

Buddina State School Unit Plan: Year 7 (Term 3 2008)



Title	Aboriginal Culture, Then and Now.					Context: Students will learn about and compare their own and our Australian indigenous population though investigating their cultures, identities and the environments in which they interact.		
Focus KLAs	English	Maths	SOSE	The Arts				
Targeted Essential Learnings						Evidence		
Ways of Working (Students can do)			Knowing and Understanding (Students know)					
English								
<p>Students are able to:</p> <ul style="list-style-type: none"> • identify and demonstrate the relationship between audience, subject matter, purpose and text type • identify main ideas and the sequence of events, make inferences and draw conclusions based on ideas and information within and across texts • recognise and select vocabulary and interpret the effect of literal and figurative language • interpret and identify that readers/viewers/listeners are positioned by aspects of texts • construct literary texts by planning and developing subject matter, using dialogue, description and evaluative language • construct non-literary texts to express meanings and messages, to identify causes and effects, and to state positions supported by evidence • make judgments and justify opinions using information and ideas from texts, and identify how aspects of texts contribute to enjoyment and appreciation • reflect on learning, apply new understandings and identify future applications. 			<p><i>Writing and designing</i> Writing and designing involve using language elements to construct literary and non-literary texts for audiences across wider community contexts.</p> <ul style="list-style-type: none"> • The purpose of writing and designing includes evoking emotion, persuading and informing • Words and phrases, symbols, images and audio affect meaning and position an audience. • Text users make choices about grammar and punctuation, to establish meaning. • Knowledge of word origins and sound and visual patterns, including base words, prefixes and suffixes, syntax and semantics, is used by writers and designers when spelling. • Writers and designers use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting, and by referring to authoritative sources <p><i>Speaking and listening</i> Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes across wider community contexts.</p> <ul style="list-style-type: none"> • The purpose of speaking and listening includes advancing opinions, discussing, persuading others to a point of view, influencing transactions, and establishing and maintaining relationships • Active listeners identify ideas and issues from others' viewpoints and clarify meanings to justify opinions and reasoning. • Speakers and listeners use a number of strategies to make meaning, including identifying 			<div style="font-size: 2em;">}</div>	<p>Then we need evidence of students ability to: Note: We need evidence of higher order thinking</p> <p>Biography</p> <ul style="list-style-type: none"> • Reading biographies • Investigating the generic structure of a biography. • Write paragraphs to sequence information • Write topic sentences to emphasise a point. • Use dependent clauses which require independent clauses to make meaning in a sentence • Correct use of pronoun–noun agreement, subject–verb agreement and maintaining tense support cohesion across a paragraph. • Use cohesive devices and other text connectives within and between sentences to signal relationships between ideas, including cause-and-effect and comparison and contrast • Use noun groups and verb groups to provide specific descriptions of subject matter. • Replace high-frequency words are by more complex forms of vocabulary and give more specific descriptions • Use correct punctuation. • Write a bibliography <p>Viewing and listening</p> <ul style="list-style-type: none"> • Viewing Aboriginal and Torres Strait island myths and legends • Note taking • Responding to stimulus (comprehension exercises). <p>Language elements</p> <ul style="list-style-type: none"> • Paragraphs sequence information and arguments, and include topic sentences that emphasise a point or argument. • Dependent clauses require independent clauses to make meaning in a sentence 	

purpose, activating prior knowledge, responding, questioning, identifying main ideas, monitoring, summarising and reflecting.

Reading and viewing

Reading and viewing involve using a range of strategies to interpret, evaluate and appreciate written, visual and multimodal texts across wider community contexts.

- Purposes for reading and viewing are identified and are supported by an evaluation of texts based on an overview that includes skimming and scanning titles, visuals, headings and subheadings, font size, tables of contents, indexes and glossaries
- Readers and viewers draw on their prior knowledge, knowledge of language elements and point of view when engaging with a text
- Words, groups of words, visual resources and images can persuade an audience to agree with a point of view by portraying people, characters, places, events and things in different ways.
- Reading fluency is supported through monitoring meaning and applying self-correction, in combination with a developing vocabulary and prior knowledge of subject matter.
- Comprehension involves drawing on knowledge of the subject matter and contextual cues to interpret, infer from and evaluate texts in community contexts
- Words and their meanings are decoded by synchronising the use of the cueing systems (graphophonic, semantic and syntactic) and by using knowledge of base words, prefixes and suffixes
- Readers and viewers use a number of active comprehension strategies to interpret texts, including activating prior knowledge, predicting, questioning, identifying main ideas, inferring, monitoring, summarising and reflecting.

- Pronoun–noun agreement, subject–verb agreement and maintaining tense support cohesion across a paragraph
- Cohesive devices and other text connectives within and between sentences signal relationships between ideas, including cause-and-effect and comparison and contrast
- Noun groups and verb groups are used to provide specific descriptions of subject matter, express degrees of certainty and uncertainty, and develop characterisation, setting and plot • High-frequency words are replaced by more complex forms of vocabulary and give more specific descriptions
- Evaluative language, including adjectives, can appeal to certain groups, express opinions, and represent people, characters, places, events and things in different ways
- Punctuation, including quotation marks and brackets, signals meaning

Literary and non-literary texts

Evaluating literary and non-literary texts involves understanding the purpose, audience, subject matter and text structure.

- Texts present subject matter from a particular perspective
- A text can be constructed for more than one purpose
- Protocols are applied to the use of texts that represent Aboriginal knowledges, peoples, cultures, events and places, and Torres Strait Islander knowledges, peoples, cultures and events
- Young adult novels, adventure and fantasy stories, short stories, myths, legends, ballads and play scripts are types of literary texts.
- Non-literary texts evaluate, inform, present arguments and persuade.
- Articles, features, letters to the editor, documentaries, interviews, advertisements, film reviews, information and news reports, autobiographies, arguments, group discussions, meetings and debates are types of non-literary texts.
- Main ideas, issues and events are selected and organised to sustain a point of view and to project a level of authority that matches a purpose and an intended audience

Reading and Viewing

When reading and viewing students

- Evaluate texts by skimming and scanning titles, visuals, headings and subheadings, font size, tables of contents, indexes and glossaries
- Draw on prior knowledge, knowledge of language elements and point of view when engaging with a text
- make connections with words, groups of words, visual resources and images can persuade an audience to

		<p>agree with a point of view by portraying people, characters, places, events and things in different ways.</p> <ul style="list-style-type: none"> • Improve reading fluency through monitoring meaning and applying self-correction, in combination with a developing vocabulary and prior knowledge of subject matter. • Comprehend through drawing on knowledge of the subject matter and contextual cues to interpret, infer from and evaluate texts in community contexts • Decode by synchronising the use of the cueing systems (graphophonic, semantic and syntactic) and by using knowledge of base words, prefixes and suffixes • Use a number of active comprehension strategies to interpret texts, including activating prior knowledge, predicting, questioning, identifying main ideas, inferring, monitoring, summarising and reflecting.
SOSE		
<p>Students are able to:</p> <ul style="list-style-type: none"> • identify issues and use common and own focus questions • plan investigations using inquiry models • collect and analyse information and evidence from primary and secondary sources • evaluate sources of information and evidence for relevance, reliability, origins and perspective • draw conclusions and make decisions based on information and evidence by identifying patterns and connections • communicate descriptions, decisions and conclusions, using different text types for specific purposes and the conventions of research-based texts • respond to investigation findings and conclusions by planning and implementing actions • apply strategies to contribute effectively to representative groups and to participate in civic activities • reflect on and identify different perspectives, and recognise and clarify beliefs and values relating to social justice, the democratic process, sustainability and peace • reflect on learning, apply new understandings and identify future applications. • 	<p><i>Culture and identity</i> Cultures and identities consist of material and non-material elements and are affected by crosscultural contacts.</p> <ul style="list-style-type: none"> • Material and non-material elements influence personal identity and sense of belonging of groups • Perceptions of different cultures and groups are influenced by local, national and world events and by representations in the media • Aboriginal people’s and Torres Strait Islander people’s diverse social organisation, languages and lifestyles reflect the importance of “country” — land, sea and places • Contact between Indigenous and non-Indigenous cultures in Australia and in other places have had significant effects on language, culture, land ownership, health and education of Indigenous people • Accessing Indigenous knowledge involves the protocols of consultation with the local Aboriginal community and/or the Torres Strait Islander community. <p><i>Place and space</i> Environments are defined by physical characteristics and processes, and are connected to human activities and decisions about resource management.</p> <ul style="list-style-type: none"> • Distribution maps, climate zone maps and weather maps have specific features to convey information, including latitude, longitude, eight compass points, scale and distance, a legend 	<p><i>Dust Echoes stories</i></p> <ul style="list-style-type: none"> • Viewing and discussing cultural significance of dream time stories. • Completing response activities <p><i>Guest Speakers</i></p> <ul style="list-style-type: none"> • Listening to and responding to guest speaker Kris Klegg <p><i>Link up with Gulf Indigenous State Schools</i></p> <ul style="list-style-type: none"> • <i>Sharing a virtual classroom with students from Gulf Indigenous State Schools.</i> • identify cultural issues between indigenous and non indigenous peoples of Australia. • Plan a biography through investigations and using the inquiry models. • Collect and analyse information and evidence on indigenous cultures from primary and secondary sources (Kris Klegg, web sites, non fiction books, viewing videos). • Evaluate sources of information and evidence on indigenous cultures for relevance, reliability, origins and perspective (bibliography). • Draw conclusions on indigenous cultures and make decisions based on information and evidence by identifying patterns and connections (non fiction texts, videos and dust echoes) • Communicate descriptions, decisions and conclusions, through a biography of a famous indigenous Australian. • Reflect on and identify different perspectives, and recognise and clarify beliefs and values relating to social justice, the democratic process, sustainability and peace (discussions on traditions) • Reflect on learning, apply new understandings and

	and shading and/or symbols.	identify future applications.(reflection paragraph). Mapping <ul style="list-style-type: none"> • Interact with distribution maps, climate zone maps and weather maps of Queensland. • Investigate latitude, longitude, eight compass points, scale and distance, a legend and shading and/or symbols.
The Arts		
Students are able to: <ul style="list-style-type: none"> • select and develop ideas for arts works, considering intended audiences and intended purposes, and make decisions about arts elements and languages • create and shape arts works by modifying arts elements to express purpose and to include influences from their own and other cultures and times • modify and polish arts works, using interpretive and technical skills • reflect on learning, apply new understandings and identify future applications. 	Media Media involves constructing meaning, considering intended audiences and intended purposes, by modifying media languages and technologies to create representations. <ul style="list-style-type: none"> • Still and moving images, sounds and words are applied and modified, using genre conventions, to construct media texts • Media techniques and practices, including editing and publishing, are used to create media texts • Representations in media texts have specific purposes and are modified to maximise audience impact. 	Biography presentation <ul style="list-style-type: none"> • Apply and modify still images, using genre conventions, to construct media text (biography). • Apply media techniques and practices, including editing and publishing to create media text (biography). • Representing images in biography to have specific purpose and are modified to maximise audience impact.
HPE		
Students are able to: <ul style="list-style-type: none"> • draw conclusions and make decisions supported by information and evidence • 	Health Health is multidimensional and influenced by individual, group and community actions, and environments. <ul style="list-style-type: none"> • Health has physical, social, emotional, cognitive and spiritual (relating to beliefs) dimensions, which are interrelated • Family, peers and the media influence health behaviours • Individuals, groups and communities act on the advice in health promotion campaigns to promote health and wellbeing, including safety, and contribute to management of health risks 	Family planning and relationship education
This will lead to the deep understandings of: The Australian indigenous people have cultures and identities consisting of material and non-material elements and are affected by crosscultural contacts. The Queensland environment is defined by physical characteristics and processes, and is connected to human activities and decisions about resource management.		

Integrated ICT Opportunities (Guide towards Pedagogical Certificate)

Brief description of ICT integrated task				
Focus area	Expectations	Indicator	Check	Evidence
Professional Knowledge	I understand that ICT can be used to benefit teaching and learning and is most effective when used in the context of learning and not as an end itself when used in the context of learning and not as an end itself.	PK	✓	
Professional Practice	When planning, I incorporate the use of ICT in achieving curriculum goals	PP1	✓	ICT's embedded in unit plan.
	I provide opportunities for students to use ICT as part of their learning	PP2	✓	Students have weekly access to computer lab to construct their learning.
	I provide opportunities for students to use ICT to gather information and to communicate with a known audience	PP3	✓	Students conduct searches on the www and show case to parents at learning expos.
	I use a range of ICT resources and devices for professional purposes	PP4	✓	Locating and retrieving resources from CX
	I use ICT to locate, create and record information and resources	PP5	✓	OneSchool
	I can store, organise and retrieve digital resources	PP6	✓	OneSchool
	I use ICT to access and manage information on student learning	PP7	✓	OneSchool
Professional Values	I can identify when professional learning is required to effectively implement planning where ICT is integrated.	PV1	✓	I approach the computer assistant and my peers for assistance when required.
	I select ICT resources appropriate for student learning in a range of contexts and for a diversity of learners.	PV2		
	I operate safely, legally and ethically when using ICT.	PV3	✓	Adhere to EQ departmental policies and guidelines.
Professional Relationships	I use ICT to communicate with others for professional purposes.	PR	✓	Sending regular emails to year level teaching partners.

ICT Cross Curriculum Priority

Inquiring with ICTs	<ul style="list-style-type: none"> • plan, conduct and manage structured searches and advanced searches for data and information in response to questions • evaluate data and information gathered for usefulness, credibility, relevance, accuracy and completeness
----------------------------	--

Creating with ICTs	<ul style="list-style-type: none"> • creatively document and present their planning, thinking and learning using a combination of media • express and creatively represent ideas, information and thinking
Communicating with ICTs	<ul style="list-style-type: none"> • collaborate, develop, organise and present new ideas. • reflect on their use of ICTs and consider feedback to improve collaboration and refine and communicate meaning.
Ethics, issues and ICTs	<ul style="list-style-type: none"> • apply protocols to acknowledge the owner(s)/creators(s) of digital information sources and develop an awareness of legislation relating to digital theft and plagiarism.
Operating ICTs	<ul style="list-style-type: none"> • apply operational conventions when using ICTs

Key Resources

English	SOSE	The Arts	ICTS
Bulk loan: Aboriginal Culture, Then and Now.	Web Site 'Dust Echoes'	Media images	
Guest Speakers/Excursion: Kris Klegg (guest speaker)			

Assessment

The Assessment Tasks	Learning Experiences	
Description of tasks	Provided learning activities	The assessment tasks need to include:
English Biography	<p>Biography</p> <p>Discuss</p> <ul style="list-style-type: none"> • The generic structure of a biography. <p>Discuss and model</p> <ul style="list-style-type: none"> • Writing paragraphs to sequence information • Writing topic sentences to emphasise a point. • Use dependent clauses to make meaning in a sentence • Correct use of pronoun–noun agreement, subject–verb agreement and maintaining tense support cohesion across a paragraph. • Use of cohesive devices and other text connectives within and between sentences to signal relationships between ideas, including cause-and-effect and comparison and contrast • Use of noun groups and verb groups to provide specific descriptions of subject matter. • Replacing high-frequency words are by more complex forms of vocabulary and give more specific descriptions • Use of correct punctuation. • Writing up of a bibliography <p>English Listening and Viewing</p> <p>Discuss</p> <ul style="list-style-type: none"> • Techniques for Viewing • Methods Note taking 	<p>Biography</p> <ul style="list-style-type: none"> • The generic structure of a biography. • Paragraphs to sequence information • Topic sentences to emphasise a point. • Dependent clauses which require independent clauses to make meaning in a sentence • Correct use of pronoun–noun agreement, subject–verb agreement and maintaining tense support cohesion across a paragraph. • Cohesive devices and other text connectives within and between sentences to signal relationships between ideas, including cause-and-effect and comparison and contrast • Noun groups and verb groups to provide specific descriptions of subject matter. • Complex forms of vocabulary and give more specific descriptions • Correct punctuation. • A bibliography <p>English Listening</p> <ul style="list-style-type: none"> • Techniques for Viewing • Note taking
English Listening		

<p>SOSE Biography/Comprehension exercises/Information Gathering</p> <p>Media- Biography presentation</p> <ul style="list-style-type: none"> • Apply and modify still images, using genre conventions, to construct media text (biography). • Apply media techniques and practices, including editing and publishing to create media text (biography). • Representing images in bibliography to have specific purpose and are modified to maximise audience impact. 	<ul style="list-style-type: none"> • Listening to and responding to a guest speaker • Completing comprehension exercises. • <p>SOSE Biography/Comprehension exercises/Information Gathering</p> <p>Discuss</p> <ul style="list-style-type: none"> • Cultural issues between indigenous and non indigenous peoples of Australia. • Planning a biography through investigations and using the inquiry models. • Collecting and analysing information and evidence on indigenous cultures from primary and secondary sources. • Evaluating sources of information and evidence on indigenous cultures for relevance, reliability, origins and perspective. • Drawing conclusions on indigenous cultures and making decisions based on information and evidence. • Reflecting on and identifying different perspectives, and recognise and clarify beliefs and values relating to social justice, the democratic process, sustainability and peace (discussions on traditions) • Reflecting on learning, apply new understandings and identify future applications (reflection paragraph). <p>Media- Biography presentation</p> <p>Discuss and model:</p> <ul style="list-style-type: none"> • Applying and modifying still images to construct media text (biography). • Applying media techniques and practices, including editing and publishing to create media text (biography). • Representing images to have specific purpose and are modified to maximise audience impact. • reflecting on learning, apply new understandings and identify future applications. 	<ul style="list-style-type: none"> • Comprehension questions <p>SOSE Biography/Comprehension exercises/Information Gathering</p> <ul style="list-style-type: none"> • Cultural issues between indigenous and non indigenous peoples of Australia. • Collection and analyse of information and evidence on indigenous cultures from primary and secondary sources. • Evaluation of sources of information and evidence on indigenous cultures for relevance, reliability, origins and perspective (bibliography). • Drawn conclusions on indigenous cultures and make decisions based on information and evidence by identifying patterns and connections. • Communicated descriptions, decisions and conclusions, (biography of a famous indigenous Australian). • Reflective paragraph to identify different perspectives, and recognise and clarify beliefs and values relating to social justice, the democratic process, sustainability and peace (discussions on traditions) • Reflection on learning, apply new understandings and identify future applications.(reflection paragraph). <p>Media- Biography presentation</p> <ul style="list-style-type: none"> • Applied and modified still images, using genre conventions, to construct media text (biography). • Applied media techniques and practices, including editing and publishing to create media text (biography). • Representation of images to have specific purpose and are modified to maximise audience impact. • reflection on learning, (peer assessment).
---	---	--

Making Judgments

KLAs Assessable Elements *(highlight elements assessed through this unit context ensuring both dimensions knowing and understanding and ways of working are assessed)*

English	Maths	Science	Technology	SOSE	The Arts	HPE
<ul style="list-style-type: none"> - knowledge & understanding - interpreting texts - constructing texts - appreciating texts - reflecting 	<ul style="list-style-type: none"> - knowledge & understanding - thinking and reasoning - communicating - reflecting 	<ul style="list-style-type: none"> - knowledge & understanding - investigating - communicating - reflecting 	<ul style="list-style-type: none"> - knowledge & understanding - investigating & designing - producing - evaluating - reflecting 	<ul style="list-style-type: none"> - knowledge & understanding - investigating - communicating - participating - reflecting 	<ul style="list-style-type: none"> - knowledge & understanding - creating - presenting - responding - reflecting 	<ul style="list-style-type: none"> - knowledge & understanding - investigating - planning - implementing and applying - reflecting