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|  | | **Dorchester School Teaching and Learning Program** | | | | | | | | | |
| **Title/Type of Unit: 10 Things I Hate About You**  **Program Risk Level: Low** | | | | | | | **Duration: 4 Weeks**  **By Luke** | | |
| **Syllabus Outcomes**  **Stage**  **5**  **English** | | *A student:*  1. responds to increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis and pleasure  2. critically assesses a range of processes for responding  3. selects, uses, describes and explains how different technologies affect and shape meaning  6. experiments with different ways of imaginatively and interpretively transforming experience, information and ideas into texts  7. Thinks critically and interpretively using information, ideas and increasingly complex arguments to respond to texts in a range of contexts  8. Investigates the relationships between and among texts  9. demonstrates understanding of the ways texts reflect personal and public worlds  11. Uses, reflects on and assesses and adapts their individual and collaborative skills for learning with increasing independence and effectiveness | | | | | | | | | |
| **Connectedness**  **Why does this learning matter?** | | **Students learn to:**   * 1.2 respond to more sustained texts in a range of contexts * 1.4 explain their responses to texts and their widening personal preferences within and among texts * 1.5 respond to texts from different reading positions as an aspect of their developing moral and ethical stances on issues * 2.5 assess the achievements of others compositions and responses according to specific guidelines of effectiveness for purpose, audience and context. * 3.1 respond to and compose increasingly complex texts in different technologies considering the effects of the technology including layout and design on meaning * 6.1 explore real and imagined worlds through close and wide engagement with increasingly demanding texts * 7.1 ask perceptive and relevant questions, make logical predictions, draw analogies and challenge ideas and information in the texts * 7.2 trace ideas and images through extended texts * 8.1 identify and describe the similarities and differences between and among texts * 9.2 relate the content and ideas in texts to the world beyond the texts | | | | | **Students learn about:**   * 1.2 respond to more sustained texts in a range of contexts * 1.4 explain their responses to texts and their widening personal preferences within and among texts * 1.5 respond to texts from different reading positions as an aspect of their developing moral and ethical stances on issues * 2.5 assess the achievements of others compositions and responses according to specific guidelines of effectiveness for purpose, audience and context. * 3.1 respond to and compose increasingly complex texts in different technologies considering the effects of the technology including layout and design on meaning * 6.1 explore real and imagined worlds through close and wide engagement with increasingly demanding texts * 7.1 ask perceptive and relevant questions, make logical predictions, draw analogies and challenge ideas and information in the texts * 7.2 trace ideas and images through extended texts * 8.1 identify and describe the similarities and differences between and among texts * 9.2 relate the content and ideas in texts to the world beyond the texts | | | | |
| **Background** | | A film study to improve comprehension and understanding of the plot, character development and other features of a narrative. | | | | | | | | | |
| **Key Ideas** | | • To engage students and broaden their understanding of different cultures’  • To increase students literacy levels in regards to different texts  • To increase skills comprehending and expressing opinions | | | | | | | | | |
| **Scope and Sequence and Lesson Structure** | | | | | | | | | | | |
| **The Elements of Learning & Achievement**    F:\Mock ups\Square elements\Numeracy.jpg        E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | **1: Introduction**  **Throughout this film study, students are to watch and create their own opinion to the stimuli provided.**   * **Students watch the trailer of the movie 10 Things I Hate About You and answer the related questions in the work book.**   **2: Body/Lessons**   * Students read and follow a teacher lead discussion to complete the PowerPoint on the representation of gender relationships to provide background knowledge of how relationships between the sexes have been portrayed throughout time. * Students are to begin watching the movie 10 Things I hate about you to the point where all of the characters have been introduced. They are then able to complete the worksheet to identify each character and some of their traits. * Students are introduced to Taming of the Shrew by reading the plot summary of the book provided. Students will then read and complete 10 Things I hate about you cloze passage and compare the similarities and differences shown in the summaries. * Students continue to watch the movie to its completion and answer the assigned questions from the work book provided. * Students will read the quotes and dialogue provided, determine who said it and place it in a timeline. * Students will explore the themes and fil techniques from the movie and identify examples of those effects. * Students will research the effect music and how that enhances the movie. Students will research the specific examples provided, identify any correlation between the content and the lyrics and explain how it enhances the viewing experience. * Throughout watching the film, questions have been provided in the work book for students to answer. These questions form a basis for their own interpretation of the movie. At the completion of the workbook, a class discussion will be held to determine differing opinions.   **3: Conclusion**   * Students will read and explore the final connections between the movie and the book and complete the final prezi provided to sum up the unit.   <https://prezi.com/iiwiqgknyrdh/taming-of-the-shrew-vs-10-things-i-hate-about-you/> | | | | | | | | | | **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 |
| **Special Needs Adjustments** | | | | | **School to Work** | | | **Assessments** | | | |
| 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 to complete a workbook.  Discussion and observation  Record of comments through a shared board | | | |
| **Risk Assessment** | | | | | | | | | | | |
| **Resources** | | | **Safety Strategies** | | | **Identified Hazards** | | | | **Control Strategies** | |
| 10 Things I hate about you booklet  The movie  Youtube | | | 1:1 assistance when required  Supervision of a youth officer | | | DVD not being monitored | | | | Signing in and out of the DVD  Close DVD cabinet | |
| **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 | What worked well?  What didn’t work and what would I do differently?  What do I think the students gained from this lesson?  What did I learn?  How will I use this experience to extend my practice in the future? |
| 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**: |