

## Using the Essential Learnings to plan an English unit — Year 9

This example shows how you can use the English Essential Learnings to prepare an overview for a Year 9 unit which has a Writing and designing focus.

The **unit context** describes how the idea for the unit arose, and the social and cultural circumstances in which the learning will take place.

Select **Knowledge and understanding** from at least one of the mode organisers (*Speaking and listening, Reading and viewing, Writing and designing*), and use with Knowledge and understanding from *Language elements* and *Literary and non-literary texts* organisers.

After choosing your context, select the **Ways of working**.

**Learning experiences** are sequenced to enable the selected Knowledge and understanding and Ways of working to be developed.

<p><b>Sample unit context</b>      <b>Television soap operas (“soapies”)</b></p> <p><b>Focus question</b>      <b>How do soap operas reinforce stereotypes, and how can these stereotypes be challenged?</b></p> <p><b>Soap operas are included in the television viewing habits of most teenagers, and it is important that students understand how soap operas create and reinforce stereotypes for both characters and behaviour. This overview also addresses how soap operas can raise topical issues and present a range of complexities and different perspectives.</b></p>			
<p><b>Ways of working</b></p> <p>Students are able to:</p> <ul style="list-style-type: none"> <li>demonstrate and analyse the relationship between audience, subject matter, purpose and text type</li> <li>interpret and analyse how language elements and other aspects of texts position readers/viewers/listeners</li> <li>construct literary texts by planning and developing subject matter, and manipulating language elements to present particular points of view</li> <li>construct non-literary texts by planning and organising subject matter according to specific text structure and referring to other texts</li> <li>make judgments and justify opinions about how the qualities of texts contribute to enjoyment and appreciation</li> <li>reflect on and analyse how language choices position readers/viewers/listeners in particular ways for different purposes and can exclude information.</li> </ul>	<p><b>Knowledge and understanding of Writing and designing</b></p> <p><b>Writing and designing involve using language elements to construct literary and non-literary texts for audiences across local, national and global contexts.</b></p> <ul style="list-style-type: none"> <li>The purpose of writing and designing includes parodying, analysing and arguing.</li> <li>Writers and designers establish and maintain roles and relationships by recognising the beliefs and cultural background of their audience, and by making specific language choices.</li> <li>Words and phrases, symbols, images and audio affect meaning and establish and maintain roles and relationships to influence an audience.</li> <li>Text users make choices about grammar and punctuation, to affect meaning.</li> </ul>	<p><b>Knowledge and understanding of Language elements</b></p> <p><b>Interpreting and constructing texts involve manipulating grammar, punctuation, vocabulary, audio and visual elements, in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) across local, national and global contexts.</b></p> <ul style="list-style-type: none"> <li>Paragraphs build and sustain cohesion and develop a central idea.</li> <li>Relationships between ideas in texts are signalled by connectives to sequence, and contrast ideas, show cause and effect, and clarify or add information.</li> <li>Adjectives and adverbs are used to express attitudes and make judgments and/or evoke emotions.</li> <li>Vocabulary is chosen to establish roles and relationships with an audience, including the demonstration of personal authority and credibility.</li> <li>Auditory, spoken, visual and nonverbal elements, including the use of sound fades, dissolves, cuts, hyperlinks, camera angles and shot types can be combined to position an audience.</li> </ul>	<p><b>Knowledge and understanding of Literary and non-literary texts</b></p> <p><b>Manipulating literary and non-literary texts involves analysing the purpose, audience, subject matter and text structure.</b></p> <ul style="list-style-type: none"> <li>Audiences can be positioned to view characters and ideas in particular ways, and these views can be questioned.</li> <li>Texts can reflect an author’s point of view, beliefs and cultural understanding.</li> <li>Literary texts entertain, evoke emotion, create suspense, parody and develop themes.</li> <li>Themes are explored through the interplay of setting, plot and character, and the actions, speech, thoughts and feelings of characters.</li> <li>Non-literary texts analyse, inform, argue and persuade.</li> </ul>

<p><b>Orientating learning experiences</b></p> <p><b>Introducing soap operas</b></p> <p><i>Who watches soap operas?</i></p> <ul style="list-style-type: none"> <li>View a selection of extracts from different soap operas and consider characters, plot/storylines and audience appeal.</li> <li>Explore soap operas according to purpose, audience, subject matter and structure.</li> <li>Survey peer groups and families to identify viewers of different soap operas.</li> <li>Research the origins of soap operas and explore examples from different countries, e.g. Australia, UK &amp; USA.</li> <li>Create a timeline to detail the origins and development of soap operas.</li> <li>Identify characteristics and conventions of soap operas, such as: <ul style="list-style-type: none"> <li>simplified characters</li> <li>continuous open narratives with several different storylines that may or may not interconnect</li> <li>an emphasis on family, romance and relationships</li> <li>focus on topical issues and day-to-day activities</li> <li>common setting/s</li> <li>low-budget filming and simplified camera techniques.</li> </ul> </li> </ul>	<p><b>Enhancing learning experiences</b></p> <p><b>Investigating soap operas and stereotypes</b></p> <p><i>What types of characters appear in soap operas?</i></p> <ul style="list-style-type: none"> <li>In small groups, complete a retrieval chart on the representation of characters in soap operas based on the following questions: <ul style="list-style-type: none"> <li>What are some of the “standard” or “stock” characters?</li> <li>What are the common characteristics of these characters?</li> <li>What stereotypes are most often used?</li> <li>What characters are often not included? Why?</li> <li>What are the variations in characters between different soap operas?</li> </ul> </li> <li>Analyse a selection of soap opera characters and develop a summary of their representations, e.g. <ul style="list-style-type: none"> <li>What images of males are included?</li> <li>What images of females are included?</li> <li>How are older people represented?</li> <li>How are children represented?</li> </ul> </li> <li>Identify and analyse how language elements are used to position audiences and reinforce particular stereotypes.</li> <li>In small groups, write a short oral presentation to critique a stereotype in a soap opera, based on the position that stereotypes in the media can and should be questioned.</li> </ul>	<p><b>Synthesising learning experiences</b></p> <p><b>Proposal for creating a soap opera</b></p> <p><i>Writing a proposal</i></p> <ul style="list-style-type: none"> <li>Write a proposal outlining an idea for a new soap opera in the form of a business letter. The proposal will include “standard” soap opera conventions, as well as the inclusion of a non-stereotypical soap opera character.</li> <li>Discuss how the non-stereotypical character faces issues and presents different perspectives that can question particular views.</li> <li>Include a synopsis that addresses what happens (sequence) and why (action); where (setting); character description/s, including brief information about each character’s personality/background.</li> <li>Select language elements, including adjectives and adverbs, to express attitudes and evoke emotions, and establish roles and relationships with the intended audience, and refer to visual elements, (e.g. camera shots and angles).</li> </ul>
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Orientating learning experiences	Enhancing learning experiences	Synthesising learning experiences
<p><b>Introducing soap operas</b> <i>(continued)</i></p> <p><b>What are the common soap opera plots/storylines?</b></p> <ul style="list-style-type: none"> <li>• Discuss some examples of common storylines in soap operas and the techniques used to develop and extend the stories to engage the audience.</li> <li>• Create a list of common issues or themes dealt with in soap operas.</li> <li>• Revise common soap opera conventions.</li> <li>• View an extract of a popular soap opera and, in small groups, predict what will happen in the rest of the episode based on common conventions.</li> </ul> <p><b>Teaching focus &amp; opportunity to gather evidence of learning</b></p> <ul style="list-style-type: none"> <li>• Students are able to demonstrate and analyse the relationship between audience, subject matter, purpose and text type.</li> <li>• Students are able to make judgments and justify opinions about how the qualities of texts contribute to enjoyment and appreciation.</li> <li>• Literary texts entertain, evoke emotion, create suspense, parody and develop themes.</li> <li>• Themes are explored through the interplay of setting, plot and character, and the actions, speech, thoughts and feelings of characters.</li> </ul>	<p><b>Investigating soap operas and stereotypes</b> <i>(continued)</i></p> <p><b>Teaching focus &amp; opportunity to gather evidence of learning</b></p> <ul style="list-style-type: none"> <li>• Students are able to interpret and analyse how language elements and other aspects of texts position readers/viewers/listeners matter.</li> <li>• Students are able to reflect on and analyse how language choices position viewers in particular ways for different purposes and can exclude information.</li> <li>• Texts can reflect an author's point of view, beliefs and cultural understanding.</li> <li>• Audiences can be positioned to view characters and ideas in particular ways and these views can be questioned.</li> </ul> <p><b>What are some ideas for a new soap opera?</b></p> <ul style="list-style-type: none"> <li>• Brainstorm and discuss ideas for a new soap opera and consider the purpose, subject matter and audience for this idea.</li> </ul> <p><b>How to present the ideas for a new soap opera?</b></p> <ul style="list-style-type: none"> <li>• Explore the purpose, audience and text structure, including language elements, of a proposal/business letter.</li> <li>• Explore the purpose and audience of a storyboard, including language elements, media conventions and images/visuals.</li> </ul> <p><b>Teaching focus &amp; opportunity to gather evidence of learning</b></p> <ul style="list-style-type: none"> <li>• Students are able to interpret and analyse how language elements and other aspects of texts position readers/viewers/listeners.</li> <li>• Students are able to construct literary texts by planning and developing subject matter, and manipulating language elements to present particular points of view.</li> <li>• The purpose of writing and designing includes parodying, analysing and arguing.</li> <li>• Writers and designers establish and maintain roles and relationships by recognising the beliefs and cultural background of their audience, and by making specific language choices.</li> <li>• Words and phrases, symbols, images and audio affect meaning, and establish and maintain roles and relationships to influence an audience.</li> <li>• Text users make choices about grammar and punctuation to affect meaning.</li> </ul>	<p><b>Creating a soap opera proposal</b> <i>(continued)</i></p> <p><b>Developing a storyboard</b></p> <ul style="list-style-type: none"> <li>• Create a storyboard for one key scene to support their proposed soap opera.</li> </ul> <p><b>Oral presentation(optional)</b></p> <ul style="list-style-type: none"> <li>• Pitch their proposal, supported with their storyboard, to an audience of potential television executives.</li> </ul> <p><b>Evidence of learning</b></p> <ul style="list-style-type: none"> <li>• Subject matter reflects purpose, audience and text type.</li> <li>• Language choices position and influence an audience.</li> <li>• Language choices demonstrate authority and credibility.</li> <li>• Language choices are used to construct meaning in and cohesion.</li> <li>• Paragraphs sustain a central idea.</li> <li>• Language choices establish and maintain a level of formality.</li> <li>• Language choices express attitudes and make judgments and/or evoke emotions.</li> </ul>

Each learning experience has a **teaching focus** related to the Essential Learnings.

Learning experiences also provide **opportunities to gather evidence of learning** in relation to the targeted Essential Learnings. Evidence of learning can be gathered through observations, conversations and analysis of student learning samples, in addition to more formal assessment. Although these assessment opportunities to gather diagnostic information have been identified, not all would be used.

**Assessment** provides evidence of the following Assessable elements

- Knowledge and understanding
- Interpreting texts
- Constructing texts
- Reflecting.