



# WAGIN DISTRICT HIGH SCHOOL

## SEMESTER 2, Term 3 2025 OUTLINE

### Year 10 English

#### COURSE OUTLINE

The English curriculum is built around the three strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in writing, reading, viewing, creating, and listening and speaking.

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.

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. In Term 3, students will explore *A Wrinkle in Time* by Madeleine L'Engle, a science-fantasy novel that explores themes of identity, love, courage, and individuality. The unit will focus on developing close reading, comprehension, analytical, and creative writing skills. Pacing will be adjusted to suit class needs, with students reading at a slower rate to allow for deeper engagement. The unit will culminate in a creative writing piece and a comparative analytical essay between the novel and its film adaptation.

#### COURSE OUTCOMES

##### Receptive Modes (Reading, Viewing, Listening):

- Interpret character motivations, conflicts, and transformations.
- Analyse the use of literary devices and symbolism.
- Compare thematic elements in text and film.

##### Productive Modes (Speaking, Writing, Creating):

- Write creative and analytical texts with appropriate structure and tone.
- Use evidence from texts to justify interpretations.
- Engage in peer feedback and structured revision processes.

#### TASKS & ASSESSMENT

Achievement will be measured through:

Tasks	% of grade
Character analysis writing (End of Term 2)	15
Creative Writing – A Page from the Book	
Analytical Essay – Book vs Film Comparison	
Reading comprehension, grammar, and vocabulary activities	

## TIME LINE

	WEEK	KEY CONCEPTS	ASSESSMENTS
Term 3	1-2	<b>Focus: <i>Introduction &amp; Building Foundations</i></b> <ul style="list-style-type: none"> <li>• <b>Chapters 1–2</b> – Introduce characters, setting, and themes of identity and family</li> <li>• <b>Warm-up:</b> Book cover predictions and quote exploration</li> <li>• <b>Activities:</b> <ul style="list-style-type: none"> <li>○ Character profiles for Meg and Charles Wallace</li> <li>○ Vocabulary list building</li> <li>○ Guided comprehension questions (predictive + literal)</li> <li>○ Class discussion: “Why might Meg struggle with being ‘different’?”</li> </ul> </li> </ul>	<b><i>Start-of-term reading and grammar assessments</i></b>
	3	<b>Focus: <i>The Arrival of the Mrs Ws</i></b> <ul style="list-style-type: none"> <li>• <b>Chapters 3–4</b> – Unpack mystery and the strange visitors</li> <li>• <b>Warm-up:</b> Match quotes to Mrs Whatsit, Who, and Which</li> <li>• <b>Activities:</b> <ul style="list-style-type: none"> <li>○ Character map for Mrs Whatsit</li> <li>○ Group discussion on coded language and foreshadowing</li> <li>○ Comprehension tasks</li> <li>○ Figurative language and imagery hunt</li> </ul> </li> </ul>	<b><i>Vocab webs</i></b>  <b><i>Character profiling</i></b>  <b><i>Comprehension activities</i></b>
	4	<b>Focus: <i>Creative Writing Assessment – A Page from the Book</i></b> <ul style="list-style-type: none"> <li>• Narrative writing task inspired by the novel’s themes and tone</li> <li>• <b>Warm-up:</b> Descriptive writing starter prompts (e.g. “darkness closed in around her...”)</li> <li>• <b>Activities:</b> <ul style="list-style-type: none"> <li>○ Plan using a scaffold (setting, emotion, theme, tone)</li> <li>○ Draft, edit, and peer review</li> <li>○ Submit final version of <i>Assessment 1</i></li> </ul> </li> </ul>	<b><i>Creative Writing Assessment – A Page from the Book</i></b>
	5	<b>Focus: <i>World-Building and Symbolism</i></b> <ul style="list-style-type: none"> <li>• <b>Chapters 5–6</b> – Uriel, the Black Thing, and the Happy Medium</li> <li>• <b>Warm-up:</b> Draw or describe Uriel using imagery from the text</li> <li>• <b>Activities:</b> <ul style="list-style-type: none"> <li>○ Comprehension questions</li> <li>○ Class discussion: “What does the Black Thing represent?”</li> <li>○ Quote banks for light/dark symbolism</li> <li>○ Character tracker update</li> </ul> </li> </ul>	<b><i>Vocab webs</i></b>  <b><i>Character profiling</i></b>  <b><i>Comprehension activities</i></b>

6	<p><b>Focus: <i>Conformity vs Freedom</i></b></p> <ul style="list-style-type: none"> <li>• <b>Chapters 7–8</b> – Arrival at Camazotz and introduction to IT</li> <li>• <b>Warm-up:</b> Moral dilemma prompts: “Would you give up freedom for safety?”</li> <li>• <b>Activities:</b> <ul style="list-style-type: none"> <li>○ Analyse how Camazotz suppresses individuality</li> <li>○ Group quote hunt: control, sameness, fear</li> <li>○ Vocabulary task: decoding mythological/biblical allusions</li> <li>○ Character tracking: Charles Wallace's shift begins</li> </ul> </li> </ul>	<p><b><i>Vocab webs</i></b></p> <p><b><i>Character profiling</i></b></p> <p><b><i>Comprehension activities</i></b></p>
7	<p><b>Focus: <i>Mini Assessment – Journal Entry from Character Perspective</i></b></p> <ul style="list-style-type: none"> <li>• <b>Chapters 9–10</b> – Meg’s rescue plan and internal growth</li> <li>• <b>Warm-up:</b> Empathy writing: “If I were Meg right now...”</li> <li>• <b>Activities:</b> <ul style="list-style-type: none"> <li>○ Write a reflective journal entry in-role (Meg or Calvin)</li> <li>○ Focus on tone, emotion, and character voice</li> <li>○ Scene summaries</li> <li>○ Character development chart (How has Meg changed since Chapter 1?)</li> </ul> </li> </ul>	
8	<p><b>Focus: <i>Climax, Courage and Final Themes</i></b></p> <ul style="list-style-type: none"> <li>• Chapters 11–12 – Meg’s confrontation with IT and her return</li> <li>• Warm-up: Theme-matching cards (e.g. love, bravery, individuality)</li> <li>• <b>Activities:</b> <ul style="list-style-type: none"> <li>○ Character reflection: Meg’s hero journey</li> <li>○ Theme wrap-up group task</li> <li>○ Final comprehension task</li> <li>○ Intro to book vs film comparison: key themes that could be explored</li> </ul> </li> </ul>	
9-10	<p><b>Focus: <i>Assessment – Analytical Essay: Book vs Film</i></b></p> <ul style="list-style-type: none"> <li>• View the 2018 <i>A Wrinkle in Time</i> film adaptation</li> <li>• Warm-up: Scene recap + guided note-taking prompts</li> <li>• <b>Activities:</b> <ul style="list-style-type: none"> <li>○ Film vs book comparison chart</li> <li>○ TEE table planning (Technique, Example, Explanation)</li> <li>○ Draft and write comparative analytical essay (choose a theme to explore)</li> <li>○ Peer feedback + teacher conferencing</li> <li>○ Final reflection: “Which version had the stronger message, and why?”</li> </ul> </li> </ul> <p><b>End-of-term reading and grammar assessments will also be conducted in the final week.</b></p>	<p><b><i>Analytical essay</i></b></p> <p><b><i>Group/class discussions</i></b></p> <p><b><i>End-of-term reading and grammar assessments</i></b></p>

		<b>Note: Timeline and assessment items may be subject to change based on class progress.</b>	
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