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|  | **Campbell House School Teaching and Learning Program** | | | | | | | | | | | | | | | | |
| **Title/Type of Unit: English – Exposing the Media**  **Duration: 10 Weeks** | | | | | | | | | | | | | | | | |
| **Syllabus Outcomes**  **Stage**  **5** | **Stage 5:**  EN5-2A: effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies.  EN5-3B: selects uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning  EN5-5C: thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts  EN5- 6C: investigates the relationships between and among texts.  EN5-7D: understands and evaluates the diverse way texts can express personal and public worlds.  EN5-9E: purposefully reflects on, assess and adapts their individual and collaborative skills with increasing independence and effectiveness. | | | | | | | | | | | | | | | | |
| **Connectedness**  **Why does this learning matter?** | **Students learn to:**   * respond to and compose increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure * effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies * engage with a range of increasingly complex language forms, features and structures of texts in meaningful, contextualised and authentic ways | | | | | | | | **Students learn about:**   * developing and applying contextual knowledge. * understanding and applying knowledge of language forms and features. * responding to and composing texts in first person perspective. * discuss and explain the processes of responding and composing, identifying the personal pleasures and difficulties experienced | | | | | | | | |
| **Background and Key Ideas** | The unit introduces students to the news media. Initially the concept of ‘What is news?’ is discussed and students analyse the delivery of news through the mediums of television, newspaper, radio and the Internet. This unit relies heavily on access to the Internet and will need to provide access to two episodes of *The Simpsons* that deal with the provision of news and news media. This unit requires students to critically analyse and evaluate mediums and organisations that deliver news to their communities. The unit assessment task enables the students to participate in the news process through the medium of their choice.  The unit evolves into focusing on the current and controversial topic of the refugees and the ‘Pacific Solution’. Morris Gleitsmann’s *Boy Overboard*, although fiction, is used to engage children through narrative and introduce them to the personal stories of the refugees throughout the unit. Students are provided with a variety of media texts that raise a number of issues. When they examine the widely publicised ‘children overboard’ photographs they are introduced to manipulation of images and omission through cropping. The personal stories of the refugees are included as well as satirical political cartoons.  Students respond to a variety of texts critically, imaginatively and interpretively and compose accurate, clear and coherent texts. They use English in personal, social and learning contexts with increasing control and understanding of the form and features of language and structures of texts, and with increasing awareness of purpose, audience and context. Students make connections between texts, they recognise the main ideas and points of view, and the ways in which texts seek to position responders. They make decisions about whether content and language are appropriate to purpose, audience and context.  In speaking, writing and representing, students shape meaning through the thoughtful selection and ordering of appropriate content and by drawing on a widening repertoire of language choices. They can express a personal point of view, give words and images to their imaginings and compose logical argument. They experiment with form and language in different modes and technologies to produce various types of texts for specific purposes. As appropriate, they plan, draft and edit to produce polished texts.  Students apply their knowledge of textual features and conventions to their texts. They constructively analyse and evaluate their own and others’ compositions and they articulate their response to texts and to the process and experience of composing. Students reflect on their learning, becoming aware of how they learn and identifying what they have learned, effective ways to learn and what they need to learn next. | | | | | | | | | | | | | | | | |
| **Literacy Continuum** | Reading Texts | Comprehension | | | Vocabulary Knowledge | | Aspects of Writing | | | Aspects of Speaking | | | Phonics | Phonemic Awareness | | | Concepts About Print |
| **Student:** …  **Literacy Aspect:** Writing texts  **Element:** Cluster 9 Constructs well-sequenced imaginative, informative and persuasive texts using language appropriate to purpose and audience  **Student:** …  **Literacy Aspect:** Writing texts  Element: Cluster 5 Draws on personal experiences and topic knowledge to create texts of about 4-5 sentences for a range of purposes.  **Student:** …  **Literacy Aspect:** Comprehension  **Element:** Cluster 10 Interprets text by inferring connections, causes and consequences during reading  **Student:** …  Literacy Aspect: Comprehension  **Element:** Cluster 7 Interprets and responds to texts by skimming and scanning to confirm predictions and answer questions posed by self and others while reading.  **Student:** …  **Literacy Aspect:** Comprehension  **Element:** Cluster 2 beginning to analyse and evaluate stories read and viewed by providing and justifying a personal opinion  **Teaching activities linked to program to increase learning**   * Brainstorm 🡪 vocabulary building by introduction to new terms, and demonstrating and applying understanding. * Interacting with text 🡪 photographs, movies, website, article, diary entry 🡪 Using comprehension and reading strategies (e.g., super six strategies, visual literacy) to gather understanding of content   Creating articles 🡪 using higher order thinking skills to apply their understanding | | | | | | | | | | | | | | | | |
| **Numeracy Continuum** | Counting Sequences | | Counting as Problem Solving | | | Pattern and Number Structure | | Place Value | | | | Multiplication and Division | | | Fraction Units | | Length, Area and Volume |
| **Student:** …  **Numeracy Aspect:** Aspect 1 - Counting sequence: written labels  Aspect 2 - Counting as a problem solving process  **Element:** Aspect 1 Number identification– MA2 – 4NA identifies numerals in the range 1 – 10 000.  Aspect 2 Factile counting - MA1 -5NA uses known facts, number structure and other non-count by –one strategies to solve problems.  **Teaching activities linked to program to increase learning:**   * Studets are required to plan, conduct and analyse results from a survey. Students will be required to respond to the statistics gathered through this process. | | | | | | | | | | | | | | | | |
| **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 | | | | | | |
| **Teaching and Learning Lesson Overview** | | | | | | | | | | | | | | | | | |
| **The Elements of Learning & Achievement**    F:\Mock ups\Square elements\Numeracy.jpg      E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | *(This program is to be taught along with reading the book Morris Gleitsmann’s Boy Overboard, – making connections between media and the concept of refugees.)* **Week 1, 2:**  **Exploring language conventions**  ***Explicit teaching for the week:***  Students learn conventions that are the surface features of writing. Students are exposed to aspects of sentences and formation of sentences or the mechanics and usage of language in writing. Students focus on understanding how there are mechanics that are present in print that do not exist in oral language, including spelling, punctuation, capitalisation, and paragraphs.  Students lean how the conventions of writing are used to assist the reader to expect the format and form for comfortable reading. As students are learning the connection between written language and oral language students are using the first two weeks to learn how mechanics function in written language.  Students are exposed to words and language features that are specific to create tone in writing.   1. Adjectives - a word or phrase naming an attribute, added to or grammatically related to a noun to modify or describe it. 2. Adverbs - a word or phrase that modifies or qualifies an adjective, verb, or other adverb or a word group, expressing a relation of place, time, circumstance, manner, cause, degree, etc. (e.g., *gently*, *quite*, *then*, *there* ). 3. Noun – person, place or thing. 4. Verbs- a word used to describe an action, state, or occurrence, and forming the main part of the predicate of a sentence, such as *hear*, *become*, *happen*. 5. Intensifiers - Adverbs that modify the strength of adjectives and other adverbs. 6. Hyperbole - Exaggeration 7. Emotive language - Words or phrases employed by a writer or speaker to arouse intense feelings by appealing to the audience's sense of fear, guilt, disgust, shame   ***Learning activities for the week:***   * E:\Final V1\Final sq NO border\Sq Technology no bdr.jpgNoun notebook game and discussion. Focusing on common, proper, concrete and abstract nouns. Students use their understandings developed during notebook activities and games to peg nouns into the correct category on a line outside. * Noun worksheet * Adverb explanation, example and practice notebook examples. Students complete worksheet * Adjective explanation, example and practice notebook examples. Student’s complete worksheet. Students edit and re-write a story adding in adjectives. * Verb role playing. Students pick a verb written on a piece of paper. The remaining students in the class watch as the selected student performs the action written on the paper. Students guess the action word/verb. Students complete worksheet. * Present four pairs of headlines to students. Decide which one of the pair is most likely to excite the reader: (a) or (b)? Give reasons for your choice. * Intensifiers – explanation and discussion <https://en.islcollective.com/resources/printables/worksheets_doc_docx/so_or_such_practice/so-or-such/87543>   ***Literacy games (for the unit):***   * *Man bites dog* – card game. (making headlines for newspaper articles.) * *Matching sentences game* – students use their understanding of adjectives, nouns and adverbs to match sentences and gather understanding of written language. * *Definition liar* – students are given complex unfamiliar words from the dictionary. Students each write a definition for the word. Each student’s definition is collected and read aloud (with the real definition). Students pick one definition they believe is the correct one. For each correct guess students get 2 points, for each time a students definition is picked they receive one point.   **Week 3:**  **Week 3: Introducing the news.**  ***Focus for the week:***  Students are introduced to the concept that news is created for specific audiences and for specific purposes. Students examine how these sources of media are made for different audiences, purposes and contexts. Students will be able to identify at least two reasons how the purpose and context of media can change even when the content is the same.  “In wartime, truth is so precious that she should always be attended by a bodyguard of lies.” *Winston Churchill*  ***Learning activities for the week:***  *Activities for the week:*   * Brainstorming activity to establish student knowledge and understanding of the role of the news in society and the mediums through which it is delivered. Students to answer questions, “What is news?” and “How is news delivered?” “What are examples of news producers?” “what mediums can news be delivered?” Students read through a news article. Discuss main features of the article. * PowerPoint about features of newspaper articles * Notebook matching game, linking features of an article * Notebook about features of radio and television media article * Examine the difference between channel 9 and channel 10 news presentations as compared to the project and examine how these sources of media are made for different audiences, purposes and contexts. * As a class read through a current media article from an online resource. Compare with a press release around the same topic. * Small group work to preliminarily identify the key features of the mediums of news delivery - radio, newspapers, television and the Internet. Students work in pairs. Students use one selected text from each medium and scaffolded worksheet to identify examples of key features * Class discussion of a recent news issue to determine the effectiveness of all news mediums. Students should reflect on how they found out about recent major news events. Students read and view a news article on the same event from a variety of news sources such as tabloid and broadsheet newspapers, the internet, television news and compare and contrast the:  1. Purpose 2. Audience 3. Context 4. Headlines  1. Focus of the story 2. Information 3. Photographs or images 4. Witnesses and quotes 5. Length of coverage  * Students engage in vocabulary map activities for words that are new to them from the articles.   **Week 4:**  **Week 4: Introducing news**  ***Explicit teaching for the week:***  Students are introduced to the concept that news is not always as it seems. Students discover the meaning of the term bias, and will be able to identify words that are linked to bias. Students establish understanding of media as a source to be questioned.  ***Learning activities for the week:***   * Teacher led discussion and notebook activity on the representation of people, places and events in media. Dog food – shock students into discussion about presenting only what the author wants the audience to see or hear or be aware of, not giving the whole information. * Introduction to the concept of bias in the media and examples of language used to create emotion and may show bias. Students play game in which they pick up a card with an abstract and random item written on it. Students have one minute to convince the remaining class members that they need to buy or have the item on the card. Students use and learn and discuss the use of bias and emotive language that hint a bias in texts. * E:\Final V1\Final sq NO border\Sq Technology no bdr.jpgTeacher introduces, explains and gives notebook presentation on the concept of “subversion” as well as subjectivity and objectivity in reporting the news. Students are provided with subjective and objective statements cut up. Students must place the sentences into the correct column on the table either subjective or objective. Examples of positioning the audience to be shown and discussed and how meaning is shaped. Student to then identify the positioning of an audience in a given newspaper article. * Teacher presents overview of the Australian Journalist Code of Ethics. Class discussion on the code of ethics, reason for the code of ethics and how they are upheld. “would you add any other codes into the code of ethics?” “do you think they are fair?” * E:\Final V1\Final sq NO border\Sq Technology no bdr.jpgViewing of “Media Watch” episode and visit to “Media Watch” website to learn of current reporting issues in Australian journalism * Student’s re-visit language conventions in media articles. Students engage in vocabulary map activities for words that are new to them from the articles. <https://quizlet.com/72191575/language-features-of-news-media-texts-flash-cards/> * ***Assessment for learning task:20%***   **Week 5:**  **Week 5: Television news.**  ***Explicit teaching for the week: (a few each lesson)***  Students are introduced to the concept of satire. Students will be able to give a definition of satire as well as matching metalanguage for satire features such as satire, irony and hyperbole. The Simpsons is used to engage students in learning about satire.  ***Learning activities for the week:***  *Activity:*   * Introduce the concept of satire through PowerPoint. Student to give their own examples of satire and complete the following:   <http://www.pbs.org/newshour/extra/lessons_plans/satires-role-in-current-events-lesson-plan>   1. E:\Final V1\Final sq NO border\Sq Technology no bdr.jpgStudents read the Washington Post **[article](http://www.washingtonpost.com/news/the-intersect/wp/2014/08/19/facebook-satire-tag-could-wipe-out-the-internets-terrible-hoax-news-industry/" \t "blank)** on how satire stories appear on Facebook (Handout #1). Ask students: What does this article show us about the difference between satire and “real” news? Where do the two overlap? Why do some people mistake satire for straight news? 2. Couple the teaching of a current news **[event](http://www.pbs.org/newshour/extra/daily_videos/obama-vetoes-keystone-pipeline-expansion/" \t "blank)**(“Obama vetoes Keystone Pipeline expansion” from PBS NewsHour Extra, Handout #2) with a joke article on the same topic (“Keystone Veto Buys Environment At Least 3 Or 4 More Hours” from The Onion, Handout #3). 3. Discuss: What knowledge is required to “get” the jokes? How can even serious historical events be rendered in humorous ways? Does the passage of time give us the ability to joke about the past? Students then write their own mock headlines news stories about the historical events of their choice designed to reward a sophisticated grasp of cultural and historical context.  * Match the metalanguage into the correct category. Students are presented with sentences of satire, irony and hyperbole. Students complete worksheets and engage in discussions on these uses of humour in written texts. * View *The Simpsons* episode no.5F15 in which Lisa and Bart co-anchor “Kidz Newz” for Channel 6. Complete these tasks:  1. Analyse the role of the news anchor as depicted in this episode. 2. List the segments that comprise the “Kidz Newz” program. 3. E:\Final V1\Final sq NO border\Sq Technology no bdr.jpgDescribe the personal qualities and personalities of the different segment hosts. 4. What is the role of “T.V. Station Lady”? 5. How do the show’s creators portray news anchor Kent Brockman? 6. Analyse the media theme in this episode.   Transcripts of “The Simpsons” episodes: [www.snpp.com/episodes](http://www.snpp.com/episodes)  Notes on satire:   * 1. Purpose   2. Features: humour, irony, hyperbole and stereotyping. * Show the position of news anchor/presenter on your television station. (teacher selects a current broadcasting from the news). Students discuss and write one paragraph on:  1. the appearance and demeanor of the presenter/s 2. importance and contribution to the news program of the anchor/presenter 3. the delivery of the news: tone, facial expressions, 4. how you respond to the presenter/s.  * View a local news broadcast and a statewide news broadcast. In groups complete the following tasks:  1. list the production features that are common to both broadcasts 2. compare the news content 3. compare and contrast the news presenter/s 4. examine a news story common to both and compare/contrast the representations.   Follow up with a class discussion on the formula that is television news broadcasting in Australia.   * Vocabulary word map lesson. Students link the following vocabulary to news articles. (students link with graphics)   What do the following newspaper words mean:   1. Editorial: 2. Masthead: 3. Headline: 4. By-line: 5. Classified advertisement: 6. Feature article: 7. Pun:   **Week 6:** E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg  **Week 6: Photography and the front page.**  ***Explicit teaching for the week:***  Students engage in visual literacy understandings. Students participate in taking photographs and using photographs to persuade. Students link this weeks lesson to week 4’s work on bias and influential language.  ***Learning activities for the week:***  *Activities:*   * Notes on features of an effective photograph. Examine a variety of photographs and assess their quality and impact on the viewer. Teacher uses PowerPoint and visual literacy explanation to engage students in discussing photographs. * Teacher presents key points to taking photographs PowerPoint. Using this knowledge take two photographs of a school or local event for possible publication in a newsletter. See [www.englishteacher.com.au/students/visualTexts.html](http://www.englishteacher.com.au/students/visualTexts.html) * Close examination of features of a newspaper: Provide students with a variety of tabloid and broadsheet newspapers. Student select one and complete the following tasks:  1. Examine three lead stories from the first three pages. Look at their headlines, photographs and information:    * Are the stories subjective or objective? (Use your notes from week 1 for assistance) 2. Turn to the Editorial comment and Letters to the Editor page:    * What news event or story is the editor commenting on?    * Find three language features that identify this text as subjective and personal opinion    * Read one letter to the editor that interests you. Describe the language features of the letter. 3. E:\Final V1\Final sq NO border\Sq Technology no bdr.jpgFind a photograph that attracts your attention. Evaluate why this is an effective photograph.   Find a classified advertisement that is unusual and comment on why the individual would have used the classifieds.   * ***Assessment as learning task 20%:*** Read the travel stories and examine the persuasive language and the photographs. Imagine you and a partner have been asked to write a travel article for a newspaper persuading the readers to visit your local area. Before you both start visit the local tourist information bureau and research your area. Many towns have exciting stories from their past you could use in the article. Include a photograph or downloaded image. Local councils often have their own web site where you could find images and ideas. (Students can use the Campbell house story of Amelia to encourage tourism to the school.) * Draw a picture of you or your friend and exaggerate the physical features that stand out. These could be your freckles, your mouth or your mono brow! Now think of a politician or an actor or a singer that you dislike and draw this person, exaggerating their features. Teacher-led discussion of purpose and techniques of caricature and satire. Show students pictures of exaggerated cartoons of politicians from newspaper articles. * Revisit how to decode visual images and graphics. Students are given glossary of visual literacy terms and an example of a photograph that has been decoded.   **Week 7:**  **Week 7: Radio Shock Jocks.**  ***Explicit teaching for the week:***  Students are exposed to the concept of radio as a media source. Students are introduced to the term shock jock and build knowledge of emotive language, bias and exaggeration.  ***Learning activities for the week:***   * Notebook presentation of shock jocks in Australia. Students are able to listen to recordings of shock jocks and introduced to the term. * E:\Final V1\Final sq NO border\Sq Technology no bdr.jpgIdentify the style and language features of a typical shock jock broadcast in a report. Look for: * emotive language * bias * exaggeration   Students complete worksheets on the words above and build vocabulary tables of exaggeration and emotive languages.   * Teacher PowerPoint explanation of language features of a shock Jock. Focus on: * vocal tone and pitch * Listen to a shock jock broadcast such as Alan Jones. You will have a listening test and have to prepare to discuss in a debate in which you argue for or against the merits of this medium based upon what you hear in the broadcast. * As a class students led by teacher in a brief review of a shock jock website in which you analyse the layout, content and style of the site. * Participate in a whole class debate on the contribution of shock jocks to the news industry in Australia.   **Week 8:**  **Week 8: An Australian media journey**  ***Explicit teaching for the week:***  Students are introduced to the concept of refugee’s. The concept of a refugee Is explained as a topical issue within the Australian media for a few years now.  ***Learning activities for the week:***  *Activity:*   * Read extracts from *Boy Overboard* to capture interest and engage through narrative. Gleitsmann focuses on the very significant topical issue of refugees. Look at the fact sheet on refugee numbers and origins.   Class discussion:   1. Who are refugees and where do they come from? 2. What is the Tampa and who are the ‘Children Overboard’? 3. Should refugees be allowed to come to or be prevented from coming to Australia? Give your reasons. 4. What is the government’s response to this?   What is a detention centre?   * E:\Final V1\Final sq NO border\Sq Technology no bdr.jpgUsing WebQuest explore refugees: * <[www.hrw.org/refugees/](http://www.hrw.org/refugees/)> - information on international refugee concerns * <[www.abc.net.au/longjourney/index\_flash.html](http://www.abc.net.au/longjourney/index_flash.html)> - amazing interactive site with photographs and transcripts of children who have been in Detention Centres * <[www.refugeeaction.org](http://www.refugeeaction.org)> - the sinking of the SIEV X * <[www.aph.gov.au](http://www.aph.gov.au)>- transcript of senate inquiry into ‘Children Overboard’ * <[www.refugees.org.au](http://www.refugees.org.au)> - site dedicated to refugees and their plight   <http://www.immi.gov.au/> - Australian Government Department of Immigration and Indigenous Affairs website   * Examine the political cartoons from the web site <http://www.nma.gov.au/exhibitions\_and\_events/special\_events/cartoons\_2002/view\_cartoons> and answer the following questions:  1. Discuss the attitude of the composer towards    1. refugees    2. the federal government. 2. What is the purpose of the cartoon? 3. Describe how the following visual techniques are used and the meaning they convey to the viewer:    1. composition    2. body language: facial expressions, gestures and stance    3. background    4. framing: close up, medium or long shot and what angle    5. rule of thirds    6. colour, lighting and contrast    7. symbolism.   Discussion - What have you discovered about the cartoonist’s attitudes towards refugees and government policy?   * Read with students picture book of the monster sent away on a boat. (from kendell) Explain the meaning of the picture book. Discuss how the book represents the concept of a refugee.   **Week 9:**  **Week 9: Reading between the lines and the images**  ***Explicit teaching for the week:***  ***Learning activities for the week:***   * The ‘Children Overboard’ issue has raised significant concerns about the media’s representation of the ‘truth’ and its use of bias.   Examine the uncropped photographs from the web site - <[www.safecom.org/kids-overboard.htm](http://www.safecom.org/kids-overboard.htm)> and the actual cropped image used by national newspapers in 2001.   * discuss the original photographs and what they say about what happened and then discuss the different perspective presented by the cropped image. * In pairs download a variety of photographs from google image search or using a digital camera take some photographs around the school. Using an image program such as Adobe Photoshop, import the images and crop them. Print out the originals and the cropped images and explain to the class how you and your partner changed the meaning.   **Week 10:**  **Week 10: Writing a script**  ***Learning activities for the week:***  E:\Final V1\Final sq NO border\Sq Technology no bdr.jpgStudents complete **Assessment of learning task: 60%** | | | | | | | | | | | | | | | **The Australian General Capabilities**  Aboriginal and Torres Strait Islander histories and cultures boriginal and Torres Strait Islander histories and cultures  Asia and Australia's engagement with Asia sia and Australia's engagement with AsiaSustainability ustainability  Critical and creative thinking ritical and creative thinking  Ethical understanding thical understanding  Information and communication technology capability nformation and communication technology capability  Intercultural understanding ntercultural understanding  Literacy iteracy  Numeracy umeracy  Personal and social capability ersonal and socail capability  Civics and citizenship ivics and citizenship  Difference and diversity ifference and diversity  Work and enterprise ork and enterprise | |
| **Special Needs Adjustments** | | | | | | | **School to Work** | | | | | | | | | | |
| * Scaffolded lesson plans * Still visuals used as well as video recording * Literacy activities changed to adjust for literacy levels * One-on-one support where required * Short lessons * Engaging topics * Behaviour management strategies * For individualised adjustments, please see personalised learning plans. * Visuals’ and kinaesthetic learning * Group learning * Discussion based topics | | | | | | | * Program assists students with furthering their literacy skills. * Develop cultural acceptance to assist with accepting diversity in the work force. * Improved communication skills * Developing understanding on people from different cultures * Language development * Collaborative learning * Self-manage * Become active global citizens by understanding about Malala’s culture and lifestyle * Numeracy and literacy comprehension skill building. | | | | | | | | | | |
| **Assessments. Type. Weight. Due Date** | | | | | | | | | | | | | | | | | |
| *Informal observations and notes regarding students progression and engagement in the unit throughout the 10 weeks.*  **1. Assessment for learning task:** 20% features of a newspaper feature article and Quiz DUE WEEK 4  **Assessing:** Knowledge, recall and understanding  **Outcome:** EN5-3B: selects uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning  **Activity:** Part 1 - Students sit a written test that requires them paste features of a feature article onto a scaffold worksheet provided. Students identify key aspects by placing them In the appropriate section.  Part 2 - Students identify the purpose, audience, context and focus of three news story excerpts. Students will be linking their knowledge from the PowerPoint presentations to their skills in analysing and interpreting media articles.  **2. Assessment as learning:** 20% DUE WEEK 6  **Assessing:** Knowledge, understanding and skills in evaluation.  **Outcome:** EN5-9E: purposefully reflects on, assess and adapts their individual and collaborative skills with increasing independence and effectiveness.  **Activity:** Students respond to travel stories that they have read in the unit and during the week. Students show their knowledge of the content by connecting their persuasive words, photographs and opinions to create a travel brochure. Students then evaluate their own understanding and self assess their work. Student’s self-assessments are handed to the teacher. The self-assessment is 5 questions relating to their ability to recall and apply knowledge following a rating scale in terms of efficacy within the unit. Students assess the obvious bias in their brochure.   1. **Assessment of learning:** 60% DUE WEEK 10   **Assessing:** Skills in synthesis and creative thinking, Knowledge, recall and understanding and Skills in evaluation  **Outcomes being assessed:**  EN5-2A: effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies.  EN5-5C: thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts  **Activity: Assessment task: (Formal assessment)**  Students may form a media team or complete the assessment individually. students are to investigate either: the reasons why refugees have come to Australia, the SIEV X tragedy, the ‘Children Overboard’ issues, detention centres in Australia, the Pacific Solution and public reactions. The media team must thoroughly research and present his information as one of the following media products:  **a. a double page feature spread** for a local newspaper that includes some of the following:   * brief comments from school and community members * a cartoon * an extract from a text such as a letter by a refugee * results of a survey and a graph recording the results * a feature article * short articles on the SIEV X or the Tampa or immigration detention centres or the Pacific Solution * photographs downloaded from the Internet.   The feature spread must be published using *Microsoft Publisher*.  **or**  **b.** **A radio program** that features interviews with refugees who survived the sinking of the SIEV X, the Tampa captain, a refugee from a detention centre or callers from a cross section of people such as: a One Nation Party member, people who support and oppose the Pacific Solution policy, etc. The program could include extracts from the news or programs that have focused on these issues and extracts from songs that reflect the issues. The program must be recorded.  **or**  **c. A web page** that incorporates most of the same texts and graphics as the feature spread for a newspaper. The web page design could be completed using *Dreamweaver* or *PowerPoint*.  NB: All group members must complete a peer and self-evaluation form. | | | | | | | | | | | | | | | | | |
| **Resource List** | | | | | | | | | | | | | | | | | |
| English K-10 Syllabus: <http://syllabus.bos.nsw.edu.au/english/english-k10>  Book: Morris Gleitsmann’s *Boy Overboard*  Simpsons episodes on youtube.  Worksheets: In program file | | | | | | | | | | | | | | | | | |

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| **Teacher Evaluation**  **Comments / Variations** | |
| **What worked well?**  **What needed to be changed?**  **What do I think the students gained from this lesson?**  **How well did this unit match the Elements of Learning and Achievement?**  **What did I learn?**  **How will I use this experience to extend my practice in the future?** | |
| **Date Commenced**: | **Date Finished**: |
| **Teachers Signature**: | **Assistant Principals Signature**: |