**Persian – Stage 3B (Year 6)**

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| **Unit Title: Cultural Celebrations** | **Duration: 10 weeks** |
| ***Students learning Persian as a second or additional language***  Students will engage in a variety of activities to develop awareness related to diverse cultural events and ceremonies across different countries. Students will watch a video clip or read an article about a popular cultural event in the target language and/or English and work collaboratively with the teacher and peers and reflect on different aspects including historical relevance, rituals, food and objects used in the ceremony, etc. They will collect key information, organise them in written forms, such as a poster, an advertisement, a short essay or commentary, etc. to provide information about the key elements of a cultural event and will present them to the class.  ***Students with prior learning and/or experience:***  Students will engage in a variety of activities to develop awareness related to diverse cultural events and ceremonies across different countries. Students will watch a video clip or read an article about a popular cultural event in the target language and/or English and work collaboratively with the teacher and peers and reflect on different aspects including historical relevance, rituals, food and objects used in the ceremony, etc. Students interact with teacher and peers to share information, experiences, and stories about a cultural event in Persian communities and in Australia. Students collaborate with peers to design and prepare a poster, an advertisement, a short essay or commentary, etc to provide information about the key elements of a cultural event and reflect on their own experiences and present them to the class. | |

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| **Outcomes** | **Resources** |
| A student:   * uses Persian to interact with others to exchange information and opinions, and to participate in classroom activities  **LPE3-1C** * obtains and processes information in texts, using contextual and other clues **LPE3-2C** * responds to texts using different formats **LPE3-3C** * composes texts in Persian using a series of sentences **LPE3-4C** * applies key features of Persian pronunciation and intonation **LPE3-5U** * demonstrates understanding of Persian grammatical structures  **LPE3-7U** * makes connections between cultural practices and language use **LPE3-9U** | * Youtube clips related to the a popular cultural event Persian, e.g., <https://www.youtube.com/watch?v=B5rmpp0rdxg> * Informational websites about culture in a Persian-speaking community, e.g., <https://fa.wikipedia.org/wiki/%D9%81%D8%B1%D9%87%D9%86%DA%AF_%D8%A7%DB%8C%D8%B1%D8%A7%D9%86%DB%8C>   <https://mag.safarestan.com/%D8%A2%D8%AF%D8%A7%D8%A8%E2%80%8C-%D9%88-%D8%B1%D8%B3%D9%88%D9%85-%D9%85%D8%B1%D8%AF%D9%85-%D8%A7%DB%8C%D8%B1%D8%A7%D9%86/>   * Written posts, news, ads, or articles online, in newspapers, magazines, books, etc. about cultural ceremonies in a Persian-speaking community and Australia * Online sources for images and pictures, e.g., <https://www.pinterest.com.au/search/pins/?q=Persian%20culture%20and%20norouz&rs=typed> * Teacher and student made worksheets and exercises |

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| **Students learning Persian as a second or additional language** | **Students with prior learning and/or experience** |
| * initiate interactions and exchange information with teacher and peers * obtain and organise specific information from texts * respond in English or Persian to texts, using a range of formats | * initiate interactions with teacher and peers to exchange information, ideas and opinions * locate and classify information from a range of spoken, written, digital and visual texts * respond in English or Persian to information and ideas using a range of formats |
| ***Weeks 1 & 2 – Building the field in the genre of cultural celebrations and ceremonies***   * Teachers shows parts or entire video clips related to a cultural event in a Persian-speaking community and encourage students to explore and generate information about main points of the clip. Teacher initiates discussion for students to consider aspects of the cultural ceremony and asks relevant questions. * Students:   + Initiate interactions with teacher and peers and reflect on their perceptions of the event as seen in the clip.   + respond to teacher’s points and questions   + share their information about a cultural ceremony with the class. Students with prior experience or background in Persian provide more details or more complexity of structures.   + locate key points of information and new vocabulary and expressions. Students with prior experience or background in Persian identify behaviours shown in the video clip that reflect Persian culture and traditions*.*   + recall the main points viewed in the video clips and explain them to the class.   + discuss their understanding of how cultural events and ceremonies can be rooted in the past. Students provide examples from different events across different cultures. | |

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| **Students learning Persian as a second or additional language** | **Students with prior learning and/or experience** |
| * respond in English or Persian to texts, using a range of formats * identify culturally specific terms and expressions * create bilingual texts for the classroom, such as descriptions and signs | * respond in English or Persian to information and ideas, using a range of formats for different audiences * identify phrases and expressions used only in Persian and English * create bilingual texts such as signs or notices, digital picture dictionaries and word banks for the classroom and school community |
| ***Weeks 3 & 4 – Learning new vocabulary and expressions, and how to apply them***   * Teacher:   + provides listening and vocabulary building exercises to assist students consolidate vocabulary and expressions to describe a cultural celebration e.g., Norouz. Prior/Background learners are provided with more sophisticated vocabulary.   + helps students create word bank in Persian   + brings to the class images related to a popular event, e.g. Norouz, and asks the students to write the related word on the board, e.g., *sabzeh, haft-seen*, etc.   + provides a list of cultural-specific events in Persian-speaking countries and encourage students to do research on at least one event and present the information related to the history, purpose, rituals, and other facts about the event in different forms such as a poster and presentation, and in writing in the form of a short essay or a commentary, etc. This task may extend to the following weeks.   + assists students to organise and present the information in the form of a poster, a table, a videoclip, a short commentary, an advertisement, etc. This task may extend to the following sessions.      * Students:   + revise or learn vocabulary and expressions related to the cultural event.   + can use video clips or newspaper, magazine or online texts, with teacher’s guidance, to learn the vocabulary and expressions in context. Prior /background learners learn more sophisticated vocabulary.   + create a personal word bank.   + translate the vocabulary and expressions into English.   + write the words on the board   + use the words in different similar sentences. Prior /background learners may use a variety of words in accordance with the purpose and the audience.   + start organising the information in the form of a poster, a table, a videoclip, a short commentary, an advertisement, etc as instructed by teacher. | |
| **Students learning Persian as a second or additional language** | **Students with prior learning and/or experience** |
| * composes texts in Persian using a series of sentences * recognise the systematic nature of Persian grammar rules * create bilingual texts and resources for their own language learning and the school community | * compose informative and imaginative texts for a variety of purposes and audiences * understand and use basic structures and features of Persian grammar to elaborate on meaning * create bilingual texts and resources for their own language learning and the school community |
| ***Weeks 5 & 6 – participating in teacher-led writing activity***   * Teacher:   + organises the list of the topics related to cultural events that the students have conducted research and write them on the board.   + initiates the discussion on the main aspects of the cultural events listed on the board   + groups students to work collaboratively on a particular cultural event   + assists each group of students to organise the information in a form of a poster, a table, a videoclip, a short commentary, an advertisement, etc.   + explains Persian grammatical rules and language structure and helps students apply them in their composed texts   + helps students with learning new vocabulary and the English equivalents * Students:   + note down the key information about the cultural events listed on the board and/or discussed in class. Prior /background learners identify and write more detailed information.   + add the key terms and expressions to their word bank and record their English equivalents   + note down new grammatical concepts and use them in sentences   + work in pairs and, with teacher’s guidance, organise the information collected on their topic in a form of a poster, a table, a videoclip, a short commentary, an advertisement, etc. as instructed by teacher   + write down their chosen topic and the relevant key aspects, facts, and information on the board.   + Start preparing to present their work to the class in the following weeks. | |

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| **Students learning Persian as a second or additional language** | **Students with prior learning and/or experience** | |
| * identify culturally specific terms and expressions * describe aspects of own identity and reflect on differences between Persian and own language and culture, considering how this affects intercultural communication | * identify phrases and expressions used only in Persian and English * describe aspects of own identity and reflect on differences between Persian and own language and culture, considering how this affects intercultural communication | |
| ***Weeks 7 & 8 - Learning about cultural celebrations and ceremonies across different countries and nations***   * Teacher:   + Discusses how spoken and written forms of Persian differ, by giving examples from formal written forms and colloquial expressions used in conversation   + Initiates discussion on the use of formulaic expressions, e.g., those exchanged in *Norouz* time, and provide the students with a list of some of the formulaic expressions   + initiates discussion on ways in which Persian behaviour reflects values, traditions, and culture such as celebrating *Norouz*   + elaborates on concepts and information related to the work of students and their presentations   + discusses the diversity of cultural celebrations across nations and countries, for example celebration of Persian New year, Chinese New Year, Australian New Year * Students   + Present the work that they had prepared during the past weeks, e.g., their poster, advertisement, short commentary, etc. on a cultural celebration   + recognise differences between spoken and written forms of Persian, and identify some examples in their written and oral texts and in their conversations with their peers   + note down a list of formulaic expressions as provided by teacher and peers. Students with prior learning and/or experience can reflect on the experience of using such exchanges, e.g., those exchanged when giving or receiving gifts for *Norouz*   + understand that meaning is shaped not only by words but also by gesture and use of voice, and that these elements also vary in formal and informal language.   + Compare a popular cultural event in Persian-speaking communities to a popular cultural event in Australia   + talk about the activities and foods related to a popular cultural event, eg, *Norouz*, *sizdahbedar*, etc. and reflect on their likes and dislikes and the reasons why. | |
| **Students learning Persian as a second or additional language** | **Students with prior learning and/or experience** | |
| * understand that language use is shaped by the values and beliefs of a community * composes texts, both written and oral, in Persian using a series of sentences *and formulaic expressions appropriate to the context and audience* | * understand that language use is shaped by the values and beliefs of a community * composes texts, both written and oral, in Persian using a series of sentences *and formulaic expressions appropriate to the context and audience* | |
| ***Weeks 9 & 10 – working in groups to consolidate learnings***   * Teacher:   + groups students in pairs   + provides the students with a list of popular cultural events to choose from.   + helps students with finding relevant information about the event/celebration   + gives students time to rehearse the new words and expressions in Persian   + helps students organise the information in the form of a written text such as a poster, a short commentary, an advertisement, etc.   + asks students to present to the class about different aspects of their work on a particular cultural celebration, e.g., history, rituals, food, formulaic expressions, etc.   + provides feedback on the students’ final work, both their written texts and presentations, that how meaning is shaped not only by words, but also by gesture, intonation and use of voice appropriate to the context. * Students in pair**:**   + choose one of the cultural events from the list provided by teacher   + conduct research to collect information about different aspects of the cultural event such as the history, rituals, food, formulaic language, etc.   + work collaboratively on the assigned task, e.g., making a poster, an advertisement, writing a short commentary, etc.   + present to the class their work and discuss different historical and cultural aspects   + share their own experience with Persian or other communities’ cultural celebration of an event. Students with prior learning and/or experience can share their own experiences with Persian cultural celebration of an event.   + Note down teacher’s feedback on others’ and their own work | |

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| **Sample assessment activity (Weeks 9 & 10)** |
| ***Students learning Persian as a second or additional language***  Students in pairs create a written text, e.g., a poster, a short essay or commentary, an advertisement, etc, using the modelled language and style and present the work and the historical and cultural aspects tied to it to the class.  ***Students with prior learning and/or experience:***  Students in pairs create a written text, e.g., a poster, a short essay or commentary, an advertisement, etc, using the modelled language and style in a more sophisticated manner than their peers who are learning Persian as a second or additional language. They present the work and the historical and cultural aspects tied to it to the class, and share their own experiences related to the rituals and formulaic expressions exchanged in a certain cultural event.  **Outcome assessed: LPE3-1C/LPE3-2C/LPE3-3C/LPE3-4C/LPE3-5U/LPE3-7U/LPE3-9U** identifies that language use reflects sound knowledge of Persian language structure, and how terms and expressions reflect cultural values and beliefs |

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| **Reflection and Evaluation** |
| At the conclusion of the unit, teachers should reflect on student learning and engagement in activities, and use this to inform planning for subsequent learning experiences. Teachers could consider assessment records and results and student feedback to help them ascertain the quality of teaching and learning experiences.   * To what level did students achieve the learning outcomes? * How effective were the activities in helping students to understand key concepts and achieve the learning outcomes? * Did teaching strategies and activities facilitate high levels of student engagement? Why/why not? * How could the unit be improved to enhance student engagement and learning? * Were students’ needs catered for?   Teachers could consider student feedback to help them ascertain the quality of teaching and learning experiences.   * What did you learn in this unit of work that you did not know before? * Do you feel you need further revision of vocabulary, expressions and /or grammar? * Which activity did you enjoy the most? * What would you like to do more of? |