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

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

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