**Persian – Stage 3A (Year 5)**

**(Unit 2)**

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| **Unit Title:** Respect | **Duration: 10 weeks** |
| ***Students learning Persian as a second or additional language***  Students learn vocabulary and formulaic structures to describe and interact with members of their extended family or family friends, e.g., grandparents, aunts, uncles, cousins, or significant others, and observe how language varies to indicate respect or familiarity. They discuss how the Persian language has different forms in different contexts and for different purposes and audiences. Students use written and digital texts and present their understanding to the class. Students work collaboratively to re-enact a scenario in which they interact in different roles and participate in class discussions.  ***Students with prior learning and/or experience***  Students learn vocabulary and formulaic structures to describe and interact with members of their extended family or family friends, e.g., grandparents, aunts, uncles, cousins, or significant others, and observe how language varies to indicate respect or familiarity. They discuss how the Persian language has different forms in different contexts and for different purposes and audiences and share their own experiences where they use different forms of language to show respect to different groups of people in the community. Students use written and digital texts and present their understanding to the class, using modelled language and with more sophisticated vocabulary and expressions than their peers who are learning Persian as a second or additional language. Students work collaboratively to re-enact a scenario in which they interact in different roles and participate in class discussions. | |

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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** * applies key features of Persian pronunciation and intonation **LPE3-5U** * applies basic Persian writing conventions **LPE3-6U** * demonstrates understanding of Persian grammatical structures  **LPE2-7U** * recognises how texts and language use vary according to context and purpose **LPE2-8U** * makes connections between cultural practices and language use **LPE3-9U** | * teacher’s knowledge, materials, and worksheets * Storybooks, articles, and video clips such as   <https://youtu.be/EOyJpKqm704>  <https://www.youtube.com/watch?v=7O_pW-EPn78>   * 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** |
| * locate and classify information from a range of spoken, written, digital and visual texts | * locate and classify information from a range of spoken, written, digital and visual texts |
| ***Weeks 1 & 2 – Building the field***   * Teacher   + Explains to the class that the description of ‘respect’ may not be very straightforward, so the sessions aim to help to gain a deeper understanding of the concept, respectful behaviour and the ways in which respect can be demonstrated   + asks students for their viewpoints about what respect is and writes the ideas on the board.   + Summarises the points and explains the concept of respect as a combination of people’s attitudes and behaviours towards others and how it can be construed differently in different social and cultural contexts.   + Reads a text or shows a video clip related to respect in Persian culture and explains its connection to language use   + explains how Persian is expressed differently according to context, purpose, and audience, such as in the classroom or playground, e.g., young people addressing known older adults, close friends, or strangers * Students:   + locate and note down key points of information and new vocabulary and expressions that are used in the field.   + respond to teacher’s points and questions and reflect on their perceptions of respect   + discuss how they demonstrate respectful behaviour   + reflect on how respect and disrespect can influence relationships   + share their experiences about respectful and disrespectful behaviours. Students with prior experience or background in Persian provide more details or more complexity of structures in different contexts.   + discuss their understanding of why it is important to respect others*.* | |
| **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 * understand that Persian changes according to the context of use and reflects different relationships | * respond in Persian to information and ideas, using a range of formats for different audiences * understand that Persian changes according to the context of use and reflects different relationships |
| ***Weeks 3 & 4 – Learning new vocabulary and expressions***   * Teacher:   + provides listening and vocabulary building exercises to assist students consolidate vocabulary and expressions to describe, respectful behaviours and language. Prior/Background learners are provided with more sophisticated vocabulary that are used in various contexts.   + explains how language use reflects relationships and respect, for example the use of honorifics such as Mr, Mrs, جان, etc.   + helps students understand the use of formulaic expressions. Students with prior learning and/or experience can reflect on the experience of using such exchanges, e.g., those exchanged before and after meals “دستتون درد نکنه” or when giving or receiving gifts “قابل شما را ندارد” etc.   + helps students create word and phrase bank in Persian related to expressions and their variations in formal and informal language   + discusses similarities and differences in communication and interaction between young Persian and English speakers in different contexts and situations, e.g., expressions of politeness or turn-taking in conversations   + asks students to read a story or watch a clip about respect and present a summary of what they have read or watched to the class throughout the term * Students:   + revise and learn vocabulary and expressions.   + create a personal word and expressions bank related to respect and their usage in different formal and informal contexts   + Participate in teacher-led discussions and to share their ideas about respectful behaviours and language   + search for and use video clips or newspaper, magazine or online texts, with teacher’s guidance, to present a summary of them to the class during the term. Prior /background learners learn more sophisticated vocabulary and can relate the story to their own experience. | |
| **Students learning Persian as a second or additional language** | **Students with prior learning and/or experience** |
| * reproduce pronunciation, intonation and stress, recognising the relationship between sounds, words and meaning * understand that Persian changes according to the context of use and reflects different relationships | * apply the Persian sound system, including variations in tone, stress and phrasing * understand that Persian changes according to the context of use and reflects different relationships |
| ***Weeks 5 & 6 –participating in group activities to learn language variations and making meaning***   * Teacher:   + groups students into pairs to do role play work related to the topic of respect in Persian contexts, e.g., the host and a guest at a dinner table, giving/receiving gifts, etc.   + read a story or shows a video clip related to respect and encourages students to discuss in what ways there are respectful or disrespectful behaviours and language in the video   + Helps students to write a summary of the moral lessons from the story or the video clip, using appropriate grammar.   + Discusses how the meaning, and the impact may change with variations in the pronunciation, tone, intonation, stress, etc.   + Allows students to reiterate the words, expressions and sentences with different variations in the pronunciation, tone, intonation, stress, etc. * Students:   + follow teacher’s instructions and role play with a friend on a topic that reflects relationships and respect   + note down the key information including the vocabulary and expressions used in the text provided by teacher. Prior /background learners identify and write more detailed information.   + add the key terms and expressions, to their word bank   + write down a review or a summary of the story with their moral lessons and read it aloud to the class.   + students repeat after the teacher the pronunciation of the words and sentences in different forms and variation in the tone, intonation, stress, etc. | |

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| **Students learning Persian as a second or additional language** | **Students with prior learning and/or experience** | |
| * recognise the systematic nature of Persian grammar rules * identify how the features of text organisation vary according to purpose and audience | * understand and use basic structures and features of Persian grammar to elaborate on meaning * identify how the features of text organisation vary according to purpose and audience | |
| ***Weeks 7 & 8 – participate in teacher-led activities to learn about language style (formal and informal) and grammatical rules***   * Teacher:   + Provides different texts, written and/or video clips, and discusses how the language style may differ according to the context, purpose and the audience   + initiates discussion about different vocabulary and word choices appropriate to the purpose of the text   + discusses different forms of sentences in the text, e.g., questions, statements, imperatives, negative forms, and their construct   + groups students to work together to play around with grammatical rules and the structure of sentences that are used for different audiences e.g., plural form of verbs as a sign of respect, or the formal and informal ways of requesting, etc.   + groups students into pairs. Encourages each pair to take up the role of friends, parent and child, teacher and student, seller and customer, etc, and come to the front and act in their roles and present a short conversation, using formal or informal language.   + Provide students with a true/false quiz including a list of scenarios or statements about respectful and disrespectful behaviours and language, and ask each student to read each of the questions with their answer * Students   + make notes on information gained from teacher including the grammatical rules in formal and informal texts   + Work in groups and practice grammatical rules and sentence structures, and share them with class by writing them on the board, and reading them aloud e.g., making questions and requests in different formal and informal contexts, politely rejecting an invitation, using plural form as a sign of respect, etc. Students with prior learning and/or experience can assist other peers and present more complex grammatical rules.   + Identify features of the text presented by the teacher that makes it formal or informal   + Work in pairs. Each student takes up a specific role, e.g., child, parent, student, teacher, customer, seller, etc. Students create a short conversation and act and present it in front of the class. The class discuss the politeness rules and the degree of formality of the conversations and identify relevant features.   + Discuss whether and how they use Persian language with their family members, friends, and other people in their community. Students with prior learning and/or experience may elaborate further on their word choice, and sentence structure.   + Answer to the questions in the quiz provided by the teacher, and present their answer to the class. | |
| **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 and apply the features of text organisation that vary according to purpose and audience * understand and use basic structures and features of Persian grammar to elaborate on meaning | * respond in Persian to information and ideas, using a range of formats for different audiences * identify and apply more sophisticated features of text organisation that vary according to purpose and audience * understand and use basic structures and features of Persian grammar to elaborate on meaning | |
| ***Weeks 9 & 10 – working collaboratively to consolidate learnings***   * Teacher:   + groups students in pairs   + provides each pair of students with sheets of blank bubbles and encourage students to write down in the bubbles what respect means to them, and to provide examples   + assigns each pair of students with a theme, e.g., teacher/student, seller/customer, parent/child, doctor/patient, etc, and give them time to come up with and write down a storyline, and ask each pair to play the scenario in front of the class.   + encourages students to participate in the class discussion after each role play, and note down new vocabulary, and grammatical features related to the politeness system and respect.   + Provides students with a list of short stories, story books, articles, video clips etc, to choose from and ask them to write down a summary of the story including moral lessons related to relationships and respect.   + provides feedback on the students’ role play, analysis, and written summaries. * Students in pair**:**   + Follow teacher’s instructions on the bubble sheet task   + Participate in class discussion and share their viewpoints about ‘what respect means’.   + Work in pair on writing up a storyline to do role play in front of the class   + After each role play, students discuss the degree of formality and the language style the presenters are using in their role play work to the class and how it could have been different if the interlocutors were different choose one of the tourist locations from the list   + Choose one of the stories, storybooks, articles, video clips, etc, provided by the teacher and write down a summary of them that contain moral lessons of the story that are related to relationships and respect. | |

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| **Sample assessment activity (Weeks 9 & 10)** |
| ***Students learning Persian as a second or additional language***  Students individually and in pairs work on teacher-led activities and tasks. In pairs, they do activities such as completing the blank bubble task related to relationships and respect, role plays and class discussions on grammatical and language style aspects, and individually, they choose a story or a video clip and write down their summary and read it aloud to the class.  ***Students with prior learning and/or experience:***  Students individually and in pairs work on teacher-led activities and tasks in a more sophisticated manner than their peers who are learning Persian as a second or additional language. In pairs, they do activities such as completing the blank bubble task related to relationships and respect, role plays and class discussions on grammatical and language style aspects, and individually, they choose a story or a video clip and write down their summary and read it aloud to the class.   * **Outcome assessed: LPE3-1C, LPE3-2C, LPE3-3C, LPE3-5U, LPE3-6U, LPE3-7U, LPE3-8U, 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? |