# Integrated Sample Unit – Life Skills – Year 11

# *Sample for implementation for Year 11 from 2018*

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit title** | My story is my history | **Duration** | **10 weeks**  English – 40 hours  History – 30 hours |
| **Unit description** | *This unit integrates outcomes and content from the English Life Skills Stage 6 and Modern History Life Skills Stage 6 syllabuses. Both the English Life Skills Stage 6 and the Modern History Life Skills Stage 6 courses have an indicative hour requirement of 120 hours per year.*  In this unit, students have opportunities to consolidate their understanding of time and chronology by engaging with their own personal connections to history. Students will explore ways in which people, communities and societies throughout time have shared their experiences and recorded their histories through:   * personal timelines * journals and diaries * portraits, drawings and photography * signatures, graffiti and etchings * verbal and visual storytelling including * Aboriginal Dreaming stories * storytelling in today’s world.   Students have opportunities to engage with and respond to a variety of multimodal texts in order to develop an understanding of how language is used to express people’s ideas, emotions and beliefs about themselves and their lives. In addition, students have opportunities to compose and respond to texts in order to learn about how individuals can share their experiences, beliefs, aspirations and talents.  *When undertaking this unit, it is important to take into account the individual communication strategies used by students. Students’ responses may be communicated through:*   * *gestures and/or facial expressions* * *the use of visual aids or symbols, such as a communication board or assistive or augmentative technology* * *varying degrees of verbal or written expression.*   *The activities presented may need to be adapted to allow students to respond using their individual communication strategies.* | | |
| **Outcomes**  **English Life Skills**  A student:  **ENLS6-1** communicates in a range of everyday contexts for familiar audiences and purposes  **ENLS6-2** reads, views and responds to texts in familiar contexts  **ENLS6-3** comprehends and responds to a range of texts in familiar and unfamiliar contexts  **ENLS6-4** uses strategies to comprehend a range of texts composed for different purposes and contexts  **ENLS6-5** accesses information to communicate for different purposes and in different contexts  **ENLS6-6** composes texts for a variety of purposes and audiences in a range of modes  **ENLS6-11** explores texts that express a range of ideas, values, points of view and attitudes Modern History Life Skills A student:  **MHLS6-1** engages with personal connections to history  **MHLS6-2** engages with the concepts of time and chronology  **MHLS6-3** explores continuity and change in the modern world  **MHLS6-6** engages with perspectives of the past  **MHLS6-8** engages with a variety of sources to investigate the past  **MHLS6-9** engages with differing interpretations and representations of the past | | | |
| **Text selections**  This unit provides opportunities for students to experience a range of print and multimodal texts. Teachers select texts or excerpts of texts, based on the strengths, interests and needs of individual students. Suggested texts may also be drawn from the following English Studies Stage 6 modules:   * Who do I think I am? – English and the self * The way we were – English for exploring our past | | **Historical concepts and skills**  *The following historical concepts are explored through this unit:*   * ***Causation*** *– the different ways in which people share their personal histories* * ***Continuity and change*** *– the changing nature of communication technology* * ***Perspectives*** *– the importance of storytelling in sharing beliefs and cultures* * ***Significance****– methods used for remembering the past*   The following historical skills are integrated throughout this unit:  **● *Analysis and use of sources***  **● *Historical interpretation***  **● *Historical investigation and research***  **● *Explanation and communication*** | |
| **Assessment overview**  Evidence of student learning could be gathered through:   * contributions to class discussions * responses to texts * identification of text purpose * recognition of self and peers in different mediums * selecting and/or using language to communicate ideas, beliefs and stories * composition of personal texts such as: * collages * timelines * verbal or written descriptions * print or digital images * sequencing of events, selecting and/or using language associated with time * identifying information from source materials * locating, selecting, organising and communicating information in relation to the topic   *Note: There is no formal expectation of assessment experiences for students undertaking Life Skills courses* | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Historical skills** | **Syllabus content** | **Teaching, learning and assessment** | **Resources/Suggested texts** |
| *Historical investigation and research*   * pose questions about the past Critical and creative thinking icon Personal and social capability icon   *Explanation and communication*   * use historical terms and concepts appropriately Ethical understanding icon Intercultural understanding icon Literacy icon Difference and diversity icon * demonstrate understanding of time and chronology Numeracy icon * select and use a range of methods to communicate about the past | **English**  Students:   * recognise that texts can explore issues relating to our world Sustainability icon Ethical understanding icon Civics and citizenship icon * compose texts independently or with a group Work and enterprise icon * use language features and textual form suitable to purpose, audience and context when composing texts Critical and creative thinking icon * compose a range of texts in different modes and combinations of modes, for example oral presentation using visual supports such as images, or a digital presentation Critical and creative thinking icon   **History**  *Historical Investigation*  The process of investigation could involve:   * engaging with relevant sources to investigate questions  Information and communication technology capability icon * identifying what sources can reveal about the past Critical and creative thinking icon * using historical terms appropriately Literacy icon * engaging with chronology and concepts, for example developing a timeline of an historical event, personality, period or concept Numeracy icon * developing texts to communicate about the past | **What methods do we use to remember the past?**  Students review the concept of time and chronology. As a class, create a mind map of different ways in which people, communities and societies record and share their beliefs and experiences with others.  Discuss the importance of sharing ideas and stories with others. Ask students to consider ‘Are all records from history written?’ Display examples of photographs, drawings or artefacts and encourage students to make connections or draw conclusions about the meaning and origin of the images/objects.  Using photographs, students create a visual timeline of an event or activity they completed recently, eg cooking, excursion, sport. Encourage students to link photographs to language associated with time such as first; next; after; last; during; later; before.  Create a word bank of key terms associated with time. Place emphasis on the scale of history from long ago to yesterday – that history can be over a period of centuries or hours.  Students consider the physical changes that they have undergone as they have grown older. Studying photos of themselves or others as an infant or young child, students record the differences between now and then. Consider the following questions for discussion:   * Why might parents take photographs of their children? * Why do people take photographs on holidays? * What is your favourite photograph? What makes it so special?   Students compose a recount (written, visual/symbolic or verbal) about their favourite holiday, a memorable special event or a photograph of significance. | National Museum of Australia  <http://www.nma.gov.au/>  Museums Victoria  <https://collections.museumvictoria.com.au/> |
| *Analysis and use of sources*   * identify different types of sources * identify relevant information from a range of sources Literacy icon * use sources to locate, select and use information Literacy icon   *Historical interpretation*   * recognise various historical ideas and representations * explore how different opinions in history can shape understanding Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon Difference and diversity icon   *Historical investigation and research*   * engage with a range of written and non-written sources to locate, select and organise information  Information and communication technology capability icon Literacy icon * explore perspectives of individuals and groups Aboriginal and Torres Strait Islander histories and cultures icon Difference and diversity icon   *Explanation and communication*   * develop texts about the past  Information and communication technology capability icon Literacy icon * select and use a range of methods to communicate about the past | **English**  Students:   * engage with a broadening range of texts with unfamiliar structures and language * recognise that texts can present different perspectives Difference and diversity icon * read and respond to a range of personal, imaginative and informative texts taken from literature and other sources, for example autobiographies, travel guides, novels * work collaboratively to access information from a range of sources Work and enterprise icon * use scaffolds to compose texts * compose a range of texts in different modes and combinations of modes, for example oral presentation using visual supports such as images, or a digital presentation Critical and creative thinking icon   **History**  *The Construction of Modern Histories*  Students:   * recognise that people can have differing experiences of the same period in time Difference and diversity icon * explore the different ways history can be made, eg narrative history, biography, oral histories, anecdotes, news reports, artefacts and formal historical publications Aboriginal and Torres Strait Islander histories and cultures icon Intercultural understanding icon * compare differing experiences, interpretations and perspectives of the past Critical and creative thinking icon Ethical understanding icon Difference and diversity icon   *Historical Investigation*  The process of investigation could involve:   * identifying what sources can reveal about the past Critical and creative thinking icon * using a range of sources to locate, select and organise information  Information and communication technology capability icon Literacy icon * using a range of sources to develop historical knowledge and understanding * presenting and communicating information using a range of oral, written and/or multimedia forms, including ICT  Information and communication technology capability icon Literacy icon Personal and social capability icon | **How do people communicate stories and experiences from their past?**  Introduce the concept of journalling. Students consider reasons why people throughout history have kept journals, memoirs and diaries.  Students explore texts from a range of people who travelled in the First Fleet to Australia. The teacher leads discussion around the differences between primary and secondary sources. Students consider how different people had different perspectives about the same event.  Questions for discussion:   * Why is the First Fleet an important event in Australia’s history? * Why is it important to remember what happened to the First Fleet and Aboriginal Peoples involved? * How would you feel if you had to be transported on-board a First Fleet ship?   Students choose or are given a profile of a prisoner travelling to Australia. Independently or with support, students research the story of the prisoner and compose a journal entry as the prisoner in present tense. Students may present the journal entry as a written text, oral presentation, recorded performance or signed/symbolic story.  The teacher leads discussion around why written Aboriginal perspectives from this time period are not prolific. Students explore the importance of verbal and visual storytelling in Aboriginal culture.    Students engage with and respond to literary texts that use features of journals, diaries and recounts. Texts may include longer texts such as novels, autobiographies, biographies, films and documentary television series. Through the study of these texts, students extend their skills in comprehending and responding to texts, and develop their own abilities to use language expressively and imaginatively (see Suggested texts).  Individually or as a group, students compose a text that represents personal identity and shares personal experiences or beliefs with others. Examples may include:   * Using photographs or recorded video of events, create a visual diary using digital technology such as Book Creator™ or IMovie™. * Create individual or class diaries using images or picture exchange symbols. | Convict Records – State Library of QLD  <https://convictrecords.com.au/timeline/1787>  A Convict Story – NSW DoE  <http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/Web/13651/>  **Suggested texts:**  **Fiction:**  *Billionaire Boy*, novel by David Walliams,  HarperCollins 2011  *Diary of a Wimpy Kid,* novel byJeff Kinney,  Penguin 2008  *Diary of Wombat*, picture book by Jackie French,  HarperCollins 2013  *The Diary of a Killer Cat,* novel by Anne Fine,  Penguin 2011  **Nonfiction:**  *Dreaming Stories:*  *Dreamme,* <http://dreamtime.net.au/dreaming/story-list/>  *Boy: Tales of Childhood* novel by Roald Dahl,  Puffin 2009 |
| *Historical interpretation*   * recognise various historical ideas and representations   *Historical investigation and research*   * explore perspectives of individuals and groups Aboriginal and Torres Strait Islander histories and cultures icon Difference and diversity icon | **English**  Students:   * recognise that photographs, pictures or symbols can be used to communicate  Information and communication technology capability icon * express a point of view about a text Personal and social capability icon * make inferences from information in a text Critical and creative thinking icon * use elements of visual texts to interpret meaning, for example size and colour of images * compose digital texts individually or collaboratively for different contexts using word-processing, editing and publishing skills  Information and communication technology capability icon Work and enterprise icon * use a range of modes, media and technologies to organise and present ideas  Information and communication technology capability icon * use digital communication responsibly, for example posting on social media Ethical understanding icon Personal and social capability icon   **History**  *The Construction of Modern Histories*  Students:   * identify differing experiences, interpretations and perspectives of the past in a range of historical texts and sources Intercultural understanding icon Personal and social capability icon * compare differing experiences, interpretations and perspectives of the past Critical and creative thinking icon Ethical understanding icon Difference and diversity icon | **How do people communicate their ideas and beliefs in different ways?**  Investigate different styles of portraits and self-portraits throughout history. Ask students to consider the materials used and how they have changed or are different for varying cultures. Examples include:   * etchings/drawings * oil paintings * early photographs – vintage or Victorian era, early camera technology * photo collages.   Display a range of portraits for students to engage with and respond to. As students engage with the portraits, ask them to consider:   * What can we discover about a person by looking at their portrait? * What do you think the artist wanted to communicate about the person in the portrait? * How might the relationship between artist and sitter change the outcome of the portrait? * What kind of life do you think this person leads? Are there any objects that give clues about the person’s lifestyle? * Is this a person you would like to meet? Why, or why not? * If the person in this portrait could speak to you, what do you think they would say?   Students experiment with different styles of portraits by using filters and digital editing software to transform photographs of themselves. Examples of editing software include Adobe Photoshop™, Snapchat™ or PhotoScape™. *Note: ensure students are supported to use any online software and are aware of and adhere to, cyber safety principles.*  Discuss the concept of ‘selfies’ as modern-day self-portraits and how they are used to express people’s ideas, emotions and beliefs about themselves and their lives. Students explore a variety of different methods to produce a ‘selfie’ that conveys a positive message about themselves. Examples include:   * collage using a range of materials * sculpture * drawings and/or animation, including digital photography.   Encourage students to explain their design choices, reflecting on and communicating about, how personal experience informs and shapes identity.  Additional activities:   * Visit a local art gallery and explore displayed portraits * Organise a virtual excursion with the National Portrait Gallery * Create a tactile self-portrait by collecting items that they feel represent themselves * Create personal puzzles using cut-up pictures of facial features. Encourage students to ‘mix and match’ to create different interpretations. | National Portrait Gallery  <http://www.portrait.gov.au/portraits/>  Artists and their Self Portraits – Blake Prim  <https://youtu.be/73aD0682yBE>  Art Gallery of NSW – Archibald Prize  https://www.artgallery.nsw.gov.au/prizes/archibald/  **Suggested texts:**  **Multimedia:**  *Who Do You Think You Are?* –‘John Butler’, SBS Television, 2016  *Who Do You Think You Are?* –‘Catherine Freeman’, SBS Television, 2008  *Anh’s Brush with Fame*, -–‘Rosie Batty’, ABC Television, 2017 |
| *Analysis and use of sources*   * explore the usefulness of sources Ethical understanding icon  Information and communication technology capability icon Literacy icon * recognise a variety of historical sources  Information and communication technology capability icon Literacy icon   *Historical investigation and research*   * recognise issues in investigating the past Aboriginal and Torres Strait Islander histories and cultures icon | **English**  Students:   * view visual, multimodal or digital texts for personal and educational purposes  Information and communication technology capability icon * identify different ways information is conveyed in visual texts, multimodal or digital texts, for example the use of symbols, images, sounds  Information and communication technology capability icon * interpret a range of visual texts, for example diagrams, animations and images  Information and communication technology capability icon Numeracy icon * use elements of visual texts to interpret meaning, for example size and colour of images * compose a range of texts in different modes and combinations of modes, for example oral presentation using visual supports such as images, or a digital presentation Critical and creative thinking icon * use a range of modes, media and technologies to organise and present ideas  Information and communication technology capability icon   **History**  *The Construction of Modern Histories*  Students:   * explore the different ways history can be made, eg narrative history, biography, oral histories, anecdotes, news reports, artefacts and formal historical publications Aboriginal and Torres Strait Islander histories and cultures icon Intercultural understanding icon | **How do people leave behind a message or symbol for future generations?**  Students explore how throughout history people, communities and societies have developed methods for sharing their stories, ideas and beliefs through graffiti, art and symbols.  *Note: ensure students are aware of local regulations regarding graffiti and avenues for legal creation of artwork.*  Using a variety of visual examples, students explore the history of graffiti. Students consider:   * Why might people mark buildings and areas with images and symbols? * How might different people view the same image? * What message was the artist/composer trying to share? * Why do you think some people view graffiti as vandalism but others view it as art? * What are the rules and laws about graffiti and street art?   Students create their own digital work of graffiti, describing their design choices and symbolic meaning.  Discuss the ways in which people throughout history have made ways of identifying themselves. Explore the significance of wax seals/stamps in creating images that represent personal and official profiles. Independently or as a group, students create their own wax seal using images and symbols that are meaningful to their own personal identity.  Explore the development of signatures in different societies and why they became necessary. Explore how signatures have changed throughout time and how technology has affected this. Activities may include:   * Experimenting with taking fingerprints and handprints, using different colours and patterns to create a range of images * Using different materials such as sticks, pens or brushes, students create their own signature * Using instructions from *babble dabble do*, students create their own quill and experiment designing different symbols and signatures.   Investigate modern ways of ‘leaving a mark’ by exploring ‘emojis’ or emotive icons. Using a digital device, experiment with a selection of emojis and create a collage or story using pictures to represent meaning. | *Colour Theory*–‘Recko Reni’, SBS Television, 2014  <http://www.sbs.com.au/news/video/124743747955/Colour-Theory-S1-Ep5-Reko-Rennie>  Graffiti Creator  <http://www.graffiticreator.net/>  How to make a wax sealer stamp – Storm the Castle  <http://www.stormthecastle.com/how-to-make-a/how-to-make-a-medieval-wax-sealer.htm>  Quill instructions – Babble Dabble Do  <http://babbledabbledo.com/design-for-kids-how-to-make-a-quill-pen/> |
| *Analysis and use of sources*   * recognise a variety of historical sources  Information and communication technology capability icon Literacy icon   *Historical interpretation*   * recognise various historical ideas and representations   *Historical investigation and research*   * recognise issues in investigating the past Aboriginal and Torres Strait Islander histories and cultures icon   *Explanation and communication*   * develop texts about the past  Information and communication technology capability icon Literacy icon * select and use a range of methods to communicate about the past | **English**  Students:   * communicate ideas about print, visual, multimodal or digital texts, for example what they liked or disliked, the topic, main idea or story  Information and communication technology capability icon * engage with a broadening range of texts with unfamiliar structures and language * read and respond to a range of personal, imaginative and informative texts taken from literature and other sources, for example autobiographies, travel guides, novels * compose a range of texts in response to narrative texts, for example write a film review, role-play a scene from a novel, create a social media profile for a character * compose a range of imaginative and creative texts, for example oral or written stories, poems and/or songs Critical and creative thinking icon   **History**  *The Construction of Modern Histories*  Students:   * explore the different ways history can be made, eg narrative history, biography, oral histories, anecdotes, news reports, artefacts and formal historical publications Aboriginal and Torres Strait Islander histories and cultures icon Intercultural understanding icon   *Historical Investigation*  The process of investigation could involve:   * developing a personal connection to historical investigations * using sources to identify different perspectives about the past Critical and creative thinking icon Ethical understanding icon Intercultural understanding icon | **How have people shared their ideas, beliefs and histories in the past?**  The teacher leads a discussion around the importance of communication in sharing traditions, customs and beliefs within families, communities and beyond. Encourage students to share a family tradition they enjoy with the class.  Investigate the history of Aboriginal Dreaming stories and how traditional beliefs and cultures have been passed on through storytelling. Students engage with and respond to various Aboriginal Dreaming stories and texts which explore the importance of storytelling. Where possible, encourage and support students to express opinions and comparisons about texts.  Explore other methods of communication used throughout history to pass on stories, messages and histories such as:   * Morse code – this could be investigated through drum beating or other auditory methods * Letter writing – students could explore the history of sending traditional mail through the postal system and create letters using words, visual images, pictures or photographs. If possible, students could travel to a nearby postal box and ‘post’ letters to themselves or a friend. * Folk songs – listen to a variety of folk songs and have students respond to the music, making connections about the main message or ‘story’ the song is representing. Examples include:   + ‘Botany Bay’ author unknown   + ‘Waltzing Matilda’byAB Paterson and Christina Macpherson   + ‘Father and Son’ by Cat Stevens   + ‘American Pie’ *by* Don McLean | **Suggested texts:**  **Fiction:**  *Stradbroke Dreamtime,* short stories by Oodgeroo Noonuccal,  HarperCollins, 1999  *Where the Forest Meets the Sea* Baker, novel by Jeannie Baker,  Greenwillow, 1988  *Malu Kangaroo: How the First Children Learnt to Surf*, novel by Judith Morecroft, Little Hare Books, 2007  **Poetry and drama:**  *Honey Spot*, by Jack Davis,  Currency Press, 1987  *Spirit Song: A collection of Aboriginal Poetry* by Lorraine Mafi-Williams,  South Australia Omnibus Books, 1993  **Nonfiction:**  *Playground:* *Listening to Stories from Country and from Inside the Heart,* by Nadia Wheatley,  Allen and Unwin, 2011  **Multimedia:**  *Dust Echoes,* ABC Television & Djilpin Arts Aboriginal Corporation, <http://www.abc.net.au/tveducation/series/DUSTECHOES.htm> |
| *Analysis and use of sources*   * identify relevant information from a range of sources Literacy icon   *Historical investigation and research*   * engage with relevant sources to investigate questions  Information and communication technology capability icon Literacy icon   *Explanation and communication*   * demonstrate understanding of time and chronology Numeracy icon * select and use a range of methods to communicate about the past | **English**  Students:   * use a telephone to communicate with familiar and unfamiliar people  Information and communication technology capability icon * recognise language features of everyday and workplace texts, for example colloquial and informal language, visual and graphic elements Civics and citizenship icon * respond to social media texts, for example contribute to a class blog, comment on a social media post  Information and communication technology capability icon * use language features and textual form suitable to purpose, audience and context when composing texts Critical and creative thinking icon * compose a range of everyday texts, for example email, social media posts, calendar or school diary entry * recognise the difference between private and public texts Ethical understanding icon Personal and social capability icon   **History**  *The Construction of Modern Histories*  Students:   * explore the different ways history can be made, eg narrative history, biography, oral histories, anecdotes, news reports, artefacts and formal historical publications Aboriginal and Torres Strait Islander histories and cultures icon Intercultural understanding icon   *Historical Investigation*  The process of investigation could involve:   * investigating the past using historical skills * engaging with chronology and concepts, for example developing a timeline of an historical event, personality, period or concept Numeracy icon | **How are people sharing their ideas, beliefs and histories in the modern world?**  Students explore the role of technology in changing the way in which people communicate and share stories. Questions for consideration:   * How are people sharing their stories in today’s world? * What technology are they using to do this? * What are some of the risks in using technology to share and keep our records and personal histories?   Investigate the development of telephone communication. Students explore the changes to telephone technology through photographs and create a visual timeline. Students to explore protocols of telephone conversations, for example ‘Hello. My name is\_\_\_\_. May I speak to \_\_\_?’.  Students explore the development of social media as a method of sharing stories, ideas, beliefs and cultures. The teacher selects examples of blogs, video logs, photographs and short texts such as Tweets to display to class. Students respond to text, identifying purpose, context and meaning where possible.  Revise cyber safety principles around protecting personal information online.  Students create personal profiles about themselves using a written or digital scaffold. Students consider what information they want to share with others and what should stay private. Questions for discussion:   * What stories from my life do I want to share with others? * What information would I like other people to know about me? * How do I want people to remember me?   As a group, students create a ‘time capsule’, each contributing a text, image or item that represents their personal identity or story from their past. Texts could be collected or created. Encourage students to describe their item in detail and explain why they made the selection. Students consider how people from future generations would view the items and what assumptions they may make about the people who left them. | A visual history of the telephone – Tom Vanderbilt  <http://www.slate.com/articles/life/design/2012/05/telephone_design_a_brief_history_photos_.html>  Protecting personal information – Office of the eSafety Commission, Australian Government  <https://esafety.gov.au/esafety-information/esafety-issues/protecting-personal-information>  **Suggested texts:**  **Multimedia**:  *Goat on a Cow* – Radiolab  <http://www.radiolab.org/series/podcasts/>  *My Place* – Australian Broadcasting Commission  <http://www.abc.net.au/abc3/myplace/> |

|  |
| --- |
| Reflection and evaluation |