

LOCAL COMMUNITY: MODULE OUTLINE

Field: Personal and Community Life **Band:** Middle Primary



Purpose

Students identify people, places and services in the local community.

Core learning outcomes

This module is designed for students in the beginner stage of LOTE learning. Outcomes for students at the beginner stage would be:

Comprehending [1.1, 1.2, 1.3, 2.1, 2.2, 2.3](#)

Composing [1.4, 1.5, 1.6, 2.4, 2.5, 2.6](#)

To see the detailed descriptions, click on the relevant level.

Content

The content for this module is delineated in the field and tasks and under the headings of 'sociocultural understanding' and 'functions and language elements'. The teacher will need to select a range of appropriate [process skills and strategies](#) that will meet the current needs of the students.

Sociocultural understanding

Students understand the role of the people and places in a community in the target country as they compare an Australian community with one in another country.

Functions and language elements

- [identifying and asking about people, places and things](#): buildings, facilities and helpers
- [giving and asking for directions and locations](#): here, there, over there, where, that way
- [affirming or negating statements](#): have, do not have
- [offering suggestions](#): Let's ...
- [greetings](#): Hello, my name is ...
- [expressing and asking about needs](#): people who help
- [identifying activities](#): draw, glue, make, colour, cut, write
- [expressing thanks](#): Thankyou

Assessment strategy

In [Task 5](#) the teacher can collect and analyse samples of students' copied written work. At what [level](#) can students write a certificate?

In [Task 6](#) the teacher can record students' abilities to read as they match pictures with text. At what [level](#) can students comprehend the language of simple descriptions?

In [Task 7](#) the teacher can observe students' abilities to listen for key words and phrases. At what [level](#) can students comprehend the language of simple descriptions?

In [Task 9](#) the teacher can record performance notes on students' prepared speaking. At what [level](#) can students use language to describe a community?



Teaching considerations

Sample units

One work unit is provided for this module:



[Unit 1: Local community](#)

LOCAL COMMUNITY: UNIT OVERVIEW



Orientating task

- 1 Identify and locate features and facilities in the neighbourhood.



Enhancing tasks

- 2 Identify and record features in the local area while on a neighbourhood walk.
- 3 Construct and label a large collage painting of the neighbourhood. Students nominate for jobs involved in making it.
- 4 Identify helpers in the community and where they work.
- 5 Write and illustrate a thank you certificate for presentation to people who help.
- 6 Read a cartoon story about community helpers and reassemble speech bubbles and pictures. Role-play the cartoon situations.
- 7 Design a questionnaire for completion by a person from another community and listen to the response to the questionnaire.

Students' needs and teaching programs will determine the specific content of [form-focused instruction](#).



Synthesising tasks

- 8 Make and label a brochure about the local community.
- 9 Plan and draw a labelled map for a new community. Explain the plan to the class.