

Term 1: *Celebrity or Celebrities – Representations of Celebrities in texts***Year 8 Australian Curriculum Achievement Standard:****Receptive Modes**

- ✓ Understand how the selection of text structures is influence by the selection of language mode and how this varies for different purposes and audiences.
- ✓ Explain how language features, images, and vocabulary are used to represent different ideas and issues in texts
- ✓ Interpret texts, questions the reliability of sources of ideas and information.
- Select evidence from the text to show how events, situation and people can be represented from different viewpoints.
- Listen for and identify different emphasis in texts, using that understanding to elaborate on discussions.

Productive Modes:

- ✓ Create texts for different purposes, selecting language to influence the audience response.
- Explain the effectiveness of language choices they make to influence the audience.
- Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways.
- ✓ Make presentations and contribute actively to class discussions using language patters for effect. **When creating and editing texts to create specific effects they take into account intended purposes and the needs and interests of audiences.**
- ✓ Demonstrate understanding of grammar, select vocabulary for effect, and use accurate spelling and punctuation.
- ✓ Understand how the selection of language features can be used for particular purposes and effects.

Unit Overview:

Students explore representations of individuals/groups and issues in media and social media texts, and explain how text structures and language features position audiences to view these representations.

The unit begins with a focus on celebrities and how they are represented in the media in positive/negative ways. Students will explore a range of texts: popular culture (songs, clips, influencers etc.) and media (news, articles, reports etc.), including texts about Aboriginal and Torres Strait Islander celebrities. Students will analyse the construction of a single person or a group of people in both a positive and negative light from a variety of sources and emotive and evaluative language features will be introduced. Students will complete an exam where they will examine a *news media text* and how language features affect meaning and position audiences to view individuals/groups either positively or negatively. They question the reliability of sources of ideas and information. The unit will then move to an evaluation/opinion of how celebrities and the issue of celebrity are represented and the purpose/structure of an exposition. Students will respond to a question and use evidence from a range of texts studied in class to argue for a point of view about a chosen celebrity. They select evidence to show how events, situations and people can be represented from different viewpoints.

Assessment Overview:**Task 1: Text Response – Exam**

Key Skill/s: Analyse, Explain, Summarise, Self-edit

Conditions:

- 2 supervised lessons
- Length: 250 words
- Ash Barty Exemplar

Task 2: Article in the form of an Exposition: Written

Key Skill/s: Argue, Justify, Persuade, Self-edit

Conditions:

- 4 weeks' notice of task
- One research lesson
- The equivalent of 3 drafting lessons in class
- Unlimited home time to work on assignment
- Teacher feedback on one plan and one complete draft Word limit: min. 350 words

Guaranteed Vocabulary:		Design Question Three Strategy	Design Question Four Strategy	Design Question Five Strategy	21 st Century Skill:
<ul style="list-style-type: none"> Implied (implicit) Stated (explicit) Audience Author Positive, negative, neutral Representations Message Reliability Source KSHS Scholar Attributes Bibliography 	<ul style="list-style-type: none"> Celebrity/ Celebrities Analysis Text structures Interpret Analytical Language features: Evaluative, Figurative, Emotive language 	<p><i>What will I do to frontload content and help students process new content?</i></p> <ul style="list-style-type: none"> Perspective Analysis activity when looking at media texts (p. 31) ASOT Structured Note-taking to record Comprehension (p.200) Buehl as a way of organising notes around the representations of people, groups, places, events, etc. in texts. Anticipated Guides (p.59) Buehl Three-Level Reading Guides (p.214) Buehl 	<p><i>What will I do to practice and deepen their understanding of new knowledge?</i></p> <p>Provide opportunities for students to practice skills, strategies and processes</p> <ul style="list-style-type: none"> Homework – specific Homework sheets created to deepen knowledge of vocabulary, spelling and grammar skills. Practise sentence structures 	<p><i>What will I do to help students conduct their own research into their chosen celebrity?</i></p> <ul style="list-style-type: none"> Provide resources and informational handouts Teach research skills (P. 49) ASOT 	<p>CRITICAL THINKING:</p> <ul style="list-style-type: none"> Analytical thinking Decision making Reflecting and evaluating <p>When students think critically, they generate ideas and understandings that are <i>new to them</i>. Students can do this through interpretation, analysis, synthesis, or evaluation.</p> <p>COMMUNICATION:</p> <ul style="list-style-type: none"> Effective written communication Communicating ideas effectively <p>Students must produce communication that represents a set of connected ideas, not a single simple thought. In written work, effective written communication is the equivalent to completed paragraphs rather than a sentence or phrase.</p>
Guaranteed Skills/ Language Features:		Reading Comprehension Skill/ Strategy	CCEs and Key Terms:		ICT to Enhance Learning:
<ul style="list-style-type: none"> Text structures of exposition (Thesis, Arguments, Restatement)) Evaluative and Emotive Language to shape positive, negative and neutral representations Evaluative and Emotive language Elaborating Clauses to specify in greater detail, exemplify, and comment on information or ideas. Persuasive features to engage readers and make a strong argument Reliability of sources 		<p>Annotating Texts for Analysis:</p> <ul style="list-style-type: none"> Structured Note Taking (Doug Buehl, p.200) 	<p>Analyse: Break into parts and look for patterns</p> <p>Justify: provide sound reason or evidence on which your response is based</p> <p>Argue: give reasons for or against something; persuade by giving reasons</p> <p>Synthesise: to put together various elements</p>		<ul style="list-style-type: none"> Access to computers to conduct online research

Learning Goals				
Strands and Sub-Strands	Focus of Thread within Sub-Strand	Australian Curriculum Content Descriptors	Elaborations	Kirwan High Goals:
Language: Evaluating Language	Evaluative language How language is used to express opinions, and make evaluative judgments about people, places, things and texts	<ul style="list-style-type: none"> Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (ACELA1542) 	<ul style="list-style-type: none"> identifying and evaluating examples of how rhetorical devices reveal the dark or serious aspects of a topic in ways that cause laughter or amusement, for example by making a statement but implying/meaning the opposite (irony); exaggerating or overstating something (hyperbole); imitating or sending up something (parody), and making something appear less serious than it really is (understatement) 	<ul style="list-style-type: none"> Identify Language of Affect, Judgement, and Appreciation in a text Identify Emotive Language Explain how these contribute to shaping representations of people (characters) and position readers
Language: Text structure and organisation	Text cohesion How texts work as cohesive wholes through language features which link the parts of the text together, such as paragraphs, connectives, nouns and associated pronouns	<ul style="list-style-type: none"> Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (ACELA1766) 	<ul style="list-style-type: none"> writing paragraphs of extended length that explain and substantiate a particular personal viewpoint 	<ul style="list-style-type: none"> Know the structure of an Exposition (Thesis; Arguments; Restatement) and how each of the stages work together to create a cohesive text. Effectively include examples and quotes as evidence in a persuasive exposition
		<ul style="list-style-type: none"> Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives (ACELA1809) 	<ul style="list-style-type: none"> interpreting complex sentence structures through reading aloud literary texts such as sonnets or plays using cohesive devices when writing complex texts 	<ul style="list-style-type: none"> Use text connectives to create a cohesive Analytical Essay. Use implication sequences in an exposition.
	Punctuation How punctuation works to perform different functions in a text.	<ul style="list-style-type: none"> Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (ACELA1544) 	<ul style="list-style-type: none"> creating dialogue in drama showing interruptions, asides and pauses for effect 	<ul style="list-style-type: none"> Use colons, dashes and brackets when adding information in Elaborating Clauses.
Language: Expressing and developing ideas	Sentence and clause-level grammar What a clause is and how simple, compound and complex sentences are constructed through one clause (simple) or be combining clauses using different types of conjunctions (compound and complex)	<ul style="list-style-type: none"> Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause (ACELA1545) 	<ul style="list-style-type: none"> evaluating how speechmakers influence audiences through specific language features such as the use of embedded clauses to add information 	<ul style="list-style-type: none"> Understand the purpose of an elaborating clause Effectively use elaborating clauses to add information to evidence in a persuasive exposition
	Word level grammar The different classes of words used in English (nouns, verbs etc.) and the	<ul style="list-style-type: none"> Understand the effect of nominalisation in the writing of 	<ul style="list-style-type: none"> analysing formal and persuasive texts to identify and explain language choices such as nominalisation 	<ul style="list-style-type: none"> Understand the effect of nominalisation Effectively use nominalisation in an exposition

	functions they perform in sentences and when they are combined in particular recognisable groups such as phrases and noun groups	informative and persuasive texts (ACELA1546)		
	Visual Language How images work in texts to communicate meanings, especially in conjunction with other elements such as print and sound	<ul style="list-style-type: none"> Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (ACELA1548) 	<ul style="list-style-type: none"> comprehending a series of static images and combinations of language and images in a picture book, for example title, setting, characters, actions, as well as technical elements including position, size, colour, angle, framing, point of view analysing the relationship between visual elements and text in non-fiction texts such as documentaries, television news, online newspapers and digital magazines 	<ul style="list-style-type: none"> Identify and explain the effect of visual features in a media text and how it constructs a representation of the celebrity and positions readers
	Vocabulary Meanings of words including everyday and specialist meanings and how words take their meanings from the context of the text	<ul style="list-style-type: none"> Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (ACELA1547) 	<ul style="list-style-type: none"> experimenting with vocabulary choices in a range of written and spoken texts and assessing the different effects these choices generate 	<ul style="list-style-type: none"> Identify, annotate and explain how language features (emotive, evaluative and figurative language; vocabulary choices) represent people in media texts.
Language: Sound and letter knowledge	Spelling Knowledge about how the sounds (phonemes) or words are represented by letters or letter patterns, knowledge of meaning units within words (morphemes) and word origins	<ul style="list-style-type: none"> Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations (ACELA1549) 	<ul style="list-style-type: none"> understanding the different ways complex words are constructed and, when spelling these words, drawing on morphemic knowledge and knowledge of unusual letter combinations 	<ul style="list-style-type: none"> Apply spelling knowledge from weekly spelling tests to spell accurately.
Literature: Literature and Context	Context How texts reflect the context of culture and situation in which they are created	<ul style="list-style-type: none"> Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626) 	<ul style="list-style-type: none"> investigating texts about Aboriginal and Torres Strait Islander history from different sources and explaining differing viewpoints comparing attitudes and ideas in texts drawn from contexts that are different to students' own 	<ul style="list-style-type: none"> Explore the ways that representations of celebrities are communicated in texts. Know these representations may reflect or challenge members of my class.
Literature: Responding to literature	Personal responses to ideas, characters and viewpoints in texts An individual response to ideas, characters and viewpoints in literary texts, including texts relating to students' own experiences	<ul style="list-style-type: none"> Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627) 	<ul style="list-style-type: none"> discussing the relative merits of literary texts and comparing and evaluating personal viewpoints on texts 	<ul style="list-style-type: none"> Share, reflect on, clarify and evaluate opinions and arguments about aspects of media texts (language features, text structures, messages)
Literacy: Texts in Context	Texts and contexts in which they are used How texts relate to their contexts and reflect the society and culture in which they were created	<ul style="list-style-type: none"> Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (ACELY1729) 	<ul style="list-style-type: none"> identifying and explaining how mobile technologies are influencing language uses and structures analysing the ways that identity may be created in digital contexts identifying how meanings or words change or shift depending on context, for 	<ul style="list-style-type: none"> Identify and explain how social media has impacted our understanding and insight into celebrity Identify and use informal vocabulary for a purpose

			example the word 'cool' is used to describe temperature or to express approval when used in informal contexts	
Literacy: Interacting with others	Listening and speaking interactions Purposes and contexts through which students engage in listening and speaking interactions	<ul style="list-style-type: none"> Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (ACELY1730) 	<ul style="list-style-type: none"> listen to a conversation or speech and identify the point being made and explain the tone and manner of presentation. Change the focus of the conversation or speech and identify how meaning has changed change the tone in which the speech or conversation is presented and discuss how interpretations can also change. 	<ul style="list-style-type: none"> Reflect on a range of media texts and explain how interpretations of a media text can change
Literacy: Interpreting, analysing, evaluating	Purpose and audience Recognising and analysing differences between different types of texts	<ul style="list-style-type: none"> Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1732) 	<ul style="list-style-type: none"> evaluating an author's use of particular textual structures and language features in achieving the representation of a point of view making assertions about the sufficiency and adequacy of information or evidence and the credibility of sources exploring texts that attempt to solve moral problems in a particular way, for example by consideration of consequences or rights/duties, and by identifying strengths as well as problems that arise from this approach 	<ul style="list-style-type: none"> Identify how authors create text structures and language features in media texts to communicate a message and construct a representation Question the reliability of a source based on a set of criteria to help make judgements of a source.
	Comprehension strategies Strategies of constructing meaning from texts, including literal and inferential meaning	<ul style="list-style-type: none"> Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (ACELY1734) 	<ul style="list-style-type: none"> reflecting on content by connecting and comparing information found in a text to knowledge sourced elsewhere determining and applying criteria for evaluating the credibility of a website explaining whether the author conveys meaning adequately, particularly in distinguishing fact from opinion 	<ul style="list-style-type: none"> Use the Structured Note Taking strategy to organise notes around the representations of celebrities in media texts. Evaluate the reliability of sources and media texts
Literacy: Creating texts	Creating texts Creating different types of spoken, written and multimodal texts using knowledge of text structures and language features	<ul style="list-style-type: none"> Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736) 	<ul style="list-style-type: none"> integrating multimodal approaches within a spoken presentation to purposefully develop meaning for a given audience selecting vocabulary to influence meaning and to position and persuade the audience, for example adjusting language to show or acknowledge power 	<ul style="list-style-type: none"> Create a persuasive exposition using deliberate language and textual choices to argue a point of view

Possible Habit of Mind: *Thinking and Communicating with clarity and precision*

<p>Exploring Meaning of the HOM By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> • <i>Think and communicate with clarity and precision</i> 	<p>Expanding Capacity for using the HOM By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> • <i>Identify relevant evidence from a text and justify in an explanation how it contributes to the representation in a text.</i> 	<p>Increasing Alertness for the HOM By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> • <i>Use the comprehension strategy 'Structured Note Taking' (from D. Buehl's book, p. 200) to increase students' awareness for organising their thinking.</i> 	<p>Extending Values of the HOM By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> • <i>Identify the positioning of audiences within a text.</i> 	<p>Building Commitment towards the HOM By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> • <i>Justify their response based on evidence.</i>
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General Capabilities: This unit provides opportunities for students to engage in following capabilities:

<p>Literacy</p> <ul style="list-style-type: none"> ✓ Comprehending texts through listening, reading and viewing ✓ Composing texts through speaking, writing and creating ✓ Text knowledge ✓ Grammar knowledge ✓ Word knowledge ✓ Visual knowledge <p>Numeracy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Estimating and calculating with whole numbers ✓ Recognising and using patterns and relationships <input type="checkbox"/> Using fractions, decimals, percentages, ratios and rates <input type="checkbox"/> Using spatial reasoning <input type="checkbox"/> Interpreting statistical information <input type="checkbox"/> Using measurement 	<p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> Applying social and ethical protocols and practices when using ICT ✓ Investigating with ICT ✓ Creating with ICT (virtual classroom tool) ✓ Communicating with ICT (virtual classroom tool) <input type="checkbox"/> Managing and operating ICT <p>Critical and creative thinking</p> <ul style="list-style-type: none"> ✓ Inquiring - identifying, exploring and organising information and ideas ✓ Generating ideas, possibilities and actions ✓ Reflecting on thinking and processes ✓ Analysing, synthesising and evaluating reasoning and procedures 	<p>Personal and social capability</p> <ul style="list-style-type: none"> ✓ Self-awareness ✓ Self-management ✓ Social awareness <input type="checkbox"/> Social management <p>Ethical understanding</p> <ul style="list-style-type: none"> ✓ Understanding ethical concepts and issues ✓ Reasoning in decision making and actions ✓ Exploring values, rights and responsibilities <p>Intercultural understanding</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognising culture and developing respect ✓ Interacting and empathising with others <input type="checkbox"/> Reflecting on intercultural experiences and taking responsibility
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Cross Curriculum Priorities:

<input type="checkbox"/> Aboriginal and Torres Strait Islander histories and cultures	✓ Asia and Australia's engagement with Asia	<input type="checkbox"/> Sustainability
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Resources:

<p>Media Texts</p>	<p>Visual Photos/paintings</p> <p>Film/TV/Clips</p> <ul style="list-style-type: none"> • Excerpts from film, TV series, documentaries about celebrities • Viewing of news media texts – e.g. The Project; 60 Minutes 	<p>C2C Resources See resources saved in collections. Can also access externally through OneSchool – Units 1 and 2)</p> <p>Teacher Reference</p> <ul style="list-style-type: none"> • Collections Drive: English – Year 8 • Doug Buehl – <i>Classroom Strategies for Interactive Learning</i> • Patricia Hipwell – <i>How to Write What You Want to Say</i> • Australian Curriculum Resource – <i>Working Grammar</i> • Sally Humphry - <i>Grammar and Meaning</i> • Doug Lemov – <i>Reading Reconsidered: A Practical Guide to Rigorous Literary Instruction</i>
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Differentiation [for small groups or individuals]: