**Teaching and Learning Program for the Elements**

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| **T:\Office\Graham Moore\jpeg sentral logo.jpg** | **Teaching and Learning Program** | | | | | | | | | | | | | | | | | | | | |
| **Title/Type of Unit: English**  **Program Risk Level:** | | | | | | | | | | | | | | **Duration: 10 Weeks**  **By** | | | | | | |
| **Syllabus Outcomes**  **Stage 4** | *A student:*  **Stage 4 OUTCOMES:**  EN4-1A  Responds to and composes 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 and composing texts in different media and technologies.  EN4-3B  Uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts.  EN4-5C  Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts. | | | | | | | | | | | | | | | | | | | | |
| **Connectedness**  **Why does this learning matter?** | **Students learn to:**   * Develop collaboration skills * Develop research and inquiry skills * Engage with a variety of texts * Comprehend a variety of texts * Analyse and interpret sources * Justify their opinion | | | | | | | | | | **Students learn about:**   * The society of Ancient Egypt * Primary and Secondary sources * The value of sources in interpreting history | | | | | | | | | | |
| **Background and Key Ideas** | It is important that students are engaged and critical thinkers and that they learn to question and query their environments, ideas, actions, communities and lives. An integrated unit related to ‘extreme climate survival’ will engage and intrigue students and will afford opportunities to investigate and analyse human and animal experiences in harsh, frozen environments in order to help them effectively reason, question and explore different aspects of their worlds.  During this unit students will also be provided with opportunities to develop further their creative writing skills. Students will be encouraged to think imaginatively about ideas and arguments, as well as record, evaluate and reflect on their own learning processes. Student will explore, examine, analyse and compose a variety of different texts related to Earth’s coldest regions. | | | | | | | | | | | | | | | | | | | | |
| **Literacy Continuum** | Reading Texts | | Comprehension | | | Vocabulary Knowledge | | | Aspects of Writing | | | Aspects of Speaking | | | | Phonics | | Phonemic Awareness | | | Concepts About Print |
| **Clusters:** 1-16  **Activities linked to program to increase learning:**  Applying comprehension strategies through discussion, analysis of text, predicting, summarising and questioning | | | | | | | | | | | | | | | | | | | | |
| **Numeracy Continuum** | Counting Sequences | | | Counting as Problem Solving | | | Pattern and Number Structure | | | Place Value | | | | Multiplication and Division | | | | | Fraction Units | | Length, Area and Volume |
| Numeracy concepts are addressed in this unit eg. sequencing of events, however numeracy is not the main focus of this unit | | | | | | | | | | | | | | | | | | | | |
| **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**        E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | **Learning Sequence**  EN5-5C **What are the Earth’s poles?**   * Brainstorming session around what ‘Icy Poles’ means and the words associated with what the unit might be about. * **Task:** Students create a Wordle of all the different words associated with ‘Icy Poles’. * Students ***make connections*** by writing about ‘Icy Poles’. * Students ***predict*** what we might be learning about in the unit of work.   **Task:** Students ***question*** by writing down 10 different ‘I wonder…..’ statements about different icy environments using the stimulus work sheet as a reference (Eg. I wonder why they have controlled avalanches?). Students should ***visualise*** themselves in their icy environment. Answers are to be discussed as a class.  **Resources:**  Wordle, ICT, Work Books, I Wonder Worksheet, I Wonder Stimulus Worksheet, Super 6 Cards  EN5-1A, EN5-2A **Survivors:**  **Define the term:** A person who survives, especially a person remaining alive after an event in which others have died  **Trekker Lost in the Andes - Text**  **Text Analysis*: Pre-reading, predicting and questioning*.**   * Introduce the idea of survival. * Pre-reading exercises for ‘Trekker Lost in Andes Found Alive!’ Students ***make connections and predict*** what they think the text is going to be about. * **Task:** Students complete the worksheet ‘Survival’   **Text Analysis: Breaking News – Trekker lost in Andes found alive!**   * Students read the text ‘Trekker Lost in Andes Found Alive!’ Then discuss the article as a class. * <http://www.breakingnewsenglish.com/1309/130911-andes.html> * **Task:** Students complete the comprehension questions associated with the article.   **Extra Activity: Andes Scenario**   * **Task:** Students are given a survival scenario within the Andes. Students are to analyse their situation openly discuss why they think their tool is the most useful if they are to survive in the Andes.   **Video stimulus: VICE – “Surviving Alone in Alaska”** <https://youtu.be/Iq0rZn8HFmQ>  **Video stimulus: Eric LeMarque – Crystal Clear? Bear Grylls?** <https://youtu.be/tMazj4sdQLA>  **Resources:**  Work books, Super 6 Cards, Survival Worksheet Andes, Scenario Worksheet  EN5-1A, EN5-2A, EN5-3B **Icy Survivors**   * Reconnect to the theme of survival and the notion of what it means to be a survivor in an icy situation. * Students are to ***predict*** what the difference is between survival and a survivor. * **Task:** Students are to investigate a person or group who have survived through an icy situation. These people/groups should have a well-documented story about their survival in an extremely cold climate. * Students are to use ***questioning and summarizing*** techniques to investigate the survivor and to have enough relevant information. * **Task:** Students are to use their research information to create a page profile on their survivor. They are required to complete at least 2 paragraphs. The summary must include:   + **Who they are**   + **What was their situation**   + **How did they survive**   **Video Stimulus:** [**https://youtu.be/yDK3HDsw12g?t=11m28s**](https://youtu.be/yDK3HDsw12g?t=11m28s)  **Resources:**  ICT, iPads, Work books, Super 6 Cards, Survival Worksheet, Icy Survivors Worksheet  EN5-3B, EN5-2A, EN5-5C **Advertising Film**   * Pose the question**;** What Makes People Watch Certain Movies? * As a class brainstorm why students go to the cinema’s to watch certain movies. Question the class “how do you know whether you will like it or not?” * Student answers should include:   + The genre   + Movie trailers   + Advertising   + Social Media   + Word of mouth   + Film reviews   + The actors in the movie   **Advertising Film: PowerPoint**   * Open the PowerPoint “Advertising Film”. Inform the class that they will be learning about how the role of movie posters has changed recently as instant access of trailers has become more prominent with the development of technology. * Watch the short YouTube clip “Movie Posters: Do they have a purpose?” Discuss whether the class agrees or disagrees. * **Task:** As a class mix and match the brief description of movies to their corresponding movie poster. Question whether posters tell enough about the movie to make you want to see it. * **Task:** Individually or in pairs students will pick 3 movie posters off the PowerPoint and compare and contrast the similarities within these icy movies. Students are to discuss answers as a class and add any missing answers they agree upon.   Continue the PowerPoint and show a few of the trailers of the corresponding movie posters. Quickly discuss why this form of advertisement would make you watch the movie more.  **Resource:**  ICT, Work books, Super 6 Cards, Advertising Film PowerPoint, Comparing Movie Posters Worksheet  EN5-3B, EN5-2A, EN5-5C **The Ice Age Movie (Pre-Activities)**   * Introduce the characters * Introduce the characters of the movie and get students to research these animals online and complete a worksheet * Students will gain a good understanding of the characteristics and habits of these mammals. * Students will gain invaluable research skills   **Film review**   * Open PowerPoint for learning outcomes and lesson starter. * Ask student what the purpose of a film review is * Ask students what the most recent film they watched was about, and the 3 most important things they would like them to know. * Continue with PowerPoint clearly outlining how to write a film review, while taking notes of key points. * Watch the official trailer. * Read a film review from Talk-talk entertainment. Underline the adjectives and write them in their books * Explain to students that this is what they should be looking out for while watching the film.  1. **Film title**. You could also include a star rating here. 2. **Introduction:** what you expected from the film 3. **Genre:** what type of film is it? Does it have a message? 4. **Plot:** what happens in the film? Does the plot make sense? Is it easy enough to follow? Is it believable? 5. **Characters:** Who are the main characters and what are they like? Who are the actors playing these parts, and are they good in the parts? 6. What is the camerawork/ animation like? If there are special effects, what are they like? Are there beautiful scenes? Are there moments when the camera is used in an interesting way? 7. Did you enjoy the film? Why/why not? What were its good and bad points? 8. Write about a scene you particularly enjoyed or remembered. Why was it good/ memorable? 9. Would you recommend this film? To what sorts of people? Why? 10. Are there any other films you can compare this  * Students will use the super 6 cards to aid their understanding * Students should be able to answer some of these questions before watching the film. * Students will watch the film * Students will finish answering the above questions   **Resources:**  Ice Age Character Worksheet, Ipads, Talk-talk entertainment film review sheet,  PowerPoint – Writing a film review, Ice Age DVD, Computers, filmclub.org log on details, Super 6 cards  EN5-1A, EN5-3B, EN5-5C **Assessment Task – Film Review**  Students are to create a film review between 300 – 500 words on the film “Ice Age”. They are to ensure that review informs, entertains and evaluates the film so that the reader is persuaded whether to view the film or not. Students will be assessed on the following:   * Use Structural and Language features: that makes judgements of plot, characters, film techniques and themes. * Achieve your purpose in expressing your personal response to the animated film in the form of a written review.   Edit your writing with a focus on vocabulary, spelling and punctuation.  **Resources:**  Term 4 English Assessment Work Sheet, Film Review Scaffold Worksheet , Ipads and CPU, Workbooks, Super 6 cards  EN5-2A, EN5-3B, EN5-5C **Writing the sequel ‘Ice Age 2: The Meltdown’**  **Lesson starter**: Answer the following questions   * 1. What caused the ice age to end?   2. What happened to the unusual characters in the movie? (i.e Manny – Woolly mammoth, Sid – Giant sloth, Diego – Sabre toothed tiger, Frank – Shovel nosed Rhino, Roshan- baby) * Use the internet to find out the answers to the above questions * Explain to students that even though they may have already seen the sequel to this movie, they are going to **visualise** and write their own sequel. * First of all, they must invent their own fictional character, similar to Scrat, and include him/her in the movie * The ‘Scrat’ is the only invented animal for the film ‘The Ice Age’. It is a cross between a squirrel and a rat. **Visualise** and invent another animal for your sequel. You can combine the features and habitats of two or three animals. Draw your animated hero and give him or her a name * Students brainstorm and activate prior knowledge and make **connections** about the topic. * If they cannot come up with their own ideas watch the official trailer for ‘Ice Age 2 – The Big Melt’ * Students will use their **Super 6 Cards** to aid their understanding * Write a story plan for your version of the sequel to Ice Age called ‘Ice Age 2 – The Big Melt’. **Predict** what will happen to each character? * Watch the film ‘Ice Age 2- The Big Melt’ and notice the comparisons/differences between that version of events and yours.   **Extension: Summarise** the film and **make connections** between each of the films stating whether you preferred the first or second ‘Ice Age’ movie and why.  Learning Objectives:   * Students will be able to identify and explain the function of essential short story elements in the writer’s craft (i.e. character, setting, conflict, plot, climax, resolution, theme, tone, point of view).   **Resources:**  Ipads and CPU, Official trailer for ‘Ice Age 2- The Big Melt’ Story planning booklet,  Movie: Ice Age 2 – The Big Melt, Super 6 cards, Workbooks | | | | | | | | | | | | | | | | | | | **Aboriginal 8 Ways of Learning**  *The following ways of learning are incorporated throughout the program through pedagogical practices*  2_maps.jpg  Learning Maps  4_symbol.jpg  Symbols & Images  7_deconstruct.jpg  Deconstruct/ Reconstruct  6_non-linear.jpg  Non-Linear    Land Links    Story Sharing    Non-Verbal  8_community[1]  Community Links | |
| **Special Needs Adjustments** | | | | | | | | | **School to Work** | | | | | | | | | | | | |
| Extra support given to students in need of it.  The work consist of a variety of activities aimed at different types of learning.  Age stage appropriate work.  Work designed to engage learners as it is altered for their interests.  Students’ work adjusted to meet their personal learning plans goals and outcomes. | | | | | | | | | Students develop their comprehension skills to allow them to identify and interpret texts.  Students develop skills to form informed opinions.  Students develop skills to make informed choices. | | | | | | | | | | | | |
| **Assessments** | | | | | | | | | | | | | | | | | | | | | |
| Formative:  Student response to questioning, student participation in class discussion and group work, student written work  Summative:  Student progress on comprehension and written skills will be assessed through the writing of a film review of the movie ‘Ice Age’. | | | | | | | | | | | | | | | | | | | | | |
| Roles and Responsibilities | | | | | | | | | | | | | | | | | | | | | |
| Teacher | | | | | SLSO | | | | | | | | Student | | | | | | | | |
| Lesson Planning  Student Support  Behaviour Support  Class Instruction  Resource Preparation  Excursion Planning & Supervision | | | | | Teacher Support  Student Support, both individually and in small groups  Behaviour Support (under teacher supervision)  Resource Preparation  Excursion Supervision | | | | | | | | Participation in all activities  To develop both academic and social skills | | | | | | | | |
| **Risk Assessment – Dorchester ETU only** | | | | | | | | | | | | | | | | | | | | | |
| **Resources** | | **Safety Strategies** | | | | | | **Identified Hazards** | | | | | | | | | **Control Strategies** | | | | |
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| **Teacher Evaluation**  **Comments / Variations** | |
| Guiding Questions  What worked well?   * The topic of icy worlds and polar regions engaged students * Students in general engaged well in writing tasks * Activities were suitable for the students   What needed to be changed?   * There needs to be a greater focus on functional literacy skills in this unit of work   What do I think the students gained from these lessons?   * The students have either improved on their comprehension skills or the practice has help to maintain skills they already have   How well did this unit match the Elements of Learning and Achievement?   * Though their needs to be a greater focus on functional literacy in this topic students either made improvements in this area or maintained skills students already had. * Development of functional literacy skills will help students to, in the future, transition from school to the work force. * Students used the internet and computers to do many tasks from researching to word processing written work.   What did I learn?   * We will be putting a greater focus on functional literacy skills into the next unit of work.   How will I use this experience to extend my practice in the future?   * See above | |
| **Date Commenced**: 28/1/2016 | **Date Finished**: 8/4/2016 |
| **Teachers Signature**: | **Assistant Principals Signature**: |