**SACE Stage 1**

**English**

**Unit Plan: Text transformation**

**Jacinta Kyratzoulis-Foulds**

**A1630709**

**SACE Stage 1**

**English**

**Text Transformations**

Teacher: Jacinta Kyratzoulis-Foulds Year Level: Year 11

Duration: Term: 1 Weeks: 4-7

Lessons: 4 x 45 minute lessons per week. Total 12 Lessons

**Class Description:**

This cohort of 29 students comprises of 16 females and 13 males. Student ability ranges from medium to high. The majority of students who have a medium ability level have low self-confidence in their work and are kinesthetic and visual learners. There are a few higher achieving students in the class and I will differentiate the curriculum for them through outcome differentiation. This unit will use formative scaffolding to ensure students gain confidence with their abilities. Gardner’s Multiple Intelligences will be used to include tasks for all learners.

Two students within the cohort have low spectrum autism. The learning and disability unit at the school provides support to make sure the needs of these students are met. Both students work well when they are organised and keep in with their own routine. To support this, all students will be provided with the unit and LAP plans. At the start of each lesson a breakdown will be given of what the lesson will entail. At the start of each lesson, the aims, goals and outline of the class will be written on the SmartBoard . This is to ensure all students feel comfortable and are aware of what they are learning each lesson.

**Task:**

After reading *Jasper Jones,* students are to create a blog aimed at Australian youth to raise awareness on the topical issues of racial discrimination or mental health and wellbeing. Students will need to consider the context, purpose and audience of their vlog. This task allows students to be creative and use their technological skills. *Jasper Jones* was chosen as the text as it is a well written Australian based text. The text allows for an Aboriginal perspective to be explored.

**SACE criteria:**

KU3, AP1 & AP2.

**Task Choice:**

This task was chosen to compliment a wide variety of learning styles. Kinesthetic and visual learners are suited to this task as they can tailor the task to their needs, as they can create a visual blog. Higher ability students are challenged through the incorporation of ICT as well as task design. Students will have their blog plan drafted to make sure they are reaching their potential and are on task.

**Unit Position in Year Plan:**

Before this unit we attended a live State Theatre Performance and write a theatre review. After this unit we will focus on persuasive writing techniques.

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Week Objectives | Lesson | Assessment |
| 4  4  4 | 1. Focus on improving characterisation and descriptive language. 2. Analyse character relationships. 3. Exploring theme in *Jasper Jones.* 4. Building student confidence. | We start the lesson by going through the unit assessment task and timeline for the next 3 weeks. This allows students to plan their work and understand what is required of them. I make sure all students have a thorough understanding of the unit assessment.  In groups we will discuss the narrative plot structure of *Jasper Jones.* As a class, each group will share their ideas on the narrative plot structure. I will incorporate a discussion of genre.  Students are to begin work on a character map, in groups. We come together as a class and work through our ideas together.  Both discussions are documented on the smart board and emailed to students. | - Formative  Analysis of chosen character. |
| Lesson 2:  We will start this lesson by playing Jumble Words. Each student is to pick 5 words from the list of descriptive words they created from reading *Jasper Jones*. Students are to muddle 5 words and give them to their partner to decipher. This is to extend students problem solving and thinking skills.  Students are to create a character analysis using information from the character map from the previous lesson. This formative assessment task is designed to allow students to seek an insight into the interesting characters of the novel. Students need to understand the context of the novel for the summative task. It also builds their writing and analytical skills.  Character analysis needs to be 400 words and include 2 quotes to support student argument. |
| Lesson 3:  To start this lesson students are given a challenge. In 10 minutes they have to include all the words they unscrambled into a descriptive paragraph. Students are to email me their final paragraph in class.  Students are to finalise their character analysis this lesson and email to me. I will float around the class asking questions and guiding students.  At the end of the class we will have a casual discussion of interesting moments we found and the different aspects of characters. |
| Lesson 4:  The aim of this lesson is for students to build on their known knowledge of characters into theme.  Students are to explore the themes presented in *Jasper Jones*. Students will need to highlight the techniques used to present different themes within the novel. Students will be placed in groups of 3 and each group will be given a theme to discuss. Together the group will brainstorm how the theme is presented in *Jasper Jones.* Groups will need to provideevidence from the novel to support their ideas.  This task provides students with the background knowledge needed to transform *Jasper Jones* into a informative blog.  We come together as a class and discuss each group’s ideas. All groups will email me their findings and I will put it online for all to see. |
| 5  5  5 | 1. Research 2. Writing plans 3. Build student confidence 4. Explore cultural issues through *Jasper Jones.* | Lesson 1:  Today’s class will be focusing on scaffolding assessment.  Students will be given an in depth explanation of the task. Students are to highlight key task components during the discussion. Questions are welcome.  The remainder of the class is spent running through different awareness blog examples on the topics of mental health and racial discrimination. We will discuss the techniques that blogs have used to create awareness including audience, format, information, references, photos, logos, etc. I will compare this to the themes discussed in *Jasper Jones,* linking the tasks together. |  |
| Lesson 2:  This lesson marks the start of our research for the summative task.  We will begin this lesson by discussing the links between *Jasper Jones* and awareness blogs, to recap from last lesson.  I refresh students on the assessment task. I explicitly teach the research process to students. Students are now expected to choose their topic and begin the research process.  I notify students about the guest speakers for the week, Aboriginal speaker and Beyond Blue speaker) and ask them to email me any questions they would like to ask. |
| Lesson 3:  There will be two guest speakers for todays class. The first speaker is an Aboriginal rights advocate and will discuss the issue of racial discrimination. The second speaker is from Beyond Blue and will be discussing mental health awareness. Before the speakers arrive I remind the class about being welcome and polite. Students will need to take notes of the discussion with the guest speaker. Students will be given time to ask questions of the speaker.  Both speakers will discuss issues with the class about racial discrimination and mental health in Australia and ways that we can raise awareness on both of these issues. |
| Lesson 4:  Students are given time at the start of this lesson to finish their research.  I lead a short discussion about creating a blog and what technologies student will have to use.  Students are given time to write a plan for their blog and what focus areas they will have. They will also include links to their research notes. Students are to finish this for homework and email to the me for feedback. |
| 6  6 | 1. Drafting techniques 2. ICT integration 3. Finalising assessment task. | Lesson 1:  Students are to start creating their blog and content. I walk around the classroom making sure students are on task and answer any student questions. | Summative: Cultural awareness blog. |
| Lesson 2:  Students are to continue creating their blog and content. I walk around the classroom making sure students are on task and answer any student questions.  A draft is due to me at the end of the lesson. I will provide feedback to students next lesson. |
| Lesson 3:  Students are to continue creating their blog and content. I speak to individual students and give them written and oral feedback on their blogs. |
| Lesson 4:  This is our final lesson on the blog. Students are working towards having their final piece of work completed. I walk around the classroom making sure students are on task and answer any student questions. The final is due Friday week 7, however no more class time will be spent on this task. |

**Lesson Plan**

Teacher: Jacinta Kyratzoulis-Foulds Lesson Duration: 45 minutes

Subject: Year 11 English No. Students: 29

Lesson: Term: 1 Week: 4 Lesson: 1

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Objectives

1. Understand the narrative structure of *Jasper Jones.*
2. Begin to analyse characters and character relationships in *Jasper Jones.*
3. Knowledge of the unit plan and assessment.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Prior Knowledge:

In the weeks leading up to this lesson students have been reading *Jasper Jones* for homework. As they are reading students have been taking notes of descriptive word choices of the author e.g. dwindling, hurricane in my snow dome (describes anxiety), irrefutable. This will be used in the coming lessons.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Part 1. 5 minutes

Starter.

I begin this lesson by welcoming students and taking the roll. We start the lesson by going through the unit assessment task and timeline for the next 3 weeks. This allows students to plan their work and understand what is required of them. I make sure all students have a understanding of the both formative and summative unit assessment.

Part 2. 5 minutes

Group Work

Students are split into designated groups of 4 (as a class rule we have prearranged groups). Each group discusses and plots the narrative structure of *Jasper Jones*.

Part 3. 10 minutes

Group discussion

We come together and have a full class discussion about the narrative structure of the novel. As we discuss, I plot the narrative structure on the SmartBoard. I incorporate discussing the genre of *Jasper Jones* and ask for students to provide evidence from the novel to support the genre.

Part 4. 20 minutes

Group work and discussion

Students are placed back into their groups to discuss and briefly outline a character map. After 5 minutes, one speaker from the group adds to the character map on the white board. When all the information is on the board we discuss the role of characters and their relationships. I add ideas to the board and discussion as needed. This is emailed to the students at the end of lesson.

Part 5. 5 minutes

Plenary.

Students each email me with one thing they found interesting about the novel and two things they would like more information on.

Part 6.

Reflection.

Make notes of the following:

* Any behavioural issues
* Things that worked well for next time
* Things that need to be altered or changed for next time

**Lesson Plan**

Teacher: Jacinta Kyratzoulis-Foulds Lesson Duration: 45 minutes

Subject: Year 11 English No. Students: 29

Lesson: Term: 1 Week: 4 Lesson: 2

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Objectives

1. Building vocabulary through unknown words.
2. Develop analytical skills through character analysis.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Prior Knowledge:

Students have been reading *Jasper Jones* for homework. As they are reading students have been taking notes of descriptive word choices of the author e.g. dwindling, hurricane in my snow dome (describes anxiety), irrefutable. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Part 1. 10 minutes

Starter.

I begin the lesson by welcoming students and taking the roll. To warm up the class we start by playing a game called Jumble Words. Each student is to pick 5 words from the list of descriptive words they created from reading *Jasper Jones*. Students are to muddle 5 words and give them to their partner to decipher. This is to extend students problem solving and thinking skills. Students will need to keep their deciphered words for the coming lessons.

Part 2. 15 minutes

Teacher-led discussion.

Our next task is to start writing a character analysis. I discuss with students how to begin their character analysis. Students are to use the character map from yesterday as a base. I explain to students that they need to include evidence from the novel to support their ideas. We discuss why this is important. As a class, we pick one character from the map to analyse together. I dot point answers on the board. We cover points such as:

* Type of character (protagonist etc.) use examples and explain why we include this and its importance.
* Describe the character, use examples and explain why we include this and its importance.
* Character relationships, use examples and explain why we include this and its importance.
* Character conflicts, again, use examples and explain why we include this and its importance.

This will be emailed to all students.

Part 3. 15 minutes

Student individual work.

Students are to continue to work individually on the formative task. I walk around the room answering questions and offering advice.

Part 4. 5 minutes

Plenary.

We come together as a class and discuss different characters and what kind of characteristics students are finding or any interesting points. I do this to create a classroom culture of learning and to build student confidence. With each response I provide a positive answer, to encourage student participation. I ask if students have any more questions.

Part 5.

Homework.

Continue working on character analysis.

Part 6.

Reflection.

Make notes of the following:

* Any behavioural issues
* Things that worked well for next time
* Things that need to be altered or changed for next time

**Lesson Plan**

Teacher: Jacinta Kyratzoulis-Foulds Lesson Duration: 45 minutes

Subject: Year 11 English No. Students: 29

Lesson: Term: 1 Week: 5 Lesson: 4

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Objectives

1. Finalise research.
2. Understand the use of ICT.
3. Create a blog content plan.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Prior Knowledge:

Students have a good knowledge of research. Technology is widely used throughout the school and students are savvy.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Part 1. 10 minutes

Starter.

I welcome the class and take the roll. We warm up as a class by playing Grandma’s Punctuation Basket (*Approaches to Senior English* 136). As this is the beginning of the year, I like to refresh, recap and build on student punctuation knowledge. This sets a good groundwork for the rest of the year.

Part 2. 10 minutes

Student independent work

Students are to finish their research. I walk around the room answering questions making sure everybody is on track and on task.

Part 3. 10 minutes

Teacher led discussion

We all come together as a class. I go through the below blog process with students. All students are technology literate but range in ability. This discussion is to make sure all students are aware of what they need to accomplish and how to use the technology in a effective and efficient way. I go through an example and use the SmartBoard to show me using the technology.

1. Create a blog plan using the outline given.
2. Begin writing your content.
3. Set up a Weebly site.
4. Enter a heading in the Weebly site.
5. Include your written content.
6. Include visuals (video/artwork/photo).
7. Include a bibliography.

I ask if students have any questions.

Part 4. 15 minutes

Student independent work

Students are to begin working on the blog plan. A worksheet is given to students to fill out. This is a formative activity to support students in writing their blog. The completed plan will be emailed to me next lesson.

Part 5.

Homework.

Complete blog plan.

Part 6.

Reflection.

Make notes of the following:

* Any behavioural issues
* Things that worked well for next time
* Things that need to be altered or changed for next time

Appendix 1

Assessment sheet

**SACE Stage 1**

**Text Transformation**

**Purpose of Task:**

To create youth awareness about racial discrimination and mental health and wellbeing.

**SACE Criteria:**

KU3 Knowledge and understanding of ways in which texts are created for a range of purposes and audiences.

Ap1 Precision, fluency, and coherence of writing and speaking.

Ap2 Use of appropriate language features, stylistic features, and conventions for a range of audiences and purposes.

**Task:**

*Jasper Jones* discusses issues of racial discrimination and mental health. Many of the characters within *Jasper Jones* have unhealthy relationships, which are caused by racial discrimination and mental health. The community of Corrigan needs information about these issues to improve their community and overall happiness.

Create a blog aimed at Australian youth to raise awareness on the topical issues of racial discrimination or mental health and wellbeing. Consider the context, purpose and audience for your blog. Think outside the box to get your ideas across to your audience. Ideas to include in your blog are: interview with a guest speaker, photos and links.

**Steps:**

* Choose a topic
* Gather information from a range of sources. Below are some starting points:
  + Beyond Blue
  + Newspaper articles
  + Get Up!
  + TedX Talks
  + Ebscohost database
* Create a blog plan and overall argument. What do you want to say to your audience?
* Draft your blog content.
* Create your blog on Weebly.

**Context and Description of Task**

* Create awareness about racial discrimination or mental health.
* Make sure you include quotes from your research to validate your opinion.
* Word Limit: 800 words maximum.
* Be creative!

| - | Knowledge and Understanding | Analysis | Application |
| --- | --- | --- | --- |
| A | Detailed knowledge and understanding of ideas and perspectives explored in a diverse range of texts.  Extensive knowledge and understanding of the variety of language features, stylistic features, and conventions authors use to make meaning.  Comprehensive knowledge and understanding of ways in which texts are created for a range of purposes and audiences. | Perceptive evaluation of the complex relationship between purpose, audience, and context and how they shape meaning.  Insightful analysis of how language features, stylistic features, and conventions combine to influence readers in various text types.  Analysis of complex intertextual connections between different texts. | Fluent and precise writing and speaking.  Sophisticated use of appropriate language features, stylistic features, and conventions for a range of audiences and purposes.  Detailed and appropriate use of evidence from texts to support conclusions, with textual references integrated into responses. |
| B | Knowledge and understanding of ideas and perspectives explored in a range of texts.  Knowledge and understanding of a range of language features, stylistic features, and conventions authors use to make meaning.  Knowledge and understanding of ways in which texts are created for a range of purposes and audiences. | Effective analysis of the relationship between purpose, audience, and context and how they shape meaning.  Analysis of how language features, stylistic features, and conventions influence readers in various text types.  Analysis of intertextual connections between different texts. | Mostly fluent and precise writing and speaking.  Use of accurate language features, stylistic features, and conventions for a range of audiences and purposes.  Accurate use of evidence from texts to support conclusions, with textual references incorporated fluently in responses. |
| C | Knowledge and understanding of ideas and some perspectives explored in a range of texts.  Knowledge and understanding of some language features, stylistic features, and conventions authors use to make meaning.  Knowledge and understanding of ways in which texts are created for familiar purposes and audiences. | Description, with some analysis of purpose, audience, and context and how they shape meaning.  Description, with some analysis, of how language features, stylistic features, and conventions influence readers in some text types.  Description, with some analysis of intertextual connections between different texts. | Generally fluent and accurate writing and speaking.  Use of language features, stylistic features, and conventions appropriate for familiar audiences and purposes.  Use of evidence from texts to support conclusions, with some textual references incorporated in responses. |
| D | Reference to simple ideas explored in texts.  Knowledge and understanding of a narrow range of language features and conventions authors use to make meaning.  Knowledge and understanding of a restricted range of ways in which texts are created for limited purposes and audiences. | Identification of the purpose, audience, and context of texts.  Reference to some ways in which conventions and language features influence readers in some text types.  Recognition of similarities and or differences between texts. | Some control and fluency of expression.  Use of some language features and conventions appropriate for audience and purpose.  Limited use of evidence from texts to support conclusions, with limited textual references to support responses. |
| E | Identification of an idea in a text.  Recognition of a restricted range of language features used by authors.  Acknowledgment of one or more ways in which texts are created for a purpose or an audience. | Reference to the purpose and audience of a text.  Recognition of a way in which language features influence readers in a text type.  Recognition of a connection between texts. | Emerging development of control of expression.  Emerging use of some language features appropriate for audience and/or purpose. |

Appendix 2

Character analysis

Student marked response

Please note: Expert from student work.

Character Analysis: Charlie Butkin.

Charlie Butkin is the 13 year old protagonist in *Jasper Jones.* He lives in the mining town of *Corrigan* in Western Australia. As discussed in the first chapter, Charlie loves to read. Charlie spends more time reading than with fellow school students. Teacher comment: Good insight! Include a quote here from the first chapter and develop your analysis. What type of books does Charlie read? Why is this important? Charlie is an introvert and doesn’t have many friends. However, other characters like Charlie Teacher comment: this is quite a short sentence try to develop your idea more. Think about other ways you could say this, Charlie is well received by other characters? Jasper Jones sees Charlie’s intellectual side. Jasper is different to Charlie, he is feared in the community and acts as the scape-goat. Most of the community members think that Jasper isn’t smart. This is why Jasper seeks Charlie out for help. Jasper realises Charlie is a smart and intellectual person. More importantly, Jasper recognises that Charlie will not judge Jasper or condemn him Wonderful!. Jasper understands that Charlie will understand and help him with his secret. This shows that Charlie is trustworthy, smart and well respected in Corrigan. Good.

I really like all of your ideas. You show a good understanding of the importance of Charlie’s character. We will work on your sentence structure together in class. You have quite short sentences. Let’s see how we can create sentences that have meaning and impact. Try to include quotes from the text. You raised an excellent point in your analysis regarding Jasper recognising that Charlie will not judge him or condemn him, like the rest of the town.