**English Unit Planning Template**

Unit title: **Conflict**Teacher:             

Year:                   ***2009*** Curriculum level(s): 3/4 (yr. 9)     Duration:             ***four weeks***

**Introduction:  Central focus/big idea/important question**

***”Conflict is an avoidable circumstance if people learn to embrace the differences in all of us.”***

**Values** highlighted in this unit:

* Excellence (aiming high, persevering)
* Innovation, inquiring and curiosity
* Diversity (culture, language, heritage)
* Equity (fairness and social justice)
* Community and participation
* Ecological sustainability
* Integrity (honesty, responsibility)

**Key competencies** highlighted in this unit:

* Thinking (using creative, critical, and meta-cognitive purposes, drawing on personal knowledge)
* Using language, symbols and texts (interpreting language and symbols, using ICT, recognising how language choice affects understanding)
* Managing self (self-motivation, personal goals, appropriate behaviour)
* Relating to others (listening actively, recognising other points of view, negotiate, share ideas)
* Participating and contributing (balancing rights, roles and responsibilities, responding appropriately as a group member)

How students will be encouraged to develop the selected value(s) during the unit:

***By encouraging empathy with the circumstances of the characters and making connections with personal experience through discussion and co-operative strategies.***

***Through understanding and attaining a response to the text that goes beyond it and reflects clearly a personal appreciation through a range of appropriately differentiated tasks.***

How the students will be encouraged to develop the selected competencies during the unit:

***By eliciting and affirming prior knowledge, learning new processes and skills and reflecting on lessons learnt.***

***By making connections between content, purpose and personal interpretation of key ideas from studied texts.***

***Demonstrate through a range of different media and contexts the central idea and related values, of this unit***.

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| **Making meaning** | Listening | Reading | Viewing | **Creating meaning** | Speaking | Writing | Presenting |
| Processes and strategies | \* |  |  | Processes and strategies |  |  | \* |
| Purposes and audiences |  | \* |  | Purposes and audiences | \* |  |  |
| Ideas |  | \* | \* | Ideas |  | \* |  |
| Language features |  |  | \* | Language features | \* |  |  |
| Structure |  |  | \* | Structure |  | \* |  |
| **Learning Outcomes**:  Students will… | | | | How students will learn:  *(literacy strategies, thinking tools, co-operative activities…)* | | | |
| ***Show perceptive understanding of specified aspects of written and visual texts studied.*** | | | | * Prior knowledge. What are films /novels / short stories / poems? Mind map. * Identify and record elements of fiction: plot character, setting, theme. P.O.V. and structure (Peer expert teaching) | | | |
| Engage with, appreciate and respond to studied texts. | | | | * Reciprocal reading / Shared reading * Discussions (Statement, Explanation, Example, beyond the text) * Reflective questioning (Who, What, Where, When and how). | | | |
| Remember what happens in the studied texts. | | | | * **R**emember, **I**nquire, **Q**uestion (RIQ) * Spider Maps * Collaborative Plot Summaries * Cloze Exercises (Key Text Details / Plot) | | | |
| Understand what happens in the studied texts. | | | | * Y – Chart, Venn Diagram * Research background context of narrative * Plot Graphs (Tension vs. Time) | | | |
| Apply what happens in the studied texts. | | | | * Improvisation of key scene (different styles e.g. Western, Horror, Slapstick, Sci-Fi …) * Interview a character * Role Play a situation | | | |
| Analyse what happens in the studied texts. | | | | * Reviews – book,  film, blurbs, DVD covers … * S.E.X structured Response to Text Essay * Language Feature / Key Terms and effect * Compare and contrast between texts – ideas and techniques utilized | | | |
| Evaluate what happens in the studied texts. | | | | * P.M.I Charts * De Bono’s Hats – Critical Questioning * Debate – Key textual issues | | | |
| Create / Design something from the studied texts. | | | | * Re-writing text beginning / ending / climax * Leaflet – Survival Guide / Civil Defence * Static Image * Making a movie | | | |

**Resources** (including ICT)**:**

Novel                - ‘The Outsiders’, ‘The Adventures of Huckleberry Finn’,

Poem                - ‘Dear Ex-Dad’

Play - ‘The Chicken Run’ – ‘Animated Tales – Merchant of Venice’ (or other appropriate Shakespearean text)

**Key vocabulary:**

**- S**tudent and teacher selected vocabulary from text

**-** Literary / film devices and structures

**-** Form, layout, organization, essay planning – drafting and editing

**-** Elements of text – plot, character, setting, theme, structure, point of view

**-** Learning tools – higher and lower level thinking (Blooms Taxonomy)

**-** Values of perseverance and problem solving

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| --- | --- | --- |
| **Assessment** | | |
| **Diagnostic**  What do they know?  What can they do? | **Formative** *(feedback / feed forward)*  What are they learning?  What do they need to learn? | **Summative**  What have they learned?  Can they explain how they learned it? |
| - Questioning prior to unit – verbal and written – ‘What will be worthwhile in this learning?’  - Discussion on key topics of unit.  - Hypothetical situation – survival game(s) / strategies.  - Writing activity: define key terms / ideas of unit.  - Creative writing: poem on theme, story about theme …  - Give tasters and ask for predictions.  - Pre-Test (teacher written or student written) | - Checklist of things to check referred to at regular times throughout units learning e.g. homework completion, equipment, contribution to class, participation and understanding of lessons.  - Verbal one to one questioning to gauge student understanding.  - Written feedback / feed forward on completion of key tasks in build up to summative assessment(s). | - Structure response to text style essay. |

**Extension/enrichment activities:**

Read next book in series, attempt 8808 u/s, design a mobile, create a survival related product and record (written) how it would be marketed, close reading activities, create a poem / short story based on survival, debate, story-board a movie .etc.

**Further support if needed:**

Identify and support as necessary, provide alternate reading material, read to class (if large numbers struggling e.g. ‘Shipwreck and Survival’), regular communication with parents and Literacy / Learning Support Dept.

**Evaluation**

Teacher reflection:  What impact did my teaching have on student learning?  What evidence do I have?

What do the students still need to do/learn/practise/understand?

What feedback do the students have on this unit?  How can I use this feedback to improve my teaching and students learning in the future?