

Sample detailed AusVELS-aligned course outline (individual units of work)

School Name: Norwegian Community Language School **Year:** Term 2, 2017

Campus: Central Melbourne

AusVELS level: 2/3

Unit: Family **Suggested time:** 4 weeks

Communicating in Norwegian	Language Focus <i>What will students learn?</i>	Learning Activities <i>What will students be doing to learn the points I am trying to teach?</i>	Resources <i>What do I need to have on hand to teach this unit/topic/teaching point?</i>	Assessment <i>How will I check to see if students have understood the teaching points and how will I record progress?</i>
Reading	Students learn new vocabulary (adjectives) that helps them describe their family members.	Students read a short passage on family and respond to simple questions.	Vocabulary list	Assessment of student comprehension of reading passage.
Writing	Students learn to spell the vocabulary relevant to the topic. Students write short sentences on their family photos.	Students complete their own family tree. Students write a description of one family member.	Family tree templates	Students complete a written activity (test) on words covered on family. Students are assessed on correct spelling of vocabulary. With teacher assistance write a short passage (30-40 words) describing a family member.
Listening and Speaking	With teacher guidance students participate in oral interactions in the language, they prepare a short oral presentation on their family using photos.	Revise words on family by completing a number of oral and written activities. They present to the class their photo and describe who is in the photo. Students respond to simple questions asked by other students in the class. Students listen to a story relating to a Norwegian family and use basic structures in response to simple questions.	Students bring photographs from home of their family members and relatives.	Read the story with correct intonation. Ask and respond to simple questions orally. Recall and retell the story of the Norwegian family.
Intercultural knowledge and language awareness	Students learn culturally-appropriate language sentence structures that help participate in simple plays (dialogues). Students use of culturally-appropriate behaviours when interacting with speakers of the target language; for example, bowing when greeting, making appropriate eye contact, and allowing for personal space. Students use key features of the language e.g. correct use of gender and tone.	Students participate in short plays (dialogues) which give them the opportunity to use culturally-appropriate language as well as culturally-appropriate behaviours when interacting with grandparents and other family members.	Short plays or story-starters	Students demonstrate their knowledge of the use of culturally-appropriate language as well as culturally-appropriate behaviours by participating in a performance (short dialogue). Students learn to use the correct tone and gender with familiar vocabulary on family.

School Name: Norwegian Community Language School **Year:** Term 2, 2017

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Unit: Home **Suggested time:** 3 weeks

Communicating in Norwegian	Language Focus <i>What will students learn?</i>	Learning Activities <i>What will students be doing to learn the points I am trying to teach?</i>	Resources <i>What do I need to have on hand to teach this unit/topic/teaching point?</i>	Assessment <i>How will I check to see if students have understood the teaching points and how will I record progress?</i>
Reading	Familiarising students with language in the home. Drawing on knowledge of the students building up a word bank. Different rooms of the house identified and language put on the board. Pictures used so that students are clear about the rooms being mentioned.	Students are asked to draw a picture of their house. Students are asked to label each room. Students given pictures of different objects and asked to place them in the correct room on their own handouts	Pictures of items commonly found in the home.	Completion of handouts prepared by the teacher. Students able to connect syllables to form and read the words related to the house.
Writing	Students learn how to write about their homes, including correct spelling and useful phrases.	Students/teacher play game of 'Hang Man' on the whiteboard using different rooms of the house.		Completion of handouts prepared by the teacher. Students able to remember spelling of objects
Listening and Speaking	Words broken up in syllables and students asked to repeat the sounds and link the syllables. Students learn new words, identifying different rooms in the house and also talk about the different objects and which room they belong in.	Students asked to talk about their pictures and their homes. Students asked to draw their bedroom and talk about their favourite things in the room.		Students able to talk about their pictures. Students able to recall different rooms in the house. Students able to recall names of objects.
Intercultural knowledge and language awareness	The Norwegian home: what is traditionally found in a Norwegian home. Students asked to think back to their grandmothers' homes and compare them to their own. Development/awareness of different objects found in a Norwegian home.	Students take note of all the traditional things that are found at home.	Pictures of traditional Norwegian homes.	Students able to identify and discuss objects found in traditional Norwegian homes.