

# English as an Additional Language 2019 v1.2

Unit 1 sample teaching, learning and assessment plan

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## Unit 1: Language, text and culture

### Unit description

In Unit 1, students respond to and create texts that show how language and culture are interrelated and expressed in a range of socio-cultural contexts. A variety of written and spoken literary and non-literary texts including a focus on media texts will be used to develop an understanding of and ability to use text structures and language features across a range of contexts including academic learning. Students respond to and create analytical, persuasive and academic text types for a range of purposes and audiences.

### Unit objectives

By the end of this unit, students will:

1. use patterns and conventions of persuasive and analytical genres to achieve particular purposes in cultural contexts and social situations
2. establish and maintain the roles of writer/speaker/signer/designer and relationships with audiences
3. create and analyse perspectives and representations of concepts, identities, times and places in a range of texts
4. make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin a range of texts and invite audiences to take up positions
5. use stylistic devices and aesthetic features to achieve purposes and analyse their effects in texts
6. select and synthesise subject matter to support perspectives
7. organise and sequence subject matter to achieve particular purposes
8. use cohesive devices to emphasise ideas and connect parts of texts
9. make language choices for particular purposes and contexts
10. use grammar and language structures for particular purposes in written, spoken and/or multimodal texts
11. use mode-appropriate features to achieve particular purposes.

## Assessment plan

Assessment details	%	Objectives to be assessed	Conditions	Date
<p><b>Formative assessment: Extended response — persuasive written response</b></p> <p><b>Context</b> You have been asked to present a paper at the annual <i>Media Matters Conference</i> session entitled '(mis)Representations'. The paper must identify a group that has been represented inappropriately in an advertising, marketing, television or other media text (such as an electronic game), and call for this misrepresentation to be corrected.</p> <p><b>Task</b> Write a paper to persuade conference delegates that the media representation of a particular group in society is harmful, and must be improved.</p>	—	<ol style="list-style-type: none"> <li>1. use patterns and conventions of a persuasive genre to achieve particular purposes in a specific context</li> <li>2. establish and maintain the role of the writer and relationship with an identified audience</li> <li>3. analyse perspectives and representations of concepts, identities, times and places in two texts</li> <li>4. make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin different texts and invite audiences to take up positions</li> <li>5. use aesthetic features and stylistic devices to achieve purposes in their own text and analyse their effects in texts created by others</li> <li>6. select and synthesise subject matter to support perspectives</li> <li>7. organise and sequence subject matter to achieve persuasive purposes</li> <li>8. use cohesive devices to emphasise ideas and connect parts of a persuasive text</li> <li>9. make language choices for particular purposes and contexts</li> <li>10. use grammar and language structures for particular purposes</li> <li>11. use written and complementary (if appropriate) features to achieve particular purposes</li> </ol>	<ul style="list-style-type: none"> <li>• Written: 800–1200 words</li> <li>• Duration: 4 weeks notification and preparation</li> <li>• Open access to resources</li> </ul>	Week 10
<p><b>Formative assessment: Examination — analytical written response</b></p> <p><b>Context</b> You have been studying the novel <i>The Hunger Games</i> by Suzanne Collins. You are to write an analytical essay under examination conditions, responding to a seen statement about the novel.</p> <p><b>Task</b> Analyse how <i>The Hunger Games</i> shows a world where the governing authority seeks to use its power and control to destroy personal identity.</p>	—	<ol style="list-style-type: none"> <li>1. use patterns and conventions of the analytical essay to achieve particular purposes in a specific context</li> <li>2. establish and maintain role of the writer and relationship with audiences</li> <li>3. analyse perspectives and representations of concepts, identities, times and places in a literary text</li> <li>4. analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions</li> <li>5. analyse the effects of stylistic devices and aesthetic features in a literary text</li> <li>6. select and synthesise subject matter to support perspectives in a written response</li> <li>7. organise and sequence subject matter to achieve particular purposes</li> <li>8. use cohesive devices to emphasise ideas and connect parts of a written response</li> <li>9. make language choices for particular purposes and contexts</li> <li>10. use grammar and language structures for particular purposes</li> <li>11. use written features to achieve particular purposes</li> </ol>	<ul style="list-style-type: none"> <li>• Written: 800–1000 words</li> <li>• Time: 2 hours plus planning (15 minutes) in total over a series of lessons within five consecutive school days</li> <li>• Other <ul style="list-style-type: none"> <li>- students to be given the specific question one week prior to the assessment</li> <li>- no access to teacher advice, guidance or feedback once the task is distributed</li> <li>- clean copy of the texts allowed</li> <li>- no notes allowed</li> <li>- word processor or handwritten</li> <li>- the assessment is completed over more than one session; teachers collect all student work at the end of each session and return it at the beginning of the next supervised session</li> </ul> </li> </ul>	Week 19

## Teaching and learning plan

Please be advised that this resource may contain images, voices, names or references to deceased persons. This may be in the form of photographs, film, audio recordings or printed material included or referenced as part of this resource. Some references may contain terms or reflect attitudes that are inappropriate today but are provided in an historical context.

The notional hours provided are based on 55 hours of teaching, learning and assessment (including revision, assessment preparation and implementation). Schools make decisions about the actual time allocated to the teaching of subject matter.

This unit focuses on language, text and culture through a study of the topic *The power of words*, and is made up of two interrelated parts:

1. words that surround us — a critical study of media, culminating in a persuasive written response
2. words that shape us and our societies — a close study of *The Hunger Games* by Suzanne Collins, culminating in an analytical written response under examination conditions.

Notional hours	Unit objectives	Subject matter	Sample learning experiences	Teaching and learning — underpinning factors	Possible resources
—	—	Subject matter in Units 1 and 3 can be delivered concurrently through the teaching of selected common texts from the prescribed text list in a particular year.	In a concurrent delivery, the teacher would need to develop learning experiences to align with the chosen texts and the differentiated assessment.	—	All resources below would be suitable for both Unit 1 and Unit 3 students.
<b>1. The power of words: words that surround us — a critical study of media, culminating in a persuasive written response</b>					
4 hours	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	<p><b>Understanding texts</b></p> <ul style="list-style-type: none"> <li>• read, listen to and view a range of texts to explore how the personal, social, historical and cultural contexts in which these texts are produced influence their meaning</li> <li>• explore the ways texts establish and maintain relationships with audiences to achieve particular purposes in cultural contexts and social situations</li> <li>• investigate the relationships between language, text, purpose, audience and contexts</li> <li>• consider how patterns and conventions of genres, such as text structures, language features and stylistic choices, are used in different types of texts</li> </ul> <p><b>Language and textual analysis</b></p> <ul style="list-style-type: none"> <li>• analyse the form and content of texts from structural and visual elements and contextual information</li> <li>• distinguish between fact and opinion, main ideas and supporting details presented in texts with a media focus</li> <li>• understand common cultural references and implied meaning in texts</li> <li>• analyse how language reflects cultural constructions of groupings or ideas such as age, gender, race and identity</li> <li>• analyse perspectives and representations of concepts, identities and groups in a variety of texts, for example by exploring how representations of individuals are shaped and constructed in media texts</li> <li>• explore how texts invite readers/viewers to take up positions, for example by analysing how media texts use editing, music, visuals, juxtaposition, etc. to invite audiences to support</li> </ul>	<p><b>Introduction to Senior English as an Additional Language</b></p> <p>Distribute some key excerpts from the <i>English as an Additional Language 2019</i> syllabus (syllabus objectives with explanations, key glossary terms, aesthetic features and stylistic devices), and signpost that these will be used throughout the course as the class engages with the cognitive skills of the course, the key concepts and assessment.</p> <p>Refer to the syllabus, Section 1.2.5: Language features table and highlight with the students phonological features, non-verbal language features, orthographic, lexical, grammatical, semantic, and sociolinguistic competences, and sociocultural understanding.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• create a word wall using the key glossary terms above by creating a table with the headings: term, definition, same word in their first language, a sentence using the term in English</li> <li>• examine a series of images of families from across times and cultures, deconstruct the images in pairs and answer the following questions <ul style="list-style-type: none"> <li>- Who makes up the family? Who is included/excluded?</li> <li>- Examine the layout of the image and the objects included in it. What do aspects such as the position of various family members and what they are doing/wearing say about them and the time/culture of the image's context?</li> <li>- What perspective of family is conveyed through the image?</li> <li>- What values regarding the concept of family underpin the image?</li> <li>- What cultural assumptions about family, gender, culture, power, etc. underpin the image?</li> <li>- How might different readers/viewers respond to these images? Why?</li> <li>- From this, how might representation be defined?</li> </ul> </li> <li>• generate their own definition of representation and compare it to the definition in the syllabus glossary: textual constructions that give shape to ways of thinking about or acting in the world; texts re-present concepts, identities, times and places, underpinned by the cultural assumptions, attitudes, beliefs, values or world view of the writer, shaper, speaker/signer, designer (and of the reader, viewer, listener)</li> <li>• watch clips from various television advertisements to examine how the concept of family is represented according to the definition established</li> </ul>	<p><b>Literacy skills</b></p> <ul style="list-style-type: none"> <li>• comprehending texts through listening, reading and viewing — grammar knowledge, text knowledge, visual knowledge, word knowledge</li> <li>• composing texts through speaking, writing and creating — grammar knowledge, text knowledge, visual knowledge, word knowledge</li> </ul> <p><b>Numeracy skills</b></p> <ul style="list-style-type: none"> <li>• estimating and calculating with whole numbers, e.g. <ul style="list-style-type: none"> <li>- analysing content of media texts</li> </ul> </li> <li>• recognising and using patterns and relationships, e.g. <ul style="list-style-type: none"> <li>- analysing own drafts for language patterns</li> </ul> </li> <li>• using spatial reasoning, e.g. <ul style="list-style-type: none"> <li>- examining maps of place texts are set</li> <li>- analysing visual images</li> </ul> </li> <li>• interpreting statistical information, e.g. <ul style="list-style-type: none"> <li>- using statistics to support arguments</li> </ul> </li> </ul> <p><b>21st century skills</b></p> <ul style="list-style-type: none"> <li>• critical thinking — analytical thinking, problem-solving, decision-making, reasoning, reflecting and evaluating, intellectual flexibility, e.g. <ul style="list-style-type: none"> <li>- through critical engagement with media texts</li> <li>- creating own texts for a variety of purposes and audiences</li> </ul> </li> </ul>	<p><b>Families</b></p> <ul style="list-style-type: none"> <li>• Google images of different families from the 1950s and now, and from different cultures, including Australian.</li> <li>• A range of television advertisements featuring families in different settings and featuring families of different compositions and structures.</li> <li>• Films centred on families to use excerpts from: <ul style="list-style-type: none"> <li>- Walker, J (dir.) 2016, <i>Ali's Wedding</i> (romantic comedy film), Matchbox Productions Pty Ltd, Australia (M)</li> <li>- Woods, K (dir.) 2000, <i>Looking for Alibrandi</i> (young adult film), Robyn Kershaw, Australia (M)</li> <li>- Armstrong, G (dir.) 1994, <i>Little Women</i> (family drama), Columbia Pictures, United States (G)</li> <li>- Spielberg, S (dir.) 1982, <i>E.T. the Extra-Terrestrial</i> (science fiction film), Universal Pictures, United States (PG)</li> </ul> </li> </ul>

Notional hours	Unit objectives	Subject matter	Sample learning experiences	Teaching and learning — underpinning factors	Possible resources
		<p>the perspectives offered</p> <ul style="list-style-type: none"> <li>• explore how different cultural assumptions, values, attitudes and beliefs underpin texts</li> <li>• examine the ways generic patterns, text structures and conventions communicate perspectives and representations</li> </ul> <p><b>Responding to and creating texts</b></p> <ul style="list-style-type: none"> <li>• participate in teacher-modelled, guided, shared and independent construction of texts in a variety of modes and classroom contexts</li> <li>• use active listening and viewing strategies and work collaboratively with others</li> <li>• use research skills and strategies, for example, note taking, summaries, paraphrasing and graphic organisers to collect and collate information, quoting and referencing appropriately.</li> </ul>	<p>in the previous activity, and speculate as to why this may be an important concept when analysing texts</p> <ul style="list-style-type: none"> <li>• consider how families are represented in various films</li> <li>• investigate the conventions of film as a narrative, and how these conventions are used differently in different texts, conveying various values and beliefs about family</li> <li>• in pairs, discuss how chosen film shapes an idea or concept, or identity, or time, or place. They should consider <ul style="list-style-type: none"> <li>- the words being used</li> <li>- the colours used in various scenes</li> <li>- the size and position of objects and people in the film</li> <li>- the inclusion of different items/objects/places</li> <li>- body language, facial expression and posture of key characters</li> <li>- the camera angles, lighting and arrangement of different scenes</li> </ul> </li> <li>• analyse how all the above are used to influence the audience's viewpoint and shape their perspectives</li> <li>• present their ideas, as a pair, to the class.</li> </ul>	<ul style="list-style-type: none"> <li>• creative thinking — innovation, initiative and enterprise, curiosity and imagination, creativity, generating and applying new ideas, identifying alternatives, seeing or making new links, e.g. <ul style="list-style-type: none"> <li>- through making use of satire in a variety of ways</li> <li>- creating advertisements with carefully crafted representations</li> </ul> </li> <li>• communication — effective oral and written communication; using language, symbols and texts; communicating ideas effectively with diverse audiences</li> <li>• collaboration and teamwork — relating to others (interacting with others); recognising and using diverse perspectives; participating and contributing; community connections, e.g. <ul style="list-style-type: none"> <li>- developing empathy for marginalised voices</li> <li>- analysing various interpretations and perspectives of texts</li> <li>- participating in group activities and performing various roles</li> <li>- examining role of community in setting standards in advertising and holding advertisers to account</li> </ul> </li> <li>• personal and social skills — adaptability/flexibility; management (self, career, time, planning and organising); character (resilience, mindfulness, open- and fair-mindedness, self-awareness); leadership; citizenship; cultural awareness; ethical (and moral) understanding, e.g. <ul style="list-style-type: none"> <li>- engaging in robust classroom debates and justifying opinions with logic and evidence, examining qualities of character in the characters studied in texts</li> <li>- examining various perspectives to challenge and extend own point of view</li> <li>- planning and managing own time in developing assessment responses, responding to feedback, taking responsibility for particular roles in group activities</li> <li>- understanding the operation of power relations through texts/language within society</li> <li>- engaging in ethical and moral</li> </ul> </li> </ul>	
2 hours	2, 4, 6, 9, 10, 11	<p><b>Understanding texts</b></p> <ul style="list-style-type: none"> <li>• read, listen to and view a range of texts to explore how the personal, social, historical and cultural contexts in which these texts are produced influence their meaning</li> <li>• explore the ways texts establish and maintain relationships with audiences to achieve particular purposes in cultural contexts and social situations</li> <li>• consider how patterns and conventions of genres, such as text structures, language features and stylistic choices, are used in different types of texts</li> </ul> <p><b>Language and textual analysis</b></p> <ul style="list-style-type: none"> <li>• explore how texts invite readers/viewers to take up positions, for example by analysing how media texts use editing, music, visuals, juxtaposition etc. to invite audiences to support the perspectives offered</li> <li>• examine the ways generic patterns, text structures and conventions communicate perspectives and representations</li> <li>• question the assumptions and values in texts, e.g. assumptions made about gender in advertising texts</li> <li>• identify omissions, inclusions, emphases and marginalisations in texts.</li> </ul>	<p><b>Introduction to the focus concept of the unit: the power of words</b></p> <p>This activity contains content that will require teachers to consider sensitivity of the students and the teaching context. Teachers should consult with school leaders and the school community about the suitability of any sample resources.</p> <p><b>Bridging activity</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• answer the following questions <ul style="list-style-type: none"> <li>- What is media?</li> <li>- What is power?</li> <li>- What are the words that surround us?</li> <li>- What are the words that shape us?</li> </ul> </li> <li>• create a wall of responses to these questions in the classroom.</li> </ul> <p><b>Engaging students' prior knowledge</b></p> <p>This activity is useful to introduce the topics of the unit, the concept of persuasion and to garner students' prior knowledge to be built on in the unit.</p> <p>Set up four corners of the room with signs: strongly agree, agree, disagree and strongly disagree. Put up a debatable statement (examples below).</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• go to a corner that represents their response to the statement</li> <li>• support their position with specific points and examples</li> <li>• revise where they are standing and move to another corner if other students' arguments are compelling enough to persuade them.</li> <li>• Some examples of debatable statements: <ul style="list-style-type: none"> <li>- the media (mass and social) shapes our opinions of certain issues</li> <li>- the impact of girls' magazines on girls' body image is overstated</li> <li>- video games desensitise players to violence</li> <li>- social media has changed how people interact with each other</li> <li>- the media demonises asylum seekers</li> <li>- Twitter has revolutionised public debate for the better</li> <li>- the bias and stereotypes of media negatively affect society</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• developing empathy for marginalised voices</li> <li>- analysing various interpretations and perspectives of texts</li> <li>- participating in group activities and performing various roles</li> <li>- examining role of community in setting standards in advertising and holding advertisers to account</li> <li>• personal and social skills — adaptability/flexibility; management (self, career, time, planning and organising); character (resilience, mindfulness, open- and fair-mindedness, self-awareness); leadership; citizenship; cultural awareness; ethical (and moral) understanding, e.g. <ul style="list-style-type: none"> <li>- engaging in robust classroom debates and justifying opinions with logic and evidence, examining qualities of character in the characters studied in texts</li> <li>- examining various perspectives to challenge and extend own point of view</li> <li>- planning and managing own time in developing assessment responses, responding to feedback, taking responsibility for particular roles in group activities</li> <li>- understanding the operation of power relations through texts/language within society</li> <li>- engaging in ethical and moral</li> </ul> </li> </ul>	<p><b>Social media</b></p> <ul style="list-style-type: none"> <li>• Boyd, D 2007, 'Why youth (heart) social networking sites: The role of networked publics in teenage social life', in Buckingham, D (ed.) <i>MacArthur Foundation Series on Digital Learning — Youth, Identity and Digital Media Volume</i>, Cambridge, MIT Press, <a href="http://www.danah.org/papers/WhyYouthHeart.pdf">www.danah.org/papers/WhyYouthHeart.pdf</a></li> <li>• Jones, N 2015, 'Facebook's 10th anniversary: Celebrate by following these 10 stars', <i>People</i>, <a href="http://people.com/celebrity/best-celebrities-to-follow-on-facebook-start-with-these-10-stars">people.com/celebrity/best-celebrities-to-follow-on-facebook-start-with-these-10-stars</a></li> </ul> <p><b>Language use</b></p> <ul style="list-style-type: none"> <li>• <i>readwritethink</i>, 'Socratic seminars', <a href="http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html">www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html</a></li> </ul>

Notional hours	Unit objectives	Subject matter	Sample learning experiences	Teaching and learning — underpinning factors	Possible resources
			<ul style="list-style-type: none"> <li>- teenagers are not treated fairly by the media</li> <li>- media ownership affects the content of news</li> <li>- it is now more important than ever to be media literate.</li> </ul> <p>Students evaluate their own language use. In defending their opinion, did they use:</p> <ul style="list-style-type: none"> <li>- rhetoric?</li> <li>- repetition?</li> <li>- statistics?</li> <li>- emotive language?</li> </ul> <p><b>Writing skill development activity</b> Reflective paragraph: How do we use the power of words in our society to influence others?</p>	<p>debates about issues related to identity and media representation</p> <ul style="list-style-type: none"> <li>• information and communication technology (ICT) skills — accessing and analysing information; being productive users of technology; digital citizenship (being safe, positive and responsible online), e.g. <ul style="list-style-type: none"> <li>- examining self as digital citizen in consumption of texts and digital advertising</li> <li>- examining online identity construction sites and their uses</li> <li>- creating media texts for particular purposes and audiences</li> </ul> </li> </ul>	
4 hours	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	<p><b>Understanding texts</b></p> <ul style="list-style-type: none"> <li>• read, listen to and view a range of texts to explore how the personal, social, historical and cultural contexts in which these texts are produced influence their meaning</li> <li>• explore the ways texts establish and maintain relationships with audiences to achieve particular purposes in cultural contexts and social situations</li> <li>• investigate the relationships between language, text, purpose, audience and contexts</li> <li>• consider how patterns and conventions of genres, such as text structures, language features and stylistic choices, are used in different types of texts</li> </ul> <p><b>Language and textual analysis</b></p> <ul style="list-style-type: none"> <li>• explore how texts invite readers/viewers to take up positions, e.g. by analysing how media texts use editing, music, visuals, juxtaposition etc. to invite audiences to support the perspectives offered</li> <li>• explore how different cultural assumptions, values, attitudes and beliefs underpin texts</li> <li>• examine the ways generic patterns, text structures and conventions communicate perspectives and representations</li> </ul> <p><b>Responding to and creating texts</b></p> <ul style="list-style-type: none"> <li>• participate in teacher-modelled, guided, shared and independent construction of texts in a variety of modes and classroom contexts</li> <li>• describe how different purposes and contexts influence language choices and meaning</li> <li>• explain that meanings in texts are shaped by purpose, cultural context and social situation in a range of settings</li> <li>• use generic structures and conventions of specific text types, including analytical and persuasive</li> <li>• describe similarities and differences between texts</li> <li>• use metalanguage to discuss texts and their</li> </ul>	<p><b>Examining the cultural context of advertising in our society</b> Help students to explore and investigate concepts of visual and lexical literacy relevant to advertising (visual elements such as colour, symbolism, composition; features of an advertisement such as slogan, copy, language techniques and message; connotation; positioning; cultural attitudes, values and beliefs) Use activities such as the Frayer model or individual activities such as Plus–Minus–Interesting (PMI) to establish level of prior understanding of advertising and the power of words.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• apply this understanding to two advertisements <ul style="list-style-type: none"> <li>- they bring an advertisement from their own languages, and compare it to one they find for a similar item/experience in English</li> </ul> </li> <li>• create a glossary of terms, referring first to the <i>English as an Additional Language</i> syllabus, section 6: Glossary. This glossary will be added to throughout the unit</li> <li>• in pairs, receive a printed advertisement that is shaped around a particular representation of a family</li> <li>• complete a teacher-created activity on analysis by doing the following <ul style="list-style-type: none"> <li>- apply knowledge of advertising concepts through a range of activities to enhance understanding and reinforce vocabulary (see the syllabus, Section 1.2.5: Language features table)</li> <li>- link to prior knowledge by making a ‘cognates across languages’ table</li> <li>- create a comparison table of verbs found in the advertisements, and the same verb in their first language, and share findings</li> <li>- rank activities to understand connotation</li> <li>- identify elements of ethos, pathos, logos and other rhetorical appeals</li> <li>- identify and label visual and lexical elements of the advertisement</li> </ul> </li> <li>• complete the activity by creating a spider map.</li> </ul> <p><b>Examining the cultural context of news in our society</b> Students:</p> <ul style="list-style-type: none"> <li>• collect a series of printed news articles from a variety of publications exploring stories about different types of families, from different settings and in different parts of Australia</li> <li>• complete a teacher-created activity on analysis by doing the following <ul style="list-style-type: none"> <li>- identify the contention of the journalist evident in the piece</li> <li>- apply knowledge of reader positioning by examining the headline,</li> </ul> </li> </ul>	<p>debates about issues related to identity and media representation</p> <ul style="list-style-type: none"> <li>• information and communication technology (ICT) skills — accessing and analysing information; being productive users of technology; digital citizenship (being safe, positive and responsible online), e.g. <ul style="list-style-type: none"> <li>- examining self as digital citizen in consumption of texts and digital advertising</li> <li>- examining online identity construction sites and their uses</li> <li>- creating media texts for particular purposes and audiences</li> </ul> </li> </ul>	<p><b>Graphic organisers</b></p> <ul style="list-style-type: none"> <li>• Plus–Minus–Interesting (PMI)</li> <li>• Frayer model</li> <li>• Question–Brainstorm–Response (QBR)</li> <li>• T chart</li> <li>• Double bubble</li> <li>• Concept/mind map</li> <li>• <i>Bubbl.us</i>, <a href="http://bubbl.us">bubbl.us</a></li> <li>• <i>GroupMap</i>, <a href="http://www.groupmap.com">www.groupmap.com</a></li> <li>• <i>Spidermap</i>, <a href="http://www.storyboardthat.com/articles/e/spider-map">www.storyboardthat.com/articles/e/spider-map</a></li> <li>• <i>Cluster diagram</i>, <a href="http://go.hrw.com/resources/go_mk/la/atm/ECLUSTER.PDF">go.hrw.com/resources/go_mk/la/atm/ECLUSTER.PDF</a></li> </ul> <p><b>Family representations</b></p> <ul style="list-style-type: none"> <li>• A collection of current advertisements and news articles involving representations of family</li> <li>• Visual advertising stimulus from print, online, television and social media from a range of products, services and social awareness campaigns</li> </ul> <p><b>Literary terms and rhetorical devices</b></p> <ul style="list-style-type: none"> <li>• Moon, B 2001, <i>Literary Terms: A practical glossary</i>, Chalkface Press, Perth</li> <li>• <i>Yale</i>, ‘AP language and composition: Glossary of literary and rhetorical devices’, <a href="http://yale.learningu.org/download/f10e0a0e-1866-4958-9058-11e84f35ad24/H2976_APEngLangGlossary.pdf">yale.learningu.org/download/f10e0a0e-1866-4958-9058-11e84f35ad24/H2976_APEngLangGlossary.pdf</a></li> <li>• ACARA, ‘English as an Additional Language or Dialect:</li> </ul>

Notional hours	Unit objectives	Subject matter	Sample learning experiences	Teaching and learning — underpinning factors	Possible resources																												
		<p>composition</p> <ul style="list-style-type: none"> <li>explain the visual features of texts and interpret graphic representations of data</li> <li>use common language features, for example, subject-specific vocabulary, synonyms and antonyms, adjectives and adverbs used to create modality, some nominalisation, common collocations and idioms</li> <li>use cohesive devices at sentence, paragraph and whole text level</li> <li>use research skills and strategies, for example, note taking, summaries, paraphrasing and graphic organisers to collect and collate information, quoting and referencing appropriately</li> <li>use appropriate structure, content, style and tone for different purposes and audiences in a range of contexts</li> <li>use strategies for planning, editing and refining including monitoring and correcting spelling, grammar and punctuation.</li> </ul>	<p>vocabulary, structure and layout of each article</p> <ul style="list-style-type: none"> <li>analyse key sentences by breaking down the language used by the journalist</li> <li>link the language use to purpose and positioning in a scaffolded table (example below) with the following headings</li> </ul> <table border="1" data-bbox="1172 388 1902 919"> <thead> <tr> <th data-bbox="1172 388 1353 499">Language element to be identified</th> <th data-bbox="1353 388 1537 499">How used</th> <th data-bbox="1537 388 1721 499">Why used</th> <th data-bbox="1721 388 1902 499">Effect created</th> </tr> </thead> <tbody> <tr> <td data-bbox="1172 499 1353 552">Verbs</td> <td data-bbox="1353 499 1537 552"></td> <td data-bbox="1537 499 1721 552"></td> <td data-bbox="1721 499 1902 552"></td> </tr> <tr> <td data-bbox="1172 552 1353 632">Subject–verb agreement</td> <td data-bbox="1353 552 1537 632"></td> <td data-bbox="1537 552 1721 632"></td> <td data-bbox="1721 552 1902 632"></td> </tr> <tr> <td data-bbox="1172 632 1353 711">Rhetorical devices</td> <td data-bbox="1353 632 1537 711"></td> <td data-bbox="1537 632 1721 711"></td> <td data-bbox="1721 632 1902 711"></td> </tr> <tr> <td data-bbox="1172 711 1353 764">Prepositions</td> <td data-bbox="1353 711 1537 764"></td> <td data-bbox="1537 711 1721 764"></td> <td data-bbox="1721 711 1902 764"></td> </tr> <tr> <td data-bbox="1172 764 1353 873">Definitive and indefinite articles</td> <td data-bbox="1353 764 1537 873"></td> <td data-bbox="1537 764 1721 873"></td> <td data-bbox="1721 764 1902 873"></td> </tr> <tr> <td data-bbox="1172 873 1353 919">Pronouns</td> <td data-bbox="1353 873 1537 919"></td> <td data-bbox="1537 873 1721 919"></td> <td data-bbox="1721 873 1902 919"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>establish the importance of collocation, e.g. have sympathy, not do sympathy</li> <li>identify elements of ethos, pathos, logos and other rhetorical appeals used in the news articles</li> <li>identify and label visual and lexical elements of the articles</li> <li>in pairs (think–pair–share), discuss and explain the purpose and effect of each article</li> <li>identify the values that underpin each article and address the following questions, ready to provide feedback to the class <ul style="list-style-type: none"> <li>what I thought</li> <li>what my classmate thought</li> <li>what we want to share with the class</li> </ul> </li> <li>create a mind map about language use and advertising as a class.</li> </ul> <p><b>Writing skill development activity</b></p> <p>Students write two to three paragraphs in response to the following question: In print journalism, how, and in what ways, are words used to shape our thinking?</p> <p><b>Scaffold:</b> Provide students with models of sentences and paragraphs, and ensure that they reference particular news articles, and incorporate quotations (see the syllabus, Section 1.2.5: Language features table).</p>	Language element to be identified	How used	Why used	Effect created	Verbs				Subject–verb agreement				Rhetorical devices				Prepositions				Definitive and indefinite articles				Pronouns					<p>Teacher resource', <a href="https://docs.acara.edu.au/resources/EA_LD_Teacher_Resource_-_Advice_for_Teachers_of_EALD_Students.pdf">docs.acara.edu.au/resources/EA_LD_Teacher_Resource_-_Advice_for_Teachers_of_EALD_Students.pdf</a></p> <ul style="list-style-type: none"> <li>Consumer Affairs Victoria, 'A resource for the teaching and learning of English', <a href="http://www.consumer.vic.gov.au/library/publications/resources-and-education/teacher-resources/a-resource-for-the-teaching-and-learning-of-english.pdf">www.consumer.vic.gov.au/library/publications/resources-and-education/teacher-resources/a-resource-for-the-teaching-and-learning-of-english.pdf</a></li> </ul> <p><b>Connotation worksheets</b></p> <ul style="list-style-type: none"> <li>English Worksheets Land, 'Connotation and denotation worksheets', <a href="http://www.englishworksheetsland.com/grade6/16connot.html">www.englishworksheetsland.com/grade6/16connot.html</a></li> </ul> <p><b>Paragraph structure</b></p> <ul style="list-style-type: none"> <li>Scribd, 'Paragraph structure', <a href="https://www.scribd.com/doc/256541645/paragraphs-2">www.scribd.com/doc/256541645/paragraphs-2</a></li> </ul>
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Notional hours	Unit objectives	Subject matter	Sample learning experiences	Teaching and learning — underpinning factors	Possible resources
4 hours	1, 4, 6, 7, 10	<p><b>Understanding texts</b></p> <ul style="list-style-type: none"> <li>read, listen to and view a range of texts to explore how the personal, social, historical and cultural contexts in which these texts are produced influence their meaning</li> <li>explore the ways texts establish and maintain relationships with audiences to achieve particular purposes in cultural contexts and social situations</li> <li>consider how patterns and conventions of genres, such as text structures, language features and stylistic choices, are used in different types of texts</li> </ul> <p><b>Language and textual analysis</b></p> <ul style="list-style-type: none"> <li>explore how texts invite readers/viewers to take up positions, e.g. by analysing how media texts use editing, music, visuals, juxtaposition etc. to invite audiences to support the perspectives offered</li> <li>explore how different cultural assumptions, values, attitudes and beliefs underpin texts</li> <li>examine the ways generic patterns, text structures and conventions communicate perspectives and representations</li> </ul> <p><b>Responding to and creating texts</b></p> <ul style="list-style-type: none"> <li>use active listening and viewing strategies and work collaboratively with others</li> <li>explain that meanings in texts are shaped by purpose, cultural context and social situation in a range of settings</li> <li>describe similarities and differences between texts</li> <li>use metalanguage to discuss texts and their composition</li> <li>explain the visual features of texts and interpret graphic representations of data.</li> </ul>	<p><b>The language of advertising</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>examine the language of advertising</li> <li>watch an episode of <i>Gruen</i> <ul style="list-style-type: none"> <li>from the panel discussion, construct a list of words to do with advertising, e.g. marketing, target audience, appeal, neologism</li> </ul> </li> <li>examine appeals and the persuasive techniques used in advertising, using information from previous activity</li> </ul> <p><b>Example activities</b></p> <p>Students may:</p> <ul style="list-style-type: none"> <li>read and interrogate the Advertising Standards Bureau website <ul style="list-style-type: none"> <li>build vocabulary around advertising</li> <li>compile a statistical summary of the issues that concern complainants (categorise issues)</li> <li>to build intercultural understanding, look at advertising complaints in other countries, and compare to Australia</li> </ul> </li> <li>conduct a school-based study modelled on one from the Advertising Standards Bureau website reports. <ul style="list-style-type: none"> <li>find out the attitudes and values around controversial issues, such as children in advertising or violence in advertising</li> </ul> </li> <li>redesign advertisements to alter the target audience or to address concerns about the discriminatory nature of some advertisements, using a slogan.</li> </ul>		<p><b>Advertisements</b></p> <ul style="list-style-type: none"> <li>Denton, A &amp; Casimir, J 2008–present, <i>Gruen</i>, ABC, Australia, (M) <a href="http://www.abc.net.au/tv/programs/gruen">www.abc.net.au/tv/programs/gruen</a></li> <li><i>Advertising Standards Bureau</i>, <a href="http://adstandards.com.au">adstandards.com.au</a></li> <li><i>Advertising Standards Bureau</i>, 'Reports', <a href="http://adstandards.com.au/publications/reports">adstandards.com.au/publications/reports</a></li> <li>Doyle, C 2011, 'The real thing?' The language of advertising slogans', <i>Oxford Dictionaries</i>, <a href="http://blog.oxforddictionaries.com/2011/10/20/language-of-advertising-slogans">blog.oxforddictionaries.com/2011/10/20/language-of-advertising-slogans</a></li> </ul>
3 hours	3, 4, 6, 7, 8, 9, 10, 11	<p><b>Understanding texts</b></p> <ul style="list-style-type: none"> <li>read, listen to and view a range of texts to explore how the personal, social, historical and cultural contexts in which these texts are produced influence their meaning</li> <li>explore the ways texts establish and maintain relationships with audiences to achieve particular purposes in cultural contexts and social situations</li> <li>investigate the relationships between language, text, purpose, audience and contexts</li> <li>consider how patterns and conventions of genres, such as text structures, language features and stylistic choices, are used in different types of texts</li> </ul> <p><b>Language and textual analysis</b></p> <ul style="list-style-type: none"> <li>analyse the form and content of texts from structural and visual elements and contextual information</li> </ul>	<p><b>Advertising in a digital world</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>view 'Cracking the code' to consider how advertising works in a digital world</li> <li>discuss the following questions in pairs <ul style="list-style-type: none"> <li>How has the internet and social media transformed advertising?</li> <li>How does targeted advertising operate? <ul style="list-style-type: none"> <li>What are some examples in your social media feeds? (Students could take screenshots and bring them in.)</li> </ul> </li> <li>How do advertisements targeting teenagers differ to those targeting adults? (Consider images, language, appeals.)</li> <li>What is your opinion of this form of advertising?</li> <li>What are the implications for privacy of digital citizens?</li> <li>How has the documentary employed film techniques to position audiences? (e.g. what is said/not said; selection of interviewees; language used (denotations, connotations); selection of content; visuals (e.g. camera angles, shots selected, framing, light/dark, colour, layout); editing; music/sound)</li> </ul> </li> </ul>		<p><b>Digital advertising</b></p> <ul style="list-style-type: none"> <li>Cohen, J &amp; Buckfield, L (producers) 10 April 2017, 'Cracking the code', <i>Four corners</i>, ABC, Australia (PG) <a href="http://www.abc.net.au/4corners/cracking-the-code-promo/8422812">www.abc.net.au/4corners/cracking-the-code-promo/8422812</a></li> <li><i>Creative Content Australia</i>, 'Nothing beats the real thing!', <a href="http://www.nothingbeatstherealthing.info">www.nothingbeatstherealthing.info</a></li> </ul>

Notional hours	Unit objectives	Subject matter	Sample learning experiences	Teaching and learning — underpinning factors	Possible resources
		<ul style="list-style-type: none"> <li>analyse perspectives and representations of concepts, identities and groups in a variety of texts</li> <li>explore how texts invite readers/viewers to take up positions, e.g. by analysing how media texts use editing, music, visuals, juxtaposition etc. to invite audiences to support the perspectives offered</li> <li>explore how different cultural assumptions, values, attitudes and beliefs underpin texts</li> <li>examine the ways generic patterns, text structures and conventions communicate perspectives and representations</li> <li>analyse how language choices are used for different purposes and contexts</li> <li>question the assumptions and values in texts</li> </ul> <p><b>Responding to and creating texts</b></p> <ul style="list-style-type: none"> <li>describe similarities and differences between texts</li> <li>use metalanguage to discuss texts and their composition</li> <li>use cohesive devices at sentence, paragraph and whole text level</li> <li>use research skills and strategies, for example, note taking, summaries, paraphrasing and graphic organisers to collect and collate information, quoting and referencing appropriately</li> <li>use appropriate structure, content, style and tone for different purposes and audiences in a range of contexts</li> <li>use strategies for planning, editing and refining including monitoring and correcting spelling, grammar and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>discuss cohesive devices used in both advertising clips and in the documentary</li> <li>create a compare and contrast table</li> <li>before completing writing activity, do a 3-2-1 activity. Students individually decide <ul style="list-style-type: none"> <li>three things they found interesting</li> <li>two things they want to know more about</li> <li>one question they still have</li> </ul> </li> <li>model analytical paragraph writing for students.</li> </ul> <p><b>Writing activity</b></p> <ul style="list-style-type: none"> <li>Allocate a scene to each pair.</li> <li>Following a class discussion, deconstructing each pair's scene from the documentary, students write an analytical paragraph that examines how their selected scene furthers the point of view of the documentary in the way film techniques are employed.</li> </ul>		
6 hours	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	<p><b>Understanding texts</b></p> <ul style="list-style-type: none"> <li>read, listen to and view a range of texts to explore how the personal, social, historical and cultural contexts in which these texts are produced influence their meaning</li> <li>explore the ways texts establish and maintain relationships with audiences to achieve particular purposes in cultural contexts and social situations</li> <li>investigate the relationships between language, text, purpose, audience and contexts</li> <li>consider how patterns and conventions of genres, such as text structures, language features and stylistic choices, are used in different types of texts</li> </ul> <p><b>Language and textual analysis</b></p> <ul style="list-style-type: none"> <li>understand common cultural references and implied meaning in texts</li> <li>analyse how language reflects cultural constructions of groupings or ideas such as</li> </ul>	<p><b>Representations of children</b></p> <p>In the course of this learning experience, embed student-focused activities on punctuation, stylistic and aesthetic features, and modality.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>examine perspectives about, and representations of, childhood across time and place, e.g. by engaging with a variety of texts such as advertising, picture books, posters, television shows, apps, excerpts from films</li> <li>deconstruct excerpts from texts such as 'Little Readers' from the 19th century, mid-20th century (e.g. <i>Peter and Jane</i>, Ladybird books) and contemporary examples based on the following questions <ul style="list-style-type: none"> <li>Who is the target audience of this text?</li> <li>What are the generic patterns and conventions of the text? (See the syllabus, Section 1.2.5: Language features table.)</li> <li>How do these influence audiences?</li> <li>How does the text conform to or challenge the generic conventions of a 'Little Reader'?</li> <li>What are the children doing, wearing, saying in the text? What effect does this have on the reader?</li> </ul> </li> </ul>		<p><b>Representations of children then and now</b></p> <ul style="list-style-type: none"> <li><i>The British Library</i>, 'Moral and instructive children's literature', <a href="http://www.bl.uk/romantics-and-victorians/articles/moral-and-instructive-childrens-literature">www.bl.uk/romantics-and-victorians/articles/moral-and-instructive-childrens-literature</a></li> <li><i>Standing Committee on Environment, Communications and the Arts</i>, 'Sexualisation of children in the contemporary media', <a href="http://www.aph.gov.au/binaries/senate/committee/eca_ctte/sexualisation_of_children/report/report.pdf">www.aph.gov.au/binaries/senate/committee/eca_ctte/sexualisation_of_children/report/report.pdf</a></li> <li><i>Duke University Digital Collections</i>, 'Ad*Access: Children', <a href="http://library.duke.edu/digitalcollections/adaccess/Subject/Children?page=4">library.duke.edu/digitalcollections/adaccess/Subject/Children?page=4</a></li> </ul>

Notional hours	Unit objectives	Subject matter	Sample learning experiences	Teaching and learning — underpinning factors	Possible resources
		<p>age, gender, race and identity</p> <ul style="list-style-type: none"> <li>• explore how texts invite readers/viewers to take up positions, e.g. by analysing how media texts use editing, music, visuals, juxtaposition etc. to invite audiences to support the perspectives offered</li> <li>• explore how different cultural assumptions, values, attitudes and beliefs underpin texts</li> <li>• examine the ways generic patterns, text structures and conventions communicate perspectives and representations</li> <li>• identify omissions, inclusions, emphases and marginalisations in texts</li> </ul> <p><b>Responding to and creating texts</b></p> <ul style="list-style-type: none"> <li>• analyse examples of analytical and persuasive texts to be produced</li> <li>• describe how different purposes and contexts influence language choices and meaning</li> <li>• explain that meanings in texts are shaped by purpose, cultural context and social situation in a range of settings</li> <li>• use appropriate structure, content, style and tone for different purposes and audiences in a range of contexts</li> <li>• use strategies for planning, editing and refining including monitoring and correcting spelling, grammar and punctuation</li> <li>• reflect on and respond to feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- What words/objects/activities are associated with being a boy/girl?</li> <li>- How does music and/or sound influence the viewer's response (if used)?</li> <li>- What cultural assumptions are made about children in this text?</li> <li>- What versions of 'child' are included in the representation?</li> <li>- What versions of 'child' are not included in the representation?</li> <li>- What attitudes towards, and beliefs about, children underpin this text?</li> <li>- Whose values are served by the representation? Whose are not?</li> <li>- In what ways do the representations/underpinning values and beliefs reinforce or challenge the values of your childhood/family life?</li> <li>- Draw conclusions about how children/childhood are viewed in the nominated context.</li> </ul> <ul style="list-style-type: none"> <li>• examine a series of gift cards designed for boys and girls (newborns, birthdays, etc.) to determine what is assumed natural about gender</li> <li>• generate a T chart identifying the positive and negative representations of childhood in various texts</li> </ul> <ul style="list-style-type: none"> <li>- chart the changing nature of media representations of children in advertising campaigns</li> <li>- consider campaigns from previous decades and focus on analysing how the choices of subjects (gender, clothing, food, toys), settings, language, activities, assumptions about audience, all shape the representations</li> <li>- consider the attitudes towards, and beliefs about, childhood/children underpinning these: <ul style="list-style-type: none"> <li>▪ What versions of 'child' are included/excluded?</li> <li>▪ Whose interests are served by these representations and underpinning values?</li> </ul> </li> </ul>		<p><b>T chart</b></p> <ul style="list-style-type: none"> <li>• <i>readwritethink</i>, 'T-chart', <a href="http://www.readwritethink.org/classroom-resources/printouts/chart-30225.html">www.readwritethink.org/classroom-resources/printouts/chart-30225.html</a></li> </ul>
8 hours	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	<p><b>Understanding texts</b></p> <ul style="list-style-type: none"> <li>• read, listen to and view a range of texts to explore how the personal, social, historical and cultural contexts in which these texts are produced influence their meaning</li> <li>• explore the ways texts establish and maintain relationships with audiences to achieve particular purposes in cultural contexts and social situations</li> <li>• investigate the relationships between language, text, purpose, audience and contexts</li> <li>• consider how patterns and conventions of genres, such as text structures, language features and stylistic choices, are used in different types of texts</li> </ul> <p><b>Language and textual analysis</b></p> <ul style="list-style-type: none"> <li>• analyse the form and content of texts from structural and visual elements and contextual information</li> <li>• distinguish between fact and opinion, main ideas and supporting details presented in texts with a media focus</li> <li>• understand common cultural references and implied meaning in texts</li> <li>• analyse perspectives and representations of</li> </ul>	<p><b>Distribute Formative assessment: Extended response — persuasive written response</b></p> <p>Deconstruct the assessment with the class to ensure common understanding of task requirements and marking guides.</p> <p>Students prepare for their assessment by:</p> <ul style="list-style-type: none"> <li>• choosing a particular representation to address in their paper, e.g. boys, girls, women, men, families, teenagers, a minority group, mothers, fathers, a particular occupation (e.g. teachers), a particular generation (e.g. baby boomers, millennials, the elderly), gamblers, male or female sports stars, people who experience mental health issues</li> <li>• collecting media representations of this identity/group</li> <li>• conducting some independent research about media representations of this identity/group to set the context of the paper or to support the perspective to be developed</li> <li>• developing a thesis or contention about the media representation to be developed in the paper</li> <li>• choosing one or two advertisements to refer to in the paper, and deconstruct these to support the thesis and the points raised in the development of the response</li> <li>• using a graphic organiser to support development of the response.</li> </ul> <p>Focus on the persuasive written genre by:</p> <ul style="list-style-type: none"> <li>• developing strategies for convincing argument and the use of rhetoric, identifying their use, and analysing their effects, in a variety of persuasive texts</li> </ul>		<p><b>Example of persuasive speeches assistive to the assessment task</b></p> <ul style="list-style-type: none"> <li>• Reissman, H 2015, 'The dangerous ways ads see women', <i>TEDx Innovations</i>, <a href="http://tedxinnovations.ted.com/2015/05/27/spotlight-tedx-talk-the-dangerous-ways-ads-see-women">tedxinnovations.ted.com/2015/05/27/spotlight-tedx-talk-the-dangerous-ways-ads-see-women</a></li> <li>• <i>TED</i>, 'Media', <a href="http://www.ted.com/topics/media">www.ted.com/topics/media</a></li> </ul> <p><b>Persuasive resources</b></p> <ul style="list-style-type: none"> <li>• <i>British Council</i>, 'Persuasive argument writing', <a href="http://eal.britishcouncil.org/resources/persuasive-argument-writing">eal.britishcouncil.org/resources/persuasive-argument-writing</a></li> <li>• <i>WUHS Information literacy</i>, 'Writing the persuasive essay', <a href="http://www2.waterforduhs.k12.wi.us/staffweb/sereno/mainpages/InfoLit/Microsoft%20Word%20-%20Writing%20the%20Persuasive%20Essay.pdf">www2.waterforduhs.k12.wi.us/staffweb/sereno/mainpages/InfoLit/Microsoft%20Word%20-%20Writing%20the%20Persuasive%20Essay.pdf</a></li> <li>• <i>University of Queensland</i>, 'Enhancing your learning, writing</li> </ul>

Notional hours	Unit objectives	Subject matter	Sample learning experiences	Teaching and learning — underpinning factors	Possible resources
		<p>concepts, identities and groups in a variety of texts</p> <ul style="list-style-type: none"> <li>• explore how texts invite readers/viewers to take up positions, e.g. by analysing how media texts use editing, music, visuals, juxtaposition etc. to invite audiences to support the perspectives offered</li> <li>• explore how different cultural assumptions, values, attitudes and beliefs underpin texts</li> <li>• examine the ways generic patterns, text structures and conventions communicate perspectives and representations</li> <li>• analyse how language choices are used for different purposes and contexts</li> <li>• question the assumptions and values in texts</li> </ul> <p><b>Responding to and creating texts</b></p> <ul style="list-style-type: none"> <li>• analyse examples of analytical and persuasive texts to be produced</li> <li>• participate in teacher-modelled, guided, shared and independent construction of texts in a variety of modes and classroom contexts</li> <li>• use common language features, for example, subject-specific vocabulary, synonyms and antonyms, adjectives and adverbs used to create modality, some nominalisation, common collocations and idioms</li> <li>• use cohesive devices at sentence, paragraph and whole text level</li> <li>• use research skills and strategies, for example, note taking, summaries, paraphrasing and graphic organisers to collect and collate information, quoting and referencing appropriately</li> <li>• use appropriate structure, content, style and tone for different purposes and audiences in a range of contexts</li> <li>• use strategies for planning, editing and refining including monitoring and correcting spelling, grammar and punctuation</li> <li>• reflect on and respond to feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• making use of Aristotle's triangle (logos, ethos, pathos) and identifying these in operation in persuasive speeches and persuasive writing, analysing the effects created</li> <li>• analysing papers, with teacher-led explanation and modelling, presented at conferences to examine the ways <ul style="list-style-type: none"> <li>- different writers create and analyse perspectives of concepts, identities, times and places</li> <li>- aesthetic features and stylistic devices, including rhetorical devices, have been used by the writers and to what effect</li> <li>- writers select and synthesise subject matter to support their perspective and develop their relationship with the reader</li> <li>- writers organise and sequence subject matter to support their perspective and develop their relationship with the reader</li> </ul> </li> <li>• share their drafts and mark each other's scripts in teacher-established pairs <ul style="list-style-type: none"> <li>- provide feedback to each other, employing the glossary definitions of the qualitative descriptors.</li> </ul> </li> </ul>		<p>and thinking with graphic organisers', <a href="http://www.uq.edu.au/student-services/pdf/learning/graphic-organisers-v9.pdf">www.uq.edu.au/student-services/pdf/learning/graphic-organisers-v9.pdf</a></p>

Notional hours	Unit objectives	Subject matter	Sample learning experiences	Teaching and learning — underpinning factors	Possible resources
<b>2. The power of words — words that shape us and our societies, a close study of <i>The Hunger Games</i> by Suzanne Collins, culminating in an analytical written response under examination conditions</b>					
3 hours	3, 4, 5, 6, 7, 11	<p><b>Texts in contexts</b></p> <ul style="list-style-type: none"> <li>• read, listen to and view a range of texts to explore how the personal, social, historical and cultural contexts in which these texts are produced influence their meaning</li> <li>• explore the ways texts establish and maintain relationships with audiences to achieve particular purposes in cultural contexts and social situations</li> <li>• investigate the relationships between language, text, purpose, audience and contexts</li> <li>• consider how patterns and conventions of genres, such as text structures, language features and stylistic choices, are used in different types of texts</li> </ul> <p><b>Language and textual analysis</b></p> <ul style="list-style-type: none"> <li>• understand common cultural references and implied meaning in texts</li> <li>• explore how texts invite readers/viewers to take up positions, e.g. by analysing how media texts use editing, music, visuals, juxtaposition etc. to invite audiences to support the perspectives offered</li> <li>• examine the ways generic patterns, text structures and conventions communicate perspectives and representations</li> <li>• identify and consider the use of aesthetic features and their effects in texts</li> <li>• analyse how language choices are used for different purposes and contexts</li> <li>• identify omissions, inclusions, emphases and marginalisations in texts</li> </ul> <p><b>Responding to and creating texts</b></p> <ul style="list-style-type: none"> <li>• participate in teacher-modelled, guided, shared and independent construction of texts in a variety of modes and classroom contexts</li> <li>• use active listening and viewing strategies and work collaboratively with others</li> <li>• describe linguistic and structural features of a range of text types, including literary and non-literary texts</li> <li>• describe how different purposes and contexts influence language choices and meaning</li> <li>• explain that meanings in texts are shaped by purpose, cultural context and social situation in a range of settings</li> <li>• use generic structures and conventions of specific text types, including analytical and persuasive</li> <li>• describe similarities and differences between texts</li> <li>• use metalanguage to discuss texts and their composition.</li> </ul>	<p><b>Introduction — engaging students' prior knowledge</b></p> <p><b>Bridging activity</b> Embed explanation of metalanguage, modality, and syntax, and analysis of phonological and non-verbal features, as well as sociocultural understanding, in teaching and learning in this section, (see the syllabus, Section 1.2.5: Language features table)</p> <ul style="list-style-type: none"> <li>• lead a class discussion about the concept of identity, focusing on elements of language relevant to the cohort, using questions such as <ul style="list-style-type: none"> <li>- How do I see my personal identity?</li> <li>- What aspects of an individual make up their identity? (e.g. appearance, clothes, hobbies, family, culture, occupation, way speak, actions, values etc.)</li> <li>- How do individuals express their identity?</li> <li>- Are certain parts of your identity (e.g. background, family, gender, friends, appearance) more important than others?</li> <li>- How might this change over time in your life?</li> <li>- How is your identity affected by the context or people you are with?</li> <li>- What factors affect your values and beliefs? (e.g. family, friends, media, school)</li> <li>- What factors do you think are most important in shaping your values and beliefs? Why?</li> <li>- What aspects of texts shape our perspectives of identities in texts? (discuss characterisation, stylistic devices, plot, etc.)</li> </ul> </li> </ul> <p><b>Writing skill development activity</b> <b>Reflective paragraph:</b> How, and in what ways, is identity an important concept? Students:</p> <ul style="list-style-type: none"> <li>• examine a variety of texts to explore how different types of texts construct perspectives about particular identities through textual features, e.g. still images, Archibald portraits, feature articles, podcasts, excerpts from television programs, music video clips, interviews, excerpts from plays, novels, short stories</li> <li>• explore social media-based codes and conventions of identity construction in a digital world by analysing publicly available sites (e.g. Facebook pages, Instagram, Twitter) and drawing conclusions about how social media acts as a site for shaping and negotiating identity <ul style="list-style-type: none"> <li>- examine what is included and what is left out of these sites and the implications for creating digital identities</li> <li>- consider real and virtual aspects of identity.</li> </ul> </li> <li>• view documentaries dealing with identity theft and manipulation</li> <li>• conduct a Socratic forum on the fluid and context-specific nature of online identities, and on the risks and benefits of creating an online identity</li> <li>• in a teacher-guided paragraph, write a response to the following question: Why, and in what ways, do some societies promote national identity more than personal identity?</li> </ul>		<p><b>Identity theft and manipulation</b></p> <ul style="list-style-type: none"> <li>• Joost, H &amp; Schulman, A (dirs) 2010, <i>Catfish</i> (documentary film), Universal Pictures, United States (PG)</li> <li>• Layton, B (dir.) 2012, <i>The Imposter</i> (documentary film), Picturehouse Entertainment, United Kingdom (M)</li> </ul> <p><b>Examining media portrayals</b></p> <ul style="list-style-type: none"> <li>• <i>The Critical Media Project</i>, 'Class activities', <a href="http://www.criticalmediaproject.org/resources/class-activities">www.criticalmediaproject.org/resources/class-activities</a></li> <li>• <i>readwritethink</i>, 'Socratic seminars', <a href="http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html">www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html</a></li> <li>• Krotoski, A 2012, 'Online identity: is authenticity or anonymity more important?', <i>The Guardian</i>, <a href="http://www.theguardian.com/technology/2012/apr/19/online-identity-authenticity-anonymity">www.theguardian.com/technology/2012/apr/19/online-identity-authenticity-anonymity</a></li> </ul>

Notional hours	Unit objectives	Subject matter	Sample learning experiences	Teaching and learning — underpinning factors	Possible resources
18 hours	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	<p><b>Understanding texts</b></p> <ul style="list-style-type: none"> <li>read, listen to and view a range of texts to explore how the personal, social, historical and cultural contexts in which these texts are produced influence their meaning</li> <li>explore the ways texts establish and maintain relationships with audiences to achieve particular purposes in cultural contexts and social situations</li> <li>investigate the relationships between language, text, purpose, audience and contexts</li> <li>consider how patterns and conventions of genres, such as text structures, language features and stylistic choices, are used in different types of texts</li> </ul> <p><b>Language and textual analysis</b></p> <ul style="list-style-type: none"> <li>understand common cultural references and implied meaning in texts</li> <li>analyse how language reflects cultural constructions of groupings or ideas such as age, gender, race and identity</li> <li>analyse perspectives and representations of concepts, identities and groups in a variety of texts</li> <li>explore how different cultural assumptions, values, attitudes and beliefs underpin texts</li> <li>examine the ways generic patterns, text structures and conventions communicate perspectives and representations</li> <li>analyse how language choices are used for different purposes and contexts</li> <li>question the assumptions and values in texts</li> <li>identify omissions, inclusions, emphases and marginalisations in texts</li> </ul> <p><b>Responding to and creating texts</b></p> <ul style="list-style-type: none"> <li>describe linguistic and structural features of a range of text types, including literary and non-literary texts</li> <li>use active listening and viewing strategies and work collaboratively with others</li> <li>explain that meanings in texts are shaped by purpose, cultural context and social situation in a range of settings</li> <li>use generic structures and conventions of specific text types, including analytical and persuasive</li> <li>use metalanguage to discuss texts and their composition</li> <li>use common language features, for example, subject-specific vocabulary, synonyms and antonyms, adjectives and adverbs used to create modality, some nominalisation, common collocations and idioms</li> <li>use cohesive devices at sentence, paragraph</li> </ul>	<p><b>Close reading of the novel</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>complete reading/viewing/comprehending activities related to the novel <i>The Hunger Games</i>, e.g. <ul style="list-style-type: none"> <li>examine the conventions of dystopian fiction, including identifying how this novel conforms to the genre</li> <li>use reading strategies to assist understanding — predicting, reading aloud activities, T charts comparing <ul style="list-style-type: none"> <li>dystopian fiction/<i>The Hunger Games</i></li> <li>character's problems/character's solutions</li> <li>characters I like/characters I don't like (and why)</li> </ul> </li> <li>answer chapter questions, engage in class reading of excerpts and comprehension activities</li> </ul> </li> <li>compose their own comprehension activities for the class, using cloze activities and Kahoot to build text comprehension</li> <li>complete a character hotseat interview activity to build empathy and demonstrate understanding of characters</li> <li>explore the way individual identity is manipulated by the controlling authority in the novel <ul style="list-style-type: none"> <li>use graphic organisers to structure ideas and analysis under the following headings: Authority is exerted by control and manipulation of <ul style="list-style-type: none"> <li>behaviour</li> <li>propaganda</li> <li>creativity</li> <li>individual freedom</li> </ul> </li> </ul> </li> <li>analyse how the characters are represented in the novel in the way they speak, act, dress, relate to others <ul style="list-style-type: none"> <li>complete retrieval charts on Katniss Everdeen, Peeta Mellark, Gale Hawthorne, Effie Trinket, Haymitch Abernathy, Cinna and President Snow, including pertinent quotations that demonstrate the points raised</li> <li>write and deliver presentations on particular characters to the class</li> <li>explore how personal identity is tied to location in the novel</li> </ul> </li> <li>explore the characteristics of each district, and analyse what the dress, produce, rituals and songs of each district represent</li> <li>define the term archetype in the glossary they created at the beginning of the unit and consider the archetypes various characters represent. Who is the hero, villain, victim? What values do these characters embody? In particular, discuss the challenge the hero poses to the governing authority, and why this means the organisation/state plans their demise</li> <li>watch the film version of the novel to examine the different interpretations of character; speculate about how context influences the representations of characters</li> <li>explore the notion of satire in the novel <ul style="list-style-type: none"> <li>complete a definition of satire in their glossary of terms, and identify moments in the text when satire is at play</li> </ul> </li> <li>research the story of <i>Theseus and the Minotaur</i>, which the author has stated was a classical influence on the novel. As a class, create a mind map to identify and analyse the connection of this myth to <i>The Hunger Games</i></li> <li>use Padlet to create a collaborative analysis of the symbols used in the novel, and the effects created by these symbols. In particular,</li> </ul>		<p><b>Dystopia resources</b></p> <ul style="list-style-type: none"> <li><i>readwritethink</i>, 'Dystopias: Definition and characteristics', <a href="http://www.readwritethink.org/files/resources/lesson_images/lesson926/DefinitionCharacteristics.pdf">www.readwritethink.org/files/resources/lesson_images/lesson926/DefinitionCharacteristics.pdf</a></li> <li><i>Study.com</i>, 'Utopia and dystopia: Definition, characteristics and examples', <a href="http://study.com/academy/lesson/utopia-dystopia-definition-characteristics-examples.html">study.com/academy/lesson/utopia-dystopia-definition-characteristics-examples.html</a></li> <li><i>Splash ABC</i>, 'Exploring dystopian fiction', <a href="http://splash.abc.net.au/home#!/media/522871/exploring-dystopian-fiction">splash.abc.net.au/home#!/media/522871/exploring-dystopian-fiction</a></li> <li>Dean, M 2014, 'Our young-adult dystopia', <i>New York Times</i>, <a href="http://www.nytimes.com/2014/02/02/magazine/our-young-adult-dystopia.html">www.nytimes.com/2014/02/02/magazine/our-young-adult-dystopia.html</a></li> </ul> <p><b>T chart</b></p> <ul style="list-style-type: none"> <li><i>readwritethink</i>, 'T-chart', <a href="http://www.readwritethink.org/classroom-resources/printouts/chart-30225.html">www.readwritethink.org/classroom-resources/printouts/chart-30225.html</a></li> </ul> <p><b>The Hunger Games</b></p> <ul style="list-style-type: none"> <li>Donston-Miller, D 2014, 'Why young adults "hunger" for The Hunger Games and other post-apocalyptic dystopian fiction', <i>Forbes</i>, <a href="http://www.forbes.com/sites/sungardas/2014/11/20/why-young-adults-hunger-for-the-hunger-games-and-other-post-apocalyptic-dystopian-fiction/#3bef12c4ef0e">www.forbes.com/sites/sungardas/2014/11/20/why-young-adults-hunger-for-the-hunger-games-and-other-post-apocalyptic-dystopian-fiction/#3bef12c4ef0e</a></li> <li>Leigh, D 2015, 'How The Hunger Games staged a revolution', <i>The Guardian</i>, <a href="http://www.theguardian.com/film/2015/nov/18/how-the-hunger-games-mockingjay-part-2-staged-a-revolution">www.theguardian.com/film/2015/nov/18/how-the-hunger-games-mockingjay-part-2-staged-a-revolution</a></li> <li>Bradshaw, P 2012, 'The Hunger Games — review', <i>The Guardian</i>, <a href="http://www.theguardian.com/film/2012/mar/22/the-hunger-games-review">www.theguardian.com/film/2012/mar/22/the-hunger-games-review</a></li> <li><i>Scholastic</i>, 'About The Hunger Games', <a href="http://www2.scholastic.com/content/collateral_resources/pdf/h/TheHungerGamesDiscussionGuide.pdf">www2.scholastic.com/content/collateral_resources/pdf/h/TheHungerGamesDiscussionGuide.pdf</a></li> </ul>

Notional hours	Unit objectives	Subject matter	Sample learning experiences	Teaching and learning — underpinning factors	Possible resources
		<p>and whole text level</p> <ul style="list-style-type: none"> <li>use research skills and strategies, for example, note taking, summaries, paraphrasing and graphic organisers to collect and collate information, quoting and referencing appropriately.</li> </ul>	<p>examine the symbolism of the districts, fire, food, the mockingjay and personal decoration</p> <ul style="list-style-type: none"> <li>as a class, collect quotations to support the context of these symbols, and analyse what these symbols add to the text</li> <li>as a class, identify stylistic devices relevant to the themes of oppression and control <ul style="list-style-type: none"> <li>use Verso to create a collaborative sharing of these devices, with quotations used to support ideas</li> <li>consider narrative voice, juxtaposition, control of sentence length and form, genre patterns</li> <li>use T charts or Y charts to organise information</li> </ul> </li> <li>as a class, identify the key messages, themes and warnings of <i>The Hunger Games</i> <ul style="list-style-type: none"> <li>use graphic organisers to analyse the way oppressive states seek to eradicate or homogenise identity as a means of control</li> <li>teacher-led scaffolding of these ideas can be used to generate a thesis statement in pairs in response to a teacher-devised question, which is different to the final essay question</li> </ul> </li> <li>use a graphic organiser to structure ideas.</li> </ul>		<p><b>Organising an essay</b></p> <ul style="list-style-type: none"> <li><i>Lesson Bucket</i>, 'Essay writing', <a href="http://lessonbucket.com/wp-content/uploads/2013/12/hunger_games_essay_writing.pdf">lessonbucket.com/wp-content/uploads/2013/12/hunger_games_essay_writing.pdf</a></li> <li><i>Padlet</i>, <a href="http://padlet.com">padlet.com</a></li> <li><i>Verso</i>, <a href="http://app.versoapp.com">app.versoapp.com</a></li> <li><i>Kahoot</i>, <a href="http://kahoot.com/what-is-kahoot">kahoot.com/what-is-kahoot</a></li> </ul> <p><b>Identity and dystopia</b></p> <ul style="list-style-type: none"> <li>Blokker, J.J.A.M 2014, 'Identity formation in the dystopias of The Hunger Games and Divergent', <i>Leiden University Repository</i>, <a href="http://openaccess.leidenuniv.nl/handle/1887/28594">openaccess.leidenuniv.nl/handle/1887/28594</a></li> <li>Demerjian, L (ed.) <i>The Age of Dystopia: Our genre, our fears and our future</i> 2016, , Cambridge Scholarly Publishing, United Kingdom, <a href="http://www.cambridgescholars.com/download/sample/62988">www.cambridgescholars.com/download/sample/62988</a></li> </ul> <p><b>Graphic organisers</b></p> <ul style="list-style-type: none"> <li><i>University of Queensland</i>, 'Enhancing your learning, writing and thinking with graphic organisers', <a href="http://www.uq.edu.au/student-services/pdf/learning/graphic-organisers-v9.pdf">www.uq.edu.au/student-services/pdf/learning/graphic-organisers-v9.pdf</a></li> <li><i>Spidermap</i>, <a href="http://www.storyboardthat.com/articles/e/spider-map">www.storyboardthat.com/articles/e/spider-map</a></li> <li><i>Cluster diagram</i>, <a href="http://go.hrw.com/resources/go_mk/la/atm/ECLUSTER.PDF">go.hrw.com/resources/go_mk/la/atm/ECLUSTER.PDF</a></li> </ul>
8 hours	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	<p><b>Understanding texts</b></p> <ul style="list-style-type: none"> <li>read, listen to and view a range of texts to explore how the personal, social, historical and cultural contexts in which these texts are produced influence their meaning</li> <li>explore the ways texts establish and maintain relationships with audiences to achieve particular purposes in cultural contexts and social situations</li> <li>investigate the relationships between language, text, purpose, audience and contexts</li> <li>consider how patterns and conventions of genres, such as text structures, language features and stylistic choices, are used in different types of texts</li> </ul> <p><b>Language and textual analysis</b></p>	<p><b>Analytical essay examination preparation</b></p> <p>Provide explicit scaffolding of the features and conventions of the essay — the use of a thesis, connected paragraph structure, textual analysis, cohesive ties. Explicitly explore analytical paragraph features and construction with the class. Supply annotated samples of student responses from Year 10, as well as online publications, and model examples.</p> <p>Step through the construction of introductions on the board to discuss approaches to engaging the reader of an analytical essay. Guide students to examine ways to select and synthesise, and sequence and organise ideas effectively in an essay to allow for logical progression of an overall idea. Guide students through the use of effective quotation and indirect reference to the text to reinforce and develop the thesis.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>engage with the patterns and conventions of an analytical essay</li> <li>review and annotate a variety of essays in response to literary texts</li> </ul>		<p><b>Scaffolding resources</b></p> <ul style="list-style-type: none"> <li><i>Ergo</i>, 'Essay writing templates', <a href="http://ergo.slv.vic.gov.au/teachers/student-templates-essay-writing">ergo.slv.vic.gov.au/teachers/student-templates-essay-writing</a></li> <li><i>Charles Darwin University</i>, 'Academic essay writing', <a href="http://www.cdu.edu.au/sites/default/files/acike/docs/academic-essay-writing-resource.pdf">www.cdu.edu.au/sites/default/files/acike/docs/academic-essay-writing-resource.pdf</a></li> <li><i>Aquinas College</i>, 'Expository essay plan', <a href="http://www.aquinas.qld.edu.au/About%20Us/Library/Documents/Scaffolding_for_Expository_Test.pdf">www.aquinas.qld.edu.au/About%20Us/Library/Documents/Scaffolding_for_Expository_Test.pdf</a></li> </ul>

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		<ul style="list-style-type: none"> <li>• understand common cultural references and implied meaning in texts</li> <li>• analyse how language reflects cultural constructions of groupings or ideas such as age, gender, race and identity</li> <li>• analyse perspectives and representations of concepts, identities and groups in a variety of texts</li> <li>• explore how different cultural assumptions, values, attitudes and beliefs underpin texts</li> <li>• examine the ways generic patterns, text structures and conventions communicate perspectives and representations</li> <li>• question the assumptions and values in texts</li> </ul> <p><b>Responding to and creating texts</b></p> <ul style="list-style-type: none"> <li>• analyse examples of analytical and persuasive texts to be produced</li> <li>• participate in teacher-modelled, guided, shared and independent construction of texts in a variety of modes and classroom contexts</li> <li>• use active listening and viewing strategies and work collaboratively with others</li> <li>• explain that meanings in texts are shaped by purpose, cultural context and social situation in a range of settings</li> <li>• use generic structures and conventions of specific text types, including analytical and persuasive</li> <li>• use metalanguage to discuss texts and their composition</li> <li>• use common language features, for example, subject-specific vocabulary, synonyms and antonyms, adjectives and adverbs used to create modality, some nominalisation, common collocations and idioms</li> <li>• use cohesive devices at sentence, paragraph and whole text level</li> <li>• use research skills and strategies, for example, note taking, summaries, paraphrasing and graphic organisers to collect and collate information, quoting and referencing appropriately</li> <li>• use appropriate structure, content, style and tone for different purposes and audiences in a range of contexts</li> <li>• use strategies for planning, editing and refining including monitoring and correcting spelling, grammar and punctuation</li> <li>• reflect on and respond to feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• examine the use of cohesive devices in the supplied essays and analyse how these achieve an overall coherence, and the strategies used by writers in the selection, synthesis, organisation and sequence of material that supports the thesis</li> <li>• revise key terms to ensure understanding of what is required in their writing, e.g. analyse, synthesise, organise</li> <li>• use flash cards to reinforce the key elements of an analytical essay</li> <li>• develop thesis statements for their essays in pairs, then discuss as a class</li> <li>• evaluate effective and ineffective thesis statements, and work to improve them if they are seen as ineffective; highlight that a thesis establishes a contention that is to be proven in the essay</li> <li>• in pairs, think–pair–share which are the most effective thesis statements, and why</li> <li>• in a teacher-guided discussion, compare poor and effective examples of excerpts from essays and analyse textual elements that affect their quality; particularly, examine the excerpts to see how and where irrelevant parts have been included in the response that don't support the thesis</li> <li>• write their own practice responses</li> <li>• in groups, review and assess example paragraphs</li> <li>• consider, compare and discuss these assessments as a class to ensure common understanding of the criteria and quality writing.</li> </ul>		