**Rationale of Key Competencies**

This unit requires a personal commitment to reading a novel so that each student has an equal opportunity to learn. For some this may be a task that provides an obstacle to the learning. In the second part of the unit plan, I have accounted for this by providing a varied programme of reading and reading comprehension activities so that all paces are covered. However, this unit also enforces the key competency of **managing self** as, overall, reading is a solo activity and the individual student must take on that responsibility in order to give themselves the best opportunity for learning throughout the rest of the unit.

This unit – and the activities that I have devised – rely upon shared learning and teaching, self and peer assessment. I focus this unit around the question “Does money equal happiness?” – a question that I intend to focus a lot of class discussion around. The students will be encouraged and supported to assert conflicting ideas around the issue of poverty, especially in the third/developing world. The success of this sort of learning environment, therefore, fosters and encourages students to **participate** and **contribute.** This process also encourages students to see multiple perspectives and thus the key competency of **relating to others** is also encouraged.

In the context of looking closely at the text *Trash*, the narrative features, and close studies of the characters which is explored in the third part of this unit, as a teacher I would be constantly encouraging the students to be **thinking**. In particular – I focus around the ways in which Mulligan’s novel is written with multiple people narrating it which challenges the idea of one truth – or an accurate account of something happening. Through this I also question the students opinion of the happenings of the book? Whether the actions of the boys in Behala were right or wrong? This also leads to issues to do with authority and justice. Through these larger concepts, it would be my hope that the students would be constantly challenged and therefore **thinking** to contextualise and make sense of such issues.

The summative assessment tasks for this unit are both pieces of writing. The first is a media article will write after doing a close reading of the media articles within *Trash*. The second is a critical essay which is to be completed at the end of the unit which students will write based on their learning across the unit. Both these tasks will exercise the students skills in **using language, symbols and texts.**