**.YEAR 12 ATAR Task 9**

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| **WEEK** | **MONDAY** | **TUESDAY 5** | **TUESDAY 6** | **WEDNESDAY** | **FRIDAY** |
| **5** | Hand back exams,  Teacher to photocopy best answers from each section, hand these out to students with retrieval chart showing what they did and what the A grade did and what they need to improve. | Hand back exams,  Teacher to photocopy best answers from each section, hand these out to students with retrieval chart showing what they did and what the A grade did and what they need to improve. | Hand back exams,  Teacher to photocopy best answers from each section, hand these out to students with retrieval chart showing what they did and what the A grade did and what they need to improve. | Students to write their exam response.  *Homework:*   * *Come to Class with research on Sagan* * *Check Connect* * *Go through resource package – annotate* * *Bring in one SMART goal for the next assessment* * *Bring in exam reflection sheet* | Students copy down definition of a hybrid text:  **Hybrid text:** Composite texts resulting from a mixing of elements from different sources or genres (for example, infotainment). Email is an example of a hybrid text, combining the immediacy of talk and the expectation of a reply with the permanence of print.  Explain that the Pale Blue Dot is a Hybrid text, with excerpts from Carl Sagan’s Pale Blue Dot, but presented in a short film by David Fu.  Go through assessment expectations with students.  Define:  **Controversy** may be understood as a prolonged and typically public disagreement or discussion, particularly one that is highly emotive. Controversy may also be understood as an instance which challenges dominant ways of thinking.  **Representation** refers to the way people, events, issues or subjects are presented in a text. The term implies that texts are not mirrors of the real world; they are constructions of ‘reality’. These constructions are partially shaped through the writer’s use of conventions and techniques.’  **Perspective** is a position from which things may be viewed or considered. People may have different perspectives on events or issues due to (for example) their age, gender, social position and beliefs and values. A perspective is more than an opinion; it is a viewpoint informed by one or more contexts. While a pregnant woman, a homeless man and a police officer, for example, view the world from different perspectives, they may still share the same opinion about something. Texts through an embedded ideology can also present a particular perspective  Go through handouts with students.  Watch https://www.youtube.com/  watch?v=3i2y4sEQpRI  Ss to record their first impressions and share with the class.  Watch pale blue dot  Students fill in Reading Practises  *Homework for long weekend:*  *Research terms in groups for presentation in class:*   * *Anthropocene* * *Sagan’s context in creating the text and the context in which it was received* * *Weltanschauung* * *Life-value narratives and Peter Singer* |
| **6** | **PUBLIC HOLIDAY** | **SDD** | **SDD** | Ss to share their information and present to class  *Teacher’s notes:*  **Anthropocene** – With our technological advancements, humans now have the power to change and modify the world.  **Weltanschauung**:A Weltanschauung is a comprehensive conception or theory of the world and the place of humanity within it. It is an intellectual construct that provides both a unified method of analysis for and a set of solutions to the problems of existence.  **Peter Singer** – a utilitarian ethicist who argues against “speciesism”: the practice of privileging humans over other animals, and argues in favour of the equal consideration of interests of all sentient beings.  Discuss Life-value narratives:  **Life-value narrative:**  Sagan argues that seeing the Earth from space makes us realise its unity and fragility. Sagan includes evaluative ideas about humans: we are less important than we thought we were: external, constraints on ethics are inappropriate, and a proper understanding of our place in space provides us a new foundation for ethics. It supports a decentering of human life relative to biological life in terms of value. This calls into question life-value narratives: hierarchical narratives with human life above other life and holistic narratives with human life among other life. The hierarchical narrative embraces both progressive and contrastive hierarchies. Progressive thinking after the Enlightenment might be better compared to an escalator than a ladder, for the lower stages were viewed as intermediaries on the way to higher stages, with lower organisms on the bottom and higher beings, such a humans, on the top. Within the sphere of Christianity, there is also a conflicting, contrasting hierarchy: that creation and redemption are independent acts of God; but a new creation is exemplified in Jesus Christ in which we participate by faith.  Holistic narratives refuse to privilege human life over biological life at large. We are important to ourselves, and thus specifically positioned in our ethical considerations, but neither the universe or God values us over our fellow creatures. Human life is one among many trajectories within this greater whole. There is no higher or lower life, only life. Existential narratives view nonlife as the default with biological life arising as a contingent and fragile blossom amidst the concrete. It has value, but it is at odds within the underlying laws of the cosmos.  **Group work: Ss to answer in groups:**  Is Sagan privileging a holistic or hierarchical narrative? What are the implications of this?  Who is Sagan’s target audience? Which groups does he marginalise?  What, in your opinion, is Sagan’s message? How does he persuade his audience (using language features)?  How or why is his message effective/ineffective?  Watch PBD  Students fill in Reading Practises | Rewatch PBD  Students fill in Reading Practises  *Homework:*  *Students to fill out reading chart* |
| **7** | Hand out the analysis of Sagan’s text and have students work in groups to answer this.  *Homework:*  *Students to fill out reading chart* | Hand out the analysis of Sagan’s text and have students work in groups to answer this.  *Homework:*  *Students to fill out reading chart* | Students watch An Inconvenient Truth  Hand out still images on sustainability to students  *Reading charts due* | Finish watching An Inconvenient Truth  Discussion of answers/intertextuality/irony, etc.  Students ensure reading practises are completed, as this is part of their assessment. | Discussion of answers/intertextuality/irony, etc.  Students ensure reading practises are completed, as this is part of their assessment.  Discuss filmic techniques with students, i.e. voice over, montage, still footage, memesis/diagesis, etc. |
| **8** | Students to write essay plan on past exam question focusing on Sagans values, attitudes and perspectives. | **ASSIGNMENT DUE – in class essay** | **ASSIGNMENT DUE – in class essay** | Ensure students have analysis for 1984 and are ready to hand in their journals after the holidays with analysis on PBD dot and the start of 1984 hand in their study journals. | Ensure students have analysis for 1984 and are ready to hand in their journals after the holidays with analysis on PBD and the start of 1984 hand in their study journals. |