



WAGIN DISTRICT HIGH SCHOOL

Term 1, 2024 OUTLINE

Year 10 English

COURSE OUTLINE

The English curriculum is built around the three interrelated strands of **language**, **literature** and **literacy**. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

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. There will also be regular interaction with the *Sound Waves* and *Successful English* programs to consolidate their spelling and grammar knowledge.

This year, students will create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

ACHIEVEMENT STANDARDS

Reading and Viewing

At standard, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning. Students explain issues and ideas from a variety of sources, drawing on supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.

Achievement of the Reading and Viewing Strand will be measured through:

<i>Reading and Viewing Tasks</i>	<i>% of semester grade</i>
<i>Two Reading assessments</i>	<i>15</i>
<i>In-class written responses to Novel Extract</i>	<i>10</i>

Writing and Creating

Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. Students create structured and coherent texts for a range of purposes and audiences. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.

Achievement of the Writing and Creating Strand will be measured through:

Writing and Creating Tasks	% of Semester Grade
Brightpath Narrative writing	10
Story Boarding – WW1 Graphic novel	10
Grammar and Punctuation Assessment	5

	WEEK	KEY CONCEPTS	ASSESSMENTS
Term 1	1 – 4	<p>Reading of Novel extracts ‘ The Book Thief, Looking for Alibrandi and Odin’s Eye’</p> <ul style="list-style-type: none"> Responding to the text – surface and deeper level understanding Vocabulary Building Develop an understanding of characterisation, point of view and language features used in the novel. Focus on language features and their effect; paragraph writing short answer responses Written responses (Short and Extended) <p>Grammar Focus: Sentence construction and use of punctuation</p>	<p>In-class written responses to a novel extract</p> <p>Reading Assessment</p> <p>Grammar and Punctuation test</p>
	6 – 10	<p>What’s in a picture?</p> <ul style="list-style-type: none"> Representation in images (Changing stereotypes/cultural perspectives) Visual texts use a specific grammar to communicate Responding to the Graphic Novella ‘The invisible War’ Story Boarding a graphic novel set in WW1 Revise Seven Steps for persuasive essay writing on the topic of Conscription <p>Grammar focus: Sentence expansion and note-taking</p>	<p>Narrative Writing (Brightpath task)</p> <p>Story Boarding- Graphic novel set in WW1</p> <p>Reading Assessment</p>

Timeline and assessment items may be subject to change.