| **TRANSITION YEAR UNITS 23/24** |
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| 1. **Title of Transition Unit**
 |
| English: A Creative and Comparative Approach  |
| **2. Area of Study** |
| Core AcademicCultural Development |
| **3. 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. |
| **4. Links & Cross Curricular** |
| Areas of study link to those studied for Junior Cycle and to some areas to be studied for Leaving Certificate – i.e. Comparative Study, Composition, Drama and Poetry.In addition, this unit provides opportunities for Personal Development & Formation (ability to speak in public).ICT will be used for research purposes for presentation of assignments. |
| **5. Summary Outline of the Unit** |
| The Transition Year English unit is divided into five sections.**Part 1 & Part 4: The Comparative Study** Students will be introduced to the Leaving Certificate concept of comparing texts. The modes investigated in this unit will be selected from the following: Theme or Issue, Cultural Context, General Vision and Viewpoint and Literary Genre.  These modes will be explained to the students. The concept of Key Moments will also be explained and illustrated.The genres of fiction and film will be used to demonstrate the concept of comparing and to help students in gaining an understanding of the selected modes. *The Great Gatsby* - F. Scott Fitzgerald; Film directed by Baz LuhrmanOne other text from Comparative List - TBCEach student will complete two written assignments comparing the texts with reference to two of the comparative modes. These written assignments may include a ‘switching genres’ piece (e.g. creating a dramatic scene from the novel or a narrative piece based on a scene from the play/film) or a ‘switching cultures’ piece (e.g. placing a character from one text into the world of the other text.) **Part 2: Creative Writing**Students will have the opportunity to engage with the skill of writing creatively in a number of different styles.Students will begin with short pieces of work and will be encouraged to write creatively using a variety of different prompts e.g. Location, Location, Location, Word Limit, 10 Minute Stories and Whose is this?, gradual photographs, writing based on imagery, alphabet stories, Writing Challenge iPad app and story starters. Students will be introduced to the genre of fairytales. They will read a selection of fairytales and consider the traditional tropes of each. Students will research a fairytale of their choice and then will adapt the story for a modern audience. **Part 3: 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.‘Black out Poetry’ will be introduced to the students to give them the opportunity to write poetry. **Part 5: 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. Reading will be done in the students’ own time.  There will be a book club meeting scheduled for each book read and students will have the opportunity 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 group will then compile a podcast to review their chosen book which will be presented to the teacher for assessment.Each student will also produce a written review for each book read for Book Club. |
| **6. Breakdown of the Unit** |
| Three 1 hour classes a week for one year. Part 1: Comparative Study 1 - Sept 4th - Oct 23rd (7 weeks)Part 2: Creative Writing - Oct 23rd - Nov 20th (4 weeks)Part 3: Poetry Around Us - Nov 20th - Dec 11th (3 weeks)Part 4: Comparative Study 2 - Jan 5th - March 1st (7 weeks)Part 5: Public Speaking - March 11th - April 8th (4 weeks) Part 6: Book Club - Runs throughout the yearMay 6th- 23rd Consolidation of Year’s Work |
| **7. 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 dramatic performance, which many students at first find daunting
* encourage students to write creatively with confidence and conviction
* develop students’ critical and analytical skills in relation to drama, poetry and film
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| **8. Learning Outcomes** |
| *On completion of this unit students should be able to:* |
| * Compare a variety of literary texts through the modes of Theme & Issue, General Vision and Viewpoint, Cultural Context or Literary Genre
* Use the voice as an instrument of communication and expressiveness
* 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
* Write creatively in a number of different styles
* Write analytically about film and drama
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| **9. 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.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. |
| Working with Others | Organising and delegating work within group assignments.Agreeing on the 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 written examinations on time.Being able to give and receive feedback on all aspects of their work. |
| **10. Methodologies** |
| Whole class teaching, Structured Discussion, Individual Assignments, Group Assignments, Independent Research, Role Play, Oral Presentation. |
| **11. Assessment Methods** |
| **Ongoing*** Regular homework exercises
* Reading of chosen texts for Book Club

 | **Cumulative**Report One: NovemberComparative Study Assignment 1Book Club Podcast & Review 1Report Two: FebruaryFormal Written ExamPoetry All Around Us portfolio of work Report Three: May Comparative Study Assignment 2Book Club Podcast & Review 2 & 3 |
| **12. 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? |
| **13. Resources / Texts** |
| *The Great Gatsby* - F. Scott Fitzgerald*The Great Gatsby* dir. Baz Luhrman Text TBC from Comparative Study List Creative Writing resources and Poetry All Around Us resources provided by teacher |
| **14. Literacy** |
| Identification and recording of Key Words relating to the study of the comparativeVisual literacy promoted through creation of group wall projectsOral literacy promoted and practised through participation in Podcasts |
| **15. Numeracy** |
| Use of Venn Diagrams in the study of the comparative and in group work related to this studyIdentification of numbers in relation to structure of poems (e.g. sonnet form, rhyming couplet, etc.) |
| **16. Wellbeing Indicators** |
| Being curious Gathering, recording, organising and evaluating information and data Thinking creatively and critically Reflecting on and evaluating my learning |