KIRWAN STATE HIGH SCHOOL	SUBJECT: Essential English	UNIT: 1

Unit Description	Unit Objectives
Language That Works Students explore how meaning is communicated in contemporary texts developed for and used in a work context. Students develop and use a range of strategies and skills to comprehend and interpret these texts. They explore how the relationships between context, purpose and audience create meaning in work-related texts. Students identify, consider and explain language choices and the organisational features of texts, and their impact on meaning. Students respond to a variety of work-related texts and create texts of their own for a variety of purposes and audiences. In responding to texts, students focus on developing strategies and skills to comprehend texts developed for and used in a work context. They consider the various ways in which these texts communicate information, ideas and perspectives. They do this by developing and applying skills to identify main ideas, and interpret, question and infer when reading, viewing and listening to a range of texts. In creating texts, students develop their skills in using appropriate vocabulary and accurate spelling, punctuation and grammar to enable effective communication. Students should be given opportunities to create texts that convey meaning and various points of view on key work-related issues and ideas, using appropriate language features, content and mediums for a range of purposes, audiences and contexts. **TOPIC 1:** *Within the Workplace* – Conditions of Employment; Rights at Work; Awards; etc. **TOPIC 2:** *Workplace representations* – how companies represent themselves, workplace behaviours and traits.	1. use patterns and conventions of genres to suit work-related purposes and audiences 2. use appropriate roles and relationships with audiences 3. construct and explain representations of identities, places, events and concepts in work-related texts 4. make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin work-related texts and influence meaning 5. explain how language features and text structures shape meaning in work-related texts and invite particular responses 6. select and use subject matter to support perspectives 7. sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts 8. make mode-appropriate language choices according to the register variables informed by purpose, audience and context 9. use language features to achieve particular purposes across modes.

Assessment Plan:				
Task	**%**	**Objectives to be assessed**	**Conditions**	**Date**
Spoken Workplace Seminar Students will present an informative seminar on workplace conditions relevant to a specific job/industry, and will then invite their audience to take up a position in regards to workplace issues.	25%	1. use patterns and conventions of genres to suit work-related purposes and audiences 2. use appropriate roles and relationships with audiences 3. construct and explain representations of identities, places, events and concepts in work-related texts 4. make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin work-related texts and influence meaning 6. select and use subject matter to support perspectives 7. sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts 8. make mode-appropriate language choices according to the register variables informed by purpose, audience and context 9. use language features to achieve particular purposes across modes.	**Length:** 3-5mins per student **Conditions:** Individual Task; five weeks' notice of task; **may** be supported by additional video/digital media (focus on spoken/signed element); spoken/signed may be performed live or video-recorded	Term 1, Week 8
Task	**%**	**Objectives to be assessed**	**Conditions**	**Date**
Exam Response Students respond to two stimulus texts (Promotional Photographs and Infographic from Defence Force Recruitment) identifying, considering and explaining how the elements of these texts communicate ideas and information.	25%	3. construct and explain representations of identities, places, events and concepts in work-related texts 4. make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin work-related texts and influence meaning 5. explain how language features and text structures shape meaning in work-related texts and invite particular responses 6. select and use subject matter to support perspectives 9. use language features to achieve particular purposes across modes.	**Length:** 200-300 words for each response **Time:** 90mins + 15mins planning	Term 2, Week 5

Monitoring and Reviewing:	
Strategies for Monitoring Student Progress	**Planned Reviews at Key Intervals**
Aggressive monitoring during Do Now activities Collection of student formative writing and giving verbal and written feedback. Developing activities to target areas of weakness as identified from formative writing. Collection of drafts and chunking deadlines during assessment.	☐ Term 1 Week 4: Choose workplace condition and industry ☐ Term 1 Week 5: Planning and research due ☐ Term 1 Week 6: Full Draft due ☐ Term 1 Week 7: Rehearsal; teacher feedback on one rehearsal ☐ Term 2 Week 1: Practice exam 1 ☐ Term 2 Week 3: Practice exam 2

Underpinning Factors:				
Guaranteed Vocabulary:		**Literacy Skills**	**21st Century Skill/s**	
Stimulus Representation Employee/Employer Assumption Attitudes Beliefs Values Issues Perspective Underpinning Infographic Vocabulary that emerges from texts.	Technical Visual Literacy terms <u>Shot Types</u> • Extreme Close Up • Close Up • Medium Close Up • Medium Shot • Medium Long • Long Shot • Extreme Long Shot • High Angle • Low Angle • Foreground • Background	Literacy is important in the development of the skills and strategies needed to express, interpret and communicate complex information and ideas. In Essential English, students apply, extend and refine their repertoire of literacy skills and practices by establishing and articulating their views through creative response and argument. They experiment with different modes, mediums and forms to create new texts and understand the power of language to represent ideas, events and people.	Critical Thinking – analysing and reasoning in response to texts Communication – written and verbal communication for a range of audiences	
		Numeracy Skills	**Cognitive Verbs**	
		Students use numeracy in Essential English when they practise and apply the skills of interpreting and analysing, comparing and contrasting, making connections, posing and proving arguments, making inferences and problem-solving as they create and respond to a range of texts. For example, students use numeracy skills when they create and interpret sequences and spatial information in nonfiction texts or consider timing and sequence when developing photo stories. They draw conclusions from statistical	*Retrieval and Comprehension:* Explain Identify Select Use	*Analytical Processes:* Consider *Knowledge Utilisation:* Construct Create

		information and interpret and use quantitative data as evidence in analytical and imaginative texts.			