English sample unit: Online Publication about The Deep Enders
 Focus outcomes: EN4-1A, EN4-2A, EN4-3B, EN4-4B, EN4-5C, EN4-9E   Duration: 5–6 weeks

Unit Outline: In this 5-6 week English Unit, students create an online magazine for their peers. The purpose of the magazine is to provide a medium in which students can express their perspectives on a variety of issues surround past events. The Unit focuses on giving students an opportunity to design, develop and publish their ideas in a class journal, magazine or publication. Students will work individually and collaboratively using an online workspace to plan and compose a variety of contemporary media and digital texts for the online magazine. This will involve online research, analysis, discussion and learning about language.	**Learning across the curriculum:** Student will use a range of software processes to design, develop, manipulate and publish the online magazine. It will include word processing programs, online tools, graphic design and desktop publishing options. The Learning across the curriculum areas integrated in this unit include: Information and communication technology, Critical and creative thinking, Ethical understanding.
Outcomes: **EN4-1A** responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure **EN4-2A** effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies **EN4-3B** uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts **EN4-4B** makes effective language choices to creatively shape meaning with accuracy, clarity and coherence **EN4-5C** thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts **EN4-9E** uses, reflects on and assesses their individual and collaborative skills for learning	**During the course of this unit students will:** ● create and maintain an active online learning space (wiki/blog) to record the processes of learning ▯ ● contribute one individual text for inclusion in a class online magazine ▯ ● contribute texts constructed collaboratively for inclusion in the class online magazine ▯ ● reflect on their learning in the unit. ▯ Assessment: ● Class participation ● Creating a Google Slide collaborative research task about an issue in the text ● Creating and submitting four collaborative magazine articles/newspaper reports to an online class publication ● Self reflection (formative assessment task using Google Forms)

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EN4-2A • understand and use the terminology associated with responding to and composing digital texts **EN4-3B** • analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text **EN4-4B** • plan, draft and publish imaginative, informative and persuasive texts selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas • recognise and appreciate the ways a wide range of texts communicate by using effective language choices	**Introduction to the text:** Brainstorm ways in which Australia is connected to other nations – construct a class list. ▢ View AusAid video and add new information to list (AusAid videos are updated regularly at www.youtube.com/user/AusAIDvideo ; teachers should preview and select a suitable current video). ▢ Students complete a KWL chart (What I Know, What I Want to Know and What I have Learnt) chart about Australian history (after 1901). ▢ Students each complete an individual class KLA chart and also a class KLA chart. Students add to their KLA chart as they think of new questions. ▢Students watch the trailer to the movie. **Students look at the front cover of the text 'The Deep Enders' and make predictions about what they think it is about? PREDICTION** ● What do they predict will happen?▢ ● What events might occur? ● How do they know this? ● What symbols or imagery the illustrator has used?▢ ● Why has the illustrator decided to use certain colours on the book cover?▢ ● Why do you think that the author chose to use the colours that he did on the book cover? What feels/emotions do these colours instil? ● What is the significance of the image of the sun? How was this imagery used in the Second World War?	Teacher creates a Google classroom. Software to enable students to create colourful mind maps, such as Inspiration (free 30-day trial) and bubbl.us (free download) Teacher-developed worksheet

• explore and analyse the ways purpose, audience and context affect a composer's choices of content, language forms and features and structures of texts to creatively shape meaning • create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate **EN4-5C** • engage in wide reading of self-selected texts for enjoyment and share responses individually, in pairs and/or in small groups in a variety of relevant contexts, including digital and face-to-face contexts • critically consider the ways in which meaning is shaped by context,	**<u>Introducing the author (p356)</u>** ● What is the author Dave Reardon's background?▯ ● Where is he from?▯ ● Why did he think that it was important to write the book?▯ ● What are some of the most significant themes in the book?▯ ● Why did he think that it was an important book to write now? ▯Students then complete a list of questions that they would like to ask Dave? ● Watch Dave's video in which he discusses the book and reasons for writing it. After watching the video, create a mind map of Dave's responses. Students create a class list of the significant events/central themes of the book. Some of these may include: ● The bombing of Darwin ● The bombing of Broome ● The Japanese Australian relationships leading up to, during and after the Second World War. As a class students focus on Chapter 2: The remote pearling town. The chapter paints a picture of the remote pearling town and its strategic importance in a world at war. Broome is the closest port for civilians and soldiers escaping the Japanese invasion to the north of Australia in a country then called The Dutch East Indies (now Indonesia). It also locates Murph in the town and explains his connection with the bombing of Pearl Harbor, a massively significant event in world history as it thrust the USA into the war.	

purpose, form, structure, style, content, language choices and their own personal perspective	- Students locate Broome and Darwin on a Google Earth and research the significance of both towns during the second world war era. - How is Broome and Darwin different today. Students use the Australian Bureau of Statistics (ABS) and research how the two places have changed. - Students compare and contrast recording information such as: demographics, income, industry etc.	
EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies	**The Bombing of Darwin (p66) (Independant Research task)** - students complete tasks in collaborative research groups and present their information using Google Slides. Example questions/statements reinforcing: **How is this text making me/you feel? What emotions did you feel when you read this?**	Videos of the bombing of Darwin:
EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts **EN4-9E** uses, reflects on and assesses their individual and collaborative skills for learning	Why do you think that the soldier says that 'It was a battle that no one talked about?' What does this tell us about how history is recorded? What does the word censorship mean? Why would certain aspects of the news be censored? Getting into the picture questions adapted from http://www.curriculumsupport.education.nsw.gov.au/literacy/assets/pdf/packages/combook.pdf Students are given a picture of the bombing of Darwin and asked to create personal responses to the following questions:	https://www.youtube.com/watch?v=OzCb86C2O0s https://www.youtube.com/watch?v=vkyc0MaeFOM https://www.youtube.com/watch?v=99FkXYpd2F8 https://mail.google.com/mail/u/0/#inbox/15436d2a81a3c966?projector=1

	● What does it smell like? ● What does it feel like? ● What effect did it have? ● What can they hear? ● Are the characters talking to each other? What are they saying? How do the characters feel? ● If you could ask these characters a question, what would it be? ● What's happening beyond the edges of this picture, out of view of the reader, but visible once they've stepped inside the book? Students create a Google Slideshow/report about the bombing of Darwin and present it to the class. Assessments are submitted using Google Classroom and other student are given the opportunity to comment and make suggestions about their project.	

EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence
 	
EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts
	Magazines:
	
	Student work collaboratively and investigate different types of magazines. Students use Google Docs to collaborate with each other and share their research. Student should focus their investigations around questions such as:
	    ● What are magazines?
	    ● What are some of the different types of magazines?
	    ● What are some of the categories of magazines that are available?
	    ● How do we know who the intended audience is?
	
	Show the class a selection of magazines appealing to a range of different readers. Encourage students to bring their own magazines for discussion
	    ● In pairs, students make a list of the features of magazines (stories, reviews, competitions, quizzes) and comment on the layout.	

		See "How certain are we about something?" resource
EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure	**Print versus online magazines** Students create a Venn-Diagram and compare and contrast the different features and similarities between both types of magazines. Each group shares their findings with the class.	Writing a magazine feature article
EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies	Have publishers created a new form for the online magazine or just a magazine that is digital? ▢Identify the parts of an online magazine using appropriate terminology. Consider, for example, navigation elements, feature articles, regular articles (opinion, stories, columns), reviews, blogs (featured blogs), podcasts, 'what's' on, social media links. ▢ ● What are the interactive elements? ▢ ● Is it multimodal? ▢ ● What does the term multimodal mean ● How does it use the technology? ▢	Using Google Slides
EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts	Student view a range of online magazines and discuss their effectiveness as tools for communication. Students examine the role of devices such as: ● Language ● Modality ● Images ● Salience ● Visuals	Hard copy magazines.
EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence		Online magazines Teacher resource 'Understanding the intended audience.'
	Individual reflection: What have you learned about the form and content of magazines? How does the author enhance their point of view?	

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EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts **EN4-9E** uses, reflects on and assesses their individual and collaborative skills for learning **EN4-9E** uses, reflects on and assesses their individual and collaborative skills for learning	**Note:** Students can submit their individual perspectives through http://edublogs.org/ or Google Forms via Google Classroom. **Modality in language** Students look at a range of magazine articles and examine the modality of the language that is use. Students create a list a list of modal language and a modality cline. **Introduction to the class online magazine project** *Overview* Discuss the class online magazine project with students. The target audience is teenagers and the magazine will feature stories, reviews, letters and interviews. Students brainstorm the central themes in *The Deep Enders* and choose a theme that they would like to investigate in their research groups. Students will work in small groups to compose a variety of texts for the class online magazine based on the central themes from the book. Each group will be responsible for submitting at least four texts for publication. Each submission will be following an established process from conception to publication. Students are to research the ways in which news stories and magazine articles are reported asking questions such as: ● How do we decide which story to include in the magazine? ● How do we ensure that our reporting and consistent?	Creating interactive Venn Diagrams Media Ethic and reporting Guidelines

	● How can we ensure that we make the writing engaging and captivating for our audience. Students will use teacher-designed online templates for the composition of texts. Each group will use an online collaborative space for the project such as a blog, wiki or learning management system. The online space will provide workflow information for the project. It can be used to post stories, articles and graphics for the magazine. Individual students will use a personal blog/workbook for a process journal to record their learning. **Introduction to the class online magazine project (adapted from the BOSTES sample units)** *Overview* Discuss the class online magazine project with students. The target audience is teenagers and the magazine will feature stories, reviews, letters and interviews. Students will work in small groups to compose a variety of texts for the class online magazine. Each group will be responsible for submitting at least three texts for publication. Students will use teacher-designed online templates for the composition of texts. Each group will use an online collaborative space for the project such as a blog, wiki or learning management system. The online space will provide workflow information for the project. It can be used to post stories, articles	Teacher create an online survey to collaborate student results. Self Reflection assessment using Google Forms

	and graphics for the magazine. Individual students will use a personal blog/workbook for a process journal	
EN4-2A • recognise and practise responsible and ethical digital communication **EN4-9E** • understand the roles and responsibilities of individuals in groups, performing an allocated role responsibly in a group and assessing the success of individual and collaborative processes	**Ethical digital citizenship** One or more of the available online resources may be used to further develop students' understanding of ethical communication.	**Suggested digital citizenship resources** • Digital Citizenship provides essential information for students, teachers and parents about being safe, positive and responsible online • Collaborating online is a series of videos and activities about collaborating online • Privacy: Whose Space? explores how to log in to sites and stay safe • Budd:e Staying Smart online – cybersecurity education modules for secondary students
EN4-1A • respond to and compose imaginative, informative and persuasive texts for different audiences, purposes and contexts for understanding, interpretation, critical analysis, imaginative expression and pleasure	**Learning about types of texts*** Identify five types of texts for the class magazine. Provide a model of each text for the class to deconstruct. Distribute a scaffold for each type of text and explain key terms, language features and structure. Provide opportunity for guided practice by selecting three of the five types of texts for students to jointly construct as a class. **Magazine news story/feature article.** Students may: • select a current topic or local issue • use a visual text as a starting point for a story.	**Resources** • Writing a feature article • Letters to the editor: community agrees • Letters to the editor: community disagrees

EN4-2A
• understand and apply knowledge of language forms and features
 	
EN4-4B
• create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate
 	
EN4-5C
• critically consider the ways in which meaning is shaped by context, purpose, form, structure, style, content, language choices and their own perspective
• investigate and understand the ways the web and digital technologies influence language use and shape meaning
	Imaginative piece. Students may compose:
	  ● a narrative based a significant theme/event from the book.
	  ● a creative piece from another perspective
	
	Opinion/letter to the editor. Students may compose a letter:
	  ● to the local newspaper about a local issue
	  ● to the local council about youth programs.
	
	Review. Students may write a review about:
	  ● The Deep Enders book
	  ● an event (school, local community).
	
	Interview. Student may write an interview with:
	  ● the main character from the book
	  ● an interview with the author.
	  ● an interview with a local historian.	

EN4-1A
• experiment with language forms and features to compose texts for pleasure and enjoyment

EN4-2A
• use a range of software, including word processing programs, to create, edit and publish texts imaginatively
• use collaborative processes, eg playbuilding, performances and digital compositions, to construct texts

EN4-4B
• create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate

Group activity
The students will be divided into small groups which will be responsible for composing three or more texts for the online magazine.
Each group member will use the online templates to plan and draft one text as directed by the teacher. Texts should be selected from the five texts learnt about previously. In addition, group members will be assigned an editorial role, such as editor, creative consultant, art designer. Students will use the group blog to collaborate in the drafting and editing processes.
A group representative will be part of the editorial team to edit and publish the final product online.

Assessment of learning
Students will use the feedback from peers as well as their own editorial processes to compose a final draft of their text.
Templates for the class magazine
The teacher will provide templates for layout of the magazine.
The layout templates will be distributed electronically for students to use.

Template design
Digital scrapbooking is one way of using layout templates to share and collaborate in the development processes

Other programs to consider:
• Microsoft Word
• Adobe Acrobat
• Pages for Mac

EN4-9E • articulate and reflect on the pleasure and difficulties, successes and challenges experienced in their individual and collaborative learning • reflect on and assess their own and others' learning against specific criteria, using reflection strategies, eg learning logs, blogs and discussions with teachers and peers • understand the roles and responsibilities of individuals in groups, performing an allocated role responsibly in a group and assessing the success of individual and collaborative processes • discuss and explain the processes of responding and composing, identifying the personal pleasures and difficulties experienced	**Assessment for learning** Each student will create and maintain an active online space (blog) to record their learning in the unit. Students should demonstrate that they can review, edit and respond to feedback to improve the final product. Students may choose to present their reflection as a podcast, video, interactive pdf or VoiceThread.	See: Student reflection: information sheet

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