

Ocean Dreaming Unit of Work

Links to NSW English Syllabus K-10 for the Australian Curriculum: Stage 5

Objective A: Outcome 1

A student: responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN5-1A

Sub-strands	Content descriptions
Engage personally with texts	<ul style="list-style-type: none">• appreciate, explain and respond to the aesthetic qualities and the power of language in an increasingly sophisticated range of texts
Develop and apply contextual knowledge	<ul style="list-style-type: none">• analyse and explain the ways language forms and features, ideas, perspectives and originality are used to shape meaning• analyse ideas, information, perspectives, contexts and ideologies and the ways they are presented in increasingly demanding, sustained imaginative, informative and persuasive texts
Understand and apply knowledge of language forms and features	<ul style="list-style-type: none">• investigate and experiment with the ways irony, sarcasm and ridicule can be used to expose, denounce and deride, and how these shape responses
Respond to and compose texts	<ul style="list-style-type: none">• explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (<small>ACELY1745</small>)• 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 (<small>ACELY1746, ACELY1756</small>)

Objective B: Outcome 3

A student: selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning EN5-3B

Sub-strands	Content descriptions
Engage personally with texts	<ul style="list-style-type: none">engage with a range of increasingly complex language forms, features and structures of texts in meaningful, contextualised and authentic waysanalyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response <small>(ACELT1641)</small>
Understand and apply knowledge of language forms and features	<ul style="list-style-type: none">refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences <small>(ACELA1571)</small>understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes <small>(ACELA1556)</small>
Respond to and compose texts	<ul style="list-style-type: none">compose and respond to a wide range of visual texts, eg picture books, graphic novels and films, using a range of appropriate techniques and metalanguage

Objective C: Outcome 5

A student: thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts EN5-5C

Sub-strands	Content descriptions
Engage personally with texts	<ul style="list-style-type: none">investigate the ways different modes, subject areas, media and cultural representation affect their personal and critical responses to texts
Understand and apply knowledge of language forms and features	<ul style="list-style-type: none">critically evaluate the ways bias, stereotypes, perspectives and ideologies are constructed in texts

Respond to and compose texts	<ul style="list-style-type: none"> • respond to and compose a range of sustained imaginative, informative and persuasive texts which are increasingly demanding in terms of ideas, arguments and linguistic, structural, cognitive, emotional and moral complexity • formulate, develop and express their own ideas and beliefs creatively, thoughtfully, positively and confidently on issues such as sustainable patterns of living • understand and explain the ways in which composers transform ideas and experience into and within texts, including consideration of their insight, imaginative powers and ingenuity
Objective C: Outcome 6 A student: investigates the relationships between and among texts <small>EN5-6C</small>	
Sub-strands	Content descriptions
Engage personally with texts	<ul style="list-style-type: none"> • explore and appreciate the similarities and differences between and among more demanding texts
Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> • compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas <small>(ACELA1770)</small> • analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts <small>(ACELT1772, ACELT1774)</small> • use appropriate metalanguage to identify, describe and explain relationships between and among texts
Respond to and compose texts	<ul style="list-style-type: none"> • create imaginative texts that make relevant thematic and intertextual connections with other texts <small>(ACELT1644, ACELT1773)</small> • research, analyse and explain the treatment of a common theme or idea in a range of texts in different modes and media