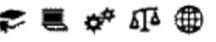


Identify curriculum	Achievement standard	<p>Receptive modes (listening, reading and viewing) By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style. They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.</p> <p>Productive modes (speaking, writing and creating) Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.</p> <p><small>Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum: English for Foundation-10, <www.australiancurriculum.edu.au/English/Curriculum/F-10>.</small></p>							
Teaching and learning	Term overview	Term 1		Term 2		Term 3		Term 4	
		1. Novel study: The Curious Incident of the Dog in the Night-Time: <ul style="list-style-type: none"> - genre - narrative point of view - plot 	2. Shakespeare: Romeo and Juliet: <ul style="list-style-type: none"> - dramatic techniques - character - theme - language devices and imagery 	5. The American Dream: <ul style="list-style-type: none"> a) Film study comparing 'Green Book' and 'The Help' <ul style="list-style-type: none"> - historical context - film technique - theme b) Novel study: Of Mice and Men <ul style="list-style-type: none"> - historical context - character - theme 	7. Novel study: 'Catching Teller Crow' or 'Diving Bell and the Butterfly': <ul style="list-style-type: none"> - creative writing - perspective - character - context 				
	Cross curriculum priorities								
	General capabilities								
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
		5	Analytical Portfolio	6	Essay	3	Personal Response	3	Personal Response
9	Creative writing task	9	Oral task	9	Essay	5	Vignette writing		
Make judgments and use feedback	Moderation	Term 1		Term 2		Term 3		Term 4	
		Teachers moderate samples of portfolios to ensure consistency of judgments.		Teachers co-mark performances to ensure consistency of judgments.		Teachers moderate samples of essays to ensure consistency of judgments.		Teachers review student folios of work to ensure consistency of judgments.	