





Knowledge

Awareness of pieces of information (such as facts, people and skills).

Learning objectives

Clear and easy-to-understand statements about what students are expected to be able to know, do and/or understand by the end of a period of instruction (not to be confused with the instructional tasks), and at what level this learning is to take place.

Tasks

Activities undertaken by students as part of the learning process. Carefully designed tasks can also assist students in mastering new knowledge or skills. Scaffolds and worked examples might be used to assist students with some tasks. Teachers can monitor their students' ability to complete tasks as part of a formative assessment approach to help determine whether students have demonstrated the success criteria.

Skills

Abilities and actions students can do using their understanding and knowledge.

Success criteria

A clear statement about the measure that will be used to prove whether, and how well, a student has met the learning objectives by the end of a period of instruction.

Understanding

The awareness of connections between pieces of information (such as facts, people and skills), that draw on students' knowledge.



Length

11 lessons
2 to 3 weeks class time

Unit Name and Australian Curriculum Links

Inspirational figures –
biographical writing

- AC9E6LA01
- AC9E6LA03
- AC9E6LA04
- AC9E6LA06
- AC9E6LY01
- AC9E6LY02
- AC9E6LY03
- AC9E6LY06
- AC9E6LY09

These content descriptors can
be accessed at V9.0 of the
[Australian Curriculum website](#).

Unit objectives

Students should be able to:

- define the audience and purpose of a biography
- describe the key features of a biography, including text structure and subject matter
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The learning objectives describe what students should know and be able to do at the end of the unit of learning. This list helps make explicit what the expected outcomes of the unit are. This information is useful in sequencing the unit – it is a place to keep checking back to in order to make sure that the lessons in the unit address each of these aspects.

<p>Students will understand:</p> <ul style="list-style-type: none">• the purpose of a biography, and why people might want to read it• that texts are written in a particular register and style depending on its purpose• the role of research in the construction of an effective biography• the role of planning, drafting and editing for biographical writing			



The evidence of learning considers what tasks we might set to check that students are making progress in the unit. It describes key tasks set at intervals throughout the unit that are used to make a judgement about how well students are progressing towards the learning objectives.

What evidence will we look for to determine whether students have made progress and mastered the unit objectives?

What will understanding and skill look like?

Task 1

Students will be able to revise sentences by changing tense.

Task 2

Students will be able to plan a structured body paragraph, using a complete topic and concluding sentences and supporting detail.

Task 3

Students will be able to revise and edit a piece of writing using editing symbols.

See [Appendix](#) for tasks and sample responses.

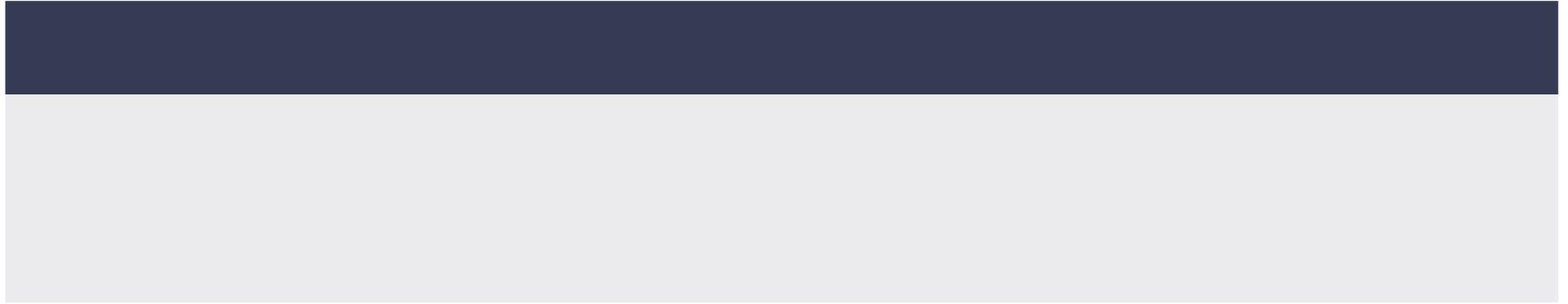


	Mastery learning		Check for understanding
	<p>What skills and knowledge should students practice as part of their introduction?</p> <p>What skills and knowledge are required for this lesson?</p> <p>How will students retrieve this knowledge?</p>	<p>What knowledge will be introduced in this lesson?</p> <p>How will the new learning be broken down to avoid overloading students?</p> <p>How will the new learning be spaced?</p> <p>How will the new learning be broken down into smaller chunks?</p>	<p>How will we know if students have mastered the skills and content?</p> <p>How will planned future lessons in this unit be reviewed given the level of mastery displayed in the formative assessment?</p>
Purpose of biography	<p>Introductory quiz focus: the purpose of a biography and some of its key features.*</p>	<p>Review the purpose and audience of a biography, with students developing several sentences describing biographies.**</p> <p>Give an overview of the structure of a biography – text structure, subject matter and language choices.</p> <p>Provide a model of a biography, working through the major structural features of a biography.</p> <p>Describe what the subject matter of a biography could be – the key elements of subject in the biography.</p>	<p>Exit quiz focus: assessing mastery of learning objectives from this lesson, particularly structural elements of a biography and selection of most pertinent information.</p>

* The first quiz gives us an idea of what knowledge students bring into the lesson relating to the topic being studied. The focus is on the knowledge and skills that are 'building blocks' for the lessons to come. What is it that these lessons rely on them knowing?

** The unit plan is different to a lesson plan. The full lesson plans will describe the ways in which the lessons are structured and paced. The unit plan describes how the learning objectives are sequenced and arranged across the unit. It helps define the focus of each lesson.

	Mastery learning		



	Mastery learning		Check for understanding
	<p>What skills and knowledge should students practice as part of their starter?</p> <p>What skills and knowledge are required for this lesson?</p> <p>How will students retrieve this knowledge?</p>	<p>What knowledge will be introduced in this lesson?</p> <p>How will the new learning be broken down to avoid overloading students?</p> <p>How will the new learning be spaced?</p> <p>How will the new learning be broken down into smaller chunks?</p>	<p>How will we know if students have mastered the skills and content?</p> <p>How will planned future lessons in this unit be reviewed given the level of mastery displayed in the formative assessment?</p>
<p>Writing the introduction and body</p>	<p>Introductory quiz focus: the components of a biographical piece, as well as a time connective question.</p> <p>Review features of a biography, including formal language, tense and time connectives.</p>	<p>Introduce the biography success criteria.</p> <p>Construct a draft introduction using the planning page completed last lesson.</p> <p>Explicitly teach the drafting of a body paragraph, explaining how the supporting detail notes can be expanded into full sentences and used to support the topic sentence.</p> <p>Ask students to draft the second body paragraph.</p> <p>Return to the success criteria for a biography. What features from the criteria can we observe in the writing so far?</p>	<p>List the language features that might be found in a biography.</p> <p>Support the independent creation of a body paragraph.</p> <p>Exit quiz focus: assessing mastery of learning objectives from this lesson, particularly identification of a given language feature and the structure of a body paragraph.*</p>

* As well as providing formative assessment information, the presence of these tasks gives the opportunity for additional practice. This practice helps solidify understanding and increases procedural fluency.

	Mastery learning		Check for understanding
	<p>What skills and knowledge should students practice as part of their starter?</p> <p>What skills and knowledge are required for this lesson?</p> <p>How will students retrieve this knowledge?</p>	<p>What knowledge will be introduced in this lesson?</p> <p>How will the new learning be broken down to avoid overloading students?</p> <p>How will the new learning be spaced?</p> <p>How will the new learning be broken down into smaller chunks?</p>	<p>How will we know if students have mastered the skills and content?</p> <p>How will planned future lessons in this unit be reviewed given the level of mastery displayed in the formative assessment?</p>
<p>Writing the conclusion</p>	<p>Introductory quiz focus: biographical details of Faith Bandler’s life as well as the use of a planning template to support drafting.</p> <p>Review elements of a draft, then use the success criteria to reflect on the learning so far. Model the reflection on the three paragraphs completed so far.</p> <p>Construct two new body paragraphs using the planning template.</p>	<p>Introduce the conclusion paragraph, comparing and contrasting it to the introduction and body paragraphs.</p> <p>Students then construct a conclusion paragraph, checking against the success criteria to make sure that they are successful.</p>	<p>Reflect on the success so far using the success criteria.</p> <p>Support the independent creation of a conclusion paragraph.</p> <p>Exit quiz focus: assessing mastery of learning objectives from this lesson, particularly use of formal language features in sentences associated with a conclusion.</p>

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Revising and editing	<p>Introductory quiz focus: the structural features of a biography.</p> <p>Review the stages in the creation of a piece of biographical writing.</p>	<p>Introduce the revise and edit point in the creation process. Compare and contrast revision and editing – they are not the same thing!</p> <p>Provide guiding questions for revision</p>	

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	Mastery learning		Check for understanding
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<p>Publishing a biography</p>	<p>Introductory quiz focus: editing and revising – the similarities and differences between them, and the steps undertaken in each.</p> <p>Review the biographical writing checklist and the role of feedback in the revision and improvement of a piece of writing.</p> <p>Ask students to seek feedback from a teacher, parent/carer or peer – 2 strengths and 1 area for improvement.</p> <p>Using the feedback, revise and edit the biography.</p>	<p>Introduce the concept of publishing, focusing on methods of publishing for different audiences.</p> <p>Students choose a method of publishing the biography and publish using that platform.</p>	<p>Use of the feedback sheet and application of the feedback in the revision and editing cycle.</p> <p>Final published biography.</p> <p>Exit quiz focus: assessing mastery of learning objectives from this lesson, particularly the ways in which a piece of writing can be published for different audiences.</p>

	Mastery learning		Check for understanding
	<p>What skills and knowledge should students practice as part of their starter?</p> <p>What skills and knowledge are required for this lesson?</p> <p>How will students retrieve this knowledge?</p>	<p>What knowledge will be introduced in this lesson?</p> <p>How will the new learning be broken down to avoid overloading students?</p> <p>How will the new learning be spaced?</p> <p>How will the new learning be broken down into smaller chunks?</p>	<p>How will we know if students have mastered the skills and content?</p> <p>How will planned future lessons in this unit be reviewed given the level of mastery displayed in the formative assessment?</p>
<p>Unstressed vowels</p>	<p>Introductory quiz focus: identifying the stressed and unstressed vowels in polysyllabic words.</p> <p>Review the concept of vowels and consonants, and the symbology used for each of them. Ask students to clap out the syllables in a series of polysyllabic words.</p>	<p>Introduce the concept of unstressed vowel and the schwa, along with the generalisation that schwa vowels are most often single-letter vowels.</p> <p>Link the spelling of multisyllabic words to the stressed and unstressed elements of the words. Students identify the unstressed vowel given the written word.</p>	<p>Identification of unstressed words given a written word.</p> <p>Exit quiz focus: assessing mastery of learning objectives from this lesson, particularly identification of syllables in a word and which of the syllables are unstressed.</p>
<p>Representing unstressed vowels</p>	<p>Introductory quiz focus: identifying the stressed and unstressed vowels in polysyllabic words.</p> <p>Review the concept of unstressed vowel and the schwa, along with the generalisation that schwa vowels are most often single-letter vowels.</p>	<p>Introduce 5 strategies for spelling polysyllabic words, practising each in turn:</p> <ol style="list-style-type: none"> 1. Highlight unstressed vowel/syllable 2. Say word, over-emphasising the syllable 3. Apply word family knowledge 4. Identify roots and prefix/suffix 5. Beat the syllables. 	<p>Test students on polysyllabic words.</p>

Task 1

Students will be able to revise sentences by changing tense.

Progressive past tense

Rewrite these sentences to change them from simple past tense to progressive past tense.

1. He cycled along the foreshore.
2. Yesterday, Sarah caught a gigantic cod when fishing at the lake.
3. The family lives in the country.
4. I like to jump on the trampoline in the rain.

Sample response showing evidence of understanding:

1. He was cycling along the foreshore.
2. Yesterday, Sarah was catching a gigantic cod when fishing at the lake.
3. The family was living in the country when it rained.
4. I was jumping on the trampoline in the rain.

Task 2

Students will be able to plan a structured body paragraph, using a complete

Task 3

Students will be able to revise and edit a piece of writing using editing symbols.

Revise and edit this introduction from a biography about Faith Bandler. Make sure to use editing symbols.

Faith bandler is a well-known Australian activist and proudly advocated for the equal rights of Aboriginal Torres Strait Islander and South Sea Islander peoples. As a result of her father's enslavement to work on Australian suga plantations and her own racial exclusion growing up, Faith was driven to fight for equality for all. Faith is most fondly remembered for her instrumental role in supporting the 'yes' vote in the Australian 1967 Referendum.

Sample response showing evidence of understanding:

Faith bandler is a well-known Australian activist ^{who} and ^{and} proudly advocated for the equal rights of Aboriginal [,] Torres Strait Islander and South Sea Islander peoples. As a result of her father's enslavement to work on Australian ^{suga} ~~suga~~ plantations and her own racial exclusion growing up, Faith was driven to fight for equality for all. Faith is most fondly remembered for her instrumental role in ~~supporting~~ ^{garnering support for} the 'yes' vote in the Australian 1967 Referendum.