

Maus Unit Plan

Term 3			
Week	Unit	Learning Goal	Curriculum
1 17 th – 21 st	Biographies	<ul style="list-style-type: none"> • <i>Students will be able to remember facts about the Holocaust.</i> • <i>Students will be able to interpret the layout of a graphic novel.</i> 	<p><i>Literature and context</i> Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts</p> <p><i>Text cohesion</i> Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects</p>
Homework		Find a person to write a biography on.	
2 24 th – 28 th		<ul style="list-style-type: none"> • <i>Students will be able to evaluate the impact of the visual choices in the film. 'the Boy in the Striped Pyjamas'</i> • <i>Students will be able to present information about the Holocaust to the class</i> <p>Formative assessment</p>	<p><i>Visual language</i> Evaluate the impact on audiences of different choices in the representation of still and moving images</p> <p>Speaking and Listening Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action, speaking clearly and using logic, imagery and rhetorical devices in order to engage (VCELY486)</p>
Homework		Watch how to conduct and interview	<i>Language devices in literary texts</i>
		<ul style="list-style-type: none"> • <i>Students will be able to write a series of interview questions</i> • <i>Students will be able to select a subject to interview/research using principles from the video</i> 	<p>Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts</p>

<p>3 31st – 4th Aug</p>		<ul style="list-style-type: none"> • <i>Students will be able to complete a close analysis of 'Maus' chapters 1-3</i> • <i>Students will be able to identify themes in the text.</i> 	
<p><i>Homework</i></p>		<ul style="list-style-type: none"> • <i>Students will be able to conduct an interview or research, using their pre-prepared questions.</i> 	<p><i>Creating texts</i> Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues</p>
<p>4 7th – 11th Aug</p>		<ul style="list-style-type: none"> • <i>Students will be able to complete a close analysis of 'Maus' chapters 4-5</i> • <i>Students will be able to identify symbols in the text.</i> 	<p><i>Language devices in literary texts</i> Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts</p>
<p><i>Homework</i></p>		<ul style="list-style-type: none"> • <i>Students will be able to place information from their interview or research into a multimedia text.</i> 	<p><i>Use of software</i> Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user</p>
<p>5 14th – 18th Aug <i>Disruptions: 16th August Curriculum Day</i></p>		<ul style="list-style-type: none"> • <i>Students will be able to complete a close analysis of 'Maus' part 2, chapters 1-2</i> • <i>Students will be able to analyse quotes from 'Maus'</i> • <i>Students will be able to practise their oral presentations.</i> 	<p>Speaking and Listening Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action, speaking clearly and using logic, imagery and rhetorical devices</p>

			in order to engage audiences
Homework		<ul style="list-style-type: none"> Students will be able to edit and rehearse their oral presentations. 	
6 21 st - 25 th Aug Excursion 18 th , 25 th , 1 st		<ul style="list-style-type: none"> Students will be able to complete a close analysis of 'Maus'. <p>Prepare for excursion http://www.jhc.org.au/about-the-centre.html</p> <p>Presentations: Biographies</p>	<p><i>Language devices in literary texts</i> Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts</p>
Homework		Fill in symbols and themes organisers	
7 28 th – 1 st Aug	Comparative essay writing	<ul style="list-style-type: none"> Students will be able to remember the structures of a block-method. Students will be able to identify internal paragraph structures in a sample essay. Students will be able to compare three scenes to the text. 	<p><i>Analysing and evaluating</i> Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences</p>
Homework		<ul style="list-style-type: none"> Students will be able to complete compare and contrast templates. 	
8 4 th – 8 th Sept Disruptions: 7 th Sept Round Robbin		<ul style="list-style-type: none"> Students will be able to draft a comparative essay. 	<p><i>Comprehension strategies</i> Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence</p>
Homework		Write first drafts	
9 11 th – 15 th Sept		<ul style="list-style-type: none"> Students will be able to participate in a peer review to edit and refine their drafts. Students will be able to re-write their final drafts under SAC conditions. 	<p><i>Editing</i> Review, edit and refine own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects</p>
Homework		Absentees write essays	

10 18 th – 22 nd Sept		<i>Meaningful learning activities</i>	
Term 4			
1	Comparative Language Analysis	<ul style="list-style-type: none"> • <i>Students will be able to recall what they already know about persuasive language.</i> 	<p>Reading and Viewing Compare and evaluate how ‘voice’ as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (VCELT465)</p>
2	Comparative Language Analysis	<ul style="list-style-type: none"> • <i>Students will be able to use the chunking method to annotate a persuasive text.</i> • <i>Students will be able to present information about a persuasive text to an audience.</i> 	<p>Reading and Viewing Compare and evaluate how ‘voice’ as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (VCELT465)</p> <p>Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (VCELY468)</p> <p>Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (VCELY469)</p> <p>Writing Understand how paragraphs and images can be arranged for</p>

			<p>different purposes, audiences, perspectives and stylistic effects (VCELA470)</p> <p>Speaking and Listening Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action, speaking clearly and using logic, imagery and rhetorical devices in order to engage (VCELY486)</p>
3		<ul style="list-style-type: none"> • <i>Students will be able to use the chunking method to identify tone, contention, audience and purpose.</i> • <i>Students will be able to begin analysing how the persuasive text might affect an audience.</i> 	<p>Reading and Viewing Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (VCELY468)</p> <p>Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (VCELY469)</p> <p>Evaluate the impact on audiences of different choices in the representation of still and moving images (VCELA459)</p> <p>Understand that people’s evaluations of texts are influenced by</p>

			<p>their value systems, the context and the purpose and mode of communication (VCELA457)</p> <p>Writing Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (VCELA470)</p> <p>Speaking and Listening Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (VCELA483)</p> <p>Reflect on, extend, endorse or refute others' interpretations of and responses to literature (VCELT484)</p> <p>Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage audiences, using organisation patterns, voice and language conventions to present a coherent point of view on a subject (VCELY485)</p>
4		<ul style="list-style-type: none"> • <i>Students will be able to recall the structure of an analytical paragraph.</i> 	<p>Reading and Viewing Understand that people's evaluations of</p>

		<ul style="list-style-type: none"> • <i>Students will be able to annotate, analyse and present a paragraph based on a persuasive text.</i> (formative assessment) 	<p>texts are influenced by their value systems, the context and the purpose and mode of communication (VCELA457)</p> <p>Compare the purposes, text structures and language features of traditional and contemporary texts in different media (VCELA458)</p> <p>Compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (VCELT465)</p> <p>Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (VCELT461)</p> <p>Evaluate the social, moral and ethical positions represented in texts (VCELT462)</p> <p>Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (VCELY466)</p>
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5		<ul style="list-style-type: none"> • <i>Students will be able to identify an issue and will select three persuasive texts about that issue.</i> • <i>Students will be able to annotate each text.</i> 	<p>Reading and Viewing Understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (VCELA457)</p> <p>Compare the purposes, text structures and language features of traditional and</p>

		<p>contemporary texts in different media (VCELA458)</p> <p>Compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (VCELT465)</p> <p>Writing Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (VCELA470)</p> <p>Speaking and Listening Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (VCELA483)</p> <p>Reflect on, extend, endorse or refute others' interpretations of and responses to literature (VCELT484)</p> <p>Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage audiences, using organisation patterns, voice and</p>
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			<p>language conventions to present a coherent point of view on a subject (VCELY485)</p>
6		<ul style="list-style-type: none"> • <i>Students will be able to draft an analytical article for each text.</i> • <i>Students will be able to use connectives to compare and contrast each article.</i> 	<p>Reading and Viewing</p> <p>Compare the purposes, text structures and language features of traditional and contemporary texts in different media (VCELA458)</p> <p>Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (VCELT461)</p> <p>Evaluate the social, moral and ethical positions represented in texts (VCELT462)</p> <p>Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (VCELY466)</p> <p>Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (VCELY467)</p> <p>Writing</p>

		<p>Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (VCELA470)</p> <p>Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts (VCELA472)</p> <p>Analyse how higher order concepts are developed in complex texts through language features including nominalization, clause combinations, technicality and abstraction (VCELA473)</p> <p>Speaking and Listening Speaking and Listening Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (VCELA483)</p> <p>Reflect on, extend, endorse or refute others' interpretations of and responses to literature (VCELT484)</p> <p>Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts</p>
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			that inform, persuade and engage audiences, using organisation patterns, voice and language conventions to present a coherent point of view on a subject (VCELY485)
7		<ul style="list-style-type: none"> • <i>Students will be able to review and edit their analytical writing.</i> • <i>Students will be able to plan and design a poster to display their paragraphs on.</i> 	<p>Writing Understand how to use knowledge of the spelling system to spell unusual and technical words accurately (VCELA475)</p> <p>Review, edit and refine own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (VCELY480)</p> <p>Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (VCELY481)</p>
8		<ul style="list-style-type: none"> • <i>Students will be able to complete an aesthetically pleasing poster displaying their paragraphs.</i> • <i>Students will be able to rehearse their poster presentations.</i> 	<p>Speaking and Listening Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action, speaking clearly and using logic, imagery</p>

			and rhetorical devices in order to engage (VCELY486)
9		<ul style="list-style-type: none"> • <i>Students will be able to give and receive feedback on their posters and presentations.</i> • <i>Students will be able to reference their sources using the Harvard style.</i> 	<p>Writing Understand conventions for citing others, and how to reference these in different ways (VCELA471)</p> <p>Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (VCELA474)</p> <p>Understand how to use knowledge of the spelling system to spell unusual and technical words accurately (VCELA475)</p> <p>Review, edit and refine own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (VCELY480)</p> <p>Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (VCELY481)</p>
10		<ul style="list-style-type: none"> • <i>Students will be able to present their analyses of</i> 	<p>Reading and Viewing Understand that</p>

		<p><i>persuasive texts to an audience.</i></p> <ul style="list-style-type: none"> • <i>Students will be able to use presentational skills to engage an audience.</i> 	<p>people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (VCELA457)</p> <p>Compare the purposes, text structures and language features of traditional and contemporary texts in different media (VCELA458)</p> <p>Compare and evaluate how ‘voice’ as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (VCELT465)</p> <p>Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (VCELT461)</p> <p>Evaluate the social, moral and ethical positions represented in texts (VCELT462)</p> <p>Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (VCELY466)</p>
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11		<i>Meaningful learning activities.</i>	