Languages Unit Plan

**Title:**

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| **Learners:** *Who are the learners (knowledge, language and culture background, interests and needs)*  **Year level: Sequence (F-10/7-10) and learner group:**  **Duration and link to long term program:** | |
| Scope (what will be taught) *Check that the two strands are complementary/working together. Not all sub-strands will feature in all units.* | |
| Sub-strands *Select the most relevant (e.g. 3-5) Sub-Strands* | **Objectives/intended outcomes**  *Students will learn to/how/that, recognise, explain, understand, reflect on, make connections between…* |
| **Communicating** | |
| *Socialising* |  |
| *Informing* |  |
| *Creating* |  |
| *Translating* |  |
| *Reflecting* |  |
| **Understanding** | |
| *Systems of language* |  |
| *Language variation and change* |  |
| *Role of language and culture* |  |
| **General capabilities** Consider only those e.g. 1/2 that will be explicitly taught in this unit.Cross-curriculum priorities *Consider only those e.g. 1/2 that will be explicitly taught in this unit.* | |
| Sequence of teaching and learning (how it will be taught)*List the main learning tasks and experiences and assessment (in bold). Consider how best to sequence teaching and learning to enable learners to build connections, explore, personalise and use their knowledge purposefully, and reflect on their learning. Refer to Elaborations for possible tasks and experiences.* | |
| Students… | Teacher talk… |
| Resources: *texts, materials, artefacts, stimuli which will be used – be specific* | |
| Evaluation/Teacher reflection (after actual teaching): *What worked, what didn’t, what needs changing?* | |