**Unit of Work for Term 1 & 2, 2021**

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| **LANGUAGE- Hindi** **STAGE-3/YEAR- 4 & 5** | **TITLE- Who wants to be a Foodi’naire? / Healthy Eating DURATION-20 weeks** |
| **Aim of this Unit**  At the end of this Unit students will be able to:  ***A) Students learning Hindi as a second or additional language –***  1. Use appropriate question words and prepare questions about healthy eating  2.Compose a quiz show for the class  3. Record the proceedings of the show in present tense and use procedural text in past  tense to prepare a write up for a vlog / or a report  ***B) Students with prior learning and/or experience –***  1. Use appropriate question words and prepare questions about healthy Hindi  dishes and local specialties  2. Compose an extended version of the quiz show  3. Conduct dialog with the participants and audience in appropriate tenses and use second person pronouns to host the quiz show. | **Key concept(s**): The students will learn about healthy foods, their nutritional values, and its importance in one’s life. Cultural expressions of etiquette and food in Indian and Australian cultures. |
| **End task**  Students will demonstrate achievement of this aim by:   1. - Compose a quiz show for the class with questions about healthy eating and some cultural expressions of Hindi eating etiquette and food.   - Students record segments from the quiz show on a vlog. | **Success criteria**  Students will be able to:  - Interact with others in Hindi  - Apply language structures and vocabulary relevant to the concept  - Use culturally appropriate language, gestures and behaviour |
| **Targeted Syllabus Outcomes**   LHI3-1C- uses Hindi to interact with others to exchange information and  opinions, and to participate in classroom activities  LHI3-2C – obtains and processes information in texts, using contextual  links and other clues  LHI3-4C – composes texts in Hindi in a series of sentences  LHI3-5U – applies key features of Hindi pronunciation and intonation  LHI3-7U – demonstrates understanding of Hindi grammatical structures  LHI3-8U – recognises how texts and languages use vary according to  context and purpose  LHI3-9U – makes connections between cultural practices and language  use  PD3-2 – investigates information, community resources and strategies to  demonstrate resilience and seek help for themselves and others  PD3-6 – distinguishes contextual factors that influence, health, safety,  well-being and participation in physical activity which are  controllable and uncontrollable  PD3-7 – proposes and implements actions and protective strategies that  promote health, safety, well-being and physically active spaces |
| **Prior learning (revision)**  This unit builds on:  Learnt vocab about Indian dishes, culture, relationship between cultural events and foods, special foods. | **Suggested vocabulary:**  -Names of food items / ingredients used in Indian dishes  -Terms related to nutritional values  -Terms related to Indian and Australian eating etiquettes and their preparing techniques |
| **Key sentence structures**  Question forms  Past tense form of verbs  Procedural text  Active and passive voices in dialogues | **Resources**  YouTube video - Quiz shows, Food shows, stories  For eg: <https://www.youtube.com/watch?v=2ZyzgbROgKI>  Advertisement-print, broadcast, online media  Worksheets  Templates of Quiz planning, questionnaire  Vocabulary list-Manual, online games  Reinforcing strategies-Kahoot games, Memory tests  Mock Quiz shows in the classroom-roleplay |

Sequence of teaching learning and assessment activities – BACKWARDS MAPPING FROM THE TASK

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| 1. Introduce motivating goal task (purpose, audience, types, variety -> your choices)   Visual media examples of task in real world.  Focus on key features  Organisation of unit  We will learn the language you will need to do the task, then we form teams, and each team will work on their task performance/product, to  perform in week 10   1. Building the field (Prior knowledge)   Revision of some useful building-block language elements already mastered  Introduce cultural background to concept | |
| **Sequence of language teaching / learning activities, games, etc differentiation and preparation for task** | **Resources** |
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| 1. Question words- Students prepare a list of questions to know more about others, teacher prepares set A and set B of questionnaire | Required copies of 2 sets of template A &B of questionnaire- team activity |
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| 1. Tenses- story viewing and then narrating it from memory | YouTube videos, Storyweaver.com |
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| 1. Famous regional dishes-Students collect recipes of dishes famous in their regions/states in India | Students to interact with grandparents/parents and fill the recipe template prepared by the teacher |
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| 1. Quiz show planning- students prepare the questions to be asked to the other team | Students fill the templates in teams,  prepared by the teacher to be used for  the Quiz show |
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| 1. Mock Quiz show | Role play by students as Host, Participants and  audience |
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| 1. Presentation/ performance of goal task |  |
| 1. Write up for Vlog/Blog Learn from available, sample Blogs | |
| **Evaluation**   * Teacher reflection on Unit  |  | | --- | | **Presentation, performance of goal task: Due at the end of the term** | | Evaluation:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **How did the unit rate in these areas?** |  |  |  |  | | ● *Time allocated on topic* |  |  |  |  | | ● *Student understanding of content* |  |  |  |  | | ● *Opportunities for student reflection on learning* |  |  |  |  | | ● *Suitability of resources* |  |  |  |  | | ● *Variety of teaching strategies* |  |  |  |  | | ● *Integration of Quality Teaching strategies* |  |  |  |  | | ● *Integration of information and communication technology (ICT)* |  |  |  |  | | ● *Literacy and numeracy strategies used* |  |  |  |  | | ● *Learning across the curriculum content incorporated* |  |  |  |  | | *S Students’ engagement and interest maintained* |  |  |  |  | | *This worked well* |  |  |  |  | | *This did not work well, will change next time* |  |  |  |  | |  * Student self-assessment (Use success criteria as a check list)  |  |  | | --- | --- | | *-Format of the Quiz Show*  *-Correct usage of required language structure- Question words and tenses* |  | | *-Knowledge of dishes- its origin and ingredients*  *-Cultural significance* |  | | *-Quiz is presented/hosted in formal language*  *-The report on Vlog/ blog is written in Hindi and correct format* |  | | |