



WAGIN DISTRICT HIGH SCHOOL

SEMESTER 2 OUTLINE

Year 9 and 10 ENGLISH 2020

COURSE OUTLINE

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.

YEAR 10 ACHIEVEMENT STANDARDS

*** The Achievement Standards do not have equal weighting and should be viewed in a holistic manner. Semester Grade = 40% for Classwork Activities + 60% for Unit Assessments.**

Receptive modes Listening, Reading and Viewing

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

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.

YEAR 09 ACHIEVEMENT STANDARDS

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

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

Receptive modes Listening, Reading and Viewing

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

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

2020 Year 9 and 10 Term 3 English

Wk	Focus	Assessments
1 - 3	<p>For the first 3 weeks we will complete a poetry revision package. This is due Thursday, 6 Aug, Week 3.</p> <p>Common Assessment Tasks (CAT):</p> <ol style="list-style-type: none"> 1. LitPro Reading Test 2. Brightpath Narrative writing (The River) 3. Year 9 OLN testing during weeks 4-5. 4. Year 10 OLN testing during weeks 7-6. 5. Brightpath Narrative writing weeks 7-8. * 	<p>Poetry booklet</p> <p>* During Week 7 students will complete another <i>Brightpath</i> online narrative writing task based on a Common Assessment Prompt for the whole school.</p>
4/7	<p>Narrative Writing with Listening & Speaking Interviews Week 4-7</p> <p>Students will be creating a narrative written from the third person sympathetic point of view based on an incident in the school life of a member of your family or extended family. This will include notes from interviews with family or carers.</p> <p>The reading of similar narratives with guiding steps will also be included, while all drafts, notes and planning will be required for assessment.</p>	<p>Write a Narrative in third person sympathetic POV.</p> <p>Class Test on English terminology</p>
8/10	<p>Viewing & Analysis of <i>Rabbit-Proof Fence</i> Week 8-10</p> <p>During the last three weeks of Term 3 students will complete various viewing and analysis tasks for the film <i>Rabbit-Proof Fence</i> (2002).</p> <p>~ Students who are going to Country Week, need to have completed and handed in all assessments prior to Friday, 18 Sept, Week 9.</p> <p>SPAG (Spelling, Punctuation and Grammar)</p> <p>This will include fortnightly spelling Units with half the words tested every Tuesday. SPAG activities will be part of the content for each assessment.</p>	<p>Viewing analysis package</p> <p><i>Ongoing weekly Language Conventions topics</i></p>

Dates and assessments are subject to change to meet the needs of the students and the teachers.

2020 Year 9 and 10 Term 4 English

Wk	Focus	Assessments
1-5	<p>TrackSAFE - Using visual and multimodal texts to promote rail safety</p> <p>The TrackSAFE Education high school resources are designed to help young people learn how to be safe, active, responsible citizens on and around the rail network. Students will be:</p> <p>Bringing in ideas about the use of evaluative language in visual and multimodal texts</p> <p>1.1 Define terms</p> <p>1.2 Identify the evaluative language used to express an opinion or point of view in a visual or multimodal text</p> <p>Connecting ideas about the use of evaluative language in visual and multimodal texts</p> <p>2.1 Compare texts used to promote rail safety</p> <p>2.2 Analyse a visual or multimodal text for evaluative language features used to express an opinion on rail safety</p> <p>Extending ideas about the use of evaluative language in visual and multimodal texts</p> <p>3.1 Justify a claim about a local rail safety issue</p> <p>3.2 Create an imaginative, informative and persuasive multimodal campaign for a rail safety issue in your local community</p>	<p>Analyse a visual or multimodal text</p> <p>Create an imaginative, informative and persuasive multimodal campaign for a rail safety issue in your local community</p> <p>Semester Exam</p>
5-10	<p><i>Bran Nue Day Film Viewing and Response</i></p> <p>By the end of this unit students should be able to make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments.</p> <p>Students will be able to evaluate how text structures can be used in innovative ways by different authors.</p> <p>They explain how the choice of language features, images and vocabulary contributes to the development of individual style.</p>	<p>Personal Evaluation Response</p> <p>Song analysis</p> <p>Essay</p>

Dates and assessments are subject to change to meet the needs of the students and the teachers.