# Sample Unit – English Life Skills – Year 12

***Sample for implementation for Year 12 from Term 4, 2018***

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| **Unit title** | Exploring places and people | **Duration** | 10 weeks |
| **Unit description** | In this unit, students will explore other places and cultures through viewing and composing a range of texts. They will develop an understanding of diversity between peoples, perspectives and cultures. Students will learn to locate information and communicate personal views and preferences.    When undertaking this unit, consideration must be given to the communication strategies used by students. Activities and assessment opportunities may need to be adjusted to meet student needs. | | |
| **Outcomes**  A student:  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  ENLS6-7 identifies how language forms and features of texts vary according to purpose, audience and context  ENLS6-8 uses appropriate language forms and features when composing texts for different modes, media, audiences, contexts and purposes  ENLS6-11 explores texts that express a range of ideas, values, points of view and attitudes  ENLS6-12 reflects on own learning processes and goals | | | |
| **Text selections**  This unit provides opportunities for students to experience texts drawn from:   * Australian texts, including texts by Aboriginal authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander peoples * a wide range of cultural, social and gender perspectives, popular and youth cultures * a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. | | | |
| **Assessment overview**  *Assessment of Learning*  Evidence of student learning could be gathered by completing observational checklists during class activities. Skills to be observed may include:   * locating relevant information in a text * identifying purpose and audience * identifying and/or using appropriate language forms and features.   *Assessment as and for learning*  Evidence of student learning could be gathered in relation to the following skills:   * working collaboratively with peers * completing peer assessment checklists * composing a range of texts independently and/or with assistance * locating relevant information from a range of texts * contributing appropriately to discussions * expressing personal ideas and preferences * displaying appropriate listening behaviours. | | | |

| **Content** | **Teaching, learning and assessment** | **Resources** |
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| **ENLS6-6**  *Respond to and compose texts*   * use scaffolds to compose texts * compose a range of texts in different modes and combinations of modes, for example oral presentation using visual supports, for example images or a digital presentation Critical and creative thinking icon | **Sharing personal experiences of travel**  Students bring in photos, souvenirs or video clips from personal travels in order to prepare a presentation for the class.  Activities may include:   * using a scaffold to prepare a verbal or visual description of a favourite location or event * using a scaffold to prepare a verbal or visual recount of a memorable travel experience * selecting or creating captions to accompany images * presenting to the class verbally or by using alternative and augmentative communication systems. | Teacher created scaffold  Students’ own items, including photos, film clips and souvenirs |
| **ENLS6-5**  *Engage personally with texts*   * access information in the community, for example opening hours for the library, the cost of membership for a fitness centre, cinema times and venues for a film https://lh4.googleusercontent.com/1USu359LjcFWOcrFTTaaPyar5ziAbgBK4YgcvVNZjq9tNN_yY6N2dCKeDZ8TPElxnPrBaXtJRbmqUzMD5RBEY5vDcbB5AA5OIPpbjtXM7uwPL7K0r2r7nOvihVdzsVpZfI2I-BTl https://lh5.googleusercontent.com/WVSnRyGnrqlCrqSS5v-anrdJeyEAzrmzIiGCgHA5OJdUeM-cCS7sZ7L1q4KU1DJHGVnzOB3HSZxQawqPOH2MDWicptTdg2Aj316dtBVlxMBzJCmuKPz_ZlS8HaFKfik1Fzg9rcXa   *Respond to and compose texts*   * ask questions to access information in a variety of contexts, for example in the community, classroom, workplace Personal and social capability icon Work and enterprise | **Trip into the local community**  Class discussion: What’s in our local community? Whose Aboriginal Country is the community in? When did non-Aboriginal people first arrive in the area? Are there places where the local Aboriginal community meets regularly? Are there any items/places of cultural or historic importance in their community? What do people like to do and visit in their local area?  After the class discussion, students plan and/or participate in a trip to locations within the local community which may hold cultural significance. Examples may include a memorial park, foundation stones and plaques, council chambers, places significant to Aboriginal peoples, a visitor information centre.  Students identify and respond to universal symbols, such as information, toilets, police, first aid, bus stop, pedestrian crossing, walk/don’t walk. Activities may include:   * identifying the information symbol and visiting the location to obtain information * identifying community symbols and using the facility.   Students gather travel brochures of the Kimberley and Southeast Asian destinations, such as Cambodia, Indonesia, Thailand, Vietnam, in preparation for future activities. | NSW Aboriginal Education Consultative Group Inc. – *AECG Regions*  <https://www.aecg.nsw.edu.au/aecg-regions/> |
| **ENLS6-4**  *Engage personally with texts*   * express a point of view about a text https://lh5.googleusercontent.com/Rxtd35_bD9NYVAYTpCQ-l7NjzMfiyFajA_6a4YcahraxXOTfH4tnHYhUexf1uMPSXbOwgmNnpyg5qdPeM0mzCxt4kZSRo3k71lpcoUKMsqqj_fEDdSEoLDDRM41ErrQUfCaz07YL   *Understand the connections between language, context and meaning*   * use reading behaviours to comprehend written texts, for example reading headings and subheadings, using images and graphics to understand text, predicting, re-reading and self-correcting https://lh5.googleusercontent.com/Rxtd35_bD9NYVAYTpCQ-l7NjzMfiyFajA_6a4YcahraxXOTfH4tnHYhUexf1uMPSXbOwgmNnpyg5qdPeM0mzCxt4kZSRo3k71lpcoUKMsqqj_fEDdSEoLDDRM41ErrQUfCaz07YL * use digital literacy skills to locate and comprehend information in digital texts https://lh6.googleusercontent.com/WSefKq_SVlkCAk8JjIg-pKyEHoJ9mbq8vmhjNlaSXq0PM2NXsYXw6HhprbvvU0SC_O7S7pZxOTygyLn98r1oPNm-O5E79mQsI6M1JEU8xlv8c6iKp1oIe6_2wgLfuojrK4cfjYe5 * use language features to gain meaning from texts, for example bullet points or lists in a written text, icons or symbols on a webpage https://lh6.googleusercontent.com/EdvWh_GyIWeWkoGzdGdG9BqJEgLeSCWG-ycm_Ma_NHT-SdquLmMhWNsXEBePNJdnyi80i2boeVBa6HKHOXPlb8dY9U3FQdu17gGxh2NIB93Ce9_NblFf7MPQ2sow38VEV8vn-tit   **ENLS6-5**  *Understand the connection between language, context and meaning*   * use strategies to assess usefulness of information, for example identify the best person to ask a question, identify and consider the source of a webpage, choose a resource from a selection Critical and creative thinking icon   *Respond to and compose texts*   * access a range of texts to locate information * skim and scan texts for information Critical and creative thinking icon   **ENLS6-6**  *Respond to and compose texts*   * compose a range of texts in different modes and combinations of modes, for example oral presentation using visual supports, for example images or a digital presentation Critical and creative thinking icon * compose a range of imaginative and creative texts, for example oral or written stories, poems and/or songs Critical and creative thinking icon | **Places of cultural significance**  After exploring places of significance in our local community, discuss with students what other places or landmarks in Australia might hold cultural significance for us. Guide students to identify places of significance to Aboriginal and Torres Strait Islander peoples. Students identify these places on a map and create a legend to illustrate why these places are significant to Aboriginal and Torres Strait Islander peoples.  Students go on a virtual road trip to the Kimberley and surrounds.  Class discussion/brainstorming: What do we know about Australia and the Kimberley region? Why might tourists visit the area? How is the area significant to local and other Aboriginal and Torres Strait Islander peoples? Locate the Kimberley area on a map and view images. How does the region compare to the students’ local area? Students complete a compare/contrast graphic organiser to illustrate the differences between the Kimberley region and their local area.  Explain to students that they will be taking a virtual road trip to the Kimberley. Ask students how they can find out about places they may like to visit on the way. Students, independently or with assistance, research the nominated destinations. Students use the information gained to make personal or group choices of desired places to visit and justify their choices. This may be done by:   * using gestures or facial expressions to indicate if they would select a destination * describing or indicating locations they would enjoy visiting * giving reasons why they would like to visit.   Use student choices to create an itinerary and map for the road trip. As a class, ‘visit’ each location through viewing a range of texts including print or digital media texts and books. Students respond to each ‘stop’ through a range of activities. These may include:   * contributions to a travel blog * social media messages to friends * composing postcards, letters and emails * selecting images and creating a visual recount * keeping a personal journal.   Students identify a favourite place visited and recommend it to others. Recommendations may be made by:   * composing a letter to a friend or the editor of a travel magazine * composing an online review and/or selecting a star rating on a site such as trip advisor * annotating an image. | Print or online maps of Australia  Web sites such as:  *Trip Advisor* <https://www.tripadvisor.com.au/>  Australian Tourism website – *Western Australia’s Best Aboriginal Experiences*  <http://www.australia.com/en/articles/best-aboriginal-experiences/best-aboriginal-experiences-wa.html>  Art Gallery of Western Australia - *Kimberley Aboriginal Art Trail Map*  <http://desertriversea.com.au/download/drs-art-trail-map.pdf?v=2>  Blog sites, such as *Edublog* <http://edublogs.org/> |
| **ENLS6-5**  *Understand the connections between language, context and meaning*   * use strategies to assess usefulness of information, for example identify the best person to ask a question, identify and consider the source of a webpage, choose a resource from a selection Critical and creative thinking icon * distinguish between fact and opinion in texts   *Respond to and compose texts*   * use technology to access information, for example online search engines, ebook library  Information and communication technology capability icon * access a range of texts to locate information * skim and scan texts for information Critical and creative thinking icon   **ENLS6-7**  *Engage personally with texts*   * recognise that texts are composed for different audiences, for example, advertising targeting adults and advertising targeting teenagers   *Understand the connections between language, context and meaning*   * use language features or textual form to identify purpose of text, for example persuasive, imaginative, informative, reflective Critical and creative thinking icon   **ENLS6-8**  *Respond to and compose texts*   * use strategies to plan texts, for example scaffolds, mind maps, brainstorming Personal and social capability icon https://lh5.googleusercontent.com/WVSnRyGnrqlCrqSS5v-anrdJeyEAzrmzIiGCgHA5OJdUeM-cCS7sZ7L1q4KU1DJHGVnzOB3HSZxQawqPOH2MDWicptTdg2Aj316dtBVlxMBzJCmuKPz_ZlS8HaFKfik1Fzg9rcXa * use strategies to structure texts, for example scaffolds, graphic organisers, headings, dot points Critical and creative thinking icon * understand and undertake the processes of composing texts, for example planning, drafting, editing, publishing Critical and creative thinking icon * compose informative texts using appropriate language features and textual form, for example information report, infographic or brochure   **ENLS6-12**  *Engage personally with texts*   * recognise ways they monitor their understanding of texts Personal and social capability icon   *Respond to and compose texts*   * provide feedback to other students, for example evaluating other students’ texts, assisting other students in the editing process Ethical understanding icon Personal and social capability icon | **Who are our ‘neighbours’?**  Class discussion: What do we know about Southeast Asia? Locate the region on a map/globe and view images of various locations. Students discuss/predict what they might find if they visited there. Things to consider may include climate, vegetation, animals, housing, geographical features and peoples.  If students were to plan a holiday destination in Southeast Asia, where would they go for information to help them decide on a destination? Responses should include travel agencies, travel websites, travel shows. Students share a range of travel brochures for Southeast Asian countries that they have previously collected and view travel websites. What is the purpose of these texts? Guide students to identify persuasive techniques used in these texts, such as descriptive language and images.  With guidance, students identify information from the text and images which would inform and assist them in making a choice about their holiday destination. Relevant information may include:   * how to get there and how long the trip may be * activities available at the location * cost * facilities for people with a disability * sites of cultural significance * accommodation * scenery.   Students select their desired holiday destination, providing reasons for their choice. Ask them how and where they can find out more about their chosen location. Assist students in locating additional information from various books and websites.  Students compose a text, independently or with assistance, which would assist others in making the decision to visit their chosen location. Texts may include:   * a travel brochure * a visual compilation of location images * a multimedia presentation * a poster * an infographic * an imovie * letter.   Students view peer texts and provide feedback. Feedback may include comments such as:   * Was the information helpful? * Would they be persuaded to visit the location? * What did the composer do well? * How might it be improved? | Print or online world map  Range of commercially produced travel brochures  Travel websites such as:  Wikitravel – *Southeast Asia*  <http://wikitravel.org/en/Southeast_Asia>  Lonely Planet – *Southeast Asia*  <https://www.lonelyplanet.com/southeast-asia>  Tourradar – *Southeast Asia Tours & Trips*  <http://www.tourradar.com/b/south-east-asia>  Range of travel related shows such as:  *Caravan of Courage* (Hamish and Andy)  *Ahn Do Does Vietnam*  *Get Away*  *Sydney Weekender* |
| **ENLS6-11**  *Engage personally with texts*   * recognise that texts can explore issues relating to our world https://lh3.googleusercontent.com/E1zMyu_wVrGGPtHw-Y6vOBNArgDRHuQRF9WxfiBXXdADWIIrCOtfPHTaPX0Xxt_2vcH9KtM__I-hMdtBkp0UsxwRz0t87vXv5dwg6O-ZZKJ2n7D_WwHb8i3fI2xfbW0vDEym_ydg Ethical understanding icon Civics and citizenship icon   *Respond to and compose texts*   * identify points of view, values and attitudes presented in a range of texts https://lh3.googleusercontent.com/E1zMyu_wVrGGPtHw-Y6vOBNArgDRHuQRF9WxfiBXXdADWIIrCOtfPHTaPX0Xxt_2vcH9KtM__I-hMdtBkp0UsxwRz0t87vXv5dwg6O-ZZKJ2n7D_WwHb8i3fI2xfbW0vDEym_ydg Difference and diversity icon * explore cultural assumptions made in texts, including texts by and about Aboriginal and Torres Strait Islander people and people with Asian heritage Aboriginal and Torres Strait Islander histories and cultures icon Asia and Australia’s engagement with Asia icon Intercultural understanding icon | **Making the journey**  Students read or view a text or text extract involving a significant journey. They explore the character’s motivation for the journey, the positive and negative experiences they encounter along the journey, and how the journey has changed them. Through engagement with this text, students develop an understanding that journeys can be taken for cultural, spiritual and personal reasons, and that every journey has the potential to change our perspectives. | Examples of texts that can be explored:  *The China Coin* by Allan Baillie  *Rabbit Proof Fence* by Doris Pilkington (film directed by Phillip Noyce)  *Parvana* by Deborah Ellis  **Note:** the texts suggested explore various cultural, historical and social contexts. Teachers will need to consider culturally inclusive and sensitive approaches to introducing and exploring these texts. |

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| Reflection and Evaluation |