|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Teaching and Learning Program** | | | | | | | | | | | | | | | | | | | | |
| **Functional Literacy (Responding): Tomorrow When the War Began**  **Program Risk Level: Low** | | | | | | | | | | | | | | **Duration: 5 Weeks**  **By Kate** | | | | | | |
| **Syllabus Outcomes**  **Stage** | *A student:*  **EN5-1A** responds to increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  **EN5-2A** critically assesses a range of processes, skills, strategies and knowledge for responding to a wide range of texts in different media and technologies  **EN5-3B** selects and uses 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 texts in a range of contexts  **EN5-6C** investigates the relationships between and among texts  **EN5-8D** questions, challenges and evaluates cultural assumptions in texts and their effects on meaning | | | | | | | | | | | | | | | | | | | | |
| **Connectedness**  **Why does this learning matter?** | **Students learn to:**   * Engage in reading and viewing * Interpret multimodal texts * Use a range of comprehension strategies * Discuss unfamiliar topics * Reflect on inferential meanings in text * Question and analyse the characters actions and motives | | | | | | | | | **Students learn about:**   * Relationships – building friendships and interacting with people * Making choices and the consequences of those choices * Different aspects of life in Australia * Accepting and understanding different perspectives and different personality traits * Film techniques used to draw attention | | | | | | | | | | | |
| **Background and Key Ideas** | A film study to improve comprehension and understanding of the plot, character development, vocabulary and other features of a narrative. The key ideas are:   * To engage students in literacy and broaden their understanding of different cultures’ * To increase students literacy levels in regards to different texts * To increase skills comprehending and expressing opinions * Cross-curricular topics and outcomes * Supporting the Elements of Learning and Achievement | | | | | | | | | | | | | | | | | | | | |
| **Literacy Continuum** | Reading Texts | | Comprehension | | | Vocabulary Knowledge | | | Aspects of Writing | | | Aspects of Speaking | | | | Phonics | | Phonemic Awareness | | | Concepts About Print |
| **Clusters:** 13-16  **Activities linked to program to increase learning:**  Applying comprehension strategies through discussion, analysis of text, and work booklet– predicting, summarising, questioning.  Explores the meaning in depth in particular moments in the movie – for example, when Elle sees a painting featuring “white people” and Indigenous people as she is hiding from the invaders. | | | | | | | | | | | | | | | | | | | | |
| **Numeracy Continuum** | Counting Sequences | | | Counting as Problem Solving | | | Pattern and Number Structure | | | | Place Value | | | Multiplication and Division | | | | | Fraction Units | | Length, Area and Volume |
| Mathematical concepts have been addressed, e.g. timelines, however numeracy was not an emphasis in this program. | | | | | | | | | | | | | | | | | | | | |
| **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 | **1: Introduction (Page 2)**   * Begin lesson with discussion on the trailer for the movie. The reason for this is that the movie is slow to start due to the introduction of plot and characters, allowing the students to see that there is action enables them to engage better with the movie.   **2: Watch movie while filling out workbooks**   * Introduction of the movie will enable the Characters section on page 3 and questions continue throughout the movie. * The section with the excerpt from the book can be found between 27 mins and 30 mins. * Continue through activities   3. **Extension**   * Extension activities can be found in the last few sections in order to give students the opportunity to extend themselves. If completed students should be rewarded, however they are extension activities and not necessary for students to complete. | | | | | | | | | | | | | | | | | | | **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  4_symbol.jpg  Symbols & Images  7_deconstruct.jpg  Deconstruct/ Reconstruct | |
| **Special Needs Adjustments** | | | | | | | | | **School to Work** | | | | | | | | | | | | |
| Extra support given to students in need of it.  The work consisted 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 texts.  Students will also develop their interpersonal and intrapersonal skills by reflecting on the actions of others, and how they might react in those situations. | | | | | | | | | | | | |
| **Assessments** | | | | | | | | | | | | | | | | | | | | | |
| Students to complete a workbook.  Discussion and observation  Record of comments through a shared board | | | | | | | | | | | | | | | | | | | | | |
| **Risk Assessment – Dorchester ETU only** | | | | | | | | | | | | | | | | | | | | | |
| **Resources** | | **Safety Strategies** | | | | | | **Identified Hazards** | | | | | | | | | **Control Strategies** | | | | |
| Lesson booklet,  Pencils,  Movie,  Computers | | Count in/ count out  Count in/count out  1 copy – with teacher  Secured to desks, not connected to internet | | | | | | Behaviour Issues | | | | | | | | | Individual Risk Assess.  Additional Staff | | | | |

|  |  |
| --- | --- |
| **Teacher Evaluation**  **Comments / Variations** | |
| **What worked well?**  Trailer was an excellent hook, students were engaged and motivated to participate in following lessons.  **What needed to be changed?**  The biggest difficulty with this unit was the time frame. The unit was started two weeks before we had an unexpectedly large turnover and that meant the depth of understanding wasn’t achieved.  **What do I think the students gained from this lesson?**  Discussion skills and understanding others motivations. At the start of the unit they found it difficult to express what characters were thinking or feeling, by the end of the unit discussions were more insightful and student answers included more descriptive terminology.  **How well did this unit match the Elements of Learning and Achievement?**  This unit linked extremely well with both Functional Literacy and Actions and Choices through the discussion-based topics.  **What did I learn?**  One of the most memorable things I learnt was that the name Fifi also doubles for an inappropriate term.  The other was that using the trailer as a hook was extremely effective as the start of the movie could be slow.  **How will I use this experience to extend my practice in the future?**  I will continue to use film as that was an effective teaching tool. It was engaging and the students benefited from it greatly, however the assessments in this unit lacked depth. I would create assessments and have a means of collecting more solid evidence from the program, such as recording discussion comments, or having a pre- and post- test. | |
| **Date Commenced**: | **Date Finished**: |
| **Teachers Signature**: | **Assistant Principals Signature**: |