Year 10 unit overview — Australian Curriculum: English

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v3.0: English for Foundation–10*, <www.australiancurriculum.edu.au/English/Curriculum/F-10>.

| School name | Unit title | Duration of unit |
| --- | --- | --- |
| Our School | Representations of adolescents | 10 weeks |

| Unit outline |
| --- |
| Students evaluate representations of adolescents in a range of texts including newspapers, film and digital texts, fiction, non-fiction, poetry, plays and dramatic performance, and multimodal texts.  Students develop an understanding of how:   * different texts create particular representations of adolescents * techniques are used to influence an intended audience * social, moral and ethical positions about adolescents are represented in texts * individuals and groups in society are represented.   Inquiry questions for the unit:   * What are the values, beliefs and assumptions about adolescents evident in media texts? * What is a representation and how is it created? * How can adolescents be represented in non-stereotypical ways in media texts? |

| Identify curriculum | | | |
| --- | --- | --- | --- |
| Content descriptions to be taught | | | General capabilities and cross‑curriculum priorities |
| Language | Literature | Literacy |
| Language variation and change   * Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve [(ACELA1563)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1563)   Language for interaction   * Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people [(ACELA1564)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1564) * Understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication [(ACELA1565)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1565)   Text structure and organisation   * Compare the purposes, text structures and language features of traditional and contemporary texts in different media [(ACELA1566)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1566) * Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects [(ACELA1567)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1567) * Understand conventions for citing others, and how to reference these in different ways [(ACELA1568)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1568)   Expressing and developing ideas   * Analyse how higher order concepts are developed in complex texts through language features, including nominalisation, clause combinations, technicality and abstraction [(ACELA1570)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1570) * Evaluate the impact on audiences of different choices in the representation of still and moving images [(ACELA1572)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1572) * Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences [(ACELA1571)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1571) | Literature and context   * Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts [(ACELT1639)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1639)   Responding to literature   * Reflect on, extend, endorse or refute others’ interpretations of and responses to literature [(ACELT1640)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1640) * Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response [(ACELT1641)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1641) * Evaluate the social, moral and ethical positions represented in texts [(ACELT1812)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1812)   Examining literature   * Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text [(ACELT1642)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1642) * Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts [(ACELT1774)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1774)   Creating literature   * Create imaginative texts that make relevant thematic and intertextual connections with other texts [(ACELT1644)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1644) | Texts in context   * Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices [(ACELY1749)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1749)   Interacting with others   * Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage [(ACELY1750)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1750) * Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action [(ACELY1751)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1751)   Interpreting, analysing, evaluating   * Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences [(ACELY1752)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1752)   Creating texts   * Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues [(ACELY1756)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1756) * Review, edit and refine students’ own and others’ texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects [(ACELY1757)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1757) * Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user [(ACELY1776)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1776) | Description: gc_literacy Literacy   * Reflect on different ways to use language skills   Description: gc_critical Critical and creative thinking   * Evaluate ways adolescents are represented   Description: gc_ethical Ethical behaviour   * Discuss representations of adolescents and the effect of stereotypes about adolescence   Description: gc_personal_social **Personal and social capability**   * Work collaboratively   Aboriginal and Torres Strait Islander histories and cultures   * Connect to and consult with communities for appropriate texts by and about Aboriginal and Torres Strait Islander peoples |
| Achievement standard | | | |
| Receptive modes (listening, reading and viewing)  By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style.  They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.  Productive modes (speaking, writing and creating)  Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images.  Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts. | | | |

|  |  |
| --- | --- |
| Relevant prior curriculum | Curriculum working towards |
| The Queensland Essential Learnings by the end of Year 9  Students will have been provided with opportunities to learn that:   * audiences can be positioned to view characters and ideas in particular ways and these views can be questioned * texts can reflect an author’s point of view, beliefs and cultural understandings * non-literary texts analyse, inform, argue and persuade. | *English Senior Syllabus 2010*, English for ESL Learners, English Communication Study Area Specification*,* *Literacy: A Short Course Senior Syllabus 2010.* |
| Bridging content | |
| The focus is on explicit teaching of:   * features of analogy and satire * selecting and sequencing appropriate content and multimodal elements for [aesthetic](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=aesthetic) and playful purposes * language use that can have inclusive and exclusive social effects and can empower or disempower people. | |
| Links to other learning areas | |
| The skills, processes and knowledge of text structures and organisation developed in English will be explored across a range of learning areas but include the specific language and structure of the learning area. This unit provides opportunities to align inquiry questions to popular culture in History in the Australian Curriculum. | |

| Assessment | | Make judgments |
| --- | --- | --- |
| Describe the assessment | Assessment date | Teachers gather evidence to make judgments about the following characteristics of student work:  Receptive   * evaluation of relevant ideas and information from a variety of texts to develop appropriate and justified interpretations * analysis of how language features achieve purposes   Productive   * selection, organisation and synthesis of relevant ideas and information to support viewpoints, attitudes and perspectives * use of text structures to develop a cohesive argument, logically sequenced and organised * use of grammatical structures and vocabulary for impact * use of text and language features to present a coherent and sustained [multimodal text](http://www.australiancurriculum.edu.au/Glossary?a=E&t=multimodal+texts) that explores social issues   For further advice and guidelines on constructing guides to making judgments refer to the Learning area standard descriptors: [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au/) |
| Students are given opportunities to demonstrate their knowledge, skills and understanding through both formative and summative assessment. The assessment is collated in student folios and allows for ongoing feedback to students on their learning.  Year 10 teachers make decisions about the length of time required to complete the tasks and the conditions under which the assessment is to be conducted.  The teaching and learning experiences throughout the term provide opportunities for students to develop the understanding and skills required to complete these assessments. As students engage with these learning experiences the teacher can provide feedback on specific skills. |  |
| Informative: Analytical report (Written)  Students analyse, interpret and explain how language and textual features create particular representations of adolescents. Students identify and explain values and attitudes from various literary and non-literary texts, creating a written report that evaluates the social, moral and ethical positions of how adolescents are represented in texts.  Suggested conditions:   * 60 minutes * supervised. | Week 5 |
| Imaginative: Performance (Multimodal)  Students create and present an imaginative performance that uses satire to shape a different interpretation about adolescents.  Suggested conditions:   * 4–5 minutes * open. | Week 8 |

| Teaching and learning | Supportive learning environment | |
| --- | --- | --- |
| Teaching strategies and learning experiences | Adjustments for needs of learners | Resources |
| * Collect images of adolescents, to compare and evaluate representations of adolescents in different historical, social, and cultural contexts. * Analyse texts, including advertisements, films, teenage soaps and popular animations, that represent adolescents in different ways, for different purposes and audiences. * Identify and evaluate the impact on an audience of different choices in the representations of adolescents in still and moving images. * Identify and explain how viewpoint, structure, characterisation and devices such as analogy and satire shape different interpretations and responses to a text about adolescents. * Discuss and analyse how language use can have inclusive and exclusive social effects and can empower or disempower people. * Read short stories/poems that have an adolescent central character. * Interview psychologists/sociologists about issues that impact on adolescents and how they are represented in contemporary media. * Identify the generic features of analytical expositions. * Discuss the formulation of a hypothesis about the representations of adolescents. * Create an analytical exposition. * Identify, explain and discuss analogy and satire and create a concept map of the effective features of satirical texts. * Create a satirical representation of an adolescent. | Section 6 of the *Disability Standards for Education* (The Standards for Curriculum Development, Accreditation and Delivery) states that education providers, including class teachers, must take reasonable steps to ensure a course/program is designed to allow any student to participate and experience success in learning.  The *Disability Standards for Education 2005* (Cwlth) is available from: <www.ag.gov.au> select Human rights and anti-discrimination > Disability standards for education. | Students would benefit from  access to:   * a computer to engage in online searches for adolescent imagery * magazines aimed at an adolescent audience * excerpts from TV shows, movies and animation * guest speakers, for example psychologists, sociologists, the school guidance officer. |

| Use feedback | |
| --- | --- |
| Ways to monitor learning and assessment | Teachers meet to collaboratively plan the teaching, learning and assessment to meet the needs of all learners in each unit.  Teachers create opportunities for discussion about levels of achievement to develop shared understandings; co-mark or cross mark at key points to ensure consistency of judgments; and participate in moderating samples of student work at school or cluster level to reach consensus and consistency. |
| Feedback to students | Teachers strategically plan opportunities and ways to provide ongoing feedback (both written and informal) and encouragement to students on their strengths and areas for improvement.  Students reflect on and discuss with their teachers or peers what they can do well and what they need to improve.  Teachers reflect on and review learning opportunities to incorporate specific learning experiences and provide multiple opportunities for students to experience, practise and improve. |
| Reflection on the unit plan | Identify what worked well during and at the end of the unit, including:   * activities that worked well and why * activities that could be improved and how * assessment that worked well and why * assessment that could be improved and how * common student misconceptions that need, or needed, to be clarified. |