

iSpace – Stage 4 unit of work

Davidson High School

In 2012 a number of schools and teachers in NSW were brought together to explore and develop approaches to implementing NSW syllabuses for the Australian curriculum K-10.

We would like to thank Condell Park High School and the following teachers for their participation in this project.

Condell Park High School

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Primary and secondary curriculum coordination and leadership in 2012

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iSpace – table of contents

[Overview 4](#_Toc495665295)

[Assessment 4](#_Toc495665296)

[Syllabus outcomes 4](#_Toc495665297)

[Learning across the curriculum areas 5](#_Toc495665298)

[Texts 5](#_Toc495665299)

[Rationale for approach used in this unit of work 5](#_Toc495665300)

[Outcome and content overview – Stage 4 6](#_Toc495665301)

[Outcome and content overview – Stage 5 8](#_Toc495665302)

[Assessment task 10](#_Toc495665303)

[English – Stage 4 – multimodal autobiography for iSpace 10](#_Toc495665304)

[Written reflection scaffold 12](#_Toc495665305)

[Reflection on learning 12](#_Toc495665306)

[Student reflection 14](#_Toc495665307)

[Marking guidelines 15](#_Toc495665308)

[Week 1 – introduction to high school (first week of high school) and recount 16](#_Toc495665309)

[Week 2 – my place and auto/biographies 20](#_Toc495665310)

[Week 3 – Hazem El Masri/Anh Do 25](#_Toc495665311)

[Week 4 – descriptions of place – magical Kabul 30](#_Toc495665312)

[Week 5 – techniques used in multimodal representations of lived experiences 33](#_Toc495665313)

[Recommended resources 36](#_Toc495665314)

[For students 36](#_Toc495665315)

[For teachers 36](#_Toc495665316)

Overview

This unit focuses on autobiographical representations of lived experience. It is intended to be a unit studied early in Stage 4 as an introduction to high school English and a means of facilitating student reflection on their cultural background, past experiences, identity and how they fit into their new school environment.

Students will come to know that there are a variety of ways in which life experiences can be represented in texts. They will understand that individuals represent their experiences through different text types, language and grammatical structures.

Students will progressively understand the concept of representation and be able to write a recount text that uses descriptive language. Students will be able to individually and collaboratively construct multimodal stories, making deliberate choices about language, image and sound. Students will be able to write a reflective piece of writing.

Assessment

Formal assessment: Students will compose a multimodal autobiographical text using Animoto, Movie Maker, Photostory, PowerPoint (or an alternative print text – for example, picture book) with an accompanying reflective statement. (Note for teachers: See your IT specialist for assistance with using these programs if necessary. Schools can exercise their own discretion regarding the computer software that they wish to use for the assessment task.)

Informal assessment tasks will include a collaborative multimodal biographical text (based on Anh Do and Nadia Wheatley’s picture book and other texts about Anh Do’s life). They will also construct autobiographical texts throughout the unit that will be peer-marked (assessment as learning).

Syllabus outcomes

* Outcome 1 – responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
* Outcome 2 – effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different mediums and technologies.
* Outcome 4 – makes effective language choices to creatively shape meaning with accuracy, clarity and coherence
* Outcome 7 – demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it
* Outcome 8 – identifies, considers and appreciates cultural expression in texts
* Outcome 9 – uses, reflects on and assesses their individual and collaborative skills for learning.

Learning across the curriculum areas

* Asia and Australia’s engagement with Asia
* Aboriginal and Torres Strait Islander histories and cultures
* Critical and creative thinking
* Ethical understanding
* Information and communication technology capability
* Intercultural understanding
* Difference and diversity

Texts

‘My place’ – Nadia Wheatley and Donna Rawlins (picture book, Australian literature, intercultural experience, cultural perspectives)

‘[Australian story: A Winger and a prayer’](http://www.abc.net.au/austory/specials/winger/default.htm) (about Hazem El Masri, rugby league football player for the Bulldogs). [Transcript](http://www.abc.net.au/austory/content/2007/s2043052.htm) (media text, intercultural experience, cultural, social and gender perspectives, popular and youth cultures, non-fiction, digital texts)

‘The Little refugee’ – Anh Do and Suzanne Do, illustrated by Bruce Whatley (picture book, Australian literature, intercultural experiences, peoples and cultures of Asia, cultural perspectives)

‘From Kinglake to Kabul’ – Neil Grant and David Williams (eds): extract Magical Kabul by Sabrina Omar (non-fiction, intercultural experiences, peoples and cultures of Asia, cultural perspectives)

Frida Kahlo self-portraits (Google images: search ‘Frida Kahlo self-portraits’) (visual text, other countries and times, cultural perspectives).

Rationale for approach used in this unit of work

This unit takes an approach that responds to students’ personal backgrounds in an attempt to assist them to emotionally engage with the subject of English at the beginning of their high school. In school contexts where students may come from language backgrounds other than English, this engagement is crucial for their future engagement and success in English. The unit could also be taught with a variety of other autobiographical texts (see recommended text list).

Outcome and content overview – Stage 4

| A – communicate through speaking, listening, reading, writing, viewing and representing | B – use language to shape and make meaning according to purpose, audience and context | C – think in ways that are imaginative, creative, interpretive and critical | D – express themselves and their relationships with others and their world | E – learn and reflect on their learning through their study of English |
| --- | --- | --- | --- | --- |
| EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  Related Life Skills outcomes – ENLS-1A, ENLS-2A, ENLS-3A, ENLS-4A, ENLS-8A  For EAL students refer to the Language and cultural understanding ESL scales strand organiser. See ESL scales outcomes for Oral Interaction: 5.2, 6.2, 7.2, 8.2; Reading and Responding: 4.6, 5.6, 6.6, 7.6; Writing: 4.10, 5.10, 6.10, 7.10. | EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts  Related Life Skills outcome – ENLS-10B  For EAL students refer to the Language and cultural understanding and Language structures and features ESL scales strand organisers. See ESL scales outcomes for Oral Interaction: 5.2, 6.2, 7.2, 8.2; Reading and Responding: 4.6, 5.6, 5.7, 6.6, 6.7, 7.6, 7.7; Writing: 4.10, 5.10, 5.11, 6.10, 6.11, 7.10, 7.11. | EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts  Related Life Skills outcomes – ENLS-12C, ENLS-13C  For EAL students refer to the Communication and Language and cultural understanding ESL scales strand organisers. See ESL scales outcomes for Oral Interaction: 5.1, 6.1, 7.1, 8.1; Reading and Responding: 4.5, 4.6, 5.5, 5.6, 6.5, 6.6, 7.5, 7.6; Writing: 4.9, 4.10, 5.9, 5.10, 6.9, 6.10, 7.9, 7.10. | EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it  Related Life Skills outcomes – ENLS-14D, ENLS-15D  For EAL students refer to the Language and cultural understanding ESL scales strand organiser. See ESL scales outcomes for Oral Interaction: 5.2, 6.2, 7.2, 8.2; Reading and Responding: 4.6, 5.6, 6.6, 7.6; Writing: 4.10, 5.10, 6.10, 7.10. | EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning  Related Life Skills outcome – ENLS-17E  For EAL students refer to the Strategies ESL scales strand organiser. See ESL scales outcomes for Oral Interaction: 5.4, 6.4, 7.4, 8.4; Reading and Responding: 5.8, 6.8, 7.8; Writing: 4.12, 5.12, 6.12, 7.12. |
| EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies  Related Life Skills outcomes – ENLS-5A, ENLS-6A, ENLS-7A, ENLS-9A  For EAL students refer to the Strategies ESL scales strand organiser. See ESL scales outcomes for Oral Interaction: 6.4, 7.4, 8.4; Reading and Responding: 4.8, 5.8, 6.8, 7.8; Writing: 4.12, 5.12, 6.12, 7.12. | EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence  Related Life Skills outcome – ENLS-11B  For EAL students refer to the Communication and Language and cultural understanding ESL scales strand organisers. See ESL scales outcomes for Oral Interaction: 5.1, 6.1, 7.1, 8.1; Reading and Responding: 4.5, 4.6, 5.5, 5.6, 6.5, 6.6, 7.5, 7.6; Writing: 4.9, 4.10, 5.9, 5.10, 6.9, 6.10, 7.9, 7.10. | EN4-6C identifies and explains connections between and among texts  Related Life Skills outcomes – ENLS-12C, ENLS-13C  For EAL students refer to the Communication and Language and cultural understanding ESL scales strand organisers. See ESL scales outcomes for Oral Interaction: 5.1, 6.1, 7.1, 8.1; Reading and Responding: 4.5, 4.6, 5.5, 5.6, 6.5, 6.6, 7.5, 7.6; Writing: 4.9, 4.10, 5.9, 5.10, 6.9, 6.10, 7.9, 7.10. | EN4-8D identifies, considers and appreciates cultural expression in texts  Related Life Skills outcome – ENLS-16D  For EAL students refer to the Language and cultural understanding ESL scales strand organiser. See ESL scales outcomes for Oral Interaction: 5.2, 6.2, 7.2, 8.2; Reading and Responding: 4.6, 5.6, 6.6, 7.6; Writing: 4.10, 5.10, 6.10, 7.10. |  |

Outcome and content overview – Stage 5

| A – communicate through speaking, listening, reading, writing, viewing and representing | B – use language to shape and make meaning according to purpose, audience and context | C – think in ways that are imaginative, creative, interpretive and critical | D – express themselves and their relationships with others and their world | E – learn and reflect on their learning through their study of English |
| --- | --- | --- | --- | --- |
| EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  Related Life Skills outcomes – ENLS-1A, ENLS-2A, ENLS-3A, ENLS-4A, ENLS-8A  For EAL students refer to the Language and cultural understanding ESL scales strand organiser. See ESL scales outcomes for Oral Interaction: 5.2, 6.2, 7.2, 8.2; Reading and Responding: 4.6, 5.6, 6.6, 7.6; Writing: 4.10, 5.10, 6.10, 7.10. | EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning  Related Life Skills outcome – ENLS-10B  For EAL students refer to the Language and cultural understanding and Language structures and features ESL scales strand organisers. See ESL scales outcomes for Oral Interaction: 5.2, 6.2, 7.2, 8.2; Reading and Responding: 4.6, 5.6, 5.7, 6.6, 6.7, 7.6, 7.7; Writing: 4.10, 5.10, 5.11, 6.10, 6.11, 7.10, 7.11. | EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts  Related Life Skills outcomes – ENLS-12C, ENLS-13C  For EAL students refer to the Communication and Language and cultural understanding ESL scales strand organisers. See ESL scales outcomes for Oral Interaction: 5.1, 6.1, 7.1, 8.1; Reading and Responding: 4.5, 4.6, 5.5, 5.6, 6.5, 6.6, 7.5, 7.6; Writing: 4.9, 4.10, 5.9, 5.10, 6.9, 6.10, 7.9, 7.10. | EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds  Related Life Skills outcomes – ENLS-14D, ENLS-15D  For EAL students refer to the Language and cultural understanding ESL scales strand organiser. See ESL scales outcomes for Oral Interaction: 5.2, 6.2, 7.2, 8.2; Reading and Responding: 4.6, 5.6, 6.6, 7.6; Writing: 4.10, 5.10, 6.10, 7.10. | EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness  Related Life Skills outcome – ENLS-17E  For EAL students refer to the Strategies ESL scales strand organiser. See ESL scales outcomes for Oral Interaction: 5.4, 6.4, 7.4, 8.4; Reading and Responding: 5.8, 6.8, 7.8; Writing: 4.12, 5.12, 6.12, 7.12. |
| EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies  Related Life Skills outcomes – ENLS-5A, ENLS-6A, ENLS-7A, ENLS-9A  For EAL students refer to the Strategies ESL scales strand organiser. See ESL scales outcomes for Oral Interaction: 6.4, 7.4, 8.4; Reading and Responding: 4.8, 5.8, 6.8, 7.8; Writing: 4.12, 5.12, 6.12, 7.12. | EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts  Related Life Skills outcome – ENLS-11B  For EAL students refer to the Communication and Language and cultural understanding ESL scales strand organisers. See ESL scales outcomes for Oral Interaction: 5.1, 6.1, 7.1, 8.1; Reading and Responding: 4.5, 4.6, 5.5, 5.6, 6.5, 6.6, 7.5, 7.6; Writing: 4.9, 4.10, 5.9, 5.10, 6.9, 6.10, 7.9, 7.10. | EN5-6C investigates the relationships between and among texts  Related Life Skills outcomes – ENLS-12C, ENLS-13C  For EAL students refer to the Communication and Language and cultural understanding ESL scales strand organisers. See ESL scales outcomes for Oral Interaction: 5.1, 6.1, 7.1, 8.1; Reading and Responding: 4.5, 4.6, 5.5, 5.6, 6.5, 6.6, 7.5, 7.6; Writing: 4.9, 4.10, 5.9, 5.10, 6.9, 6.10, 7.9, 7.10. | EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning  Related Life Skills outcome – ENLS-16D  For EAL students refer to the Language and cultural understanding ESL scales strand organiser. See ESL scales outcomes for Oral Interaction: 5.2, 6.2, 7.2, 8.2; Reading and Responding: 4.6, 5.6, 6.6, 7.6; Writing: 4.10, 5.10, 6.10, 7.10. |  |

Assessment task

English – Stage 4 – multimodal autobiography for iSpace

Task description

Imagine that the NSW Department of Education and Communities is creating a website, called iSpace, to tell the autobiographical stories of different students from all over NSW. They are interested in hearing and sharing the autobiographies of students’ cultures, families and life experiences.

You have been asked to contribute your autobiography to the new iSpace website.

To make the autobiographies more interesting, contributors are required to use Animoto, Movie Maker, Photostory, PowerPoint or an alternative print text (for example, a picture book) to create their autobiography. The autobiographical text that you produce will include the written text of your autobiography as well as images (optional music and sound) that you choose to support your autobiography.

Your multimodal autobiography should be accompanied by a reflective statement explaining the composition of your work.

Here are some steps that you might take to complete this task:

1. Brainstorm and draft your autobiography.
2. Choose seven main points from your autobiography and add these into Animoto/Movie Maker/ Photostory/PowerPoint (or type out/handwrite if producing in an alternative format).
3. Find relevant images representing each point. You may want these images to be symbolic of your writing.
4. Add in your images to Animoto/Movie Maker/Photostory. You MUST make sure that you acknowledge the source of these images. Under each image, you should add in the source of the image, and the owner of the image. At the end of your autobiography, you should also include a list of the URLs used in the construction of your multimodal text.
5. Select appropriate music/sound to add to your storyboard (if applicable). At the end of your autobiography, you should include a list of any songs and the name(s) of the songwriter(s)/singer(s) used in your autobiography.
6. Write a reflection that explains your process of composition and evaluates your own work (see below for further details).
7. Edit and submit your final multimodal autobiography with your written reflection to your teacher (form of submission to be mandated by the teacher/faculty).
8. Have a movie lesson/time. Your class may decide that you want to share your movies with your class or with your year group/school/parents/ community.

Outcomes addressed

* Outcome 4 – makes effective language choices to creatively shape meaning with accuracy, clarity and coherence
* Outcome 7 – demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it
* Outcome 9 – uses, reflects on and assesses their individual and collaborative skills for learning.

Criteria for assessment

1. Chooses written language and images (and music, if applicable) in a manner that is accurate, clear, coherent and enhances meaning (Outcome 4) – clarity
2. Uses language, visual techniques (and aural techniques if applicable) in the autobiography to enhance their representation of their world and their relationship to it (Outcome 7) – techniques
3. Uses, reflects on and assesses their individual skills for learning (Outcome 9) – reflection

Value of task in school assessment

This task will prepare students for a range of writing and ICT assessment tasks in high school.

Due date

Written reflection scaffold

Fill in the quick reflective questions and then write a longer reflection using the prompts below.

Reflection on learning

Student reflection – to be completed before submission.

Write a number in the box from 1 to 5, with 1 being ‘strongly agree’ and 5 being ‘strongly disagree’

| Reflection | Rating |
| --- | --- |
| This is my best work |  |
| I was organised |  |
| I understood the task |  |
| I took notice of the marking guidelines and used the peer marking checklist to check my work |  |
| I checked the meaning of new words from the unit that I used |  |

1. My writing process – write a paragraph about how you chose the sentences that you use in your multimodal autobiography.

Sentence starters:

* In my autobiography, I chose to write about …
* I wanted the reader to know …
* I thought that it was really important to …

2. My images – write a paragraph about how you chose the images that you use in your multimodal autobiography and what they mean. You must explain at least three (and no more than five) of the images that you have chosen to use in the multimodal autobiography.

Sentence starters:

* In my autobiography, I chose to use the image of because …
* I wanted the reader to think about …
* I thought that this image represents …
* I think that this image is a symbol of …
* The colour in this image represents …
* The layout of this image …
* This image supports what I wrote in the autobiography because …

3. The strengths of my multimodal autobiography – write a paragraph about what you think you did well in your multimodal autobiography. You should refer to the marking criteria and to your writing checklists from class.

Sentence starters:

* When I look at the writing checklist from class, I think that my strengths are my use of…
* I think my use of was effective. I think I did a good job with this because …
* I feel that I am good at …
* I was pleased with the way that I …
* I learned a lot about …

4. The weaknesses of my multimodal autobiography – write a paragraph about what you think you didn’t do as well in your multimodal autobiography. You should refer to the marking criteria and to your writing checklists from class. You should also write down what you think you need to learn for future tasks.

Sentence starters:

* When I look at the writing checklist from class, I think that my weaknesses are my use of …
* I think my use of was weak. I think I didn’t do a good job with this because …
* I feel that I am not very good at …
* I found it challenging to …
* I was disappointed with the way that I …
* I think I need to work more on …
* Next time, I will …
* I would like to focus more on …
* I would like more help with …

Student confirmation

I certify that …

* The following assignment is all of my own work.
  + I have not copied (using any mediums) any material from other sources.
  + No one else has completed the work for me (including tutors, parents, other family members or friends).
  + I have provided a list of sources (bibliography) that I have used to help me to complete my assignment.
  + I have provided referencing throughout the assignment to indicate where I have quoted someone else’s work.
* I have kept a copy of my work.

| Information required | Enter your text here | Information required | Enter your text here |
| --- | --- | --- | --- |
| Student’s signature |  | Date |  |

Receipt of assignment task submission

| Information required | Enter your text here | Information required | Enter your text here |
| --- | --- | --- | --- |
| Name |  | Class |  |
| Subject |  | Teacher |  |
| Date submitted |  | Signed off |  |

Student reflection

To be completed following return of the task.

Fill out the following table

| Areas for improvement | Method of improvement |
| --- | --- |
|  |  |
|  |  |
|  |  |

I would like to seek further clarification or assistance with –



| Information required | Enter your text here | Information required | Enter your text here |
| --- | --- | --- | --- |
| Student’s name |  | Student’s signature |  |
| Parent’s signature |  | Date |  |

Parent’s comment (optional) –

Marking guidelines

| Criteria | Marks |
| --- | --- |
| * Chooses written language, images and music in a sophisticated manner that is accurate, clear, coherent and enhances meaning – Clarity * Language, visual and aural techniques are used in the autobiography highly effectively to enhance the student’s representation of their world and their relationship to it – Techniques * Uses, reflects on and assesses their individual skills for learning in a sophisticated way –Reflection | 9–10 |
| * Chooses written language, images and music in an effective manner that is accurate, clear, coherent and enhances meaning – Clarity * Language, visual and aural techniques are used in the autobiography effectively to enhance the student’s representation of their world and their relationship to it – Techniques * Uses, reflects on and assesses their individual skills for learning in an effective way –Reflection | 7–8 |
| * Chooses written language, images and music in a sound manner that is accurate, clear, coherent and enhances meaning – Clarity * Language, visual and aural techniques are used in the autobiography in a sound way to enhance the student’s representation of their world and their relationship to it – Techniques * Uses, reflects on and assesses their individual skills for learning in a clear way – Reflection | 5–6 |
| * Chooses written language, images and music in a developing manner that is accurate, clear, coherent and enhances meaning – Clarity * Language, visual and aural techniques are used in the autobiography in a developing way to enhance the student’s representation of their world and their relationship to it – Techniques * Uses, reflects on and assesses their individual skills for learning in a developing way – Reflection | 3–4 |
| * Chooses written language, images and music in a limited manner – Clarity * Limited language, visual and aural techniques used in the autobiography – Techniques * Uses, reflects on and assesses their individual skills for learning in a limited way – Reflection | 1–2 |
| * Does not compose a text | 0 |

Comment –

Total mark

| Information required | Enter your text here | Information required | Enter your text here |
| --- | --- | --- | --- |
| Signature of assessor |  | Date |  |

Week 1 – introduction to high school (first week of high school) and recount

| Syllabus outcomes/content | Learning and teaching activities | Evidence of learning |
| --- | --- | --- |
| Objective E. 9 Uses their individual and collaborative skills for learning | Introduction to high school/ Icebreakers   * Students make alliterative name tags for themselves with an adjective beginning with the first letter of their first name (for example, ‘Silly Sam’, ‘Active Ahmed’). * Icebreaker activity: resource 1: ‘New class friend icebreaker activity’. Students move around the room to meet other class members and find out more about them. * Students are to fill in their details on a class passport (see resource 2: ‘Passport template’) and then share their passport with a partner friend. * Resource 3a: ‘What kind of person am I?’ The language in this activity may give rise to discussions about prefixes and suffixes and how they work. See Resource 3b for a grammatical focus on prefixes and suffixes. * Teachers may choose a range of other icebreaker activities based on their students and school context. Teachers may choose to do these activities over a number of lessons. | Teacher informally assessing students’ written and verbal skills. |
| Objective E. 9 A student uses, reflects on and assesses their individual and collaborative skills for learning   * Identify, plan and prioritise stages of tasks making use of organisational strategies such as drawing up a schedule, monitoring progress and meeting deadlines | Introduction to navigating high school (1–2 lessons)   * School diary: using the Smartboard, the teacher should scan in introductory pages of the school diary to help students navigate their classes, timetables and study plans. Class discussion. * ‘School map activity (Barrier game in pairs)’. Provide every second student with a map of the school that has labels of areas and buildings, etc. Provide the other half of the students with a copy of the school map without labels. * Ask students to sit opposite one another. The student with the labelled map will explain to the other student where buildings and other school areas are without revealing their paper or pointing to their paper. * Game: teacher to give two points of the school to one member of the pair (e.g. library and school oval). This student is to explain to the other student a route to walk, without saying the name of the final destination (e.g. ‘Turn right when you leave the library, walk down the hallway until …’). The teacher then gives another two locations to the other member of the pair and the activity is repeated. * Class discussion: Reflect as a class on the challenges of the layout of high school. | Learning organisational/ navigational strategies – evidence through competent explanations |
| Objective A. 2 Effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies.   * Consider and apply a range of strategies to improve their texts, including editing by rereading and peer editing | Introduction to autobiography recount text/ Revision of recount language features   * In pairs, linking back to the previous lesson, students tell a recount of a time when they were lost (this may be from the first few days of high school or another time, if they are already familiar with the layout of the high school). This is a form of pre-testing (assessment for learning) of students’ skills in telling a recount using the correct language features. * Teacher asks for volunteers to share their stories. As students share, teacher may write key sentences from students’ recounts on the board. Class discussion of the verb tense that students use in their accounts of being lost and other language features (e.g. time connectives, descriptive language). Discuss how this story could be made even more interesting – adding in emotion and descriptions of the five sense (what they saw, heard, felt, tasted, and touched). Discuss other verbal/ non-verbal features that make a verbal recount interesting (verbal: volume, pitch, pace, pause, tone; non-verbal: gestures, body language). * Teacher to model how to tell a recount of being lost with these language features (see resource 4 for an example: the teacher may choose to read this recount out to the class dramatically or to tell his/her own recount). * Students mark the teacher based on the verbal recount peer checklist (see resource 5a) looking at the checklist on the Smartboard. Note: resource 5a and 5b introduce key language terms that will be revisited throughout the unit. This activity is an introduction to this terminology. A further option is for students, with teacher guidance, to annotate the text using the interactive whiteboard (for example, circling examples of the past tense, highlighting use of the five senses, drawing a box around time connectives, etc.) * With a different partner, students tell their recount of being lost again, but take care to use the past tense, time connectives, descriptive language, the five senses, and engaging verbal/ non-verbal features. Their partner marks their verbal recount using the verbal recount peer checklist (see Resource 5a) * Students then write down their recount, taking care to include the language features from the checklist. The teacher also reminds them to take care to use capital letters, punctuation and consider their spelling. Students to re-read written recounts and edit them before peer-marking. * Students peer mark each other’s recounts using the written recount peer checklist (see resource 5b). * Students hand in recounts with peer checklist (for teacher to assess students’ writing needs). | Verbal and written recounts – pre-testing students’ understanding of past tense, time connectives, descriptive language, the five senses, and engaging verbal/ non-verbal features. |
| Objective A.1 Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  Consider and analyse the ways their own experience affects their responses to texts  Objective E.9 Uses, reflects on and assesses their individual and collaborative skills…   * Reflect on and assess their own and others’ learning against specific criteria | * Recount – first day of high school * Teacher to choose 1–2 first day of high school YouTube Vlogs/videos to show the class. Note: some of the videos are American and students may need to be told that ‘high school’ in the US starts in Year 9. Teachers may want to preview to see which video they judge to suit the interests of their class. There are a range of other videos available online: * ['First day of high school' by YouTube vlogger SabsBeauty](http://www.youtube.com/watch?v=XgW3bUtnBfg) * ['First day of high school' by YouTube vlogger Mark Dorsey](http://www.youtube.com/watch?v=k8kBipSr30M) * ['Blog #5 – First Day of School' by YouTube vlogger IyoBeck](https://www.youtube.com/watch?v=EGXg-GjOkRs) * ['Welcome to Penrith High School' by YouTube vlogger Shanush Prema Thasarathan](https://www.youtube.com/watch?v=yN2suIQqUYI) * [‘First day of High SChool’ by YouTube vlogger Alan Lefelman](https://www.youtube.com/watch?v=nCpLT-yPbO8) * [‘Melvin’s First Day of High School’ by YouTube vlogger DED Studios](http://www.youtube.com/watch?v=2FTPR5nz6wA) * Students reflect with a partner: How are the recount(s) in this video similar to my experience? How are the recounts different from my experiences? * (Option: revisit resource 3: ‘What kind of person am I?’ to revise adjectives – describe some of the people in these vlogs/videos using these new adjectives) * Class sharing of responses. (Option: students to write their reflective response.) * Students are then to think about their own first day of high school. With a partner, students will verbally describe one aspect of their day at a time (using the headings from resource 6): ‘The night before, getting ready, getting to school, arrival at school, the day itself, the end of the day, how you feel about it now’. Remind students to use the language features of a recount: past tense, time connectives, descriptive language, emotive language and correct use of capital letters, punctuation and spelling. * Students then are to write their recount of their first day of high school using the scaffold on resource 6. * Students then to peer-mark their recounts (see resource 5b). Teacher to reinforce specific language/grammar/spelling points that appear to be emerging in the class. * Option/Extension: Students to write a reflection on the similarities and differences between the video representation of the first day of high school and their own experience of the first day of high school. | Verbal and written recounts – students’ use of past tense, time connectives, descriptive language, the five senses, and engaging verbal/ non-verbal features. |
| Objective A. 2 Effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies.  Objective E. 9 Uses their individual and collaborative skills for learning  Outcome 7 A student demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it.  Respond to and compose texts   * Explore the ways ‘story’ shapes their experience of and responses to a range of texts, including film and multimedia | Introducing assessment task, biography/autobiography and ‘Animoto’   * Hand out ‘Assessment task notification ‘to students (see rich task above). Explicitly explain all sections of the task to students with reference to student outcomes and marking criteria. (The teacher may explicitly work with students to highlight key words in the task/teach them how to write the due date in school diary and plan how to complete this task in the next few weeks). * Explain how, in preparation for the task, the class will explore other autobiographies/biographies and begin to think about their own. * Discuss as a class the words ‘biography’ and ‘autobiography’. Working through resource 7 in pairs (or as a whole class), students are to explore the etymology of the parts of the word and discuss the differences between the two words. * ‘Animoto’ autobiography texts resource 8: Students view at least two refugee students’ ‘Animoto’ clips. These videos were created by newly-arrived refugee students, and will serve as model texts for the assessment (following the curriculum cycle of model, joint construction and independent construction of texts).   + [Video resource 8a](http://youtu.be/gInynvgNL7k)   + [Video resource 8b](http://youtu.be/SUF6HUaslBQ)   + [Video resource 8c](http://youtu.be/qwFLQoEdeQU)   + [Video resource 8d](http://youtu.be/PRFbvZn3iUQ) * The ‘Animoto’ videos provide viewers with a snapshot of refugee students’ life experiences and how they view transition to Australia. * (Option: revisit resource 3: ‘What kind of person am I?’ to revise adjectives – describe these students using these new adjectives.) * After viewing the clips, students complete resource 9: ‘Animoto autobiographies: My response’. These questions prompt students to consider the life of recently arrived refugee student and compare similarities and differences with their own lives, as well as helping them to think about how to create a good multimodal autobiographical text for their assessment task. In particular, discuss as a class what skills they need to learn in order to do this task effectively. | Students develop their understanding of the requirements and metalanguage of the rich task and marking criteria.  Students are introduced to the text type of autobiography. Students will be prompted to reflect, question and comment on the life of refugee students as represented in the ‘Animoto’ clips and compare with their own lives.  Most students recognise how our cultural background, life experiences, family, our place, our home make us up to be the person that we are. |

Week 2 – my place and auto/biographies

| Syllabus outcomes/content | Learning and teaching activities | Evidence of learning |
| --- | --- | --- |
| Outcome 7 A student demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it.  Respond to and compose texts  Explore the ways ‘story’ shapes their experience of and responses to a range of texts, including film and multimedia | ‘My place’ –Thinking a bit more about my autobiography   * Resource: ‘My place’ volume 1 2008–1958 (PG) ABC DVD 2010 and resource 10: ‘My place viewing guide’. View DVD chapter 2008 – ‘Laura’. Note: resource 10 comes in the video package and not in the resources collection. * Distribute viewing guide (resource 10) to students and allow them to respond to questions. * (Option: revisit resource 3: ‘What kind of person am I?’ to revise adjectives – describe Mohammed using these new adjectives.) * View chapter ‘Mohammed – 1998’. Allow students the opportunity to watch this chapter and complete the handout. (Resource 10: ‘Mohammed – 1998’). Discuss the use of the third person singular pronoun (he, she, they, them) to discuss other people. * Discuss with the class the importance of identity/individuality and how our interests, our family, our place and background make us who we are. * Students are then to draw or place a photograph of themselves in the middle of a page in their workbooks and complete a brainstorm about themselves (like Mohammed’s). Discuss students’ use of the first person (I, me) to discuss themselves. * Students are to share their brainstorm about themselves with a friend. Volunteers tell the class about their friend. Discuss the use of the second person (you). * Narrative voice: discuss the different pronouns used during the lesson. | Students answer questions correctly.  They are able to complete the Mohammed handout with some teacher input.  Most students recognise how our family, our place, our home, our background make us up to be the person that we are. |
| Outcome 6 Identifies and explains connections between and among texts  Students respond to and compose texts  Identify, compare and describe the connection between texts with similar subject matter, such as a book and its film adaptation  Outcome 2 Effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies  Students respond to and compose texts  Use a range of effective strategies for organising information, ideas and arguments, such as clustering, listing, compare and contrast, semantic chains, graphic and diagram outlines, and mind map | ‘My place’ by Nadia Wheatley and Donna Rawlins   * Distribute picture books to students. As a class, read through the picture book with students. * Discuss with students what each chapter is about. Highlight for students (or scaffold students to infer) the four big ideas that are recurrent in each chapter: family, community, pets/interests and culture. The teacher can identify these in some of the chapters whilst reading. * As a class, draw a Venn diagram to discuss the similarities and differences between the DVD and picture book. Discuss how all people are connected to people, places and things in both the DVD and picture book. * Students are to choose one character from the book ‘My place’. Students are to draw a picture of this character/write the character’s name in the centre of a page and draw arrows outwards (as in a brainstorm) showing the character’s connections are to place, people/family/communities, culture, pets and things. * (Option: revisit resource 3: ‘What kind of person am I?’ to revise adjectives – describe the characters using these new adjectives.) * Students may then draw a picture of themselves/write their name in the centre of a page and draw arrows outwards (as in the brainstorm) showing their own connections to place, people/family/communities, culture, pets and things. * See resource 11: ‘Timeline’. Students are to create a timeline of the story and add the main characters and years going back to the dreaming. Students may do this with a partner or individually. Discuss the reasons why writing a timeline might help students to write their autobiography later in the unit. * Using resource 11, students are to create their own timeline of the story of their life going backwards to their date of birth. Discuss how this will help them write their autobiography later in the unit. Also discuss how an autobiography is different to a timeline. | Students are able to recognise the four big ideas in subsequent chapters of the book. They can also clearly identify, through questioning the similarities and differences between the DVD series and the picture book.  Students are able to record the main facets of their life: birth, new school, new siblings, new house, exciting holiday, etc. |
| Outcome 5 A student thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts  A student responds to and composes texts   * Compose a range of visual and multimodal texts using a variety of visual conventions, including composition, vectors, framing and reading pathways | Symbols and tone in ‘My place’ (2 lessons)   * Revisit the ‘School map activity’ (see second lesson in week 1 activities above). Looking again at the school map and/or at a street map of the school and its surrounds from [WhereIs Maps of Australia website](http://www.whereis.com/), discuss what symbols are used to symbolically represent buildings/roads etc, as well as any symbolic colours used on the map. Compile a ‘key’ of symbols and meanings as a class. * Ask students to draw and colour their own map of their school, making up their own symbolic shapes and colours, including a key. (Encourage creative use of symbols and colours rather than simply copying the school/ Whereis.com maps.) * Ask students to identify and draw the symbols that are used throughout the maps in the ‘My place’ double-page spreads (See resource 12: ‘Symbols used in maps’). * Explain to students that symbols used on a map may represent buildings, roads, etc., but that symbols can also represent certain ideas, emotions, things, places and may create a certain feeling or emotion. * With a partner for three minutes, using resource 13 (‘Symbols and meanings’) students draw other well-known symbols that they may know of and write down their meanings next to the drawing, e.g. skull/crossbow = danger; dove = peace, etc. Encourage students to write down the meanings as nouns. (The teacher may choose to make this a ‘competition’. The ‘challenge’ may be to think of at least 10 symbols with meanings or to reward the pair of students with the most correct symbols with meanings.). Discuss students’ collection of symbols as a class. * Discuss the words that students used to describe the connotations (feelings or emotions) associated with each symbol. Discuss how there may be more sophisticated words to use. Using resource 13: ‘more nouns used to describe’, get students to think about other words that they might use to describe the emotion or feelings associated with different symbols. Using this resource, students should circle one (at least) alternative to each ‘common’ word (e.g. anger) and write an explanation of its meaning. After students have done this, they should go back to page 1 of resource 13 and replace the ‘common’ nouns that they have used to describe their symbols with more sophisticated nouns. * Option (in class or for homework): Students can fill in the table on page 3 of resource 13, converting the nouns into adjectives. (This will involve discussion of the use of suffixes.) * Symbolism of colour and cultural assumptions about colour: Using resource 14: The symbolism of colour, students are to reflect on the symbolic tone/feeling that they associate with various colours (filling in the second column). As a class or individually, they are then to find the website [Incredible Art Department](http://www.incredibleart.org/lessons/middle/color2.htm) and read about what these colours symbolise in the Western World, using this information to fill in the third column. As a class or individually, they then should find the website [Xerox International Colour Guide](http://www.office.xerox.com/small-business/tips/color-guide/enus.html) and choose another country. Students find out what these colours symbolise in this country and fill in the fourth column. Finally, students will think about what is similar or different in the symbolic meaning of each colour in different countries. (See also extension activity on resource 14 – choosing one colour and researching its associations in at least five countries). * Reflect as a class on how each colour evokes a certain feeling in people and how certain colours have different meanings in other parts of the world (for example, red means good luck in China and is worn by brides, as opposed to its connotations of blood or passion in many western countries; white as a colour of mourning in China, but a colour of purity in many western countries.) * Discuss how meaning of language varies depending on context. | Students are able to identify symbols that are used in the picture book.  Students are able to recollect well-known symbols.  Students are able to recognise that certain colours evoke feelings and emotions.  Cultural assumptions associated with colour are also realised.  Students complete language and grammar worksheets |
| Outcome 1  A student responds to an composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  Students understand and apply knowledge of language forms and features  Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts  Outcome 3 uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts  Students understand and apply knowledge of language forms and features  Understand the ways etymology can clarify choice of vocabulary  Outcome 1  A student responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  Students understand and apply knowledge of language forms and features.  Use increasingly sophisticated verbal, aural, visual and/or written techniques, such as imagery, figures of speech, selective choice of vocabulary, rhythm, sound effects, colour and design, to compose imaginative texts for pleasure  Outcome 4 A student makes effective language choices to creatively shape meaning with accuracy, clarity and coherence.  Students respond to and compose texts  Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects | ‘My place’ – revised edition   * ‘My place’ activity: (Teachers will need to bring to class blank A3 paper for each student, coloured pencils, the ‘My place’ books and resource 15: ‘My place – revised edition’.) Students are to consolidate their learning, incorporating their knowledge into their own revised edition of ‘My place’. Using resource 15, students will draft their own double page spread about themselves and their neighbourhood, including a map. Students should peer edit and then show their draft to their teacher before creating their final version. Tell students that these pieces of writing may become part of their assessment autobiography: particularly in thinking about their family, their neighbourhood and their interests. * Teachers will need to provide class time for this to be completed and may choose to laminate students’ completed work as a keepsake from Year 7. |  |
|  | Introduction to Hazem El Masri biography   * Discuss the assessment task briefly: students will be creating their own multimodal autobiography. Explain that, to prepare them to compose their own autobiographies, the class will look at a number of biography/ autobiography texts. In the next few lessons, the class will view and respond to an episode of Australian story that explores the life of Hazem El Masri (rugby league football player for the Bulldogs). * Pre-viewing questions for discussion (compiling their own brainstorm) with a partner, then with a group of four (adding the knowledge of two other students), then as a class: ‘What do you know about Hazem El Masri (his success at football, his cultural background …)?’ * Students view the ‘Australian story’ episode [‘A Winger and a prayer’ video](http://www.abc.net.au/austory/specials/winger/default.htm) twice and answer the viewing guide questions on resource 16: ‘Hazem El Masri “A Winger and a prayer” viewing guide’. Note: content between 16.30 and 23.49 is inappropriate for Stage 4, so be sure to cut this when showing it to your class. * (Option: revisit resource 3: ‘What kind of person am I?’ to revise adjectives – describe Hazem El Masri using these new adjectives.) | Students complete viewing guide |

Week 3 – Hazem El Masri/Anh Do

| Syllabus outcomes/content | Learning and teaching activities | Evidence of learning |
| --- | --- | --- |
| Objective D.7 demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it | Hazem El Masri biography: Response and summarising his biography   * Complete viewing ‘A Winger and a prayer’ a second time. Students to complete resource 16: ‘Hazem El Masri “A Winger and a prayer” viewing guide’. * Students to form groups of three to discuss their answers to each question and correct each other. (Discuss answers as a class when necessary.) * Students draw links between the personal and cultural backgrounds of themselves with Hazem El Masri using resource 17: ‘Hazem: After viewing’. (Teachers may choose to give students 30 seconds to discuss each question in pairs, then write an answer down in 3 minutes, and then move to the next question, depending on the literacy needs of the class.) Tell students that these pieces of writing may become part of their assessment autobiography: particularly in thinking about their family and their interests. * Ask students what they know about the skill of summarising. Define this word as a class: writing a short version of a longer text, with just the most important points. Explain that, in the assessment task, students will be summarising their own lives. In preparation, they will learn how to summarise the episode about Hazem El Masri’s life. * See resource 18: ‘Seven strips summarising’ (seven strips activity with instructions for students). Students are to find a partner. Give each pair seven strips of paper (i.e. cut an A4 piece of paper into seven strips). * Students are to try to think of the seven most important events from Hazem El Masri’s life. They are to write down with their partner each of these important events on one strip. * The, pairs are to place the strips in chronological order (the oldest event first, for example, an event from Hazem El Masri’s childhood). * Discuss with the class how they have created a summary. Then, using the biography checklist (on resource 18), students assess and discuss what their summaries are missing. Discuss with the students how, if these things were added, the summary will be transformed into a biography. * Students are to then re-write their summary adding in the features of a biography and using the checklist to help them. * Students are then to get a friend to peer assess their biographies of Hazem El Masri and write a comment. * Reflect as a class together on the process of writing a summary, and transforming this summary into a biography: what was easy and what was challenging | Student discussion and peer assessment |
| Objective C.5 Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts.  Objective A.2 Effectively uses a widening range of process, skills, strategies and knowledge for responding to and composing texts in different media and technologies.  Recognises the different processes required for responding and composing in a range of forms and media.  Recognise and practise ethical digital communication.  Understand and use bibliographies, citations (including web citations) to acknowledge sources and avoid plagiarism. | Making an ‘Animoto’ multimodal biography about Hazem El Masri   * Revisit the Assessment task notification with students. Tell students that, this lesson, the class will construct an Animoto biography about Hazem El Masri and learn how to use ‘Animoto’, in preparation for the assessment. This will be a joint construction (following the curriculum cycle), in order for the teacher to scaffold with students how to write a clear autobiographical text and add in videos/music. Students should be actively involved in this joint construction (for example, volunteers coming up to the IWB or all students working on computers in a computer lab simultaneously). * Briefly re-view the refugee student ‘Animotos’ (resource 8). Discuss the features of these multimodal autobiographies that make them effective and discuss how these might be incorporated into the class’s joint construction of an ‘Animoto’ biography of Hazem El Masri. * Resource 19: ‘Animoto ‘how-to’ guide’. Teacher uses resource 19 to guide students to access, sign up and use Animoto. * Looking back at the seven strips activity that students did with a partner (resource 18), collaboratively create an ‘Animoto’ video about Hazem El Mari’s life using an IWB/ separate computers. * Please note: Images of Hazem, symbols representing his culture, beliefs, values and attitudes can be found via the internet and uploaded into the ‘Animoto’ video. The teacher must explicitly discuss and model the ethical use of images/music from the internet. Under each image, the students should add in the source: www…., listing the URL, and the owner of the image. At the end of the ‘Animoto’, students should include a bibliography listing URLs/owners of images and music used in the construction of the ‘Animoto’. The teacher should jointly do this with students to provide clear guidance and discuss the consequences in the ‘real’ world of using images and music without permission. For further information, please go to the [Smartcopying](http://www.smartcopying.edu.au/scw/go/pid/1) website. | Students demonstrate their understanding of Hazem El Masri and his life experiences by collaboratively creating as a class an Animoto video.  Students demonstrate their understanding of narrative conventions.  Students develop their understanding and ICT skills in using Animoto.  Students demonstrate their understanding of ethical digital communication by including web links and a bibliography. |
| Outcome 4 makes effective language choices to creatively shape meaning with accuracy, clarity and coherence  Develop and apply contextual knowledge:  explore and analyse the ways purpose, audience and context affect a composer's choices of content, language forms and features and structures of texts to creatively shape meaning  Outcome 1 responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources | Anh Do speech video and The Little refugee – Anh Do and Suzanne Do, Illustrated by Bruce Whatley  Pre-reading activities   * As a frontloading activity (preparing students to read the picture book), [watch Anh Do give a speech about his life](http://www.youtube.com/watch?v=Ht9VSjXDnZs). The class should watch this video once for comprehension, and a second time to complete resource 20: ‘Anh Do speech video’. The teacher may need to explain the context of Anh Do’s family’s situation: the Vietnam War. * Using resource 20: ‘Anh Do speech video’, guide students through responding to the speech on the video and the verbal and language features that make it an engaging autobiography, as well as words to describe Anh Do (see resource 3) and the tone (see resource 13 for other words to use to describe tone – reinforce previous vocabulary). Discuss with the students Anh Do’s use of the present tense and why he breaks the convention of using the past tense for autobiographical texts (e.g. the use of the present tense enhances a sense of immediacy for his audience, helping them to emotionally engage with his story and feel as if they were there alongside him, share his sorrow/joy). * Option: looking back at resource 5a: ‘Verbal recount peer checklist’, evaluate Anh Do’s use of verbal language. Students should assess Anh Do (evidence of learning – student engagement with drama activity and comprehension activities). * Discuss reasons and countries where refugees come from, looking at “Major refugee source countries” – [Lineback World View website](http://www.linebackworldview.com) and [a Guardian article on mapped statistics of refugees](http://www.guardian.co.uk/news/datablog/interactive/2011/jun/20/refugee-statistics-mapped). (Note: these maps/statistics may not be current. The teacher may wish to discuss with the class the current areas of conflict/reasons for seeking asylum in the world today). A homework task might include researching the situation in one source country and the current reasons why people are fleeing this country.   While reading The Little refugee   * Read ‘The Little refugee’ as a class (with the teacher modelling confident reading and students volunteering to read other sections of the text). * Drama tableau activity: assign each pair/group of three students (depending on class size) one double page spread (approximately 16 groups) to produce a ‘freeze frame’. Students will have 2 minutes to practise what stance/facial expressions/gestures they wish to act out (students may also play the part of inanimate objects). Reading the book a second time, the teacher points to each pair successively when turning a page and the pair will hold their freeze frame. * After this second reading, students read through the text individually or with a partner and complete the comprehension Three Level Guide (see resource 21: ‘The Little refugee three level guide’). Discuss with students the importance of quoting from the text to support their answer: this will be an important skill to master as they move through high school into independent essay writing about texts. * Evaluating the language used in The Little refugee: Looking back at resource 5b: ‘Written recount peer checklist’, evaluate the text’s use of language as an autobiography text. Students should ‘mark’ Anh Do and Suzanne Do’s use of language. | Student completion of worksheets and discussion. |
| Outcome 2 effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies  Understand and apply knowledge of language forms and features:  use processes of representation, including the creative use of symbols, images, icons, clichés, stereotypes, connotations and particular aural, visual and/or digital techniques | Visual literacy and The Little refugee – Anh Do and Suzanne Do, illustrated by Bruce Whatley  After reading   * Visual literacy: using resource 22: ‘The Little refugee visual literacy – question prompts’ (this is a teacher resource), guide the class through a discussion of the use of visual techniques in the picture book. The teacher may need to revise symbolism and colour (using resource 13: ‘Symbols, meaning, tone’ and resource 14: ‘The symbolism of colour’) and introduce visual literacy terminology including: angles, shots, most salient object, vectors, foreground/background. Also discuss Anh Do’s personality (see resource 3: ‘What kind of person am I?’) and the tone of the picture book (see resource 13: ‘Symbols, meaning, tone’). * [Alternatively, the teacher may choose to allocate a double page opening to a group of students, and give them the questions for this page opening. These students will then need to present their answers to the class. Another alternative is a jigsaw group activity using resource 23: ‘Visual literacy in ‘The Little refugee’’ – each group filling in the matrix for one page opening and then re-configuring groups so that there is an ‘expert’ on each page opening who ‘teaches’ the other students in the group about their page opening.] | Students complete worksheets and presentation of answers to class |
| Outcome 2 Effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies  Outcome 4 makes effective language choices to creatively shape meaning with accuracy, clarity and coherence  Respond to and compose texts  Creatively adapt and transform their own or familiar texts into different forms, structure, modes and media for a rang eof different purposes and audiences  Outcome 9 Uses, reflects on and assesses their individual and collaborative skills for learning  discuss and explain the processes of responding and composing  Respond to and compose texts  identifying the personal pleasures and difficulties experienced | Summarising and writing a biography about Anh Do’s life   * With a partner, students discuss the similarities and differences between Anh Do’s video speech autobiography and the picture book ‘The Little refugee’. The teacher may introduce terms including purpose, audience and context. (Extension: The teacher may give some students an excerpt from Anh Do’s longer autobiography ‘The Happiest Refugee’ to compare with the picture book.) * Revise the term summarising: making a longer text shorter. Introduce the lesson: students will summarise ‘The Little refugee’ using seven strips (and may create an ‘Animoto’ biography version, depending on time constraints). This will assist students prepare for the assessment task. * See resource 24: ‘Seven strips summarising’ (Seven strips activity with instructions for students). Students are to find a partner. Give each pair seven strips of paper (i.e. cut an A4 piece of paper into seven strips). * Students are to try to think of the seven most important events from Anh Do’s early life. They are to write down with their partner each of these important events on one strip (one event on each strip). * The, pairs are to place the strips in chronological order (the oldest event first). * Discuss with the class how they have created a summary. Then, using the biography checklist (on resource 24), students assess and discuss what their summaries are missing. Discuss with the students how, if these things were added, the summary will be transformed into a biography. * Students are to then re-write their summary, adding in the features of a biography, using the checklist to help them. They are also to consider the purpose, audience and tone of the biography. * Students are then to get a friend to peer-mark their biographies of Anh Do and write a comment. * Reflect as a class together on the process of writing a summary, and transforming this summary into a biography: what was easy and what was challenging. * Option: (depending on time) students can construct a multimodal biography using Animoto about Anh Do’s early life. (Extension: Students may also want to research Anh Do’s later life and include these details as well). See resource 19: ‘Animoto ‘how-to’ guide’. * Option: writing activity in response to ‘The Little Refugee’: as a homework task, students may interview a family member about their own family’s background/ancestral history and when/how they came to Australia. Based on this interview, students should write a recount of their family’s background/history. | Students summarise and sequence events |

Week 4 – descriptions of place – magical Kabul

| Syllabus outcomes/content | Learning and teaching activities | Evidence of learning |
| --- | --- | --- |
| Outcome 1 responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  Understand and apply knowledge of language forms and features  apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts  Outcome 3 uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts | Descriptions of place: Pre-reading vocabulary and descriptive writing   * Front-loading (sketch to stretch): hand out vocabulary worksheet resource 25. Referring to Google images or other teacher prepared images of Kabul, Afghanistan and other images that define the new vocabulary terms, students observe and discuss aspects of Kabul. (For example, see ‘[Trip Advisor Kabul](http://www.tripadvisor.com/LocationPhotos-g660089-w2-Kabul_Kabul_Province.html#24890999)’ photographs on and [flickr photograph of Kabul mountains](http://www.flickr.com/photos/draekane/284705774/)). Teacher specifically uses new vocabulary in context as images are shown. * Students use the photographs/teacher explanations to fill in the second and third columns of the table on resource 25: ‘Pre-reading vocabulary Kabul’ (drawing a picture and writing their own definition of the word). If necessary, they may also use dictionaries as an added resource to fill in the fourth column). Leave the last column blank at this stage. The class may jointly construct sentences using these new words to describe the visuals. * Students are to then think about their own place where they grew up. They are then to describe the place to a partner, attempting to use at least two of the new words from resource 25: ‘Pre-reading vocabulary Kabul’. Partners will peer-assess each other’s descriptions using the verbal checklist on resource 26a: ‘Description peer checklist’. * Students are to then to write out their descriptions of place and later peer-assess each other’s written descriptions using resource 26b: ‘description peer checklist’. * Note: these descriptions will be re-visited after students have read and analysed ‘Magical Kabul’. These initial written descriptions are a point of comparison for students’ later descriptive writing. | Students describe and peer assess descriptions |
| Outcome 4 makes effective language choices to creatively shape meaning with accuracy, clarity and coherence | Descriptions of place – Magical Kabul   * Students revise vocabulary from previous lesson. * Teacher provides the autobiographical story, ‘Magical Kabul’ by Sabrina Omar, from the text, ‘From Kinglake to Kabul’ (pp.135-141) resource 27: Magical Kabul is read aloud by both teacher and students. The teacher models expression, pace, volume. Students take turns reading. * After reading, students complete resource 28: ‘Magical Kabul three level guide’ individually. They then compare their answers with a partner and check the answers together as a class. * Students then draw a large ‘Y’ on an A4 page, dividing their page into three sections. At the top of each of the three sections, they write the three questions: ‘What can I see?’ ‘What can I hear?’ ‘What can I feel?’ (one question on each section of the page) * The teacher/students then read again from p. 137 to the end of the first paragraph on p. 138. * Listening to the re-reading and reading the text again silently, students locate textual information that reveals what the persona feels, sees and hears. They fill in the Y chart, using their senses to examine the text. Students are encouraged to think from the main character’s point of view. * Homework: Students are to find and bring to class a visual image of their ancestral homeland. This could be a photograph or a Google image. | Students complete three level guide and complete the Y chart |
| Outcome 1 responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  Understand and apply knowledge of language forms and features  use increasingly sophisticated verbal, aural, visual and/or writeen techniques, eg imager, figures of speech, selective choice of vocabulary, rhythm, sound effects, colour and design, to compose imaginative texts for pleasure | Adjectives to describe place   * Hand out resource 29: ‘Adjectives and imagery in ‘Magical Kabul’ adjectives’. Guide students through identifying adjectives in ‘Magical Kabul’ and improving sentences by adding adjectives. They are then to write a description of their ancestral homeland (using the photograph/Google image that they found for homework; or alternatively, teachers could provide images showing places of the cultural heritage of students). * Guide students through the imagery activities for ‘Magical Kabul’, exploring similes, metaphors and personification. (Teachers may choose to support these activities with their own resources on similes, metaphors and personification over a number of lessons). Students will then re-write their description of their ancestral homeland again, adding in similes, metaphors and personification. They may peer-assess their description using resource 26b: ‘Description peer checklist’. * Extension and enrichment: Writing an extended response: Students may write an extended autobiographical account with rich description and peer-assess each other using the prompts in resource 29. | Students complete description and peer assess |
| Outcome 1 Respond to and compose texts  Respond to and compose imaginative, informative and persuasive texts for different audiences, purposes and contexts for understanding, interpretation, critical analysis, imaginative expression and pleasure  Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener  Outcome 4 A student makes effective language choices to creatively shape meaning with accuracy, clarity and coherence.  Students understand and apply knowledge of language forms and features  Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance | Self-portraits – Frida Kahlo   * In the next two lessons, students will be analysing artworks by Frida Kahlo to recognise how she used self-portraiture as a means of self-expression. Explain to students that they may gain understanding about symbolism from studying Frida Kahlo’s self-portraits that they might apply in their multimodal autobiographical assessment. * Discuss with students their understanding of a self-portrait. Ask: ‘What is a self-portrait?’ ‘Why might a person compose a self-portrait?’ ‘What can we find out about a person from their self-portrait?’ * Provide access to [self-portrait paintings by the Mexican artist, Frida Kahlo](http://www.pbs.org/weta/fridakahlo/worksofart/monkey.html). These self-portraits include: ‘Self-portrait with monkey’, ‘The Two Fridas’, ‘Diego and I’, ‘The Accident’, ‘Self-portrait with thorn necklace and hummingbird’ and any other self-portraits by the artist that use symbolism. * [Teachers may choose to print these self-portraits out in colour and provide one to a group of four students. The paintings may be rotated around groups, with each group looking at each painting for 2–3 minutes and considering their response.] * Allow students time to look at each of the five or more paintings carefully and to consider them. They are to discuss their initial reaction to the painting as a group, thinking about some or all of the following questions. (Teachers to use their understanding of their class to decide which questions will be most suitable):   + How do you feel about this self-portrait?   + What is interesting?   + What is strange?   + What is the tone of this self-portrait?   + What do you think is going on in Frida’s world at the time of this painting’s composition?   + How can you recognise this?   + What colours and symbols has the artist used to represent what is going on in her life at that time?   + Does the artist communicate any other ideas to you through her work? * Students are to [research Frida Kahlo’s life](http://www.fridakahlo.com/) in more detail, looking at the website and answering the brief biographical questions on resource 30: ‘Understanding Frida Kahlo’. This research may be done in class or as homework. | Student discussion, question design and research |

Week 5 – techniques used in multimodal representations of lived experiences

Symbolism/aural/music techniques

| Syllabus outcomes/content | Learning and teaching activities | Evidence of learning |
| --- | --- | --- |
| Outcome 2 effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies Understand and apply knowledge of language forms and features use processes of [representation](http://syllabus.bos.nsw.edu.au/glossary/eng/representation/?ajax), including the creative use of [symbols](http://syllabus.bos.nsw.edu.au/glossary/eng/symbol/?ajax), images, [icons](http://syllabus.bos.nsw.edu.au/glossary/eng/icon/?ajax), clichés, [stereotypes](http://syllabus.bos.nsw.edu.au/glossary/eng/stereotype/?ajax), [connotations](http://syllabus.bos.nsw.edu.au/glossary/eng/connotation/?ajax) and particular aural, visual and/or digital techniques | Reflecting on Frida Kahlo and creating own symbolic representations   * Individually, students are to write down a reflection based on their exploration of the self-portraits of Frida Kahlo: ‘What visual techniques does Frida Kahlo use to make her self-portraits interesting?’ ‘How could I use similar visual techniques in my own multimodal autobiography?’ * Students are to discuss their answers with a friend and then as a class. * Teacher to introduce the lesson: students will be composing their own symbolic representation of themselves, using colour and symbol and other visual techniques to depict an important aspect of their life/ personality/heritage. These symbolic representations may be incorporated into their multimodal autobiography (e.g., by photographing their drawing. Students may draw, or print out images from the internet or create a collage from magazines, create an animated image or any other visual form). * Students to brainstorm first how they wish to design their symbolic representation. Encourage students to be creative and symbolic, rather than literally drawing a picture of themselves. * Students will work the rest of the lesson on their symbolic representations | Students understand how symbols can represent aspects of self |
| Outcome 2 effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies  Engage personally with texts  discuss and explain the processes of responding and composing, identifying the personal satisfaction and difficulties experienced  Outcome 9 uses, reflects on and assesses their individual and collaborative skills for learning  Understand and apply knowledge of language forms and features  develop and use vocabulary for describing, analysing and reflecting on their learning experiences | Students create their own symbolic representations   * Students are to continue to work on their symbolic representations during this lesson. * Students then should compose a reflective statement about their image. (This is the same as the one of the paragraphs in the assessment task reflective statement. Students may use the reflective statement that they compose in class in their assessment task reflective statement.) * Reflective statement scaffold (see assessment task above): * My images: write a paragraph about how you chose the images that you use in your symbolic representation of yourself and what they mean. You must explain at least three (and no more than five) of the images that you have chosen to use in your symbolic representation. * Sentence starters –   + In my symbolic representation, I chose to use the image of because …   + I wanted the reader to think about …   + I thought that this image represents …   + I think that this image is a symbol of …   + The colour in this image represents …   + The layout of this image …   + This image supports what I wrote in the autobiography because … * Students who finish their symbolic representation and reflective statement may continue to work on their assessment task | Students use symbols to represent themselves |
| Outcome 1 Respond to and compose texts  Respond to and compose imaginative, informative and persuasive texts for different audiences, purposes and contexts for understanding, interpretation, critical analysis, imaginative expression and pleasure  Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener  Outcome 4 A student makes effective language choices to creatively shape meaning with accuracy, clarity and coherence.  Students understand and apply knowledge of language forms and features  Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance | Reflecting on all the biographies/autobiographies   * Introduce this reflective lesson: students will revisit the texts that have been studied during the unit to think about how language/visuals/verbal/non-verbal/sound/music techniques are used to enhance meaning and engagement. These reflections will help students consider how they can make their multimodal autobiographies even better. * Jigsaw group work: In groups, students are allocated/choose one of the texts studied during the unit (see resource 32: ‘Reflection on techniques used in biographies/autobiographies’). The teacher should make sure the students have the resources from when this particular text was studied. In their groups, students are to answer the questions on resource 32, thinking about what makes the text effective and what they might learn from the text as they compose their own multimodal autobiography. * After groups have finished, reconfigure groups (by numbering students 1, 2, 3, 4, 5, etc.) to form new groups. These new groups should have at least one person who is an ‘expert’ on each text. Students are to ‘teach’ each other about the text that they focused on, and the techniques, tone and understanding that can be gained from the text. * As a whole class, reflect together on the most effective features of the texts studied in class, and how these features might be incorporated into students’ own multimodal autobiographies. | Student reflection |
|  | Time in class to work on multimodal autobiography/seek assistance   * At the beginning of the lesson, the teacher should re-focus students on the marking criteria for the assessment task and reinforce expectations (especially regarding citation of images – sourcing the websites used). * Students are to work for the remainder of the lesson on their assessment tasks. Any students who have finished may assess mark each other’s work and offer constructive feedback. |  |
| Outcome 9 uses, reflects on and assesses their individual and collaborative skills for learning  Respond to and compose texts  discuss and explain the processes of responding and composing, identifying the personal pleasures and difficulties experienced | Reflection on life and transition to high school   * Reflecting again on the unit, students are to look back at the piece of writing they wrote about their first day of school (see resource 6). * Students are to share their writing from earlier in the unit with a partner and reflect together (verbally) on the following questions:   + How did I feel then about my first day of high school? How do I feel now?   + What do I think I’ll remember in the future about my first day of high school?   + What have I learned in the last five weeks (in English, as well as in other subjects) about myself and my place in our school?   + How has my writing improved this term since this piece of writing? What can I do better now? Is there anything else that I still need to work on?   + What did I enjoy about this unit of work?   + How could this unit of work be improved? * Students are to then write a written reflection on these questions, as a journal entry. |  |

Recommended resources

For students

Other biographies/autobiographies that may be used in wide reading/extension

* Aussie stars series (include 12 titles) e.g. Aden Ridgeway – e.g. Grant McCallum (biography – see NSW Premier’s Reading Challenge website)
* Do, A The Happiest Refugee (a longer autobiographical text)
* Pung, A (ed.) Growing up Asian in Australia
* Sterling biography series (includes 29 titles) e.g. Albert Einstein: The Miracle mind – Tabatha Yeatts (biography – see NSW Premier’s Reading Challenge website)

Biography websites

* Australian dictionary of biography: <http://adb.anu.edu.au/>
* Famous Australians – biography.com: <http://www.biography.com/people/groups/australian/>
* Outback reading: bush biographies and stories: <http://www.fionalake.com.au/other-info/other-references/music-films-books/bush-biography-books>

Texts that have an autobiographical flavour:

* Abdel-Fattah, R Does my head look big in this?
* Hawke, R Soraya the storyteller
* Waititi, T Boy (a film)
* Zephania, B Refugee boy

For teachers

NSW Premier’s Reading Challenge website booklist: <https://products.schools.nsw.edu.au/prc/booklist/home.html>