



## L3 Polish Learning Resource



Theme: Copernicus (Gwiazda Kopernika - The star of Copernicus)

Curriculum area: Modern Languages

### Introduction

This learning resource offers learners an L3 experience, where learners can develop a basic understanding and knowledge of Polish language culture through the medium of the film 'Gwiazda Kopernika' – The star of Copernicus, which follows the life of the famous Polish scientist. The language learning links to the film and the topics and themes from the story. Learners will build a basic knowledge of the Polish language at a depth that meets the criteria for an L3 experience insert either at primary or secondary level. The resource offers learners an introduction to Polish culture and builds on their prior knowledge of the solar system and heliocentricity. Through these experiences, learners are able to make comparisons between life in Scotland and Poland and can draw on the experiences of any native speakers in the classroom. The activities in this resource will allow learners to continue to develop their language skills and their curiosity and understanding of the world around them.

### Prior learning

Learners should:

- have experienced a variety and range of language learning activities in their L2, which will support the learning of another language.
- be able to understand the principles of using a bi-lingual dictionary, glossary or other resource to assist understanding.
- have an awareness of subtitling and dubbing in the medium of film and other media.
- have a basic understanding about the solar system and the movement of the planets.

*For further support with planning see National Assessment Resource flowchart:*

[http://www.educationscotland.gov.uk/Images/NAR-Flowchart\\_tcm4-671023.pdf](http://www.educationscotland.gov.uk/Images/NAR-Flowchart_tcm4-671023.pdf)

### Experiences and outcomes

#### Modern Languages

- I work on my own and with others to understand text using appropriate resources, demonstrating my understanding by matching written words to pictures and by reconstructing the text in a logical sequence, for example. **MLAN 2-08a**
- I have worked with others, using a variety of media including ICT where appropriate, and can contribute successfully to a presentation in English, supported by use of the language I am learning, on an aspect of life in a country where the language I am learning is spoken. **MLAN 2-06b**
- I can understand how a bilingual dictionary works and use it with support. **MLAN 2-11a**
- I can use familiar language to describe myself and to exchange straightforward information. **MLAN 2-13b**

**Further interdisciplinary opportunities for other curriculum areas, including responsibility of all, can also be planned for as appropriate to your learners and context.**

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### Stimulus

Refer to Teacher's Notes.

- Read and share some information about Poland using the introductory presentation or other resource.
- Discuss what learners already know about the solar system, contextualising the historical setting.
- Research some of the aspects of Polish life and culture as exemplified in the presentation and/or drawing on any local connections.

### Skills

Through research activities and practical investigations learners will develop skills in:

- **research,**
- **interpretation of information,**
- **revision and recall**
- **listening and talking in the target language**
- **presentation of information to peers**
- **accessing a bi-lingual dictionary or other resource to inform learning.**
- **write simple phrases /sentences in the target language**
- **investigating another context**

For more info on skills visit: [Building the Curriculum 4](#) and *Modern Languages Principles and Practice at*

### Suggested key learning

Learning intentions and success criteria should be established through dialogue with learners.

Learners can:

- understand the story of Copernicus and the main themes .
- through watching the film understand how life was as a scientist at that time.
- learn about aspects of life in Poland, both in the past and present, and then compare and contrast with life in Scotland.
- exchange simple personal information and opinions in the target language.
- learn some vocabulary based on themes from the story
- give a short presentation or role play in English with some target language based on the story.
- use a bi-lingual dictionary and/or word bank or other resource to help comprehension.
- make connections with English and the target language.
- work collaboratively to create a display/ survey/ rap using some target language.
- design an imaginary magic formula for the alchemist using some target language.

### Suggested Learning activities

- Learners can follow the story of Copernicus , and consolidate understanding by looking at the synopsis Practitioners can then focus on some key scenes, where learners identify the main characters. This could be done through working with a partner or in a group and using the pictures in the activity pack.
- Learners can use the film clips and sound files to practice pronunciation of basic greetings and simple personal information
- Learners can use their knowledge about Europe to identify the countries and nationalities
- Learners can research Copernicus and his discovery and can link this to other discoveries at that time in history to create a context for learning.
- Learners can do a class survey on simple likes and dislikes on food and drink in the target language and display the results using poster, graph or pie chart.
- Learners can create a rap, or rhyme on the planets in English or Polish.
- Learners can research the constellations and the signs of the zodiac.
- Learners can research the history of alchemy and use their knowledge of the basic elements and alloys.

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### Reflecting on learning

**Dialogue with learners** will establish how the **design principles** were addressed. These are generic prompts- relate to the context of your learners.

**Breadth** – Were other curricular areas covered during this topic? Can you relate learning to areas of real life and /or school learning?

**Personalisation and choice** – Were you given the opportunity to choose your own methods of investigation or recording?

**Depth** – Were you given the opportunity to show what you have learned and explain your learning to others? Have you led learning in any way?

**Coherence** – Can you discuss some of the knowledge and understanding and skills you have developed? How have you used these? Can you relate them to real life or other areas of learning?

**Progression** – Have you used the skills and knowledge and understanding you already had of the subject and have you built on these?

**Relevance** – Can you identify an everyday context where you would use your knowledge and understanding and skills?

**Challenge & enjoyment** – Did you enjoy the learning? Why/why not? Were you challenge enough throughout your learning to put your knowledge/understanding and skillset to use in different ways? Can you suggest how to make the learning more challenging and/or enjoyable e.g. how to take learning further?

Visit Education Scotland's early years pages: <http://bit.ly/1aN4uBK>

### Evidence of learning

*Possible methods of assessment are listed below. Select as appropriate or devise your own.*

**Say:** Present information about the Copernicus story in English and using some target language. Exchange simple personal information with a partner or a group.

**Write:** With support, write some simple sentences about yourself in Polish expressing simple opinions.

**Make:** Design a magic formula for the alchemist. Create a poster or leaflet describing Copernicus' theory. Design your own alien using some target language to describe its appearance.

**Do:** Research some aspects of Poland- culture/ gastronomy/history/famous people.

*For more information see: **Assessing progress and achievement resource** at*

*<http://www.educationscotland.gov.uk>*

### Taking learning further

*Find ways to deepen and extend learning through dialogue with learners.*

Suggestions to challenge learners:

- Recognise that generic language skills can be applied across other languages.
- Express orally and with the written word facts about yourself and your opinions in the target language.
- Develop confidence in decoding real life short texts on this topic on various media
- Write some simple sentences with greater confidence using appropriate support and your Knowledge About Language.