Year 6 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 |
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| Our School | Online news  | 8 weeks |

| Unit outline |
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| Students investigate online media texts, including images, figures, tables and diagrams to understand how they contribute to understanding meaning in informative and persuasive texts. Students develop an understanding of: * the deliberate selection of vocabulary and analytical images that extend meaning
* text-processing strategies
* comparison and analysis of print-based newspapers and online news sites
* the structure and features of a news report.

Inquiry questions for the unit:* What are the similarities and differences between print-based and online newspapers?
* What are the textual features and structures of newspaper reports and editorials?
* How do different media texts inform and persuade readers to a particular point of view?
* Who accesses online news?
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| Identify curriculum |
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| Content descriptions to be taught | General capabilities and cross‑curriculum priorities |
| Language | Literature | Literacy |
| Language for interaction* Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase [(ACELA1516)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1516)
* Understand the uses of objective and subjective language and bias [(ACELA1517)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1517)

Text structure and organisation* Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects [(ACELA1518)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1518)
* Understand that cohesive links can be made in texts by omitting or replacing words [(ACELA1520)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1520)

Expressing and developing ideas* Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases [(ACELA1523)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1523)
* Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts [(ACELA1524)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1524)
* Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion [(ACELA1525)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1525)
 | Literature and context* Make connections between students’ own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts [(ACELT1613)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1613)

Responding to literature* Analyse and evaluate similarities and differences in texts on similar topics, themes or plots [(ACELT1614)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1614)
* Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts [(ACELT1615)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1615)

Creating literature* [Create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Create) literary texts that adapt or combine aspects of texts students have experienced in innovative ways [(ACELT1618)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1618)
* Experiment with [text structures](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text+structures) and [language features](http://www.australiancurriculum.edu.au/Glossary?a=E&t=language+features) and their effects in [creating](http://www.australiancurriculum.edu.au/Glossary?a=E&t=creating) literary texts, for example using imagery, sentence variation, [metaphor](http://www.australiancurriculum.edu.au/Glossary?a=E&t=metaphor) and word choice [(ACELT1800)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1800)
 | Texts in context* Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches [(ACELY1708)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1708)

Interacting with others* Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions [(ACELY1709)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1709)

Interpreting, analysing, evaluating* Analyse how text structures and language features work together to meet the purpose of a text [(ACELY1711)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1711)
* Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings [(ACELY1712)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1712)
* Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts[(ACELY1713)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1713)
* Analyse strategies authors use to influence readers [(ACELY1801)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1801)

Creating texts* Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience [(ACELY1714)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1714)
* Reread and edit students’ own and others’ work using agreed criteria and explaining editing choices [(ACELY1715)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1715)
* Use a range of software, including word processing programs, learning new functions as required to create texts [(ACELY1717)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1717)
 | Description: gc_literacy Literacy* Demonstrate knowledge of real-life online information
* Understand how authors innovate on text structures and play with language features to achieve aesthetic effects texts

Description: gc_numeracy Numeracy* Understand and interpret associated maps, tables and graphs, for example, that add meaning to written text

Description: gc_ict **ICT capability*** Navigate online sites and produce simple websites by uploading word-processed documents, digital photographs and video files

Description: gc_critical Critical and creative thinking* Analyse how text structures and language features work together to meet the purpose of media texts.

Description: gc_ethical Ethical behaviour* Read, view and create media texts responsibly.

Description: gc_intercultural Intercultural understanding* Identify how local, national and global events impact on and influence personal life

Description: cc_sust Sustainability* Develop strategies to work towards a paperless work environment
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| Achievement standard |
| **Receptive modes (listening, reading and viewing)**By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. Students compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others’ ideas.**Productive modes (speaking, writing and creating)**Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity and make and explain editorial choices. |

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| Relevant prior curriculum | Curriculum working towards |
| The Queensland Essential Learnings by the end of Year 5Students will have been provided with opportunities to:* identify the relationship between audience, purpose and text type
* construct literary and non-literary texts by planning and developing subject matter
* make judgments and justify opinions using information and ideas from texts.
 | Year 7 Australian CurriculumStudents will be provided with opportunities to:* understand how media texts are influenced by context, purpose and audience.
* understand the way language evolves to reflect the changing world, particularly in response to the use of new technology for presenting texts and communicating
* understand the increasing complexity of language features in informative and persuasive texts.
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| Bridging content |
| The focus is on explicit teaching of:* analysing stylistic choices in media texts
* identifying purpose, structure and metalanguage of informative texts
* identifying purpose, structure and metalanguage of persuasive texts.
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| 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. For example, students use the skills and knowledge of media from English to research media sources about past events in History. |

| Assessment | Make judgments |
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| Describe the assessment | Assessment date | Teachers gather evidence to make judgments about the following characteristics of student work:Receptive* analysis and comparison of texts to interpret literal and implied meaning
* explanation of how language features, images and digital resources are used to achieve purposes and effects

Productive* selection, organisation and synthesis of a variety of relevant ideas and information for different purposes
* use of text and language features to achieve particular purposes and effects

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 6 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 discussion (Spoken/signed)**In pairs, students discuss and analyse persuasive language, features and devices in media texts.Suggested conditions:* 2–3 minutes
* open.
 | Weeks 2–5 |
| **Persuasive and informative: Article (Multimodal)**Students use their knowledge and understanding of the structure and purposes of print and online media texts to plan, draft and publish an online newspaper for members of the school community. Each student contributes:  |  |
| * one persuasive text — students create a persuasive text to contribute to the online newspaper.
 | Week 6 |
| * one information text — students create an informative text to contribute to the online newspaper.

Suggested conditions:* 150– 200 words each
* open.
 | Week 7 |

| Teaching and learning | Supportive learning environment |
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| Teaching strategies and learning experiences | Adjustments for needs of learners | Resources |
| * Discuss the historical role that print-based newspapers have played in keeping people informed of events.
* Analyse a print-based newspaper and construct a list of its design, physical and textual features (the newspaper may be a city or local area newspaper).
* Access a variety of online news sites.
* Construct a list of the design, physical and textual features of online news.
* Compare the print-based and online newspaper media and record findings.
* Identify the metalanguage of online and print news.
* Explicitly teach the structure and language of a news report.
* Analyse a range of news reports to explore stylistic choices journalists make to position the audience.
* Explore how images are used to influence the reader.
* Identify literal and inferred meaning in media texts.
* In pairs, conduct an analytical discussion of persuasive elements in media texts.
* Create a multimodal persuasive text to contribute to the online news as a hybrid text.
* Create a multimodal informative text to contribute to the online news.
 | 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 fromaccess to:* print-based newspapers
* templates that outline the generic structure of a news report
* PC/laptops on a daily basis
* internet
* a secure website production site
* a digital camera with video capability
* digital editing software
* professional persons of interest, including journalists, photographers and others working in the newspaper industry.
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| Use feedback |
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| 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.
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