UbD Template 2.0

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| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS:  Learning Requirements:  The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.  In this subject, students are expected to:  1. Demonstrate clear and accurate communication skills through reading, viewing, writing, composing, listening, and speaking.  2. Clarify, extend, and develop their ideas and opinions through critical engagement with texts and language.  3. Critically analyse a variety of texts to determine their social, cultural, or vocational purpose and effectiveness.  4. Identify and analyse ideas, values, and beliefs, and recognise how these are shaped.  5. Examine cultural, social, and technical aspects of language and texts.  6. Compose texts in which language is used for critical, personal, or imaginative purposes.  These learning requirements form the basis of the:  Learning scope.  Evidence of learning that students provide.  Assessment design criteria.  Levels of achievement described in the performance standards. | ***Transfer*** | |
| *Students will be able to independently use their learning to…*  <type here> | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*  That text types are composed for different purposes and audiences.  Texts enable reflection on different perspectives on complex, and at times contentious, issues.  Language choice is influenced by context.  The extent to which the composer of a text follows the conventions of a text type, and the effects of this on the reader, viewer, or listener.  Stylistic features of written, visual, or oral texts influence the way that texts are interpreted and received by their audiences. | ESSENTIAL QUESTIONS  How do language and structural features influence a texts reception by its intended audience?  How can language and structural features be identified and replicated for specific effects?  How can different perspectives be reflected in texts? |
| ***Acquisition*** | |
| *Students will know…*  That stylistic features of written, visual, or oral texts, such as tone, mood, imagery, layout, nominalisation, analogies, juxtaposition, figurative language, and choice of vocabulary, can all be critically examined for their relevance.  That the grammatical features of the language used in texts should be considered. | *Students will be skilled at…*  Identify and recognise the conventions of different text types.  Composing entirely new texts using specific themes and style identified thought their own distinctive structural features.  Producing texts appropriate to the purpose, audience, and context.  Communicate effectively in a range of situations through the evaluation of language.  Evaluate and analysis of the effects of text conventions on the reader, viewer, or listener  Identify and synthesize the conventions of a text type using this knowledge to constructing personal texts.  Make considered choices about the language techniques that suit intended purposes. |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| KU 2 3, Ap 1, C1 2. | PERFORMANCE TASK(S):  *Summative ‘Horror’ Narrative (assessment of learning):* Following an inquiry into the structure and language of short narratives of specific genres (satire, horror or adventure), students will read and analyses a range of short stories. Once familiar with typical characteristics of chosen genre, students compose their own short narrative of the same genre. Maximum 800 words. Class time allocated, students to hand in draft before due date. | |
|  | OTHER EVIDENCE:  *FORMATIVE:*  *Pre-assessment (assessment of learning):*  Assess student’s prior understandings of ‘Horror’ narrative conventions using an individual, in class, brainstorming assessment. This will inform the students’ readiness for this unit and inform any tiering for differentiation in lessons.  *Ongoing formative assessment (assessment for learning):*  A draft of the summative narrative assessment. Individual feedback will be provided and this will inform later tiered lessons focusing of proof reading and peer assessment to ensure understanding of linguistic, stylistic and structural features of ‘Horror’ narratives. | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction*  WEEK 6 - How can language and structural features be identified and replicated for specific effects?  *Pre-assessment (assessment of learning).*  WEEK 7 - How can language and structural features be identified and replicated for specific effects? Synthesizing the specific linguistic, stylistic and structural features of ‘Horror’ narratives and creating texts by replicating those features.  WEEK 8 – How can language and structural features be identified and replicated for specific effects? Continuing create tests through the evaluation of linguistic, stylistic and structural features of ‘horror’ narratives.  **(beginning of week 8 or end of week 7)** *Ongoing formative assessment (assessment for learning)*  WEEK 9 – How can language and structural features be identified and replicated for specific effects (continued)? Proof reading and Peer assessment skills.  *Summative ‘Horror’ Narrative (assessment of learning).* | | |