

Linking LOTE with our maritime history.

Level 6 Interpersonal Development, Personal Learning, LOTE (Pathway 2),
Communication, Thinking.

Introduction

The unit Linking LOTE with our maritime history allows student to consider how they can use the language they have learnt to interact with other Australian students who speak the language and their experiences. In Linking LOTE with our maritime history students develop their language skills to create a trail around the local maritime museum in their LOTE. This unit is made up of a sequence of activities designed to provide cumulative language acquisition and authentic language applications, including opportunities to demonstrate intercultural understandings.

By encouraging students to participate in cooperative group activities, this unit encourages students to take responsibility for their contribution to the work of the class. Students are required to interact responsibly with members of the community, considering their needs and respecting their trust, both in personal contacts and in the presentation of materials.

This unit provides opportunities for students to demonstrate achievement against the standards in Interpersonal Development, Personal Learning, Language Other Than English, Communication and Thinking.

Activity Outline

Who?	Future LOTE students who will visit Flagstaff Hill
Where?	Flagstaff Hill maritime museum
When?	Term 4 2006
How?	Students will work in teams. Each student will contribute in the design and trialling of their trails.
What?	Each students will work in small groups to create various LOTE trails around the museum considering their future audience and the level of their LOTE. They will assist in the development of the activities and trial them with a small group of primary students.
Why?	The trails will be developed so that other school groups who visit the museum can use them.
Preparation	You will undertake a range of language task related to <ul style="list-style-type: none">• Revision of known language that is appropriate for the project• Comparison language (old versus new)• Developing a list of basic vocabulary that would be required to describe flagstaff Hill in the given LOTE.• Giving instructions and directions

- Word processing and graphic design applications.

You will also participate in planning the trails, including:

- Developing a timeline
- Roles of the group members
- Methods for recording ideas
- How to work as an individual, group member and class member.



Victorian Essential Learning Standards

Linking LOTE to our maritime history can be used to assess a range of Victorian Essential Learning Standards.

When assessing student achievement, assessment criteria can be developed from relevant Victorian Essential Learning Standards and associated tasks or activities. The table below shows a range of assessment criteria, tools and strategies applicable to this unit. Teachers could choose to use some or all of these or use the unit to assess other standards.

VELS Standards	Assessment Criteria (Examples)	Evidence
Interpersonal Development Working in teams	Work cooperative to provide constructive feedback on others' work.	<ul style="list-style-type: none"> • Offers constructive feedback on their ideas for activities to be included in the trail. • Participation in class reflection and evaluation in the language.
Personal learning The individual learner	Reflect and record how a personal goal is developing throughout the unit. Participate in the development of a group presentation plan.	<ul style="list-style-type: none"> • Research and presentation • Develops and improves language resources • Records groups roles • Shares insights into their own experience of the task of the unit.
Personal Learning Managing personal learning	Use a range of learning strategies to acquire knowledge, skills and behaviours needed to complete the task. Manage priorities and tasks required for the class presentation within timelines. Make informed decisions about the direction of the task which include consideration of the impact on themselves and others.	<ul style="list-style-type: none"> • Teacher observes participation in language acquisition activities • Teacher observes participation in class activities designed to practice skills and develop confidence with the materials. • Researches language and materials for the trail and presentation. • Selects appropriate topics and prepares materials for the trails.
Languages Other Than English Communicating in a language other than English	Reproduces the main features of grammar related to the trail. Identifies relevant information and ideas for the trail	<ul style="list-style-type: none"> • Submits drafted questions and activities for the trail. • Teacher/ peer and participant feedback on the effectiveness of the trail. • Teacher observes

	<p>Writes simple original text suited to the trail situation using appropriate script and accurate language related to the topics covered.</p> <p>Creates draft materials in writing and locates information in the language from a variety of sources.</p> <p>Apply word processing and graphic design skills to produce the trail booklet.</p>	<p>participation in class reflection and evaluation discussion in the language.</p>
<p>Language Other Than English Intercultural knowledge and language awareness.</p>	<p>Generate their own application of language knowledge, skills and behaviours in real/realistic situation.</p> <p>Demonstrates understanding of cultural influences on the way people behave and use language, through approximating accurate and context-sensitive language use.</p> <p>Tests the validity of their language understandings by referring to other speakers of the language, research and observation.</p> <p>Identifies nuances in meaning, demonstrates awareness of dynamic nature of language through the language and mannerisms they use in interactions in a specific cultural setting.</p> <p>Describes some of their personal values and opinions and compares them with previously held views.</p>	<ul style="list-style-type: none"> • Evaluation of performance on the task. • Teacher observes participation in class reflection and evaluation discussions in the language.

<p>Communication Listening, viewing and responding</p>	<p>Coveys meaning by identifying how their message has been effectively communicated.</p> <p>Considers alternative views, recognising multiple interpretations and responding with insight.</p> <p>Elaborates and clarifies meaning using pertinent questions to explore explicit and implicit meaning.</p>	<ul style="list-style-type: none"> • Modifies presentation according to feedback. • Teacher / peer / self-observations on contribution to the development of the materials in groups.
<p>Communication Presenting</p>	<p>Makes explicit the relationship between the suitability of the communicative format, content and mode and resources and technology selected.</p> <p>Effectively communicates subject specific language and conventions.</p> <p>Provide and uses feedback and reflection in order to inform future trails.</p>	<ul style="list-style-type: none"> • Drafted written trails reflect on features required. • Teacher / peer / participant evaluation of language used in the trail and teacher notes. • Teacher observes participation in class reflection and evaluation of discussions.
<p>Thinking Reasoning, processing and inquiry</p>	<p>Generates questions that probe viewpoints and perspectives.</p> <p>Synthesizes complex information and completes problem solving and decision making activities.</p>	<ul style="list-style-type: none"> • Development and submission of trail activities. • Teacher / peer / self evaluation of contributions to the development of trail activities. • Participation in class evaluation.
<p>Thinking Creativity</p>	<p>Experiments with innovative possibilities within the parameters of the task.</p> <p>Takes calculated risks when defining tasks.</p>	<ul style="list-style-type: none"> • Extends a familiar context for language use in submitted activities. • Development of questions to reflect the whole language and social context of the excursion. • Develops a positive relationship with other team members as evidenced through the evaluation sheets.

<p>Thinking Reflection, evaluation and metacognition</p>	<p>Reviews information and refines ideas and beliefs... analyses alternative perspectives and perceptions.</p> <p>Uses' thinking tools appropriate to particular tasks and evaluates their effectiveness.</p>	<ul style="list-style-type: none"> • Modifies activities in the trail according to feedback. • Contribution to the planning and execution of the tasks in the project.
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