FACULTY: *English*	UNIT: **Close study of literary texts**	YEAR LEVEL: *11*	DURATION: **10 weeks**
School A		*[Would transition to year 12 unit 4 – term 3 and 4 and include external exam]*	*[20 WEEKS in 2019]*

INTENT:

Students will explore the world and human experience by engaging with literary texts from diverse times and places. They explore how these texts build a shared understanding of human experience and through this become part of our cultural heritage.

COMPULSORY STUDY OF THE FOLLOWING:

- one complete play
- one complete prose text [novel or non-fiction or a collection of short stories]
- a selection of poetry
- multimodal texts [film, documentary, hypermedia, multimedia, television programs]

UNIT OBJECTIVES: *By the end of the unit students should be able to…*

- use patterns and conventions of genres to achieve particular purposes in cultural context and social situations
- establish and maintain roles of the writer designer and relationships with audiences
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- make use of and analyse the ways cultural assumptions, attitudes and beliefs underpin texts and invite audiences to take up positions
- create and analyse perspectives and representations of concepts, identities, times and places
- select and synthesis subject matter to support perspectives
- organise and sequence subject matter to support perspectives
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes

SUBJECT MATTER DESCRIPTORS – CREATIVE RESPONSE TO LITERARY TEXT [Narrative Element]

TEXT IN CONTEXTS	LANGUAGE and TEXTUAL ANALYSIS	RESPONDING TO and CREATING TEXTS
When students work with texts in contexts, they will:	*When students work with language and textual analysis, they will:*	*When students respond to and create texts, they will:*
- read, listen to and view a range of literary texts to explore how the personal, social, historical, authorial, and cultural contexts in which these texts are produced influence their meaning - investigate the relationship between purpose, audience, language and meaning by exploring how texts create various representations of the world and human experience - explore the ways texts establish and maintain relationships with audiences to achieve particular purposes in cultural contexts and social situations - identify how texts conform to or challenge the conventions of particular genres or modes, such as poetry, plays, film and novels, short story anthologies and drama - consider how the patterns and conventions of genres can be challenged, manipulated and changed over time	- explore how and why texts invite readers/viewers to take up positions, for example by intervening in texts, such as by changing the narrative perspective, to explore the ways in which texts have been constructed in order to invite particular meanings - analyse how different cultural assumptions, values, attitudes and beliefs underpin texts and influence audiences, and experiment with textual elements to manipulate these to position audiences in imaginative texts - examine the ways generic patterns, language features, text structures and conventions communicate perspectives and representations and experiment with these for different literary effects - identify and examine the use of aesthetic and stylistic features and their effects in texts and experiment with these in imaginative texts in a variety of modes and mediums - explore how meaning changes when tests are transformed into a different genre or medium - analyse how language choices are used for different purposes and contexts in imaginative texts - interrogate the assumptions and values in texts through the identification of omission, inclusions, emphases, privileges and marginalised voices and experiment with these to reposition readers in imaginative texts - consider intertextual links between 'classic texts' and their contemporary adaptions to explore how and why they position audiences to respond differently.	- explore how personal responses to texts are shaped by elements of an individual's context [for example, locality, family background, beliefs, experiences, psychology, culture etc] - experiment with form, content, perspective, grammar and language features to develop personal style in imaginative texts - experiment with aesthetic and stylistic features in different mediums to examine the various critical and emotional responses they may prompt in audiences of imaginative texts - examine various examples of the imaginative text type to be produced for the internal assessment - participate in teacher-modelled, guided, shared and independent construction of texts in a variety of modes and classroom contexts - develop editorial independence by using strategies for planning, drafting, editing and proofreading to produce appropriately sequenced and coherent texts - reflect on and respond to feedback

SUBJECT MATTER DESCRIPTORS – CRITICAL RESPONSE TO LITERARY TEXT [Analytical Essay]

TEXT IN CONTEXTS	LANGUAGE and TEXTUAL ANALYSIS	RESPONDING TO and CREATING TEXTS
When students work with texts in contexts, they will:	*When students work with language and textual analysis, they will:*	*When students respond to and create texts, they will:*
- read, listen to and view a range of literary texts to explore how the personal, social, historical, authorial, and cultural context in which test texts are produced influence their meaning - investigate the relationships between purpose, audience, language and meaning by exploring how text create various representation of the world and human experience - explore the ways texts establish and maintain relationships with audience to achieve particular purposes in cultural contexts and social situations - investigate the role literature, from various times and places, plays within cultures in its power to reflect and challenge social and cultural perspectives in relation to the larger issues of gender, age, race, identity, power, class and the environment - investigate the reception of a particular literary text within different cultural and historical contexts to develop understanding of textual integrity and the cultural significance of the text - identify how texts conform to or challenge the conventions of particular genre or modes, such as poetry, plays, film and novels, short story anthologies and drama - consider how the patterns and conventions of genres can be challenged, manipulated and changed over time	- analyse representations of concepts, identities, times and places within literary texts to develop a deeper understanding and appreciation of the complexities and nuances of these textual constructions - explore how and why texts invite readers/viewers to take up positions, for example by intervening in texts, such as by changing the narrative perspective, to explore the ways in which texts have been constructed in order to invite particular meanings - analyse how different culture assumptions, values, attitudes and beliefs underpin texts and influence audiences - examine the ways generic patterns, language features, text structure and conventions communicate perspectives and representations - identify and examine the use of aesthetic and stylistic features and their effects in texts - explore how meaning changes when tests are transformed into a different genre or medium - analyse how language choices are used for different purposes and contexts in analytical texts - interrogate the assumptions and values in texts through the identification of omission, inclusions, emphases, privileges and marginalised voices and experiment with these to reposition readers in imaginative texts - consider intertextual links between 'classic texts' and their contemporary adaptions to explore how and why they position audiences to respond differently.	- explore how personal responses to texts are shaped by elements of an individual's context [for example, locality, family background, beliefs, experiences, psychology, culture etc] - explore and discuss a range of contemporaneous, historical, and contemporary interpretations and perspectives of literary texts - test, develop and deepen own interpretations of literary texts through discussion, debate and examining own and others' interpretations - examine analytical essays to develop capacity in cogent and insightful analysis, argument, synthesis of subject matter, and integration of textual evidence - use cohesive devices to develop and emphasise ideas and connect parts of texts in the development of a reasoned and logical argument - experiment with and use text structures, grammar, language features and written features related to literary analysis to express and sustain a point of view - participate in teacher-modelled, guided, shared and independent construction of texts in a variety of modes and classroom context - develop editorial independence by using strategies for planning, drafting, editing and proofreading to produce appropriately sequenced and coherent texts - reflect on and respond to feedback

21st CENTURY SKILLS PROPOSED FOR QCAA AUTHORITY SYLLABUSES

CRITICAL AND CREATIVE THINKING:

Critical
- analytical thinking
- decision-making
- reasoning
- reflecting and evaluating
- intellectual flexibility

Creative
- identifying alternatives
- seeing or making new links
- generating and applying new ideas
- curiosity and imagination and creativity

COMMUNICATION AND COLLABORATION:
- effective written communication
- communicating ideas effectively with diverse audiences
- using language, symbols and texts
- relating to others
- participating and contributing

ICT CAPABILITIES:
- Being productive users of technology
- Operations and concepts
- Digital citizenship – being safe, positive and responsible online

PERSONAL AND SOCIAL SKILL:
- management of time
- ethical [moral] understanding
- character [resilience, mindfulness and awareness of others]

ASSESSMENT

Assessment Type	Formative/or Summative	Genre	Goal	Week	Conditions
Essay – Written [eventually be the external]	**F** [2019 would be summative]	**Analytical**	*Students strengthen their capacity to develop their own insightful and justifiable analytical response.*	**5/6** [eventually would be end of term 4]	**2017** 600-1000 words • 4 weeks notice of task • maximum 2 drafts allowed • draft and final copy must by word processed • peer feedback activities via turn it in • plan for writing submitted • teacher consultation • page number referencing **2019** QCAA text [from yet to be provided list] • 25% external exam • unseen question • 2 hours + 15 minutes perusal • 800-1000 words
Narrative – Written [eventually will be internal piece 3 for new syllabus]	**F** [2019 would be summative]	**Short Story Transformation**	*Students experiment with innovative and imaginative use of language, style and textual elements in order to create their own imaginative text in response to literature.*	**9** [eventually would be end of term 3]	**2017** 500-700 words allowed • seen questions • controlled conditions • teacher consultation on plan or practice piece in the week prior • 90 minute exam during exam block • not teacher input during exam • 100 words of notes allowed **2019** 2 hours + 15 minutes perusal • 800-1000 words • 1 weeks prior notice of the task • supervised conditions [no access to teacher advice, guidance, nor feedback] • Does not have to be a block, can be over several lessons as long as within 5 days

LEARNING SEQUENCE - ORIENTATING PHASE

Learning experiences: [Weeks 1-3]	Differentiation:	Resources:

✓ Assessment dates and focus of unit (Representations of personal integrity; representations of community and social context)
✓ Morals group activity – discuss morals and standards then evaluate positions on consequences
• Investigate how Communism links to *The Crucible?*
  □ 'The Red Scare'
  □ McCarthyism
  □ Arthur Miller
✓ Explore the links between Communism and the witch hunts
  o Define an allegory
✓ Investigate witch hunt history
✓ Examine how to 'read' a play – characters, narrator, overview, tone in brackets
✓ Investigate Puritan concepts, perspectives and ideologies
✓ Research Salem history – time and place, church and government
✓ Define personal integrity and complete a quiz
✓ Interrogate Act 1 – identify what we learn about the characters from the start of the play
✓ Act 1 Worksheet:
  o □ summary
  o □ extrapolate representations of personal integrity and community
✓ Complete paragraph and narrative activity for homework – type paragraph for Turn It In
✓ Read and interrogate Act II
✓ Create character map, events and links – who has what to lose / gain? Locate relevant quotes to "show" these beliefs, values and attitudes
✓ Identify nuances in tone by exploring use of aesthetic features such as stage cues and directions
✓ Complete Act II Worksheet:
  o □ Analyse quotes and background information that provide insight into character and reveal relationships
  o □ Discuss in groups and list representations of personal integrity
  o □ Discuss in groups and list representations of community
✓ Work through Act III Worksheet
	What do your students already know and what do your students need to learn? *Consider the individual needs of your students*.
	
	Start where students are at and differentiate teaching and learning to support the learning needs of all students. Plan and document how you will cater for individual learning needs.
	
	The learning experiences within this unit can be differentiated by increasing:
	• the *frequency* of exposure for some students
	• the *intensity* of teaching by adjusting the group size
	• the *duration* needed to complete tasks and assessment.
	
	For guided and/or independent practice tasks:
	• student groupings will offer tasks with a range of complexities to cater for individual learning needs
	• rotational groupings allow for more or less scaffolding of student learning.
	
	✓ Identifying beliefs and value systems at work in the classroom – people of particular faiths may need pre-warning re interrogation of others' beliefs
		✓ *'The Crucible' by Arthur Miller*
		✓ *G:/ drive for resources*
		✓ *Virtual library*
		✓ *Cloze reading passages*
		✓ *Seven Steps Writing folders/manuals and reproducible handouts*
		✓ *Crucible literature guide*
		✓ *Crucible teaching packs*
		✓ *Crucible grammar exercises*

LEARNING SEQUENCE - ENHANCING PHASE

Learning experiences: [Weeks 4-6]	Differentiation:	Resources:
✓ Revisit the structure of an essay – explore the generic versions vs new rules for senior Revisit PEEL structure and explore the nuances of embedding evidence in sentences that analyse ✓ Complete writing on demand about characters with quotes ✓ Brainstorm and identify best editing practice – create and trial top tips ✓ Write extended responses to use for feedback activities ✓ Complete some sophisticating phrase and language choices	✓ Varied delivery of old, new and challenging concepts through different teaching strategies – cloze passages, QAR, extended writing response, verbal feedback, think/pair/shares etc... ✓ Negotiation of take home task to enable catering from different skills and needs. ✓ Thesis selection may need guidance - writing negotiated with teacher to enable differentiation of abilities and expectations. ✓ Buddying up students of multiple levels for peer assistance. ✓ Modelling and scaffolding tasks.	✓ *The Crucible' by Arthur Miller* ✓ *G:/ drive for resources* ✓ *Virtual library* ✓ *Cloze reading passages* ✓ *Seven Steps Writing folders/manuals and reproducible handouts* ✓ *Crucible literature guide* ✓ *Crucible teaching packs* ✓ *Crucible grammar exercises*

- activities
- ✓ Participate in peer feedback on paragraph activity with teacher guided questions using criteria descriptor language
- ✓ Identify the salient features of an essay
- ✓ Play find the quotes race
- ✓ Interrogate characters: identify and explain personal integrity and morality verses selfish plight and hypocrisy
- ✓ Explore E-A exemplars
- ✓ Participate in peer feedback
- ✓ Interrogate criteria sheet
- ✓ Revisit and explore voice type: learn positives and negatives for writing in first or third person
- ✓ Test student ability for control of consistent tense
- ✓ Experiment with motifs and symbolism

LEARNING SEQUENCE - CONSOLIDATING PHASE

Learning experiences: [weeks 6-10]	*Differentiation:*	Resources:
✓ Characterisation techniques: idiosyncrasies, flaws, habits, show don't tell ✓ Style: flashback, flash forward, twists, red herrings, masking, irony, gaps and silences ✓ Examine the role of a writer – audience and purpose ✓ Re-introduce sizzling starts or hooks to capture audience attention ✓ Examine and interrogate narrative structure ✓ Identify elements of short story to apply to assessment ✓ Explore the various individual and generic ways to plan writing ✓ Read short stories and discuss what was effective or not ✓ Complete comprehension on short story styles ✓ Revisit and discuss how symbolism is used to convey ideas other than the obvious ✓ Rehearse tightening tension strategies such as: short complex sentences for effect, active voice, dynamic dialogue, high modality, precision of language ✓ Rehearsing use of dialogue using correct punctuation ✓ Deconstruct narrative paragraphing to emulate text type ✓ Examine the effect of description on building setting ✓ Explore the importance of narrative voice to convey a perspective of ideologies in time and place ✓ Figurative language for effect: metaphor, extended metaphor, allusion, onomatopoeia, visual imagery, hyperbole, simile ✓ Revisit euphemism/dysphemism ✓ Complete activities using conjunctions and Connectives ✓ Response to theme options – coming up with new ideas ✓ Study strategies to prepare for seen exams	✓ Variation of levels of assistance for written task. Eg. Stricter scaffolding for students whose genre control is not mature yet, and/or extension for those students known to be operating above criteria expectations in previous years. ✓ Peer editing of drafts – allow students who would benefit from extension to assist peers. ✓ Encourage more sophisticated publication and audience for student extension.	✓ *The Crucible' by Arthur Miller* ✓ *G:/ drive for resources* ✓ *Virtual library* ✓ *Cloze reading passages* ✓ *Seven Steps Writing folders/manuals and reproducible handouts* ✓ *Crucible literature guide* ✓ *Crucible teaching packs* ✓ *Crucible grammar exercises*