

# COLLINSVILLE STATE HIGH SCHOOL

## English Plan

2022



YEAR 7 ENGLISH UNIT OUTLINE			
TERM 1	TERM 2	TERM 3	TERM 4
<b>UNIT 1 - Speaking to persuade</b>	<b>UNIT 2 – Reading and interpreting literature about Australia and Australians</b>	<b>UNIT 3 - Examining representations of Australia and Australians in literature</b>	<b>UNIT 4 - Exploring poetry and songs</b>
Students understand how text structures and language features combine in media texts to influence audiences. Students will examine how language is used to persuade in motivational speeches from different historical, social and cultural contexts. The text structures and language features, including persuasive devices, will be examined. Students deliver a persuasive motivational speech to promote a point of view or enable a new way of seeing to an audience.	Students listen to, read and view literature about Australia and Australians, including the close study of a literary text. Students demonstrate their understanding of the literary text by responding to comprehension questions. They also explore ideas and viewpoints about events, issues and characters represented in the text. Students examine the ways language is used by the author to create characters and to influence the emotions and opinions of readers. They create an imaginative recount to convey a particular point of view, adapting stylistic features such as narrative viewpoint, contrast and juxtaposition.  Suggested text: <i>Black Snake: The Daring of Ned Kelly</i> by Carole Wilkinson	Students examine the ways events, issues and characters have been represented in written and visual texts. They identify and use language choices which influence a reader to form opinions or judgments. Students write and share a point of view and justify it, using evidence from the text, as well as a variety of textual sources. They write an argument to persuade the reader to accept their point of view about a character in the text.	Students listen to, read and interpret a variety of poems and songs including those that put forward different perspectives on a variety of issues. They analyse the text structures and language devices used in each poem to create particular effects and meaning. Students create an analytical response to a song to promote a point of view, and evaluate the effectiveness of a particular song in making a comment on a social issue.
ASSESSMENT			
Unit 1 Assessment	Unit 2 Assessment	Unit 3 Assessment	Unit 4 Assessment
<b>Persuasive Speech</b> <i>Extended Response - Persuasive spoken</i>  Students create and deliver a <b>persuasive motivational speech</b> , selecting voice qualities and body language to influence an audience	<b>Imaginative recount</b> <i>Extended Response - Imaginative written</i>  Students create an <b>imaginative recount</b> of an event from a literary text to provide a particular point of view, <b>under exam conditions</b> .  <b>NAPLAN †</b>	<b>Persuasive argument</b> <i>Extended Response - Persuasive written</i>  Students write an <b>argument to persuade the reader</b> to accept a particular point of view about a character from an Australian literary text.	<b>Analytical essay</b> <i>Extended Response – Written Response for a public audience</i>  Students create an analytical response to a song to promote a point of view, and evaluate the effectiveness of a particular song in making a comment on a social issue.

## YEAR 8 ENGLISH UNIT OUTLINE

TERM 1	TERM 2	TERM 3	TERM 4
<b>UNIT 1 – Representations of teens in texts</b>	<b>UNIT 2 - Representing human experiences</b>	<b>UNIT 3 - Understanding how texts communicate ideas about values</b>	<b>UNIT 4 – Creating stories</b>
<p>Students explore representations of individuals and groups, with a particular focus on teens. Students will read, view and listen to a variety of texts, including those taken from digital environments and television explaining how text structures and language features of news media texts affect representations.</p> <p>Students read a novel that focuses on significant teen issues. They examine techniques used by authors to create representations of groups, to position audiences and to privilege particular viewpoints.</p> <p>Suggested text: <i>Don't call me Ishmael!</i> by Michael Gerard Bauer.</p>	<p>Students read, view and listen to a variety of texts that create representations of Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures. They analyse the text structures and language, audio and visual features that create these representations and position the audience in relation to the specific groups represented. Students then choose a text about Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures and analyse the features that create representations and position the audience; and write an analysis to express their opinion about the text.</p>	<p>Students view a selection of multimodal texts, including texts about and by Aboriginal peoples and Torres Strait Islander peoples, to understand how texts communicate ideas about the values of groups in society. They examine the multimodal texts to identify and analyse the visual and audio features used to communicate ideas about values of the groups represented and evaluate their effectiveness</p>	<p>Students read and comprehend a variety of short stories to understand the text structures and language features that are used to develop characterisation, setting and plot, and engage an audience. They identify and explain authors' language and visual choices in illustrated short stories and understand how these choices are combined for particular purposes and effects. Students also have opportunities to practise narrative writing to experiment with visual and language choices for specific purposes and effects. In the assessment task, students write and illustrate a short story, combining text structures, language features and visual choices for specific effects.</p>
<b>Assessment</b>			
<b>Unit 1 Assessment</b>	<b>Unit 3 Assessment</b>	<b>Unit 4 Assessment</b>	<b>Unit 2 Assessment</b>
<p><b>Journal entries</b> <i>Examination - Imaginative written†</i></p> <p>Students create a series of <b>imaginative journal entries, under exam conditions.</b></p>	<p><b>Analysis of a literary text</b> <i>Extended Response – Analytical written</i></p> <p>Students analyse how representations of human experience are created in literary texts.</p>	<p><b>Persuasive oral response</b> <i>Extended Response – Persuasive oral</i></p> <p>Students deliver a <b>persuasive speech</b> to express a viewpoint on the values of a group in society and ethical issues raised in a film text.</p>	<p><b>Illustrated short story</b> <i>Extended Response - Imaginative multimodal</i></p> <p>Students create and edit an <b>illustrated short story</b> that combines language, audio and visual choices for particular purposes and effects.</p>

YEAR 9 ENGLISH UNIT OUTLINE			
TERM 1	TERM 2	TERM 3	TERM 4
<b>UNIT 1 – Exploring different perspectives</b>	<b>UNIT 2 – Evaluating characters in a novel</b>	<b>UNIT 3 - Representing human experiences</b>	<b>UNIT 4 - Exploring ethical issues and manipulating language for effect</b>
<p>Students listen to, read and view literary and non-literary texts, including those from and about Asia, to explore how events, situations and people are represented. Students use a range of comprehension strategies to evaluate how authors convey different perspectives of issues, events, situations, individuals or groups in personal memoirs.</p> <p>Students analyse and evaluate how text structures and language features of personal memoirs, such as humour and figurative language, are designed to engage an audience and to evoke an emotional response to significant human experiences. Students respond creatively to memoirs and write an imaginative memoir.</p>	<p>Students read extracts from a novel to understand how authors use text structures and language features to construct representations of characters, ideas and issues. They read, listen to and view texts that build their understanding of the ways particular text structures and language features are used for specific purposes and effects. They write an analytical essay, to evaluate how an author has constructed representations of a character, ideas and issues in the novel.</p> <p>Suggested text: <i>The Outsiders</i> – S.E. Hinton</p>	<p>Students listen to, read and view a variety of information and speculative fiction texts to produce close readings of these texts. In particular, Students examine how authors of information texts use text structures, language and visual features to present information, opinions and perspectives about issues commonly represented in works of speculative fiction.</p> <p>Students use their knowledge of literary texts to create a speculative fiction short story, using an information text, such as an article from a science magazine, as a stimulus. Students also examine and experiment with the features of hybrid texts and apply their knowledge of how authors create different levels of meaning in their writing to transform their speculative short story into a hybrid text.</p>	<p>Students listen to, read and view a variety of literary and non-literary texts to understand the ways that text structures and language features are manipulated to construct meaning and position audiences to accept particular perspectives about social and ethical issues. The unit's focus is the reading of a drama text to comprehend ideas about human experiences in response to ethical dilemmas involving, for example justice, equity and prejudice. They explore how the social, cultural and historical contexts of a text influence its construction. They analyse and evaluate representations in a drama text for the purpose of creating an interview script that interprets and integrates ideas from the focus text, to construct representations of characters and a point of view about an ethical issue raised in the text.</p>
<b>Assessment</b>			
<b>Unit 1 Assessment</b>	<b>Unit 2 Assessment</b>	<b>Unit 3 Assessment</b>	<b>Unit 4 Assessment</b>
<p><b>Memoir</b> <i>Examination - Imaginative written†</i></p> <p>Students write an <b>imaginative memoir, under exam conditions</b> based on a stimulus, incorporating a significant human experience.</p>	<p><b>Analytical essay</b> <i>Extended Response – Analytical written</i></p> <p>Students evaluate an author's use of text structures and language features to construct representations of a character, ideas and issues in a novel.</p> <p><b>NAPLAN †</b></p>	<p><b>Hybrid speculative short story</b> <i>Extended Response – Imaginative written</i></p> <p>Students create a <b>hybrid speculative short story</b> that is stimulated by ideas and issues represented in an information text to present perspectives on aspects of the world and significant human experiences.</p>	<p><b>Persuasive speech</b> <i>Extended Response - Persuasive spoken</i></p> <p>Students create and deliver a <b>persuasive speech</b> in role as a juror to position audiences to accept a particular perspective.</p>

## YEAR 10 ENGLISH UNIT OUTLINE

TERM 1	TERM 2	TERM 3	TERM 4
<b>UNIT 1 – Responding to film</b>	<b>UNIT 2 – Analysing and evaluating concepts in texts</b>	<b>UNIT 4 - Exploring ethical issues and manipulating language for effect</b>	<b>UNIT 3 - Representing human experiences</b>
<p>Students study a film that explores teenage and societal issues. They consider the links between values, beliefs, assumptions and the social, moral and ethical positions of authors. Students examine elements of creative writing and the stylistic features of authors. They create an imaginative transformation - a short story that contributes an additional scene to the narrative of a film. Using the narrative viewpoint of a secondary character, the imaginative transformation will provide a unique perspective on characters, settings, and events taken from the original text as well as advancing a social, moral and/or ethical message, in response to an issue from the text.</p> <p>Suggested film text: <i>Freedom Writers</i></p>	<p>Students read, analyse and evaluate a novel that explores issues relevant to Australian society. They examine narrative viewpoint, characterisation, plot structures and ideas and issues in literature to understand how authors use text structures and language features to construct representations. They write an analytical essay, to evaluate how an author has constructed representations of a character, ideas and issues in the novel.</p>	<p>Students listen to, read and view a variety of literary and non-literary texts to understand the ways that text structures and language features are manipulated to construct meaning and position audiences to accept particular perspectives about a particular societal issue. The viewing of documentary will be the springboard for the persuasive speech.</p> <p>Suggested text -</p>	<p>Students read, view and analyse a variety of satirical texts, including newspaper editorials, poems, political cartoons, songs, videos and picture books. They will examine messages, along with the targeted issues and embedded values, beliefs and assumptions contained within the texts. They will also examine what social, moral and ethical positions are represented as well as language and visual features. Students write an analytical response to analyse and interpret techniques of satire which influence audience interpretation and response.</p>
<b>Assessment</b>			
<b>Unit 1 Assessment</b>	<b>Unit 2 Assessment</b>	<b>Unit 4 Assessment</b>	<b>Unit 3 Assessment</b>
<p><b>Imaginative transformation</b> <i>Extended Response - Imaginative written†</i></p> <p>Students write an <b>imaginative short story</b> that contributes an additional scene to the narrative of a film and which privileges a social, moral or ethical message, <b>under exam conditions.</b></p>	<p><b>Analytical essay</b> <i>Extended Response – Analytical written</i></p> <p>Students create a literary text explaining and justify an interpretation of a text through cohesive arguments.</p> <p><b>NAPLAN †</b></p>	<p><b>Persuasive speech</b> <i>Extended Response - Persuasive spoken</i></p> <p>Students create and deliver a <b>persuasive speech</b> in response to a documentary.</p>	<p><b>Written Response for a public audience</b> <i>Extended Response – Literary Essay</i></p> <p>Students examine and interpret representations of satire in a given text and offer a perspective to position audiences to think about the representation in particular ways. The response should be suitable for print or online media publication, such as an article, blog, essay or column. .</p>


## Balance and coverage of general capabilities and cross-curriculum priorities across 7–10


Key		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																																									
		Term 1										Term 2										Term 3										Term 4											
ENGLISH	7	X		X	X	X	X	X	X			X		X	X	X	X	X	X			X		X	X	X	X	X	X			X		X	X	X	X	X	X	X			X
	8	X			X	X	X	X	X			X		X	X	X	X	X	X			X		X	X	X	X	X	X			X		X	X	X	X	X	X			X	
	9	X		X	X		X	X	X	X			X		X	X	X	X	X			X	X	X	X	X	X	X			X	X		X	X	X	X	X			X		
	10	X			X	X	X	X	X	X			X			X	X	X	X	X			X		X	X	X	X	X	X			X		X	X	X	X	X			X	

## Timing of assessment across 7–10 - English

Week	Term 1										Term 2										Term 3										Term 4												
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40			
ENGLISH	7							¥		^					N				¥		^									¥		^									¥		^
	8							¥		^									¥		^									¥		^									¥		^
	9							¥		^					N				¥		^									¥		^									¥		^
	10							¥		^									¥		^									¥		^									¥		^

^ School reporting deadlines

 Systemic assessment

 School-based assessment

¥ The assessment provides an opportunity for planned consistency of teacher judgments activities

## Whole school assessment plan: 7–10 overview

		TERM 1	TERM 2	TERM 3	TERM 4
ENGLISH	YEAR 7	<p><b>Persuasive Speech</b> <i>Extended Response - Persuasive spoken</i></p> <p>Students create and deliver a <b>persuasive motivational speech</b>, selecting voice qualities and body language to influence an audience</p>	<p><b>Imaginative recount</b> <i>Extended Response - Imaginative written</i></p> <p>Students create an <b>imaginative recount</b> of an event from a literary text to provide a particular point of view, <b>under exam conditions</b>.</p> <p><b>NAPLAN †</b></p>	<p><b>Persuasive argument</b> <i>Extended Response - Persuasive written</i></p> <p>Students write an <b>argument to persuade the reader</b> to accept a particular point of view about a character from an Australian literary text.</p>	<p><b>Analytical essay</b> <i>Extended Response – Written Response for a public audience</i></p> <p>Students create an analytical response to a song to promote a point of view, and evaluate the effectiveness of a particular song in making a comment on a social issue.</p>
	YEAR 8	<p><b>Journal entries</b> <i>Examination - Imaginative written†</i></p> <p>Students create a series of <b>imaginative journal entries</b>, <b>under exam conditions</b>.</p>	<p><b>Analysis of a literary text</b> <i>Extended Response – Analytical written</i></p> <p>Students analyse how representations of human experience are created in literary texts.</p>	<p><b>Persuasive oral response</b> <i>Extended Response – Persuasive oral</i></p> <p>Students deliver a <b>persuasive speech</b> to express a viewpoint on the values of a group in society and ethical issues raised in a film text</p>	<p><b>Illustrated short story</b> <i>Extended Response - Imaginative multimodal</i></p> <p>Students create and edit an <b>illustrated short story</b> that combines language, audio and visual choices for particular purposes and effects.</p>
	YEAR 9	<p><b>Memoir</b> <i>Examination - Imaginative written†</i></p> <p>Students write an <b>imaginative memoir</b>, <b>under exam conditions</b> based on a stimulus, incorporating a significant human experience.</p>	<p><b>Analytical essay</b> <i>Extended Response – Analytical written</i></p> <p>Students evaluate an author's use of text structures and language features to construct representations of a character, ideas and issues in a novel.</p> <p><b>NAPLAN †</b></p>	<p><b>Hybrid speculative short story</b> <i>Extended Response – Imaginative written</i></p> <p>Students create a <b>hybrid speculative short story</b> that is stimulated by ideas and issues represented in an information text to present perspectives on aspects of the world and significant human experiences.</p>	<p><b>Persuasive speech</b> <i>Extended Response - Persuasive spoken</i></p> <p>Students create and deliver a <b>persuasive speech</b> in role as a juror to position audiences to accept a particular perspective.</p>
		<p><b>Imaginative transformation</b> <i>Extended Response - Imaginative written†</i></p> <p>Students write an <b>imaginative short story</b> that contributes an additional scene to the narrative of a film and which privileges a social, moral or ethical message, <b>under exam conditions</b>.</p>	<p><b>Analytical essay</b> <i>Extended Response – Analytical written</i></p> <p>Students create a literary text explaining and justify an interpretation of a text through cohesive arguments.</p> <p><b>NAPLAN †</b></p>	<p><b>Persuasive speech</b> <i>Extended Response - Persuasive spoken</i></p> <p>Students create and deliver a <b>persuasive speech</b> in response to a documentary.</p>	<p><b>Written Response for a public audience</b> <i>Extended Response – Literary Essay</i></p> <p>Students examine and interpret representations of satire in a given text and offer a perspective to position audiences to think about the representation in particular ways. The response should be suitable for print or online media publication, such as an article, blog, essay or column. .</p>