



Semester 1, 2017 Year 10 English Outline

Engaged, Manners, Understanding, Strive

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 teachers will revisit and strengthen these 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)

Year 10 English Achievement Standards *

Receptive modes

Listening, Reading and Viewing

Achievement Standard

By the end of Year 10, students:

Evaluate how text structures can be used in innovative ways by different authors.

Explain how the choice of language features, images and vocabulary contributes to the development of individual style.

Develop and justify their own interpretations of texts.

Evaluate other interpretations, analysing the evidence used to support them.

Listen for ways features within texts can be manipulated to achieve particular effects.

Productive modes

Speaking, Writing and Creating

Achievement Standard

By the end of Year 10, students:

Show how the selection of language features can achieve precision and stylistic effect.

Explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments.

Develop their own style by experimenting with language features, stylistic devices, text structures and images.

Create a wide range of texts to articulate complex ideas.

Make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments.

Demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

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

* **Semester Grade = 40% for Classwork Activities + 60% for Unit Assessments.**



Semester I, 2017 Year 9 English Outline

Engaged, Manners, Understanding, Strive

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 these 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 I Grade = 40% for Classwork Activities + 60% for Unit Assessments.**



10 Ranford Street WAGIN WA 6315
 Telephone: 9861 1877
 Facsimile: 9861 1835

Teacher: Vanessa Pieterse
 Email: Vanessa.Pieterse@education.wa.edu.au
 Website: http://www.wagindhs.wa.edu.au

Semester I, 2017 Year 10 & 9 English Outline

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

Reading, Viewing & Vocabulary – Term I, 2017	Writing, Spelling & Creating – Term I, 2017	Grammar & Punctuation – Term I, 2017
<p>Week 1, Term I Introduction, classroom rules, routines, setting up of files & folders.</p> <p>Persuasive Posters Week 3-4 Term I</p> <p>Before you read: Activation of background knowledge & experience to make connections with the text.</p> <p>Test your understanding: <i>Rosie the Riveter & Women</i></p> <p>Boost your reading skills: Reading visual texts Visual literacy</p> <ul style="list-style-type: none"> • Angle • Body language & clothing • Gaze – “demand & offer” revision <p>Work on words: Word associations and Clines Spotlight on language: Modality in persuasive texts</p> <p>Assessment: Create a community service poster.</p>	<p>Week 1, Term I: Common Assessment Task Paragraphing: “I remember...” or “In the future...”</p> <p>Argument Essay Week 2 – 4, Term I</p> <p>“Should parents let teenagers make their own decisions?” Understanding the Question Adopt a position, For or Against Features</p> <p>Planning & organisation Structure</p> <ul style="list-style-type: none"> Introductory paragraph Body paragraphs (SEW- Statement, Evidence, Why?) Concluding paragraph <p>Language feature: Third person</p> <p>Spelling: Prefixes</p> <p>You be the teacher (Proofreading & Editing) Other students’ writing (Samples & Annotations)</p> <p>Assessment: Write an argument essay.</p>	<p>Week 3, Term I (Valentine’s Day Activity) <i>Other countries, other times - poetry:</i> Extract -‘The Highwayman’ by Alfred Noyes Nouns; commas I</p> <p>Sentences Week 5-7, Term I <i>Renewable energy sources:</i> Simple & Compound sentences, brackets & dashes</p> <p>Week 7-8 Term I <i>Aesop’s Fables:</i> Complex sentences; conjunctions; pronouns; commas 5</p> <p>Assessment: Grammar & Punctuation Revision Test</p>

Semester I, 2017 Year 10 & 9 English Outline

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

Reading, Viewing & Vocabulary – Term I, 2017	Writing, Spelling & Creating – Term I, 2017	Grammar & Punctuation – Term I, 2017
<p>Poems Week 6-9, Term I</p> <p>Before you read: Activation of background knowledge & experience to make connections with the text.</p> <p>Test your understanding: ‘My Literary Friend’ by Henry Lawson</p> <p>Boost your reading skills:</p> <p>Reading poetry</p> <ul style="list-style-type: none"> • Overall message & purpose; Title; Point of View (POV) • Theme; Purpose; Sound, Word pictures <p>Work on words: Formal & Informal register</p> <p>Spotlight on language: Rhythm & rhyme</p> <p>Assessment: <i>Research another Henry Lawson poem.</i></p> <p>Week 10: Reading & Viewing Term I Exam</p>	<p>Protest Poems Week 6-9, Term I</p> <p>“Compose a poem that protests against bullying.”</p> <p>Understanding the Question</p> <ul style="list-style-type: none"> • Imaginative text aimed to evoke an emotional response • Features <p>Planning & organisation: Research & Voice Structure</p> <p>Language feature: Metre</p> <p>Spelling: Doubling the consonant before adding <i>ing</i></p> <p>You be the teacher (Proofreading & Editing)</p> <p>Other students’ writing (Samples & Annotations)</p> <p>Assessment: <i>Compose a protest poem about bullying.</i></p> <p>Week 10: Writing and Creating Term I Exam</p>	<p>Words & Sentences Week 9-10, Term I</p> <p>Revise – <i>Other countries, other times</i> – poetry: Extract -‘The Highwayman’ by Alfred Noyes</p> <p>Week 10: Grammar & Punctuation Term I Exam</p>

Semester 1, 2017 Year 10 English Outline

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

Reading, Viewing & Vocabulary – Term 2, 2017	Writing, Spelling & Creating – Term 2, 2017	Grammar & Punctuation – Term 2, 2017
<p>Week 1, Term 2 Reintroduction, classroom rules, routines, setting up of files & folders.</p> <p>Novel & Film Study Week 1-5, Term 2 The Outsiders by S.E. Hinton</p> <p>Stereotypes and Conflict Novel study with the focus on stereotypes and conflict. This will include the creation of a portfolio that demonstrates the understanding of content (in both receptive and productive modes), the use of good organisation, plus suitable style and language.</p> <ul style="list-style-type: none"> • Pre-reading activities and information about the author. • Vocabulary list divided by chapter. Also add words to this list while reading. • Read chapters (with audio recording if needed). • Commentaries: Students will present and comment on the chapter assigned to them. <ul style="list-style-type: none"> • Watch the film, The Outsiders. 	<p>***NAPLAN Year 9 - Week 3, Term 2</p> <p>Novel & Film Study– The Outsiders by S.E. Hinton Week 1-5, Term 2</p> <p>Skill 1: Notemaking - summaries per chapter Skill 2: Comparing and Contrasting Skill 3: Elements of a Narrative Outline Skill 4: Cause and Effect Skill 5: Figurative Language-Metaphors Skill 6: Sequencing Skill 7: Idioms Skill 9: Character Development Skill 10: Plot Development</p> <p>Writer's Forum 1: Stereotyping Writer's Forum 2: Family Writer's Forum 3: Writing About Yourself Writer's Forum 4: Issues</p> <p>Portfolio reflection</p> <p>Assessment: Comparison: Book vs. Film.</p>	<p>Words & Sentences</p> <p>Week 1-2 Term 2 <i>Chinese goldminers in Australia:</i> Prepositions and prepositional phrases; direct speech</p> <p>Week 3-4, Term 2 <i>Social learning:</i> Active & passive voice; possessive apostrophes</p> <p>Week 5-6, Term 2 <i>Jane Eyre:</i> Pronouns; Commas 3</p>

Semester I, 2017 Year 10 English Outline

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

<p>Gothic Fiction Week 6-10, Term 2</p> <p>Before you read: Reading biographical information provides insight.</p> <p>Test your understanding: <i>About the author Edgar Allan Poe</i> Extract from <i>The Fall of the House of Usher</i>.</p> <p>Boost your reading skills: Understanding how narratives begin</p> <ul style="list-style-type: none"> Making connections Create visual pictures of setting & characters Readers' perceptions <p>Work on words: Gothic vocabulary</p> <p>Spotlight on language: Creating suspense</p> <p>Extend your skills: Epigraph & Theme</p> <p>Week 5, Term 2: Reading & Viewing Term 2 Exam</p>	<p>Genre Short Stories Week 6-10, Term 2 <i>"Write a short horror story."</i></p> <p>Understanding the Question</p> <ul style="list-style-type: none"> Imaginative text to entertain readers and engage their emotions, imagination and thoughts. Narrative <p>Features</p> <p>Planning & organisation</p> <ul style="list-style-type: none"> Horror conventions, settings, characters <p>Structure</p> <ul style="list-style-type: none"> Orientation Complication Conclusion <p>Language features:</p> <ul style="list-style-type: none"> Dialogue; Vocabulary; Onomatopoeia; Symbolism <p>Spelling: Turning nouns into adjectives</p> <p>You be the teacher (Proofreading & Editing)</p> <p>Other students' writing (Samples & Annotations)</p> <p>Assessment: <i>Write your own short horror story.</i></p> <p>Week 6, Term 2: Writing & Creating Term 2 Exam</p>	<p>Week 7-8, Term 2 <i>Virginia Wolf:</i> Common sentence errors; full stop and comma errors</p> <p>Week 7, Term 2: Grammar & Punctuation Term 2 Exam</p>
---	--	---

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