|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Years: Secondary years 7,8,9,10**  **EAL Stages S1, S2, S3, S4** | | Unit name: | | | | | | | | **Time allocation:** | | | |
| **Topic focus** | Learning area / content objectives / cultural understandings | | | Main text focus | | | | | | | | | |
| Text-type and mode | Listened to | Spoken | | Read | Written | | | Viewed | Produced |
| Narrative |  |  | |  |  | | |  |  |
| Recount |  |  | |  |  | | |  |  |
| Procedure |  |  | |  |  | | |  |  |
| Topic specific vocabulary | | | Linguistic structure focus | Report |  |  | |  |  | | |  |  |
| Explanation |  |  | |  |  | | |  |  |
| Discussion |  |  | |  |  | | |  |  |
| Argument/ exposition |  |  | |  |  | | |  |  |
| **Assessment types used**   |  |  | | --- | --- | | Teacher led   * Informal observation * Planned observation * Questioning/discussion * Focused analysis of student work | **Self and peer**   * Self-reflection * Peer discussion * Peer observation | | | | | | | Other: |  |  | |  |  | | |  |  |
| Linguistic features focus | Functions | | | | | | | | | |
| **Classroom learning**   * arguing * classifying * establishing limits * evaluating * hypothesising * identifying * judging * offering * persuading * planning * predicting * requesting * sequencing * warning | | | **Getting things done**   * comparing * clarifying * describing * explaining * instructing * inquiring * justifying * questioning * reporting * suggesting | | | | **Maintaining communication**  Expressing:   * apology * appreciation * approval * certainty * concern * frustration * indifference * intention * needs/wants * preferences * probability * regret | | |
| EAL focus | | |
| **Resources** | | |

|  |  |  |
| --- | --- | --- |
| Teaching and learning activities | Linguistic focus | Assessment for learning ideas |
|  |  |  |

**Unit evaluation: Unit name:** **Date:**

|  |  |
| --- | --- |
| General evaluation  Were the students interested in the topic?  Did planned activities need to be modified? Why?  Which teaching strategies were particularly successful? |  |
| Content learning goals  Were the topic goals achieved?  Did the topic lead to worthwhile learning? |  |
| English language learning goals  Were general English language learning needs highlighted by the unit?  Was there a balance between written and spoken texts? |  |
| EAL considerations  How successfully did the unit involve the EAL students?  Which English language needs were identified as a priority for future units? |  |
| Ideas for further units/activities  What language focuses need to be targeted again in future units?  What further topics will complement this unit? |  |
| Assessment for learning strategies  Did the chosen assessment strategies ensure students achieved the unit learning goals?  Did the assessment feed into planning and teaching?  Were students involved in the assessment process?  Were the success criteria for the focused analysis assessment tasks clear and student friendly?  Were students able to use criteria to provide feedback to their peers?  Were students able to use feedback from assessment to improve their learning? |  |