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| **TRANSITION YEAR UNITS** | |
| 1. **Title of Transition Unit** | |
| English: A Creative and Comparative Approach | |
| 1. **Area of Study** | |
| Core Academic  Cultural Development | |
| 1. **Overview** | |
| This unit provides an opportunity for students to develop their study of the core academic subject of English, both through a greater understanding and enjoyment of literature and through their ability to develop verbal and written communication skills. | |
| 1. **Links & Cross Curricular** | |
| Areas of study link to those studied for Junior Certificate and to some areas to be studied for Leaving Certificate – i.e. Comparative Study & Personal Writing.  In addition, this unit provides opportunities for Personal Development & Formation (ability to speak in public).  Cross Curricular links to History in research for Eye-Witness Account of an Historical Event  ICT will be used for gathering research for Creative Expression and for presentation of assignments. | |
| 1. **Summary Outline of the Unit** | |
| The TU is divided into three sections  **Part 1. Comparative Study**  Students will be introduced to the Leaving Certificate concept of comparing texts. The modes investigated in this unit are Theme & Issue and Cultural Context or Literary Genre. These modes will be explained to the students. The concept of Key Moments will also be explained and illustrated.  The text (novel/play) will be read with a combination of reading in class by teacher and students and directed reading at home (i.e. students will be asked to answer specific questions in order to encourage recognition of various key moments in the text). During initial reading, work will be done on identifying possible themes for comparative study.  Students will watch film version of the written text. Through a mixture of whole class discussion and group work, students will identify the comparisons and contrasts between the text and film versions.  Each student will complete an assignment (e.g. pamphlet, oral presentation, short written piece) which highlights the comparisons and contrasts between text and film.  Study of second text will then take place using same methodologies as those for first text to identify key moments.  Students will be introduced to the key elements of analysing the genre of film.  Students will then identify the themes (2-3) which link both texts and begin work on comparing key moments in both texts which highlight these themes. This comparative work will be achieved through whole class discussion, board work and group work to compile a comparative chart highlighting the treatment of chosen theme in both texts.  In groups, students may design and present a piece of work illustrating the connection in theme between the two texts.  In groups, students may explore the Cultural Context of the texts through the notion of ‘switching characters’ between texts.  (e.g. writing a piece which places a character from one text into the world of the other text.)  OR  In groups, students may explore the Literary Genre of the texts through the notion of ‘switching genres’ for their chosen texts  (e.g. creating a dramatic scene from the novel or a narrative piece based on a scene from the play/film).  **Part Two: Creative Expression**  Students will be introduced to the skills necessary to prepare and participate in a Public Speaking Examination.  These skills will include instruction on how to research information in the library and on the internet; tips and practice on preparing speeches and on speaking formally in public.  Exam Content:  A prepared talk on any topic of interest to the student (two minutes)  An eye-witness account of a famous historical event, as if witnessed by themselves (three minutes)  OR  English as a Second Language – Beginner  A one minute prepared talk about themselves  Carry on a short conversation with the examiner about living in Ireland  **Part Three: Book Club**  This will run throughout the year. Students will be given a questionnaire to complete at the beginning of the year to ascertain their reading level and interests. They will then be divided by the teacher into book club groups of approximately six. Each group will read three/four books over the course of the year, with approximately six weeks to read each book. A comprehensive book list will be supplied by the teacher, to which may be added books suggested by the students.  Reading will be done in the students’ own time. There will be two book club meetings scheduled within class time for each book read, one at the beginning to allow the groups to choose its book and one at the end.  The final meeting for each book will allow the students to discuss their reactions to the book – using guided questions supplied by the teacher – and to present their findings orally to the rest of the class.  Each student will then complete a review of her group’s chosen book which will be graded by the teacher.  **Part Four: Poetry**  The focus of this section will be on the notion of ‘Poetry All Around Us’.  Students will be introduced in class to the idea of song lyrics as poetry through examples provided by the teacher.  Students will then be asked to compile a short portfolio entitled ‘Poetry in My Life’ in which they should include a choice of 3-4 song lyrics which they regard as poetry. They should explain their choices, giving evidence of the poetic techniques which they have identified in these songs. | |
| 1. **Breakdown of the Unit** | |
| Four classes a week for one year.  Section One: Comparative Work – 20-22 weeks approximately  Section Two: Creative Expression – 8 weeks approximately (throughout the year).  Section Three: Book Club – 9 class periods (approx) throughout the year. Reading will be done outside of class time.  Section Four: Poetry – 2 weeks approximately  Teacher led classroom work will be balanced with time for independent research and assignments. | |
| 1. **Aims** | |
| *This Transition Unit aims to:* | |
| * develop students’ critical and analytical skills, with particular emphasis on the area of comparative work. * develop students’ verbal and written communication skills * prepare students to communicate information in an interesting, fluent and expressive way * encourage a positive and open minded attitude towards different forms of literature * encourage a willingness in students to listen to the views of others and to express their own views * encourage a positive attitude to giving an oral presentation, which many students at first find daunting * encourage students to form opinions of their own about topical events and the world around them | |
| 1. **Learning Outcomes** | |
| *On completion of this unit students should be able to:* | |
| * Compare a variety of literary texts through the modes of Theme & Issue and Cultural Context or Literary Genre * Generate ideas and gather information on a range of topics for written and oral presentation * Communicate ideas and information orally in an interesting and appealing way * Use the voice as an instrument of communication and expressiveness in a formal situation * Choose literary reading material to suit their personal interests and ability * Recognise the existence of poetry in their everyday lives and in the world around them | |
| 1. **Key Skills** | **How evidenced** |
| Information Processing | Researching, recording and evaluating information relating to English literature and language. |
| Critical and Creative Thinking | Developing ability to critically evaluate and compare a selection of literary texts, including film.  Creating speeches on a variety of topics for oral presentation.  Identifying and evaluating different aspects and styles of poetry |
| Communicating | Listening to other points of view and expressing opinions in class discussions and Book Club groups.  Oral examination in Creative Expression  Visual Presentation/Role Play Assignment for Comparative Study |
| Working with Others | Organising and delegating work within Comparative Study assignment groups.  Agreeing on choice of novels to be read in Book Club groups.  Taking responsibility for completing group related work to an agreed time-frame. |
| Being Personally Effective | Preparing for Oral and Written Examinations in time.  Gaining confidence to complete oral presentation for an external examiner.  Being able to give and receive feedback on all aspects of their work. |
| 1. **Methodologies** | |
| Whole class teaching, Structured Discussion, Individual Assignments, Group Assignments, Independent Research, Role Play, Oral Presentation. | |
| 1. **Assessment Methods** | |
| **Ongoing**   * Regular homework exercises * Research for Creative Expression speeches * Reading of chosen texts for Book Club | **Cumulative**   * Submission of Comparative Study assignment * Creative Expression Oral Examination * Written and oral report for Book Club discussion classes * Formal examination in February   **Credits**: (Suggested)  Term One: 30 Credits  Comparative Study Exercises: 10  Book Club Review: 10  Creative Expression Work 10  Term Two: 80 Credits  Formal Examination: 50  Creative Expression Research: 10  Book Club Review 10  Poetry Assignment 10  Term Three: 30 Credits  Creative Expression Oral Exam: 10  Comparative Study Assignments: 10  Book Club Review: 10 |
| 1. **Evaluation** | |
| Students will complete an evaluation sheet. Key questions will include: What parts of the unit they felt were interesting and beneficial? What skills have they learned? What skills do they still need to build on? How would they like to see the unit developed or changed for future class groups? | |
| 1. **Resources / Texts** | |
| Educating Rita by Willy Russell – Play and Film (dir. Lewis Gilbert)  Second Comparative Text (tbc)  Comprehensive Reading List  Use of Internet and Visual Media for research (e.g. ‘102 Minutes that Changed America’ – 9/11 Documentary; ‘Parkland’ dir. Peter Landesman - Assassination of John F. Kennedy )  There will be opportunities for students to participate in extra-curricular competitions related to their study of English.  e.g. Press Pass Competition (Media Studies); Essay writing and short story writing competitions. | |
| 1. **Literacy** | |
| Identification and recording of Key Words relating to the study of the comparative  Visual literacy promoted through creation of group wall projects  Oral literacy promoted and practised through participation in Public Speaking Examination | |
| 1. **Numeracy** | |
| Use of Venn Diagrams in the study of the comparative and in group work related to this study  Identification of act and scene numbers in study of play  Identification of numbers in relation to structure of poems (e.g. sonnet form, rhyming couplet, etc.) | |