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|  | **Dorchester School Teaching and Learning Program** | | |
| **Functional Literacy (Responding)**  **21st Century Learner, Global Citizen**  **Documentary: Australia: The Story of Us**  **Program Risk Level: Low** | | **Duration: 10 Weeks**  **2 - 3 lessons over a week/fortnight**  **By Ernie** |
| **Syllabus Outcomes**  **Stage 4**  **Functional Literacy**  **Global Citizen**  **21st Century Learner** | *A student:*  Functional Literacy  **EN4-1A** Responds to texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  **EN4-2A** Effectively uses a widening range of processes, skills, strategies and knowledge for responding to texts in different media and technologies  21st Century Learner  **Technology: 4.2.2** Selects, analyses, presents and applies research and experimentation from a variety of sources  Global Citizen  **EN4-7D** Demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it | | |
| **Connectedness**  **Why does this learning matter?** | **Students learn to:**   * apply different strategies to comprehend visual/audio and texts and use different strategies to find the meaning of unfamiliar words * select and use different strategies for comprehending text, decoding and inferring meaning from new words | **Students learn about:**   * Australian history and are provided an opportunity for inquiring between past and present and the relationship between. * Topics include   + Ruby Payne-Scott   + Gold Discovery   + Eureka Stockade   + Birth of Australian Rules Football   + Beach Wars | |
| **Background information/ links** | Australia - The Story Of Us is a narrative about the people, places and events that have shaped the continent from the first inhabitants to the present day. This drama-documentary series weaves together stories of the nation’s origins and offers fresh insights into how Australians came to create the homeland we inhabit today. | | |
| **Key Ideas** | * The Australian Curriculum (AC) history rationale outlines that historical knowledge is fundamental to understanding ourselves and others (ACARAa, 2014). Furthermore, History informs and reminds us of the past. Subsequently, history learning provides an avenue for inquiry between past and present and the relationships between. * This unit engages the students and values their contribution through discussion. The weekly activities expose students’ understanding, their thought processes, and any possible misconceptions, creating a valuable opportunity for dialogue and to develop historical knowledge of Australia. Unit lessons are centered on students reading, analysing, sharing and responding to the DVD narrative and the historical texts. * A variety of teaching and learning strategies are used to increase skills comprehending and expressing opinions. The literacy activities are based on the Department of Education comprehension strategies - ‘The Super 6 Reading Strategies - Connect, Predict, Monitor/Clarify, Question, Visualise and Summarise. | | |

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| **Scope and Sequence and Lesson Structure** | | | | |
| **The Elements of Learning & Achievement**    E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | **Weekly Activities**  **1: Introduction**   * Learners use information from graphics, text and experiences to predict what will be viewed/read/heard and to actively adjust comprehension while viewing/reading/listening.   **2: Watch Documentary**   * Ask Quick Quiz Questions to the class to explore understanding and whether what they have watched made sense. May need to review. * Introduce Inquiry Questions   **3: Literacy Activities**   * Connect – Learners make personal connections from the documentary and text with another documentary/text, something in their life or something occurring in the world   + Brainstorm activities using a K-W-L   + Scanning titles, images and graphics to build on prior knowledge and make connections * Predict – Learners are asked to discuss or write what they think the documentary and text is about using information from graphics and text to anticipate what will be heard/viewed and read.   + Pre-quiz questions   + What do you think will happen next?   + What helped you make those predictions? * Monitor/Clarify – Learners stop and think about the documentary/text and know what to do when meaning is unclear. Learners are asked do they understand what they have viewed/read and become familiar with key words and concepts   + Build their vocabulary – students clarify the key words by placing a tick (√) next to the words in the word bank they understand and a question mark (?) next to the words they are unsure of the meaning. Record definitions in the table with the use of a dictionary.   + Find a word in the text that means x or is a synonym for x   + What do you think will happen next?   + Cloze passage comprehension exercise to force students to ‘read around’ for clues   + Discuss key terminology and concepts * Question – Learners answer questions generated by the teacher that clarify meaning and promote deeper understanding   + I wonder what/how/where/when/why? * Visualise – Learners bring the text to life by creating a mental image.   + Graphic Visual Organisers * Summarise – Learners identify the most important ideas and restate them in their own words | | | **Aboriginal 8 Ways of Learning**  *The following ways of learning are incorporated throughout the program through pedagogical practices*    Story Sharing  2_maps.jpg  Learning Maps  7_deconstruct.jpg  Deconstruct/ Reconstruct |
| **Special Needs Adjustments** | | **School to Work** | **Assessments** | |
| Extra support given to students in need of it.  The work consists of visual learning and age/stage appropriate text.  Work designed to engage learners as it is altered for their interests.  Students’ work meets their Personalised Learning Plans goals/ outcomes. | | Students will develop their comprehension strategies to allow them to identify and interpret information in visual literacy and texts. | Students to complete weekly literacy activities based on the ‘Super 6’ Comprehension Strategies  Discussion and observation  Project to demonstrate knowledge and functional computer skills | |

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| **Risk Assessment** | | | | | |
| **Resources** | **Safety Strategies** | | **Identified Hazards** | | **Control Strategies** |
| Australia: The Story of Us DVD  Pencils,  Created Worksheets  Computers  IWB | Count in/ count out  1 copy – with teacher  Students do not have access to the internet | | Behaviour Issues | | Individual Risk Assess.  Additional Staff |
| **Quality Teaching** | | | | | |
| Intellectual Quality | | Quality Learning Environment | | Significance | |
| * IQ1 Deep Knowledge * IQ2 Deep Understanding * IQ3 Problematic Knowledge * IQ4 Higher-order Thinking * IQ5 Metalanguage * IQ6 Substantive Communication | | * QLE1 Explicit Quality Criteria * QE2 Engagement * QE3 High Expectations * QE4 Social Support * QE5 Students’ Self-regulation * QE6 Student Direction | | * S1 Background Knowledge * S2 Cultural Knowledge * S3 Knowledge Integration * S4 Inclusively * S5 Connectedness * S6 Narrative | |

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| **Teacher Evaluation** | | | | **Comments / Variations / Evaluation** |
| ***How did the unit ‘rate’ in these areas?*** | j0079104 | j0079099 | j0079100 |  |
| Time allocated for topic |  |  |  |
| Introduction to topic |  |  |  |
| Student understanding of content |  |  |  |
| Opportunities for student reflection on learning |  |  |  |
| Suitability of resources |  |  |  |
| Variety of teaching strategies |  |  |  |
| Integration of Quality Teaching strategies |  |  |  |
| Integration of ICT |  |  |  |
| Literacy strategies used |  |  |  |
| Numeracy strategies used |  |  |  |
| Student Behavioural Goals |  |  |  |
| **Date Commenced**: | | | |
| **Date Finished**: | | | |
| **Teachers Signature**: | | | |
| **Assistant Principals Signature**: | | | |