

Wagin DHS Semester 1 Outline Year 9/10 English Term 1
Groups: [E1] Focus [E2] Standard (E3) Extension

T1 Weeks Allocated	Topic/Tasks/Concepts to cover	Resources	RV	WC	LS
1	Course introduction and Common Assessment Tasks (CAT)	<i>Words Their Way (WTW)</i> Spelling LitPro Test NAPLAN style tests			
Ongoing	Grammar, Language, Spelling & Vocabulary	WTW			
Ongoing	Contribution to class discussions				/40
2-4	<p><i>Skin Deep</i> [E1, E2 & E3] Text Category: Imaginative Text Type: Poetry Form: Dramatic monologue (audio file) Purpose: To reflect on a real aspect of life Topic: Youth and self-destructive behaviour</p> <p><u>Reading Comprehension</u></p> <ul style="list-style-type: none"> Structures and language features of poetic texts Predicting, confirming and monitoring meaning Interpreting and analysing the ideas presented in a dramatic monologue Exploring viewpoints from different historical, social and cultural contexts Identifying intertextual references Analysing how language is used to represent groups and to position readers in relation to these groups Evaluating the quality of texts, including the use of literary devices in poetry texts <p><u>Language features:</u></p> <ul style="list-style-type: none"> Evocative language designed to call up memories, ideas and images in the minds of readers/listeners Figurative language related to social expectations and/or pressures, including similes Everyday words and phrases designed to help readers relate to the situations and feelings expressed in the text Words/syllables delivered in regular beat structure Some use of rhyming couplets <p><u>Spelling:</u> Using effective spelling strategies to spell technical terms (common letter combinations,</p>	<p>www.wordflyers.com.au</p> <p>NAPLAN planner</p> <p>Various sample texts, plus audio or video</p> <p>[E2 & E3]: <i>SmartStudy9</i> Unit 8 Narrative, Monologue</p>	/20	/20	

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	<p>suffixes)</p> <p>Punctuation Using punctuation in poetry</p> <p>Grammar</p> <ul style="list-style-type: none"> • Nouns, noun groups and expanded noun groups • Using simple, compound and complex sentences for different purposes <p>Assessment Tasks:</p> <p><u>Reading & Viewing - Evaluating text:</u></p> <ul style="list-style-type: none"> ☞ Answer the questions to complete an extended personal evaluation of this text. Don't forget to answer the evaluation question. ☞ How well do you think the poet used the text features in Skin deep? Give the poet a score out of 5 in the Your rating column for questions 1 to 5 in the table. Use the Your rating scale above the table. Add up the points to find the total score. ☞ Use complete sentences and include evidence from the text to support your answers. <p><u>Writing/Creating in the same style as the focus text:</u></p> <ul style="list-style-type: none"> ☞ You are going to write a dramatic monologue that explores one aspect of social expectations and pressures that young people face today. ☞ Work through the steps and then write your own Poetry text. 		/10	/10	
4-6	<p>Training diary of an elite athlete [E1 & E2] Text Category: Informative Text Type: Recount Form: Diary Entries Purpose: To recreate a sequence of events Topic: Training regimes (Indigenous rugby player)</p> <p>Reading Comprehension</p> <ul style="list-style-type: none"> • Structures and language features of Recounts • Understanding, predicting, confirming and monitoring meaning • Interpreting and analysing ideas • Evaluating the quality of texts, including variations in text structures and layout to suit particular purposes <p>Writing</p>	<p>www.wordflyers.com.au</p> <p>www.studyladder.com.au</p> <p>NAPLAN planner</p> <p>Various sample texts, plus audio or video</p> <p>[E3] It could have been me Recount, Personal anecdote Topic: Links between energy</p>	/20	/20	

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	<p><i>Purpose, text type/form, audience:</i></p> <ul style="list-style-type: none"> • To recreate the training schedule of an elite athlete • In a personal diary format • For a general audience interested in sport and/or training <p><i>Text structure:</i></p> <ul style="list-style-type: none"> • Introduction to the diary entries, including the reasons behind this endeavour (Orientation stage) • Sequential listing of day-by-day events and personal reflections on these events in a week-long training schedule (Series of Events and Personal Comments stages) <p><i>Language features:</i></p> <ul style="list-style-type: none"> • Common and proper nouns • Pronouns • Evaluative language (especially adjectives) • Action and relating verbs • Past tense • Time conjunctions and text connectives • Adverbial phrases <p><u>Spelling</u></p> <ul style="list-style-type: none"> • Spelling rules (adding suffixes to base words) <p><u>Punctuation</u></p> <ul style="list-style-type: none"> • Using apostrophes to indicate contractions <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Sensing verbs • Relating verbs • Compound sentences <p><u>Assessment Tasks:</u></p> <p><i>Reading & Viewing - Evaluating text:</i></p> <p>☞ Answer the questions to complete an extended personal evaluation of this text. Don't forget to answer the evaluation question.</p>	drinks and deaths due to heart failure			
			/10	/10	

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	<p>How well do you think the writer used the text features in Training diary of an elite athlete? Give the writer a score out of 5 in the Your rating column for questions 1 to 4 in the table. Use the Your rating scale above the table. Add up the points to find the total score.</p> <p>Use complete sentences and include evidence from the text to support your answers.</p> <p><i>Writing/Creating in the same style as the focus text:</i></p> <p>Complete an extended piece of writing that is in the style and format of a Recount text.</p> <p>A Recount retells a series of events in chronological order.</p> <p>You are going to create Max Short's entry for the day after the Grand Final. Work through the steps and then write your own Recount.</p>			/20	
6-9	<p>Animals aren't entertainers! [E1 & E2] Text Category: Persuasive Type: Discussion Form: Facebook thread Purpose: To provide a forum for different viewpoints Theme: Ethics Topic: Is it cruel to use animals for entertainment?</p> <p>Reading Comprehension</p> <ul style="list-style-type: none"> Structures and language features of persuasive texts Predicting and confirming meaning Monitoring meaning Interpreting and analysing ideas Evaluating the quality of texts <p>Writing</p> <p>Purpose, text type/form, audience:</p> <ul style="list-style-type: none"> To examine the pros and cons of using animals for human amusement/entertainment In the form of a Facebook thread For people interested in animal welfare <p>Text structure:</p> <ul style="list-style-type: none"> Introduction and brief outline of the issue/topic in the initial post (Issue Statement stage) Series of comments and expressions of supporting and opposing opinion from readers (Arguments stage) 	<p>www.wordflyers.com.au www.studyladder.com.au</p> <p>NAPLAN planner</p> <p>Various sample texts, plus audio or video</p> <p>www.coolaustralia.org AFLW videos for NAPLAN style persuasive response</p> <p>http://education.abc.net.au/home#!/digibook/1392049/the-power-of-speech</p> <p>[E3] Would you buy a kidney? Discussion, Reader survey (vox pop – newspaper) Topic: Values and scientific research associated with organ donation and sale</p>	/20	/20	

T1 Weeks Allocated	Topic/Tasks/Concepts to cover	Resources	RV	WC	LS
9-11 (Easter weekend 30/3 - 2/4)	<p><i>Lights, camera ...autograph please!</i> [E1 & E2] See next row for [E3] Text category: Informative Text type: Procedure Form: Magazine article Purpose: To instruct on how to do something Theme: Entertainment Topic: Celebrity culture</p> <p>Reading Comprehension</p> <ul style="list-style-type: none"> Structures and language features of Procedures Understanding, predicting, confirming and monitoring meaning Interpreting and analysing ideas Evaluating the quality of texts, including how writers vary the structure and purposes of texts to suit particular topics <p>Writing</p> <p>Purpose, text type/form, audience:</p> <ul style="list-style-type: none"> To provide instructions on how to obtain autographs from TV celebrities In a magazine article that follows a recipe format For a sympathetic, young audience <p>Text structure:</p> <ul style="list-style-type: none"> Statement of intention of the text (Goal stage) Sequence of steps that readers should follow to acquire autographs from celebrities (Steps stage) <p>Language features:</p> <ul style="list-style-type: none"> Sentences in imperative mood Active voice Precise and technical language Mainly action verbs Adverbials of time, place and manner <p>Vocabulary</p> <ul style="list-style-type: none"> Technical language (collectables, celebrities) <p>Punctuation</p> <ul style="list-style-type: none"> Using apostrophes to indicate contractions 	<p>www.wordflyers.com.au www.studyladder.com.au NAPLAN planner Various example texts, plus audio or video</p> <p>[E3] See next row</p> <p>Planning a music festival Text Category: Informative Text Type: Procedure Form: Feature Article Purpose: To instruct on how to do something Theme: Creating Topic: How to plan a music festival</p> <p>SmartStudy9 Unit</p>	/20	/20	

T1 Weeks Allocated	Topic/Tasks/Concepts to cover	Resources	RV	WC	LS
	<p>Grammar</p> <ul style="list-style-type: none"> • Action verbs (past, present and future tense) • Auxiliary verbs • Simple sentences <p>Assessment Tasks:</p> <p><u>Reading & Viewing - Evaluating text:</u></p> <ul style="list-style-type: none"> ☞ The editor of Autograph Hunting Magazine wants feedback on one of the magazine articles, Lights, camera ... autograph please! Complete this survey to help the editor make improvements to the magazine. <p>☞ <u>Writing/Creating in the same style as the focus text:</u></p> <ul style="list-style-type: none"> ☞ Complete an extended piece of writing that is in the style and format of a Procedure text. ☞ A Procedure provides instructions about how to make or do something. ☞ Choose something that you are familiar with. Work through the steps and then write your own Procedure text. <p><u>Listening & Speaking:</u></p> <ul style="list-style-type: none"> ☞ Using your procedure text as above and video record as you present it for tutorial/lesson for publication online. 		/10	/10	/20
9-11 (Easter weekend 30/3 - 2/4)	<p>Planning a music festival [E3]</p> <p>Text Category: Informative Text Type: Procedure Form: Feature Article Purpose: To instruct on how to do something Theme: Creating Topic: How to plan a music festival</p> <p>Reading Comprehension</p> <ul style="list-style-type: none"> • Structures and language features of informative texts • Predicting, confirming and monitoring meaning • Interpreting and analysing ideas • Evaluating the quality of texts, including variations in text structures and language features to engage readers • techniques that writers use to instruct 	<p>www.wordflyers.com.au www.studyladder.com.au</p> <p>NAPLAN planner</p> <p>Various example texts, plus audio or video</p>	/20	/20	

T1 Weeks Allocated	Topic/Tasks/Concepts to cover	Resources	RV	WC	LS
	<p><u>Writing</u></p> <p><i>Purpose, text type/form, audience:</i></p> <ul style="list-style-type: none"> • To explain how to become a successful music festival entrepreneur • In the form of a feature article • For an audience interested in putting on a music festival <p><i>Text structure:</i></p> <ul style="list-style-type: none"> • The task to be completed is outlined (Goal stage) • Clear instructions on how to plan a music festival are provided (Steps stage) <p><i>Language features:</i></p> <ul style="list-style-type: none"> • Instructions written as commands • Action verbs to start commands • Text connectives to signal the order in which steps should be taken <p><u>Spelling</u></p> <ul style="list-style-type: none"> • Spelling patterns (hard and soft 'c') <p><u>Punctuation</u></p> <ul style="list-style-type: none"> • Using brackets to enclose non-essential information <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Modal verbs • Embedded adjectival clauses <p><u>Assessment Tasks:</u></p> <p><u>Reading & Viewing - Evaluating text:</u></p> <ul style="list-style-type: none"> ☞ The editor of the Making Music magazine wants your feedback on the feature article Planning a music festival. ☞ Complete this survey to help them decide if people interested in putting on a music festival would find this Procedure useful. 	<p>[E1 & E2] see previous row</p> <p><i>Lights, camera ...autograph please!</i></p> <p>Text category: Informative Text type: Procedure Form: Magazine article Purpose: To instruct on how to do something Theme: Entertainment Topic: Celebrity culture</p>			
			/10	/10	

T1 Weeks Allocated	Topic/Tasks/Concepts to cover	Resources	RV	WC	LS
	<p><u>Writing/Creating in the same style as the focus text:</u></p> <ul style="list-style-type: none"> ☐ You are going to write a Procedure about how to put on a fundraising event at your school. ☐ It will be in the form of a feature article that will appear in the school magazine. <p><u>Listening & Speaking:</u></p> <ul style="list-style-type: none"> ☐ Using your procedure text as above, video record it as if you were presenting it for approval by your student council. 			/20	/20

Wagin DHS Semester 1 Outline Year 9/10 English Term 2

Groups [E1] Focus [E2] Standard (E3) Extension

T2 Weeks Allocated	Topic/Tasks/Concepts to cover	Resources	RV	WC	LS
1-2	<p><i>Ten to Eleven</i> [E1, E2 & E3] Text Category: Imaginative Text Type: Narrative Form: Short Story Purpose: To entertain and develop empathy for others Theme: History Topic: Young soldier in WW I</p> <p><u>Reading Comprehension</u></p> <ul style="list-style-type: none"> Structures and language features of Narratives Predicting, confirming and monitoring meaning Interpreting and analysing the ideas in short stories Evaluating the quality of texts, including how they represent literary traditions and genres <p><u>Writing</u></p> <p><i>Purpose, text type/form, audience:</i></p> <ul style="list-style-type: none"> To engage and interest In the form of a short story based on a historical event For a teenage audience <p><i>Text structure:</i></p> <ul style="list-style-type: none"> Orientation that provides details of the location and the period in history Complication stage that tells more about the main character and continues with the soldiers being ordered to attack There is no final Resolution, but readers can make an assumption about what might have happened next <p><i>Language features:</i></p> <ul style="list-style-type: none"> Common and proper nouns to refer to people, places and things in the story A variety of verb types, including action and saying verbs Descriptive language <p><u>Spelling/Vocabulary</u></p> <ul style="list-style-type: none"> Spelling patterns ('tion', 'sh', 'ch') 	<p>www.wordflyers.com.au www.studyladder.com.au</p> <p>NAPLAN planner</p> <p>Various sample texts, plus audio or video</p>	/20	/20	

T2 Weeks Allocated	Topic/Tasks/Concepts to cover	Resources	RV	WC	LS
	Types of Metaphor Extended Metaphor Allegory Monologue Positioning the audience Point of view				
4-9	<p>Novel & Film Study [E1, E2 & E3]</p> <p>Students will get a choice of one novel and film per group from an allocated selection with a set novel & film study package to be completed covering reading, analysis, creating and presentation of their topic/response.</p> <ul style="list-style-type: none"> • Characters • Events and interaction • Setting • Time • Conflict • Organisation • Writing style /devices • Symbolism • Theme • Retelling of a story <p>Variety of tasks and assessments as per study package allocated to each group.</p>	<p>www.wordflyers.com.au www.studyladder.com.au</p> <p>Various sample texts, plus audio or video</p> <p>Set Novels (Lexile sets) TBA Set Film TBA</p>	/100	/100	/20