

LOTE/ENG Learning Sequences Based around *The Spare Room*

<p>Generative Topic</p> <p>Learning Sequence Overview</p>	
<p>Year Level/s</p> <p>Focus Essential/s</p> <p>Standard</p> <p>Supporting Essentials</p>	<p>Grade 8/9</p> <p>Communicating (Being Literate) <u>Understands, uses and critically evaluates non-verbal, spoken, visual and print communication practices of the world in which they live.</u></p> <p>3 - 4 <u>At standard 3: Understands how to select and use communications for different audiences, purposes and contexts.</u> <u>At standard 4: Understands how to construct and deconstruct communications designed for particular effects.</u></p> <p>Social Responsibility (Valuing Diversity) Understands the interdependence of our world, values its diversity and acts for a more inclusive society.</p> <p>Personal Futures (Building and Maintaining Identity) Understands the ways in which heredity culture, community and personal choice shape identity and relationships, and is able to build and maintain resilient, productive relationships.</p>
<p>Key Concepts In The Learning Sequence</p>	<p>Culture, diversity, values, genre, communication</p>
<p>Skills Emphasis</p>	<p>parts of language, idiom, working collaboratively, working independently, reflective thinking, reading, writing and representing, speaking and listening</p>
<p>Throughlines</p>	<p>Students will understand that language and culture are linked. <i>How is language and culture linked?</i> Students will understand that language expresses personal and</p>

	<p>cultural identity. <i>How does language express personal and cultural identity?</i></p>
<p>Unit-Long Understanding Goals</p>	<p>1) Students will understand 'what elements contribute to culture'. <i>What is culture?</i></p> <p>2) Students will understand what makes Australian culture unique. <i>What makes our culture unique?</i></p> <p>3) Students will understand what makes Japanese culture unique. <i>What makes Japanese culture unique?</i></p> <p>4) Students will understand ways in which language and culture are co-dependent in the development and expression of identity. <i>How do language and culture contribute to the development of identity?</i></p> <p>5) Students will understand how to interact in a mutually respectful and productive way between cultures.</p>
<p>Skill Builder Goals</p>	<p>Students can:</p> <ol style="list-style-type: none"> 1. identify parts of speech in both English and Japanese 2. deconstruct texts to examine cultural elements 3. identify and compare the meaning of common idioms in both English and Japanese 4. use idiom in text construction to demonstrate how cultural perspectives affect thinking and create difference 5. use a range of textual elements to construct a multimodal text appropriate to purpose and audience 6. recount how the beliefs, values and experiences of Kathryn Lomer, <i>The Spare Room</i>, have influenced the construction of her novel 7. use graphic organisers to explore ideas 8. work independently and cooperatively as appropriate <p>Using Japanese language students can:</p> <ol style="list-style-type: none"> a. read and recognise the

	<p>relevant vocabulary relating to the topic of school (eg. subject names, timetable, grades, periods, rest periods, times, uniforms, Principal/teacher/student and ways to address each according to status, school types, rooms, adjectives-easy, strict, kind, difficult, often, always, not much)</p> <p>b. use appropriate structures and conventions when, reading, writing and interacting orally Example language patterns:</p> <ul style="list-style-type: none"> - ...が好き/好きじゃな (like/dislike etc) -.....がありますか (do you have?) -...だめですか (must not) -...のほうが.... (compared to..) - なん/なぜですか (what/why?) -...に行きます。 (I go to...)
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Sequence	UGs	Performances of Understanding	Assessment Of, For and As Learning
Introductory Performances	UG1	English: Australian Culture. a) Spend 10 minutes constructing a short piece of writing, a poem or a picture entitled 'A Fair-Dinkum Aussie'. Use these to look at some of the commonalities of Australian culture. What is stereotyped and what is real?	<p>Assessment for learning: Assess students' responses to identify the level of understanding that they have about the concept of Australian culture.</p> <ul style="list-style-type: none"> - Can identify a stereotype - Can suggest how and why they are formed <p>Provide feedback</p>
	UG2 SBG2	b) Use a selection of print advertisements, segments from media texts and extracts from literary texts to introduce students to the concept of	

		<p>Australian culture. Have students consider the critical attributes of Australian culture, the link between personal and national identity, culture and subculture. Ask students to reflect on what they have learned from these texts about culture</p> <p>LOTE (Tuning-In):</p> <p>What does it mean to be a student of this school? What is important to you in your school life? Introductory Japanese language (I go to ___ School, I am in Grade 8/9, +build upon prior learning by incorporating familiar language patterns) Use various text examples to explore school life in Australia.</p> <p>SBG8 a) Invite students to think, pair, share about the question, “How would you convince someone to enrol at Rose Bay?”</p> <p>SBG7 Ask students to work in cooperative pairs to create a mind map which shows how these aspects can be grouped in different ways (e.g. Social, sporting, academic, arts cultures). Either:</p> <p>SBG1 a) Create a manga style cartoon about an aspect of your school life that includes the language you use among your peer group to feel a sense of belongingness *Establish awareness of the use of idiom, colloquialism or slang or SBG4 b) Create a promotional</p>	<p>to students.</p> <p>Assessment as learning: students can: <i>-Identify images of the Australian culture used in texts</i> <i>-Compare images of Australian culture used in different texts</i> <i>-Explain which types of behaviour/ character traits are particularly Australian</i> <i>-Give examples to support their ideas</i></p> <p>Assessment as learning: Students can: <i>-identify what they value about their school, and school life and explain why</i> <i>-recognise parts of their language that have a specific cultural and situational context</i> <i>-adjust their language use to suit audience and purpose</i> <i>-recognise the subcultures within their school culture</i> <i>-reflect upon their own LOTE learning needs</i></p> <p>Provide feedback to students.</p>
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		pamphlet about your school for visiting Japanese students *Also include some familiar Japanese language to place your cartoon, or pamphlet, in a school context and then construct a list of vocabulary/ language skills you may still need to learn to support the task.	Assessment for learning: <i>Students can:</i> -identify the language skills they need to achieve
Guided Inquiry Performances	UG1	English; a) What is meant by culture? Provide definitions of “culture”, “customs” and “traditions” and invite students in pairs, to brainstorm examples of each, bringing their own unique examples. b) Share examples c) As a class, adapt a definition or choose the best definition for ‘culture’	
	UG 1,2,3 SBG 2,3	Begin to read the text <i>The Spare Room</i> , drawing out examples of both Australian and Japanese culture. Have focus questions and topics for discussion as each section of the book is read. *This text is an extremely rich demonstration of inter-cultural language	Assessment as learning: <i>Students can:</i> -formulate some their own questions for discussion
	SBGa	LOTE: Introduce vocabulary related to school in Japan (subjects, timetables, rules, homework etc)	Assessment as learning: <i>Students check-off the list of language goals they made during the introductory performances of this unit</i>
	UG3	Use various text examples to explore school life in Japan. Reinforce with text examples from ‘The Spare Room’	
	UG 1,2,3	LOTE: With teacher assistance write a set of questions to ask Japanese students (from sister school) about life in Japanese schools. For example: what are some of the current	Assessment of learning: <i>When reading students can:</i> -respond to key words and recognise essential elements -recognise and read most kana

	<p>UG3</p> <p>SBGb</p> <p>SBG a,b</p> <p>UG 4,5</p> <p>SBG7</p>	<p>trends or fashions in High Schools; what differences are there between uniforms and fashions outside of school; what kinds of worries and concerns do high school students have; what kind of behaviour is considered unacceptable in Japanese schools; what are some uniquely Japanese expressions teenagers use?</p> <p>中学校がっくせいたちで一番はやっているのは何ですか。しんぱいごとは何ですか。どんな ふたんぎ を がっくせいは きます。日本の学校では どんな たいど がだめですか。中学校のがっくせいの 一番にんきな ことばが ありますか。</p> <p>Use information supplied from sister school to consider similarity and difference between school systems.</p> <p>Ask Japanese students to write a list of perceived advantages and disadvantages of the two school systems. What are some common values? What are some points of difference?</p> <p>Students construct a PMI chart of the comparison.</p>	<p>When writing: <i>-apply new structures with understanding</i> <i>-attempt to construct own sentences using familiar language</i> When speaking and listening: <i>-understand key words and phrases</i></p> <p>Assessment of Learning Students identify LOTE structures and features used in this text</p> <p>Assessment for learning: Assess the extent to which students: <i>-compare Australian and Japanese school systems</i> <i>-identify advantages and disadvantages of each system</i> <i>-give reasons to support their ideas</i> <i>-analyse each school system to identify the values base for each one</i></p>
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Culminating Performances	UG3 SBG3	<p>Discuss examples of contemporary Japanese idiom and its' cultural context</p> <p>ENGLISH: Examining idiom to illustrate the links between language and culture. Use examples from the text.</p> <p>Students to reflect on the aspects of Australian culture a foreign language speaker would need to know in order to understand this text.</p> <p>Construct a short text that relies on the use of idiom.</p>	<p><i>-understand the cultural context in each case</i></p> <p>Assess for learning: Assess the extent to which students: <i>-identify idioms in the text</i> <i>-clearly explain the meanings of idioms</i> <i>-explain the link between language and culture</i> <i>-give reasons to support their ideas</i></p>
	UG 1,2,4		
	SBG5	<p>Culminating Performance Construct a 'Magic School Bus' type picture book (<i>with a school focus</i>), called <i>The Magic School Bus goes to Japan</i>'. This will enable students to demonstrate their understanding of the connection between language, culture and identity.</p> <p>English: To assist students to undertake this performance, a number of the "Magic School Bus" books need to be examined and critically analysed in terms of construction and content.</p>	<p>Assessment for Learning: Assess the extent to which students can identify these elements: <i>-Narrative</i> <i>-Non-fiction annotations</i> <i>-Comic style direct speech/speech bubbles</i> <i>(that illustrate culturally specific language and idiom)</i> <i>-Illustrations</i></p>
	SBG6	<p>Invite the author of <i>The Spare Room</i>, Kathryn Lomer, to visit and discuss the issues of</p>	<p>Assessment of Learning: Using students'</p>

		<p>interaction between two cultures, focusing on:</p> <ul style="list-style-type: none"> • Motivations for writing the text • Personal experience with Japanese culture • Differences in cultural expectations (e.g. gender, work, marriage, education) • Language barriers and how they affect identity • Intercultural interaction • How to successfully construct a text (novel, picture book) <p>Students to write a reflective journal entry following the author's visit about their responses to the issues.</p>	<p>written reflections and their responses during the visit by the author, assess the extent to which students can:</p> <ul style="list-style-type: none"> -recount how the beliefs, values and experiences of the author have influenced the construction of her novel -give examples of the link between language and personal identity -give examples of culturally acceptable ways in which to behave in each of the cultures -give examples of ways in which offence may be taken in each of the cultures -give examples of situations in which cultural misunderstanding could occur
	<p>SBG8</p>	<p>English: In small groups, Students construct the narrative for their 'Magic School Bus' picture book.</p> <p>Provide a rubric of the elements to be included in the picture book:</p> <ul style="list-style-type: none"> -suitable for Primary School children - illustrations that add extra information to the story -highlights similarities and differences between Japanese and Australian school systems -uses idiom from both cultures in the speech bubbles -provides factual information about relevant exotic culture -has the required narrative 	<p>Shared assessment of learning across subject areas: Rubric of text elements reflecting standards 3 and 4 of Focus and supporting Key Element Areas</p>

		<p>structures -contains Japanese text</p> <p>LOTE: To undertake this performance, students will also need to apply prior knowledge and research facts relating to static/exotic/popular culture in Japan (e.g. art, history, geography, climate, dance, festivals etc)</p> <p>Students construct a storyboard showing the cultural aspects and the parts of Japanese text they will need, to support their narrative in English.</p>	<p>Assessment of Learning: Students are able to:</p> <ul style="list-style-type: none"> -select and use appropriate methodologies for their inquiry -plan how the text elements will inter-relate -work cooperatively -apply skills in reading and writing Japanese text -share their finished book with a Primary School audience
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Resources

The Magic School Bus (series) Joanna Cole 1989 Scholastic
The Spare Room Kathryn Lomer 2004 Uni of Qld Press

The Spare Room Audio Book , read by Stuart Haluz
Louis Braille Audio
Fax: 039864 9646
Tel: 039864 9645

Japan Diary Trudy White 2005 Asia Education
Foundation

<http://rubistar.4teachers.org/index.php>