English Stage 5 (Year 9) – teaching and learning sequence

Poetic purpose – phases 3–5 – ‘Circles and Squares’

This resource is part of a sample teaching and learning program for Year 9, Term 3. It provides an example of one way to approach programming through a conceptual lens. In this program, students will explore a range of texts written by Aboriginal poets. They will investigate how poets use and manipulate language, form and structure for specific purposes. Students will investigate and analyse the ways that perspective and context influence the creation and reception of texts.

Table 1 provides a cover page for the teacher and class. Update the table based on the class details and contextual details.

Table 1 – class details

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Teacher | Class | Term and duration | Start date | Finish date |
| [Teacher name] | [Class name and code] | [Specify hours and make note of known interruptions to timetabled classes] | [Date, Week and Term] | [Date, Week and Term] |

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**Updating the table of contents**

Want to update the table? Have you added content to the document and noticed the page numbers have changed? As you add content to this report, you can update the table of contents to accurately reflect the page numbers within the resource. To update the table:

* Right click on the table and select ‘Update table of contents’ (in the browser version) or ‘Update field’ (in the desktop app). In the browser version, it will automatically update the entire table.
* In the desktop app, you will then need to select ‘Update entire table’. Your table numbers should then update to reflect your changes.

# About this resource

## Purpose of resource

This document includes teaching and learning instructions for the poem ‘Circles and Squares’ by Ali Cobby Eckermann for the following phases:

* Phase 3 – discovering and engaging analytically with a core text
* Phase 4 – deepening connections between texts and concepts
* Phase 5 – engaging critically and creatively with model texts.

This sample is part of a teaching and learning program. It has been developed to assist teachers in NSW Department of Education schools to create learning experiences that are contextualised to their students’ needs, interests and abilities.

It is not a standalone resource. It has been designed for use in connection to the following resources:

* Year 9 – sample scope and sequence
* phases 1, 2 and 6 teaching and learning sequence and resource booklet for the ‘Poetic purpose’ program
* phases 3–5 resource booklet for the poem ‘Circles and Squares’ by Ali Cobby Eckermann
* phases 3–5 teaching and learning sequence and resource booklet for the poem ‘The Black Rat’ by Iris Clayton
* phases 3–5 teaching and learning sequence and resource booklet for the poem ‘GUDYI’ by Jazz Money
* phases 3–5 teaching and learning sequence and resource booklet for the poem ‘I Remember’ by John Hartley
* core texts booklet
* core formative tasks booklet
* sample assessment notification

All documents associated with this resource can be found on the [Planning, programming and assessing English 7–10 webpage](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-7-10).

## Target audience

This learning sequence is informed by the [Department of Education’s Multicultural Education policy](https://education.nsw.gov.au/policy-library/policies/pd-2005-0234). There are additional support and educative notes for the teacher (blue boxes), specific EAL/D differentiation notes (pink boxes in this program) and notes for the student (pink boxes in the resource booklet). However, the activities outlined in this sequence can be adjusted to suit a range of learners.

Teachers using this program and the associated materials should adapt these to suit their students’ needs, interests, abilities and the texts selected. This sample is intended to support teachers as they develop contextually appropriate teaching and learning resources for their students’ needs.

## When and how to use

This learning sequence has been designed to sit within the Term 3 Year 9 ‘Poetic purpose’ teaching and learning program. It provides opportunities for the teacher to build on students’ understanding of the purpose and methods of storytelling in Aboriginal culture explored in Phase 2. The sequence and associated materials can be used as a basis for the teacher’s own program, assessment, or scope and sequence, or be used as an example of how the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) (NESA 2022) can be implemented. The resource should be used with timeframes that are created by the teacher to meet the overall assessment schedules.

This document provides success criteria aligned to each learning sequence. These are suggestions only. While success criteria can be presented to students, evidence-based research suggests that [success criteria should be discussed and agreed with students](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/aspects-of-assessment/actions-to-take#:~:text=Best%20practice%20suggests%20you%20discuss%20and%20agree%20to%20success%20criteria%20with%20the%20students%20in%20advance%20of%20the%20learning%20experiences.) at the beginning of each lesson. The department’s ‘[Teaching and learning](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/assessment/primary-assessment/five-elements-of-effective-assessment-practice/success-criteria)’ webpage provides a range of links to support the use of success criteria.

The following is an outline of some of the ways this program can be used. Teachers can:

* use the teaching and learning sequence as a model and make modifications reflective of contextual needs
* examine the teaching and learning sequences, assessment notification and the resource booklet during faculty meetings or planning days and collaboratively refine them based on faculty or school goals
* examine the materials during faculty meetings or planning days and collaboratively plan opportunities for team teaching, collaborative resource development, mentoring, lesson observation and the sharing of student samples
* use the programming, assessment practices, or syllabus planning detailed in the sequence as an opportunity to backward map Years 10–7.

This program aligns with the completed [Stage 5 scope and sequence](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-7-10). This ensures all syllabus requirements are met across the stage.

Before using this resource, teachers are encouraged to investigate [8 Aboriginal Ways of Learning](https://www.8ways.online/), explore the [protocol](https://www.8ways.online/our-protocol) established and the ways other school communities have adapted these pedagogies for their unique learning communities. It is important schools create their own community links by connecting with and consulting local Aboriginal communities about the learning pedagogies of the land on which they teach and learn. This is outlined in the [Partnership Agreement with the NSW Aboriginal Education Consultative Group Inc](https://education.nsw.gov.au/teaching-and-learning/aec/aboriginal-education-consultative-group-partnership-agreement).

In this way, teachers can take responsibility for ensuring a cultural exchange, avoid cultural appropriation and make their students aware of the importance of seeking permissions, following cultural protocols and connecting with community. The [Map of Indigenous Australia](https://aiatsis.gov.au/explore/map-indigenous-australia) is a useful resource for teachers wishing to explore this process with students.

# Poetic purpose

The information below contains an overview of the complete ‘Poetic purpose’ program, guiding questions and formal assessment.

## Overview

Students will develop their appreciation of how poetry allows composers to experiment with language, form and style for a specific purpose and audience. Students will study a collection of poems by Aboriginal poets and analyse the way the texts affirm or challenge diverse and complex perspectives and experiences. They will evaluate how poetry prompts responders to reflect, make connections and expand their understanding of others and the world.

## Guiding questions

* How does poetry allow composers to manipulate language, form and style to express complex ideas?
* Why is poetry an effective way to say something powerful about complex ideas or views?
* How do Aboriginal authors use poetry in new and innovative ways to represent their perspectives and experiences?

## Assessment overview

Podcast: students will create an informative and analytical composition that explores how their study of 1–2 poems has expanded their thinking about themselves and the world.

## Outcomes and content groups

The target outcomes and content groups that have been drawn upon for the lesson sequence contained in this document have been identified. For the outcomes and content included within the entire program, please refer to the ‘Poetic purpose – phases 1, 2 and 6’ teaching and learning sequence.

A student:

* **EN5-RVL-01** – uses a range of personal, creative and critical strategies to interpret complex texts
* Reading, viewing and listening skills
* Reading, viewing and listening for meaning
* **EN5-URA-01** – analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures
* Code and convention
* Connotation, imagery and symbol
* **EN5-URB-01** – evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes
* Theme
* Perspective and context
* **EN5-ECA-01** – crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning
* Writing
* Speaking
* Text features
* **EN5-ECB-01** – uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts
* Planning, monitoring and revising

## Core texts and text requirements

The texts identified are core texts that have been mapped across the stage and support the delivery of syllabus requirements. The table below contains the information for the poem explored in this lesson sequence. For a list of all the texts explored in this program, please see the core texts booklet.

Table 2 – texts selected and their alignment to the text requirements

|  |  |  |
| --- | --- | --- |
| Text | Text requirement | Annotation and overview |
| Cobby Eckermann, A (2017) ‘Circles and Squares’, *Little Bit Long Time,* Ginninderra Press, Australia. | This poem is a moderately complex text as per the [National Literacy Learning Progression (V3)](https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/version-3-of-national-literacy-and-numeracy-learning-progressions/) (NLLP) due to its use of language, structure and content. The poem helps meet the [Text requirements for English 7–10](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview#course-requirements-k-10-english_k_10_2022:~:text=requirements%20K%E2%80%9310-,Text%20requirements,-Engaging%20with%20texts) as students are required to engage meaningfully with poetry. It also gives students experiences of a text by an Aboriginal author which explores cultural, social and gender perspectives. | The poem explores how identity and connection to culture are complicated by consequences of past injustices. It explores an individual trying to exist in 2 worlds and feeling that they will never wholly belong to either one. This results in an authentic representation of individual identity. It underpins the resilience of culture, the desire to heal and the impact of reconnection to roots.  Aboriginal and Torres Strait Islander readers are advised that the poem contains reference to people who have died. |

## The organisation of this teaching and learning program into phases

**Teacher note:** the phases structure has been adapted to suit the purpose of this program. Phases 3–5 have been condensed into one table for each poem. This is due to the shorter nature of the texts and the iterative nature inherent in the teaching of a collection of poetry. The learning sequence in this document contains teaching and learning activities aligned to phases 3–5 for the poem ‘Circles and Squares’ by Ali Cobby Eckermann.

This teaching and learning program is organised according to the principles of the Secondary English team’s phases project. The term ‘phase’ helps to organise planning by identifying the specific purpose of each section within a teaching program. Each phase focuses teacher and student attention on matching learning intentions with the most appropriate and effective strategies, particularly for the development of deep knowledge and conceptual engagement. The phases project aims to support the sequencing and progression of learning based on the pedagogical principles of:

* clear learning intentions
* specific process verbs linked to outcome content
* the organisation of interactions in the learning environment that extend from teacher-directed, to collaboration and into independent practice.

**Teaching note:** each phase is guided by specific conceptual programming questions. These are carefully aligned to outcome content points and they guide teaching and learning. You will find links to these questions within the program, and these provide the teacher and students with further opportunities to consider the conceptual direction of learning. The conceptual programming questions for Phases 3–5 apply to students’ study of all poems included in the teaching and learning program.

Table 3 – overview of the 6 phases and accompanying conceptual programming questions

|  |
| --- |
| **Phase 1 – engaging with the unit and the learning community** |
| * How might the podcast form be used to prompt listeners to reflect and expand their thinking of others and the world? |
| **Phase 2 – unpacking and engaging with the key concept** |
| * What is the connection between language, culture and identity? * How is communication a product of cultural context? * How can different storytelling methods be used to represent culture, identity and experiences? |
| **Phase 3 – discovering and engaging analytically with a core text** |
| * How do Aboriginal poets use figurative language to represent culture, identity and experiences? |
| **Phase 4 – deepening connections between texts and concepts** |
| * How can engaging with the themes of poetry prompt responders to expand their understanding of others and the world? |
| **Phase 5 – engaging critically and creatively with model texts** |
| * How can responding to poetry in a variety of ways enrich the experiences of readers? |
| **Phase 6 – preparing the assessment task** |
| * How can the stylistic conventions of a podcast be used to explore complex ideas? * How can the language of a written text be adapted and adjusted as a spoken text? * How does collaborating on the creation of a text allow for the development of a diversity of ideas and values? |

## Pre-reading for teachers

A brief outline of relevant pre-reading has been provided.

* ACARA (Australian Curriculum, Assessment and Reporting Authority) (2020) ‘[Meeting the needs of students for whom English is an additional language or dialect](https://www.australiancurriculum.edu.au/resources/student-diversity/meeting-the-needs-of-students-for-whom-english-is-an-additional-language-or-dialect/)’, *Student diversity,* ACARA website, accessed 23 March 2023.
* State of New South Wales (Department of Education) (2023) [*Decodable texts*](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/effective-reading-in-the-early-years-of-school/decodable-texts), NSW Department of Education website, accessed 6 October 2023.
* State of New South Wales (Department of Education) (2023) ‘[Effective Strategies for supporting EAL/D students](https://education.nsw.gov.au/about-us/strategies-and-reports/school-excellence-and-accountability/school-excellence-in-action/effective-improvement-measures-and-strategies/excellence-for-students-learning-english-as-an-additional-language-or-dialect/effective-strategies-for-supporting-eal-d-students#Key0)’, School Excellence and Accountability, NSW Department of Education website, accessed 6 October 2023.
* State of New South Wales (Department of Education) (2023) ‘[Assessing English language proficiency](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/planning-eald-support/english-language-proficiency)’*, Multicultural Education*, NSW Department of Education website, accessed 6 October 2023.

## Phases 3–5 – ‘Circles and Squares’ by Ali Cobby Eckermann

In the 'discovering and engaging analytically with a core text' phase students are introduced to the core text ‘Circles and Squares’ by Ali Cobby Eckermann. In these phases, students engage in pre-reading activities to access, understand and engage with the text. Students then explore the text using appropriate reading strategies. Through a focus on poetic devices, students deepen their understanding of how composers use and manipulate language, form and stylistic features.

In the 'deepening connections between a text and concepts' phase student explore how themes can offer insight into a composer's perspective. They explore how Cobby Eckermann’s perspective and representation of ideas is shaped by personal, cultural and political contexts. Through a deconstruction and analysis of ‘Circles and Squares’, students analyse how Cobby Eckermann’s experimentation with code and convention and language and stylistic features shapes her representation of culture, identity and experiences.

In the 'engaging critically and creatively with texts' phase students respond to ‘Circles and Squares’ in critical and creative ways. Students reflect on the form, language and stylistic features of the poem to inform their own compositions. Students collaboratively experiment with a range of communication modes to demonstrate their understanding of the poem in preparation for the formal assessment task.

Throughout Phases 3–5, students will gain a deep understanding of ‘Circles and Squares’. This understanding contributes to their study of the ways Aboriginal authors use poetic forms and structures to communicate complex ideas. This supports students to expand their understanding of others and the world. Their study of this poem will be supplemented by their study of a suite of poems included in this teaching program and of the learning undertaken in Phases 1, 2 and 6.

**Expected duration:** 6–8 lessons

**Conceptual programming question(s) – sub-questions that drive these phases of the program for ‘Circles and Squares’ by Ali Cobby Eckermann:**

* How can engaging with the themes of poetry prompt responders to expand their understanding of others and the world?
* How can responding to poetry in a variety of ways enrich the experiences of readers?
* How do Aboriginal poets use figurative language to represent culture, identity and experiences?

Table 4 – phases 3–5 – ‘Circles and Squares’ by Ali Cobby Eckermann

|  |  |  |  |
| --- | --- | --- | --- |
| Outcome and content | Teaching and learning sequence | Evidence of learning | Evaluation and registration |
| EN5-RVL-01  Reading, viewing and listening for meaning  **Investigate how layers of meaning are constructed in texts and how this shapes a reader’s understanding and engagement**  EN5-URB-01  Perspective and context  **Evaluate how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes**  **Analyse how elements of an author’s personal, cultural and political contexts can shape their perspectives and representation of ideas, including form and purpose** | **Phase 3 – discovering and engaging analytically with a core text**  **Learning intentions**  By the end of this sequence, students will:   * research the personal context of Ali Cobby Eckermann * consider the key ideas and themes present in the poetry of Ali Cobby Eckermann.   **Teacher note:** building the field is an essential component of an EAL/D teaching and learning sequence. Building the field helps EAL/D students to build their vocabulary and accumulate knowledge and skills. The department’s Multicultural education [Planning for teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/teaching-and-learning/planning-for-teaching#:~:text=Planning%20for%20teaching-,Planning%20for%20teaching,-Teachers%20identify%20students) webpage provides a range of strategies to support EAL/D students including a drop-down menu for field building resources.  **Exploring Ali Cobby Eckermann's biographical and cultural context**   * **Class discussion – lead a discussion to determine what students already know about Sorry Day.** * **Build contextual understanding about the Stolen Generation** students view the ABC Behind The News video [Sorry Day (4:39)](https://www.abc.net.au/btn/classroom/sorry-day/102363614) and complete the cloze passage in **‘Circles and Squares’, activity 1 – viewing and listening. Students then engage in a class discussion questions using the questions in this activity.** * **Annotating information about context** – students read the information in ‘**Circles and Squares’ activity 2(a) – the poet’s context** and annotate information they think may influence Eckermann’s poetry.   **Teacher note:** EAL/D students may not be confident in annotating the text. Their annotations could be supported by the teacher using a [think aloud](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/speakinglistening/Pages/teachingpracmodelling.aspx) strategy. Instructions for how to conduct a think aloud have been included in ‘**Circles and Squares’, resource 1 – think aloud.**   * **Prediction activity** **– ‘Circles and Squares’, activity 2(b) – prediction activity** is designed to encourage students to connect broader Aboriginal and Torres Strait Islander contextual concerns, and Ali Cobby Eckermann’s personal context. * **Annotating quotations** – students will annotate direct quotes from Eckermann on **‘Circles and Squares’, activity 2(b) – prediction activity** about her life using **‘Circles and Squares’,** activity 2(a) – the poet’s context. * **Activity differentiation** – use Ali Cobby Eckermann’s quotes, which are provided in the table attached to this activity, to prompt discussion about contextual influences on the creation of texts as well as any clues as to themes that may be explored through the poetry. Two ways to approach this activity are the Jigsaw and the Independent analysis activities. * [**Jigsaw**](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/546) **strategy** – students read the quotes in small groups or pairs and provide the following guiding questions: * What insight into the poet’s life does this quote provide? * What themes do you think the poet might explore based on the information this quote provides? * **Reporting back** – on completion of the jigsaw activity groups should report back to the class. * **Independent analysis strategy** – students read and annotate the quotes using the guiding questions above. Then, guide class discussion and consolidate ideas.   **Teacher note:** for EAL/D learners, providing detailed contextual knowledge is crucial as they would not have studied Australian history and may have little to no background knowledge of the experiences of Aboriginal and Torres Strait Islander people. The resource booklet focuses the annotations on Ali Cobby Eckermann’s cultural background, experiences growing up and reconnecting with her biological family. Teachers should guide student annotations around what the students might expect Cobby Eckermann to write about and what the overarching themes in her poetry might be based on the information provided in the excerpts. The webpage [Poet: Ali Cobby Eckermann](https://www.poetryinternational.com/en/poets-poems/poets/poet/102-18971_Cobby-Eckermann) may also provide useful contextual information.  **Reflect and predict**   * **Writing a paragraph** –students write a paragraph predicting and justifying what they think a poem called ‘Circles and Squares’ by this poet would be about. * **Sharing ideas** – invite students to share their paragraphs prior to a first reading of the poem.   **Breaking down the title – idioms**  **Teacher note:** EAL/D students may not have encountered English or Australian idioms before. Define what an idiom is for students and then facilitate a class discussion to determine if students know any idioms from their own culture.   * **Understanding idioms** – students complete **‘Circles and Squares’, activity 3(a) – breaking down the title – idioms**. * **Explaining idioms** – draw students’ attention to the idiom ‘a square peg will not fit into a round hole’. Explain what is meant by this idiom – that a person is unable to ‘fit in’. * **Explaining cultural idioms** – explain to students that different cultures might use different idioms. Invite students to share examples of idioms from their own cultures. * **Reflecting** – prompt students to reflect on why Cobby Eckermann might have to allude to this particular idiom.   **Breaking down the title - symbolism**   * **Defining symbolism** – students view the YouTube video, [What is Symbolism? (0:59)](https://www.google.com/search?q=symbolism&sca_esv=571066675&rlz=1C1GCEA_enAU1042AU1042&tbm=vid&source=lnms&sa=X&ved=2ahUKEwjpiuXFjOCBAxUxTWwGHbRADlIQ_AUoA3oECAIQBQ&biw=1415&bih=910&dpr=1#fpstate=ive&vld=cid:68224647,vid:8Vwek28P9Gk,st:0) and write down the definition of symbolism. * **Class discussion** – facilitate a class discussion to gauge students’ prior knowledge of ‘symbolism’. Use the video which includes the example of an ‘apple’ to generate discussion. Symbolism was explored in both **Year 9, Term 1 – Representation of life experiences** and **Year 9, Term 2 – Shining a new (stage) light**. * **Give other examples** – provide students with a range of ‘typical’ symbols. For example, a ‘heart’, or a colour such as red. * **Discussion** – invite students to consider other symbols. This activity could be done in pairs or as a class. * **Discussion** – invite students to consider Cobby Eckermann’s use of shape.   **Exit ticket**   * **Assess understanding** – students complete an exit ticket asking them to reflect on Cobby Eckermann’s use of idiom and symbolism. This could be a homework activity. | **Success criteria**  To demonstrate their learning, students can:   * identify elements of Ali Cobby Eckermann’s personal context that might influence her poetry * make predictions about the poem * discuss and justify their predictions of the key concepts and themes in the poem ‘Circles and Squares’ by Ali Cobby Eckermann.   **Literacy note for differentiation:** for EAL/D students, building the contextual field is important. This is because many learners will have little to no exposure to Australian history. It is important to find accessible texts to provide students with the contextual information that informs texts. The department provides best practice advice on how to use decodable texts with EAL/D learners on their Multicultural education webpage. |  |
| EN5-RVL-01  Reading, viewing and listening skills  Apply reading pathways appropriate to form, purpose and meaning, and connect ideas within and between texts  Use contextual cues to infer the meaning of unfamiliar or complex words  Develop a deeper understanding of themes, ideas or attitudes by revisiting and reinterpreting texts to find new meaning  Reading, viewing and listening for meaning  **Analyse the main ideas and thematic concerns represented in texts**  **Draw on prior knowledge of texts to question, challenge and deepen understanding of both new and familiar texts**  **Clarify and justify personal responses to texts, explaining how aspects of the text, such as character, genre, tone, salience or voice, position a reader and influence these personal responses** | **Phase 3 – discovering and engaging analytically with a core text**  **Learning intentions**  By the end of this sequence, students will:   * engage with the poem ‘Circles and Squares’ to gain an overall impression of the key ideas explored * develop an understanding about how contextual influences can be evident in and impact perceptions of the poem.   Reading the poem ‘Circles and Squares’  **Teacher note:** for the following activities, students will need a copy of **Core text – ‘Circles and Squares’ by Ali Cobby Eckermann**. It would be beneficial to provide this poem to students on A3 printouts. This will allow students to make notes and draw sketches.   * **Engage with the poem** – play students the YouTube video [Interview and Reading of ‘Circles and Squares’ (10:48)](https://www.youtube.com/watch?v=bmDc6X1FKTc). Ali Cobby Eckermann reads the poem at 7:03 minutes. * **Assessing predictions** – encourage students to talk to a partner or peer to reflect on their predictions as to what the poem would be about. * **Second reading** – play the reading of the poem a second time and instruct student to complete ‘**Circles and Squares’, activity 4 – sketch-to-stretch'**.   **Teacher note:** the department’s Digital Learning Selector [Sketches and squiggles](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?order=alphabetic&clearCache=9bf91c86-23e6-e53a-e79a-c5966c2da410) link provides examples of how a sketch to stretch activity might look using Jamboard.   * **Sharing ideas** – students share their sketches with each other. They then discuss some commonly occurring visuals or symbols as a class. This will assist in building the field for the in-depth analysis of the poetry future lessons.   **Consolidating initial ideas**   * **Consolidate understanding** – before proceeding with a close analytical study of the poem and its poetic devices, it is important to consolidate the ideas and concepts explored up until this point. * **Class activity** – use **‘Circles and Squares’, activity 5 – consolidating your ideas** to support students to make connections between their predictions and the poem. | **Success criteria**  To demonstrate their learning, students can**:**   * **reflect upon their initial predictions by discussing them with a peer** * **draw symbols, shapes or images which represent the main ideas of each stanza** * **make connections between contextual information and the poem.**   **Literacy note for differentiation: for EAL/D learners who are at the ‘**[Emerging’ or early ‘Developing’ phase](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/planning-eald-support), **provide them with a copy of the poem prior to studying it in class so they can make notes or translations that will assist them in class. It may also be appropriate to embed vocabulary activities such as a** [Topic vocabulary list](https://sites.google.com/view/hsc-minimum-standard/writing/topic-vocabulary) **which can be found on the** [HSC Minimum Standards resource page](https://sites.google.com/view/hsc-minimum-standard/home) **for unfamiliar terms including elders, recognise, universal, neat, fence, plot, paddock, campfire, bush tucker, feast, magnificent, echo, remains, entirety. These could come in the form of contextual prediction, visual glossary or simplified definition matching. Students could also access the department’s** [bilingual dictionaries](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/resources) **which are particularly helpful for EAL/D students which have recently arrived in Australia. It might be particularly helpful for EAL/D students which have recently arrived in Australia.** |  |
| EN5-URA-01  Code and convention  Analyse how language forms, features and structures, specific or conventional to a text’s medium, context, purpose and audience, shape meaning, and experiment with this understanding through written, spoken, visual and multimodal responses  Connotation, imagery and symbol  Analyse how figurative language and devices can be used to represent complex ideas, thoughts and feelings to contribute to larger patterns of meaning in texts, and experiment with this in own texts  Analyse how Aboriginal and Torres Strait Islander authors use figurative language and devices to represent culture, identity and experience | **Phase 4 – deepening connections between a text and concepts**  **Learning intentions**  By the end of this sequence, students will:   * develop understanding about the language features used in the poem * develop an understanding about the use of symbolism in the poem.   **Teacher note:** dependent on the needs of the class it may be appropriate to review poetic devices. **‘Circles and Squares’, resource 2 – reviewing poetic devices** includes ways this could be embedded into this teaching and learning sequence.  Guided annotation  **Teacher note:** students completed a range of annotation activities in both the [Year 9, Term 1 – Representations of life experiences](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-7-10) and, [Year 9, Term 2 – Shining a new (stage) light](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-7-10) programs. Dependent on the context of the class some students may need a more structured and guided approach **to ‘Circles and Squares’, activity 6 – guided annotation**. The [Gradual release of responsibility framework](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/effective-reading-in-the-early-years-of-school/comprehension#:~:text=The%20Gradual%20release%20of%20responsibility%20model%20is%20a%20helpful%20framework%20to%20understand%20what%20explicit%20instruction%20can%20look%20like%20when%20teaching%20reading.), often referred to as [‘I do, we do, you do’](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/effective-reading-in-the-early-years-of-school/comprehension#:~:text=The%20Gradual%20release%20of%20responsibility%20model%20is%20a%20helpful%20framework%20to%20understand%20what%20explicit%20instruction%20can%20look%20like%20when%20teaching%20reading.) can be used to support students with the teacher explicitly modelling how to perform the task. A layered inference strategy could be used to prompt students to think about what inferences they can make about the way authors use language purposefully to represent ideas and themes. The department’s [Digital Learning Selector](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=2854f) provides sample layered inference templates which could be adapted to suit this activity.   * **Modelling annotations** – students follow the steps in **‘Circles and Squares’, activity 6 – guided annotation to annotate the poem**.   **Exploring symbolism**  **Teacher note:** students were introduced to symbolism in Phase 3. The following activity aims to deepen students’ understanding of symbolism as a means of representing ideas and themes.   * **Reflecting personally –** students use **‘Circles and Squares’, activity 7 – exploring symbolism to reflect on their understanding of ‘circles’ and ‘squares’ more broadly as they exist in their own worlds.** * **Instruct students to add their thoughts and ideas to the circle and the square.** * **Facilitate a class discussion** – prompt students to share the ideas they have recorded in their shapes. * [**Same Different Connect Engage’**](https://pz.harvard.edu/resources/same-different-connect-engage) – students complete the Harvard Project Zero Thinking Routine to reflect on their own experience and to try to empathise with Cobby Eckermann’s life experience. * **Transferring knowledge** – students use the table as a means of collating their thoughts.   **Teacher note**: the class discussion provides an opportunity to value the diversity that EAL/D students bring to the classroom. This might be a very personal discussion for students as they share their thoughts on how they might sometimes struggle to reconcile their different identities. This discussion will allow commonly recurring ideas to be highlighted and any cultural differences to come to light. Take advantage of differing perspectives and ideas about what these symbols might represent across different cultural groupings. | **Success criteria**  To demonstrate their learning, students can:   * **identify poetic techniques and their effect on creating meaning** * **identify and discuss the significance of symbols as they are used in the poem.** |  |
| EN5-URA-01  Code and convention  Analyse how language forms, features and structures, specific or conventional to a text’s medium, context, purpose and audience, shape meaning, and experiment with this understanding through written, spoken, visual and multimodal responses  EN5-URB-01  Theme  Analyse how themes can be understood to underpin cohesive meaning in texts, and apply this understanding in own texts  Note: bold content may not be addressed in this sequence. | **Learning intentions**  By the end of this sequence, students will:   * develop understanding about how the themes present in the poem are communicated * develop an understanding about how poetry can reflect complex ideas, thoughts and feelings about identity and belonging.   Mapping themes  **Teacher note:** a class discussion will support students to navigate the thematic concerns represented in the poem. Students will have an opportunity to use the class discussion ideas when responding to **‘Circles and Squares’, activity 8 – mapping themes**. Teachers might like to use a [Hexagonal thinking](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/579) strategy to support students to organise their ideas and facilitate conceptual understanding.   * **Mind map** –create a class brainstorm of the themes in the poem. Students copy this brainstorm into their books. Examples are also included for this activity in the resource booklet. * **Mapping activity** – students complete the mapping activity in **‘Circles and Squares’, activity 8 – mapping themes**. * **Reflecting** – students identify one theme and write a short reflection responding to the question: * What does the poem reveal about culture, identity or experience? | **Success criteria**  To demonstrate their learning, students can:   * **identity themes and support with textual evidence** * **articulate and justify how poetic devices are used to convey themes that reflect complex ideas, thoughts and feelings about identity and belonging.** |  |
| Teacher note**: the syllabus content points addressed through Core formative task 3 – analytical paragraph are outlined in the Core formative tasks document.** | **Core formative task 3 – analytical paragraph**  **Learning intentions**  By the end of this sequence, students will:   * think and write analytically in response to the poem * engage in the recursive process of drafting, writing, editing and re-writing to achieve success in analytical writing.   **Writing analytically**   * Students use **Core formative task 3 – analytical paragraph** to plan and compose a paragraph in response to the following question: * How do Aboriginal poets use figurative language to represent their culture, identity and experiences? * **Planning, monitoring and revising** - students use the steps in **Core formative task 3 – analytical paragraph to:** * identify the demands of the question * plan a topic sentence * plan supporting evidence * consider a marking rubric * compose a paragraph * reflect on their response.   **Teacher note:** students should be advised to refer to the activities **‘Circles and Squares’, activity 4 – sketch to stretch**, **‘Circles and Squares’, activity 5 – consolidating your ideas**, and ‘**Circles and Squares’, activity 6 – guided annotation** to support their responses.   * **Extension activity** – students could write more than one analytical paragraph or an analytical essay in response to the question, choosing which poems they would like to write about (if this is not the first poem studied), and encouraging them to make connections between the poems around how different poets choose to explore culture, identity and experiences.   **Literacy note for differentiation:** reflection adjustment for EAL/D learners – in addition to asking students to reflect on their own response, students could be asked to peer review each other’s responses. This would be another step in supporting critical reflection and assisting students who are not yet able to identify strengths and weaknesses in their own work. A scaffold would need to be provided for students and the process modelled if it has not been done previously. | **Success criteria**  To demonstrate their learning, students can:   * **identify and articulate the demands of an analytical question by focusing on key vocabulary or indicators in the question** * **plan for and construct an analytical paragraph** * **use evidence from the poem to support ideas** * **articulate their writing strengths and weaknesses evident through planning, drafting, revising and editing.** |  |
| EN5-URA-01  Connotation, imagery and symbol  Analyse how figurative language and devices can be used to represent complex ideas, thoughts and feelings to contribute to larger patterns of meaning in texts, and experiment with this in own texts  Analyse how Aboriginal and Torres Strait Islander authors use figurative language and devices to represent culture, identity and experience  EN5-ECA-01  Representing  **Experiment with a variety of codes and conventions to create aesthetic qualities that have the power to communicate ideas and influence viewpoints in own texts**  **Compose visual and multimodal texts to express complex ideas, using a range of digital technologies where appropriate**  Speaking  Participate in and lead a range of informal discussions about texts and ideas, including analytical, speculative and exploratory talk, to consolidate personal understanding and generate new ideas  Text features  Experiment with a combination of modes for specific effect and impact | **Phase 5 – engaging critically and creatively with a core text**  **Learning intentions**  By the end of this sequence, students will:   * develop an understanding of the processes involved in creating a multimodal text * engage in the recursive process of drafting, writing, editing and re-writing to achieve success in analytical writing.   **Multimodal presentation**  **Teacher note:** this activity could take 2–3 lessons. Teachers might choose to complete the task in its entirely or choose to do single elements of the task. Alternatively, if students have already completed **Core formative task 4 – informative dialogue** with another poem, teachers may opt to do this task instead of doing the core formative task again. This activity can be done individually, in pairs or as a whole class. Provide students with a definition of a multimodal text. The English K–10 Glossary defines a multimodal text/presentation as a text that combines 2 or more expressive modes to communicate.   * **Group work** –students will complete **‘Circles and Squares’, activity 9 – multimodal presentation**.Organise **students into small groups. Divide the poem’s stanzas across the different groups. To complete this task, students complete the following steps:** * **break down the stanza by identifying poetic devices and their effect or impact** * **consider visual and audio features they could include in their presentation** * **draft their transcript.** * **Monitoring and feedback** – verbal or written feedback should be given to students as they work through the different steps of creating their multimodal presentation. * **Viewing the presentation** – display the combined multimodal presentation to the class.   **Teacher note:** depending on the presentation platform chosen, students may be able to collaboratively merge their own presentations, alternatively the teacher may have to do this step. Once students have viewed the presentation as a class it should be available to all students to support them as they prepare for the assessment. It is at teacher discretion whether this is followed by an individual reflection task. However, a class discussion should take place to provide students an opportunity to both reflect on the task and to ask clarifying questions. | **Success criteria**  To demonstrate their learning, students can   * use multimodal features to represent their understanding of complex ideas * engage in the process of planning, monitoring, revising and reflecting on learning. |  |
| Teacher note: **the syllabus content points addressed through Core formative task – informative report are outlined in the Core formative tasks document.** | **Core formative task 4 – informative dialogue**  **Learning intentions**  By the end of this sequence, students will:   * explore ideas expressed in the poem by planning and recording an informative dialogue.   **Experimenting with podcast speaking conventions**  **Teacher note**: the [NSW Department of Education EAL/D Advice for schools [PDF 5.38 MB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/multicultural-education/eald/eald_advice.pdf) document highlights the importance of providing students with authentic opportunities in the classroom to develop their use of academic language. The structure of this task will allow students to plan for oral interactions with their peers and push them to produce extended stretches of language that will allow them to process the specific language they have been studying through this program more deeply.  Students complete **Core formative task 4 – informative dialogue** to plan and record an informative text based on a chosen poem.   * **Group work** – inform students that they will work in groups of 3 to record a conversation about ‘Circles and Squares’. * **Recording** – advise students that each recording should be approximately 3 minutes long. Students complete the following steps: * **Step 1** – collaborate to prepare a response using the discussion prompts provided. * **Step 2** – use the scaffolding prompts in the resource booklet to plan an informative dialogue. * **Step 3** – practise how to deliver each section considering intonation, emphasis, volume, pace and timing. Teachers may wish to refer to **Core formative task 1 – listening task 2,** **Phase 6, resource 6 – podcast script writing conventions**, **Phase 6, resource 8 – production devices** and/or **Phase 6, activity 10 – podcast recording self-assessment checklist** as additional activities to help prepare for this core formative task. Teachers and students would also benefit from exploring the [The Student Podcaster website](https://t4l.schools.nsw.gov.au/resources/teaching-and-learning-resources/the-student-podcaster.html). This website contains a range of modules designed to support teachers in teaching structural conventions of a podcast. * **Step 4** – record and submit the recording. Recordings should be submitted based on the school context and the availability of ICT.   **Teacher note:** before engaging in this task, it is important to remind students of the definition of ‘Informative texts’. Students were introduced to the structural conventions of informative texts inPhase 2. The [English K–10 Glossary](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/glossary) defines of the primary purpose of informative texts is to provide information through explanation, description, argument, analysis, ordering and presentation of evidence and procedures. | **Success criteria**  **To demonstrate their learning, students can:**   * collaborate with peers to plan, edit and record an informative dialogue which effectively explores the representation of ideas in the poem. |  |

## Core formative assessment activities

An extensive overview of the core formative tasks for this program is provided in the **English Stage 5 (Year 9) – core formative tasks – poetic purpose** document. This document includes Teaching and Learning activities for core formative tasks 3 and 4 specific to the poem ‘Circles and Squares’. These are supplemented by resources and activities in the **English Stage 5 (Year 9) – ‘Circles and Squares’ phases 3-5 resource booklet – poetic purpose**.

## Program evaluation

Evaluation and reflection are ongoing practices and teachers will evaluate the extent to which the planning of the program or unit has remained focused on the syllabus outcomes. During teaching, utilise the ‘Evaluation and registration’ column to record observations. At the conclusion of the program/unit, teachers and students should ‘[reflect on and evaluate the degree to which students have progressed as a result of their experiences, and what should be done next to assist them in their learning’](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-units) (NESA 2021). This information should be used to improve the next iteration of the program and inform the learning experiences of future students.

* Use the [English teaching and learning evaluation tool](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-7-10) as part of the evaluation process.

# The English curriculum 7–12 team

The English curriculum 7–12 team provides support for the delivery of the English curriculum 7–12 in NSW Department of Education high schools.

## Share your experiences

If you use the sample assessment in your faculty and school context, reach out to the English curriculum team. We would love English teams form across NSW to share snapshots of their practice and how this resource has been used in their unique context as part of our ‘Voices from the Classroom’ section of the English 7–12 newsletter. Send submissions to [english.curriculum@det.nsw.edu.au](mailto:english.curriculum@det.nsw.edu.au)

## Support and alignment

If you have any questions regarding the use of material available or would like additional support, please contact the English curriculum team by emailing [English.curriculum@det.nsw.edu.au](mailto:English.curriculum@det.nsw.edu.au).

**Alignment to system priorities and/or needs**: [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468), [School Success Model](https://education.nsw.gov.au/public-schools/school-success-model/school-success-model-explained).

**Alignment to the School Excellence Framework**: this resource supports the [School Excellence Framework](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468) elements of curriculum (curriculum provision, differentiation), assessment (formative assessment) and effective classroom practice (explicit teaching).

**Alignment to Australian Professional Teaching Standards**: this resource supports teachers to address [Australian Professional Teaching Standards](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 1.1.2,2.1.2, 2.2.2, 2.3.2, 2.4.2, 2.5.2, 2.6.2, 3.1.2, 3.2.2, 3.3.2, 3.4.2, 5.1.2.

**Consulted with**: Curriculum and Reform, Strategic Delivery and school-based subject matter experts.

**Author:** English curriculum 7–12 team

**Resource**: sample program

**Related resources:** further resources to support Stage 5 English can be found on the [English K–12 curriculum](https://education.nsw.gov.au/teaching-and-learning/curriculum/english) page. The [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) page provides an outline of essential and useful support materials for the design, delivery and evaluation of assessment practices. You might also wish to consult the [Assessment Principles](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/assessment-principles) section of the NESA website for advice, strategies and samples.

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# References

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