Lanyon High School

Year 9 — Australian Curriculum: English (2019)

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 texts 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: 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**
		1. Novel study: The Outsiders: - Conventions of a novel - Character development and theme - Writing a literary essay 2. Point of View and Coming of Age: - Conventions of short stories and film - Narrative point of view and perspective in texts - Creative writing	2. Point of View and Coming of Age (Continued) 3. Macbeth: - Dramatic techniques and theme - Adaptations - Use of evidence in literary essays - Writing an argumentative literary essay	5. Novel study: A Monster Calls: - Conventions of a novel - Inference and symbolism - Writing a literary essay 4. Visual text: The Rabbits: - Visual techniques - Aboriginal and Torres Strait Islander culture and perspectives - Presentation techniques	4. Visual text: The Rabbits (Continued) 5. Horror Film Study: Psycho and The Sixth Sense (and other excerpts): - Genre - Film techniques - Context
	Cross curriculum priorities	(icons)	(icons)	(icons)	(icons)
	General capabilities	(icons)	(icons)	(icons)	(icons)

Key to general capabilities and cross-curriculum priorities

Literacy   Numeracy   ICT capability   Critical and creative thinking   Ethical behaviour   Personal and social capability   Intercultural understanding

Aboriginal and Torres Strait Islander histories and cultures   Asia and Australia's engagement with Asia   Sustainability

Develop assessment

	Assessment	**Term 1**		**Term 2**		**Term 3**		**Term 4**	
		Week	**Assessment instrument**	**Week**	**Assessment instrument**	**Week**	**Assessment instrument**	**Week**	**Assessment instrument**
		8	Essay	2	Creative Piece	8	Essay	2	Oral presentation
		Ongoing all year	Continuous collection of evidence of learning	10	Essay			8	Personal response

Make judgments and use feedback

	Moderation	**Term 1**	**Term 2**	**Term 3**	**Term 4**
		Teachers moderate essay to ensure consistency of marking	Teachers moderate creative piece to ensure consistency of marking	Teachers moderate essay to ensure consistency of marking	Teachers co-mark a sample of oral presentations to ensure consistency of marking