



↓ To complete this assessment item, students will have to engage in the following cognitions. Below are guidelines to underpin your planning. ↓

Cognitive Verb	QCAA Definition	Student Friendly Definition	What This Might Look Like In This Specific Unit	Reading Comprehension Strategies #
Comprehend	understand the meaning or nature of; grasp mentally	Read or view a text and then gather meaning from that text	Comprehend , in this unit, means that students should be able to: <ul style="list-style-type: none"> Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744) 	To teach cognition for comprehending in lessons and Do Now activities: <ul style="list-style-type: none"> Text Coding Interactive reading guides Comprehension questions
Infer	Derive or conclude something from evidence and reasoning, rather than from explicit statements; listen or read beyond what has been literally expressed; imply or hint	Read between the lines of the given information to draw your own conclusions.	Infer , in this unit, means that students should be able to: <ul style="list-style-type: none"> Infer the reasons for the author's deliberate use of structure (ACELA1553) Infer how vocabulary choices create atmosphere and mood and position readers to respond (ACELA1637) Infer the purpose of a variety of punctuation in a narrative (ACELA1772) Infer characters' emotions from evidence in the text (eg: emotive/evaluative language, figurative devices) (ACELA1637) 	To teach cognition for inferring in lessons and Do Now activities: <ul style="list-style-type: none"> Author says/I say Double Entry diary
Evaluate	Make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria	Make a judgement about an idea, concept or text and determine its merit, value or significance	Evaluate , in this unit, means that students should be able to: <ul style="list-style-type: none"> Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742) 	To teach cognition for evaluating in lessons and Do Now activities: <ul style="list-style-type: none"> Three Level Reading Guide Questioning the Author
Justify	Give reasons or evidence to support an answer, response or conclusion; show or prove how an argument, statement or conclusion is right or reasonable	Provide a reason or evidence to support a response you have created or a conclusion you have come to.	Justify , in this unit, means that students should be able to: <ul style="list-style-type: none"> Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699) 	To teach cognition for justifying in lessons and Do Now activities: <ul style="list-style-type: none"> Author Says/ I say/ So.
Analyse	Dissect to ascertain and examine constituent parts and/or their relationships; break down or examine in order to identify the essential elements, features, components or structure; determine the logic and reasonableness of information; examine or consider something in order to explain and interpret it, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences	Pick apart a text or concept to identify the essential elements, features or components. Explain and interpret a text or concept	Analyse , in this unit, means that students should be able to: <ul style="list-style-type: none"> Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739) Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560) 	To teach cognition for analysing in lessons and Do Now activities <ul style="list-style-type: none"> B/D/A Questioning Charts <p>The below proficiency scale will help students to track their own progress and enable teachers to provide focussed feedback ↓</p>

* Student-Friendly definitions taken from *Success Companion*, *Mighty Minds*, Steve McCabe, 2018
 # all strategies listed can be found in Buehl's *Classroom Strategies for Interactive Learning* which has been distributed by the Teaching and Learning HOD.
 ^ Comprehension questions could take the form of Three Level guides, Questioning the Author, both can be found in Buehl also.

Tracking for my Podcast		Tracking for my Sentence Structure
We are learning how to write and record a podcast review in response to a visual text painting or photograph		We are learning to produce grammatically correct, structurally sound and meaningful sentences
Create a podcast which reviews the elements of a visual text to discuss how this influences viewers to take up a particular position with regards to an event, person or place.	4.0	In addition to Score 3.0, you can manipulate sentence structures to convey complex ideas
	3.5	
I can: Write and present a logically sequenced and cohesive podcast which encourages audiences to take up a particular position/ view point on an event, person or place.	3.0	I can: - Control a range of simple, compound and complex sentence structures to record, explain, question, argue, describe and link ideas, evidence and conclusions - Elaborate on my ideas by using connectives to link sentences across a text - Use complex punctuation [colons, semi colons, dashes, ellipsis etc.]

		With no major errors or omissions.
	2.5	
<p>I know I will have learned it when I can:</p> <ul style="list-style-type: none"> Recall vocabulary such as: <ul style="list-style-type: none"> Arrangement/Positioning <ul style="list-style-type: none"> Text Colour Depth Light Icons (symbolic object) Size Shot type Representation Identity Modality Evaluate Simile Metaphor Personification Alliteration Hyperbole <p>Perform basic processes such as being able to:</p> <ul style="list-style-type: none"> Select an image to evaluate Comprehending a visual text Construct a review using the appropriate structures: <ul style="list-style-type: none"> Context Description Evaluation and language features: <ul style="list-style-type: none"> Noun groups Judgement Appreciation 		<p>You will know you have learnt it when you can use:</p> <ul style="list-style-type: none"> accurate words or groups of words when describing events and ideas and to make meaning conjunctions [and, but, so, when, because] to link clauses within a sentence [compound and complex sentences] a range of connectives to clauses or sentences across a text [however, firstly, consequently] Punctuate a sentence [capitals, full stops, exclamation marks and question marks]

Learning Goals:

SUB-STRAND	AUSTRALIAN CURRICULUM CONTENT DESCRIPTORS	ELABORATIONS	KSHS GOALS: KNOW & BE ABLE TO
LANGAUGE Language for social interaction	Understand that roles and relationships are developed and challenged through language and interpersonal skills (ACELA1551)	<ul style="list-style-type: none"> identifying the various communities to which students belong and how language reinforces membership of these communities (the intimate language of family members, the jargon of teenage groups, the technicality of some online communities, the language specific to recreational groups, the interaction patterns of the classroom, the commonalities in migrant and cultural groups) SOCIAL SETTINGS 	<ul style="list-style-type: none">
LANGAUGE Text Organisation and Structure	Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553)	<ul style="list-style-type: none"> experimenting with ways to present personal viewpoints through innovating with texts <p>TEXT STRUCTURES IMAGERY</p>	<ul style="list-style-type: none"> Use the stages and phases of a review/podcast Use the stages and phases of an expository paragraph
LANGAUGE Text Organisation and Structure	Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770)	<ul style="list-style-type: none"> sequencing and developing an argument using basic language structures that suggest conclusions ('therefore', 'thus' and 'so') or give reasons ('since', 'because') or suggest conditionals ('if... then') <p>COHESION</p>	<ul style="list-style-type: none"> use cohesive devices in written and spoken texts to signpost ideas and make connections across texts
LANGAUGE Expressing and Developing Ideas	Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560)	<ul style="list-style-type: none"> investigating the use of symbols, for example the flag, the digger's hat and the Southern Cross in images, films and picture books, and evaluating their contribution to viewers' understanding of issues, for example national identity, recognising that visual and verbal symbols have different meanings for different groups <p>ALLUSIONS, VISUAL TEXTS</p>	<ul style="list-style-type: none"> analyse and explain how authors use visual elements to construct meaning and versions of the Australian identity
LITERATURE Literature and Context	Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633)	<ul style="list-style-type: none"> exploring and reflecting on personal understanding of the world and human experience, interpreted in literature drawn from cultures and times different from their own 	<ul style="list-style-type: none"> interpret representations of the Australian identity and evaluate the relevance of this representation to modern Australia (exam)
LITERACY Texts in Context	Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)	<ul style="list-style-type: none"> comparing perspectives represented in texts from different times and, including texts drawn from popular culture reflecting on the notion that all texts build on a body of prior texts in a culture analysing and identifying how socio-cultural values, attitudes and beliefs are conveyed in texts, analysing and interpreting assumptions about groups that have shaped or influenced representations of people, places, events and things and identifying how listeners and readers are positioned by these representations <p>INTERTEXTUALITY</p>	<ul style="list-style-type: none"> identify and analyse how perspectives presented in texts (both print and visual) are influenced by different culture, time and place
LITERACY Interacting with Others	Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811)	<ul style="list-style-type: none"> using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, presenting a point of view and listening to other viewpoints, and negotiating an agreed position on an issue choosing vocabulary, spoken text and sentence structures for particular purposes and audiences, selecting voice effects such as tone, volume, pitch and pace for their specific effects, such as putting forward a point of view 	<ul style="list-style-type: none"> utilise a range of spoken features to deliver a spoken review in the form of a podcast (eg: varying voice, tone, pitch and pace, including appropriate use of sound effects and music)
LITERACY Interacting with Others	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741)	<ul style="list-style-type: none"> using graphics and text animations to accompany spoken text 	<ul style="list-style-type: none"> understand the importance of preparing and rehearsing a presentation use an implication sequence to organise ideas in a review
LITERACY Interpreting, analysing, evaluating	Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)	<ul style="list-style-type: none"> analysing and interpreting assumptions about groups that have shaped or influenced representations of people, places, events and things; identifying how listeners, viewers and readers are positioned by these representations, and supporting identified points with examples <p>ATTITUDES REVIEWING</p>	<ul style="list-style-type: none"> interpret, analyse and evaluate how different perspectives of Australia's peoples, culture and histories have been constructed in visual texts
LITERACY Interpreting,	Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue,	<ul style="list-style-type: none"> evaluating techniques used to create emotional responses <p>READING COMPREHENSION</p>	<ul style="list-style-type: none"> use Reading Comprehension strategies relating to <i>Inference</i> in order to evaluate

analysing, evaluating	situation or character in different texts (ACELY1744)		Australia's people, cultures and histories in both visual and written text
LITERACY Interpreting, analysing, evaluating	Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)	<ul style="list-style-type: none"> identifying or commenting on the author's approaches and use of techniques, design, form and style <p style="text-align: right;">CREATING TEXTS</p>	<ul style="list-style-type: none"> understand how authors select language and visual features to create a particular perspective
LITERACY Creating Texts	Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (ACELY1747)	<ul style="list-style-type: none"> checking for run on sentences, eliminating unnecessary detail or repetition, and providing clear introductory and concluding paragraphs <p style="text-align: right;">GRAMMAR EDITING VOCABULARIES</p>	<ul style="list-style-type: none"> students can develop and use strategies to edit their own work (may include: peer editing strategies, use of online editing tools, drafting cards, focused rehearsals, etc.)

Possible Habit of Mind: Thinking Flexibly

Exploring Meaning of the HOM By the end of this unit students will be able to: <ul style="list-style-type: none"> Identify the HoM, Thinking Flexibly, through forming opinions 	Expanding Capacity for using the HOM By the end of this unit students will be able to: <ul style="list-style-type: none"> Explain the HoM, Thinking Flexibly, and how it relates to forming an opinion about the modern Australian identity 	Increasing Alertness for the HOM By the end of this unit students will be able to:	Extending Values of the HOM By the end of this unit students will be able to:
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ICT to Enhance Learning

Projection of various images for discussion and analysis
 Use of Audacity or other device to record and podcast and prepare it for submission

General Capabilities: This unit provides opportunities for students to engage in following capabilities:

Literacy <input checked="" type="checkbox"/> Comprehending texts through listening, reading and viewing <input checked="" type="checkbox"/> Composing texts through speaking, writing and creating <input checked="" type="checkbox"/> Text knowledge <input checked="" type="checkbox"/> Grammar knowledge <input checked="" type="checkbox"/> Word knowledge <input checked="" type="checkbox"/> Visual knowledge Numeracy <input type="checkbox"/> Estimating and calculating with whole numbers <input type="checkbox"/> 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	Literacy <input checked="" type="checkbox"/> Comprehending texts through listening, reading and viewing <input checked="" type="checkbox"/> Composing texts through speaking, writing and creating <input checked="" type="checkbox"/> Text knowledge <input checked="" type="checkbox"/> Grammar knowledge <input checked="" type="checkbox"/> Word knowledge <input checked="" type="checkbox"/> Visual knowledge Numeracy <input type="checkbox"/> Estimating and calculating with whole numbers <input type="checkbox"/> 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	Literacy <input checked="" type="checkbox"/> Comprehending texts through listening, reading and viewing <input checked="" type="checkbox"/> Composing texts through speaking, writing and creating <input checked="" type="checkbox"/> Text knowledge <input checked="" type="checkbox"/> Grammar knowledge <input checked="" type="checkbox"/> Word knowledge <input checked="" type="checkbox"/> Visual knowledge Numeracy <input type="checkbox"/> Estimating and calculating with whole numbers <input type="checkbox"/> 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
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Cross Curriculum Priorities:

<input checked="" type="checkbox"/> Aboriginal and Torres Strait Islander histories and cultures	Asia and Australia's engagement with Asia	Sustainability
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Differentiation [for small groups or individuals]

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