

Language: Vietnamese Continuers	Target group: Yr 11	Title of unit: Issue 2.3 –the influence of traditional values on today's young people	Duration: 3 weeks
<p>The key ideas I want students to learn are:</p> <ul style="list-style-type: none"> ● The Vietnamese traditional values <ul style="list-style-type: none"> --What are the Vietnamese traditional values besides the values we studied in previous issues (family values, gender issues, educational values...) ● Today's world <ul style="list-style-type: none"> --What are the features of today's world --Where is the society developing towards (trends: the fast-developing economy, globalization, the development of the A.I. industry...) 			
<p>Targeted outcomes:</p> <p>1. Exchange information, opinions and ideas in Vietnamese</p> <p>1.1 conveys information, opinions and ideas appropriate to context, purpose and audience</p> <p>1.2 exchanges and justifies opinions and ideas</p> <p>1.3 uses appropriate features of language in a variety of contexts</p> <p>2. Express ideas through the production of original texts in Vietnamese</p> <p>2.1 sequences and structures information and ideas</p> <p>2.2 uses a variety of features to convey meaning</p> <p>2.3 produces texts appropriate to context, purpose and audience</p> <p>2.4 produces texts which are persuasive, creative and discursive</p> <p>3. Analyse, evaluate and respond to arrange of texts that are in Vietnamese</p> <p>3.1 identifies main points and detailed items of specific information</p>			

- 3.2 summarises and interprets information and ideas
 - 3.3 infers points of view, values, attitudes and emotions from features of language in texts
 - 3.4 compares and contrasts aspects of texts
 - 3.5 presents information in a different form and/or for a different purpose
 - 3.6 explains the influence of context in conveying meaning
 - 3.7 recognises, analyses and evaluates the effectiveness of a variety of features in texts
 - 3.8 responds to texts personally and critically
- 4. understand aspects of the language and culture of Vietnamese-speaking communities**
- 4.1 examines and discusses sociocultural elements in texts
 - 4.2 recognises and employs language appropriate to different sociocultural contexts
 - 4.3 compares and contrasts Australian and Vietnamese communities

Key concepts:

Important Vietnamese values:
 Kính trọng người già, Kính trọng thầy cô giáo,
 Trọng nam khinh nữ . . .
 Thờ cúng ông bà . . .
 Features of today's world:
 Nam nữ bình đẳng – Cơ hội bình đẳng

Socio-cultural content:

- Individualism
- Collectivism
- Mode of production
- Arranged marriage
- Same sex marriage
- Leftover women

Cross-curriculum content & policies:

- Society and culture
- Family studies
- Legal studies
- Business studies
- TAS
- English

Outcomes

Suggested teaching and learning activities:

Evidence of learning

feedback to students

Registration

Building the field:				
<ul style="list-style-type: none"> ● Reading & responding: <ul style="list-style-type: none"> ➢ Students read HSC paper reading section and discuss: <ul style="list-style-type: none"> --What are the Vietnamese values that are reflected in the 3 short stories respectively? --How do those Vietnamese values affect the person life? ● Brainstorm: <ul style="list-style-type: none"> ➢ Students in groups brainstorm as many concepts that are related to the following topics as possible. This is to check students' understanding about the Vietnamese values discussed in the previous issues. <ul style="list-style-type: none"> -- Traditional family values -- Traditional values on gender issues -- Traditional values on marriage -- Traditional values on education 	<p>Students can identify the Vietnamese values reflected in the stories and evaluate those values accordingly</p> <p>Students come up with a wide range of concepts and match them with their corresponding topics</p>	<p>Teacher written feedback</p> <p>Peer assessment e.g feedback</p> <p>Teacher oral feedback</p> <p>Notes from students</p> <p>Formal and Informal assessments e.g. Class discussion, Essay writing</p>	TV	
An in-depth discussion about how the traditional values on consumption affect the youngsters today				
Text 1	Article	Viết báo		

<p>Pre-reading activities:</p> <ul style="list-style-type: none"> ● Cloze: <ul style="list-style-type: none"> ➤ Students read the text and fill in the blanks according to their prior knowledge and the given context ➤ Students share their answers and compare which one is the most appropriate for each line <p>Study the text:</p> <ul style="list-style-type: none"> ● Think-Pair-Share (summarization questions): <ul style="list-style-type: none"> ➤ Students read the original text and answer the summarization questions which their own words: <ul style="list-style-type: none"> -- Describe briefly about the Vietnamese traditional value on consumption -- What have been changed in today's society in terms of the ways people use their money ➤ Students in groups improve their responses and come up with a better version for their own group ➤ Students share their group responses online for teacher's feedbacks <p>Post-reading activities:</p> <ul style="list-style-type: none"> ● Write a diary (reflective questions): <ul style="list-style-type: none"> ➤ Students write a diary to reflect on whether the traditional values about consumption is still meaningful and relevant in today's world (when a lot people are getting richer) ● HSC type question practice: HSC 2016 Question 8 about Vietnamese values 	<p>Students can write appropriate expressions on the lines and justify why one expression is better than the other</p> <p>Students can identify all the relevant elements from the text and describe them concisely</p> <p>Students discuss in depth with references to some of the texts they have studied or read</p>	<p>Teacher written feedback</p> <p>Peer assessment e.g feedback</p> <p>Teacher oral feedback</p> <p>Notes from students</p> <p>Students' self-evaluation e.g. checklist</p> <p>Formal and Informal assessments</p> <p>e.g. Class discussion, Essay writing</p> <p>Formative and Summative assessments</p> <p>e.g. yearly exam, midyear exam</p>	<p>TV</p>
<p>An in-depth discussion about how the concept of affect the youngsters today:</p> <p>Text 2 Poem Trăng sáng vườn chè</p>			

<p>Pre-reading activities:</p> <ul style="list-style-type: none"> ● Reading and discussing: <ul style="list-style-type: none"> ➤ Students read 3 stories about Giá Trị Việt ➤ Students discuss respectively why what the 3 people did reflect the concept of Nhân ➤ Students summarise the elements that are included in the concept of Nhân <p>Study the text:</p> <ul style="list-style-type: none"> ● Research and report: <ul style="list-style-type: none"> ➤ Students research about the historical background of the poem and report orally to the rest of the class ● Read the poem aloud: <ul style="list-style-type: none"> ➤ Students watch a recitation of the poem and discuss about the emotion that the person reveals in his recitation ➤ Students recite the poem and try to integrate the emotion into their recitation ● Translation: <ul style="list-style-type: none"> ➤ Students use the given annotations to translate sentences of the poem into modern Vietnamese ● Reading and responding (analytical questions): <ul style="list-style-type: none"> ➤ Students analyse how the poet portrays the natural environment and what effect it has ➤ Students analyse the language techniques used in the poem to depict the rough situation the poet was in ➤ Students analyse how the poem reflects the concept of Nhân (What elements of Nhân are reflected in the poem?) <p>Post-reading activities:</p> <ul style="list-style-type: none"> ● Write a diary (reflective questions): <ul style="list-style-type: none"> ➤ Students write a diary to reflect on whether the value of Nhân (mình) is still meaningful and relevant in today's world 	<p>Students can come up with a definition of Nhân with a series of elements</p> <p>Students can use internet to find the historical background and tell it with their own words</p> <p>Students can talk about how emotions are revealed in recitation (tone, pitch, volume, speed...)</p> <p>Students translate the sentence properly</p> <p>Students can come up with appropriate arguments and use relevant textual references to support them</p> <p>Students discuss in depth with references to some of the texts they have studied or read</p>	<p>Teacher written feedback</p> <p>Peer assessment</p> <p>e.g feedback</p> <p>Teacher oral feedback</p> <p>Notes from students</p> <p>Students' self-evaluation e.g. checklist</p> <p>Formal and Informal assessments</p> <p>e.g. Class discussion, Essay writing</p> <p>Formative and Summative assessments</p> <p>e.g. yearly exam, midyear exam</p>	<p>TV</p>
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Evaluation

Program evaluating statements	Evidence				
	1	2	3	4	5
The outcomes were achieved by most students.	1	2	3	4	5
Pedagogical practices employed were effective and the learning activities were varied.	1	2	3	4	5
The social, emotional, physical, cognitive and academic needs of the students are reflected in the program (i.e. Differentiation, Learning difficulties, G&T, etc)	1	2	3	4	5
The program adequately addresses the outcomes.	1	2	3	4	5
The program has a variety of teaching and learning strategies that target the many different learning styles of our students.	1	2	3	4	5
There is a range of literacy, numeracy and ICT strategies embedded in the program.	1	2	3	4	5
The resources were suitable and adequate.	1	2	3	4	5
The length of time was adequate.	1	2	3	4	5
Does the program reflect relevant policy guidelines?	N/A	YES		NO	
Have you followed the program according to the timeline and activities included?	N/A	YES		NO	
I have included extra resources that I used in the 'Extra resources' file on Staff Share for review.	N/A	YES		NO	
I have saved a copy of this evaluation in 'Reflections and Evaluations' folder on Team Drive in corresponding year group and program.	N/A	YES		NO	

Assessment evaluating statements	Evidence				
Assessment strategies were suitable and consistent with syllabus and school guidelines.	1	2	3	4	5
An appropriate variety and balance of assessment strategies that assess knowledge, skills and attitudes? (informal and formal tasks, take home and in-class tasks)	1	2	3	4	5
The assessment tool/s used to assess student achievement was able to provide accurate results and feedback for the reporting of this achievement?	1	2	3	4	5

Quality Teaching Framework- Intellectual Quality	Evidence				
Deep Knowledge	1	2	3	4	5
Deep Understanding	1	2	3	4	5
Problematic Knowledge	1	2	3	4	5
High Order Thinking	1	2	3	4	5
Metalanguage	1	2	3	4	5
Substantive Communication	1	2	3	4	5

Quality Teaching Framework- Quality Learning Environment	Evidence				
Explicit Quality Criteria	1	2	3	4	5
Engagement	1	2	3	4	5
High Expectations	1	2	3	4	5
Social Support	1	2	3	4	5

Student Self-Regulation	1	2	3	4	5
Student Direction	1	2	3	4	5

Quality Teaching Framework- Significance	Evidence				
Background Knowledge	1	2	3	4	5
Cultural Understanding	1	2	3	4	5
Knowledge Integration	1	2	3	4	5
Inclusivity	1	2	3	4	5
Connectedness	1	2	3	4	5
Narrative	1	2	3	4	5

Teacher's signature:

Date: