2025 VCE Romanian

Teaching and Learning

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# VCE Romanian: Teaching and Learning Activities

### Unit 1

#### Unit 1 - Area of Study 1

|  |  |  |  |
| --- | --- | --- | --- |
| Concept | Perspective | Topic | Subtopic |
| Identity | Personal | Inclusivity, Diversity and Belonging | Watch your language! Impact of language use on personal image |

## Outcome 1

On completion of this unit the student should be able to exchange meaning in an informal, personal spoken interaction in Romanian.

## Examples of learning activities

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| --- |
| * Introduce yourself to a group or the whole class, using informal spoken language. Share information about your interests and hobbies. |
| * Watch a video clip of people sharing a personal story or experience, and identify as many story telling techniques as possible (e.g. sequencing words, descriptive language, tone). Discuss your findings with a partner, then share with the class, working collaboratively to create a mind map that identifies examples of the different techniques. |
| * Share a personal story or experience using the descriptive language and engaging storytelling techniques you have brainstormed as a class. |
| * Create a [language portrait](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/Pages/Understanding-students-language-practices.aspx#:~:text=further%20plurilingual%20activities.-,Language%20portraits,-Teacher%3A%C2%A0Hien%20Webb) and view everyone’s portraits. Write positive messages about each person’s portrait in Romanian on a sticky note and stick these around the portraits. |
| * Discuss the role of language in shaping your personal values and beliefs. Collate information in dot points on the board. |
| * Write a reflective text on your personal identity and its relationship to language. |
| * Complete a weekly reflection journal, documenting thoughts and experiences related to language use, and the impact of language on personal identity, image and inclusivity. Reflect on the use of informal language in this text type and identify texts or contexts where formal language would be required. |
| * Working in groups, create a digital or paper-based word cloud on an aspect of the subtopic related to inclusivity, diversity or belonging. Read a word cloud from another group and discuss the similarities and differences, and any new words that appear. Brainstorm phrases you could use to share your findings, then share your observations with the class in Romanian. |
| * Participate in a [gallery walk](https://learningandteaching.anu.edu.au/resources/gallery-walk-activity/), collecting words and phrases for expressing opinions, then collect a new word cloud from another group and write a small opinion text on that aspect of the subtopic. |
| * View a range of images portraying stereotypes. Brainstorm the vocabulary required to describe the image, then complete a [‘What makes you say that?’](https://pz.harvard.edu/sites/default/files/What%20Makes%20You%20Say%20That_1.pdf) thinking routine. Engage in a class discussion on the impact of language associated with stereotypes and ways to promote inclusive and respectful communication. |
| * In small groups, create posters that unpack and promote more inclusive and respectful communication. |
| * Read an article or watch a video that explores the connection between language, power and social hierarchies, and analyse the power dynamics inherent in language use. Write a reflection about how you use language. |
| * Discuss the use of Romanian between 2 different groups in Romanian-speaking communities and reflect on their language norms and standards. |
| * Analyse the language used in social media posts, comments or online forums and group comments according to different elements (e.g. positive vs negative language, formal vs informal). |
| * Discuss the potential impact of language on shaping online communities, and the responsibility of individuals in promoting positive communication. Write an informative text for an online magazine. |
| * Discuss the strategies employed by advertisers promoting different products. View a selection of advertisements and, in pairs, analyse the language used to promote products or services, then present your analysis to the class. |
| * Listen to a guest speaker sharing personal experiences related to language and personal image, then ask questions and share your personal experiences. |
| * Example icon for advice for teachers **Participate in a debate about the impact of language use on belonging.** |
|  |
| **Example icon for advice for teachersDetailed example**  **A debate about the impact of language use on belonging.**   * Watch a video of a debate and record useful expressions to use in your group’s debate. * Complete a ‘running dictation’ activity, revising the use of [debating phrases](https://www.debatingsa.com.au/wp-content/uploads/2017/07/Speech-Structure-Template.pdf). * Collect a debate discussion card for your group and research the topic, taking notes and creating a glossary of key terms. * Complete a 'pros and cons’ table, identifying information supporting the 2 sides of the argument. * Brainstorm useful persuasive devices and phrases for use during the debate and create a class-generated online revision activity using these expressions. * Prepare arguments supporting your position and challenging the other team’s possible arguments. * Draft a script of the debate, using your ‘pros and cons’ table to anticipate the other team’s arguments and refute their statements, then edit your work based on feedback from your teacher. * Engage in a structured [debate](https://www.debatingsa.com.au/resources/). |

#### Unit 1 - Area of Study 2

|  |  |  |  |
| --- | --- | --- | --- |
| Concept | Perspective | Topic | Subtopic |
| Sustainability | Community | Sustaining language and culture | Celebrating culture– specific community events |

## Outcome 2

On completion of this unit the student should be able to analyse information from texts in Romanian related to different aspects of the subtopic studied and respond in writing to short-answer questions about the texts in English.

## Examples of learning activities

|  |
| --- |
| * Brainstorm a range of words, formulaic phrases and sentences related to cultural celebrations as a class, and create a vocabulary list. |
| * Analyse a text related to a cultural event by annotating key features of the text. Re-read the text, and in a group of 3–4, retell the main points. Write a summary paragraph of the main points in Romanian. |
| * Watch a video about a cultural event and record useful vocabulary and expressions. Create a poster and write captions for a selection of stills and photos from the video. Present your poster to a small group and share your opinions and ideas. |
| * In pairs, look at an image related to a cultural celebration in an Romanian-speaking community and describe what you see. Identify the audience and purpose of the image, then explain what is happening in Romanian from the perspective of one of the people in the image. |
| * Listen to a podcast in Romanian and brainstorm relevant comprehension questions for this text. Develop a set of questions about the podcast in Romanian using the selected interrogatives, then answer the comprehension questions in Romanian. |
| * Analyse 2 texts related to a festival (e.g. a written report and a spoken interview), identify the key information and create a Venn diagram to capture the content that is common to both texts and the content that is unique. |
| * Read an article or a review about a cultural event, highlighting sentences that relate to opinions, then compare these with opinions expressed in a listening text. Summarise the different opinions and ideas in a table. |
| * **Example icon for advice for teachersPresent a 1 to 2–minute speech to the class about a cultural celebration in a Romanian-speaking community.** |
| * Brainstorm useful [discourse markers](https://dictionary.cambridge.org/grammar/british-grammar/discourse-markers-so-right-okay) and backchannelling strategies for use in a conversation or interview to maintain the flow of dialogue and express interest and attention. Practise using these in an informal conversation with a partner. |
| * Write a script for an interview with a local Romanian-speaking community member asking them about an important cultural celebration. |
| * Complete a [PMI chart](https://lo.unisa.edu.au/mod/book/view.php?id=611321&chapterid=100451) about preserving a Romanian-speaking celebration in the local community. Write an informative article in Romanian for the local community paper outlining the advantages and disadvantages of continuing to hold this event. |
| * Choose a cultural celebration and, in small groups, develop a plan to host this celebration at your school. Write a persuasive letter to your school principal providing the details of the event and outlining why it would be a valuable experience for students. |
|  |
| **Example icon for advice for teachersDetailed example**  **A 1 to 2–minute speech about a cultural celebration in a Romanian-speaking community.**   * Choose a cultural celebration from a Romanian-speaking community and complete a ‘Know, wonder, learn’ table. * Brainstorm target vocabulary required to present a speech to the class about the celebration. Create and run an online revision activity. * Design and create a [mind map](https://www.adelaide.edu.au/writingcentre/sites/default/files/docs/learningguide-mindmapping.pdf) in Romanian, identifying the different types of information you will require for your presentation. * Watch a documentary, video or film about the cultural celebration or event in Romanian and identify the target vocabulary and main points conveyed in the text. Add this to your mind map. * Revise question words in Romanian and, in small groups, brainstorm a range of comprehension questions that could be used when interviewing someone about a cultural celebration in a Romanian-speaking community. * Identify other students who have chosen the same cultural celebration. In pairs or groups, complete a [question quadrants](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=0a821) activity to analyse and select the most appropriate questions for an interview about a cultural celebration. Think about questioning techniques, interview format, style and the information you want to elicit. * Work with a partner from another group to participate in and record a mock interview. Ask questions about their chosen cultural celebration and answer questions about yours. Show interest and engagement by incorporating discourse markers and backchannelling strategies. * Reflect on your own part in the mock interview using a [video performance reflection](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/578?clearCache=ceaeab70-6ab7-bbd1-370c-19a643c2e73d) and write goals for future improvement. * Record your interview about the cultural celebration with a local Romanian-speaking community member, using the questions you have generated and actively listening and participating in the conversation. * Watch the recording of the interview, making notes about key pieces of information, then write several quotes or anecdotes that can be incorporated into your presentation. * Write a draft script for your 1 to 2–minute speech and respond to feedback from your teacher to further improve your work. * Present a 1 to 2–minute speech to the class about your chosen cultural celebration in a Romanian-speaking community. |

#### Unit 1 - Area of Study 3

|  |  |  |  |
| --- | --- | --- | --- |
| Concept | Perspective | Topic | Subtopic |
| Identity | Community | Living in Australia | Australian leaders in art, literature, music, research or technology |

## Outcome 3

On completion of this unit the student should be able to produce original writing in Romanian on the subtopic studied that includes information to support ideas and opinions.

## Examples of learning activities

|  |
| --- |
| * Explore your own identity through a visual text by creating a [language portrait](https://www.education.vic.gov.au/school/teachers/teachingresources/multicultural/Pages/lmerc.aspx) representing the languages you understand, are familiar with and/or speak. |
| * Brainstorm key vocabulary or phrases required for the subtopic, then collaboratively create a vocabulary list for a classroom display or using an online revision tool. |
| * Explore people’s identities and experiences of living in Australia, through various writing styles and text types such as poems, short stories or personal narratives. Read or view a text, then analyse and discuss what you understood with your peers. |
| * Research Australian pioneers in technology, literature, art, music or research and create a presentation showcasing how these leaders have contributed to shaping Australia’s cultural and technological landscape. |
| * Listen to a presentation that provides an overview of various text types and discuss the characteristics, writing styles and purposes of each. Complete an online scavenger hunt, locating different text types and displaying annotated copies of these in the classroom for future reference. |
| * In pairs or small groups, read a biography, highlight the text type features and discuss useful phrases. Use your findings to write a biography of one prominent Romanian-speaking leader in art, literature, music, research or technology. Describe their contribution to their respective field and discuss how their work reflects aspects of Australian culture and identity. |
| * Create an interactive timeline showcasing important milestones in Australian art, literature, music, research and/or technology. Reflect on and explain how these milestones have influenced the cultural and technological evolution of the nation. |
| * Reflect on your understanding of multiculturalism and people from diverse backgrounds living in Australia and complete a ‘Know, wonder, learn’ chart. Working in pairs, brainstorm questions in Romanian that could be asked in an interview. |
| * Conduct interviews with individuals from diverse backgrounds living in Australia. Use Romanian to write notes about how people’s lives in Australia have shaped their perspectives, experiences and identities. |
| * Create a collage representing the diversity of Australian artistic expression, combining visual elements with quotes from influential artists, writers, musicians, researchers and technologists. |
| * Complete a [gallery walk](https://www.theedadvocate.org/how-to-implement-the-gallery-walk-teaching-strategy-in-your-classroom/), viewing different texts or images, or listening to a piece of music created by Australian leaders. Record your learnings, observations and feelings about each item on the walk. Analyse and compare the different pieces, examining common themes that emerge and how they relate to Australian identity and culture. |
| * **Example icon for advice for teachersExplore your own identity and experiences of living in Australia, through art, music, literature or technology.** |
| * Engage in a [debate](https://www.debatingsa.com.au/wp-content/uploads/2014/03/Debating-A-Brief-Introduction-for-Beginners.pdf) about the significance of cultural representation in Australian creative industries and the importance of diverse voices and perspectives in different forms of artistic expression. |
| * Watch short video clips of different groups speaking about their fields of endeavour and identify the connection between language and identity. |
| * Explore how language influences the way you perceive yourself and others in the context of Australia’s multicultural society, then write a paragraph reflecting on your learning. |
| * Watch songs being performed, reflecting on how they were inspired by Australian landscapes, history or cultural diversity, then compose a song of your own. Use language creatively to convey emotions and tell compelling stories through your lyrics. |
| * Brainstorm how technology has influenced Australian society, exploring both positive and negative impacts. Analyse the role of technology in shaping modern Australian life by collecting resources about a chosen piece of technology and discuss these during a ‘Think, pair, share’ activity. Participate in a [fishbowl activity](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/expectations/contemporary-learning-and-teaching-from-home/learning-from-home--teaching-strategies/fishbowl), facilitating discussions and sharing your knowledge. |
| * Write a reflective video blog post or journal entry about a piece of technology you have learned about, exchange drafts with peers to provide constructive feedback, then publish your texts in a class journal or on a class blog. |
| * Research and compare initiatives that promote Romanian and/or Aboriginal and Torres Strait Islander languages, and the role these initiatives play in strengthening cultural identity. |
| * Write a report exploring how language preserves and revitalises cultures, identifying links between communities in Australia and Romanian-speaking cultures here and around the world. |
|  |
| **Example icon for advice for teachersDetailed example**  **An exploration of identity and experiences of living in Australia, through art, music, literature or technology.**   * Brainstorm ideas about the concept of identity. Share what you think identity means and how it relates to your life and your experiences of living in Australia. * Discuss ‘Australian culture’ and the diverse backgrounds of people living in Australia, and explore the significance of embracing and respecting various cultural identities. * Watch a video clip or documentary about a Romanian-speaking person living in Australia and how their identity is impacted by their languages and cultures. * Choose a piece of art, music, literature or technology that interests or inspires you and identify the emotions, themes and links conveyed within the work. * Create your own piece of art, music, literature or technology (using Romanian where appropriate), considering the key information you want to convey about your identity. * Write a paragraph explaining why you chose this medium to express your identity and what you want the audience to learn about you. * Display work in the classroom ‘gallery’ and view, listen to, read or experience a piece of work randomly assigned to you. Write notes about what you learned and how the piece made you feel, then write questions about the piece and the creator on cue cards. * Brainstorm repair strategies that could be used in a conversation or interview and create a ‘repair strategies’ revision list. * Watch an online interview and make notes about the key features, unique characteristics and language used. Discuss these features as a class, identifying the purpose and audience of each text. * Collect the cue cards containing questions about you and your work. Read the questions on the cue cards and write key words on sticky notes that you could use to respond to the questions. Consider appropriate language use based on your target audience (e.g. formal vs informal language). * Participate in a pair or small group ‘hot seat’ activity, where someone reads the questions about your piece of work from the cue cards and you respond, using repair strategies and/or your sticky notes if required. * Record a video blog post exploring your own identity and your experiences of living in Australia, incorporating references to your piece of art, music, literature or technology. |

### Unit 2

#### Unit 2 - Area of Study 1

|  |  |  |  |
| --- | --- | --- | --- |
| Concept | Perspective | Topic | Subtopic |
| Legacy | Personal | Innovation | Innovations I can’t live without |

## Outcome 1

On completion of this unit the student will engage with the ideas, opinions and/or information raised in a listening text in Romanian and develop the exchange through an extended response in writing in Romanian.

## Examples of learning activities

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| --- |
| * Create a list of innovations you cannot live without. Present your top 3 innovations in Romanian and explain why they are essential to your life. |
| * Brainstorm key vocabulary then, in pairs, play a dictionary game, competing against other pairs to be first to find the target words in Romanian. Discuss why some words may not feature in your print dictionary. Learn and revise the words using an online revision tool. |
| * Watch online videos in Romanian that focus on innovation and its role in shaping the future. Discuss and share your key takeaways and express your thoughts on the presented ideas. |
| * Create a timeline of significant innovations throughout history in Romanian. Share your timeline and explain the importance of specific innovations in the development of society and technology, and how these have impacted your life. |
| * Choose a renowned innovator and research their life and work. Write a biography about them. |
| * Research various innovative products, technologies or services that have significantly impacted modern life, then create a multimedia presentation showcasing your findings. Present it to your class and engage in discussions about the importance and benefits of these innovations. |
| * Discuss vocabulary and grammatical structures that could be useful when expressing opinions in Romanian, then participate in a ‘running dictation’ activity, focusing on revising this information. |
| * Complete a ‘Think, pair, share’ activity, brainstorming whether rapid innovation is more beneficial or harmful to society. Brainstorm arguments that use persuasive devices to support a position, then participate in a class debate. |
| * In small groups, present a solution to a real-world problem, explaining the benefits of innovations to achieve this solution. Listen to feedback from your peers, and refine your ideas based on the feedback you receive. |
| * Identify different ways of asking questions in Romanian, discussing both open and closed questions. Participate in a ‘[gallery walk activity,](https://comprehensibleclassroom.com/2013/10/07/gallery-walk-language-classes/)’ walking around the room collecting the questions you would like to ask in an interview, or brainstorm a list of questions you could ask an innovator during an interview. |
| * Create a video blog interviewing an expert or innovator, or peers playing the role of an innovator. |
| * Explore innovations that address environmental and social challenges. Listen to texts in Romanian about sustainable innovations and discuss their potential to create a positive impact on the world. |
| * Listen to a short podcast or interview with experts or innovators and craft a reflective extended response such as a journal entry, discussing the impact of the innovations. |
| * Analyse how innovation is portrayed in popular culture, such as movies, TV shows or books. After viewing or reading, share your insights on the representation of innovation and its influence on society in an online discussion board or shared space. |
| * Read a letter to the editor, focusing on the negative impact of technology in schools. |
| * **Example icon for advice for teachersRecord a video blog post responding to the author’s letter, informing them of the impact an innovation has had on your life and the role it has played in shaping your future.** |
| * Discuss the ethical implications of certain innovations, such as AI, genetic engineering or surveillance technologies. Listen to diverse perspectives and participate in a [Socratic seminar-style discussion](https://cetl.uconn.edu/resources/teaching-your-course/leading-effective-discussions/socratic-questions/) to explore the ethical challenges involved. |
|  |
| **Example icon for advice for teachersDetailed example**  **A video blog post responding to a letter about the impact an innovation has had and the role it has played in shaping the future.**   * Discuss and share your understanding of the concept of innovation and examples of innovative products, services or ideas. * Watch online talks about innovations and take notes using guided note-taking sheets. * Discuss key information, memorable quotes and any new ideas or perspectives you gained from the online talks, then organise your notes using a mind map or ‘Plus, minus, interesting’ chart. * Identify how the concepts and innovations discussed in the talks relate to your own lives, communities or the world at large. * Complete a class survey, identifying the innovations you couldn’t live without and identify trends in the data. * Read sample sentences that provide different ways of presenting data (e.g. statistics, fractions, ‘according to experts’) and group them appropriately, then complete a ‘Think, pair, share’ task to identify and explain the grammatical structures required for each group of sentences. Use the grammatical structures to write sentences that present the data from your class survey. * Participate in a jigsaw activity where each group reads about the negative impact of a different innovation and highlights the arguments against the technology, then brainstorm counter arguments. Present your findings to the other groups. * Watch a debate and write down the different ways in which arguments can be sequenced, ideas can be linked and statements can be refuted. Read a transcript of the debate and highlight the sequencing and linking phrases in one colour and the phrases or grammatical structures used to refute statements in another colour. Compare your highlighting with the notes you made while watching the debate. * View an image of an innovation, identify key vocabulary required to discuss the image, then complete a ‘lightning’ writing task, describing the innovation from different perspectives (e.g. an environmental activist, a student, a technology innovation designer) within a limited time frame. * Read a letter to the editor, focusing on the negative impact of technology in schools, and highlight arguments against these innovations. * Record a video blog post responding to the letter to the editor, informing them of the impact an innovation has had on your life and the role it has played in shaping your future. |

#### Unit 2 - Area of Study 2

|  |  |  |  |
| --- | --- | --- | --- |
| Concept | Perspective | Topic | Subtopic |
| Responsibility | Community | Society | Attitudes to an aging population |

## Outcome 2

On completion of this unit the student should be able to produce writing in Romanian for a specified purpose and audience, using relevant information from a reading text in Romanian.

## Examples of learning activities

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| * Brainstorm a list of target vocabulary related to the subtopic ‘Attitudes to an aging population’ and play a dictionary game, competing individually or in teams to locate each word. Add the new words to a glossary list. |
| * Identify strategies for providing information and justifying responses, including grammatical structures and phrases, then read the transcript of a discussion, highlighting these grammatical structures. |
| * Create a list of common myths about aging, then research and present evidence-based arguments to counter these misconceptions. |
| * View images that reflect attitudes to an aging population from different perspectives. |
| * In pairs, choose one image, brainstorm the vocabulary required to describe the image, then complete a ‘Word, phrase, sentence’ activity. Write a paragraph describing what you see and how you think the people in the image feel, referencing the image to justify your opinion. |
| * Watch a film or selection of films that feature older adult protagonists or themes related to aging. In groups or as a class, discuss the messages conveyed and the impact of these representations on society. |
| * Read texts about Romanian-speaking individuals or communities dealing with advantages and challenges related to an aging population. Discuss the insights gained from these texts with your class. Compare your findings with the issues related to an aging population in Australia. |
| * View examples of media texts (e.g. advertisements, articles, TV shows) in Romanian that feature older adults and analyse the messages, stereotypes and attitudes conveyed in these representations. |
| * Complete a ‘gallery walk’ to collate grammatical structures, phrases and vocabulary required to share information about data. |
| * View, analyse and compare data on the aging populations in different countries to identify trends and potential implications for society. Write short statements providing information about the data. |
| * In groups, design and conduct a survey to assess attitudes towards aging within your community or school. After collecting data, write an informative text (e.g. an article, speech, report) presenting your findings and potential factors influencing these attitudes. |
| * Example icon for advice for teachers**Organise an intergenerational dialogue event with older adults from the Romanian-speaking community and discuss how their lives have changed over time.** |
| * Explore how attitudes towards aging have evolved over time, by reading or conducting research on historical perspectives of aging and older adults. Create a timeline or visual representation to highlight changes in attitudes. |
| * Analyse examples of ageist language in Romanian and discuss how these linguistic choices perpetuate stereotypes. Suggest alternative, respectful ways to refer to older adults. |
| * Research innovative technological solutions designed to enhance the quality of life for older adults, such as assistive devices and communication technologies, and create a blog post evaluating this technology. Read the blog posts written by your classmates, then write a comment with 2 positive statements and one question. |
| * Reflect on what you have learned throughout this unit or work by completing a [circle of viewpoints](https://www.sadlier.com/school/ela-blog/how-to-use-the-circle-of-viewpoints-routine-with-students#:~:text=THE%20CIRCLE%20OF%20VIEWPOINTS%20ROUTINE%201%201.%20Brainstorm,now%20have%20and%20what%20new%20questions%20have%20arisen.) thinking routine. Consider the different perspectives when approaching attitudes to an aging population and create sentences to express viewpoints from these different perspectives. |
| * Discuss vocabulary and grammatical structures that could be useful when expressing opinions, agreement and disagreement in Romanian. Participate in an ‘expressions bingo’ activity, focusing on revising this information. |
| * Discuss or debate different scenarios that pose ethical challenges concerning aging, such as healthcare decisions, resource allocation and intergenerational equity. |
| * Write a short story envisioning how society may change as the population ages. |
|  |
| Example icon for advice for teachers**Detailed example** **An intergenerational dialogue event with older adults from a Romanian-speaking community, discussing how their lives have changed over time.**   * Discuss the benefits of intergenerational connections and why it is essential to engage in meaningful dialogues with older adults. Share personal experiences you have had with older adults and the benefits of these interactions. * Brainstorm a list of thoughtful questions to ask the older adults during an intergenerational dialogue event. Consider topics such as life experiences, historical events, personal achievements, their impact on their community and their perspectives on societal changes. * Select and write a set of questions in Romanian then share these questions with a partner, providing each other with feedback on the grammar, spelling, formality and style. Edit your questions in response to the feedback you receive. * Conduct and record mock discussions to practise asking questions and responding respectfully, then watch the recording, reflecting on your pronunciation, body language and active listening cues when speaking. * Invite local Romanian-speaking community members to attend an intergenerational dialogue event. Ask your prepared questions, listening actively to the responses, and ask follow-up questions to deepen the discussion. * Take notes during the interview to capture key insights, memorable anecdotes and lessons learned. * Complete a Venn diagram, including information about what their lives were like when they were young and what they are like now, identifying the similarities and differences. * Create a quotes wall, identifying the ways in which the people you interviewed contributed to the community, and the impact that other people’s attitudes to aging have had on their contributions. * Discuss your experiences after the dialogue event, consider how the event impacted your understanding of older adults' lives and share your key takeaways. * Write a reflective journal entry about the intergenerational dialogue event and explore the significance of such dialogues for fostering empathy and building stronger communities. * Share your reflections with the class, allowing for further discussions and insights. |

#### Unit 2 - Area of Study 3

|  |  |  |  |
| --- | --- | --- | --- |
| Concept | Perspective | Topic | Subtopic |
| Legacy | Community | History and traditions | Impact of a famous Romanian-speaking person in their chosen endeavour and Australian society |

## Outcome 3

On completion of this unit the student should be able to deliver a spoken presentation in Romanian that accurately expresses meaning to Romanian-speakers on the subtopic related to Australia that has been studied.

## Examples of learning activities

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| --- |
| * Research and prepare a set of portraits of famous Romanian-speaking individuals from various fields of endeavour, such as science, sports, literature, music or politics. Create a portrait recognition game in the classroom or an online space, matching the name, field of endeavour and portrait, and share your observations with your classmates. |
| * Brainstorm and write a glossary of words and expressions required for presenting a speech about the impact of a famous Romanian speaking person in their chosen field, both in Australia and around the world. |
| * Participate in a grammar and spelling relay writing activity with a focus on structures that may appear within a bibliography or interview, where two teams correct deliberate grammar and spelling errors, passing the marker from one student to the next. The relay continues until all errors in each sentence are corrected. The team that finishes first with the most accurate sentence wins the round. |
| * Create and display a digital presentation in Romanian about a famous Romanian-speaking person, highlighting their achievements and impact on society. Showcase the presentations in a class exhibition about the impact of famous Romanian-speaking people in their chosen field in Australia and around the world. Then, participate in a [‘gallery walk’](https://resolve.edu.au/pedagogical-tools/learning-community-tools/learning-each-other), viewing, reading or listening to information about each famous person and completing a worksheet, table or series of short-answer questions. |
| * Create an infographic illustrating the impact of Romanian-speaking individuals in their field, using information collated from the exhibition. Use statistics, graphs, images and examples that highlight the significant accomplishments, breakthroughs, contributions, awards, or other relevant facts that reflect the importance of their achievements around the world, and how these are or can be applicable to Australia. |
| * Read biographies or view short documentaries about famous Romanian-speaking people throughout history. Compare one Romanian-speaking person’s achievements to a person from a similar field of endeavour in Australia. Analyse their achievements and the impacts they had in their fields of endeavour using a [KWHL chart](https://getting-it-together.moadoph.gov.au/images/graphic-organisers/pdf/KWHL-chart.pdf). |
| * Listen to and view a speech about a famous Romanian-speaking person, and identify the main characteristics of this text type. Create a list of unique language or mannerisms that are used by the Romanian-speaking person throughout the speech. |
| * Discuss the effectiveness of the text type features, language use and body language in conveying information within the speech. Compare vocabulary and expressions used in the speech with your glossary and add any new words or phrases. |
| * View a video clip or listen to a podcast interview, then discuss active listening strategies and effective questioning skills that can be used during interviews and discussions. Create a list of different strategies you could implement when engaging in a conversation. |
| * Participate in a [‘hot seat’ activity](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/speakinglistening/Pages/exampleroleplay.aspx#link87) where you assume either the role of a famous Romanian-speaking person or conducting the interview, asking the ‘famous person’ questions about their life and achievements. Answer questions in a way that emulates the speech and mannerisms of the famous person. |
| * Create and perform a short role-play or interview recounting a key moment in a famous Romanian-speaking person's life or showcasing their impact in their chosen field. Incorporate historical details and dialogue to showcase their contributions in an Australian and/or global context, and use gestures and body language to bring the person to life. |
| * Participate in an online text type scavenger hunt, using the internet to locate specific Romanian text types on a task sheet. Take screenshots of the text types, share your finding and compare them with other students. Discuss features, conventions and phrases that helped you identify each text type. |
| * Re-write a text about a famous Romanian-speaking person. For example, rewrite a biography into a speech, news report or interview. Adapt the content, considering the specific features and conventions associated with the text type. Use relevant vocabulary and grammar to effectively convey information and engage the readers through your re-imagined text. |
| * Example icon for advice for teachers**Prepare and deliver a speech for a virtual museum tour about the impact of a famous Romanian-speaking person in their field of endeavour in Australia.** |
|  |
| Example icon for advice for teachers**Detailed example** **A speech for a virtual museum tour about the impact of a famous Romanian-speaking person in their field of endeavour in Australia.**   * Listen to and read a speech about a significant historical figure in Romanian. Analyse and write notes about the text type structures and language features used, such as engaging openings, emotive language, storytelling techniques, rhetorical devices and clear transitions. * Research a famous Romanian-speaking person, their field of endeavour, the impact they have made, and relevant artefacts. Create a timeline of significant milestones in their life and then make specific connections to their contribution in Australia, whether direct or indirect, by creating and annotating a timeline. * Identify and select quotes and anecdotes related to the famous Romanian-speaking person, their influence and their significant achievements in their field. Annotate and analyse the language used in these quotes and anecdotes and brainstorm how they may be useful within different text types and contexts, and for different purposes and audiences. * Identify the intended context, purpose and audience for your tour, and then discuss the importance of using an appropriate register (e.g. formal or informal) and selecting appropriate vocabulary and grammatical structures for the context. Brainstorm sentence starters, grammatical structures and vocabulary that would be useful, and then plan your virtual museum tour. * Write the script for your museum tour using the timeline of your famous person’s life to help you structure the text, identifying their impact both in their field of endeavour and within Australian society. * View a range of images related to the famous Romanian-speaking person and their achievements. Select several images for use in your virtual tour, and identify why you chose these images and how they will add value to the text; then discuss your selections with a partner. Complete a ‘Word, phrase, sentence’ activity identifying key information in Romanian, and add references to the images within your script text. * Create a digital or virtual presentation to accompany your museum tour, using appropriate text and images to engage the audience. * Participate in a peer review, exchanging scripts and presentations with a partner and providing feedback about grammar, punctuation, spelling, clarity, sequencing and visual elements. Use the feedback and make relevant improvements to the script and presentation. * Record a draft of your museum tour and then complete a self-assessment activity, reflecting on your presentation (e.g. pronunciation, intonation, rhythm, body language). Write three suggestions for improvement, and re-record your presentation adopting those changes. * Brainstorm potential questions the audience may have about the person or their impact at the conclusion of your virtual tour. Prepare thoughtful and well-informed responses to address these questions. * Present the final recording of your museum tour in small groups, allowing time for questions at the end of your presentation. Once all presentations have finished, complete a TQE chart about your thoughts, questions, and epiphanies (newly learnt information) to be researched in future. |

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### Unit 3

#### Unit 3 - Area of Study 1

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| **Concept** | **Perspective** | **Topic** | **Subtopic** |
| Sustainability | Personal | Sustaining language and culture | A cultural tradition I will keep in the future |

## Outcome 1

On completion of this unit the student should be able to participate in a spoken role-play in Romanian to negotiate an agreed future action related to an aspect of the subtopic studied.

## Examples of learning activities

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| * Research a Romanian cultural tradition and its significance, and create a vocabulary list with important words and phrases. |
| * Participate in a [‘gallery walk’](https://resolve.edu.au/pedagogical-tools/learning-community-tools/learning-each-other) activity: walk around the room viewing displayed visual materials related to the cultural tradition; alternatively, do a virtual tour of a museum. Write down your observations, questions and reactions. Then, participate in a class discussion to share your thoughts. |
| * Brainstorm question words and question stems that could be used to interview someone about a cultural tradition. Plan the structure of the interview; then, interview a knowledgeable Romanian speaker about their memories and perceptions of the cultural tradition. |
| * Complete a ‘Think, pair, share’ activity; first, reflecting individually on a prompt related to a Romanian cultural tradition; then pairing up with a partner to discuss thoughts; and finally sharing these with the class. |
| * Research a specific aspect of the cultural tradition in detail as part of a group. Then, swap with a different group of students who researched other aspects, share your findings and ask questions about their research. |
| * Read an article about a famous folk-music singer or musician, where they share their views on preservation of a traditional instrument or traditional music. Discuss new and unknown vocabulary and phrases. |
| * View a selection of photos showcasing the works of modern designers (e.g. fashion, interior and architectural designers) and analyse how they incorporate elements of traditional culture in their creations. Explore the meaning and significance of these elements from the past and how they are being used in contemporary designs. Write a report about your findings, including examples and images of modern designs that incorporate traditional elements, and reflect on the ways in which modern designers are preserving and adapting cultural traditions. |
| * Plan a Romanian cultural celebration in your school with the purpose of promoting the culture and educating students about Romanian traditions, customs and values. Brainstorm various activities involving customs, games, attire, music, dance, cuisine and/or other cultural elements. Create a flyer or social media post to engage the community and promote the event |
| * Create a video-diary about a community event dedicated to a particular tradition. Record your commentary about the event, taking into account your future audience. Work on correct pronunciation, intonation and non-verbal communication strategies. |
| * **Example icon for advice for teachersPrepare and participate in debates, arguing for or against the importance of preserving an Romanian cultural tradition, and expressing your opinion.** |
| * Write an imaginary dialogue between a carrier of the cultural tradition of the past and a contemporary individual who is curious about the tradition. In the dialogue, compare how the tradition was practised in the past and how it has been modernised or changed over time. |
|  |
| **Example icon for advice for teachersDetailed example**  **Prepare and participate in debates, arguing for or against the importance of preserving a Romanian cultural tradition, and expressing your opinion.**   * Work through a list of words, looking up unknown words in the dictionary (e.g. meaning, pronunciation, word classification). Update your glossary with words, expressions or structures you consider useful for the future debate. * Prepare questions and survey your classmates, friends or parents about their favourite cultural tradition. * Create a chart, graph or diagram summarising responses from your survey. Brainstorm phrases you could use in the debate to describe the visual aids you have created and use them to support your arguments. * Write a short blog post expressing your opinion about a cultural tradition that is important to you. Use persuasive language to encourage your readers to engage in a discussion. Create an engaging post by including personal experiences related to the tradition, as well as factual information. Write mock-comments from imaginary readers, who share their own varied thoughts and experiences. * Create a portfolio of visual materials that demonstrate the preservation of cultural traditions, as well as examples of how people have modified the tradition, resulting in the loss of its original meaning. Write captions or short descriptions for each visual in your portfolio, highlighting the key aspects and explaining the cultural context. * View the images in your portfolio and use critical thinking skills to analyse and reflect on the implications of the changes on cultural heritage. Consider the motivations behind changes and modifications, and the potential consequences for future generations. * View a video of people talking and participating in debates, paying close attention to how the speakers communicate with each other, including non-verbal communication and negotiation strategies. Discuss your observations with your classmates or in a group. * Practise active listening in pairs: paraphrase what your partner says and/or ask questions to clarify understanding, then swap roles. * Play negotiation games (e.g. [The 2-Dollar Game](https://peo.gov.au/teach-our-parliament/classroom-activities/democratic-ideas/learn-to-negotiate/) or [other games for presenting negotiating language](https://www.usingenglish.com/teachers/articles/21-negotiating-in-english-games.html#games-for-presenting-negotiating-language)), applying different strategies, such as compromise, appeal to shared values or positive language. * Brainstorm arguments both for and against the preservation of cultural traditions and provide supporting evidence to justify each position. * Participate in a debate. |

#### Unit 3 - Area of Study 2

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| **Concept** | **Perspective** | **Topic** | **Subtopic** |
| Identity | Personal | Living in Australia | What multicultural Australia means to me |

## Outcome 2

On completion of this unit the student should be able to analyse and synthesise information from texts in Romanian related to different aspects of the subtopic studied and respond to short-answer questions about the texts in Romanian.

## Examples of learning activities

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| * Discuss the meaning of multiculturalism and where or how we can see it in society. Identify key words or phrases from the discussion and, using a dictionary, create a word cloud in Romanian. |
| * Create an interactive vocabulary game or a sentence-building activity in an online space to practise using challenging words or expressions connected to multiculturalism. |
| * With a partner, brainstorm and research factors that have contributed to multiculturalism in Australia. Create a diagram or visual representation to effectively structure and categorise these factors. Write short captions, annotations or sentences that describe the diagram or visual. |
| * Revise grammar patterns and phrases used to express and justify ideas and personal opinions (e.g. ‘I think …,’ ‘according to …’, ‘this is because …’) and then view a series of images focusing on different aspects of multiculturalism in Australia. Complete a ‘Word, phrase, sentence’ activity, and use this to write dot-points on sticky-notes about what aspects of multiculturalism are being shown, adding a justification for your choices. Display the images and sticky-notes around the room. |
| * Visit the website of the [Immigration Museum](https://museumsvictoria.com.au/immigrationmuseum/whats-on/) and read or view texts related to culture and identity. Reflect on the significance of texts and/or artefacts and their connection to multiculturalism. Share your thoughts, emotions and observations about each one, identifying the narrative each showcases about diversity in Australia. |
| * Listen to an online talk in Romanian about the impact of multiculturalism on identity. Discuss the information presented in the talk, and then reflect on your own understanding and interactions with different people, languages and cultures. Create a collage using images that display how language and culture has impacted your life and/or identity. |
| * Conduct a ‘[gallery walk](https://resolve.edu.au/pedagogical-tools/learning-community-tools/learning-each-other)’ with the collages and complete a ‘[See, think, wonder](https://education.nationalgeographic.org/resource/see-think-wonder/)’ worksheet about the different perspectives and ways multiculturalism has been experienced by students in the class. Use your observations, the information from the online talk and the Immigration Museum texts to write a reflective journal entry about the different ways multiculturalism can impact people, including yourself. |
| * Read a series of questions for a reading comprehension task, annotate the command terms or question words, and highlight the key information within each question. Re-read your annotations, then skim read the reading comprehension task and locate and identify the relevant sections of the text. Complete a close read of the text, using your annotations as guidance, and respond to the reading comprehension questions by paraphrasing the information you have identified. Share your answers with a partner and discuss other strategies that can be used to locate information in texts. |
| * Read an excerpt from a biography, letter or journal about a migrant from a Romanian-speaking country or community and their experiences of living in Australia. In small groups, identify and discuss the main characteristics of the text type, the context in which the text was written and the intended audience. Identify the author's purpose and how it influences the style and register of the text, recording information on a guided note-taking sheet. |
| * In small groups, analyse examples of written text types allocated by the teacher, and identify key text type features and conventions. Create a poster about the features and conventions for your allocated text type, including examples from your texts, to be used as a reference for your peers in class. |
| * Read or listen to a text about multiculturalism in Victoria and rewrite the main points of a reading or listening text into a different text type, such as presenting discussion points from an interview as points in a mock report or conveying the main ideas of an informative article through an email or personal letter. |
| * Revise grammatical elements that could be useful when comparing and contrasting, and then collect sentences on the topic from your teacher. Use various grammatical structures and vocabulary to modify the sentences to effectively contrast and compare information or points of view; for example, using comparative and superlative forms of adjectives and adverbs, comparative conjunctions (e.g. but, however, while) or comparative phrases and clauses (e.g. in contrast to, while it is true that, on the contrary). |
| * Discuss questioning strategies and use of formal and informal language when interviewing people within the community, then create a series of questions that can explore and unpack people’s concepts of multiculturalism in Australia. |
| * Interview people in the community with diverse perspectives reflective of the broader society. Collate and summarise your interview data in Romanian. |
| * **Example icon for advice for teachersCreate a short story for young speakers of Romanian to explain the importance of multiculturalism in Australia by combining the information from various texts and your own experiences.** |

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| **Example icon for advice for teachersDetailed example**  **A short story in Romanian explaining the importance of multiculturalism in Australia.**   * Discuss the key text type features and conventions of short stories, such as different narrative structures, or the use of literary devices (e.g. point of view, imagery, figurative language, repetition, flashback). * Create a list of vocabulary and expressions related to expressing thoughts and feelings, such as emotive and figurative language. Use the list to complete a fill-the-blank exercise using the new or challenging vocabulary, or incorporate this vocabulary into sentences about possible shared or lived experiences focusing on multiculturalism. * Analyse excerpts of articles and letters written by individuals from the Romanian-speaking community, focusing on their experiences of living in a different country. Identify the tone of the pieces and the language choices that help in creating the tone. Identify the audience and the purpose of the text and how language varies depending on the intended target audience and purpose. * Read a children’s book or short story about immigration to Australia in Romanian. Compare language choice in the text to the articles and letters previously analysed and compare the use of language depending on the audience and purpose. * Reread the excerpts, letters and stories and identify the main ideas and supporting information within the texts. Summarise, compare, and contrast the information using a mind map or Venn Diagram, and then discuss your findings with a partner. * Create a list of your experiences with multiculturalism in Australia. Rank them in order of most to least impactful in your life. Choose one experience as the basis of your children’s story, and then brainstorm a list of words or phrases appropriate for the audience and purpose that can be used in your story. * Complete a planning sheet for your short story, providing the main ideas (e.g. What is multiculturalism? What does it mean to me?), target audience, and purpose of your piece. Incorporate ideas from the texts you have viewed, read and listened to, in addition to examples from your own experience. * Write the draft for your short story in Romanian using your planning sheet to sequence information and incorporate relevant content, vocabulary, grammatical structures and text type conventions. * Participate in a peer review session, exchanging your written texts with a partner and providing constructive feedback to each other. Discuss which ideas from other texts are evident in your draft, and reflect on your own experiences with multiculturalism in Australia by applying [critical thinking techniques](https://learningcommons.ubc.ca/thinking-critically/), such as logical reasoning, evidence evaluation and perspective analysis. * Revisit your draft and, based on peer feedback, tailor the content, language and tone to resonate with your specific audience. Revise and edit your draft to ensure it effectively communicates your message to the intended audience. * Create a series of multiple-choice, open-ended and short-answer questions and an accompanying answer key based on your story. * Exchange stories with at least two partners, then read their texts and respond to their questions. Exchange answer keys and discuss what an ideal response for each question could look like and how the writing reflects the text type conventions and the target audience. * View your mind map about the excerpts and stories you have read and add any new information you have learnt from your peers’ stories. Write a short reflection that synthesises your learnings about multiculturalism from the different texts. |

#### Unit 3 - Area of Study 3

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| **Concept** | **Perspective** | **Topic** | **Subtopic** |
| Responsibility | Healthy Lifestyles | Youth | Personal |

## Outcome 3

On completion of this unit the student should be able to write in Romanian for a specific context, purpose and audience, using appropriate text features and information to support ideas and opinions.

## Examples of learning activities

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| * Research and collate information about different aspects of a healthy lifestyle. Use the findings to create a glossary that includes key terms and definitions related to nutrition, exercise, mental wellbeing and other relevant topics. |
| * Use a vocabulary building worksheet or activity, focusing on health-related words and expressions; for example, matching games, fill-the-gap or word association exercises. |
| * Participate in the [Snowball](https://easyeslgames.com/snowball/) game where you build upon sentence prompts related to a healthy lifestyle. Begin by saying a sentence prompt, such as ‘I enjoy staying active by ...’ or ‘I manage stress by ...’, then adding your own idea to the sentence, before passing the sentence to the next person who repeats the previous ideas and adds their own. Continue the process, creating a collaborative chain of ideas that promote language practice and creativity in expressing personal thoughts about healthy living. |
| * Listen to a podcast where young people discuss their experiences of juggling school commitments, recreational activities and part-time work. As you listen, compile a list of the valuable tips and insights shared by the speakers. |
| * Create a Healthy Lifestyle online space in Romanian, and share information and thoughts on various healthy lifestyle topics, such as healthy recipes, workout routines, stress management techniques or personal anecdotes related to maintaining a healthy lifestyle. |
| * Run a mini health fair exhibition in Romanian showcasing your knowledge of healthy living. Prepare informative displays, interactive activities or presentations on different aspects of a healthy lifestyle. Engage the class or Romanian speaking visitors, explain key concepts and provide practical tips for incorporating healthy habits into daily life. |
| * Create a personal health plan in Romanian. Reflect on your current habits and set realistic goals for improving your physical, mental or emotional wellbeing. Outline specific actions, create a timeline and track your progress throughout the unit or term. |
| * Research and gather evidence to support arguments about topics, such as the impact of technology on physical activity, then engage in a structured debate or open discussion presenting your viewpoints and counter arguments in Romanian. |
| * Collaborate with a Romanian-speaking fitness instructor or wellness professional and participate in a hands-on workshop or demonstration in Romanian. Write an email to the person thanking them for the session and explaining the benefits for your health. |
| * Revise language and grammatical structures related to asking for and giving advice, and complete a [Running Dictation](https://www.teachingenglish.org.uk/teaching-resources/teaching-secondary/activities/pre-intermediate-a2/running-dictation) activity to practise using these elements in sentences. Then, collect cards featuring some healthy lifestyle challenges young people might face, such as stress or the impact of technology on physical activity, and work with a partner to role-play asking for and giving advice. |
| * Prepare a list of interview questions in advance and then conduct a live or virtual interview with a Romanian-speaking health expert. Ask the expert about the importance of healthy living, effective strategies for maintaining a balanced lifestyle and the expert's personal insights and advice. |
| * **Example icon for advice for teachersCreate a reflective video-diary, ‘My Ideal Day’ in Romanian documenting and sharing your vision of a perfect day, incorporating healthy lifestyle choices.** |

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| **Example icon for advice for teachersDetailed example**  **Create a reflective video-diary, ‘My Ideal Day’, in Romanian, documenting and sharing your vision of a perfect day incorporating healthy lifestyle choices.**   * Watch examples of vlogs and analyse different approaches to storytelling. Discuss the elements that make these videos engaging and impactful. * Create a list of health-related words and phrases that you will use in your video-diary. Explore synonyms, antonyms and idiomatic expressions related to healthy lifestyle choices to enhance the richness of the language. * Create a mind-map showing the different healthy lifestyle elements you need to represent in your video-blog, and add examples for each category. * Use a [storyboarding](https://www.nfi.edu/storyboard/) technique to plan out your ideas. Consider visuals, narrations and any additional elements you want to incorporate. * Revise reported speech structures, then read a short text and highlight this grammatical structure. Collect an excerpt from a different text, and re-write this text using reported speech. * Brainstorm personal anecdotes, stories or experiences related to lifestyle choices to make your video more relatable and captivating for the audience, and write sentences or paragraphs to share this information. * Write the draft for your video-diary, incorporating the information from your mind-map, storyboard, vocabulary list and the grammatical structures. * Participate in peer collaboration and feedback sessions, reviewing each other’s scripts or outlines, exchanging ideas and providing constructive feedback on the language used. * Incorporate any edits, updates and suggestions from your collaborative groups. * Record your video diaries, focusing on pronunciation, intonation, tone and fluency. * Share your video-diaries in a small group. Provide feedback and positive comments to your peers. * Participate in a reflection session, where you share your experience, challenges and key takeaways from the project. |

### Unit 4

#### Unit 4 - Area of Study 1

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| **Concept** | **Perspective** | **Topic** | **Subtopic** |
| Responsibility | Global | Society | Staying connected locally and globally |

## Outcome 1

On completion of this unit the student should be able to present information in a spoken presentation and participate in a discussion about the content of the presentation in Romanian.

## Examples of learning activities

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| * Brainstorm the different methods people use to stay connected (e.g. face-to-face conversations, emails and letters, social media, phone or video calls), both locally and globally. As a class, create a word wall with the different methods in Romanian; then, record and listen to yourself saying the words, reflecting on your own pronunciation and seeking feedback from your partner. |
| * Read, listen to and/or view texts and explore how methods used to stay connected, both locally and globally, have changed over time. Develop a glossary of words and expressions related to these methods. |
| * Identify logos from different social media by playing an online game; then, discuss how people use these applications to maintain connections locally and globally. Identify key vocabulary and phrases related to different social media applications and create a word map to show interconnection between language used for social media. |
| * Create a simulated profile in Romanian using a social media template worksheet, to communicate short status updates (e.g. including handles or hashtags). Hang the profiles around the room and write short responses to the status update and use stickers to ‘like’ profiles. Discuss the effectiveness of using social media to communicate with others and, as a class, compare this to traditional forms of communication. Then, write a short reflection about your observations, making connections to your own life and use of social media. |
| * Study statistics, trends or infographics reflecting social media use across different age groups in Australia. Annotate the texts using a ’See, think, wonder’ table. In small groups, choose and discuss a ‘wondering’ using a [Placemat](https://getting-it-together.moadoph.gov.au/teacher-guide/graphic-organisers.html) graphic organiser to reflect on your observations. |
| * Read an article or report about how technology has improved global communication. Highlight and annotate key vocabulary, ideas, and text type features. Then, summarise the information in the text. |
| * Research current words or phrases that are unique to the Romanian-speaking community (e.g. slang, abbreviations, acronyms). Interview members of the Romanian-speaking community in Australia about unique words or phrases that they have used in the past. Compare and contrast these words or phrases using a Venn Diagram and write down any interesting observations you make in dot-points. |
| * Research different ways you could meet members of the Romanian-speaking community in Victoria and/or Australia and where this information can be located. Compile a detailed list of the various methods individuals could use to meet other members of the Romanian-speaking community (e.g. upcoming community events, online forums, community centres). |
| * Watch short segments from past and modern television programs (e.g. game shows, cartoons, interviews, sitcoms) and identify features of spontaneous spoken language, and the importance of body language (e.g. gestures, facial expressions, posture) and linguistic cues (e.g. tone, intonation, volume, pauses). Compare and discuss how communication has changed over time and then write a dot-point summary of the key changes you observe. |
| * Analyse a TED-style talk about changes in the way people communicate, identifying the context, purpose and audience. Reflect on how you would change the presentation if Romanian-speaking primary school students were the target audience. Using the information from the online talk, modify the language and simplify the concepts to make it more accessible and engaging for young learners. |
| * Plan and record a series of short video clips that highlight the way Romanian varies according to the method of communication. Play the recordings to the class and complete a scavenger hunt worksheet, identifying the different methods of communication and the identifying features of the method of communication presented in each video clip. |
| * Assign and role-play specific scenarios that reflect the complexities of staying connected locally and globally (e.g. communicating with family in the same suburb in Australia or in the Romanian-speaking country or community). Write notes about the hurdles individuals may encounter in a local and global context, and brainstorm possible solutions as a class. |
| * Write an informative article for newly arrived Romanian-speaking individuals detailing effective ways to get in contact with other Romanian-speaking individuals in Victoria or to maintain contact with friends and family in an Romanian-speaking country or community. |
| * **Example icon for advice for teachersRecord and present a role-play inviting someone from a local or global context to an upcoming event in Melbourne.** |

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| **Example icon for advice for teachersDetailed example**  **A role-play inviting someone from a local or global context to an upcoming event in Melbourne.**   * Rank the methods you use to stay connected to others at a local and global level from most to least effective, and provide a summary of how you use each method. * Read, view or listen to a range of texts such as articles, infographics, statistics, interviews or podcasts in Romanian, and take notes comparing the strengths and weaknesses of different methods of communication. * Choose one medium of communication and brainstorm different ways in which it could be used to invite someone to an upcoming event in either a local or global context. * Brainstorm different scenarios and target audiences for your role-play (e.g. inviting your Romanian-speaking cousin to your 18th birthday). Choose one scenario and write the language features, including non-verbal communication, that may be appropriate for the context, purpose and audience. * Draft your role-play using a flow chart annotating the characteristics and complexities of your chosen medium of communication in this context. * Exchange scripts with your classmates and provide and receive constructive feedback on the content, organisation and language used. Then, edit your draft with any suggestions you think are appropriate and finalise your role-play script. * Record a practice role-play in Romanian and review your group’s use of non-verbal communication (e.g. tone, intonation, volume, body language, gestures). Watch your recording, reflecting on what you did well and areas for improvement; then, make relevant changes, before recording a final version of your role-play. * Watch each group’s role-play and complete a worksheet on the purpose, audience, medium of communication, and advantages and disadvantages of the chosen medium. Share your findings with your group and discuss how you would approach one of the scenarios presented. |

#### Unit 4 - Area of Study 2

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| **Concept** | **Perspective** | **Topic** | **Subtopic** |
| Legacy | Global | History and Traditions | Traditions that have stood the test of time |

## Outcome 2

On completion of this unit the student should be able to identify information from texts in Romanian related to different aspects of the subtopic studied and use relevant information to write an extended response for a specific context, purpose and audience in Romanian.

## Examples of learning activities

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| * Research information on different Romanian traditions and celebrations and the time period they originated from. Organise information using a timeline and write a short explanation about the significance of the event at the time, and if applicable, in the modern day. |
| * Research current celebrations in Romanian-speaking countries and communities and write these on a class calendar. View images of the different celebrations and write observations, interpretations and questions on sticky-notes, placing them around each image. As a class, discuss the comments and questions on the sticky-notes and write down any new information on separate sticky-notes. |
| * Brainstorm useful vocabulary or phrases required to discuss traditions and celebrations and their importance in modern society. Play Pictionary, forming groups and taking turns to draw the images and guess the key vocabulary or phrases. |
| * Reflect on the importance and impact that a Romanian tradition or celebration has had in your life, or that you would like to experience in the future. Write a short journal entry or personal reflection about why this tradition or festival is important to you. |
| * Watch a documentary and read an article about a tradition or celebration from a Romanian-speaking country or community that is celebrated in other countries around the world. Write key ideas and information about both texts in Romanian on a guided note-taking sheet or in your book. Use an online graphic tool (e.g. mind map, Tree Chart, Sequence of Events Chain) to organise and compare the information presented in the two texts. Then, discuss your work with a partner. |
| * Research traditions or celebrations from Romanian-speaking countries or communities that are practised in Australia. Identify the similarities and differences between how these traditions or celebrations are practised in the two locations using information from your timeline, class calendar, documentary and article. Summarise your observations or interpretations in dot-points in Romanian. Complete a ‘Think, pair, share’ activity with your classmates, and reflect on why some traditions and celebrations are practised in Australia, and others are not. |
| * Read an article, blog post, review, or report about a tradition or celebration from a Romanian-speaking country or community. Annotate the text, identifying key vocabulary and information, then use the ‘Word, phrase, sentence’ thinking strategy to explain your annotations. |
| * As a class, create a table of different written text types and brainstorm common text type conventions (e.g. text structure, openings and endings, salutations, rebuttals) and language features (e.g. tense, passive voice, descriptive or persuasive language) for each. Create a mix-and-match activity with the table and revise in small groups. Identify which text types you would like to further revise. |
| * Read a text that contains intentional grammatical, punctuation and spelling errors. Identify the mistakes and then make corrections, either individually or in pairs. Explain the reasons for your corrections and discuss any challenging aspects of the text with the class. Reread the text about a Romanian tradition or celebration that is celebrated in other countries around the world and tell a partner what you learnt. |
| * Listen to and/or read and discuss opinion pieces (e.g. blogs, editorials, conversations, podcasts) in Romanian related to the importance of maintaining traditions or celebrations. Identify the purpose, context, audience and different viewpoints in the texts and provide examples that support the different points of view. Then, discuss your findings in pairs or small groups. |
| * View historical and modern images showing how Romanian traditions or celebrations have been celebrated in countries around the world. Use a thinking routine (e.g. ‘See, think, me, we’ or ‘Same and different’) to explore the similarities, differences and connections within and between one of the traditions or celebrations in the two different time periods. Write a statement reflecting on and comparing the pair of images you view. As a class, participate in a game, matching the statements with the corresponding images, and discussing your reasoning. |
| * Use the images and key statements of various traditions and celebrations to conduct a [Socratic seminar](https://education.nsw.gov.au/teaching-and-learning/learning-remotely/teaching-at-home/expectations/contemporary-learning-and-teaching-from-home/learning-from-home--teaching-strategies#/asset2) about the importance of maintaining traditions versus adapting to modern expectations. Summarise the positives and possible challenges of maintaining traditions, using the information from the round-table discussion. |
| * Identify ways in which the Romanian language changes in formal and informal texts. Analyse spoken, written and digital texts (e.g. an invitation to a local event, a politician’s greeting during a festival, a greeting card on a social media website) related to traditions or celebrations in a Romanian-speaking country or community and arrange them from most to least formal. Discuss how the structure and content of these texts is influenced by the situational and cultural contexts. |
| * Listen to a talk or engage in a conversation with a person who actively participates in initiatives to promote traditions and celebrations in the Romanian-speaking community in Australia. Use the information to write an informed report discussing the impact of such community initiatives on individuals and society as a whole. |
| * **Example icon for advice for teachersCreate a short story or picture book on a specific Romanian tradition or celebration for children of the Romanian-speaking community in Australia to help promote the importance of maintaining the tradition or celebration.** |

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| **Example icon for advice for teachersDetailed example**  **A short story or picture book on a specific Romanian tradition or celebration for children of the Romanian-speaking community in Australia to help promote the importance of maintaining the tradition or celebration.**   * Read a selection of news articles about specific traditions or celebrations from Romanian-speaking countries or communities. Annotate the texts, identifying vocabulary, key information and purpose of the articles. * Listen to short interviews with Romanian-speaking individuals at various events or celebrations (e.g. a cultural celebration, a music festival, a family gathering) and identify the purpose and contention of each interview. Analyse question structures: how the interviewer uses open-ended or specific questions for a particular purpose and the different responses these questions prompt. * Brainstorm relevant words and expressions required for an interview about someone’s experiences with cultural traditions and celebrations, including as many different questions, words and questioning strategies as possible. * Participate in the ‘Question Chain’ activity: start with a random open-ended question and have one student respond. The next student asks an open-ended question related to the previous response, and so on, avoiding repetition of questions or responses. * Practise active listening in pairs by speaking in Romanian about traditions or celebrations that you participate in, as your partner listens carefully. Your partner then paraphrases what your said and/or asks questions to clarify their understanding. Swap roles and repeat the activity. * In small groups, brainstorm questions for interviews with members of the Romanian-speaking community about a cultural tradition or celebration that continues to be important to them. Create a list of questions that focus on experiences, memories, emotions and identity. Select the five questions you think will elicit the most thought-provoking responses. * Interview different members of the Romanian-speaking community about cultural traditions or celebrations that continue to be important to them using the questions you created in small groups. Write your notes in a T-chart with the questions on the left and answers on the right. * Collate your findings by creating an affinity chart and grouping information under appropriate subheadings (e.g. connections to childhood, identity, family or cultural values). Then, add your own observations and interpretations of the information from the interview. * Reflect on similarities and differences between how Romanian traditions and celebrations have been practised over time, and their importance, comparing your findings to your own experiences and previous readings. Discuss with a partner what you have learnt, what similarities and differences you identified and what you gained from the interviews during a ‘Turn and talk’ activity. * Draft a short story or picture book on a specific Romanian tradition or celebration for children of Romanian-speaking communities in Australia, using a storyboard with suitable images. Use the information from your interviews, your own reflections and discussions with your peers, to explain how a tradition or celebration was practised in the past, is currently practised, and its importance within the Romanian-speaking community. * Exchange storyboards within a small group and provide and receive feedback on content, language structures, and suitability for purpose and target audience. Implement any suggestions that can improve your short story or picture book. * Write a preface for your book, explaining why you wrote the book and why maintaining Romanian traditions or celebrations is important. * Read your short story or picture book to your small group using appropriate verbal and non-verbal language, then create a personal reflection on what you have learnt from your peers’ short stories or picture books. Make connections to your own experiences, research, and classroom discussions. |

#### Unit 4 - Area of Study 3

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| **Concept** | **Perspective** | **Topic** | **Subtopic** |
| Sustainability | Global | Global trends | Global climate change |

## Outcome 3

On completion of this unit the student should be able to produce an extended piece of original writing in Romanian in response to a task.

## Examples of learning activities

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| * In small groups, create a glossary of words and expressions related to a specific aspect of climate change (e.g. rising sea levels, deforestation, renewable energy). Design a quiz that tests understanding and proper usage of these words in context. Share your quiz in an online space for other members of the class to access and complete. |
| * Participate in a ['Yes, but…](https://tesolatrennertnyc.wordpress.com/2013/09/25/quick-activity-idea-yes-but-dialogue-game/)' or '[Yes, and...](https://www.dramanotebook.com/drama-games/yes-and/)' language game to practise creating sentences with counterarguments or additional information. Use open statements related to climate change, for example ‘Renewable energy is an effective solution to combat climate change’ or ‘Changing consumer behaviour is key to mitigating climate change’. |
| * Read persuasive texts or speeches and identify the specific persuasive techniques used, such as rhetorical questions, repetition, emotional appeals, appeals to authority, statistics and personal anecdotes. Collect a statement or argument from the teacher and rephrase it using persuasive structures. For example, change ‘Renewable energy is crucial for a sustainable future’ to a rhetorical question: ‘Isn't renewable energy crucial for a sustainable future?’. |
| * Rearrange scrambled sentences or paragraphs of a text related to climate change to create a coherent text, practising sequencing ideas in a structured format. Work with the different types of sentences and text. |
| * Research real-life case studies of communities or countries that have been impacted by climate change. Analyse the causes, effects and responses to these impacts. Present your findings in the form of a mind map. |
| * Practise summarising and paraphrasing by reading complex texts or researching articles on climate change. Then, condense the information into concise summaries using language suitable for a younger audience. |
| * Research examples of metaphors, similes or personification used in climate change-related texts and discuss how these linguistic devices can evoke emotions, create vivid imagery or enhance the persuasive power of the message. Write a list of examples you could use in your own writing, or create original sentences or paragraphs incorporating figurative language. |
| * Watch a climate change-related film or documentary and analyse the effectiveness of the film in raising awareness, presenting scientific evidence or inspiring action. Share your analyses and engage in a class discussion about the power of movies and documentaries in shaping public perceptions of climate change. |
| * Read an informative report in small groups, and highlight the text type structures you can see. Identify the main characteristics of an informative report, including context, audience and purpose. Outline the main points you could use from this report to include in a speech about climate change during the ‘Earth Day’ school event. Make changes to suit a younger audience. |
| * Participate in a climate change-themed storytelling session, where you take turns sharing personal stories or anecdotes related to climate change. Use descriptive language, emotional appeals and reflective elements to engage the audience and raise awareness. |
| * **Example icon for advice for teachersIn small groups, create an online space dedicated to sharing knowledge and raising awareness about climate change in small groups.** |
| * In small groups, design and implement a school awareness campaign focused on a specific climate change issue. Create posters, flyers or social media posts in Romanian to educate the school community about the importance of taking action against climate change. |
| * Participate in a simulation activity (e.g. climate change negotiation or a role-playing game) where you and your classmates represent different stakeholders (e.g. government officials, environmental activists, industry representatives) and engage in discussions and decision-making processes related to climate change mitigation and adaptation strategies. |

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| **Example icon for advice for teachersDetailed example**  **Create an online space dedicated to sharing knowledge and raising awareness about climate change.**   * Divide into small groups and choose a specific climate change issue for the group to focus on, such as deforestation, renewable energy or plastic pollution. Research and gather information about the chosen topic, including its causes, impacts and possible solutions. * Work in small groups to address various aspects of climate change by collaboratively planning the layout for your selected text type (e.g. vlog/blog entry, article, interview, narrative) and style of writing (e.g. informative, persuasive or personal). * Research examples of the text type the group has chosen. Analyse context, audience and purpose, then discuss and identify these for your own text. Clarify the message you want to convey and what action or response you hope to inspire. * Analyse the language features used in the example texts and consider how they effectively engage the intended audience and fulfil the purpose. Identify key language features that you can incorporate into your own writing to enhance its effectiveness and impact. * Draft the text for your online space, then discuss and evaluate the language choices made, ensuring that they align with the context, audience and purpose you have identified. Consider the vocabulary, sentence structure, tone and persuasive techniques that will resonate with your target audience and effectively communicate your message. * Choose an effective visual text (e.g. photograph, drawing, graph, chart) that complements your text and enhances viewers’ understanding and engagement. Identify key information in the image; then reference this additional content in your text. * Re-read your text as a group and make revisions and adjustments as needed to achieve clarity, coherence and the desired impact. * Review the final product as a group, making any necessary adjustments to maintain effective language style, and add your revised texts to the online space. * Read another group’s text and complete a ‘See, think, wonder’ thinking protocol on the information in the text. Discuss your notes with your group and decide on an action you could take to be more environmentally conscious. |