

**Year Level Plan**      **Year 9**      **English**

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. The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. Literary texts that support and extend students in Years 9 and 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form. 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.

Term 1	Term 2	Term 3	Term 4
Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Window to the soul: memoirs and human experience</b> <b>Exploring different perspectives</b></p> <p>Students listen to, read and view literary and non-literary texts- including those from Australian, Asian and other global contexts- to explore how events, situations and people are represented in personal writing. They use a range of comprehension strategies to evaluate how authors convey different perspectives of issues, events, situations, individuals or groups in personal memoirs.</p> <p>Students analyse and evaluate how text structures and language features of personal memoirs, such as humour and figurative language, are designed to engage an audience and to evoke an emotional response to significant human experiences.</p> <p>Possible texts include, but are not limited to, <i>Growing up Aboriginal in Australia, Polished Gem, Happiest Refugee, Fallen Leaves.</i></p>	<p><b>That's debatable: positioning and persuading audiences</b> <b>Examining and creating representations of contentious issues</b></p> <p>Students listen to, read and view non-literary texts of increasing complexity, featuring different perspectives of political and/or culturally significant issues. Students explore a contentious Australian political or cultural issue which impacts on Australian identity. They use a range of comprehension strategies to evaluate how different authors convey different perspectives of issues in a range of contemporary media texts.</p> <p>Possible issues include but are not limited to: <i>Australia becoming a republic, Banning plastic straws, etc</i></p>	<p><b>Fake utopias and fictional dystopias: exploring the dark side</b> <b>Evaluating representations of issues in a texts</b></p> <p>Students read extracts from a range of dystopian texts with an in depth study of a complete novel, to understand how authors use text structures and language features to construct representations of characters, ideas and issues.</p> <p>Students write an analytical essay, to evaluate how an author has constructed representations of ideas and issues in the novel to convey warnings about the possible future if current political, environmental and/or social issues are not adequately addressed.</p> <p>Possible texts include, but are not limited to, <i>The Hunger Games, The Giver, World Shaker, Taronga and Divergent.</i></p>	<p><b>The presumption of innocence: ethical decision making in 12 Angry Men</b> <b>Exploring ethical issues in drama texts</b></p> <p>Students read a drama text to comprehend ideas about human experiences in response to ethical dilemmas, such as justice, equity and prejudice. They explore how the social, cultural and historical contexts of a text influence its construction, analysing and evaluating representations in a drama text.</p> <p>They create an interview script that interprets and integrates ideas from the focus text, to construct representations of characters and a point of view about an ethical issue raised in the text.</p> <p>Text: <i>12 Angry Men</i></p>

**Assessment Tasks**

Formative	Summative	Formative	Summative	Formative	Summative	Formative	Summative
<p><b>Short response (written)</b> <i>In-class test</i></p> <p>Students annotate two memoirs or extracts to analyse the effects of vocabulary choices and language features.</p>	<p><b>Memoir Webpage (written)</b> <i>Assignment</i></p> <p>Students convey their perspective on a significant human experience using language, images and sound. They present this perspective in the form of a memoir published in a webpage along with images and soundtrack (500 – 600 words).</p>	<p><b>Listening and Rebuttal test (written)</b> <i>In-class test</i></p> <p>Students listen to a debate point identifying the claim and evidence. They evaluate and integrate ideas from that text to create their own interpretation and argument against the claim.</p>	<p><b>Persuasive Debate (spoken)</b> <i>Assignment- group task</i></p> <p>Students participate and interact in a formal debate, presenting researched arguments to persuade an audience to accept their perspective and listening and responding to the opposition (4-5 minutes).</p>	<p><b>Short response (written)</b> <i>In class test</i></p> <p>Students annotate extracts of a dystopian text, analysing how text structures can be manipulated for effect .</p>	<p><b>Analytical essay (written)</b> <i>In-class Assignment</i></p> <p>Students analyse and evaluate how text structures, vocabulary and language choices are used to construct characterisation in a dystopian novel. Students will present this analysis in the form of an analytical essay (600-800 words).</p>	<p><b>Short Response (written)</b> <i>In class test</i></p> <p>Students annotate a section of the play 12 Angry men, analysing and explaining the language choices made by the author to position the audience to view certain characters.</p>	<p><b>Imaginative Interview (spoken)</b> <i>Assignment- filmed or live</i></p> <p>Students create an additional scene of an interview between a journalist and one of the jurors. Students will construct representations of characters and events and present a point of view about relevant ethical issues explored in the text (3-5 minutes).</p>