# Program Overview 2016

**Subject/Course:** English  
**Year level:** 10

## Section 1 – Term overview

<table>
<thead>
<tr>
<th>Week</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
</table>
| **Content** | **UNIT – PROTEST** plus (4 x lessons – GREAT SPEECHES) | **UNIT – NOVEL STUDY - “The Simple Gift”** plus  
As of term2 – each fortnight, Thursday P3 - * Grammar | **UNIT – FILM STUDY**  
“Slum Dog Millionaire”  
NB – The Media Unit will be started at the end of Term3- as Term 4 has a number of disruptions for year 10s | **UNIT – MEDIA**  
By the end of this unit, students will **KNOW**  
Range of terms associated with media  
Variety of persuasive techniques – how and why these may be employed  
Difference between tabloid and broadsheet newspapers  
Variety of ‘articles’/’inclusions’ found in newspapers/on-line newspapers  
By the end of this unit, students will **KNOW**  
That Standard Australian English, in it's spoken and written forms has a history of evolution and change and continues to evolve. |
| **By the end of this unit, students will**  
**KNOW**  
• The meaning of PROTEST  
• How language use can have inclusive and exclusive social effects and can empower or disempower people.  
• That people’s evaluations of texts are influenced by their value systems, the context, the mode and the purpose of communication. And how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects.  
• Understand how | **By the end of this unit, students will**  
**KNOW**  
A range of vocabulary associated with the novel and the study guide created for it.  
By the end of this unit, students will **KNOW**  
How language use can have inclusive and exclusive social effects and can empower and disempower people  
That people’s evaluations of texts are influenced by their value systems, the context, the mode and the purpose of communication. And how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects.  
By the end of this unit, students will **KNOW** | **By the end of this unit, students will**  
**KNOW**  
Range of terms (a) associated with film techniques  
Vocabulary  
(b) associated with the complex topic/themes of two films  
By the end of this unit, students will **KNOW**  
That English has a history of evolution and change and continues to evolve.  
How language has inclusive and exclusive social effects and can empower and disempower people  
By the end of this unit, students will **KNOW**  
Evaluate the impact on audiences of different choices in the representations of moving images | **By the end of this unit, students will**  
**KNOW**  
Range of terms associated with media  
Variety of persuasive techniques – how and why these may be employed  
Difference between tabloid and broadsheet newspapers  
Variety of ‘articles’/’inclusions’ found in newspapers/on-line newspapers  
By the end of this unit, students will **KNOW**  
That Standard Australian English, in it's spoken and written forms has a history of evolution and change and continues to evolve. |
| **By the end of this unit, students will**  
**KNOW**  
• The meaning of PROTEST  
• How language use can have inclusive and exclusive social effects and can empower or disempower people.  
• That people’s evaluations of texts are influenced by their value systems, the context, the mode and the purpose of communication. And how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects.  
• Understand how | **By the end of this unit, students will**  
**KNOW**  
A range of vocabulary associated with the novel and the study guide created for it.  
By the end of this unit, students will **KNOW**  
How language use can have inclusive and exclusive social effects and can empower and disempower people  
That people’s evaluations of texts are influenced by their value systems, the context, the mode and the purpose of communication. And how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects.  
By the end of this unit, students will **KNOW** | **By the end of this unit, students will**  
**KNOW**  
Range of terms (a) associated with film techniques  
Vocabulary  
(b) associated with the complex topic/themes of two films  
By the end of this unit, students will **KNOW**  
That English has a history of evolution and change and continues to evolve.  
How language has inclusive and exclusive social effects and can empower and disempower people  
By the end of this unit, students will **KNOW**  
Evaluate the impact on audiences of different choices in the representations of moving images | **By the end of this unit, students will**  
**KNOW**  
Range of terms associated with media  
Variety of persuasive techniques – how and why these may be employed  
Difference between tabloid and broadsheet newspapers  
Variety of ‘articles’/’inclusions’ found in newspapers/on-line newspapers  
By the end of this unit, students will **KNOW**  
That Standard Australian English, in it's spoken and written forms has a history of evolution and change and continues to evolve. |
By the end of this unit, students will BE ABLE TO:

- Compare and evaluate a range of representations of individuals and groups in different contexts.
- Compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts to evoke an emotional response.
- Analyse and evaluate the effectiveness of a wide range of sentence and clause structures both used by 'authors' and that they use themselves.
- Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect (and affect) on audiences.
- Appreciate how vocabulary choices create shades of meaning, to the effect on audiences.
- Compare and evaluate individuals and groups in different social and cultural contexts.
- Reflect on, extend, endorse or refute others' interpretations and responses to literature.
- Evaluate the social, moral and ethical positions represented in texts.
- Identify, explain and discuss narrative viewpoint structure, characterisation.
- Examine how literary devices can be used in poetry to evoke emotional responses.
- Create a literary text that reflects an emerging sense of style.
- Create a text selecting appropriate text structure and literary devices for a particular purpose and audience.
- Create an imaginative text that makes relevant thematic connections.
- Make relevant thematic and intertextual connections within and between texts.
Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences.

Evaluate the impact on audiences of different choices in representation of still and moving images.

Reflect on, extend, endorse or refute others' interpretations of and response to literature.

Explore, analyse and explain how an audience's context affects how they respond.

Evaluate the social, moral and ethical positions represented in texts.

Create literary texts (imaginative, informative) that reflect an events, and concepts are represented in texts, including media texts, through language, structural and/or visual choice.

Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform and persuade.

Use organisation patterns, voice and language conventions to present on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences.

Review, edit and refine students’ own texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects.

Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user.

Plan, (rehearse) and deliver presentations, selecting and sequencing appropriate content and multimodal elements to inform.

** altered ACARA standard

** GRAMMAR WORK to continue across the year. Such work is imbedded in the curriculum, however, explicit teaching will be used to complement this.

*Analyse and evaluate the people, cultures, places, events, objects and concepts are represented through visual choices.

Identify and analyse implicit and explicit values, beliefs and assumptions in texts and how these are influenced by purpose and audience.

Review, edit and refine for control of content, organisation, sentence structure and vocabulary.

** MEDIA UNIT TO BE BEGUN PRIOR TO TERM 4

Examine the impact on audiences of specific choices made by journalists and editors, especially in regards to persuasive techniques.

Analyse and explain how text structures, language features and visual features of media texts and the context in which texts are experienced influences an audience's responses.

Discuss and appraise the moral and ethical positions represented in media texts.

Analyse how events and concepts are represented in media texts, through language, structural and visual choices.

Choose a reading technique and reading path appropriate for the type of media text presented, so that ideas can be retrieved and connected within and between texts.

Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives and evaluating supporting evidence.
informative that reflect an emerging sense of personal style with texts that have a sustained "voice" - texts that include selected language devices for specific purposes.

- Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purpose and likely audience.
- Use comprehension strategies to compare and contrast information within and between texts.
- Evaluate supporting evidence.

---

**Assessment**

<table>
<thead>
<tr>
<th>PRESENTATION – ANALYSIS OF a PROTEST CAMPAIGN (Forms, Language, Appeal, Context)</th>
<th>JOURNAL – RESPONSES TO THE SIMPLE GIFT STUDY GUIDE</th>
<th>LITERARY RESPONSE – (1) POEM (2) ESSAY</th>
<th>DECONSTRUCTING A MEDIA ARTICLE CONSTRUCTING A NEWS ARTICLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISCUSSION - PURPOSE / AUDIENCE/ CONTEXT – SHORT ANSWER</td>
<td>2 PARTS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>