**Unit work – Persian Stage one**

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| **Unit Title: School** | **Duration: 4-8 weeks** |

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| **Unit overview** | |
| **The things I love about school!**  **Concept – School**   * Student learn essential life skills at school such as focus and self-control, perspective taking, communicating, making connections, critical thinking, taking on challenges and self-directed while they are engaging learning. They learn in different ways, some learn by seeing, some by hearing, some by reading, some by doing and most of them learn through play.   **Students with prior learning and/or experience**  Students with prior educational experiences affect their knowledge base, how they conceive of themselves as learners, and their level of motivation. A student's behaviour can affect her/his ability to learn as well as other students' learning environment. | |
| **Outcomes** | **Resources** |
| A student:   * Participates in classroom interactions and play-based learning activities in Persian- **LPE1-1C** * Identifies key words and information in simple texts **LPE1-2C** * Responds to texts using a range of supports **LPE1-3C** * Composes texts in Persian using rehearsed language **LPE1-4C** * Recognises and reproduces the sounds of **LPE1-5U** * Recognises basic Persian writing conversations **LPE1-6U** * Recognises Persian language patterns in statements, questions and commands **LPE1-7U** * Recognises similarities and differences in communication across cultures **LPE1-9U** | * Books and other publishing materials * Artworks * Props and puppets * Growing things/ Plants * Games * Computers * Sport equipment * Different writing tools * Smart boards * Movies and Cartoons * Magazines * School’s Library/ Story books * Play dough * Cooking sessions * Outside environment/ Learning in outdoor * Music and movement * Dancing * Theatre * Making traditional handicrafts |

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| **Content for students learning Persian as a second or additional language:** | **Teaching, learning and assessment strategies for students learning Persian as a second or additional language:** | **Students with prior learning and/or experience** |
| * A student * Composes texts in Persian using rehearsed language **LPE1-4C** * Identifies keywords and information in simple text **LPE1-2C** * Recognises and reproduces the sounds of Persian **LPE1-5U** * Recognises features of familiar texts **LPE1-8U** | * Teacher: * Figuring out what your students already know * Tap into students’ prior knowledge * Learn students’ interests * Integrate modern technology * Foster competition among students * Organize classroom discussions * Design highly relevant learning activities * Creating an interesting classroom * Using [Adaptive learning](https://raccoongang.com/blog/adaptive-learning-what-it-and-how-make-it-work/) * Using the game- based learning | * Students: * Engaging in the different activities * Meeting new friends who have a same culture as them * Trying new things * Experimenting new experiences * Participating in the classroom’s games * Making new friends * Learning how to write/ text for grandparents or other relatives in their home language * Learning how to read * Learning about their country’s history * Celebrating their country’s special events and cultural/traditional ceremonies * Taking part in the school’s enrichment programs such as dancing class, theatre class, art class, music class etc. |

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| **Sample assessment activities** |
| **Outcomes assessed:**   * Recognises Persian language patterns in statements, questions and commands **LPE1-7U** * Recognises features of familiar texts **LPE1-8U** * Recognises similarities and differences in communication across culture **LPE1-9U**   **Assessment activity**  **Students learning Persian as a second or additional language**  Figuring out what your students already know can significantly assist you in pitching your teachings following the right academic challenge level, and to identify and correct many misconceptions of the students. Use the gathered information to build a course that would provide the students additional knowledge and link it with their existing understanding. Nonetheless, tapping learners’ prior knowledge is an effective way to start the new course and an even better way to get learners involved with learning language, right from the beginning.  **Students with prior learning and/or experience*:*** Prior knowledge has long been considered the most important factor influencing learning and student achievement. The amount and quality of prior knowledge positively influence both knowledge acquisition and the capacity to apply higher-order cognitive problem-solving skills. Students learn a second language best when they are able to draw on their prior knowledge of their first language. |

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| **Reflection and Evaluation** |
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| During the learning journey, a teacher should encourage the learners to share experiences and events from their home. When there is an appropriate environment for that, the engagement of the learners is much higher.  Competition is another great way to motivate students to learn better or to make them engaged in learning more naturally. When a teacher develops a sense of competition among his/her students, it encourages the students to do what is needed to remain ahead of others. In other words, the sense of competition is basically student’s continuous personal evaluation which they make to understand how well they can succeed in a challenge or learning activity. |