**VCE EAL: Sample Teaching Plan**

**Sample course outline – VCE EAL Unit 3, Area of Study 2: Creating Texts**

**Note:** Unit 3 Area of Study 2 is worth 50/100 marks for Unit 3. This Area of Study does not have a specified time that has been recommended for study, but this sample teaching plan is based on 3 lessons of teaching per week. The Unit below has been designed to cover 8 weeks of teaching.

**Unit Plan - Writing About Protest**

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| Week | Area of study | Learning focus: key knowledge | Learning Activities | Learning focus: key skills | Formative assessment tasks |
| 1 | **Area of Study 2: Creating Texts** | **Introducing framework idea and recap of writing elements**  Key Knowledge:   * the ways purpose, context (including mode) and audience shape writing * vocabulary, text structures and language features used in effective and cohesive writing * the range of ideas presented in various ways in mentor texts | **Lesson 1:** introduce the framework idea using:   * images or short video clips that relate to the framework * questions to generate related ideas and personal connections to the framework idea: (e.g., ‘What does ‘protest’ mean to you? What do you think is important to stand up for?’). * Lists/visual maps of synonyms, antonyms and other vocabulary related to the framework idea (e.g. contest, conflict, defiance, opposition, activism, demonstration, revolt, rally, solidarity, unrest, injustice, advocacy etc.). Students can use these to create word banks for their own writing.   **Lesson 2:** Further exploration of the idea of Protest, creating a mind map that captures various aspects about the framework's central questions. Elaborations or a big ideas overview can be drawn on to provide sentence stems and questions as prompts.  Examples of sentence stems:   * Protest can be… but it can also be… * Protesting is justified when… * A successful protest is one which… * A negative consequence of protest is…   Examples of questions:   * What are the consequences of not protesting? * Is there a limit to how far protesters should go to achieve their goals? * How have protests changed over time? * Who is more likely to be listened to/ignored when protesting?   Students respond to one of the central questions with a paragraph reflecting engagement and exploration of idea, without focus on structure or form.  **Lesson 3**: Overview/revision of key elements of writing: purpose, audience and context. This may also include revision of forms/text types and their conventions.  Students practice identifying these elements and conventions in several very short supplementary texts. Discuss and annotate how the text structures, language features and vocabulary reflect context and audience and support authorial purpose.  Examples of supplementary texts to use very short excerpts from:  Speech - *‘I have a Dream’ by Martin Luther King’*  Memoir - *‘I am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban’ by Malala Yousafzai and Christina Lamb*  Novel - *‘The Hate U Give’ by Angie Thomas*  Graphic novel - *‘Persopolis’ by Marjane Satrapi*  Opinion Piece - *‘A world without protest? No thanks’, by Mark Kenny* | * read and explore mentor texts to understand the mechanics of effective and cohesive writing * experiment with vocabulary, text structures and language features for effective and cohesive writing * create texts with a stated purpose (to express, to reflect, to explain or to argue) and an understanding of context (including mode) and audience * select and apply writing processes * generate and use ideas, and discuss, develop and extend ideas | * Mind map reflecting various aspects and central questions related to Protest. * Word banks of vocabulary related to the framework idea, with definitions and translations if needed * Response to one central question / prompt about Protest in a reflective paragraph. * Responses to or annotations of short supplementary texts identifying form, purpose, audience, context, text structures and language features. |
| 2 | **Engaging with first mentor text and experimenting with language linked to context**  Key Knowledge:   * the role of mentor texts as models of effective and cohesive writing * the ways purpose, context (including mode) and audience shape writing * vocabulary, text structures and language features used in effective and cohesive writing * standard and non-standard conventions of language, including syntax, punctuation and spelling. * strategies to generate and develop ideas | **Lesson 1:** Read and unpack first mentor text: Emmeline Pankhurst’s ‘Freedom or Death’. Identify for purpose, audience, context. Discuss the author’s approach or insight into the idea of Protest, through structured questions and prompts. Model annotation of mentor textfor text structures, language features and vocabulary which support the initial analysis and the approach to Protest. Add key vocabulary and expressions related to Protest to word bank.  **Lesson 2:** Focus on context: Provide students with various contextual factors that are different to the mentor texts, e.g. a different mode, text type and/or setting. Students rework a section of the mentor text within these constraints. Examine and discuss how text structures and language choices are influenced by different contextual factors.  **Lesson 3:** Draw on the range of ideas presented in Pankhurst’s speech to generate ideas for students' own writing. Students work in small groups to create sentences and paragraphs, experimenting with text structures, language features and vocabulary from the mentor text to support their own purpose. Students highlight or annotate their own language and structural choices linked to purpose, context and audience. | * read and explore mentor texts to understand the mechanics of effective and cohesive writing * experiment with vocabulary, text structures and language features for effective and cohesive writing * create texts with a stated purpose (to express, to reflect, to explain or to argue) and an understanding of context (including mode) and audience * select and apply writing processes * generate and use ideas, and discuss, develop and extend ideas | * Annotations of mentor texts, identifying text structure, language features and vocabulary which link to purpose, context and audience. * Reworked section of mentor text reflecting different context. * Short written pieces, which reflect engagement with ideas from mentor text, annotated to show alignment of language with purpose. |
| 3 | **Engaging with second mentor text and experimenting with language linked to purpose and audience**  Key Knowledge:   * the role of mentor texts as models of effective and cohesive writing * the ways purpose, context (including mode) and audience shape writing * the ways the purpose of the author hones the use of language * vocabulary, text structures and language features used in effective and cohesive writing * standard and non-standard conventions of language, including syntax, punctuation and spelling. * strategies to generate and develop ideas | **Lesson 1:** Read and unpack second mentor text: Meyne Wyatt’s ‘City of Gold’ monologue. Identify for purpose, audience and context. Discuss the text’s approach or insight into the idea of Protest, through structured questions and prompts. In small groups, students annotate mentor text for text structures, language features and vocabulary which support the initial reading of the text and the author’s approach to Protest. Key vocabulary and expressions related to Protest are added to word bank.  **Lesson 2:** Focus on purpose and audience**:** Using a range of different purposes and specific audiences, students rework a section of the mentor text within these constraints. Discuss how text structures and language choices are influenced by purpose and audience.  **Lesson 3:** Draw on the range of ideas presented in monologue to generate ideas for students' own writing. Students work individually to create sentences and paragraphs, experimenting with text structures, language features and vocabulary from the mentor texts to support their own purpose. Students highlight or annotate their own language and structural choices linked to purpose, context and audience. | * read and explore mentor texts to understand the mechanics of effective and cohesive writing * experiment with vocabulary, text structures and language features for effective and cohesive writing * create texts with a stated purpose (to express, to reflect, to explain or to argue) and an understanding of context (including mode) and audience * select and apply writing processes * generate and use ideas, and discuss, develop and extend ideas | * Annotations of mentor texts, identifying structure, language features and vocabulary which link to purpose, context and audience. * Reworked section of mentor text reflecting different purpose and audience. * Short written pieces, which reflect engagement with ideas from mentor text, annotated to show alignment of language with purpose. |
| 4 | **Engaging with third mentor text and experimenting with voice**  Key Knowledge:   * the role of mentor texts as models of effective and cohesive writing * the ways purpose, context (including mode) and audience shape writing * the ways the purpose of the author hones the use of language * vocabulary, text structures and language features used in effective and cohesive writing * standard and non-standard conventions of language, including syntax, punctuation and spelling. * strategies to generate and develop ideas | **Lesson 1:** Read and unpack third mentor text Kurt Vonnegut’s ‘Harrison Bergeron’. Identify purpose, audience and context. Discuss the text’s approach or insight into the idea of Protest, through structured questions and prompts. Work together to annotate mentor text for text structures, language features and vocabulary which support the initial reading of the text and the author’s approach to Protest. Key vocabulary and expressions related to Protest are added to word bank.  **Lesson 2:** Focus onvoice: compare the use of first, second, and third-person narrative in the mentor texts and how this supports the texts’ purpose. Students rework an extract from the mentor text into a different perspective or voice, discussing the impact of this change on meaning.  **Lesson 3:** Draw on the range of ideas presented in Vonnegut’s story to generate ideas for students' own writing. Students work individually to draft a paragraph/s, experimenting with text structures, language features and vocabulary from the mentor texts to support their own purpose. Students highlight or annotate their own language and structural choices linked to purpose. | * read and explore mentor texts to understand the mechanics of effective and cohesive writing * experiment with vocabulary, text structures and language features for effective and cohesive writing * create texts with a stated purpose (to express, to reflect, to explain or to argue) and an understanding of context (including mode) and audience * select and apply writing processes * generate and use ideas, and discuss, develop and extend ideas * explore and employ voices appropriate to purpose, context (including mode) and audience | * Annotations of mentor texts, identifying text structure, language features and vocabulary which link to purpose, context and audience. * Reworked section of mentor text reflecting different form and context. * Short written pieces, which reflect engagement with ideas from mentor text, annotated to show alignment of language with purpose. |
| 5 | **Responding to titles and stimulus materials to generate ideas and plans.**  Key Knowledge:   * strategies to generate and develop ideas * vocabulary, text structures and language features used in effective and cohesive writing * the ways purpose, context (including mode) and audience shape writing * the range of ideas presented in various ways in mentor texts * standard and non-standard conventions of language, including syntax, punctuation and spelling. * the value of collaboration and discussion | **Lesson 1:** Introduce a range of titles and stimulus materials related to Protest. Brainstorm connections between titles, stimulus materials, mentor texts and the big ideas related to Protest that have emerged over previous weeks.  **Lesson 2**: Use ideas and connections generated from previous lessons to draft outlines for possible texts to create. Students use a scaffold/ template to nominate suitable contexts, purposes and audiences for their possible texts. Students brainstorm ideas about appropriate language features, vocabulary and voice for each text. Students choose one of their outlines to turn into a detailed plan.  **Lesson 3**: Students present their plans and ideas in small groups for initial peer and teacher feedback. | * plan, create, draft, refine and complete individual writing * select and apply writing processes * create texts with a stated purpose (to express, to reflect, to explain or to argue) and an understanding of context (including mode) and audience * collaborate and provide feedback in class, including through listening and speaking, with peers and teachers * apply standard and non-standard conventions of language, including syntax, punctuation and spelling, where appropriate. * reflect on and share the implications of authorial choices in their own writing and the writings of others. | * Notes from brainstorm which show a range of connections between titles, stimulus materials, mentor texts and the big ideas related to Protest * Outlines / plans focusing on purpose, text structures, and engagement in response to a title and stimulus. * Presentation of outline / plan and ideas to a small group |
| 6 | **Developing whole texts and developing self-assessment skills**  Key Knowledge:   * writing processes including drafting, refining and considering feedback * the value of collaboration and discussion | **Lesson 1:** Students begin drafting their piece focusing on engaging openings and consideration of ideas raised by the title and stimulus. Additional focus on using language, voice and structures which clearly reveal text type, purpose and audience.  **Lesson 2:** Students complete a draft of their written text, focusing on whole-text coherence, structure, and alignment with the Framework, purpose and title.  **Lesson 3:** Self-assessment activity where students use an editing checklist to review their text, identifying areas for revision (ideas, purpose, text structure, language features, vocabulary, voice). | * plan, create, draft, refine and complete individual writing * create texts with a stated purpose (to express, to reflect, to explain or to argue) and an understanding of context (including mode) and audience * apply standard and non-standard conventions of language, including syntax, punctuation and spelling, where appropriate. * reflect on and share the implications of authorial choices in their own writing and the writings of others | * Draft whole student-created text with teacher feedback (provided in dot point form) on alignment of purpose, ideas, text structure, language features and vocabulary. * Using feedback to improve a text. * Self-assessment reflection, focusing on improvements and alignment with Framework themes. |
| ( in dot point form)  7 | **Refining writing and responding to feedback**  Key Knowledge:   * writing processes including drafting, refining and considering feedback * the value of collaboration and discussion * strategies to generate and develop ideas | **Lesson 1**: Peer feedback on drafted texts in small groups, using provided prompts around how structural and language choices support purpose. Students use peer feedback to improve or re-work their text focusing on text structure, vocabulary, language features and voice.  **Lesson 2:** Teacher feedback (in dot point form) and ‘next-step’ suggestions on response from Lesson 2, Week 6, focusing on coherence, clarity and language effectiveness. Students use feedback to refine their work further.  **Lesson 1:** Practice adapting written text to unseen titles and stimulus. Students outline the ways that they would adapt their work to reflect different titles and incorporate different stimuli. They may use new ideas generated in this lesson to refine their own text. | * collaborate and provide feedback in class, including through listening and speaking, with peers and teachers * explain and comment on the vocabulary, text structures and language features, conventions and ideas used in their own writing * reflect on and share the implications of authorial choices in their own writing and the writings of others | * Participation in peer feedback process * Revised draft which demonstrates implementation of feedback. * Outlines that demonstrate adaptations of written work in response to unseen titles and stimulus. |
| 8 |  | **Finalising writing and reflecting on writing process in preparation for assessment**   * writing processes including drafting, refining and considering feedback * the value of collaboration and discussion | **Lesson 1**: Reflect on writing processes, using structured questions or prompts about authorial choices in voice, text structure, language features and vocabulary and how this supports purpose. Responses are used to annotate written texts.  **Lesson 2**: Students annotate their written work using methods practiced in Weeks 2 - 4.  **Lesson 3:** Complete any further revision of written pieces that will be the basis for their SAC. | * explain and comment on the vocabulary, text structures and language features, conventions and ideas used in their own writing * reflect on and share the implications of authorial choices in their own writing and the writings of others | * Development of annotations which comment on writing choices related to Framework. |