**Rossmoyne Senior High School SEMESTER ONE 2017**

**Unit 1 ATAR English as an Additional Language or Dialect (AE ELD 1)**

Using knowledge and skills from their existing language and cultures, students learn to use English to explore wider social contexts beyond the personal and immediate community. From their position as cross-cultural learners, they examine issues and different points of view to develop, present and express ideas and opinions in relation to these.

Contexts: Attitudes towards life, work and study, education and cultural backgrounds, cultural and gender preferences in society as seen through the eyes of different individuals.

**THEME: WAYS OF LIFE**

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|  | TASK | SKILLS/TEXTS FOCUS/ACTIVITIES | YEAR WEIGHTING | MARKS |
| **Term 1**Weeks 1-2 | Introductory AutobiographyBefore-school interview by TIC (weeks 2-4) | Introduction to course: An amalgam of language learning and study of ways of life.Student interviewing to identify cultural backgrounds and emphases.How do we learn language? Use of library, internet, grammar book for self-improvement (from Year 10), online work, text books. | None | Formative Assessment(A-E) |
| Weeks 3-7 | **ASSESSMENT ONE****Investigation, Written and Oral Production**Tasks: Biographical feature article, oral presentation, questions and notes on block-buster movie. | Introduction to biographical details of Saroo Brierley, including in-class exercises and out of class viewing of the film "Lion". Students research and write a biographical feature article about an individual with cross-cultural experience. Students submit evidence of their research, note-making and editing. | **14%** | **150**Oral: 50Film analysis: 50Feature Article: 50(incl. notes and draft) |
| Weeks 8-10 | **ASSESSMENT TWO****Response**Task: Short questions on stories from *Growing up Asian in Australia.* | Students provide evidence of understanding of issues raised in autobiographical and biographical texts, plus listening comprehensions both in-class and at home. | **10%** | **100** |
| **Term 2** Weeks 1-3 | **ASSESSMENT THREE****Investigation, Written Production**Task: Note-taking & research, opinionative essay. | In-class viewing of feature film "Black and White" portraying the life experience of an indigenous man. Investigation of issues of social significance.Students write opinionative essay based on one issue presented by the film. | **10%** | **100**Notes: 50Essay: 50 |
| Weeks 4-5s | **ASSESSMENT FOUR**Revision +exam preparation. Simulated oral examination. | ESL Support ProgrammeSimulated exam preparation may include before or after school oral testing. | **6%** | **100** |
| Weeks 6-7 | **Written Exam** (includes Listening Component).**Practical** (Oral) Exam | Exam marking follows SCSA guidelines | **10%** | **100**(75+25) |

**Rossmoyne Senior High School SEMESTER TWO 2017**

**Unit 2 ATAR English as an Additional Language or Dialect (AE ELD 2)**

The thematic focus for this unit is making choices.Using knowledge and skills from their existing languages and cultures, students learn to use English to identify and examine choices facing themselves, their families, communities and societies in relation to issues of concern presented in a range of texts. They examine and use the ways language can be used to analyse choices, influence attitudes and effect change.

**THEME: MAKING CHOICES**

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|  | **TASKS** | **SKILLS/TEXTS FOCUS** | **WEIGHTING** | **MARKS** |
| **Term 2** Week 8 | Review Unit 1 Examination.Introduction to Unit 2. | Unit 2 – texts, syllabus, expectations. |  |  |
| Week 9 – **Term 3** Week 2 | **ASSESSMENT ONE**Investigate a current issue focussing on making choices in the contemporary world. Topics include social, cultural and environmental issues.**Task: Construct detailed research notes and present a fact-based individual oral presentation.** | Research skills and bibliography writing.Report writing conventions: fact-based, conclusive outcomes etc.**Texts:** written media texts, non-print and multimedia material. | Investigation (10%) and Oral Production(10%)**Total 20%** | **100**Oral: 50Notes and Report: 50 |
| Weeks 2-6 | **ASSESSMENT TWO**Read the novel *The Kite Runner* (to be completed at home throughout Term 2 and the vacation). View the film. Consider making choices, dilemmas and issues raised by the texts. Participate in small group discussions on issues raised.**Tasks: a) Creative Writing task to highlight making choices.****b) Comparison of genre** | Film conventions. Narrative conventions. Making comparisons between two texts. Comprehension skills.**Texts: novel and film of *The Kite Runner.* Supplementary materials.** | Response (10%) and Written Production(10%)**Total 20%** | **100**Writing Task: 50Annotation of an extract: 20Participation in discussion: 10Short responses to unseen questions: 20 |
| Weeks 7-9 | **ASSESSMENT THREE**Study of short texts which present issues relating to choices. Complete listening activities in class.**Task: In-class essay.** | Intercultural understandings and textual representations in the dilemmas involved in making choices.**Texts: *Growing up Asian in Australia* and various short stories and other texts which represent different cultures and/or contexts.** | Response (10%) and Written Production (10%)**Total 20%** | **80**In-class essay: 80 |
| Week 10- **Term 4** Weeks 1,2 | **ASSESSMENT FOUR Part ONE**Study of poetry/song as a form of protest and individual environmental concern.**Task: Journal entries and reflections on texts in class.** | Journal writing. Song/poetry techniques to express ideas about key issues.**Texts:** A selection of poems and songs which represent global issues. | InvestigationTotal 15% | **60**Portfolio of responses to studied texts: 60 |
| **Term 4** Week 1 | **ASSESSMENT FOUR Part TWO**Revision and exam preparation. Simulated oral examination before school. | ESL Support Programme | Oral Production 5% | **60** |
| Weeks 3-4 | **WRITTEN EXAM** (includes Listening Component)**PRACTICAL (Oral) EXAM** | Exam marking follows SCSA guidelines | Written Exam (15%)Oral (5%) | **75+25** |

**WEEKS 4, 5** Year Eleven EXAMS

**WEEKS 5-8** ROLLOVER PERIOD, Introduction to Unit 3 ATAR.

### SCSA Documentation: <http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/english/english-as-an-additional-language-or-dialect>

# Unit 1

## Unit description

Unit 1 focuses on investigating how language and culture are interrelated and expressed in a range of contexts. A variety of oral, written and multimodal texts are used to develop understanding of text structures and language features. Students explore the relationship between these structures and features and the context, purpose and audience of texts. The unit will enhance students’ confidence in creating texts for different purposes and across all language modes in both real and imagined contexts. It will broaden their understanding of the sociocultural and sociolinguistic elements of SAE and develop skills for research and further academic study.

**The thematic focus for this unit is ways of life**. Using knowledge and skills from their existing languages and cultures, students learn to use English to explore wider social contexts beyond the personal and immediate community. From their position as cross-cultural learners, they examine issues and different points of views to develop, present and express ideas and opinions in relation to these.

Through the investigation of a range of topics, students explore their relationships with cultures, deepen their understanding of cultural similarities, differences and values to develop their ability to use English. Students apply their SAE skills to examine the ways language is used in relation to these topics to position the viewer and reader.

## Learning outcomes

By the end of this unit, students:

* communicate ideas and opinions in a range of contexts
* demonstrate literal and inferential comprehension of information, ideas and language used in texts
* understand and apply social and cultural references from different contexts
* plan and create oral, written and multimodal texts appropriate to purpose and audience.

## Suggested contexts

Within the broad area of ways of life, teachers may choose one or more of the suggested contexts (this list is not exhaustive):

* attitudes towards work and study: the importance placed on work or further study; workplace conditions; tertiary training and education pathways; cultural and gender preferences in relation to certain vocations
* attitudes towards leisure and entertainment: the importance of music to a cultural way of life; story telling through art and music, dance and art forms; the impact of technology on leisure and entertainment
* attitudes towards self-image, fashion and beauty: how the media use language, sound and visual techniques to present a certain image; the impact of media on identity; the influence of cultural fashion icons and fashion trends; conforming to images or stereotypes; marketers’ part in promoting a certain image.

## Unit content

This unit includes the knowledge, understandings and skills described below.

For more specific detail of key language skills and knowledge underpinning the mastery of these communicative capacities in SAE, refer to the Language table to be found under Organisation of content.

### Communication skills and strategies

* seeking assistance and asking for clarification in social and academic contexts, negotiating meaning and re-establishing communication, using home language or dialect to clarify understanding
* using intelligible pronunciation, intonation, stress and rhythm at word and phrase level in texts, including interviews, role plays, group discussions, debates and informal speeches
* understanding non-verbal cues as related to SAE contexts, including conventions of eye contact, gesture, physical space/distance
* understanding and using some common SAE cultural references, idiomatic expressions and colloquialisms, and culturally accepted politeness conventions and protocols in different contexts
* using active listening strategies and working collaboratively with others

### Comprehension skills and strategies

* using contextual information, structure and visual elements to predict the content of aural, written, graphic and film texts
* identifying linguistic and structural features of a range of more complex text types, including literary and transactional texts
* distinguishing between main ideas and supporting details and between fact and opinion
* defining some common SAE cultural references and implied meanings in texts
* selecting and evaluating suitable information sources, skimming for general meaning and scanning for specific information, note-taking, summarising, paraphrasing, using graphic organisers to collect and collate information, synthesising information from two sources
* using a range of reference texts, including dictionaries, thesauruses and grammar texts to assist language learning and comprehension
* using strategies to reflect on and consolidate own learning

### Language and textual analysis

* identifying how different purposes and contexts influence language choices and meaning
* identifying assumptions and beliefs underlying certain practices, including variations in greetings and displays of respect in different cultures
* explaining how language is used to influence or persuade an audience or to express appreciation of an object, a process, or a performance
* describing the effect of register, style and tone on meaning
* explaining the effects of descriptive language and imagery in texts
* analysing how language reflects sociocultural constructions of age, gender, race and identity

### Creating texts

* using appropriate structure and content to communicate ideas and opinions for different purposes and audiences
* using paragraphing to organise and communicate main and supporting ideas
* using digital, multimodal and print-based technologies
* using common language features, including subject-specific vocabulary, synonyms and antonyms, adjectives and adverbs used to create modality, some nominalisation, common collocations and idioms, and conjunctions connecting ideas within and across sentences
* using description, characterisation, and direct and indirect speech
* using cohesive devices at sentence, paragraph and whole text level
* using research skills and strategies, including note-taking, note-making, summaries, and graphic organisers to collect and collate relevant information, paraphrasing and synthesising, quoting and referencing appropriately
* using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries.

**Language table**

**Key language skills for English as an Additional Language or Dialect (Foundation, General and ATAR courses)**

The key language skills described below provide a focus for language instruction in any unit at students’ point of need and should be taught in context and if relevant. Students should be given the opportunity to develop and demonstrate these skills in a variety of contexts. By the time students have completed Unit 4, they should be proficient in these language skills.

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| **Phonological features*** pronunciation, stress, rhythm, intonation and pitch for emphasis
* phonemes and morphemes
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| **Non-verbal language features*** using culturally appropriate gestures and behaviours
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| **Orthographic competence*** using punctuation as required, including full stops, capitalisation, commas, apostrophes, question marks, inverted commas, colons, semi-colons, brackets and exclamation marks
* spelling subject-specific vocabulary correctly
* using subject-specific abbreviations, signs and symbols
* understanding common logographic signs
* distinguishing and using print, cursive and diverse fonts
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| **Lexical competence*** gradually increasing a word bank of vocabulary in SAE, for example, subject-specific vocabulary
* understanding and using metalanguage correctly
* using discourse markers, for example, for showing cause and effect
* understanding and using collocations, idiomatic expressions and colloquialisms
* using synonyms and antonyms as required
* using lexical chains to achieve cohesion
* choosing vocabulary appropriate to purpose and audience
* using descriptive, rhetorical and persuasive language
* understanding and using formulaic and fixed expressions and collocations
* understanding proverbs
* understanding and using SAE word order within clauses and sentences
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| **Grammatical competence (using an increasing range of the following accurately and appropriately for audience and purpose)*** clause and sentence structures
* questioning (including rhetorical questioning)
* types of verbs, nouns, adjectives, adverbs, pronouns, articles, prepositions and affixes
* verb structures and tenses
* modality
* voice (active, passive)
* clause type (declarative, interrogative, imperative and exclamative)
* nominalisation
* additive, comparative, temporal and consequential conjunctions
* use of correct subject-verb agreement
* negative questioning
* direct and indirect speech
* use of reference items to achieve cohesion
 |
| **Semantic competence*** listening for gist, development of argument and specific content
* understanding and using words appropriate to the different semantic fields of SAE
* identifying shifts in meaning according to syntax
* identifying inferred meanings in texts
* identifying ambiguous or inappropriate communication
* using appraisal to express engagement, attitude and gradation
* distinguishing between fact and opinion
* understanding the SAE classification systems used in academic environments
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| **Sociolinguistic competence*** questioning for clarification as needed
* negotiating meaning
* understanding and using the language of persuasion
* experimenting with the register of texts (tone, language, audience), developing appropriate use for audience and purpose
* initiating, sustaining and ending conversations in casual and formal contexts
* identifying the organisation of thoughts and ideas within SAE texts (rhetorical patterns)
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| **Sociocultural understandings and skills*** identifying register variations between familiar, semi-formal and some formal contexts
* recognising some common cultural references
* recognising some irony, and how humour is created
* using culturally accepted politeness conventions in listening, speaking and written protocols
* recognising cultural variations in acceptance of novice and expert knowledge
* understanding cultural differences in eye contact and personal space
* identifying cultural variations in symbolism, classification and gender behaviours
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## Texts

Teachers will use an array of material in class. Texts are drawn from increasingly complex and unfamiliar settings, ranging from the everyday language of personal experience to more abstract, specialised and technical language in a range of contexts. Texts provide important opportunities for learning about aspects of human experience and about aesthetic appeal.Texts are structured for particular purposes; for example, to retell, to instruct, to entertain, to explain and to argue. Teachers may select whole texts or parts of texts may be selected, depending on units of study, cohorts and level of difficulty.

‘Literary texts’ refer to past and present texts across a range of cultural contexts that are valued for their form and style and are recognised as having enduring or artistic value. While the nature of what constitutes ‘literary texts’ is dynamic and evolving, they are seen as having personal, social, cultural and aesthetic appeal and potential for enriching students’ scope of experience. Literary texts may include a broad range of fiction and non-fiction forms.

Texts for the English as an Additional Language or Dialect ATAR course include literary texts, non-literary texts, and texts which support language/dialect acquisition:

* fiction – novels, short stories, fables, fairy tales, plays, poems, song lyrics, movies, television shows, comic books, computer games
* non-fiction – biographies, autobiographies, journals, essays, speeches, reference books, news reports, documentaries, photographs, diagrams
* media texts – newspaper articles, magazine articles, editorials, websites, advertisements, documentaries, photographs, television programs, radio programs
* everyday texts – recipes, instructions, diagrams, timetables, notices, blogs, movies, television shows, comic books, computer games, manuals
* workplace texts – reports, minutes, application forms, safety regulations, email
* written or spoken texts – dialogues, speeches, monologues, conversations, radio programs, interviews, lectures, stories of origin
* multimodal texts – picture books, graphic novels, web pages, films, television programs, performances, advertisements, cartoons, music videos, computer games, maps
* digital texts – online books, websites, computer games, social networking sites, email, SMS, apps
* visual texts – photographs, diagrams, charts, graphs, tables, cartoons, pictures
* texts to support language/dialect acquisition – dictionaries, thesauruses, reading comprehension and writing skills development, vocabulary development, grammar practice and communicative activities texts