



Craigslea State High School

English Faculty - Year 9



Unit	Unit Objective	Task Description	Dates
Window to the soul: memoirs and human experience	Students listen to, read and view literary and non-literary texts, including those from and about Asia, 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.	FORMATIVE TASK: Students annotate two memoirs or extracts to analyse the effects of vocabulary choices and language features. Text type: Short Response Length: 70 min	Task completed by end of: Term 1 Week 5
		SUMMATIVE ASSIGNMENT TASK: Students convey their perspective on a significant experience using language, images and sound. Mode: Written Text type: Memoir Webpage Length: 500 – 600 words	Notice of Task: 4 weeks' notice Task Due: Term 1 Week 9
That's debatable: positioning and persuading audiences	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.	FORMATIVE TASK: Students evaluate and integrate ideas from a debate to create their own interpretation and argument. Text type: Short Response Length: 70 min	Task completed by end of Term 2 Week 6
		SUMMATIVE ASSIGNMENT TASK: Students participate in a debate, presenting researched arguments, listening and responding to the opposition. Mode: Spoken (group) Text type: Persuasive Debate Length: 4 - 5 minutes	Notice of Task: 4 weeks' notice Task Due: Term 2 Week 9
Fake utopias and fictional dystopias: exploring the dark side	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.	FORMATIVE TASK: Students annotate extracts of a dystopian text, analysing how text structures can be manipulated for effect. Text type: Short Response Length: 70 min	Task completed by end of Term 3 Week 8
		SUMMATIVE EXAM TASK: Students analyse and evaluate how text structures, vocabulary and language choices are used to construct characterisation in a dystopian novel. Mode: Written Text type: Analytical Essay Length: 500- 600 words	Notice of Task: In-class assignment Task Due: Term 3 Week 10
The presumption of innocence: ethical decision making in 12 Angry Men	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.	FORMATIVE TASK: Students listen to a section of the play 12 Angry Men, analysing and explaining the language choices made by the author to position the audience to view characters. Text type: Short Response Length: 70 min	Task completed by end of Term 4 Week 5
		SUMMATIVE ASSIGNMENT TASK: Students create an additional scene of an interview between a journalist and one of the jurors. Mode: Spoken Text type: Imaginative Interview Length: 3 – 5 minutes	Notice of Task: 4 weeks' notice Task Due: Term 4 Week 8