Year 9 plan — Australian Curriculum: English

Implementation year: School name:

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| Identify curriculum | Year level description  (highlighted aspects indicate differences from the previous year level) | 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. | | | |
| Achievement standard | Receptive modes (listening, reading and viewing)  By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.  They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.  Productive modes (speaking, writing and creating)  Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts.  Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation. | | | |
| Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v3.0: English for Foundation–10*, <www.australiancurriculum.edu.au/English/Curriculum/F-10>. | | | |
| Teaching and learning | Term overview | Term 1 | Term 2 | Term 3 | Term 4 |
| Australian identity  Students engage with a range of Australian literary texts including short stories and dramatic performances, and the oral narrative traditions and contemporary literature of Aboriginal peoples and Torres Strait Islander peoples.  Students explore how events, situations and people can be represented from different perspectives and draw conclusions about characters, events and key ideas, justifying these with selective use of textual evidence.  Students identify, interpret and critically evaluate how text structures and language features of texts, including literary techniques, are designed to appeal to audiences and create an Australian identity. | Technical and scientific language  Students examine short scientific articles that include technical information from credible/verifiable sources described using abstract and scientific language and vocabulary and supported by graphic representations.  Students examine the purpose, language and structure of science fiction stories and films.  Students transform a short scientific article into a science fiction short story. | Global texts  Students select, read and view literary and non-literary texts including those from and about Asia to compare and contrast human experience in response to ethical and global dilemmas.  Students explore how events, situations and people are represented from different perspectives.  Students create a report that compares and contrasts different representations of Asia, making judgments about the selected texts’ structures, language features, literary techniques and interpretations. | Exemplar unit: Language online  Students investigate contemporary media to develop a critical understanding of the differences between media texts and the responsibilities of online interactions.  Students identify changes in language to describe new media, and how jargon and technical language reinforces membership of specific communities.  Students innovate with texts, using visual and non-verbal forms of language to establish relationships with different audiences and evaluate the effectiveness of an online hybrid space. |

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| Teaching and learning | Aboriginal and Torres Strait Islander perspectives | English provides opportunities for children/students to strengthen their appreciation and understanding of Aboriginal peoples and Torres Strait Islander peoples and their living cultures. Specific content and skills within relevant sections of the curriculum can be drawn upon to encourage engagement with:   * Aboriginal and Torres Strait Islander storytelling traditions and contemporary literature * Social, historical and cultural contexts associated with different uses of language and textual features in Australian Indigenous societies * The diversity of Indigenous experiences and their representation in literature and other texts.   English articulates aspects of the languages, literatures and literacies of Aboriginal peoples and Torres Strait Islander peoples. It provides opportunities for children/students to develop an awareness, appreciation of, and respect for the literature of Aboriginal peoples and Torres Strait Islander peoples, including storytelling traditions (oral narrative) as well as contemporary literature. Through respectful engagement with Australian Indigenous peoples, and their knowledge and stories, students develop critical understandings of the social, historical and cultural contexts associated with different uses of language and textual features. | | | | | | | | |
| General capabilities and cross‑curriculum priorities | Opportunities to engage with:  Description: gc_literacyDescription: gc_ictDescription: gc_criticalDescription: gc_personal_socialDescription: gc_intercultural  Description: cc_asia | | Opportunities to engage with:  Description: gc_literacyDescription: gc_ictDescription: gc_criticalDescription: gc_personal_socialDescription: gc_intercultural | | Opportunities to engage with:  Description: gc_literacyDescription: gc_ictDescription: gc_criticalDescription: gc_personal_socialDescription: gc_intercultural  Description: cc_asia | | Opportunities to engage with:  Description: gc_literacyDescription: gc_ictDescription: gc_criticalDescription: gc_ethicalDescription: gc_personal_socialDescription: gc_intercultural | | |
| Key to general capabilities and cross-curriculum priorities | Description: gc_literacy Literacy  Description: gc_numeracy Numeracy  Description: gc_ict ICT capability  Description: gc_critical Critical and creative thinking  Description: gc_ethical Ethical behaviour  Description: gc_personal_social Personal and social capability  Description: gc_intercultural Intercultural understanding   Aboriginal and Torres Strait Islander histories and cultures  Description: cc_asia Asia and Australia’s engagement with Asia  Description: cc_sust Sustainability | | | | | | | | |
| Develop assessment | Assessment  For advice and guidelines on assessment, see [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au) | A folio is a targeted selection of evidence of student learning and includes a range of responses to a variety of assessment techniques. A folio is used to make an overall on-balance judgment about student achievement and progress at appropriate points and informs the reporting process. | | | | | | | | |
| Term 1 | | Term 2 | | Term 3 | | Term 4 | | |
| Week | Assessment instrument | Week | Assessment instrument | Week | Assessment instrument | Week | Assessment instrument | |
| 6 | Persuasive: Review (Written)  Review an Australian song or poem that illustrates Australian identity. Examine how the songwriter/poet has used text structures and language features, including literary techniques, myths and symbols to persuade audiences about the Australian identity presented in their work. | 6 | Informative: Review (Written)  Review two articles to evaluate how the sequence of ideas and information convey precise procedure. | 8 | Informative: Discussion (Spoken/signed)  Participate in a discussion to analyse how the director of a film/documentary has used cinematic techniques to position the audience about an issue. | 4–5 | | Informative and persuasive: Articles (Multimodal)  Create two media texts (an informative article and a persuasive article) to contribute to an e-zine produced in an online hybrid space. |
| 8–10 | Persuasive: Discussion (Spoken/signed)  Participate and interact in a panel discussion to compare, contrast and evaluate representations of Australian identity in plays and short stories. | 8 | Imaginative: Literary transformation (Written)  Create an imaginative transformation of an informative text into a literary text. | 9 | Informative: Report (Written)  Create an analytical report comparing and contrasting textual features used to develop different representations of Asia. | 8–9 | | Informative and persuasive: Discussion (Spoken/signed)  Participate in an analytical discussion to evaluate the production of an e-zine and its effectiveness and purpose as a contemporary media text. |
|  |  |  | **NAPLAN** | QCATs: Identify the curriculum targeted by the QCAT and schedule its implementation appropriate to the sequence of learning. | | | | |
| Make judgments and use feedback | Moderation | Teachers co-mark reviews to ensure consistency of judgments. | | Teachers co-mark literary transformations to ensure consistency of judgments. | | Teachers moderate the QCATs to identify A–E samples to take to cluster moderation in Term 4. | | Teachers participate in cluster moderation of the QCATs.  School cluster moderates data collected using the QCATs to ensure comparability of standards across the state. | | |

Year 9 English: review for balance and coverage of content descriptions

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| Language | 1 | 2 | 3 | 4 |
| Language variation and change | | | | |
| Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing [(ACELA1550)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1550) | ✓ | ✓ | ✓ | ✓ |
| Language for interaction | | | | |
| Understand that roles and relationships are developed and challenged through language and interpersonal skills [(ACELA1551)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1551) | ✓ | ✓ |  | ✓ |
| Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor [(ACELA1552)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1552) | ✓ |  | ✓ | ✓ |
| Text structure and organisation | | | | |
| Understand that authors innovate with text structures and language for specific purposes and effects [(ACELA1553)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1553) | ✓ | ✓ | ✓ | ✓ |
| Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas [(ACELA1770)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1770) | ✓ | ✓ | ✓ | ✓ |
| Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes [(ACELA1556)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1556) |  | ✓ |  | ✓ |
| Expressing and developing ideas | | | | |
| Explain how authors creatively use the structures of sentences and clauses for particular effects [(ACELA1557)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1557) | ✓ | ✓ | ✓ | ✓ |
| Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text [(ACELA1559)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1559) |  | ✓ | ✓ |  |
| Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning [(ACELA1560)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1560) | ✓ |  | ✓ | ✓ |
| Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness [(ACELA1561)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1561) | ✓ | ✓ | ✓ | ✓ |
| Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech [(ACELA1562)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1562) | ✓ |  | ✓ |  |

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| Literature | 1 | 2 | 3 | 4 |
| Literature and context | | | | |
| Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts [(ACELT1633)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1633) | ✓ |  | ✓ |  |
| Responding to literature | | | | |
| Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text [(ACELT1771)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1771) | ✓ |  | ✓ |  |
| Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context [(ACELT1634)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1634) | ✓ |  | ✓ |  |
| Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts [(ACELT1635)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1635) | ✓ | ✓ | ✓ | ✓ |
| Examining literature | | | | |
| Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author’s literary style [(ACELT1636)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1636) | ✓ | ✓ | ✓ | ✓ |
| Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes [(ACELT1637)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1637) | ✓ | ✓ | ✓ |  |
| Analyse text structures and language features of literary texts, and make relevant comparisons with other texts [(ACELT1772)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1772) | ✓ | ✓ | ✓ |  |
| Creating literature | | | | |
| Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation [(ACELT1773)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1773) |  | ✓ |  |  |
| Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink [(ACELT1638)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1638) | ✓ | ✓ | ✓ | ✓ |

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| Literacy | 1 | 2 | 3 | 4 |
| Texts in context | | | | |
| Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts [(ACELY1739)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1739) | ✓ | ✓ | ✓ | ✓ |
| Interacting with others | | | | |
| Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways [(ACELY1740)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1740) | ✓ |  | ✓ |  |
| Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects [(ACELY1811)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1811) | ✓ | ✓ |  | ✓ |
| Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes [(ACELY1741)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1741) | ✓ |  |  | ✓ |
| Interpreting, analysing, evaluating | | | | |
| Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts [(ACELY1742)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1742) | ✓ | ✓ | ✓ | ✓ |
| Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension [(ACELY1743)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1743) | ✓ | ✓ | ✓ | ✓ |
| Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts [(ACELY1744)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1744) | ✓ | ✓ | ✓ | ✓ |
| Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts [(ACELY1745)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1745) | ✓ | ✓ | ✓ | ✓ |
| Creating texts | | | | |
| Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features [(ACELY1746)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1746) | ✓ | ✓ | ✓ | ✓ |
| Review and edit students’ own and others’ texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features [(ACELY1747)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1747) | ✓ | ✓ | ✓ | ✓ |
| Use a range of software, including word processing programs, flexibly and imaginatively to publish texts [(ACELY1748)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1748) | ✓ | ✓ | ✓ | ✓ |

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v3.0: English for Foundation–10*, <www.australiancurriculum.edu.au/English/Curriculum/F-10>.