Overview

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs will balance and integrate all three strands. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and these will be revisited and strengthened as needed.

In Years 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media, and the differences between media texts.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA) & Western Australian Curriculum

Year 9 English Achievement Standards Evidence

Receptive modes

Listening, Reading and Viewing

Achievement Standard
By the end of Year 9, students:

- Analyse the ways that text structures can be manipulated for effect.
- Analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.
- Evaluate and integrate ideas and information from texts to form their own interpretations.
- Select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience.
- Listen for ways texts position an audience.

Productive modes

Speaking, Writing and Creating

Achievement Standard
By the end of Year 9, students:

- Understand how to use a variety of language features to create different levels of meaning.
- Understand how interpretations can vary by comparing their responses to texts to the responses of others.
- In creating texts, students demonstrate how manipulating language features and images can create innovative texts.
- Create texts that respond to issues, interpreting and integrating ideas from other texts.
- Make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.
- Edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

The Achievement Standards in these tables do not have equal weighting and should be viewed in a holistic manner.

* Semester 2 Grade = 40% for Classwork Activities + 60% for Unit Assessments.
# Semester 2, 2016 Year 9 English Outline

*Semester Grade is based on 40% for Classwork Activities and 60% for Unit Assessments.*

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Topic &amp; Activities *</th>
<th>Tasks &amp; Assessments *</th>
</tr>
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<tbody>
<tr>
<td><strong>Term 3, Weeks 1 - 5</strong></td>
<td>Introduction, classroom rules and setup of files &amp; journals re-cap.</td>
<td>1.1 <strong>Viewing &amp; Writing:</strong> Paragraph explaining techniques used to persuade a target audience. Due Week 2</td>
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<tr>
<td><strong>Unit 1: Advertising</strong></td>
<td><strong>Tasks &amp; Assessments</strong> *</td>
<td>1.2 <strong>Writing &amp; creating:</strong> Design and create an advert &amp; explain decisions for design &amp; layout. Due Week 4</td>
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</tbody>
</table>
|         | • What is advertising?  
|         |   o Colourful copy  
|         |   o Vibrant visuals  
|         |   o Target audience  
|         |   o Deconstructing advertisements  
|         | • Giving meaning to images  
|         |   o Placing images in context  
|         |   o Creating a story  
|         | • Layout  
|         |   o Constructing an advertisement  
|         |     ▪ Left & right: known and new  
|         |     ▪ Top & bottom: ideal and real  
|         |     ▪ Framing  
|         |   o Reading the layout  
|         | • Magazine Covers  
|         |   o Designing a magazine cover  
|         |     ▪ Masthead  
|         |     ▪ Cover photo  
|         |     ▪ Words  
|         |     ▪ Colour  
|         |   o Exploring layout  
|         | • Negotiating  
|         |   o Negotiating a sale  
|         |   o Shaping negotiation  |
| **Term 3, Weeks 6 - 8** | **Unit 2: Flexible English ...** | 1.3 **Speaking & Listening:** Conduct a 3-minute negotiation with a partner, followed by peer and self-evaluation. Due Week 5 |
|         | • Casual Conversations  
|         |   o Analysing a ‘real’ conversation  
|         | • Constructed conversation  
|         |   o Dialogue  
|         |   o Constructing a conversation  
|         |     ▪ Analysing dialogue  
|         | • The novel as literature  
|         |   o Frankenstein – Content, Style, Sentence Structure, Word Choice  
|         |   o Literary value  
|         |     ▪ Identifying features of literature  
|         | 2.1 **Speaking & Listening:** Analyse and perform a conversation. Due Week 6 |
|         | 2.2 **Reading & Writing:** One page critique of a novel extract identifying its literary qualities. Due Week 7 |
**Semester Grade is based on 40% for Classwork Activities and 60% for Unit Assessments.**

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| **Term 3, Weeks 9 - 10** | • Comparing texts  
  o Comparing ‘poems’  
  o Identifying literary merit  
    ▪ Examining a poem  
    ▪ Creating a literary text  
  • Documentaries  
    o Narration  
    o Sound and images  
    o Dramatic effect  
    o Theme  
    o Investigating a documentary | 2.3 Writing:  
  Convert a brief story into a literary text.  
  Due Week 8  
  2.4 Viewing & Writing:  
  Essay on analysis of documentary clip.  
  Due Week 9 |
| **Term 4, Weeks 1 - 5** | Introduction, classroom rules and setup of files & journals re-cap.  
  **Unit 3: Fun with English**  
  • Playing with words  
    o Vocabulary  
    o Spelling  
      ▪ ‘Translating’  
    o Sentence construction  
      ▪ Experimenting with language  
  • Rhetoric  
    o Rhetorical techniques  
      ▪ Long sentences  
      ▪ Clauses  
      ▪ Balance  
      ▪ Deconstructing a speech  
  • Non-Standard English  
    o Language and race  
    o Standard and non-standard English  
  • Basic Plots  
    o Old story, new joke  
    o Oppositional readings  
      ▪ Writing own ‘old-new’ joke  
  • A modern tragedy  
    o The tragic hero – unpacking the text  
    o Using the ‘tragic hero’ structure  
  • Pop culture superheroes  
    o Two iconic superheroes  
      ▪ Examining Superman & Superwomen  
    o Cultural perspectives  
      ▪ Researching a superhero  
      ▪ Creating a superhero | 3.1 Reading & Speaking:  
  Recount an original legend/cultural story and then use it in a modern setting.  
  Due Week 3  
  3.2 Reading:  
  Read and interpret an extract from a speech.  
  Due Week 4  
  3.3 Creating:  
  Design and create a poster to launch a new superhero comic book.  
  Due Week 5 |
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| Term 4, Weeks 4 - 5 | • Hybrid Texts  
  o Novels as hybrid texts  
  o Blurbs as hybrid texts  
    - Adapt a blurb from a novel  
  o Hybrid short story | 3.4 Creating:  
  Create a hybrid text.  
  Due Week 6 |
| Term 4, Weeks 6 - 10 | Unit 4: Intertextuality ...  
  • Sharing the content of texts  
    o How do writers draw on previous ideas to create new works?  
    o Intertextual links through film and painting  
    o Intertextuality in an artwork  
    o Ways in which text can connect: Content  
  • Intertextuality and context  
    o Reinventing Wonderland  
    o Alice appropriated in film – The Matrix  
    o Ways in which text can connect: Context  
    - Analysing dialogue  
  • Intertextuality and creators  
    o How does intertextuality allow creators to bring their perspectives together?  
    o Intertextuality through parody and allusions  
    o Ways in which text can connect: Creator | 4.1 Writing & Creating:  
  Write an analysis of intertextuality in a cartoon or the effect of cameo appearances.  
  Due Week 7  
  4.2 Writing & Speaking:  
  Write and present an article with an explanation of 21st Century technology  
  Due Week 8  
  4.3 Writing & Creating:  
  Design a bookmark that displays creative influences  
  Due Week 9  
  4.4 Viewing & Writing:  
  Essay on analysis of documentary clip.  
  Due Week 9 |

Please note: Due dates and content may be subject to change.