Year 7-10 English: Life Writing

Title of Unit	Life Writing	Year Level	Year 7-10
Subject	English	Time Frame	8-10 Weeks
Developed By	Melissa Carson		

Stage 1 - Identify Desired Results

Relevance to students
How is this unit linked to student context?

Life stories are unique in enriching our understanding of cultures, hardships and the diversity of experiences. Our own experiences are influenced by the society of our times and require us to reflect on. The focus of this unit is the collection of primary source interviews with others to examine the rich lessons & diversity of life experience and to use technology as a tool to collect & present the content into printable digital books of authentic value to the students and their community.

This unit of work explores the concepts of identity, changes, challenges, connectedness, resilience, communication and social emotional learning. Students will consider what shapes their sense of self by interviewing family or community members, to understand how a person's family life, childhood, school experiences and life within their community shape their sense of self.

Students will use the online FamilyBookform dashboard to work autonomously outside of school to interview others, following the template guides & question prompts to collect primary source spoken stories, information & photos to create printable digital books. By the end of this unit, students will understand how developing a sense of connectedness can enhance resilience and support a person to build a positive sense of self as well as appreciate the need for acceptance and reconciliation between people from different times, places & cultures.

General Capabilities
How will this unit promote the ACARA General Capabilities?

Critical and Creative Thinking: Students will be challenged to think deeply and broadly about the Australian experience and the differences encompassed within. They will evaluate how context shapes perspective and form arguments on the experiences that shape 'Who We Are'.

Intercultural Understanding: Students will develop a deep understanding of how their identity has been shaped by their family and the different cultural backgrounds that have shaped Australia. They will collaborate with classmates to share, collaboratively edit and analyse their own and others collected content and texts.

Literacy: Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

Ethical Understanding: Students develop ethical understanding as they identify and investigate the nature of ethical concepts, values and character traits, and understand how reasoning can assist ethical judgment. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

Personal and Social Capability: The capability involves students in a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.

📖 ICT - Google Apps for Education, [FamilyBookform](#) Digital Book-creating Platform

Learning Outcomes
What relevant goals will this unit address?
(must come from curriculum; include the designations e.g. IN2.1)

Objectives/Outcomes: ENGLISH 4

EN4	A1aiii	Objective A: communicate through speaking, listening, reading, writing, viewing and representing	1 - Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure [EN4-1A]	a. Engage personally with texts	iii. explore and appreciate the aesthetic qualities in their own and other texts and the power of language to communicate information, ideas, feelings and viewpoints
EN4	A1aiv	Objective A: communicate through speaking, listening, reading, writing, viewing and representing	1 - Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure [EN4-1A]	a. Engage personally with texts	iv. experiment with language forms and features to compose texts for pleasure and enjoyment
EN4	A1civ	Objective A: communicate through speaking, listening, reading, writing, viewing and representing	1 - Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure [EN4-1A]	c. Understand and apply knowledge of language forms and features	iv. understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (ACELA1531)
EN4	A2ai	Objective A: communicate through speaking, listening, reading, writing, viewing and representing	2 - effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies [EN4-2A]	a. Engage personally with texts	i. discuss and explain the processes of responding and composing, identifying the personal satisfaction and difficulties experienced
EN4	A2ci	Objective A: communicate through speaking, listening, reading, writing, viewing and representing	2 - effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies [EN4-2A]	c. Understand and apply knowledge of language forms and features	i. consider and apply a range of strategies to improve their texts, including editing by rereading and peer editing, checking accuracy of paragraphing, grammar, spelling and punctuation, and considering relevance for purpose, audience and context
EN4	A2cii	Objective A: communicate through speaking, listening, reading, writing, viewing and representing	2 - effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies [EN4-2A]	c. Understand and apply knowledge of language forms and features	ii. edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)

EN4	B3aii	Objective B: use language to shape and make meaning according to purpose, audience and context	3 - uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts [EN4-3B]	a.Engage personally with texts	ii. identify, discuss and reflect on the ideas and information in a range of texts
EN4	B3aiii	Objective B: use language to shape and make meaning according to purpose, audience and context	3 - uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts [EN4-3B]	a.Engage personally with texts	iii. develop a sense of personal style and taste in composition and response
EN4	B3bi	Objective B: use language to shape and make meaning according to purpose, audience and context	3 - uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts [EN4-3B]	b.Develop and apply contextual knowledge	i. describe and analyse the purpose, audience and context of texts
EN4	C6ciii	Objective C: think in ways that are imaginative, creative, interpretive and critical	6 - identifies and explains connections between and among texts [EN4-6C]	c.Understand and apply knowledge of language forms and features	iii. understand and explain the ways in which use of detail, perspective and choice of vocabulary connect texts
EN4	D7ai	Objective D: express themselves and their relationships with others and their world	7 - demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it [EN4-7D]	a.Engage personally with texts	i. explore and analyse the ways in which personal experiences and perspectives shape their responses to texts
EN4	D7aii	Objective D: express themselves and their relationships with others and their world	7 - demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it [EN4-7D]	a.Engage personally with texts	ii. draw on experience to consider the ways the 'real world' is represented in the imaginary worlds of texts, including imaginative literature, film, media and multimedia texts
EN4	D7bi	Objective D: express themselves and their relationships with others and their world	7 - demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it [EN4-7D]	b.Develop and apply contextual knowledge	i. compare and contrast texts that present alternative views of their own world
EN4	D7bii	Objective D: express themselves and their relationships with others and their world	7 - demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it [EN4-7D]	b.Develop and apply contextual knowledge	ii. explain and justify personal empathy, sympathy and antipathy towards characters, situations and concerns depicted in texts
EN4	D8ai	Objective D: express themselves and their relationships with others and their world	8 - identifies, considers and appreciates cultural expression in texts [EN4-8D]	a.Engage personally with texts	i. consider the ways culture and personal experience position readers and viewers and influence responses to and composition of texts
EN4	D8aii	Objective D: express themselves and their relationships with others and their world	8 - identifies, considers and appreciates cultural expression in texts [EN4-8D]	a.Engage personally with texts	ii. explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1619, ACELT1626)
EN4	D8bi	Objective D: express themselves and their relationships with others and their world	8 - identifies, considers and appreciates cultural expression in texts [EN4-8D]	b.Develop and apply contextual knowledge	i. identify and explain cultural expressions in texts, including those about gender, ethnicity, religion, youth, age, sexuality, disability and social class
EN4	D8diii	Objective D: express themselves and their relationships with others and their world	8 - identifies, considers and appreciates cultural expression in texts [EN4-8D]	d.Respond to and compose texts	iii. explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (ACELT1806)
EN4	D8div	Objective D: express themselves and their relationships with others and their world	8 - identifies, considers and appreciates cultural expression in texts [EN4-8D]	d.Respond to and compose texts	iv. explore and appreciate the ways different cultural stories, icons, Aboriginal images and significant Australians are depicted in texts
EN4	E9ai	Objective E: learn and reflect on their learning through their study of English	9 - uses, reflects on and assesses their individual and collaborative skills for learning [EN4-9E]	a.Engage personally with texts	i. articulate and reflect on the pleasure and difficulties, successes and challenges experienced in their individual and collaborative learning

EN4	E9diii	Objective E: learn and reflect on their learning through their study of English	9 - uses, reflects on and assesses their individual and collaborative skills for learning [EN4-9E]	d.Respond to and compose texts	iii. identify, plan and prioritise stages of tasks, making use of organisational strategies, eg drawing up a schedule, monitoring progress and meeting deadlines
EN4	E9div	Objective E: learn and reflect on their learning through their study of English	9 - uses, reflects on and assesses their individual and collaborative skills for learning [EN4-9E]	d.Respond to and compose texts	iv. reflect on and assess their own and others' learning against specific criteria, using reflection strategies, eg learning logs, blogs and discussions with teachers and peers
EN4	E9dv	Objective E: learn and reflect on their learning through their study of English	9 - uses, reflects on and assesses their individual and collaborative skills for learning [EN4-9E]	d.Respond to and compose texts	v. understand the roles and responsibilities of individuals in groups, performing an allocated role responsibly in a group and assessing the success of individual and collaborative processes

Life Skills:

ENLS-1A listens and responds in familiar contexts

ENLS-2A communicates for a variety of purposes, audiences and contexts

ENLS-3A selects and uses language to communicate according to purpose, audience and context

ENLS-6A reads and responds to a range of written texts in familiar contexts

ENLS-7A uses strategies to obtain meaning from and interpret a range of texts

ENLS-8A writes short texts for everyday purposes

ENLS-9A composes texts for a variety of purposes and audiences

ENLS-11B Composes, publishes and presents texts appropriate to purpose and audience in a range of contexts

ENLS-12C Responds to texts in ways that are imaginative and interpretive

ENLS-13C Engages critically with texts using personal experiences

ENLS-15D Responds to and composes texts that explore personal, social and world issues

ENLS-16D Explores the ways cultural ideas and perspectives shape a range of spoken, written, visual and multimedia texts

ENLS-17E Uses individual and collaborative skills in the learning process

Enduring Understandings	**Essential Questions**
What understanding about the big ideas are desired? (what you want students to understand & be able to use several years from now) What misunderstandings are predictable?	What provocative questions will foster inquiry into the content? (open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding)

Students will understand that… • Life stories are unique in enriching our understanding of cultures, hardships and the diversity of experiences. • Developing a sense of connectedness can enhance resilience and support a person to build a positive sense of self as well as appreciate the need for acceptance and reconciliation between different people & cultures.	*Content specific….* • *How are our experiences influenced by the society of our times?* • *What shapes a sense of self?* • *What is connectedness, resilience and reconciliation?* • *How can telling a personal story change the world?*
Knowledge: What knowledge will students acquire as a result of this unit? This content knowledge may come from the indicators, or might also address prerequisite knowledge that students will need for this unit.	**Skills** What skills will students acquire as a result of this unit? List the skills and/or behaviours that students will be able to exhibit as a result of their work in this unit. These will come from the indicators.
Students will know... • how a young person's family life, childhood, school experiences and life within their community shape their sense of self. • How to use technology-as-a-tool to collect primary source content into polished text & formatted into a digital book.	*Students will be able to…* • *Use the language of cause and effect including signifiers.* • *Read for predication, for meaning and for inference.* • *Write reflectively.* • *Use first person to tell a story.* • *Edit their own work for spelling, punctuation and grammar.* • *Plan, prioritise and produce a substantial piece of life writing and present to their class for collaborative editing & analysis.*

Stage 2 –	**Assessment Evidence**
Performance Task Through what authentic performance task will students demonstrate the desired understandings, knowledge, and skills? (describes the learning activity in "story" form. Typically, the P.T. describes a scenario or situation that requires students to apply knowledge and skills to demonstrate their understanding in a real life situation. Describe your performance task scenario below) By what criteria will performances of understanding be judged?	Students will complete a digital biography or autobiography using the digital platform [FamilyBookform](). Every student will receive a hard copy book to present to loved ones as a celebration of literacy and identity.

Other Evidence Through what other evidence (work samples, observations, quizzes, tests, journals or other means) will students demonstrate achievement of the desired results? Formative and summative assessments used throughout the unit to arrive at the outcomes.	Student Self-Assessment How will students reflect upon or self-assess their learning?
FORMATIVE ASSESSMENT MEASURES Week 1 - Pre-project survey (if required) Week 2-8 - Book-creating progress report Week 10 - Present digital & PDF biography & post-project survey	● At the beginning of the project students complete a 'pre-project' survey. ● At the beginning of each lesson students submit in the Classroom chat (or you collect into a Sheets doc) a summary of their book-creating progress, eg: number of pages, number of people interviewed, how much speech-to-text used, how many contributions from others, any feedback or reflections. ● At the end of each lesson document the level of engagement for each student in class discussions & their helpful collaboration/feedback with peers. ● At the end of the project students present their finished digital book (printed book optional) for grading. They can include in their portfolios, gift or sell to families. ● At the end of the project students complete a 'Reflection survey'.

Stage 3 – Learning Plan & Prep

What teaching and learning experiences will you use to:

- achieve the desired results identified in Stage 1?
- equip students to complete the assessment tasks identified in Stage 2?

Preparation:
- Teacher signs up free at: https://familybookform.com/ Create a project and buy the book-creating licences for each student at $10 each. This generates a unique project url for students to signup & redeem their book-creating licence.
- Distribute that project url to the students, either through Google Classroom, your LMS or email.
- As students click on that link & sign up they will redeem a licence.
- You can monitor students' books in your FamilyBookform project dashboard or in Google Classroom.

Tip: Students access 'how to' use the technology videos and writing help in their FamilyBookform dashboard. Students work asynchronously to collect content and share & polish that content in synchronous lessons - online or in person.

Tip: Advanced students. Can interview more people, using more question & topic prompts or create their own questions. Or interview people speaking different languages, using the speech-to-text.

Where are your students headed? Where have they been? How will you make sure the students know where they are going? What experiences do the learners bring to the unit? How have the interests of the learners been ascertained? Have the learners been part of the pre-planning in any way? What individual needs do you anticipate will need to be addressed?
Learning environment: Where can this learning best occur? How can the physical environment be arranged to enhance learning?

This unit will build on the highly explicit teaching of Unit 1 and 2 to use the Gradual Release of Responsibility - Hook, Think, & Release model of direct instruction.

How will you **engage** students at the beginning of the unit?

The students will be hooked at the beginning of the unit and each lesson because of the collaboration with their family outside of class and sharing the content in class.
This unit is an authentic learning activity where the students will be collecting content, sharing audio files & text to enrich explicit lessons, collaboratively editing & giving feedback to peers.
Finally students will present their books to an authentic audience at a celebration ceremony.

What events will help students **actively experience and explore** the enduring understandings and essential questions in the unit? How will you equip them with needed skills and knowledge?

#	Learning Intention The goal of this challenge is to...	Lesson Activities To achieve this goal we will...	Success Criteria I will know I have achieved this goal when...	Registration for teachers
Week 1	**The goal of this lesson is to Explain what a biography is and the writing required.** **EN4A1aiii** explore and appreciate the aesthetic qualities in their own and other texts and the power of language to communicate information, ideas, feelings and viewpoints **EN4B3aii** identify, discuss and reflect on the ideas and information in a range of texts **EN4B3bi** describe and analyse the purpose, audience and context of texts **EN4AC6ciii** understand and explain the ways in which use of detail, perspective and choice of vocabulary connect texts **EN4AD7bii** explain and justify personal empathy, sympathy and antipathy towards characters, situations and concerns depicted in texts **EN4D8ai** consider the ways culture and personal experience position readers and viewers and influence responses to and composition of texts	**Activity 1** *Explicit lesson that defines biographical and autobiographical writing.* *Include links to example resources for students.* *Introduce students to the FamilyBookform online book-creating dashboard that will scaffold them in building & creating their biography books.* *HOMEWORK - asynchronous learning* Students start inviting people to contribute content to their book.	I will know that I am successful at the end of this activity if I can: ● define an autobiography and biography. ● identify the form and language features of life writing. ● Decide who my biography book will be on and why and start collecting content. ● Complete a pre-project survey if required.	

Week 2	**The goal of this challenge is to engage closely with the novel text My Girragundji to explore how autobiographical writing can come in various forms.** **EN4A2ai** discuss and explain the processes of responding and composing, identifying the personal satisfaction and difficulties experienced **EN4D7aii** draw on experience to consider the ways the 'real world' is represented in the imaginary worlds of texts, including imaginative literature, film, media and multimedia texts **EN4D8diii** explore the interconnectedness of Country and Place, People, Identity and Culture in texts. **EN4D8div** explore and appreciate the ways different cultural stories, icons, Aboriginal images and significant Australians are depicted in texts	**Activity 2** *Explicit lesson on interview techniques.* *Include links to example resources for students.* *HOMEWORK - asynchronous learning* Students continue interviewing the subject of their biography book and collect content from others to create a valuable book for an authentic audience.	I will know that I am successful at the end of this activity if I can: ● Start using the FamilyBookform technology to collect and create content for my biography book.	
Week 3	**The goal of this lesson is to connect the novel to broader issues including connectedness, identity, culture, and reconciliation.** **EN4D7ai** explore and analyse the ways in which personal experiences and perspectives shape their responses to texts **EN4D7aii** draw on experience to consider the ways the 'real world' is represented in the imaginary worlds of texts, including imaginative literature, film, media and multimedia texts **EN4D7bi** compare and contrast texts that present alternative views of their own world **EN4D8aii** explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1619, ACELT1626) **EN4D8diii** explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (ACELT1806) **EN4D8div** explore and appreciate the ways different cultural stories, icons, Aboriginal images and significant Australians are depicted in texts **EN4E9dv** understand the roles and responsibilities of individuals in groups, performing an allocated role responsibly in a group and assessing the success of individual and collaborative processes	**Activity 3** *Students connect to broader issues about connection, identity, culture and reconciliation through research, reading, discussion, viewing, listening and written reflection.* *HOMEWORK - asynchronous learning* Students continue interviewing the subject of their biography book and collect content from others to create a valuable book for an authentic audience. Students start editing & formatting their content.	I will know that I am successful at the end of this activity if I can: ● Understand the connection between Boori Pryor's story and broader issues in society. ● Discuss why it is important to celebrate similarities and differences in culture. ● Share an example (either audio file or text or photo) from my collected interviews or content that demonstrates a specific culture relating to time, place or event.	
Week 4	**The goal of this activity is to connect with a traditional example of an autobiographical text and identify evidence to support its placement in the genre.** **EN4D7ai** explore and analyse the ways in which personal experiences and perspectives shape their responses to texts **EN4D7bi** compare and contrast texts that present alternative views of their own world **EN4D8aii** explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1619, ACELT1626)	**Activity 4** *Students start sharing their collected content as examples of traditional biographical texts.*	I will know that I have been successful at the end of this activity if I can: ● Read and make predictions about a text. ● Identify biographical features. ● Present an example of our collected content. ● Use evidence to justify the biographical classification of the text.	

Week	Goal / Outcomes	Activity	Success Criteria	
	EN4D8diii explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (ACELT1806) **EN4D8div** explore and appreciate the ways different cultural stories, icons, Aboriginal images and significant Australians are depicted in texts			
Week 5	**The goal of this activity is to learn from a person who has composed an autobiography to create a checklist to use in planning my own biographical/autobiographical composition.** **EN4A1aiv** experiment with language forms and features to compose texts for pleasure and enjoyment **EN4B3aiii** develop a sense of personal style and taste in composition and response **EN4E9diii** identify, plan and prioritise stages of tasks, making use of organisational strategies, eg drawing up a schedule, monitoring progress and meeting deadlines **EN4E9dv** understand the roles and responsibilities of individuals in groups, performing an allocated role responsibly in a group and assessing the success of individual and collaborative processes	**Activity 5** *Students will be introduced to the Book Form digital book platform and their writing project. Students will meet with the Author of The Enemy Within - Joe Williams*	I will know that I have been successful in this series of lessons if I have listened, read, researched and collaborated to compose a checklist for writing my own biographical or autobiographical composition.	
Week 6	**The goal of this series of lessons is to work on composing my own biography/autobiography.** **EN4A2ci** consider and apply a range of strategies to improve their texts, including editing by rereading and peer editing, checking accuracy of paragraphing, grammar, spelling and punctuation, and considering relevance for purpose, audience and context. **EN4A2cii** edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)	**Activity 6** *Students will continue to work on their writing project and ticking off their checklist.*	I will know that I have been successful after this series of lessons if I have submitted my digital work on the Book Form platform to create a hard copy book I can keep.	
Week 7-8	**The goal of this lesson is to evaluate my learning by using the work of my peers and a rubric as well as to reflect on my learning through personal writing.** **EN4E9div** reflect on and assess their own and others' learning against specific criteria, using reflection strategies, eg learning logs, blogs and discussions with teachers and peers.	*Students will continue to work on their writing project, to completion and then reflect on the process.*	I will know that I am successful at the end of this activity if I have completed my evaluation and reflection.	

Assess and Reflect (Stage 4)

Considerations	Comments
Required Areas of Study: **Is there alignment between outcomes, performance assessment and learning experiences?**	

Adaptive Dimension: **Have I made purposeful adjustments to the curriculum content (not outcomes), instructional practices, and/or the learning environment to meet the learning needs and diversities of all my students?**	<u>For struggling students:</u>
Instructional Approaches: **Do I use a variety of teacher directed and student centered instructional approaches?**	
Resource Based Learning: **Do the students have access to various resources on an ongoing basis?**	
Indigenous & Torres Strait Islander Perspectives/Gender Equity/Multicultural Education: **Have I nurtured and promoted diversity while honoring each child's identity?**	
Sense of the Sacred:	Seeking Truth Compassion Understanding Justice