(UNIT TITLE)

What is the unit about?

Communication Grammar? What do we want the students to communicate (link it to the general capabilities in the national curriculum)	Image
Brief description about the grammar or some examples	

Content What is it that students are learning about? Deeper concepts? (link to general capablities)	Image
Examples of how the unit focus will be achieved	

Cognition How will the student become personally involved in the topic? (link to general capabilities)	Image
What is the student expected to understand and what will they do as a personal response?	

Image

Tasks
- specific tasks can be listed as dot points or check boxes
- these tasks will cover learning expectations for communication, content and cognition concepts outlined on the left column

Language focus

Nouns

Adjectives

Adjectival modifiers

Verbs

Verb Modifiers

Grammar focus and examples

For example:
Plurals
Sentence construction/ conjunctions
Accusative/ Nominative
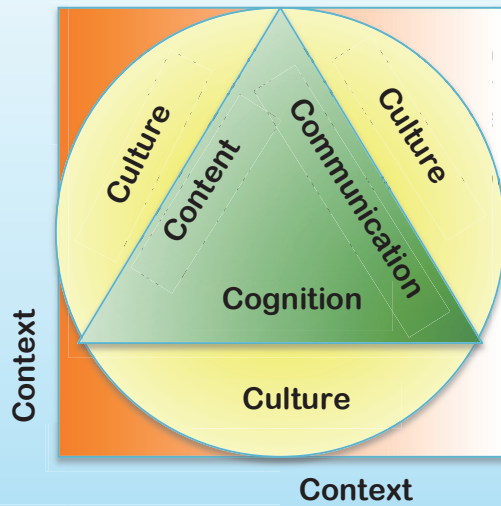Adjectival endings/ time connectives/ past tense

Sample sentences

Phrases and ideas

Here is a place to record more complex language that may have been gathered from personal reading about the topic.

Ideas that come up as the unit progresses may also be recorded for future reference.

Methodology

Content and Language Integrated Learning (CLIL) is a dual focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time. Coyle, Hood & Marsh 2010.

The four Cs framework provides a foundation for the CLIL approach. *Communication, content and cognition* is experienced in a bilingual environment with varying emphasis on either throughout the unit of work. *Cultural* understanding emerges when moving between languages. The depth of this approach depends on the school *context* in which the learning takes place.

Resources

Add internet links with a short description of the resources to be found at the link..

General capabilities: Australian National Curriculum

Literacy
This continuum incorporates two overarching processes
- Comprehending texts through listening, reading and viewing
- Composing texts through speaking, writing and creating

with the following areas of knowledge applying to both processes:
- Text knowledge
- Grammar knowledge
- Word knowledge
- Visual knowledge.

Numeracy
- Estimating and calculating with whole number
- Recognising and using patterns and relationship
- Using fractions, decimals, percentages, ratios and rate
- Using spatial reasoning
- Interpreting statistical information
- Using measurement
- Information and Communication Technology (ICT) capability

Information and Communication Technology (ICT) capability
- Investigating with ICT
- Creating with ICT
- Communicating with ICT
- Managing and operating ICT

Critical and creative thinking
- Information Critical and Creative thinking
- Inquiring – identifying, exploring and organising information and ideas
- Generating ideas, possibilities and actions
- Reflecting on thinking and processes
- Analysing, synthesising and evaluating reasoning and procedures

Personal and social capability
- Self-awareness
- Self-management
- Social awareness
- Social management

Intercultural capability
- Recognising culture and developing respect
- Interacting and empathising with others
- Reflecting on intercultural experiences and taking responsibility

Ethical behaviour
- Inquiring – identifying, exploring and organising information and ideas
- Generating ideas, possibilities and actions
- Reflecting on thinking and processes
- Analysing, synthesising and evaluating reasoning and procedures

National curriculum: Scope and sequence: Years 3 and 4 (level 1)

Highlight strands that are addressed in this unit of work. Paste them into the appropriate place on the 'Task/lesson overviews' table where they will be expanded on in the concept/task column.

Communicating Stand

Socialising and taking action
- Interact and socialise with teachers and peers to exchange personal information, describe people, places, things and everyday routines about self, school and home environment
- Participate in class experiences and activities
- Participate in everyday classroom activities by asking permission, requesting help, asking how to say or write something, asking for repetition, praising or complimenting

Obtaining and using information
- Gather information from others relating to home, routines, responsibilities and interests
- Provide information including descriptions of people, objects, places and events in texts

Responding to and expressing imaginative experience
- Listen to, view and read stories, children's' TV programs and paintings to discuss messages and impressions
- Respond to imaginative experience in original and creative ways such as creating, modifying and completing own versions of stories, paintings, plays, and songs

Moving between/ translating
Share with peers, teachers and family, what they know about aspects of the language and culture that are different from English

Expressing and performing identity
- Describe memberships of a wider network such as a club, country, language speaking communities (and being a learner of German)

Reflecting on intercultural language use
- Share childhood experiences noticing how these are influenced by culture and may or may not be expressed readily in German.

Understanding Strand

Systems of Language
- Experiment with pronunciation and intonation and use rules of spelling
- Use key grammatical structures to form simple sentences and texts
- Draw connections and make comparisons between key grammatical features and their equivalents in English

Variability in language use
- Understand that language use varies according to age, gender and the relationship of participants
- Understand that Italian is the national language of Italy, and is spoken in a variety of forms, by many people outside of Italy, including in Australia
- Understand that languages change with use over time

Role of language and culture
- Compare and reflect on different practices and behaviours and how they are an important part of everyday communication

Task/lesson overviews

Curriculum link	concept / task	resources

Assessment

- Assessment tasks can be described here.
- Links can be created to documents used for assessment.