**Strictly Ballroom English Regular and LIFE SKILLS OUTCOMES – SAMPLE UNIT OF WORK – STAGE 5 including student profile**

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| **Individual Student Profile**  **Case Study:** Natalia   * + [Individual Student Profile](https://momentum.esr.com.au/profile/student/max-thwaites-1/applied_plans/4347/plan/1982.html)   **Disability / Diagnosis**  Natalie – 15 year old female  Stage 5 Year 10  **Diagnosis** – Asperger’s  Anxiety  I.M. (Mild)  Medication Prescribed, but refuses to take it.  **Family** – Parents separated. Lives with father, who is prone to episodes of violence. Mother has a history of substance abuse. Natalie does not have regular contact with mother.  **Educational History**  – Long suspension for violence  – Expelled from previous high school due to ongoing issues of violence  – Large gaps evident in learning, especially in literacy and numeracy  – Reading age 7.5  – Concentration is poor, except if it is something he is interested in.  – Will engage when one on one support is provided.  **Interests**  – Animals  – Fast cars  – NRL (huge Souths supporter)  – Action movies  **Behaviour Issues / Triggers**   * Can present with challenging and non-compliant behaviours * Meltdowns can occur if feeling agitated or unsettled, or if she doesn’t get his own way. * Is a Visual Learner   **Expressive Communication**   * Adequate expressive skills. * Has a tendency to use inappropriate words.   **Attendance Overview**   * Adequate   **Previous Schools**   * Special education setting Class: 7-9   **Transport**   * Uses special transport to school to ensure Natalie arrives at school. * Natalie is travel trained, but does not attend school when she uses public transport. |

**English Viewing and Review films sample unit: Life Skills**

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| **Strictly Ballroom** | **Stage 5** | **Duration: 5 weeks** |
|  | **This overview may be programmed separately or integrated, where relevant within this unit of work** | |

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| **Focus Questions** | **Skills** |
| * Explore the impact of cheating in sport. * Explore the dedication required to achieve sporting goals. * Explore dress codes relating to dance genres. | * Appreciate dance as a sport: * Analysis and use of sources * Research * Explanation and communication |

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| **Outcomes** |
| * ENLS-1A - listens and responds in familiar contexts * ENLS-2A – communicates for a variety of purposes, audiences and contexts * ENLS-3A – selects and uses language to communicate according to purpose, audience and context * ENLS-4A - views and responds to a range of visual texts, media and multimedia * ENS-1A - responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure * ENS-2A - effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies |

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| **Links to KLA’s** |
| **PDHPE**   * 5.2 evaluates their capacity to reflect on and respond positively to challenges * 5.9 formulates goals and applies strategies to enhance participation in lifelong physical activity   **Information and Software Technology**   * 5.5.1 applies collaborative work practices to complete tasks * LS2.1 uses information and software technology in solving a range of problems |

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| **Content** | **Teaching, Learning and Assessment** | **Resources** |
| **Lesson 1**  Film intro,  Group discussion  Brief introduction of the movie viewing plan and expected student Outcomes (15 minutes)  Use the Quality Teaching Framework – Teacher expectations e.g. viewing and understanding  - Appropriate ad expected behaviours e.g. phones turned off, no talking, etc.  - Expected student outcomes | **Movie Preview**  Before viewing the movie, ask students the following guiding questions as journal topics and later as part of a class discussion:  What do you value above everything else?  What does it mean to win?  What is the most you would do to win?  What images does the movie title bring to mind?  (What would you have done if you were Paul Mercurio’s character Scott Hastings)  **Show movie – 20 minutes**  Final 10 minutes – Student work  - List the main characters  - Write a brief summary of the plot development  **HOMEWORK – Choose a character – write a half page summary of the character including positive and negative attributes, physical appearance, personality, clothing, and sociability** | Film on DVD  Worksheet – questions  Homework -Visuals of main characters. |
| **Lesson** 2  Lesson intro,  Review homework  View film  Group discussion | Select 2-3 students to briefly present their summaries to the class. (10 minutes)  Brief recap of the movie and a reminder of expected student Outcomes, and appropriate and expected behaviours (5 minutes)  **Show movie – 25 minutes**  Final 10 minutes – Student work  - Add to the main characters, any new characters that may  have been introduced  **HOMEWORK - Add to the summary of the plot development** | Film DVD |
| **Lesson 3**  Lesson intro,  Review homework  View film  Group discussion | Check homework. Brief recap of the movie and a reminder of expected student Outcomes, and appropriate and expected behaviours (10 minutes).  **Show movie – 25 minutes**  Final 10 minutes – Student comprehension work  -Discussion of the central characters  **HOMEWORK – Add to the summary of the plot development** | Film DVD |
| **Content** | **Teaching, Learning and Assessment** | **Resources** |
| **Lesson 4**  Lesson intro,  Review homework  View film  Group discussion | Check students’ homework. Select 2-3 students to briefly present their summaries to the class.  Brief recap of the movie and a reminder of expected student Outcomes, and appropriate and expected behaviours (10 minutes)  **Show movie – 25 minutes**  Final 10 minutes – Student work  - Write a continuation summary of the plot development  **HOMEWORK – Add to the summary of the plot development** | Film DVD |
| **Lesson 5**  Lesson intro,  Review homework  Group discussion | Check students’ homework. Select 2-3 students to briefly present their summaries to the class. (10 minutes)  Brief recap of the movie and a reminder of expected student Outcomes, and appropriate and expected behaviours (5 minutes)  Final 10 minutes – Student work  **Movie Review**  At the completion of the movie, ask students the following questions as part of a class discussion and to see if they have changed any responses:  What do you value above everything else?  What does it mean to win?  What is the most you would do to win?  What images does the movie title bring to mind?  What would you have done if you were Paul Mercurio’s character Scott Hastings?  What does the movie say about cheating in sport?  How does that relate to current and contemporary issues in the NRL and AFL?  Why do we have rules in sport?  Do winners always play by the rules?  Are sports people worthy of being regarded as heroes and role models in society?  **ASSESSMENT TASK**  Choose one of the questions and write a 500 word essay incorporating aspects of Strictly Ballroom with contemporary issues in sport e.g. drugs, violence, attitudes, winning.  For students on life skills: choose a question and make a collage of newspaper clippings and other related images to answer the question. | Film DVD |