**English Unit Stage 3**

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| **Concept Focus: Representation/Symbolism** | **Duration: Term 4 (10 Weeks)** |
| **Explanation of unit/overview**  The unit focuses on imaginative, informative and persuasive texts to understand representation and symbolism. It explores the ways ideas are portrayed and represented in texts, using language devices, forms, features and structures of texts to create specific views of characters, events and ideas. | **What do I want the students to learn? (deep knowledge or enduring understanding)**  Texts contain symbols and representations that are aimed at deepening our awareness of intended messages. Authors rely on our interpretation of these symbols and representations to add both depth and scope to the overall meaning of texts, as well as means of justifying our interpretations of texts.  **Why does the learning matter?**   * By understanding the concepts of symbolism and representation, students will be able to: * Identify language that portrays characters, events and ideas in particular ways * Recognise opinions, bias and stereotyping and how these are used in a variety of texts * Determine the response that the author is trying to elicit from the language choices offered * Deepen their understanding of the importance of looking at texts in both holistic and specific manners |

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| **Resources** | |
| **Spoken Texts**  **Print Texts**  **Visual Texts**  **Media, multimedia, digital texts** | Song – Treaty <https://www.youtube.com/watch?v=S7cbkxn4G8U>  Political Cartoons, Advertisements  Ocean to outback |

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| **Outcomes (knowledge, skills and understanding)**  (Always include a C, D & E outcome to support A & B outcomes) | | **Assessment Overview** |
| EN3-1A | Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features | What do I want the students to do or produce?  How well do I expect them to do it? (explicit quality criteria) |
| EN3-2A | Composes, edits and present well-structured and coherent texts |
| EN3-3A | Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies |
| EN3-5B | Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts |
| EN3-6B | Uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies |
| EN3-7C | Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts |
| EN3-8D | Identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts |
| EN3-9E | Recognizes, reflects on and assessed their strengths as a learner |

**Program Adjustments**

Adjustments are measures or actions taken in relation to teaching, learning and assessment that enable a student to access syllabus outcomes and content.

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| **Naplan target area/s:**  infer motivations or intentions  interpret dialogue  interpret the significance of an event  identify the main idea of a paragraph and the main purpose of the text  link and interpret information across the text  use text conventions to locate a detail  locate and interpret directly stated information, including the meaning of specific words and expressions  identify the main message of the text, and the purpose of parts of the text  interpret the main idea of a paragraph, infer the writer's point of view  identify and interpret language conventions used in text  identify the common theme in writing | **Quality Teaching Elements:** | | |
| **Intellectual Quality**  Deep knowledge  Deep understanding  Problematic knowledge  Higher Order Thinking  Metalanguage  Substantive Communication | **Quality Learning Environment**  Explicit quality criteria  Engagement  High expectations  Social support  Student self-regulation  Student self-direction | **Significance**  Background knowledge  Cultural knowledge  Knowledge integration  Inclusivity  Connectedness  Narrative |

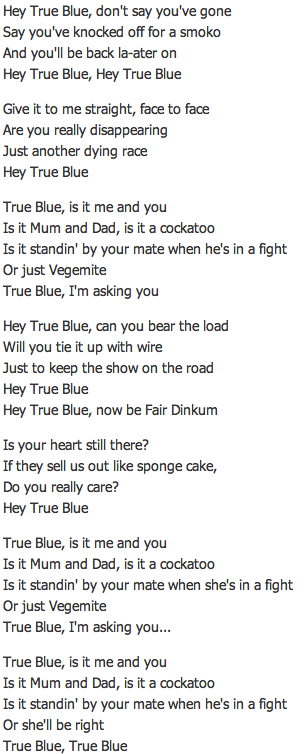
**Class Organisation**

Appropriate materials and resources to support teaching and learning activities will be available for use throughout lessons. Teacher consideration will be given to students’ individual communication strategies, including verbal and non-verbal communication systems to ensure effective understanding of concepts, and content being taught. Teacher ensures a wide range of appropriate learning activities with structured opportunities for guided and independent practice and effective feedback are given and provided throughout each lesson. Teacher provides all students with a range of different learning opportunities such as group work, peer or volunteer tutoring and other individual assistance.

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| **MARKERS** | **Cluster 11** | **Cluster 12** |
| **Reading Texts** | * Reads for sustained periods (20–30 minutes) and sustains understanding in longer texts over time, e.g. reading short novels over several days. * Confidently engages with a wide range of authentic texts, e.g. newspapers, TV documentaries, websites and chooses reading pathways appropriate to the purpose for reading/viewing. * Monitors reading for accuracy and meaning and adjusts reading when difficulties are encountered, e.g. adjusts speed, rereads and attends to most important information. * Manipulates multiple texts that include a variety of purposes and modes to locate information for a specific purpose. * Uses text navigation skills such as skimming and scanning to efficiently locate specific information in literary, factual and electronic texts. | * Reads increasingly longer novels and subject texts using a range of effective word identification strategies to maintain meaning. * Reads, views and uses a wide variety of literary and factual, print and electronic texts with increasing autonomy, e.g. extended novels and information texts, video documentaries, multimedia and performance texts, graphic material. * Reads more demanding subject texts that have increasing levels of technicality and abstraction. * Monitors reading for accuracy and meaning by selecting and using appropriate higher order word identification skills such as knowledge of word origins and analogy. * Confidently adjusts the chosen reading/viewing pathway to achieve the intended purpose in literary and factual, print, electronic and multimodal texts. |
| **Comprehension** | * Analyses and evaluates the ways that inference is used in a text to build understanding. * Re-examines sections of texts for evidence to support interpretations and opinions. * Evaluates a personal interpretation of a text by critically re-examining evidence within the text. * Responds to themes and issues evident in texts that present different perspectives on a given topic or different points of view in a text. * Analyses texts to explain and compare how audience, purpose and context influence texts. * Critically analyses and interprets a text to create a summary that demonstrates an understanding of the different views and values represented. * Analyses and responds to language and grammatical techniques used to influence an audience. * Analyses and compares how information and ideas are presented in a range of texts on the one topic. | * Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence. * Reinterprets ideas and issues by creating innovative personal responses to ideas and issues in literary texts through oral, dramatic, written and multimodal presentations. * Critically analyses a wide range of imaginative, informative and persuasive texts in different forms to compare how ideas are presented. * Explains how texts can be interpreted from a variety of perspectives by discussing the ways that different views and values are presented. * Interprets texts by identifying and discussing multiple purposes within the same text. * Interprets and analyses several different texts on one topic to present a summary of information and ideas that show an understanding of the topic. * Analyses texts to compare how language structures and features |
| **Vocabulary**  **Knowledge** | * Makes effective word choices in response to purpose and audience when creating texts. * Demonstrates understanding of new words for new concepts. * Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words. * Refines vocabulary choice in response to purpose and audience when editing and reviewing own and peer’s writing. | * Uses new words for known concepts, e.g. *blissful* for *happy*. * Increasingly uses appropriate content vocabulary when creating spoken and written texts about specific topics. * Accurately uses the vocabulary associated with digital technology and electronic texts. * Draws on knowledge of word origins to work out meaning of new words. |
| **Aspects of Writing** | * Writes coherent, structured texts for a range of purposes and contexts. * Deliberately structures language in a way that creates more cohesive imaginative, informative and persuasive texts. * Shows awareness of accurately acknowledging sources in relevant texts. * Refines writing in response to feedback. * Selects appropriate language for purpose, e.g. descriptive, persuasive, topic, technical, evaluative. * Uses topic sentences and appropriately organises main and subordinate ideas. * Experiments with using complex punctuation to engage the reader and achieve purpose. * Applies knowledge of generalisations, meanings of base words and word parts (prefixes and suffixes) to spell new words. * Writes fluently with appropriate size, slope and spacing. * Uses word processing programs confidently and accurately, integrating various functions. * Plans and designs more complex multi modal texts. | * Writes sustained texts for a wide range of purposes. * Makes choices about the type and form of texts, including combinations of forms and types, to suit purpose and audience. * Creates well-planned, extended texts that include more complex and detailed subject matter and language features such as nominalisation. * Critically reflects on effectiveness of own/others’ writing and seeks and responds to feedback from others. * Selects some sophisticated and subtle language features, literary devices (e.g. irony, humour) and grammatical features (e.g. modality) to engage and influence an audience. * Makes sentence level choices (e.g. short sentences to build tension; complex sentences to add detail) using a variety of sentence beginnings and dependent clauses. * Uses a range of punctuation to enhance meaning and clarity, including the use of brackets to enclose additional information, quotation marks and commas to indicate clauses. * Integrates a range of spelling strategies and conventions to accurately spell most words, including words of many syllables. * Uses visuals to extend or clarify meaning, selects from a range of media and experiments creatively with the production of multimodal texts for audience impact. |

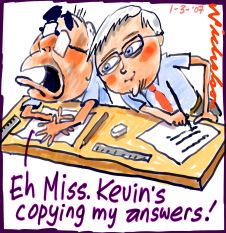
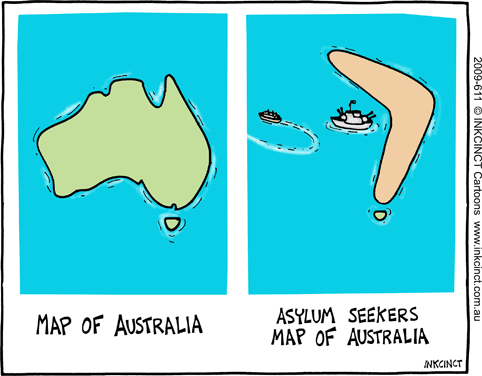
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| **Students with IEPs** | **Students with PLPs** |

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| **Outcomes and Content** | **Teaching and Learning Activities**  **Text:**  Political Cartoons  Ensure the cycle of modelled, guided and independent support strategies is incorporated into the teaching/learning sequence | **Assessment** | **Evaluation / Registration** |
| EN3-6B   * understand that language is structured to create meaning according to audience, purpose and context * understand that choices in grammar, punctuation and vocabulary contribute to the effectiveness of texts * select some more challenging language features, literary devices (e.g. irony, humour) and grammatical features (e.g. modality) to engage and influence an audience   EN3-7C   * interpret events, situations and characters in texts * explain own preferences for a particular interpretation of a text, referring to text details and own knowledge and experience * think critically about aspects of texts such as ideas and events * think imaginatively when engaging with texts, using prediction, for example, to imagine what happens to characters after the text   EN3-8D  clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)  EN3-9E   * recognise that there is a language for discussing learning experiences * discuss how the reader or viewer can enjoy and discover a wide range of literary experiences through texts | **Orientation**  Before the Political Cartoons are introduced to students, the teacher needs to ensure that students are familiar with caricatures, metaphors, sarcasm and puns in particular so that students will be able to attempt interpretation of the cartoons.  **Predicting**  Students are placed into small groups with varying levels of ability.  Each group is given a different political cartoon presented in colour on A3 paper.  Each group is given approximately 5 – 10 minutes to discuss with their group what they think the cartoon is trying to say, or the message it is trying to get across. Students are encouraged to interpret not only any words given, but also the relevance/importance of particular images.  Students record their ideas on the A3 paper.  The teacher uses a timer/bell to indicate to students when their time is up and they are to move to the next political cartoon. First they must read and share the predictions of the previous group before continuing the discussion within their own group and adding their own ideas.  This prediction activity may need to be completed over a number of sessions due to the time being allocated to each cartoon.  **Visualising & Questioning**  The teacher presents each political cartoon on the Smartboard (see notebook file) and invites the group that had that image last to share the responses that have been recorded on the A3 paper.  Through careful questioning, the teacher will need to guide the students toward adequate interpretation of the message of the images if students have not already done so.  **Making Connections**  Ask students where they would normally see political cartoons and why they think they are presented in those texts. | Students are to think of an important issue affecting them at school. In pairs students are to create a ‘political’ style cartoon that ‘makes fun’ of and raises awareness of the issue and how it is being handled.  ***Alternative***  Students are given an unseen political cartoon and asked for their interpretation of it |  |
| **Outcomes and Content** | **Teaching and Learning Activities**  **Text:**  Song - Treaty  Ensure the cycle of modelled, guided and independent support strategies is incorporated into the teaching/learning sequence | **Assessment** | **Evaluation / Registration** |
| EN3-8D  identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)   * explore, discuss and appreciate connections between Dreaming stories and contemporary Aboriginal and Torres Strait Islander life * discuss and explore moral, ethical and social dilemmas encountered in texts | <http://www.yothuyindi.com/music/treaty.html>  Give students the opportunity, in either small groups or as a class visit to the computer room, to explore the website above and the history and detail surrounding the song Treaty.  Students should be encouraged to take notes and mindmap their knowledge and understanding as they complete their research.  Students use their research time to create an understanding of the purpose of the song and why it was created.  As a class, listen to the song so that students have an opportunity to listen to the Aboriginal language within the song. | Students are to answer the following questions after their research and class discussion of the history behind the song:   * What is the Barunga statement? * What did the Prime Minister at the time, Bob Hawke, promise? * What was the intended message or point of the song? * What is the song symbolic or representative of? |  |
| **Outcomes and Content** | **Teaching and Learning Activities**  **Text:**  Visual Text: Advertisements/Logos  Ensure the cycle of modelled, guided and independent support strategies is incorporated into the teaching/learning sequence | **Assessment** | **Evaluation / Registration** |
| EN3-3A   * interpret picture books, comic strips and sequences of digital images which do not contain written text   use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1703, ACELY1713)   * summarise a text and evaluate the intended message or theme | **Visualising**  Present students with a variety of logos of popular companies. (Smartboard file) See if they can match the images to the name of the company.  Ask students how they know what all of the images/symbols mean.  Explain to students the power of advertising and using careful symbols for branding and popularity.  Present a variety of advertisements to students that have minimal language/text support.  Students are asked to interpret the meaning of the visuals and what they have to do with each other and what they say about each other.  Students then use this understanding to construct the meaning of the advertisement overall and what the main message to the view is. | Students are given an unseen advertisement and asked to explain what each of the images means and what the intended message of the advertisement is. |  |



<http://www.allthelyrics.com/lyrics/john_williamson/true_blue-lyrics-767617.html>

<https://www.youtube.com/watch?v=cohkaLM3AjQ>



# KIRSTIE'S:Elermore Vale:2014:English:Booragul Units:cartoon31.jpgKIRSTIE'S:Elermore Vale:2014:English:Booragul Units:media.jpegKIRSTIE'S:Elermore Vale:2014:English:Booragul Units:36488_l.jpgKIRSTIE'S:Elermore Vale:2014:English:Booragul Units:SportFunding-7.gifKIRSTIE'S:Elermore Vale:2014:English:Booragul Units:thumb_2013_7afab436.jpgKIRSTIE'S:Elermore Vale:2014:English:Booragul Units:Zanetti.jpgKIRSTIE'S:Elermore Vale:2014:English:Booragul Units:zanetti2809.jpgKIRSTIE'S:Elermore Vale:2014:English:Booragul Units:1014260_560458473992303_1364715539_n.jpg





