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| Year 9 English Curriculum and assessment plan  [Insert school name, implementation year] |

Use this template to plan an overview or summary of the teaching, learning and assessment for a year level in the Australian Curriculum: English. For planning advice, refer to the *Planning for teaching, learning and assessment* document available on the Planning tab for each learning area at [www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas](http://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas).

**How to use this template:** Type information into the fields (yellow shading). When the plan is complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the **Home tab > Styles dropdown > Clear All/Clear Formatting >** text will revert to Normal style and you can delete the text.

| Level description | Context and cohort considerations (if applicable) |
| --- | --- |
| The English curriculum is built around the 3 interrelated strands of *Language, Literature* and *Literacy*. Together, the 3 strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.  In Year 9, students interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts.  Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multimodal texts. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students are beginning to develop a critical understanding of how texts, language, and visual and audio features are influenced by context.  The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.  Literary texts that support and extend students in Year 9 as independent readers may be drawn from a range of genres. They may involve complex, challenging plot sequences and/or hybrid structures that may serve multiple purposes. These texts may explore themes of human experience and cultural significance, interpersonal relationships, and/or ethical and global dilemmas in real-world and fictional settings. They may represent a variety of perspectives. Informative texts may represent a synthesis of technical and abstract information (from credible or verifiable sources) about a wide range of specialised topics and concepts. Language features may include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and/or dense information supported by various types of images and graphics.  Year 9 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical; for example, narratives, performances, reports, discussions, literary analyses, arguments, transformations of texts and reviews for a range of audiences. | Describe the context and cohort.  Consider the following to make informed professional decisions during the planning process:   * + relevant student data and information, e.g. achievement data   + available resources, e.g. timetabling   + school and sector priorities.   [Insert context and cohort considerations] |

**Note:** Insert/delete rows/columns, as required, to provide an overview of the teaching, learning and assessment sequence across the year level.

| Unit 1 — [Insert unit title] | Unit 2 — [Insert unit title] | Unit 3 — [Insert unit title] | Unit 4 — [Insert unit title] |
| --- | --- | --- | --- |
| Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] |
| [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] |

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 9, students interact with others, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss and expand on ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select and experiment with language features including literary devices, and experiment with multimodal features and features of voice.  They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They analyse representations of people, places, events and concepts, and how texts respond to contexts. They analyse the aesthetic qualities of texts. They analyse the effects of text structures, and language features including literary devices, intertextual references, and multimodal features.  They create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing and expanding ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise, develop and link ideas. They select and experiment with language features including literary devices, and experiment with multimodal features. | | By the end of Year 9, students interact with others, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss and expand on ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select and experiment with language features including literary devices, and experiment with multimodal features and features of voice.  They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. 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| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Language | 1 | 2 | 3 | 4 | Literature | 1 | 2 | 3 | 4 | Literacy | 1 | 2 | 3 | 4 | |
| **Language for interacting with others**  recognise how language empowers relationships and roles  AC9E9LA01 |  |  |  |  | **Literature and contexts**  analyse the representations of people and places in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors  AC9E9LE01 |  |  |  |  | **Texts in context**  analyse how representations of people, places, events and concepts reflect contexts  AC9E9LY01 |  |  |  |  | |
| understand how evaluation can be expressed directly and indirectly using devices such as allusion, evocative vocabulary and metaphor  AC9E9LA02 |  |  |  |  | **Engaging with and responding to literature**  present a personal response to a literary text comparing initial impressions and subsequent analysis of the whole text  AC9E9LE02 |  |  |  |  | **Interacting with others**  listen to spoken texts that have different purposes and audiences, analysing how language features position listeners to respond in particular ways, and use interacting skills to present and discuss opinions regarding these texts  AC9E9LY02 |  |  |  |  | |
| **Text structure and organisation**  examine how authors adapt and subvert text structures and language features by experimenting with spoken, written, visual and multimodal elements, and their combination  AC9E9LA03 |  |  |  |  | analyse how features of literary texts influence readers’ preference for texts  AC9E9LE03 |  |  |  |  | **Analysing, interpreting and evaluating**  analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group  AC9E9LY03 |  |  |  |  | |
| investigate a range of cohesive devices that condense information in texts, including nominalisation, and devices that link, expand and develop ideas, including text connectives  AC9E9LA04 |  |  |  |  | **Examining literature**  analyse texts and evaluate the aesthetic qualities and appeal of an author’s literary style  AC9E9LE04 |  |  |  |  | analyse the organisation of ideas in paragraphs and extended texts, and evaluate its impact on meaning  AC9E9LY04 |  |  |  |  | |
| **Language for expressing and developing ideas**  identify how authors vary sentence structures creatively for effects, such as intentionally using a dependent clause on its own or a sentence fragment  AC9E9LA05 |  |  |  |  | analyse the effect of text structures, language features and literary devices such as extended metaphor, metonymy, allegory, symbolism and intertextual references  AC9E9LE05 |  |  |  |  | use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to compare and contrast ideas and opinions in and between texts  AC9E9LY05 |  |  |  |  | |
| understand how abstract nouns and nominalisation can be used to summarise ideas in text  AC9E9LA06 |  |  |  |  | **Creating literature**  create and edit literary texts, that may be a hybrid, that experiment with text structures, language features and literary devices for purposes and audiences  AC9E9LE06 |  |  |  |  | **Creating texts**  plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical  AC9E9LY06 |  |  |  |  | |
| analyse how symbols in still and moving images augment meaning  AC9E9LA07 |  |  |  |  |  |  |  |  |  | plan, create, rehearse and deliver spoken and multimodal presentations for purpose and audience, using language features, literary devices and features of voice such as volume, tone, pitch and pace, and organising, expanding and developing ideas in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical  AC9E9LY07 |  |  |  |  | |
| analyse how vocabulary choices contribute to style, mood and tone  AC9E9LA08 |  |  |  |  |  |  |  |  |  | **Word knowledge**  understand how spelling is used in texts for particular effects; for example, characterisation, humour and to represent accents and distinctive speech  AC9E9LY08 |  |  |  |  | |
| understand punctuation conventions for referencing and citing others for formal and informal purposes  AC9E9LA09 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| General capabilities | Units | | | |  | Cross-curriculum priorities | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |  | 1 | 2 | 3 | 4 |
| Critical and creative thinking |  |  |  |  |  | Aboriginal and Torres Strait Islander histories and cultures |  |  |  |  |
| Digital literacy |  |  |  |  |  | Asia and Australia’s engagement with Asia |  |  |  |  |
| Ethical understanding |  |  |  |  |  | Sustainability |  |  |  |  |
| Intercultural understanding |  |  |  |  |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Personal and social capability |  |  |  |  |

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