Stage 6 [language] Beginners – Year \_\_\_

# Topic – [write unit name here]

*Write a short description of your unit here – a paragraph which includes what students will explore and learn.*

# Duration

*Write your duration here – in hours, weeks or terms.*

# Assessment

## Assessment as and for learning

Sample assessment activities designed to check student learning and inform future language learning are embedded throughout the unit and shown **in bold**.

## Assessment of learning

Write a brief description of the formal assessment task here, if this unit includes one.

# Objectives and outcomes

*Pick and choose from the list below, deleting any objectives and outcomes not relevant to the unit.*

## Objective 1 – interacting

A student:

1.1 – establishes and maintains communication in [language]

1.2 – manipulates linguistic structures to express ideas effectively in [language]

1.3 – sequences ideas and information

1.4 – applies knowledge of the culture of [language]-speaking communities to interact appropriately

## Objective 2 – understanding texts

2.1 – understands and interprets information in texts using a range of strategies

2.2 – conveys the gist of and identifies specific information in text

2.3 – summarises the main points of a text

2.4 – draws conclusions from or justifies an opinion about a text

2.5 – identifies the purpose, context and audience of a text

2.6 – identifies and explains aspects of the culture of [language]-speaking communities in texts

## Objective 3 – producing texts

3.1 – produces texts appropriate to audience, purpose and context

3.2 – structures and sequences ideas and information

3.3 – applies knowledge of diverse linguistic structures to convey information and express original ideas in [language]

3.4 – applies knowledge of the culture of [language]-speaking communities to the production of texts

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| --- | --- | --- | --- |
| Objective | Students learn about: | Students learn to: | |
| 1 – interacting | the importance of listening for key words to assist understanding | listen for meaning | |
|  | the importance of reading for key words to assist understanding | read for meaning | |
|  | links in communication | use strategies to initiate, maintain and conclude an interaction | |
|  | the purpose and context of communication | select and incorporate particular vocabulary and structures to achieve specific communication goals | |
|  | register in language use | interact with reference to context, purpose and audience | |
|  | responding to factual and open-ended questions | maintain an interaction by responding to and asking questions and sharing information | |
|  | ways to support effective interaction | use appropriate language features to enhance communication, for example tone, intonation | |
|  | the logical sequencing of ideas | structure information and ideas coherently | |
|  | formal and informal language, and when and where it is used | apply appropriate social conventions in formal and informal contexts, for example terms of address | |
|  | sociolinguistic conventions relating to everyday activities | use language and/or behaviour appropriate to social context, for example mealtimes, accepting/declining invitations | |
| 2 – understanding texts | ways in which texts are constructed for specific purposes | identify why, how or to whom a text is delivered or presented | |
|  | ways in which texts are formatted for particular purposes and effects | explore the way text content is presented and how ideas and information are sequence, for example headings, paragraphing, introductory sentences, topic shifts | |
|  | ways of identifying relevant details in texts when listening or reading for specific information | make judgements about the relevance of detail in understanding text, for example extracting ideas and issues referred to in text | |
|  | ways of inferring meaning from text | use contextual and other clues to infer meaning from text | |
|  | resources available to access, enhance or promote independent learning | access available resources to assist comprehension of a text, for example dictionaries, word lists, glossaries, charts | |
|  | the effect of syntax on meaning | analyse ways in which words, phrases and sentences are constructed, for example how words are modified for grammatical effect | |
|  | cultural attitudes that add meaning to texts | identify and discuss cultural influences in specific texts, for example newspapers, magazines, advertisements and films | |
|  | language used to express cultural values, and to represent people and cultures in texts | explain cultural references in texts | |
|  | register and common expressions in language use | explain the use of words and expressions with particular cultural significance in texts, for idiomatic expressions, colloquialisms | |
| 3 – producing texts | the structure and format of particular texts | present and organise information in ways appropriate to audience, purpose and context | |
|  | the purpose and context of a text and their influence on the choice of structure, format and vocabulary | plan, draft and edit text | |
|  | the logical sequencing of ideas in extended text | sequence ideas and information in texts | |
|  | the application of known linguistic structures in new contexts | apply a range of vocabulary and linguistic structures across a range of contexts | |
|  | language choices and their effect on intended meaning | evaluate the accuracy and appropriateness of structures when constructing and editing text | |
|  | resources available to enhance and expand independent learning | extend and refine their use of language, for example by using dictionaries, word lists and grammar references, accessing authentic texts in print and online | |
|  | register in language use | use culturally appropriate language when creating and presenting texts |

*Insert syllabus name here and hyperlink, for example* [*French Beginners Syllabus*](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/beginners/french-beginners-syllabus) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2009.

Note – Chinese, Japanese and Korean Beginners syllabuses have additional outcome/s. Please access the unit of work template from the relevant page to ensure you have all outcomes – [Chinese Beginners](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s6/chinese/chinese-beginners), [Japanese Beginners](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s6/japanese/japanese-beginners), [Korean Beginners](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s6/korean/korean-beginners).

# Unit plan

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| Sub-topic | Suggested teaching and learning activities | Text types | Suggested structures and vocabulary |
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# Register

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| --- | --- | --- |
| To be completed by teacher |  | |
| Completion date |  |
| Teacher name |  | |
| Teacher signature |  | |
| Variations and adjustments |  | |
| Reflection and evaluation |  | |