School: KC test

School Priorites: Literacy
                                   Reading

Unit Title: Book trailer

Classes: 6/7

Duration: 6-8 lessons

Context For Learning: Within the class, groups have been engaged in guided reading
                                   involving a range of texts. This unit requires them to apply their
                                   knowledge and interpretation of the text to the creation of a
                                   promotional trailer.

KLAs: English, Information & Communication Technologies

Year Levels: 6, 7

Language Stages:

Junctures: 7, 7

7 English - Ways of Working

	Teaching and Learning	Assessment

7.Eng.WOW.3.0.1
Processes: Students are able to identify and demonstrate the relationship between audience, subject matter, purpose and text type ☑ ☑

7.Eng.WOW.3.0.2
Processes: Students are able to identify main ideas and the sequence of events, make inferences and draw conclusions based on ideas and information within and across texts ☑ ☐

7.Eng.WOW.3.0.4
Processes: Students are able to interpret and identify that readers/viewers/listeners are positioned by aspects of texts ☑ ☐

7.Eng.WOW.3.0.7
Processes: Students are able to make judgments and justify opinions using information and ideas from texts, and identify how aspects of texts contribute to enjoyment and appreciation ☑ ☑

7 English - Knowledge & Understanding

	Teaching and Learning	Assessment

7.Eng.KU.1.3.1 ✓ ✓

Organiser: **Writing and designing**

Conceptual organiser: Writing and designing involve using language elements to construct literary and non-literary texts for audiences across wider community contexts.

Concepts, Facts, Procedures: The purpose of writing and designing includes evoking emotion, persuading and informing

7.Eng.KU.1.3.2 ✓ ✓

Organiser: **Writing and designing**

Conceptual organiser: Writing and designing involve using language elements to construct literary and non-literary texts for audiences across wider community contexts.

Concepts, Facts, Procedures: Writers and designers establish roles, make assumptions about their audience and position them through language choices

7.Eng.KU.1.3.3 ✓ ✓

Organiser: **Writing and designing**

Conceptual organiser: Writing and designing involve using language elements to construct literary and non-literary texts for audiences across wider community contexts.

Concepts, Facts, Procedures: Words and phrases, symbols, images and audio affect meaning and position an audience

7.Eng.KU.2.4.11 ✓ ✓

Organiser: **Language elements**

Conceptual organiser: Interpreting and constructing texts involve selecting and controlling choices about grammar, punctuation, vocabulary, audio and visual elements, in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) across wider community contexts.

Concepts, Facts, Procedures: Auditory, spoken, visual and nonverbal elements add meaning, interest, immediacy and authority to multimedia texts

7.Eng.KU.5.2.2 ✓ ☐

Organiser: **Reading and viewing**

Conceptual organiser: Reading and viewing involve using a range of strategies to interpret, evaluate and appreciate written, visual and multimodal texts across wider community contexts.

Concepts, Facts, Procedures: Readers and viewers draw on their prior knowledge, knowledge of language elements and point of view when engaging with a text

7.Eng.KU.5.2.3 ✓ ☐

Organiser: **Reading and viewing**

Conceptual organiser: Reading and viewing involve using a range of strategies to interpret, evaluate and appreciate written, visual and multimodal texts across wider community contexts.

Concepts, Facts, Procedures: Words, groups of words, visual resources and images can persuade an audience to agree with a point of view by portraying people, characters, places, events and things in different ways

7.Eng.KU.5.2.7 ✓ ✓

Organiser: **Reading and viewing**

Conceptual organiser: Reading and viewing involve using a range of strategies to interpret, evaluate and appreciate written, visual and multimodal texts across wider community contexts.

Concepts, Readers and viewers use a number of active comprehension

Facts,
Procedures: strategies to interpret texts, including activating prior knowledge,
predicting, questioning, identifying main ideas, inferring, monitoring,
summarising and reflecting

7 Information & Communication Technologies

		Teaching and Learning	Assessment

7.ICT.2.2.1

Organiser: Concepts, Facts, Procedures:

Creating with ICTs

Students experiment with, select and use ICTs to create a range of responses to suit the purpose and audience. They use ICTs to develop understanding, demonstrate creativity, thinking, learning, collaboration and communication across key learning areas. They develop plans and proposals, considering common ICT design features

Teaching and Learning: ☑ Assessment: ☑

7.ICT.2.2.2

Organiser: Concepts, Facts, Procedures:

Creating with ICTs

Students experiment with, select and use ICTs to create a range of responses to suit the purpose and audience. They use ICTs to develop understanding, demonstrate creativity, thinking, learning, collaboration and communication across key learning areas. They develop criteria to evaluate responses, plans and processes

Teaching and Learning: ☑ Assessment: ☑

7.ICT.2.2.3

Organiser: Concepts, Facts, Procedures:

Creating with ICTs

Students experiment with, select and use ICTs to create a range of responses to suit the purpose and audience. They use ICTs to develop understanding, demonstrate creativity, thinking, learning, collaboration and communication across key learning areas. They express and creatively represent ideas, information and thinking

Teaching and Learning: ☑ Assessment: ☐

7.ICT.2.2.5

Organiser: Concepts, Facts, Procedures:

Creating with ICTs

Students experiment with, select and use ICTs to create a range of responses to suit the purpose and audience. They use ICTs to develop understanding, demonstrate creativity, thinking, learning, collaboration and communication across key learning areas. They reflect on their use of ICTs as creative tools and evaluate the quality of their ICT responses, plans and processes against criteria

Teaching and Learning: ☑ Assessment: ☑

7.ICT.5.5.5

Organiser: Concepts, Facts, Procedures:

Operating ICTs

Students use a range of advanced ICT functions and applications across key learning areas to inquire, create, collaborate and communicate, and to manage information and data. They develop strategies for learning new ICT operations and consider different ways to perform tasks

Teaching and Learning: ☑ Assessment: ☐

⬤ Sequence learning

Learning experiences & teaching strategies	Adjustments for needs of some learners	Resources
1. Analyse book trailers		You tube examples Analysis guidelines (w/sheet 1)
2. Investigate techniques for making trailer		Rollercoaster website
3. Consider which elements of the book to promote.		Novel Preparation guidelines (w/sheet 2)
4. Plan a trailer using a story board.		Story board template
5. Create trailer and upload		Digital cameras, Photo editing, Movie maker, Audio editing
6. Assess against criteria		Assessment rubric

● Assessment

Type of assessment	What will be assessed	When will it be assessed	Purpose
1. Design a book trailer	Students' ability to identify and apply textual, auditory and visual elements that add meaning, interest, evoke emotion and persuade an audience. Evidence that book has been effectively analysed and reflected upon.		To ascertain - level of knowledge and understanding of the narrative genre - ability to select and use ICTs in puroseful ways

Ways to monitor learning and assessment