

Australian Curriculum: English — Year 9 Year Level plan

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Unit 1	Unit 2	Unit 3	Unit 4
Unit name	Pink and Blue – Representations of gender	Speculative fiction	Dystopian Fiction	Persuade Me Mate!
Unit description	<p>Every children’s text offers representations of gender: whether they challenge or support stereotypical expectations, or somewhere in between. Children are exposed to gender constructions from an early age, through literature, advertising, film and television. Many researchers argue that children identify with characters of their own gender in books; in this way, the construction of gender in texts, also constructs our identity.</p> <p>In this unit, a variety of children’s texts will be explored and discussed and the construction of gender in each will be analysed and evaluated. The culminating task for this unit will be a persuasive essay which analyses and evaluates the gender constructs in 1-3 texts, and discusses their impact on the audience who read them.</p>	<p>Students listen to, read and view, analyse and evaluate a variety of information texts and speculative fiction texts to create a speculative fiction short story, using an information text, such as an article from a science magazine, as a stimulus. In particular, students will develop an understanding of how experimenting with the features of a short story through the creation of a hybrid short story allows authors to create different levels of meaning in their writing. Students will evaluate how to manipulate language features to create effects in texts and how to manipulate structure to position a reader.</p>	<p>Students read, listen and engage in a literary study of a dystopian themed novel. Students will analyse and evaluate the use of language in creating a dystopian theme within a novel. Students will develop an understanding of how language is used purposefully to position an audience to adopt an author’s viewpoint. Students will analyse and evaluate how themes, issues and layers of meaning are created in texts through constructs in a literary work. Students will analyse and evaluate how aesthetic features are used for effect in literature.</p> <p>This unit will culminate with students constructing an analytical essay under exam conditions which will analyse and evaluate the how the theme of dystopia is constructed through language choices by the author.</p>	<p>Students listen to, read and view a variety of texts which explore representations of Australian Identity. Students will analyse and evaluate how text structures, language features and visual features have represented Australia’s peoples, cultures and histories. Students will analyse persuasion at a grammatical level- looking at noun groups and modal verbs to persuade the reader. Students will discuss how to formulate a thesis which will underpin their persuasive arguments and how to use persuasive devices for effects in texts.</p> <p>The task will culminate in a panel discussion where students create a persuasive multi-modal that examines representations of Australian Identity</p>

ASSESSMENT			SEMESTER 1		SEMESTER 2	
		Technique	Summative assessment task 1	Summative assessment task 2	Summative assessment task 3	Summative assessment task 4
Range and balance of summative assessment conventions		Technique	Extended Response	Examination	Extended Response	Extended Response
		Type of text	Persuasive Essay	Short Story	Analytical Essay	Panel Discussion
		Mode	Written	Written	Written	Spoken
		Conditions	600-800 words Drafted	600-800 words Exam	600-800 words Draft	3-5 minutes Drafted

Aspects of the achievement standard						
Receptive modes (listening, reading and viewing)	Knowledge and understanding	analyse the ways that text structures can be manipulated for effect				
		analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.				
	Skills	evaluate and integrate ideas and information from texts to form their own interpretations				
		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)	Knowledge and understanding	understand how to use a variety of language features to create different levels of meaning.			
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.						
Skills		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				
		edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.				

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard