KIRWAN STATE HIGH SCHOOL	SUBJECT: Essential English	UNIT: 3

Unit Description	Unit Objectives
Language that Influences Students explore community, local and/or global issues and ideas presented in a range of texts that invite an audience to take up positions. Building on Units 1 and 2, students apply their understanding about how perspectives, ideas, attitudes and values are represented in texts to influence audiences to take up positions. They explore how issues are represented in a range of texts and develop their own point of view about these issues. Students synthesise information to respond to and create a range of texts, considering their intended purpose, their representation of ideas and issues, and audience responses. In responding to texts, students have opportunities to discuss and listen to differing perspectives, compare, draw conclusions and influence audiences for a range of purposes. **TOPIC 1:** *Creating and Shaping Perspectives on Safe Driving in Texts* – Investigating teen driving issues; Analysing existing advertising campaigns and how effectively they change community behaviour. **TOPIC 2:** *Issues Relevant to Us* – Investigating a range of issues (Bullying; Environment; Homelessness; Charities; etc.); Exploring how these are represented in the Media; **CIA TOPIC IS GROUP/PERSONAL RESILIENCE.**	1. use patterns and conventions of genres to persuade audiences and explain perspectives on community, local, and global issues 2. use appropriate roles and relationships with audiences 3. construct and explain representations of identities, places, events, and concepts 4. make use of and explain the ways cultural assumptions, attitudes, values and beliefs about community, local and global issues underpin texts 5. explain how language features and text structures shape perspectives on community, local, and global issues in media texts and invite particular responses 6. select and use subject matter to support perspectives and persuade audiences 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 persuade and inform, across modes

Assessment Plan:				
Task	**%**	**Objectives to be assessed**	**Conditions**	**Date**
Summative Internal Assessment 1 Extended Response – spoken **Context:** Safe driving is an important community issue, especially for teenagers who are engaging in the process of learning how to drive. Over the past 50 years, the Queensland Department of Transport has been actively engaged in creating community campaigns to make the roads safer, such as a focus on speeding, wearing seat belts, or mobile phone use. **Task:** As a teenager in the process of learning to drive, you have first-hand experience with the community issue of safe driving. Choose one aspect of safe driving that affects teenagers that you feel needs more attention from the Queensland Department of Transport (e.g. alcohol, drugs, display of provisional licence, mobile phone use, or one approved by your teacher). Create a persuasive speech that will be delivered at an expo for safe driving, where it will be heard by the local community and representatives from the Queensland Department of Transport. Your purpose is to persuade your audience that a safety campaign about your chosen issue needs to be developed. Your speech can be submitted live or pre-recorded. The use of additional audio, visual, or digital media is optional, but encouraged.	25%	1. use patterns and conventions of persuasive texts to influence audiences to accept perspectives on community, local or global issues 2. use appropriate roles and relationships with audiences 3. construct representations of identities, places, events and/or concepts 4. make use of the ways cultural assumptions, attitudes, values and beliefs about community, local or global issues underpin texts 5. select and use subject matter to support perspectives about community, local or global issues and influences audiences 6. sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts 7. make mode-appropriate language choices according to the register variables informed by purpose, audience and context 8. use language features to persuade audiences across modes.	<u>Duration</u>: 3 weeks notification and preparation <u>Mode:</u> Spoken <u>Length:</u> 4 – 6 minutes <u>Individual/group:</u> Individual <u>Other:</u> Genre: Persuasive speech Purpose: to persuade audience about the need for a campaign Audience: general public and the Department of Transport <u>Resources available:</u> Open access to resources	Term 1 Week 5

Task	%	Objectives to be assessed	Conditions	Date
Summative Internal Assessment 2 Common Internal Exam – response to stimulus **Context:** This assessment is developed by the QCAA and marked internally by the school. The common internal assessment (CIA) in Essential English is common to all schools and administered under controlled conditions, appropriate to the context of the school. The CIA assists in strengthening reliability and validity in Essential English. The CIA models best assessment practice, which teachers can apply to other internal assessments, including the: • application of assessment standards • depth of treatment of subject matter. Schools are able to deliver this assessment with some flexibility in Unit 3 once it has been provided by the QCAA. **Task:** Students write a paragraph response to stimulus, explaining the representations; the cultural assumption, attitudes, values, and beliefs; the language features; and the text structures.	25%	3. explain representations of identities, places, events and concepts in response to stimulus texts 4. explain the ways cultural assumptions, attitudes, values and beliefs about community, local or global issues underpin texts and influence meaning 5. explain how language features and text structures shape perspectives on community, local or global issues in media texts and invite particular responses 6. select and use subject matter to support perspectives in response to stimulus texts 9. use language features to achieve particular purposes across modes.	Duration: 3 weeks notification and preparation (unseen questions) Mode: Written paragraph responses Length: 400-600 words (200-300 words per question) Individual/group: Individual *Other:* Purpose: To explain and respond to stimulus texts Audience: teacher One seen and one unseen stimulus text One written and one visual stimulus text	Phase 3 Week 5 – given resources Week 7 – sit exam

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 3: Planning and Research due ☐ Term 1 Week 4: Full draft due ☐ Term 2 Week 5: CIA package given. Begin work with seen stimulus ☐ Term 2 Week 7: Sit CIA

Underpinning Factors:

Guaranteed Vocabulary:		Literacy Skills	21st Century Skill/s		
Issue Community Local Global Values Cultural Assumptions Attitudes Beliefs		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 information and interpret and use quantitative data as evidence in analytical and imaginative texts.	*Retrieval and Comprehension:* Explain Identify Select Use	*Analytical Processes:* Consider	*Knowledge Utilisation:* Construct Create