### 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>
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</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td><strong>UNIT – “I AM”</strong>&lt;br&gt;“ I AM ELEVEN”&lt;br&gt;“WELL ACTUALLY ..I AM ..”</td>
<td><strong>UNIT – MEDIA</strong>&lt;br&gt;<strong>UNIT (short) – (after reports) - THE PRINCES BRIDE</strong></td>
<td><strong>UNIT – POETRY</strong>&lt;br&gt;<strong>UNIT (short) – CHANGES IN COMMUNICATION</strong></td>
<td><strong>UNIT – SHORT STORIES</strong>&lt;br&gt;__________________________________________</td>
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<td>By the end of this unit, students will <strong>KNOW</strong>&lt;br&gt;How to interpret and analyse language choices, including sentence patterns, imagery and other language features in short stories. (see -The Space in Between work)</td>
<td>By the end of this unit, students will <strong>KNOW</strong>&lt;br&gt;The meanings of words associated with media and advertising.&lt;br&gt;Know the meanings of rhetorical device terms.&lt;br&gt;Know how structure can strengthen the impact of a sentence, (whether spoken or written)&lt;br&gt;Know the difference between debating and purely arguing.&lt;br&gt;By the end of this unit, students will <strong>UNDERSTAND</strong> How rhetorical devices are used to persuade.&lt;br&gt;Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to these groups.</td>
<td>By the end of this unit, students will <strong>KNOW</strong>&lt;br&gt;The meanings of words associated with poetry and rhetorical language&lt;br&gt;Know how structure can strengthen the impact of a poem, (especially when spoken)&lt;br&gt;The base/root of series of words (Etymology of words) to improve comprehension and spelling.</td>
<td>By the end of this unit, students will <strong>KNOW</strong>&lt;br&gt;The meanings of words associated with the elements of a story and with different genres.&lt;br&gt;Know how structure (both in terms of sentence construction and the actual organization of the story – eg fore-shadowing) can strengthen the impact of a story&lt;br&gt;The base/root of series of words (Etymology of words) to improve comprehension and spelling.</td>
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<td>Range of terms associated with film techniques. By the end of this unit, students will <strong>KNOW</strong>&lt;br&gt;How conventions of speech, adopted by communities influence the identities of people in those communities. That there is an interconnection between place and people/people and place that affects the way people express themselves And explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to these groups.</td>
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And explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers to respond. By the end of this unit, students will be able to:

- Explore the ways that ideas and viewpoints in literary texts drawn from different social and cultural contexts may reflect or challenge the values of individuals and groups.
- Explore the interconnectedness of Country/Place, People, Identity and Culture in texts.
- Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts.
- Express their own viewpoints about the world.

Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects.

Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts.

Use interaction skills for an identified purpose, using voice and language conventions to suit, selecting vocabulary and modulating voice.

Plan, (rehearse) and deliver a presentation – debate -, selecting and sequencing appropriate content, to reflect viewpoints.

Create an informative text that advances opinions, using deliberate language and textual choices.

Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of their work.

By the end of this unit students will UNDERSTAND:

- The influence and impact that English language has had on other languages and how English ahs been influenced in return.
- How conventions of speech, adopted by communities influence the identities of people in those communities.

Will BE ABLE TO:

- Analyse and examine how effective authors control and use a variety of clause structures.
- Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts... and these may reflect or challenge the values of individuals.
- Explore the interconnectedness of Country and Place in texts by Aboriginal authors.
- Analyse the ways text structures and Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts.

Interpret and analyse language choices, sentence patterns, dialogue and the use of imagery in short stories.

Experiment with particular language features to create new texts.

Create imaginative texts (poems) that raise issues using deliberate language and textual choices.

Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of their work.
identified purpose, using voice and language conventions to suit, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects.

Plan, rehearse and deliver a presentation, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints.

Explore and explain the ways film producers combine different modes and media in creating texts, and the impact of these choices on the viewer/listener.

Create an imaginative and informative text that raise issues and advances opinions, using deliberate language and textual choices, and including digital elements as appropriate.

Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students’ own texts.

Use a range of software, including word processing programs, to create, edit and publish texts.

By the end of this unit, students will:

**KNOW**
The meanings of parody, spoof, innuendo, wordplay and inconceivable!!)

**UNDERSTAND**
How all of the above comes together to create humour.

**BE ABLE TO:**
Investigate how visual texts allude to and/or draw on other texts to layer meaning.
Recognise and explain the ways literary texts draw on a ‘reader’s’ (viewer’s) knowledge of other texts and their appreciation of aesthetic qualities.
Identify (and evaluate) devices that create tone (humorous) through wordplay, innuendo, parody, humorous prose and drama.

Explore and explain the ways authors combine different modes in creating text and the impact these choices have on the viewer.
imaginatively.