Communication Unit - English

Central Concept – Communication. Key Concepts – Audience, Dialogue, Interpretation, Purpose.

Devices for Speaking and Listening - active listening, attentive listening, open and closed questions, debating, volume, tone, pitch, pace

Devices for Writing and Representing – Graphic Organisers, questions, mind maps, dialogue, point of view, arguments

Devices for Reading and Viewing – main idea, key points, key arguments, salience, dialogue,

To – influence the audience and impart real messages.

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| Outcomes | Assessment overview |
| English K-10   * EN2‑1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts * EN2‑2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language * EN2‑3A uses effective handwriting and publishes texts using digital technologies * EN2‑4A uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies * EN2‑5A uses a range of strategies, including knowledge of letter–sound correspondences and common letter patterns, to spell familiar and some unfamiliar words * EN2‑6B identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features * EN2‑7B identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts * EN2‑8B identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter * EN2‑9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts * EN2‑10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts * EN2‑11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own * EN2‑12E recognises and uses an increasing range of strategies to reflect on their own and others’ learning |  |

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| Task | Content | Teaching, learning and assessment |
| 1 – Speeches to Persuade | understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488)  understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476)  plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1682, ACELY1694)  discuss ways in which spoken language differs from written language and how spoken language varies according to different audiences, purposes and contexts  understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)  identify elements of their writing that need improvement and review using feedback from teacher and peers | - Brainstorm topics for individual speech. Some examples include, Multiculturalism in the FIFA world cup; What makes a community?; My hero; My favourite things in life; Living between cultures; How kids can make a difference.  - Video to support topic selection can be found at:  http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/Web/public\_speaking/speech/lo/2008\_136\_PS\_02/applets/ap200\_video/vid\_voxpop2.htm  - How do speeches help us to communicate?  - What is the purpose of a speech? To persuade and inform.  - How is the purpose achieved? (See Manner in Public Speaking Rubric)  -Students prepare speech.  - Use selected activities from Stage 2 Public Speaking Program. |
| Reflection on Learning |  | |
| 2 - Debate | interact effectively in groups or pairs, adopting a range of roles  understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488)  understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476)  plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1682, ACELY1694)  discuss ways in which spoken language differs from written language and how spoken language varies according to different audiences, purposes and contexts  understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489) | - In groups of 3 (pre-determined), students debate a topic around communication. For example; Should mobile phones be allowed at school?; Should Australia Post deliver less mail?  - Students create suitable topics. While debate is occurring, students observing take notes and provide feedback to debaters. |
| Reflection on Learning |  | |
| 3 – What is Communication | understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488)  understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476)  plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1682, ACELY1694)  discuss ways in which spoken language differs from written language and how spoken language varies according to different audiences, purposes and contexts  understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489) | - What do we already know about different ways of communicating? Brainstorm using mind map, etc.  - Share a story, visual text, sites on the Internet based on the Unit to build up background knowledge. Encourage children to share what they already know about the unit with others.  - What are our Outcomes? What do we hope to learn by the conclusion of the Unit?  - Research what is communication?  - Explain communication to another alien from another planet. |
| Reflection on Learning |  | |
| 4 -  Types of communication | understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488)  understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476)  plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1682, ACELY1694)  discuss ways in which spoken language differs from written language and how spoken language varies according to different audiences, purposes and contexts  understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489) | - Brainstorms different types of communication. Students in small groups research various types of communication (ie. Newspaper, telephone, mobile phone, social media, television) including history and uses. Present to class in any chosen format.  - Introduce stage blog and student profile.  - ‘Netiquette’ – ask students what it is and discuss. Give definition ‘Netiquette is a combination of the words net and etiquette and refers to the use of good manners when communicating online’. How do students communicate online: email, Twitter, Facebook, etc? Why? How do we make sure we communicate effectively online when we can’t use tone, pitch, volume, etc? In pairs, design some netiquette rules and design a poster on computers/ipads.  - Write an informative step-by-step instruction set on how to email someone using successful communication skills.  - Add to blog weekly. |
| Reflection on Learning |  | |
| 5 -  Create Mannering Park Newspaper | interact effectively in groups or pairs, adopting a range of roles  experiment with visual, multimodal and digital processes to represent ideas encountered in texts  use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1680, ACELY1692)  listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) | - Review what is a newspaper and what is its purpose? How does it achieve its purpose?  - How do we make communication successful? Discuss. Draw a cartoon of successful and unsuccessful communication, e.g speaking politely, good spelling/grammar/punctuation, inclusive language, appropriate body language, considering the feelings of others, speaking clearly, and using easy to read fonts. Discuss in small groups, and create a list of ‘Communication MUST HAVES’.  -Create an interview on a chosen topic.  -Schedule an appointment and interview staff member.  -Create Mannering Park Public School newspaper. |
| Reflection on Learning |  | |
| 6 –  Create Class Book | plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689) | - Refer to Stage 2 Creative Writing Program.  - As a class brainstorm introduction.  - In pairs students create a page in class book, editing and adding to previous groups page.  - Collate as class book and share with Stage 1. |
| Reflection on Learning |  | |
| 7 –  Design Own Communication Device | plan, compose and review imaginative and persuasive texts  identify elements of their writing that need improvement and review using feedback from teacher and peers  reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)  reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)  use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1685, ACELY1697)  understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)  understand the use of vocabulary in discussing and presenting spoken texts in familiar and unfamiliar contexts  recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492)  respond to a wide range of literature and analyse purpose and audience  discuss aspects of literature from a range of cultures to explore common experiences and ideas as well as recognising difference  describe and discuss ethical issues encountered in texts  develop criteria for the successful completion of tasks | - Students in pairs or small groups design their own communication devices for the future.  - Groups present in their own chosen format. |
| Reflection on Learning |  | |
| Unit evaluation   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **How did the unit rate in these areas?** | **☺** | **😐** | **☹** | **What went well? Where are you going next?** | | Time allocated for topic |  |  |  |  | | Student understanding of topic |  |  |  | | Needs of all students met |  |  |  | | Opportunities for reflection on learning |  |  |  | | Variety of teaching strategies |  |  |  | | Integration of the Quality teaching Framework |  |  |  | | Integration if ICT |  |  |  | | Adjustments to content |  |  |  | | Suitability of resources |  |  |  | | | | |