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? |

### Preparing for camp (Stage 4)

Student task: You are going on a [language] holiday camp, held annually by your local council. This is your first time attending and you are a little nervous because you are on your own. You have received an email to say who you will be sharing a room with. Write him/her a letter with the following information:

* your name and age
* where you live
* who’s in your family
* 3 things you like to do in your free-time

Some structures and vocabulary, you may already know. Others you may need to research. And don’t forget to ask the student questions to discover the same information about him/her.

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

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| Guiding question: |  |
| What are your students going to learn? (lesson objectives) | * How to format a letter * Basic greetings (name and age) * Family and free-time activities |
| How are they going to learn it? (resources and strategies) | Online research; consolidation of vocabulary and structures through 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.echineselearning.com/blog/mandarin-lesson-salutations-in-chinese-letters-intermediate](https://www.echineselearning.com/blog/mandarin-lesson-salutations-in-chinese-letters-intermediate) * [www.education.vic.gov.au/languagesonline/](https://www.education.vic.gov.au/languagesonline/) * [quizlet.com/en-gb](https://quizlet.com/en-gb)   **French**   * [www.talkinfrench.com/how-to-write-letters-in-french/](https://www.talkinfrench.com/how-to-write-letters-in-french/) * [www.education.vic.gov.au/languagesonline/](https://www.education.vic.gov.au/languagesonline/) * [quizlet.com/en-gb](https://quizlet.com/en-gb)   **German**   * [www.thoughtco.com/how-to-write-a-letter-in-german-1445260](https://www.thoughtco.com/how-to-write-a-letter-in-german-1445260) * [www.education.vic.gov.au/languagesonline/](https://www.education.vic.gov.au/languagesonline/) * [quizlet.com/en-gb](https://quizlet.com/en-gb)   **Indonesian**   * [learningindonesian.blogspot.com/2006/05/how-to-write.html](http://learningindonesian.blogspot.com/2006/05/how-to-write.html) * [www.education.vic.gov.au/languagesonline/](https://www.education.vic.gov.au/languagesonline/) * [quizlet.com/en-gb](https://quizlet.com/en-gb)   **Italian**   * [icebergproject.co/italian/2016/08/phrases-to-sign-letters-and-emails-in-italian/](https://icebergproject.co/italian/2016/08/phrases-to-sign-letters-and-emails-in-italian/) * [www.education.vic.gov.au/languagesonline/](https://www.education.vic.gov.au/languagesonline/) * [quizlet.com/en-gb](https://quizlet.com/en-gb)   **Japanese**   * [www.tofugu.com/japanese/how-to-write-letters-in-japanese/](https://www.tofugu.com/japanese/how-to-write-letters-in-japanese/) * [www.education.vic.gov.au/languagesonline/](https://www.education.vic.gov.au/languagesonline/) * [quizlet.com/en-gb](https://quizlet.com/en-gb)   **Korean**   * [en.bab.la/phrases/personal/letter/english-korean](https://en.bab.la/phrases/personal/letter/english-korean) * [education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/korean/arirang/unit-1-hello--i-am-susie-](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/korean/arirang/unit-1-hello--i-am-susie-) * [quizlet.com/en-gb](https://quizlet.com/en-gb)   **Spanish**   * [www.thoughtco.com/business-and-personal-letters-in-spanish-3080297](https://www.thoughtco.com/business-and-personal-letters-in-spanish-3080297) * [www.education.vic.gov.au/languagesonline/](https://www.education.vic.gov.au/languagesonline/) * [quizlet.com/en-gb](https://quizlet.com/en-gb) |
| Target date for completion | 2-4 weeks |
| How are you going to know that they learned it? (success criteria) | Students write and submit a letter which includes:   * their name * their age * information about where they live * information about their family * 3 things they like to do in their free-time * asking for the other student’s name * asking the other student’s age * asking about what the other student likes to do in their free-time.   The letter demonstrates understanding of [languages]’s grammatical structures and sentence patterns. If scripted, the letter demonstrates basic [language] writing conventions. |
| Collecting evidence of student learning (verification) | Students submit a learning log, including sites accessed and strategies used.  Students submit a draft for feedback. |
| Feedback (evaluation) | Teacher provides feedback to student, based on marking guidelines. |
| Communication | Email or Adobe Connect classroom. |