Year 9 unit overview — Australian Curriculum: English

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

| School name | Unit title | Duration of unit |
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| Our School | Language online | 10 weeks |

| Unit outline |
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| Students develop a critical understanding of the contemporary media and the differences between media texts in a range of environments.Students develop an understanding of:* e-zines — an online magazine format that focuses on a specialised topic for informational and/or persuasive purposes
* the process of developing an e-zine in a multimodal format
* the protocols involved in creating and working in an online interactive space to review and edit their own and each other’s work.

Inquiry questions for the unit:* How do technical and aesthetic language structures and features work together in an online hybrid text?
* What are the rights, roles and responsibilities of working in an interactive space?
* How do different authors innovate with text structures and language for specific purposes and effects?
* How can the online hybrid space be used to interpret, analyse and evaluate different perspectives of an issue, event or situation and provide personal responses to texts created by peers?
* How will the online forums, discussion threads and wikis be used to explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts?
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| Identify curriculum |
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| Content descriptions to be taught | General capabilities and cross‑curriculum priorities |
| Language | Literature | Literacy |
| Language variation and change * Understand that [Standard Australian English](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=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](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=metaphor) [(ACELA1552)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1552)

Text structure and organisation * Understand that authors innovate with [text structures](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=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](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=layout) and font variations in constructing [texts](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=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)
* 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)
 | Responding to literature * Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in [texts](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=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)

Creating literature* 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)
 | Texts in context * Analyse how the construction and interpretation of [texts](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=texts), including [media texts](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=media+texts), can be influenced by cultural perspectives and other [texts](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=texts) [(ACELY1739)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1739)

Interacting with others * Use interaction skills to present and discuss an idea and to influence and engage an [audience](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=audience) by selecting persuasive language, varying [voice](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=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](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=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](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=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](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=Create) imaginative, informative and [persuasive texts](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=persuasive+texts) that present a point of [view](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=view) and advance or illustrate arguments, including [texts](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=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](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=texts) to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/[visual features](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=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](http://acdcpuat.curriculum.edu.au/Glossary?a=E&t=texts) [(ACELY1748)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1748)
 | Description: gc_literacy Literacy* Reflect on different ways to use the communication skills developed during the year, in particular the use and production of texts in an online hybrid space

Description: gc_ict **ICT capability*** Use a range of software in the creation of an e-zine

Description: gc_critical Critical and creative thinking* Make new connections with aesthetic and technical language in an online space

Description: gc_ethical Ethical behaviour* Maintain protocols for working collaboratively in an online space
* Use respect when reviewing, providing feedback and editing the work of others

Description: gc_personal_social **Personal and social capability*** Provide constructive feedback
* Reflect on own and others’ work to refine and improve the final product

 Aboriginal and Torres Strait Islander histories and cultures* Connect to and consult with communities
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| Identify curriculum |
| 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. |

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| Relevant prior curriculum | Curriculum working towards |
| The Queensland Essential Learnings by the end of Year 9 Students will have been provided with opportunities to:* demonstrate and analyse the relationship between audience, subject matter, purpose and text type
* interpret and analyse how language elements and other aspects of texts position readers/viewers/listeners
* construct non-literary texts by planning and organising subject matter according to specific text structure and referring to other texts
* reflect on and analyse how language choices position readers/viewers/listeners in particular ways for different purposes and can exclude information
* reflect on learning, apply new understandings and justify future applications
* understand that words and phrases, symbols, images and audio affect meaning and establish and maintain roles and relationships to influence an audience
* understand that writers and designers refer to authoritative sources and use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting
* understand that feature articles, current affairs and news reports, formal letters, editorials, radio programs, film documentaries, reviews, biographies, advertisements, letters to the editor, expositions, formal meetings and debates, and extended presentations are types of non-literary texts.
 | Year 10 Australian CurriculumStudents will be provided with opportunities to:* understand how language use can have inclusive and exclusive social effects, and can empower or disempower people
* compare the purposes, [text structures](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text+structures) and [language features](http://www.australiancurriculum.edu.au/Glossary?a=E&t=language+features) of traditional and contemporary texts in different media
* evaluate the impact on audiences of different choices in the representation of still and moving images
* evaluate the social, moral and ethical positions represented in texts
* analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including [media texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=media+texts), through language, structural and/or visual choices
* use [comprehension strategies](http://www.australiancurriculum.edu.au/Glossary?a=E&t=comprehension+strategies) to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence
* [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Create) sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues
* review, edit and refine students’ own and others’ texts for control of content, organisation, sentence structure, vocabulary, and/or [visual features](http://www.australiancurriculum.edu.au/Glossary?a=E&t=visual+features) to achieve particular purposes and effects
* use a range of software, including word processing programs, confidently, flexibly and imaginatively to [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create), edit and publish texts, considering the identified purpose and the characteristics of the user.
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| Bridging content |
| The focus is on explicit teaching of :* developing a critical understanding of the contemporary media
* the differences between media texts in a range of face-to-face and online/virtual environments
* experimenting with text structures and language features to refine and clarify ideas to improve the effectiveness of students’ own texts
* using a range of software to create, edit and publish texts imaginatively
* creating a hybrid online text — a text in which different elements can be used for different purposes at different times.
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| Links to other learning areas |
| The skills, processes and knowledge of text structures and organisation developed in English will be explored across a range of learning areas but include the specific language and structure of the learning area. Selection of e-zines for analysis in this unit will cover a range of subject matter and technical vocabulary that links to other learning areas. |

| Assessment | Make judgments |
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| Describe the assessment | Assessment date | Teachers gather evidence to make judgments about the following characteristics of student work:Receptive* analysis of how language features and images are used for difference purposes and audiences

Productive* evaluation of the ways texts represent different viewpoints and perspectives
* use of text structures to logically sequence and organise content and to manage the flow of information and ideas.
* use of vocabulary appropriate to context, purpose and audience.
* use of text and language features to engage audiences and generate [aesthetic](http://www.australiancurriculum.edu.au/Glossary?a=E&t=aesthetic) and emotional appeal

For further advice and guidelines on constructing guides to making judgments refer to the Learning area standard descriptors: [www.qsa.qld.edu.au](file:///C%3A%5CUsers%5Cmeld%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.Outlook%5CD3MPUVMR%5Cwww.qsa.qld.edu.au) |
| Students are given opportunities to demonstrate their knowledge, skills and understanding through both formative and summative assessment. The assessment is collated in student folios and allows for ongoing feedback to students on their learning.Year 9 teachers make decisions about the length of time required to complete the tasks and the conditions under which the assessment is to be conducted.The teaching and learning experiences throughout the term provide opportunities for students to develop the understanding and skills required to complete these assessments. As students engage with these learning experiences the teacher can provide feedback on specific skills. |  |
| Informative and persuasive: Articles (Multimodal)Students create one informative and one persuasive text to be included in an e-zine produced in a hybrid online space.Students create an online interactive space to review and edit their own and each other’s work. Through the forums, wikis and tracked commentary they demonstrate that they can reflect on and are responsive to feedback to improve the final product.Suggested conditions:* 300–500 words
* open.
 | Weeks 4–5  |
| Informative and persuasive: Analytical discussion (Spoken/signed)Students present a spoken/signed analytical discussion about the development of the e-zine from concept to final product, exploring the role editing and reviewing had in its development. They critically analyse the class e-zine and its effectiveness as a contemporary media text.Suggested conditions:* 3–4 minutes
* open.
 | Weeks 8–9 |

| Teaching and learning | Supportive learning environment |
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| Teaching strategies and learning experiences | Adjustments for needs of learners | Resources |
| * Analyse different contemporary media and their aesthetic appeal to a specific audience.
* Create draft online collaboration space for e-zines and begin to populate the space with appropriate student created texts.
* Set up forums and wikis to provide a space for tracked commentary on feedback to improve own and others’ texts to be included in the e-zine.
* Discuss ethical considerations for using an interactive website and develop class protocols for responsible web citizenship in an online hybrid space.
* Debate the rights and responsibilities for reviewing and commenting on others’ work and model respectful ways for giving and receiving critical and constructive feedback.
* Provide access to experts in magazine production, editing and communication (guests, such as local e-zine and newsletter producers, documentaries, interviews) to discuss e-zine production.
* Track and trace the history of the e-zine and compare and contrast changes and continuities in language choices, layout and features, and create a vocabulary and image timeline using a spreadsheet with data displays inserted.
* Explicitly teach technical vocabulary and metaphor in e-zine.
* Explore a range of software, layouts and text structures to create online space with students.
* Moderate and monitor wikis, forums and tracked commentary to ensure appropriateness and provide feedback.
 | Section 6 of the *Disability Standards for Education* (The Standards for Curriculum Development, Accreditation and Delivery) states that education providers, including class teachers, must take reasonable steps to ensure a course/program is designed to allow any student to participate and experience success in learning. The *Disability Standards for Education 2005* (Cwlth) is available from: <www.ag.gov.au> select Human rights and anti-discrimination > Disability standards for education. | Students would benefit fromaccess to:* computer labs and ICT support
* possible guest speakers, e.g. an expert in magazine production at the local newspaper (online editorial)
* a website producer or editor at the local and/or school library.
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| Use feedback |
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| Ways to monitor learning and assessment | Teachers meet to collaboratively plan the teaching, learning and assessment to meet the needs of all learners in each unit.Teachers create opportunities for discussion about levels of achievement to develop shared understandings; co-mark or cross mark at key points to ensure consistency of judgments; and participate in moderating samples of student work at school or cluster level to reach consensus and consistency. |
| Feedback to students | Teachers strategically plan opportunities and ways to provide ongoing feedback (both written and informal) and encouragement to students on their strengths and areas for improvement.Students reflect on and discuss with their teachers or peers what they can do well and what they need to improve.Teachers reflect on and review learning opportunities to incorporate specific learning experiences and provide multiple opportunities for students to experience, practise and improve. |
| Reflection on the unit plan | Identify what worked well during and at the end of the unit, including:* activities that worked well and why
* activities that could be improved and how
* assessment that worked well and why
* assessment that could be improved and how
* common student misconceptions that need, or needed, to be clarified.
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