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|  | | **Dorchester School Teaching and Learning Program** | | | | | | | | | |
| **Title/Type of Unit: Shark Tank**  **Program Risk Level: Low** | | | | | | | **Duration: 4 weeks**  **By Luke** | | |
| **Syllabus Outcomes**  **Stage 3 English** | | EN3-3A- Uses an integrated range of skills, strategies and knowledge to read a wide range of texts in different media and technologies  EN3-6B- Uses knowledge of sentence structure, grammar, punctuation and vocabulary to compose clear and cohesive texts  EN3-6B- Compose cohesive texts in different media and technologies  EN3-7C- Thinks imaginatively, creatively, interpretively and critically about information and ideas  Created- Uses a computer to perform all basic functions | | | | | | | | | |
| **Connectedness**  **Why does this learning matter?** | | **Skills:**  Reading and writing texts  Creating advertisements  Analyse different perspectives  Identifying strengths and weaknesses   * Arguments in ideas   Identify persuasive language  Devising speeches  PowerPoint-   * Saving * drop and drag * Typing * Creating * Insert pictures * Insert video | | | | | **Content:**  Background information on the subject  Features of commercial, rap, jingles, logo  Understanding of different perspectives  Advertisements  Sales  Speech attributes and skills | | | | |
| **Background information/ links** | | Shark tank is derived from an American television show that has now been developed in Australia. In this unit students will analyse aspects of the show in relation to marketing and advertising techniques. Students will initially be provided with an overview of the show, examples of previous ideas and finally using all information learnt throughout the unit; create their own product to present in the classroom. Students’ ideas must be approved by the teacher and be deemed appropriate. Students will deliver their product in a pitch to the class through a speech and or PowerPoint. They must provide the necessary points provided in the booklet as well as show the designs of the product and a commercial or jingle. | | | | | | | | | |
| **Key Ideas** | | * Students analyse texts and the media provided * Students plan and create a presentation utilising the main skills provided in the Shark Tank program * Students use ICT to present ideas * Students develop scripts, commercials, jingles and artwork to positively enhance their product demonstration | | | | | | | | | |
| **Scope and Sequence and Lesson Structure** | | | | | | | | | | | |
| **The Elements of Learning & Achievement**  *(Elements placed in relevant places – delete unnecessary images – and this text)*      E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | **This program is designed to follow the work booklet provided.**  **1: Introduction**   * Students are supplied with the Shark Tank booklet * Students read and discuss the concept of Shark tank * Students highlight key words for understanding and research definitions for those chosen words.   **2: Body/Lessons**   * Students read together and work through the questions in the booklet * Where necessary, Students research by following the links in the booklet. * Students analyse previous ideas and pitches from the show by identifying what is required to make a sales pitch. * Using all of the previous knowledge, students design their own product and deliver a pitch to the class. In the pitch, students must involve one of the following; commercial, radio ad, jingles or posters. * Presentations can involve the use of a PowerPoint and a speech.   **3: Conclusion**   * Teachers conclude each lesson on the main points in the content * Teachers provide individual feedback on progress of each students work   **4. Extension**  Students create their product using supplies brought in externally and combine all of the processes stated above. | | | | | | | | | | **Aboriginal 8 Ways of Learning**  *The following ways of learning are incorporated throughout the program through pedagogical practices*    Story Sharing    Community Links  2_maps.jpg  Learning Maps  4_symbol.jpg  Symbols & Images  7_deconstruct.jpg  Deconstruct/ Reconstruct  6_non-linear.jpg  Non-Linear |
| **Special Needs Adjustments** | | | | | **School to Work** | | | **Assessments** | | | |
| Students are supplied with one on one assistance  Students are supplied with visual, demonstrative, and audio cues  Use of ICT | | | | | Students will be able to develop a speech or presentation  Utilising time management  Express ideas in a variety of ways  Understanding of advertising and how it affects individuals | | | Completion of the workbook  Presentation or pitch of the chosen product | | | |
| **Risk Assessment** | | | | | | | | | | | |
| **Resources** | | | **Safety Strategies** | | | **Identified Hazards** | | | | **Control Strategies** | |
| Shark Tank work booklets  Computers  Potential for products to be brought in | | | No unsupervised student  Opportunity for one to one support.  Intense supervision during group work.  No access to internet for students.  Clearance needed for certain products to be used. Eg, milk cartons | | | Accessing internet.  Arguing over resources.  Arguing during group work.  Behavioural issues. | | | | Individual Risk Assessment.  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**: |