, means of entertainment and communication technology.	Christmas, New Year, greetings and wishes, holidays.
	Grammar	Present tense: <i>io, lui/lei, noi, loro</i> . Verbs to do with school, daily routines. Stating likes/dislikes Giving opinions. Adjectives (new, modern, old).	Present tense: <i>io, lui/lei, noi, loro</i> . Verbs to do with home activities: food preparation: chores (e.g. <i>mi faccio il letto</i>); playing indoor games; caring for a person or pet; having to do things (e.g. <i>devo dare da mangiare al cane</i>). Stating likes/dislikes Stating preference. Adjectives (<i>squisito, buonissimo, carino, noioso</i>). Conjunctions.	Present tense: <i>io, lui/lei, noi, loro</i> . Verbs to do with visiting people, spending time doing something (e.g. <i>leggo, giochiamo a carte</i>), preparing for a family occasion. Possessive forms (<i>il mio, la mia, le mie, il miei</i>).	Present tense: <i>io, lui/lei, noi, loro</i> . Verbs to do with being with people, going out, spending time together: (<i>andiamo, ci troviamo a ... mia mamma mi porta in macchina, vado a piedi da ...</i> , <i>ascoltiamo, guardiamo, giochiamo</i>). Adjectives to describe personal qualities (e.g. <i>è gentile, simpatico, allegro, fedele, comico</i>).	Present tense: <i>io, tu, noi, voi</i> . Verbs and expressions to do with preparation for festivities (organising, buying food and gifts, writing cards, celebration, giving and receiving, thanking, holidays, wishing, greeting, relaxation, travel). Christmas pastimes, games (e.g. <i>Tombola</i>).
	Communicative functions	Talking about daily routine. Noticing, discussion (<i>non tutti, la</i>	Talking about home routines. Expressing noticing, expressing similarities	Talking about activities and occasions spent with extended family. Talking about family.	Talking about friends and their qualities. Talking about activities with friends.	Exchanging greetings (e.g. <i>Buon Natale, Buon Anno, felice Anno Nuovo, auguri</i>).

		<i>maggioranza, molti bambini, pochi, tanti</i>). Expressing opinions. Language for learning (e.g. <i>come si dice... in italiano?</i>).	and differences, comparing. Expressing opinions. Language for learning (e.g. <i>Come si scrive...? Come si dice...in italiano?</i>).	members/relationships. Expressing emotions (<i>sono contento, voglio bene a ...</i>). Wishing people a happy birthday, name day.	Communicating with friends, e.g. telephone, email, SMS.	Sending cards. Talking about celebration, religious events, meals, games and activities.
Key interactions In English and Italian	<p>Observe visual texts, notice differences, similarities, examine and analyse written texts for meaning, ideas conveyed about culture, customs and tradition, in and through language.</p> <p>Understand information, meaning of texts, and use the information to compare with the students' own experiences.</p> <p>Compare new information with students' own experience.</p> <p>Reflect on the customs, tradition, beliefs and values underlying differences and similarities.</p> <p>Discuss and reflect on language, Italian and English, singly and in comparison, and the culture–language connection (e.g. that feminine and masculine extends to nouns, animate and inanimate, adjectives, possessive adjective, pronouns and that this does not exist in English; <i>casa</i> is both home and house; the feminine; masculine <i>cugino/cugina</i> is not rendered exactly in English; that translation cannot be literal, and making meaning is a complex process; that writing in Italian has different conventions to English: the days of the week, months of the year, <i>italiano</i> (adjective) and <i>io</i> (pronoun) are not capitalised).</p> <p>Connect new information to previous knowledge to build on learning and to have greater understanding.</p> <p>Communicate information, ideas, opinions, and understanding about activities and experiences to do with school, family and friends.</p>					
Tasks - using text types	Assessment tasks	Draw a map of school and label with phrases (Italian). Make up a table of features and attributes of Australian and Italian schools. (Italian/English).	Conversation: Two students discuss what they do at home. Email a friend telling them how life in an apartment is different to their home in Australia. (Italian and English)	Create a photo album and write captions: <i>Un fine settimana con la mia famiglia</i> (a poster/booklet.) <i>Una ricetta della nonna</i> (ingredients/a recipe).	Write emails: <i>Due email ai miei amici – invito a casa mia /accetto l'invito di andare da un amico/ un'amica.</i> <i>Andiamo in pizzeria per festeggiare un compleanno</i> (role-play).	Writing greeting cards. The Christmas crib (<i>Il presepio</i>). Task 1: Students bring symbols, decorations, images and pictures of

	Journal, reflect on learning about Italian, Italy, own culture, the learning process. Creative writing/ performance (role-play script/interview). Reading and understanding/making meaning/reflecting on learning.		<i>Cosa devo fare cosa voglio fare cosa posso fare: le regole della mia famiglia</i> (a poster).		Christmas in Italy, Australia and of other cultures and countries. Write a card in Italian to place next to the displayed item, to explain its meaning, where it is from. Task 2: Make and write a card, in Italian to give to a friend, teacher, family member or neighbour.
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Section I

A lesson plan for Cosa facciamo per celebrare Natale?

Term 4							
Cosa facciamo per celebrare Natale? The group social occasions through which we celebrate or beliefs, or our relationships with others; the human commonality of celebrations that are used by differing cultures to mark a particular belief in time; what is celebrated (values, beliefs), how it is celebrated (symbols, actions, behaviour)							
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
<i>Il mio Natale</i> Discuss the celebration of Christmas in Italy, Australia, own family: family, extended family, <i>nonni, zii, cugini</i> . Christmas religious functions, lunch, holidays and seasons, religious and food traditions Language vocabulary and expressions.	The story of Saint Francis and the first Crib. Discuss Australian/Italian traditions (e.g. <i>l'albero di Natale</i>). Language of <i>il Presepe</i> .	Making a <i>Presepe</i> in the classroom. Make display cards to explain, in Italian and English, the different <i>figurine</i> of <i>il Presepe</i> .	The story of <i>La Befana</i> , the Epiphany and her gifts to children; bring a sample of her gifts. Language of gift-giving, receiving, surprise, delight, thanking. Discuss the Australian/European traditions (e.g. <i>Babbo Natale</i>).	Task 1: Students bring symbols, decorations, images and pictures of Christmas, Italian, Australian, of other cultures. Write a card in Italian, to place next to the displayed item, to explain its meaning, where it is from.	Discuss Christmas card giving Language of wishes and greetings. Task 2: Make and write a card, in Italian, to give to a friend, teacher, family member or neighbour.	Christmas at school: have a selection of Italian Christmas sweets (e.g. <i>Panettone, panforte</i>) and food of other cultures. Discuss these and share them. Language of offering and accepting.	Christmas tradition; playing <i>Tombola</i> . Language of the game, numbers. Wish each other <i>Buon Natale, Buon Anno</i> , etc.

Comment [A23]: The teacher has expanded one term's overview in terms of major concepts.

Program evaluation

Cosa faccio Italian, Years 5-7

This program is designed for a second language class in the SA context, where Year 7 is the final year of primary school. The program assumes some, but not extensive, previous Italian learning. It is suitable for the Years 5-6 band, or the Years 7-8 band in the F-10 sequence, for predominantly second language learners.

PART ONE: <i>Identifying how the AC:L is represented in the plan</i>	
Cover page	The program is designed for Years 5-7. It is therefore suitable for a Year 5 -6 band of learning in the F-10 sequence, assuming some prior learning of Italian, but not the full achievement standard. It is also easily adaptable to the Year 7-8 band in the F-10 sequence, especially if students had had more time learning the language (more than 40 mins/week). The ideas are also suited to a commencing Year 7 class, in the Year 7-10 sequence, with language support.
Section A	The key concept explored in the program is ‘connecting place, activities and people’, through intra- and intercultural dimensions. This focus aligns with the intercultural orientation of the AC:L, and with the socialising, informing, creating and reflecting sub-strands of the Communicating strand, and the role of language and culture sub-strand of the Understanding strand, in particular, in the Y5-6 band. As it is a yearlong program, there are excellent connections across the 5 modules for extending and developing language concepts, use and understanding, and for enriching cultural understanding of self and others, as Italian and English everyday situations are explored. This program has already been annotated with respect to intercultural elements and aspects of The Guide. These annotations remain useful for evaluating this program.
Section B	The learners and learning context of the program link to the language as subject and second language learner focus of the Y5-6 band of the F-10 sequence. There is also opportunity to connect with heritage Italian language and culture in Australian communities, and potentially in classes in schools.
Section C	The program’s goals and objectives fit with the band description for Years 5-6 learners and their expanding interest in the world around them, and with peers located in other cultures and using other languages. The program integrates language and culture, with correspondence and attention to both strands of the AC. The concepts and terminology used in the program reflect the key ideas and processes of the AC curriculum.
Section D	This program was designed for the SA context, and hence refers to ‘outcomes’ of learning, which will need to be recontextualised as achievement, based on taught/learned content. The strands in the program align closely with those of the AC. Outcomes from the ‘communication’ strand of the program map directly onto achievement derived from content in the ‘communicating’ strand of the AC; those of ‘understanding’ onto the AC ‘understanding’ strand, and from the ‘understanding culture’ strand onto the ‘reflecting’ sub-strand of the ‘communicating’ strand and the ‘role of language and culture’ sub-strand of the ‘understanding’ strand. To use this program, a remapping of achievement and content is required, with the potential for expansion of ideas using the AC:L content.
Section E	There is direct correspondence between the intercultural scope of learning in this program with the Es of the ‘reflecting’ and ‘role of language and culture’ sub-strands, as well as in the communicative tasks and interactions, and exploration of language structures from other AC sub-strands. There is also direct correspondence with the ASs, for example in ‘discern[ing] familiar patterns and features of written and spoken language and compar[ing] them with English, understanding that language, images and other features of texts reflect culture’ and ‘identify[ing] linguistic and cultural differences and know[ing] that Australia is a multilingual and multicultural society’. A slight re-mapping would be required to this scope to include the AC content and achievement. Core concepts will remain consistent in this process.
Section F	The organising principle for key concepts/themes in this program is in two parts: language concepts and intercultural concepts. The language concepts align closely with elements of both the communicating strand (socialising, informing, creating sub-strands) and the understanding strand (systems of language sub-strand). Intercultural concepts also align with both strands of the AC (socialising, reflecting, role of language and culture) (reflecting, role of language and culture). There is close alignment of the intercultural focus with the ideas of diversity and plurilingualism. For Italian heritage background students, there will also be recognition of their intra and intercultural selves, and of their ‘translanguaging’ between English and Italian, and how this impacts of concepts of self.
Section G	The teacher supports the curriculum with additional resources including a textbook and magazines, website appropriate to the age group. This is necessary for all work with the AC.
Section H	This program can be easily aligned with the ASs of the AC, as it is both conceptually and in terms of content closely matched to the AC.

PART TWO <i>Evaluation of program content based on a set of principles</i>	
1. Intercultural orientation	The program is designed with an intercultural orientation. There is attention to learners’ interpretations and understandings, reflections and personal growth, in considering the culture in the language and the language in the culture of both Italian and English, and how these are realised in everyday life situations. All aspects of the program refer to intercultural understandings, goals and thinking. Activities are interactive and reflective, asking learners to consider their own lives and those of Italian children in similar everyday situations. Assessment focuses on developing formative understanding of self and others, of language and culture and their interconnectedness. Learning and assessment are intended to be meaningful to the learners, constantly reconsidered so as to pace learning to suit the learners in this context.
2. Conceptualisation (themes)	The long-term program is built around a concept- that of <i>Cosa Faccio</i> (What I do...) in a range of everyday contexts. The author identifies the ‘key concept’ of the program as being ‘connections’ between place, activity and people, situated in cultural understandings of such, as demonstrated through language and the students’ lived experiences. The central theme identified is one’s actions and interactions with others, across the four modules dealing with school, the home, the family and friends. A strong focus on considering ourselves as being enculturated and identifying cultural elements impacting on our thoughts, beliefs and actions- and the language to do so- links directly to the key concept, and is constantly articulated throughout the program.
3. Dialogic enquiry	Dialogic inquiry underpins the program. Students are engaged in considering questions about their everyday lives and understanding of that of Italian children, and in considering the intercultural concepts of social organisation; values, beliefs and attitudes; and their own personal cultural makeup. Such discussions are held in both Italian and English, as suits students’ capabilities. Notice the author switches between the languages in listing her questions to explore in Part F, and notes ‘in class discussions, the teacher models and provides the language to think and talk about language and culture in English and to some extent in Italian’. At the meso (module) level, she identifies ‘key interactions in English and Italian’, and at the micro (lesson) level, she indicates questions and ideas for discussion.
4. Interactions – meaning-making	Personal meaning making through interactions is core to the program. How students interpret their own enculturation, that of others, and in finding the language to do so, is required throughout, with opportunities for reflection and consideration are built in at all levels of planning. Specific interactions are identified at the meso (module) level and the micro (lesson) level of planning.
5. Analysis and reflection	Not only are learners required to communicate about themselves in this program, they are asked to go further and analyse theirs and others’ use of language, and the cultural differences of Italian peers, and to reflect on this analysis. This emphasis is noted in the assessment scheme, as well as in the intercultural concepts section (in Section F), where the teacher states that students are encouraged to ‘analyse and reflect upon their cultural identity, their own attitudes, values, beliefs, language and culture, to see what influences in their home culture an society around them are helping to shape their identity’. These questions are picked up at the module level planning also, and implied in the lesson level.
6. Bilingual (moving between languages and cultures)	The intercultural orientation of the program, and the explicit references to using both Italian and English, and in considering cultural differences and similarities in Australia and Italy support bilingual class discussion and acknowledge the value of using both languages. The program would support both Heritage and second language Italian learners well, in this regard.

Sample 6

JAPANESE Years 7

Contextual Information:

This Japanese program was developed for a Catholic co-educational school in Far North Qld for Year 7 L2 learners, some beginners, some continuing from primary school. This unit was written in 2013 whilst Australian Curriculum: Languages was under development.

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Japanese Yr7-8 JAPANESE		UNIT OVERVIEW	YEAR 7 TERM 2	YEAR 2013
A DURATION		10weeks	(4 th Year Learners and beginners combined)	
Unit Title		Unit outlines		
Theme: Natural World		Students will explore the history and value of the growing of rice for Japanese and other Asian countries by comparing their own experience of growing food. The focus is to develop basic understanding about rice and rice products; what is rice?/ who needs it? - who produce rice? /how important it is? and How nutritious is it?		
Topic:Have A Rice Day!		Then, students will discuss contemporary social/environmental/economic issues related to food (rice). This will include losing local ecosystem due to rapid urbanisation in Redlynch (local area), future world food issues, a Japanese farmer’s case study, who used to produce rice in Ibaraki region of Japan. (Many of these rice growing Ibaraki farmers were affected by leaking radiation of the earthquake in 2011). Students will explore cause and effect of the issues and suggest a solution for this. They plan their action for solving the problem of radiation affected rice in Japan by growing rice in Australia that could potentially be sold back to Japan as well as sold in Australia for economic benefit. Students will then produce Media products in Japanese that promotes the product.		
		CONCEPT AREA: Students will: <ul style="list-style-type: none">➢ Increase understanding about cultural/historical/ religious value of “rice” for Japanese people and value of rice for the people in the world➢ Develop understanding about cause and effects of contemporary food issues of the world by comparing Japan, Australia and other countries in the world➢ Increase understanding about Australian and Japanese rice farmers’ challenges.➢ Think critically and seek solutions for the issues presented. Students work cooperatively to develop an action plan for the suggested solution➢ Understand the influence of the media as a tool and use it to address the issues and suggested solution to the target audience (Both Japan and Australia)		
		Language Elements; Nouns – rice related name of the meals;おこめ、ごはん、おにぎり、ちやづけ、ぞうすい、おむらいす、せきはん、てんしんはん、すし、ふりかけ、しお、のり、たんぽ Verbs – ます form verbs: たべます、つくります、まぜます、いれます、まきます、ぬらします、あけます、のみます、うたいます Verb – ましょう = Let’s do ~ and Verb + ませんか = Let’s do ~ (more polite than Let’s ~): たべましょう、つくりましょう、いきましょう、のみましょう、まぜましょう、うたいましょう Verb-たい(optional) form: たべたい、のみたい、みたい、うたいたい、いきたい、まぜたい、かいたい Adjectives: おいしい、まずい、いいにおい、くさい、あたたかい、ぬるい、つめたい、あつい、からい、すっぱい、すごい Onomatopoeia: ほかほか、もぐもぐ、ばくばく、むしやむしや、ぺこぺこ、あつあつ、ひえひえ、うあー、 Expression of Joy/disappointment/surprise:すごい、がっかり、わあ、やった Welcoming: いらいしいらいっしやいませ Gratitude;ありがとう、 どうも		

CONTENT DESCRIPTORS		
Language Essential Learning (Elementary Stage – 2)		
Knowledge & Understanding (K&U)	Ways of working (W&W)	Intercultural Competence & Language Awareness (ICLA)
Comprehending and composing in the target language Comprehending and composing skills are used to understand language input, to convey information and express ideas and opinions, and to engage in interactions in the target language for different purposes, contexts and audiences. 1. Verbal language and non-verbal language are adapted according to purpose, context and audience 2. Texts, including conversations and narratives, follow patterns and are shaped by conventions that can vary between cultures 3. Familiar language can be used in new contexts to help interpret and convey main ideas and supporting details 4. Familiar linguistic features and structures are manipulated to generate original target language texts and to construct simple, cohesive texts for different purposes, contexts and audiences	Students are able to: i. interpret ideas and information in spoken and written texts and make judgments about the ways that people, places, events and things are represented ii. locate, analyse and respond in the target language to information on topics and issues of significance to members of the target cultures of a similar age iii. plan, monitor and adjust verbal and non-verbal language to suit the role, purpose, context and audience iv. construct spoken and written texts that present an argument, perspective or opinion v. recognise that texts are culturally constructed, and analyse embedded cultural information vi. notice and compare similarities and differences in text formats, language and style between similar texts in the target language and English, and/or other familiar languages, to inform intercultural communication vii. notice and compare beliefs, values and practices in target language texts to identify the author's purpose and audience viii. reflect on and evaluate the appropriateness of their own and others' language choices in target language texts for purpose, context and audience viii. reflect on and evaluate learning to evaluate and apply new understandings and future applications.	Intercultural competence and knowledge of languages and cultures allow for exploration of different ways of experiencing and acting in the world. a. Ideas or information may or may not be transferable from one language to another and can provide cultural insights and information b. Cultural practices in the target language can be compared with those of other cultures and connections noticed between language use and cultural knowledge and behaviour c. Investigations into language use and cultural beliefs, attitudes and practices further develop intercultural competence

Sustainability Concept		
Systems	World Views	Futures
<p>ol.1 The biosphere is a dynamic system providing conditions that sustain life on Earth</p> <p>ol.2 All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.</p> <p>ol.3 Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.</p>	<p>ol.4 World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice are essential for achieving sustainability.</p> <p>ol.5 World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability.</p>	<p>ol.6 The sustainability of ecological, social and economic system is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.</p> <p>ol.7. Actions for a more sustainable future reflect values of care, respect and responsibility and require us to explore and understand environments.</p> <p>ol.8. Designing action for sustainability requires an evaluation of past practices, the assessments of scientific and technological developments, and balanced judgments based on projected future economic, social and environmental impacts.</p> <p>ol.9. Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.</p>
ASSESSMENT		
Assessable Elements	Type of Task	
<ul style="list-style-type: none">Knowledge and understandingComprehending textsComposing textsIntercultural competenceReflecting	<ul style="list-style-type: none">Students practice basic hiragana phonics and scripts writingStudents communicate orally – using correct language form and pronunciation.Students develop their skills at designing, planning, script writing and evaluatingTest students K&U scripts reading, target sentences and their application in different contexts <p>-Script reading and writing</p> <p>- speaking and cultural content</p> <p>- Sentence reading and writing</p> <p>Formative/summative assessment – Listening and writing</p>	
DEVELOPING INQUIRING AND REFLECTIVE LEARNERS		
<input type="checkbox"/> Community Contributor <input type="checkbox"/> Leader and Collaborator	<input type="checkbox"/> Effective Communicator <input type="checkbox"/> Active Investigator	<input type="checkbox"/> Designer and Creator <input type="checkbox"/> Quality Producer

CROSS CURRICULA PERSPECTIVES			
Catholic Ethos	Aboriginal and Torres Strait Islander Education	Asian Education	
<p>The overarching purpose of Catholic schools of the past, as well as the future, is to bring the Good News of Jesus to all who hear it. In the midst of a world of educational, social and economic change the focus on the holistic growth of the individual remains the surest way catholic school can prepare students for the uncertainties of the future.</p> <p><i>Defining Features, Diocese of Cairns</i></p> <p>The curriculum provides opportunities for young people to connect their curriculum experiences to a living Christian faith.</p>	<p>Active engagement of inclusive curriculum practices which reflect Aboriginal and Torres Strait Islander perspectives, knowledge, histories, cultures and spirituality. A genuine commitment to Reconciliation, guided by principles of personal dignity, social justice and equity, which reflects the Gospel message and the mission of the Church.</p> <p>The curriculum provides opportunities to value and respect:</p> <ol style="list-style-type: none">traditional knowledge and practicesculture and natural heritagespirituality and to critically examine and/or challenge:social constructsprejudice and racism	<p>This perspective requires students to develop skills, knowledge and understandings related to Asia and Australia's engagement with Asia.</p> <p>The curriculum provides opportunities to know, understand and be able to:</p> <ol style="list-style-type: none">Understand 'Asia'Develop informed attitudes and valuesKnow about contemporary and traditional AsiaConnect Australia and AsiaCommunicate effectively with people of the Asian region both within and outside Australia confidently	
Sustainability Education	Social Emotional Learning	Inclusive Education	
<p>Access to current information about environmental issues and promotion of a reflective and responsive attitude towards stewardship of the gifts of creation.</p> <p>The curriculum provides opportunities to reflect upon:</p> <ol style="list-style-type: none">the gift of creationan attitude of responsible stewardship and to critically examine and/or challenge:the impact of human interaction with the natural, built and social environmentcurrent environmental issues	<p>Social and emotional competencies are integral to academic and work success and are the basis of resilience, relational quality and social capital.</p> <p>The curriculum provides opportunities to develop:</p> <ol style="list-style-type: none">Self AwarenessSocial AwarenessResponsible Decision MakingSelf-ManagementRelationship Management	<p>It is by the quality of interactions and relationships that all students learn to understand and appreciate difference, to value diversity and learn to respond with dignity and respect to all through mutually enriching interactions.</p> <p>The curriculum provides equitable access for and/or positive interactions with students from different backgrounds and with diverse needs and abilities.</p>	

GENERAL CAPABILITIES			
Literacy	Numeracy	Information and Communication Technology	Critical and Creative Thinking
<p>Students become literate as they develop the skills to learn and communicate confidently at school and to become effective individuals, community members, workers and citizens. These skills include listening, reading, viewing, writing, speaking and creating print, visual and digital materials accurately and purposefully within and across all learning areas.</p> <p>Literacy involves students engaging with the language and literacy demands of each learning area.</p> <p>As they become literate students learn to:</p> <ul style="list-style-type: none">• interpret, analyse, evaluate, respond to and construct increasingly complex texts (Comprehension and composition)• understand, use, write and produce different types of text (Texts)• manage and produce grammatical patterns and structures in texts (Grammar)• make appropriate word selections and decode and comprehend new (basic, specialised and technical) vocabulary (Vocabulary)• use and produce a range of visual materials to learn and demonstrate learning (Visual information)	<p>Students become numerate as they develop the capacity to recognise and understand the role of mathematics in the world around them and the confidence, willingness and ability to apply mathematics to their lives in ways that are constructive and meaningful.</p> <p>As they become numerate, students develop and use mathematical skills related to:</p> <ul style="list-style-type: none">• Calculation and number• Patterns and relationships• Proportional reasoning• Spatial reasoning• Statistical literacy• Measurement.	<p>Students develop ICT competence when they learn to:</p> <ul style="list-style-type: none">• Investigate with ICT: using ICT to plan and refine information searches; to locate and access different types of data and information and to verify the integrity of data when investigating questions, topics or problems• Create with ICT: using ICT to generate ideas, plans, processes and products to create solutions to challenges or learning area tasks• Communicate with ICT: using ICT to communicate ideas and information with others adhering to social protocols appropriate to the communicative context (purpose, audience and technology)• Operate ICT: applying technical knowledge and skills to use ICT efficiently and to manage data and information when and as needed• Apply appropriate social and ethical protocols and practices to operate and manage ICT.	<p>Students develop critical and creative thinking as they learn to generate and evaluate knowledge, ideas and possibilities, and use them when seeking new pathways or solutions. In learning to think broadly and deeply students learn to use reason and imagination to direct their thinking for different purposes. In the context of schooling, critical and creative thinking are integral to activities that require reason, logic, imagination and innovation.</p> <p>As they develop critical and creative thinking students learn to:</p> <ul style="list-style-type: none">• pose insightful and purposeful questions• apply logic and strategies to uncover meaning and make reasoned judgments• think beyond the immediate situation to consider the 'big picture' before focussing on the detail• suspend judgment about a situation to consider alternative pathways• reflect on thinking, actions and processes• generate and develop ideas and possibilities• analyse information logically and make reasoned judgments• evaluate ideas and create solutions and draw conclusions• assess the feasibility, possible risks and benefits in the implementation of their ideas• transfer their knowledge to new situations

Ethical Behaviour	Personal and Social Competence	Intercultural Understanding
<p>Students develop ethical behaviour as they learn to understand and act in accordance with ethical principles. This includes understanding the role of ethical principles, values and virtues in human life; acting with moral integrity; acting with regard for others; and having a desire and capacity to work for the common good.</p> <p>As they develop ethical behaviour students learn to:</p> <ul style="list-style-type: none">• recognise that everyday life involves consideration of competing values, rights, interests and social norms• identify and investigate moral dimensions in issues• develop an increasingly complex understanding of ethical concepts, the status of moral knowledge and accepted values and ethical principles• explore questions such as:<ul style="list-style-type: none">◦ What is the meaning of right and wrong and can I be sure that I am right?◦ Why should I act morally?◦ Is it ever morally justifiable to lie?◦ What role should intuition, reason, emotion, duty or self-interest have in ethical decision making?	<p>Students develop personal and social competence as they learn to understand and manage themselves, their relationships, lives, work and learning more effectively. This involves recognising and regulating their emotions, developing concern for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively.</p> <p>As they develop personal and social competence students learn to:</p> <ul style="list-style-type: none">• recognise and understand their own emotions, values and strengths, have a realistic assessment of their own abilities and a well-grounded sense of self-esteem and self-confidence (Self-awareness)• manage their emotions and behaviour, persevere in overcoming obstacles, set personal and academic goals, develop self-discipline, resilience, adaptability and initiative (Self-management)• perceive and understand other people's emotions and viewpoints, show understanding and empathy for others, identify the strengths of team members, define and accept individual and group roles and responsibilities, be of service to others (Social awareness)• form positive relationships, manage and influence the emotions and moods of others, cooperate and communicate effectively with others, work in teams, build leadership skills, make decisions, resolve conflict and resist inappropriate social pressure (Social management).	<p>Students develop intercultural understanding as they learn to understand themselves in relation to others. This involves students valuing their own cultures and beliefs and those of others, and engaging with people of diverse cultures in ways that recognise commonalities and differences, create connections and cultivate respect between people.</p> <p>As they develop intercultural understanding students learn to:</p> <ul style="list-style-type: none">• identify increasingly sophisticated characteristics of their own cultures and the cultures of others• recognise that their own and others' behaviours, attitudes and values are influenced by their languages and cultures• consider what it might be like to 'walk in another's shoes' for commonalities and differences between their lives and seeking to understand these• reflect on how intercultural encounters have affected their thoughts, feelings and actions• accept that there are different ways of seeing the world and live with that diversity• stand between cultures to facilitate understanding• take responsibility for developing and improving relationships between people from different cultures in Australia and in the wider world• contribute to and benefit from reconciliation between Indigenous and non-Indigenous Australians.

WEEKLY PLANNER

	CONTENT OF LEARNING B		C ASSESSMENT	Evaluation
	EL	SUS		
1	3, i, v,vi,b	1.1 1.3 1.5	Observation Answering Key questions What is rice? Where does the rice come from? How good is rice?	-Did the presentation of the real item capture the students attention and provide enough experience? - Was the class questioning worksheet clear enough? - Did I provide enough time for the students to write the answer? - Were the students able to identify what is rice? - Did the song capture the students' interests
2	3, iii, v,vi,	1.4 1.5 1.7	Observation Inquiry question ; Who needs rice? How the Japanese farmer's problem happened? What environment is necessary to grow rice? Can Cairns be alternative place for growing rice? Yes/no? why?	-Did the student understand Japanese farmer's problems? -was the students able to describe kind of environment that need to grow rice? -Were the students able to perceive Japan and Australia is linked by caring each other? - Was my explanation of action project process clear enough for the students to understand? -Was the language drill capture the students interests for learning?
3	3, iii, v,vi	1.2, 1.3, 1.7, 1.8	Inquiry Questions Who needs rice? What happened to the rice field in Japan? Why this happened? (What is the difference before and after using organic method of growing rice?) Which is better for the environment? How can we get the environment back?	- Did the teacher's inquiry question support students' critical thinking skills? Were the question clear enough for all students to contribute their own ideas? Did students understand impact of media? Was the visual resource useful for students to understand Japanese rice fields and change of environment/seasons?

4	4, I,v,vi, a,b	N/A	Introduce topic related verbs. - Verbs ます form and ましょう form Song "Ko Shi Hi Ka Ri" (Teacher PD inservice) Resources Verb FC	Were students able to see the different language form?
5	I, iii, Viii, B, c	1.2 1.3 1.4 1.7	Making action – "TV commercial" What is the role of Media? Watch some Japanese T V commercial as example: compare and contrast Australian way of TV commercial. Discussion what and how TV commercial influence the audience decision making. Develop idea of my TV commercial which is targeting for Japanese and Australian audience, NAPLAN Resources You Tube sites image of Japanese TV commercials 1 Nissui Yaki Onigiri, 2 Ooshimaya nori. 3. Oo moriya nori Y "SAGA BIYORI" rice CM https://www.youtube.com/watch?v=7YlwGv38wGF&feature=related Nissui, ookina yakionigiri https://www.youtube.com/watch?v=6ek9IXvnsto Ooshimaya nori CM https://www.youtube.com/watch?v=itWdrgwFKtg Belmezon onigiri CM https://www.youtube.com/watch?v=CH1wpbRUgvXo アーシユカのおにぎりや (story) https://www.youtube.com/watch?NR=1&v=8q75n3_8QSo&feature=end-screen you Tube TV commercial Mid Term Exam - Hiragana scripts and listening comprehension for the target word and Sustainability content reflection writing Assignment Task sheet hand out :Students form a small group to work on planning an advertisement - Different type of Japanese TV commercials modeled as examples. Resources Mid- term Exam – comprehension and sustainability concept understanding questions	Inquiry Question What language pattern can you recognize? What is the word order when making suggestion Inquiry questions How would you promote your rice products? What is the purpose of TV advertisement? Are Japanese TV advertisement different from the one in Australia? Which is better? Why?
6	I, v, viii, viii 3,4,	N/A	you Tube TV commercial Mid Term Exam - Hiragana scripts and listening comprehension for the target word and Sustainability content reflection writing Assignment Task sheet hand out :Students form a small group to work on planning an advertisement - Different type of Japanese TV commercials modeled as examples. Resources Mid- term Exam – comprehension and sustainability concept understanding questions	Did the visual information presented effectively? Did the student identify visual media resource can be linked link without using the language across the countries. Did the students work co-operatively in small group?
7	1,2,3, I,iii, vi,vii, b,c	1.2, 1.4, 1.6	Planting rice at school rice field TV commercial Example text reading and act out Form a small group start planning their TV commercial script Resources Examples of Dialogues that students can use for their advertisement 1. Teacher made role play dialogues 2. puppet show / sock puppet/ stuffed animals 3. kamishibai	-Did the planting experience improve students' sense of ownership for the topic of learning? - was the media resource used effectively and appropriately for students' understanding concept?

		4. Role play - act out of the dialogue			
8	1,2,3, I,iii,vi,vi i, b,c	Both lessons, students continue to make their own TV commercial project. This week, they complete draft story line using hiragana script and some picture to show movement. Then students will practice oral presentation using a various plots. Resources (same as week 7) Model conversations, puppets, picture story, sock puppet, dolls and other possible resources that could be used for the TV advertisement	Observation Anecdotal record Communicating with each group of students	-Did the students share their ideas and responsibility? - Did the peer group work assist different language levels of students in the class?	
9	1,2,3,4 I,iii, viii, B,c	1st lesson (Monday) is Queen's birthday – no class 2nd lesson student presentation for their TV advertisement Teacher away for Senior exam Resources Presentation by students : Ipad was used to video record the student presentations.	Observation Speaking (include script hand in) Assessment Ipad recording	- Did the students enjoy their role/ story presentation? -Did the students show appreciation and respect of other group work? -Did the teacher provide positive/ effective feedback	
10	Vii, viii, viii, b	Making rice balls and reflection of their TV advertisement Viewing their TV commercials and complete a reflection sheet Resource: rice, different kinds of seaweeds and some other small foods that is used to be eaten by traditional Japanese way of eating rice ball Ipad (video camera),speaker, student reflection sheet	Reflection sheet	-Did the units concluding activity contribute to student's attitude towards cultural respect? -did the students follow the teacher's instruction well to make traditional Japanese way of rice balls?	

JA Year 7 Have a Rice Day

Context and learner background –a Catholic co-educational school in Far North Qld
Year 7 L2 learners, some beginners, some continuing from primary school.

This unit was written in 2013 whilst Australian Curriculum: Languages was under development. There are two documents, Section A (Unit Overview) which includes Section E (assessment); and Section B (Weekly Planner) here critiqued in separate sections, B, D, C.

Program Evaluation Part One Identifying how the AC:L is represented in the plan	
Section A - Unit Overview	The unit outline (scope) focuses on the concept of sustainability using an intercultural inquiry process. Direct links to AC are evident in detailing cross curricula perspectives & general capabilities, with explicit links in this unit plan highlighted. Reference also to local school priorities and Qld Essential Learnings (in content descriptors). Assessment retains a pre-AC:L orientation
Weekly Planner; Section B – Content of learning	The sustainability concept is foregrounded. Discussion points are highlighted in content of learning section, with most conceptual discussion in English. AC:L Communicating Sub-strands Socialising, Informing, Creating, Translating and Reflecting, and Understanding Sub- Strand Role of language and culture are implicitly covered.
Section C – Assessment	assessment questions relate to AC :L Communicating sub-strands Informing (locate, present), Creating (listen,.. share reactions..), Translating (Translate, create), Reflecting; and Understanding Sub-strands Systems of Language (Recognise, create, identify), Language variation and change (Understand ... context... relationships), and Role of language and culture (explore connections).
Section D – Evaluation	Teacher self-reflection about effectiveness of strategies and resources used reflects an intercultural inquiry stance.

Teacher's Plan (based on both Unit Overview and Weekly Planner)

Program Evaluation Part Two Evaluation of program content based on a set of principles	
1. IC orientation	Evident in Sections A, B, C (in all tasks), and in summative task TV commercial. Also evident in Section B – Week 7 – the option of <i>kamishibai</i> for dialogue.
2. Conceptual (themes)	Conceptual questions evident in focus on sustainability in Unit outline (section A) , and in Content of Learning (section B) exploring the value of rice and sustainability.
3. Dialogic Enquiry	Section C Content of learning & section C assessment are framed around Inquiry questions
4. Interaction s - meaning making -	Section B – Assignment task week 6 emphasises personal meaning making in creating own TV commercial.
5. Analysis & reflection	Evident in Weekly Planner (Section B & C) with focus on viewing TV commercials and analysing content and methods, .
6. Bilingual (moving between)	Section B – Weekly Planner – comparing Australian and Japanese TV commercials, and developing own targeted at both Australian and Japanese audiences.

Sample 7

INDONESIAN Years 9→10

Contextual Information:

This textbook excerpt is from Morgan, Harbon & Kohler (2011) *Dari Kami Ke Kita*, Melbourne: Cengage. It is from Book 2, for students in Years 9–10 (Book 1 is for Years 7–8, as beginners), so is suitable for the Indonesian Years 7–10 pathway, for second language learners. The excerpt is from Chapter 3, which is a chapter on health and wellbeing for adolescents. As there is a ‘content’ focus, it is suitable for a CLIL classroom, and also as a concept of interest for Year 9 learners. Textbook material only contributes to a program, and will require further framing in a complete program designed by the teacher, usually with substantial supplementation of further content, interactions and assessment.

MORGAN, HARBON AND KOHLER (2011)

Dari Kami Ke Kita



3 Kesehatan: How do we care for ourselves?

Chapter overview

The chapter is divided into two *bagian*. These are:
Bagian A: How do we understand health, illness and wellness?
Bagian B: What health issues matter to you?

Learning focus

- to consider health issues in a range of dimensions
- to consider health issues important to young people in Indonesia and Australia
- to think about how language, culture and location influence ideas about the body, health, wellness and illness
- to describe health, wellness and illness in Indonesian

Language focus

- parts of the face and body
- language of health, illness and personal hygiene
- talking about self: *sendiri, diri, diri sendiri*
- sentence adjuncts: *se- -nya*
- *ke- -an* nouns
- prohibitions: *jangan, jangan sekali-kali, dilarang*

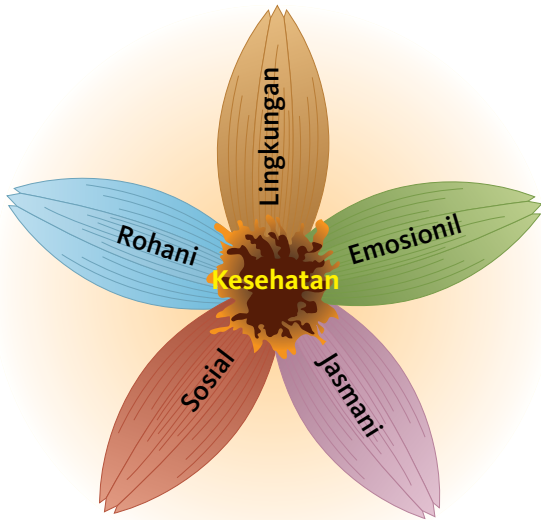
Bagian A: How do we understand health, illness and wellness?

Pikiran pokok: Key ideas

Caring for yourself and looking after your health are fundamental to human life. Your health influences your quality of life. In this section, we look at health and wellness, sickness and illness. You are invited to consider:

- what constitutes health, wellness and illness, and how these are represented in Indonesia and Australia, in Indonesian and in English or other languages and cultures
- what you see as healthy and why
- how different dimensions, or kinds, of health are understood.

The section begins with an exploration of ‘wellness’ factors. What constitutes wellness and how is it represented in Indonesia and Australia? We also discuss how the body is described in Indonesian and English.



In this graphic, five different dimensions or ways of understanding health are represented.

Dimensi kesehatan

Kosa kata: Vocabulary

<i>kesehatan</i>	health, wellness
<i>jasmani</i>	physical
<i>rohani</i>	spiritual
<i>lingkungan</i>	environment

Tugas 1

The purpose of this task is to think about which dimensions of health are important in your life.

Memahami ide

Jawablah pertanyaan ini dalam bahasa Indonesia.

- 1 Apa saja dimensi kesehatan di grafik ini?
- 2 Dimensi kesehatan apa yang penting untuk Anda? Mengapa?
- 3 Menurut pendapat Anda, dimensi kesehatan apa yang penting untuk teman-teman Anda?
- 4 Menurut pendapat Anda, dimensi kesehatan apa yang penting untuk orangtua Anda?

Memahami bahasa

Jawablah pertanyaan ini dalam bahasa Inggris.

- 5 Which dimensions of health in this diagram use loan words from European languages to represent these ideas?
- 6 Why do you think these terms are used?

Kesan dan refleksi

- 7 Do you agree with the dimensions of health represented in the diagram?
- 8 What does each of these dimensions mean to you? What kinds of things are included in each?
- 9 Would you add any other dimensions? If so, what are they, and what are the appropriate Indonesian terms for them? (Use a dictionary to help find these.)
- 10 Why do you think the dimensions of health are presented as petals of a flower? Would you represent them differently? Why?

Dimensi kesehatan emosional**Emosional****Pikiran pokok: Key ideas**

Emotional health involves how you feel about yourself and your life and how you interact with others. Young people in all cultures are concerned with their emotional health, as the teenage years are a time of change. Each culture and language has its own ways of expressing ideas about emotional health.

Tugas 2

The purpose of this task is to think about the importance of emotional wellbeing. Take the quiz on the previous page and then answer these questions.

Memahami ide

Jawablah pertanyaan ini dalam bahasa Indonesia.

- 1 Menurut instruksi itu, bagaimana Anda harus menjawab kuis ini?
- 2 Bagaimana Anda menjawabnya?
- 3 Anda menerima berapa angka kalau menjawab 'kadang-kadang'?
- 4 Anda harus menerima jumlah berapa angka kalau kesehatan emosional Anda 'oke'?
- 5 Kalau Anda menerima jumlah 8 angka, bagaimana kesehatan emosional Anda?

Memahami bahasa

Jawablah pertanyaan ini dalam bahasa Inggris.

- 6 List all the **me-** verbs from the quiz and find their base words and English equivalents. From your initial understandings of the Indonesian meanings, do you think these concepts are similar to those in English or other languages you use?
- 7 Which words in the quiz do you think are loan words from other languages? What are the equivalent words in English or other languages you know?

Kesan dan refleksi

- 8 Do you agree that the statements in this quiz are a good guide to your emotional health?
- 9 What questions would you ask in a quiz like this?
- 10 How important is emotional health to you, compared with other dimensions of health?
- 11 Do you think the same sorts of emotional health issues are important to all young people in all situations? Why or why not? Give some examples.
- 12 How seriously do you think young people take quizzes like this? Explain your answer.

Apakah saya menikmati kehidupan saya?



Saya mengerti emosi-emosi saya.



lima puluh enam

Dari Kami Ke Kita! 2

ISBN 9780170181358

Program evaluation

Textbook excerpt: Kesehatan: How do we care for ourselves?

This textbook excerpt is from Morgan, Harbon & Kohler (2011) *Dari Kami Ke Kita*, Melbourne: Cengage. It is from Book 2, for students in Years 9-10 (Book 1 is for Years 7-8, as beginners), so is suitable for the Indonesian Years 7-10 pathway, for second language learners. The excerpt is from Chapter 3, which is a chapter on health and wellbeing for adolescents. As there is a ‘content’ focus, it is suitable for a CLIL classroom, and also as a concept of interest for Year 9 learners. Textbook material only *contributes* to a program, and will require further framing in a complete program designed by the teacher, usually with substantial supplementation of further content, interactions and assessment.

PART ONE: Identifying how the AC:L is represented in the plan	
Section A	The excerpt shows the beginning of the chapter. Elements connected to the AC:L include a concept approach to language learning (e.g. in the chapter title), a stated intercultural orientation (for the series), close alignment with the band description for areas of interest for learners of this age group, learning and language foci connected to Communicating sub-strands including socialising, informing, reflecting; and to Understanding sub-strands systems of language, and role of language and culture. While ‘learning focus’ and ‘language focus’ don’t directly match the AC strands, elements of communicating and understanding are represented within these foci.
Section B	‘Key ideas’ match the AC ‘key concepts’ well, and Es from socialising, reflecting and role of language and culture sub-strands, such as ‘sharing personal opinions and experiences with peers, comparing aspects of teenage life’ and ‘engage with Indonesian texts, recognising how own cultural assumptions, practices and beliefs influence language and content’ and ‘understanding the role of language and culture in shaping and conveying cultural identity’. The use of English and Indonesian fits with the Year 7 entry pathway, where Indonesian is supplemented with English for clarity where the still relatively new learners require English support.
Section C	‘Vocabulary’ is only a part of the AC framing of language, and is in the text at this point as a support to the target language text, to explain unfamiliar terms. Note that the questions posed in relation to this language consider language more broadly, in terms of representation of ideas in both English and Indonesian, and how language is culturally determined.
Section D	‘Tasks’ have a number of dimensions in the textbook: understanding ideas (memahami ide), understanding language (memahami bahasa), and impressions and reflections (kesan dan refleksi), the last of which are intended to be recorded in a journal/blog in which learners regularly reflect on their learning and understanding. These foci address intercultural aims and key concepts from the AC of reflecting on own and others’ cultures, questioning assumptions, comparing, identity and diversity, as well as having an ‘ideas/concept’ focus and active communication and interaction in the target language. This task aligns with the Years 9-10 AS of working towards using spoken and written Indonesian to communicate about personal interests... and about broader issues such as health and the environment, use of me- verbs, pronouns and a range of noun forms... translating and interpreting texts, describing their reactions in intercultural encounters, and assumptions about identity and perceived by others.
Section E	Emotional health is addressed as the first dimension of health, aligning with the band statement and content and achievement foci of the curriculum. It is particularly pertinent to the age group. Connections between culture and language are made explicit, for exploration by learners.
Section F	A psychological quiz text, from a youth magazine, taps into interests for learners of this age, through a text that introduces some new language forms and structures, such as a range of verb and noun forms, and the quiz text type, scaffolded with support for understanding, connecting to both Es and ASs of the AC:L . The text also lends itself to follow-up tasks that could be developed from Es.
Section G	The task connects to both Communicating and Understanding sub-strands and elements of the AS, such as use of me- verbs, use of number systems, loan words and qualifying adjectives, and to identify and cultural reflection issues. There is an emphasis on thinking about how language works and its connection to lived experience. The impressions and reflection section extends understanding through connecting to the reflecting and role of language and culture sub-strands in particular. Notice the use of English and Indonesian in questions, relevant to current language capability.
Section H	‘Using Indonesian’ provides insights into language structures and their cultural and conceptual connections, consistent with the understanding sub-strands.
Other aspects of the textbook	The textbook introduces a number of features not seen in this excerpt, such as ‘thinking further’ bubbles, which suggest ideas for further research, activities or exploration of ideas that can be developed by teachers into further learning directly connected to AC content and achievement; and a ‘blog’ to remind students to keep a record of their ongoing learning, thoughts and impressions, consistent with the reflecting sub-strand. As with most text books, there is supplementary material in a workbook and a teacher resource which highlights intercultural aspects and intentions of learning, consistent with the underpinning principles of the AC.

Sendiri: Talking about self



Berbahasa Indonesia: Using Indonesian

To say ‘self’ – ‘myself’, ‘yourself’, ‘himself’, ‘herself’ and ‘themselves’ – in Indonesian, the term **sendiri** is used. Using **sendiri** is a way to focus on the person or people responsible for an action. Often in Indonesian, unlike in English, the person responsible for an action is not indicated. In Indonesian it is not as common to identify the ‘doer’ of an action, but **sendiri** can be used to do this. Here are some examples (**contoh**):

Saya pergi ke toko sendiri.	I went to the shop myself.
Anda harus pergi sendiri.	You must go yourself.
Dia sendiri yang membuat kue ini.	She made the cake (herself).
Anak ini menulis cerita sendiri.	The child wrote the story himself.
Mereka membangun rumah ini sendiri.	They built the house themselves.

Sometimes the abbreviated form **diri** is used on its own to mean ‘self’.

Harus pergi sendiri.	(You) must go yourself.
Dia memperkenalkan diri kepada kami.	He introduced himself to us.

It is also common to use **diri sendiri** to mean ‘self’, or ‘by oneself’.

Jagalah diri sendiri dengan baik.	Take good care of yourself.
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Sendiri can also mean ‘own’, in the sense of ‘my own’.

Saya mengerti emosi-emosi saya sendiri.	I understand my own emotions.
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Tugas 3

The purpose of this task is to use **sendiri** or **diri** in some sentences of your own.

- Write a sentence in Indonesian describing each of the following:
 - something I did myself
 - something he did himself
 - something they did themselves.
- Write a sentence in Indonesian about something you did by yourself. (How is this different from the sentence you wrote for 1a?)
- What advantages and disadvantages can you think of in using the same word for ‘herself’, ‘myself’, ‘themselves’, etc?

Saya membuat kue ini sendiri.



lima puluh tujuh
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PART TWO <i>Evaluation of program content based on a set of principles</i>	
1. Intercultural orientation	The textbook series intentionally adopts an intercultural orientation, which is evident in the conceptual focus, range of tasks and task dimensions, questioning about perceptions, reflection and considering alternative perspectives, comparison and use of the two languages and cultures, promotion of bi/plurilingual activity.
2. Conceptualisation (themes)	Each chapter, and activities within it, are conceptually based. Chapter titles convey the conceptual approach, through questions that encourage personal connections with the key idea being explored. Throughout this chapter, concepts such as dimensions of health and what they mean to teenagers are explored, rather than just a set of vocabulary about health. Texts from the target culture are used to stimulate discussion around key concepts and themes, supplemented by questions and activities that encourage engagement with ideas, not just language.
3. Dialogic enquiry	The excerpt is rich with questions that could be the foundation for dialogic inquiry into language and culture and their relationship, and what this means for the learners. Teachers will need to develop such questions to suit the particular class context.
4. Interactions – meaning-making	There is intention for interaction demonstrated in the questions throughout. The teacher will need to develop additional interaction opportunities. One issue with textbooks is that can often lead to individual work and limit interaction. More meaning making will occur if the materials can come ‘off the page’ or be developed into activities for the particular learner group.
5. Analysis and reflection	There is a strong emphasis on analysis and reflection, of languages, language-culture connections, and on personal meaning making. This focus is built into chapter structures, such as the ‘impressions and reflections’, ‘understanding language’ and ‘understanding ideas’ dimension of all tasks, the ‘using Indonesian’ section, and the activities built into tasks, such as the emotional quiz, as well in the actual questions being asked. These processes will need to be directed by the teacher, cognisant of her/his learners, the learning context and learning goals.
6. Bilingual (moving between languages and cultures)	Notice that tasks use a mix of target language and English, and that there are developmental indicators of target language ‘growth’ through highlighted new language, and English and Indonesian scaffolding. Learning aims of the chapter, and questions in the activities promote use of both (and possibly other) languages.

Sample 8

CHINESE Year 10

Contextual Information:

This Chinese program was developed for a private girls school in South Australia, with predominately L2 learners (year8 beginners).

STEPHANIE ANDREWS

Wilderness School, SA

SECTION A

Wilderness Values	Adventurous Learning	Respectful Relationships	Responsible Citizenship	True and Courageous Self
General Capabilities	Literacy	Numeracy	ICT	Critical and creative thinking
	Ethical behaviour	Personal and social	Intercultural understanding	
Cross-curricular Priorities	Aboriginal and TSI Histories and Cultures	Asia and Australia's engagement with Asia	Sustainability	

Strands and sub-strands:

Communicating	Socialising	Informing	Creating	Translating	Reflecting
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Understanding	Systems of language	Language variation and change	The role of language and culture
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SECTION B

UNDERSTANDING BY DESIGN STAGE 1: DESIRED RESULTS	KNOWLEDGE AND SKILLS
ESTABLISHED GOALS <ul style="list-style-type: none">to be able to TRANSFER GOALS <p>Students will be able to independently use their learning to:</p> <ul style="list-style-type: none">communicate effectively with varied audiences and for varied purposes while displaying appropriate understanding of culture and context DEEP UNDERSTANDINGS <p>Students will understand that:</p> <ul style="list-style-type: none">their membership in cultural groups shapes their identity (IU Recognising1)its necessary to interpret cultural differences for others by identifying values and beliefs they take for granted and consider how these might look to someone with different values, beliefs and behaviours (IU Interacting3)maintaining cultural traditions is important for the development of personal, group and national identities (IU Respect5) ESSENTIAL QUESTIONS: <p>Students will keep considering:</p> <ul style="list-style-type: none">How are celebrations/festivals different/similar across cultures?How do celebrations reflect our identity?How can language be used to discuss festivals	Communicating Socialising <p>2. Correspond with peers and teacher, exchanging ideas, negotiating decisions and inviting others to participate in collective action [Key concepts: travel, environments, community; Key processes: corresponding, exchanging, deciding] (ACLCHC098)</p> Informing <p>3. Locate and compare perspectives on people, places and lifestyles in different communities, from a range of spoken information texts, and convey this information to others [Key concepts: representation, time, leisure; Key processes: processing, informing, stating] (ACLCHC099)</p> <p>4. Locate and organise information on topics of interest from a range of written sources to develop a position, and convey this position to a familiar audience in a range of texts [Key concepts: representation, time, leisure, community; Key processes: selecting, organising] (ACLCHC100)</p> Creating <p>6. Respond to and create or adapt simple narratives that describe experiences and characters from folk tales or popular fiction [Key concepts: experience, adventure, journeys, fantasy, description; Key processes: responding, describing, adapting] (ACLCHC102)</p> Translating <p>7. Translate simple modified Chinese texts and familiar interactions in different contexts, identifying alternative ways to interpret meaning [Key concepts: respect, directness and indirectness, representation; Key processes: translating, interpreting] (ACLCHC103)</p> <p>8. Mediate descriptions of Chinese and Australian life, identifying what experiences and ideas are not readily translated between cultures [Key concepts: equivalence, assumption; Key processes: translating, interpreting] (ACLCHC104)</p> Reflecting <p>9. Reflect on the reactions and experiences of participants (including their own) in interactions and observe how languages is adapted to communicate effectively in unfamiliar contexts [Key concepts: face, disagreement, approval; Key process: reflecting] (ACLCHC105)</p>
	Understanding
	Systems of language <p>11. Relate prior knowledge of character form and function to infer information about sound and meaning of unfamiliar characters (ACLCHU107)</p> <p>12. Analyse functions of grammatical rules and use language appropriate to different forms of oral and written communication (ACLCHU108)</p> The role of language and culture <p>16. Reflect on how language and culture both shape ad reflect each other (ACLCHU112)</p>

SECTION C

UNDERSTANDING BY DESIGN STAGE 2: ASSESSMENT EVIDENCE
Performance Tasks: <p>Students create a folio of work, selecting from the following tasks:</p> <ol style="list-style-type: none">Create a list of key elements of Chinese New Year. (bilingual)Imagine you have been in China during Chinese New Year. Write a diary entry in Chinese, summarising your experiences. (Chinese)Create a cartoon/film depicting a typical CNY for a family in China (Chinese)Design and create a poster/imovie/presentation promoting a Chinese festival you are organizing in your local community to both Chinese and non-Chinese communities. Include what, when, why, activities etc. (bilingual)Double Bubble map comparing similarities and differences between Spring Festival and a festival of significance to yourself (bilingual).Create a set of guidelines for a Chinese visitor about how to survive living with an Adelaide family at Christmas. (Chinese)<i>Chinese New Year is better than Western New Year.</i> Write at least a paragraph arguing for or against this statement. (Chinese)China today and yesterday. Write an article reflecting on how CNY celebrations have changed over time. (Chinese) Other Evidence of Learning: <ul style="list-style-type: none">Completion of learning tasks Feedback: <i>What sort of feedback will students receive?</i> <ul style="list-style-type: none">Grading accorded to assessment rubricsOngoing correction of learning tasksVerbal feedback Self-assessment: <i>How will students reflect upon and self-assess their learning?</i> <ul style="list-style-type: none">10 sentence starters (reflective)Self-assessment: Lotus diagram of learning

SECTION D

UNDERSTANDING BY DESIGN STAGE 3: LEARNING AND TEACHING PLAN	
Achievement Standards	
By the end of Year 10, students:	
1.	use spoken and written Chinese to initiate and sustain interactions in familiar and unfamiliar contexts
2.	exchange information, ideas and opinions and enquire into the experiences and opinions of others, using question words such as 为什么, 怎么, 怎么样 to elicit more information
3.	summarise and collate information from different sources and perspectives to compare how ideas and concepts are expressed and organised in Chinese texts and contexts
4.	observe how texts are created for different purposes and audiences
5.	respond to narratives, identifying language features that do not translate easily between cultures, mediating these ideas and expressing insights in Chinese while adjusting language use for different audiences
6.	justify their opinions with reasons and specific examples (比如), using tone and rhythm emphatically
7.	respond to and create a range of informative and imaginative texts for different purposes and audiences, including Chinese audiences, and describe adjustments they have made in their language use for these different audiences
8.	use prepositions of time and place, and prepositions to show relationships with other people, for example, 给, 跟, 对
9.	make comparisons using 比, and describe people in terms of appearance, personality and behaviours, and places in terms of scenery
10.	use a range of cohesive devices (for example, 不但...而且; 除了...以外; 如果...就) with the support of models and cues
11.	In writing, organise ideas according to themes or sequence events using specific time words, temporal markers such as 的时候, 以前 and connectives, for example, 先...然后
12.	indicate changes in tense with tense markers such as 了, 过
13.	use verbs to express modality (for example, 可以, 要, 会, 应该) or intention, for example, 希望, 想, 打算.
14.	discern differences in patterns of sound (for example, ‘qing’, ‘qin’) and tone in extended speech for different contexts and audiences
15.	apply knowledge of character components and morphemes to assist their understanding of new characters and words encountered
16.	analyse grammatical rules, use language appropriate to the form of communication, and compare textual features
17.	recognise the key features of grammar and sentence structure that are distinctive to Chinese, such as measure words, and varied uses of verbs (是, 有 and attributive 的), and apply them in new contexts
18.	are aware of particular issues relating to translating between Chinese and English and recognise that certain concepts cannot be translated readily from Chinese to English and vice versa
19.	are aware that language use varies according to context, purpose and mode
20.	explain how culture and language shape their own and others’ communication practices
21.	reflect on how their own cultural experience impacts on interactions with Chinese speakers.

Last Updated 10/1/2016

STUDENT PLAN (B)
Celebrations

SECTION A

Introduction

Respond to the following discussion questions.

- What celebrations do your family celebrate?
- Why do you celebrate these celebrations?
- How do you celebrate them?
- What do you know about Chinese celebrations and how they are celebrated? Contribute to the discussion.

SECTION B Chinese New Year

Watch the following videos. What customs associated with Chinese New Year do you notice? Post them in the discussion. Begin creating a list of words and phrases related to Chinese New Year. For instance, how do you wish someone Happy New Year? Write it out in Chinese (characters and pinyin) and English.

<https://www.youtube.com/watch?v=-K9LK78dehA>

<https://www.youtube.com/watch?v=Em18WSVguWw>

<https://www.youtube.com/watch?v=-K9LK78dehA>

<https://www.youtube.com/watch?v=zvXO5qyd-dc>

https://www.youtube.com/watch?v=NCW_IJQM0_U_bl

SECTION C

Chinese New Year Learning Task 1 (Card Analysis)

Select at least 3 Chinese New Year cards with different messages and analyse the language and symbols used. The following web sites are useful starting points.

<http://www.qncye.com/buttom/hk.html>

<http://newyear.szhufu.com/card/>

<http://cards.mail.163.com/cards/search.do>

<http://www.qqjia.com/mu/jr11.htm>

Focus questions Copy your cards into a word document and respond to these questions for each of your chosen cards.

- a) What characters do you recognise and what do they mean?
- b) What common words, phrases and characters do you see?
- c) What symbolism can you recognise? What do you think it means?
- d) Prepare a list of greetings associated with Chinese New Year. How you would respond to those greetings?

Watch the video https://www.youtube.com/watch?v=W6tkgGdBF_U

and read the texts (CME2) about Chinese festivals. Add any relevant information you discover to your notes about Chinese festivals.

SECTION D

Chinese New Year Learning Task 2 (Card and Reflection) Complete all parts.

1. Answer the questions below.
 - What colour best symbolises Chinese New Year for you? Why do you say that?
 - What symbol (sign/token representative of something else) best represents Chinese New Year in your mind? Why do you say that?
 - What image (picture) best represents Chinese New Year? Why do you say that?
2. Using your answers to part 1, create your own card for Chinese New Year.
3. Write a reflection describing why you selected those images and words.

SECTION E

Chinese New Year Learning Task 3 (Comparison)

Using Chinese, prepare a list of customs associated with **both** Chinese New Year **and** a celebration significant to you and your family.

Complete the [Double_Bubble_writable template.pdf](#) with the differences and similarities for your 2 celebrations.

Complete this task by hand.

In English write a reflection about the differences and similarities between these two celebrations.

Christmas in Chinese

These resources will help you learn about Christmas in Chinese:

<http://www.ichineselearning.com/chinese-culture/merry-christmas-in-chinese.html>

A useful word list: <http://mandarin.about.com/od/vocabulary/a/christmas.htm>

<https://www.youtube.com/watch?v=LzXUirX4d6c>

<http://chinese.fluentu.com/home/videoplayer/1562/spring-festival/>

SECTION F

Chinese New Year Assessment Portfolio

Complete a total of at least 100 points worth from the following table. At least one of the tasks must be completed orally. NOTE: The reflection task will be completed at the end of the unit.

Learning Sequence	Bloom's Taxonomy	Task	Points	Due Date
1	knowledge	1. Create a list of key elements of Chinese New Year. (bilingual)	10	
1	comprehension	2. Imagine you have been in China during Chinese New Year. Write a diary entry in Chinese, summarising your experiences. (Chinese)	10	
2	application	3. Create a cartoon/film depicting a typical CNY for a family in China (Chinese)	20	
2	application	4. Design and create a poster/imovie/ presentation promoting a chinese festival you are organizing in your local community to both Chinese and non-Chinese communities. Include what, when, why, activities etc. (bilingual)	20	
3	analysis	5. Double Bubble map comparing similarities and differences between Christmas and Spring Festival (bilingual).	30	
3	analysis	6. Create a set of guidelines for a Chinese visitor about how to survive living with an Adelaide family at Christmas. (Chinese) (This may be presented as a multimedia presentation using keynote, imovie etc)	30	
4	evaluation	7. <i>Chinese New Year is better than Western New Year.</i> Write at least a paragraph arguing for or against this statement. (Chinese)	40	
4	evaluation	8. China today and yesterday. Write an article reflecting on how CNY celebrations have changed over time. (Chinese)	40	
5	reflection	9. What did you do well? What do you still need to work on? What do you still want to know? What would you do differently next time?		

Chinese Year 10 (S Andrews)

Context & learner background - private Girls school, predominately L2 learners (year8 beginners)

There are two docs –A) a teachers plan (as required by school) and B) a student program (as shared with class), using prescribed UbD planning structure.

A) Teachers Plan

Part One identifying features of HOW the AC:L is represented in the plan - either explicitly or implicitly	
Section A – overview checklist of school values, AC capabilities/ priorities, & sub strands	Section A shows how the plan summarises / highlights aspects of the AC:L (capabilities, priorities, sub strands) in relation to the unit plan. Note most sub strands are cross referenced to the content of the unit.
Section B UbD Stage 1 - Desired results, & Knowledge & Skills	The left side of the table highlights intercultural features (Gen capabilities) The right side of table Knowledge & Skills is represented by AC:L Content descriptions by Sub strand. It provides a list of selected CDs, setting a benchmark for content expectations in the detail (Section C) that follows. Note not all CDs are included.
Section C UbD stage 2 - performance tasks	The list of tasks does not include explicit links to the AC:L but does implicitly cover a range of sub strands (see the student plan for more on this)
Section D –UbD Stage 3 – learning & Teaching plan	This section highlights those features of the AC:L Achievement Standards which are attended to in implementing the plan - to give a benchmark for what is to be taught and how achievement will be measured against the standard. The specific statements from the Achievement Standard that will be addressed and assessed are highlighted.

B) Students unit program – there are no explicit links to the AC:L in this document as it is designed for students. However implicit links can be seen throughout

Part One identifying features of HOW the AC:L is represented in the plan - either explicitly or implicitly	
A) introduction	This section provides students the opportunity to reflect on the concept to be explored in this unit. There are no clear link links to the AC:L structure
B) initiating task	This task shows clear links to sub strand 1.4 translating – creating lists of words & phrases in 2 languages and sub strand 2.3 the role of language & culture through its focus on language associated with Chinese New Year
C) Task 1	This Chinese New Year card text analysis task relates to sub strand 2.1 systems of language given the focus on analysing language & sub strand 1.4 as it involves converting culturally embedded Chinese texts into English for others
D) Task 2	Creating a Chinese new year card involves substrand1.3 creating & sub strand 1.5 reflection as language choices made need to be explained
E) Task 3	Listing & comparing customs in Chinese and reflecting on similarities in English involves sub strand 2.3 the role of L&C
F) Assessment portfolio	The assessment portfolio – a series of task choices for students to undertake involves particular sub strands per task, as outlined below. task 1 - listing key terms involves sub strand 1.4 translating task 2 – a diary entry of an imagined experience involves sub strand 1.3 creating with a bit of 1.5 reflecting task 3 – creating a cartoon involves sub strand 1.3 creating & sub strand 2.3 the role of language & culture task 4 – creating a bilingual poster involves sub strand 1.1 (getting things done), task 5 - comparing facts about celebrations involves sub strand 1.2 informing task 6 – creating guidelines also involves sub strand 1.2 informing task 7 – comparing celebrations also involves sub strand 1.2 informing task 8 – an article on changes in customs involves sub strand 1.2 informing, and possibly 2.2 language variation and change task 9 – reflecting on experiences in this unit involves sub strand 1.5 reflecting Sub strand 2.1 systems of language would be evident in most tasks as well

A) Teachers Plan

Part two Evaluation - based on principles	
1. IC orientation	The intercultural orientation of the plan is evident in several places; In Section B the deep understandings and Essential questions encourage students to explore the relationship between culture & identity, and to consider how celebrations differ across cultures. In Section C a number of the tasks display an intercultural orientation as students compare and reflect on celebrations across cultures In section D, extracts from the achievement standards (sentences 3, 20, 21) all display a focus on language & culture and their relationship
2. Conceptual (themes)	In Section B the deep understandings and Essential questions highlight an overarching, conceptual focus to learning in this unit.
3. Dialogic Enquiry	In Section B the Essential questions also display a focus on enquiry, as the driving force behind exploration of language and culture in this unit
4. Interactions - meaning making - (strand one)	In section C the performance tasks focus on personal meaning making in language. There are few interactional tasks (as dialogues) but there is a constant focus on sharing or communicating personal insights and ideas about celebrations throughout tasks involving real or imagined experiences across cultures
5. Analysis & reflection (strand two)	The tasks in section C are predominately focussed on the Communicating Strand, underpinned by explorations of Language and understanding of systems of language (sub strand 2.1) & the role of language & culture (sub strand 2.3). These are more evident in the student program.
6. Bilingual (moving between)	In section 3C tasks 1, 4 & 5 require bilingual responses. In section D the highlighted statement 10 also emphasises the importance of moving between languages thro translation or bilingual representations of ideas

B) Students Unit program

Part Two Evaluation - based on principles	
1. IC orientation	In section A the intercultural Orientation is evident in the focus questions which are the focus for learning throughout the unit In section E (task 3) students are encouraged to compare experiences across cultures In section F comparing practices across cultures is evident in a number of tasks (4,5,6 & 7)
2. Conceptual (themes)	A conceptual focus evident in the focus questions in section A which influence learning throughout the unit
3. Dialogic Enquiry	In sections A & B students are encouraged to contribute to group discussion online, to share personal; perspectives or experiences in response to questions posed. In section D (task 2 students are requested to respond to questions and consider/ justify their responses (why do you say that?), and to reflect on their choices of images and words, highlighting an enquiry focus throughout their learning and using of language.
4. Interactions - meaning making - (strand one)	In section F – tasks, while all tasks involve personal meaning making and use of the target language, a number of tasks have a particular interactive focus with a clear audience in mind for their communication, tasks 4, 6, and 7 in particular.
5. Analysis & reflection (strand two)	In section C the task and focus questions involve a degree of reflection In section E the task requires a reflection on celebrations across cultures
6. Bilingual (moving between)	In section B students develop s bilingual word list as their build their abilities to talk about celebrations in the target language In section F Tasks 1, 4, & 5 all require bilingual responses

LANGUAGES linguae SPRACHEN
languages dilleri שפות اللغات
言語 γλώσσες भाषा 语言
LINGUE ^{ngôn ngữ} IDIOMAS 언어 bahasa



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