

Buddina State School Unit Plan: Year 7 (Term 1 2008)



Title	Does my vote count?					Context: Students will learn about Australia's government systems, the processes of free and fair elections and institutions of parliaments and the Australian Constitution. They will also learn about Australia's legal system consisting of the laws, which impact on and reflect community values, and the courts, which uphold the laws, protecting rights and freedoms. They will apply their learnings into a debate on a contemporary issue and a persuasive letter to the principal. Students will design artwork centred on the elements of abstraction, depth, proportion and symbolism using changes within society to influence their choice of topic.	
Focus KLAs	English	Maths	SOSE	The Arts	HPE		
Targeted Essential Learnings						Evidence	
Ways of Working (Students can do)			Knowing and Understanding (Students know)			Then we need evidence of students ability to:	
English						Note: We need evidence of higher order thinking	
Students are able to: <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 • reflect on learning, apply new understandings and identify future applications. • • 			<u>Speaking and listening</u> Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes across wider community contexts. <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 • Speakers use their assumptions about the characteristics of listeners to engage their interest and attention • Spoken texts have different structures from written texts but can also be written and recorded • Nonverbal elements, including facial expressions, gestures and body language, establish mood, signal relationships, create effect and are monitored by listeners. • 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 purpose, activating prior knowledge, responding, questioning, identifying main ideas, monitoring, summarising and reflecting. 				<u>Debating</u> <ul style="list-style-type: none"> • Plan, draft and edit their persuasive speech/debate. • Understand the debate process • Develop their debating skills (eg; prepare and present an argument, speak audibly, concisely, convincingly, time constraints) • Use nonverbal and verbal techniques, including speaking with confidence and authority about a topic, are used to emphasise meanings and engage audiences • Include topics that appeal to and suit the audience. <u>Letter to the Principal</u> <ul style="list-style-type: none"> • Plan, draft and edit a persuasive letter to the principal in relation to a school based issue (eg; uniforms, mobile phones, junk food). • Write in the generic structure of a persuasive letter • Use correct spelling, including technical terms • Use appropriate grammar including sentence structure, paragraphing and correct tense. • organise ideas and information using graphic elements • use topic sentences to emphasise a point or argument in each paragraph and focus the reader's attention • arguments require a position supported by reasoning and a conclusion • Use correct punctuation, including quotation marks, brackets and hyphens, enables readers to understand texts • correct, consistent use of tense and subject-verb and noun-pronoun agreement to enhance clarity in complex sentences • word origins and sound, visual and meaning patterns are used to spell multi-syllabic words with regular patterns • Include topics that appeal to and suit the audience.
			<u>Writing and designing</u> Writing and designing involve using language elements to construct literary and non-literary texts for audiences across wider community contexts. <ul style="list-style-type: none"> • The purpose of writing and designing includes 				

- evoking emotion, persuading and informing
- Writers and designers establish roles, make assumptions about their audience and position them through language choices
- 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.

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
- 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.

Literary and non-literary texts

Evaluating literary and non-literary texts involves understanding the purpose, audience,

Language elements

- Sequence information and arguments, and include topic sentences that emphasise a point or argument
- Pronoun–noun agreement, subject–verb agreement and maintaining tense support cohesion. Cohesive devices and other text connectives within and between sentences signal relationships between ideas, including cause-and-effect and comparison and contrast
- High-frequency words are replaced by more complex forms of vocabulary and give more specific descriptions.
- Vocabulary is chosen to establish relationships, persuade others, describe ideas and demonstrate knowledge.

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 agree with a point of view by portraying people, characters, places, events and things in different ways.
- 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.

	<p>subject matter and text structure.</p> <ul style="list-style-type: none"> •Texts present subject matter from a particular perspective •Literary texts entertain, evoke emotion, create suspense and convey messages and information. •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. •Arguments have a particular structure, including an introduction that identifies a position, a body with details and further evidence, and a conclusion that restates the position. <p>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</p> <ul style="list-style-type: none"> • 	
SOSE		
<p>Students are able to:</p> <ul style="list-style-type: none"> • 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 	<p><i>Political and economic systems</i></p> <p>Societies and economies have systems and institutions based on principles and values.</p> <ul style="list-style-type: none"> • Australia's government systems are characterised by principles including civil society and representative democracy, processes including free and fair elections, institutions including parliaments and political parties, and instruments including the Australian Constitution. • Australia's legal system is founded on laws that reflect community values, including fairness and impartiality, and the courts to uphold the laws and protect rights and freedoms. • Local, state, national and Indigenous systems of government in Australia have different roles, functions, ways of operating and impacts on people and communities. 	<ul style="list-style-type: none"> •Read texts and view videos; on Australia's government systems which are characterised by the principles of civil society and representative democracy, processes of free and fair elections, institutions of parliaments (local, state, national and Indigenous systems) and political parties and the Australian Constitution. •Read texts and view videos Australia's legal system consisting of the laws, which impact on and reflect community values, and the courts, which uphold the laws, protecting rights and freedoms. •Research present day contemporary issues •Complete activities from Society and Environment Book F on Australia's government systems and Australia's legal system. •Visit State Parliament

<ul style="list-style-type: none"> • reflect on learning, apply new understandings and identify future applications. 		
The Arts		
<p>Students are able to:</p> <ul style="list-style-type: none"> • present arts works to informal and formal audiences for intended purposes, using arts techniques, skills and processes • respond by analysing and evaluating arts works in social, cultural, historical and spiritual contexts, using arts elements and languages • reflect on learning, apply new understandings and identify future applications. • 	<p>Visual Art</p> <p>Visual Art involves modifying visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering intended audiences and intended purposes, through images and objects.</p> <ul style="list-style-type: none"> • Blended, controlled and symbolic colour is used to create depth, representation and symbolism • Descriptive and emotive lines are used to create abstraction, proportion and symbolism • Negative space and positive shape are used to create abstraction, non-representation and proportion • Actual, invented and simulated textures are used to create depth, representation and non-representation. 	<p>Visual Artwork</p> <ul style="list-style-type: none"> • Investigate how changes within society influence arts works and arts practitioners • Investigate how Australian arts works contribute to national identities and global perceptions of Australia. • Understand the elements and design concepts, including abstraction, depth, proportion and symbolism, that are used to deconstruct and reconstruct meaning in images and objects • Create arts works centred on an Australian (including indigenous) social theme by combining and manipulating arts elements to communicate meaning • Reflect on, analyse and evaluate the use of representations and arts elements in own and others' arts works.
HPE		
<p>Students are able to:</p> <ul style="list-style-type: none"> • select and demonstrate appropriate personal development skills and strategies in team and group situations • reflect on learning, apply new understandings and identify future applications. 	<p>Personal development</p> <p>Beliefs, behaviours and social and environmental factors influence relationships and self-management and shape personal development.</p> <ul style="list-style-type: none"> • Assuming roles and responsibilities, experiencing leadership opportunities, respecting cultural protocols and differences and working well with others, develops positive identity and self-esteem 	<ul style="list-style-type: none"> • Manage own behaviour. • Get on well with others. • Assist teachers when and where required. • Demonstrate leadership qualities.
<p>This will lead to the deep understandings of:</p> <p>Australia is a society that has systems of government and institutions based on principles and values of the Australian people.</p> <ul style="list-style-type: none"> • Debating a topic can influence people and that is how the process of democracy works. • We can influence people's decision making through the writing of a persuasive letter. • Artwork is an expression of social events. 		

Catering for Diversity

Enrichment Activities Students can: Investigate alternative parliamentary processes (communism, Presidencies)	Students requiring support Students can:
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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	✓	
	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	•
Creating with ICTs	•
Communicating with ICTs	•
Ethics, issues and ICTs	•
Operating ICTs	•

Key Resources

English	SOSE	The Arts	ICTS
Books on debating Books on persuasive letters A debate video	Society and Environment Book F Courier Mail Head Start-Government at Work Who wants to be a millionaire PowerPoint ABC TV Question Time http://www.parliament.qld.gov.au/view/forSchools/forSchools.asp?area=tours&LIndex=5&SubArea=tours	http://www.qag.qld.gov.au/home_arkley	

Assessment

The Assessment Tasks	Learning Experiences	
Description of tasks	Provided learning activities	The assessment tasks need to include:
<p>English-Debate Students will prepare an argument for participation in a debate on a contemporary issue</p> <p>English/SOSE –Persuasive letter Students will write a persuasive letter to the principal on a contemporary school related issue.</p> <p>SOSE- Short answer response test Students will complete a short answer response test to determine their knowledge and understanding of Australian Government and legal systems.</p>	<p>English-Debate Discuss and model: •Planning, drafting and editing techniques. •Roles in a debating team. •Developing a cohesive argument. •The debate process •Development of debating speaking skills including use of nonverbal and verbal techniques, •The inclusion of topics that appeal to and suit the audience.</p> <p>English/SOSE –Persuasive letter Discuss and model: •Planning, drafting and editing techniques for a persuasive letter on a contemporary school related issue. (organise ideas and information using graphic elements). •The generic structure of a persuasive letter including use of topic</p>	<p>English-Debate •A debate •Develop their debating skills •Use nonverbal and verbal techniques, •Include topics that appeal to and suit the audience.</p> <p>English/SOSE –Persuasive letter •The generic structure of a persuasive letter including use of topic sentences to emphasise a point or argument in each paragraph and focus the reader's attention and arguments require a position supported by reasoning and a conclusion. •Correct spelling, including technical terms •Appropriate grammar including sentence structure, paragraphing and correct tense. •Correct punctuation, including quotation marks,</p>

<p>The Arts-Visual Artwork Display Australian Artwork Students will design and create three pieces of art work to be displayed as part of the class expo.</p> <p>HPE-Personal Development Students will demonstrate qualities of leadership and manage own behaviour in the classroom and whilst on camp.</p>	<p>sentences to emphasise a point or argument in each paragraph and focus the reader's attention and arguments require a position supported by reasoning and a conclusion.</p> <ul style="list-style-type: none"> •Use of correct spelling, including technical terms •Use of appropriate grammar including sentence structure, paragraphing and correct tense. •Use of correct punctuation, including quotation marks, brackets and hyphens, enables readers to understand texts •Use of correct, consistent use of tense and subject-verb and noun-pronoun agreement to enhance clarity in complex sentences •How word origins and sound, visual and meaning patterns are used to spell multi-syllabic words with regular patterns •Topics that appeal to and suit the audience. <p>The Arts-Visual Artwork Display: Australian Artwork Discuss</p> <ul style="list-style-type: none"> •The changes in society that have occurred in Australia over time. •How artwork is influenced by these changes. •How Australian arts works contribute to national identities and global perceptions of Australia. •The elements and design concepts, including abstraction, depth, proportion and symbolism, that are used to deconstruct and reconstruct meaning in images and objects. •Creating arts works centred in an Australian context by combining and manipulating arts elements to communicate meaning •Reflecting on, analysing and evaluating the use of representations and arts elements in own and others' arts works. •Visiting the Queensland Art Gallery <p>HPE-Personal Development Discuss</p> <ul style="list-style-type: none"> •The four values of Buddina SS •The qualities of leadership. •The requirements of managing ones own behaviour whilst is an educational setting. 	<p>brackets and hyphens, enables readers to understand texts</p> <ul style="list-style-type: none"> •Correct, consistent use of tense and subject-verb and noun-pronoun agreement to enhance clarity in complex sentences. <p>SOSE- Short answer response test</p> <ul style="list-style-type: none"> •A short answer test that requires responses to knowledge and understanding of Australian Government and legal systems. <p>The Arts-Visual Artwork Display Australian Artwork</p> <ul style="list-style-type: none"> •Representation of the element of change in society that has occurred in Australia at a particular time. •Artwork that easily recognisable as being influenced by a change. •The elements and design concepts, including abstraction, depth, proportion and symbolism that are used to deconstruct and reconstruct meaning in images and objects. •An Australian context by combining and manipulating arts elements to communicate meaning •A checklist for students to reflect on, analyse and evaluate the use of representations and arts elements in own and others' arts works. <p>HPE-Personal Development</p> <ul style="list-style-type: none"> •Opportunities to demonstrate the four values of Buddina SS •Opportunities to demonstrate leadership. •Opportunities to demonstrate management of ones own behaviour whilst is an educational setting.
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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
- knowledge & understanding	- knowledge & understanding	- knowledge & understanding	- knowledge & understanding	- knowledge & understanding	- knowledge & understanding	- knowledge & understanding
- interpreting texts - constructing texts - appreciating texts - reflecting	- thinking and reasoning - communicating - reflecting	- investigating - communicating - reflecting	- investigating & designing - producing - evaluating - reflecting	- investigating - communicating - participating - reflecting	- creating - presenting - responding - reflecting	- investigating - planning - implementing and applying - reflecting