Sample virtual program: Languages

## Considerations for programming virtual classrooms

Guiding questions for establishing learning expectations and communication processes

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| Guiding question |  |
| What are your students going to learn? (lesson objectives) | Itemise what you want your students to be able to do or know when completed. |
| How are they going to learn it? (resources and strategies) | What is required in order to meet each of the objectives defined? Will delivery be using one platform or be blended? |
| Target date for completion | When do you expect each task to be completed? |
| How are you going to know that they learned it? (success criteria) | What is the specific task that students are to complete to demonstrate their learning? |
| Collecting evidence of student learning (verification) | What evidence of student learning will you collect and how will you evaluate it? |
| Feedback (evaluation) | How well was the task completed? Provide an assessment decision. |
| Communication | How will student learning be oriented?  How will share and display information for your students to access?  How can you promote student-teacher interactions?  How can opportunities for inter-learner interactions be incorporated into activities?  How will the teacher monitor and support progress in student learning? |

### Eating and drinking (Stage 4)

Student task: You are going to create an audio-visual presentation for our students about dining etiquette in [country], to prepare them for an upcoming exchange. This will include cultural information, common foods and drinks and preferences. You will include images and commentary.

Some of this information, you may already know. Other information you may need to research.

You can check in with your teacher when you’re feeling a bit lost, and you can submit a draft for feedback.

Outcomes:

* scripted languages – LXX4-4C, LXX4-5U, LXX4-6U (if writing in script), LXX4-7U, LXX4-8U, LXX4-9U
* non-scripted languages – LXX4-4C, LXX4-5U, LXX4-6U, LXX4-7U, LXX4-8U

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| Guiding question: |  |
| What are your students going to learn? (lesson objectives) | * Dining etiquette can vary between families and between cultures * Basic food and drink items * Saying what you like/don’t like to eat |
| How are they going to learn it? (resources and strategies) | Students engage with the “Dinnertime around the world” resource at [sites.google.com/education.nsw.gov.au/intercultural-communicator/home](https://sites.google.com/education.nsw.gov.au/intercultural-communicator/home), answering the questions on slides 4, 5 and 6  Students research and consolidate relevant vocabulary and structures through websites and online learning games.  Students will need to check the spelling of vocabulary and expressions on Quizlet, if using existing resources, as there may be errors.  **Teachers add their own language-specific resources to best support the needs of their students**. For example, if the school has a subscription to a resource. Teachers should check the appropriateness of resources listed below if using, before sharing with students.  Sample resources include:  **Chinese**   * [www.open.edu/openlearn/languages/chinese/beginners-chinese/content-section-0?active-tab=description-tab](https://www.open.edu/openlearn/languages/chinese/beginners-chinese/content-section-0?active-tab=description-tab) * [app.education.nsw.gov.au/rap/resource/access/9bda429a-dbd6-4247-b674-3a8fbd7ebc62/1](https://app.education.nsw.gov.au/rap/resource/access/9bda429a-dbd6-4247-b674-3a8fbd7ebc62/1)   **French**   * [www.education.vic.gov.au/languagesonline/](https://www.education.vic.gov.au/languagesonline/) * [www.open.edu/openlearn/languages/french/beginners-french-food-and-drink/content-section-0?active-tab=description-tab](https://www.open.edu/openlearn/languages/french/beginners-french-food-and-drink/content-section-0?active-tab=description-tab)   **German**   * [www.education.vic.gov.au/languagesonline/](https://www.education.vic.gov.au/languagesonline/) * [www.open.edu/openlearn/languages/beginners-german-food-and-drink/content-section-3](https://www.open.edu/openlearn/languages/beginners-german-food-and-drink/content-section-3)   **Indonesian**   * [www.education.vic.gov.au/languagesonline/](https://www.education.vic.gov.au/languagesonline/)   **Italian**   * [www.open.edu/openlearn/languages/beginners-italian-food-and-drink/content-section-0?active-tab=description-tab](https://www.open.edu/openlearn/languages/beginners-italian-food-and-drink/content-section-0?active-tab=description-tab)   **Japanese**   * [www.education.vic.gov.au/languagesonline/](https://www.education.vic.gov.au/languagesonline/) * [app.education.nsw.gov.au/rap/resource/access/d1b729f2-3e50-4dcd-93af-ebaaef90bc66/1](https://app.education.nsw.gov.au/rap/resource/access/d1b729f2-3e50-4dcd-93af-ebaaef90bc66/1)   **Korean**   * [theculturetrip.com/asia/south-korea/articles/14-mouth-watering-south-korean-foods-to-try/](https://theculturetrip.com/asia/south-korea/articles/14-mouth-watering-south-korean-foods-to-try/) * [education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/korean/arirang/unit-5-its-delicious](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/korean/arirang/unit-5-its-delicious)   **Spanish**   * [blogs.transparent.com/spanish/likes-and-dislikes-in-spanish/](https://blogs.transparent.com/spanish/likes-and-dislikes-in-spanish/) * [rockalingua.com/worksheets/im-hungry-short-story-worksheet](https://rockalingua.com/worksheets/im-hungry-short-story-worksheet) |
| Target date for completion | 2-4 weeks |
| How are you going to know that they learned it? (success criteria) | Students create and submit a presentation which includes:   * 3 pieces of information about dining etiquette in [country], for example what people say to each other before eating, utensils people use to eat, items on the table, when the main meal is served, and so on * common foods and drinks in [country] * information on how to say “I like/I don’t like…” in [language] in relation to food.   The presentation demonstrates understanding of [languages]’s pronunciation and intonation patterns, grammatical structures and sentence patterns. If scripted, the presentation demonstrates basic [language] writing conventions. |
| Collecting evidence of student learning (verification) | Students submit answers to the questions on slides 4, 5 and 6 of “Dinnertime around the world” resource at [sites.google.com/education.nsw.gov.au/intercultural-communicator/home](https://sites.google.com/education.nsw.gov.au/intercultural-communicator/home)  Students submit a proposal with common food and drink items, and structures relating to preferences. |
| Feedback (evaluation) | Teacher provides feedback to student, based on marking guidelines. |
| Communication | Email and Adobe Connect classroom. |