### Program Overview 2016

**Subject/Course:** English  
**Year level:** 9

### Section 1 – Term overview

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<tr>
<th>Week</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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</table>
| **Content** | UNIT – SEVEN BILLION STORIES  
NB – The production of a life story will continue, at home and with a few in class lessons, into Term 2  
By the end of this unit, students will **KNOW**  
The elements which contribute to a ‘life story’ and/or particular life event and that every person has a story.  
What makes for a compelling life story.  
By the end of this unit, students will **UNDERSTAND**  
That filmmakers and authors play (innovate) with text structures and language for specific purposes and effects.  
How abstract nouns, such as courage, persistence etc can be used to summarise that which is being shown as admirable (or otherwise) in a stretch of text.  
*Compare and contrast the use of devices, including cohesive devices, focusing on how they signpost ideas and build connections between ideas.  
**BE ABLE TO:** | UNIT – *MEDIA* (opening with ‘The Power of Persuasion’ – 6 lessons *)  
By the end of this unit, students will **KNOW**  
The associated terms for the techniques which marry with the acronym P.E.R.S.U.A.D.E.R. (S)  
**UNDERSTAND**  
*That roles and relationships are developed and challenged through language and interpersonal skills.  
*That texts are constructed for specific purposes (such as to persuade) and that language techniques are employed to position readers/listeners to respond in particular ways.  
* That paragraphs and images can be arranged for different purposes, audiences, perspectives and effects.  
By the end of this unit, students will **BE ABLE TO:** | UNIT – BOOK REVIEW  
(SET NOVEL – “The Simple Gift”)  
Begin ROMEO & JULIET (end term3)  
By the end of this unit, students will **KNOW**  
Meanings of terms associated with Literary Analysis, including terms associated with language techniques.  
By the end of this unit, students will **UNDERSTAND**  
That roles and relationships are both developed and challenged through language and literature.  
How punctuation and layout of text is used for specific purposes (eg free verse)  
How abstract nouns (such as courage, compassion etc), can be used to summarise the theme(s) in the whole/sections of text.  
**BE ABLE TO:** | Finish - UNIT – ROMEO AND JULIET => Rap poetry and other inter-textual R & J.  
Present a written analysis about texts based on analysis of the whole text, discussing its success and how and why such notions vary according to audience and context.  
Interpret texts, comparing and evaluating representations of an event or situation, as well as of individual characters and/or the groups they represent.  
Review and edit his/her own responses to improve clarity and control over content, organisation, paragraphing and sentence construction.  
Investigate how allusion (He’s a real Romeo)  
Understand how authors/film-makers adapt texts in innovative ways for specific purposes and effects.  
Investigate the use of metaphor and allegory in poetry, short film, and songs replicating similar ideas and |
By the end of this unit, students will **BE ABLE TO:**

Interpret and explain how representations of people are drawn from different historical, social and cultural contexts.

Present a written argument about a life story based on initial impressions discussed and after analysis of the whole story.

Explore and explain the combinations of language and visual choices that filmmakers make to present.

Use comprehension strategies to determine how a character has been presented.

Analyze the text structures and language features of life story texts and make relevant comparisons to other life story texts.

Create a life story that draws on aspects of other texts, wherein they experiment with language features, image and sound.

Analyze the construction of a life story text.

Use interaction skills to present and discuss an idea and to engage an audience by selecting elements of connections between ideas.

*Listen to spoken texts constructed to persuade and analyze how language features of these texts position listeners to respond in particular ways*

*Interpret and analyze how different perspectives are constructed to serve specific purpose.*

*Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension.*

Review and edit their work to improve clarity and control over content, organisation, paragraphing, sentence structure and vocabulary.

By the end of this unit, students will **KNOW**

Meanings of terms associated with Media analysis

By the end of this unit, students will **UNDERSTAND**

That roles and relationships are developed and challenged through language.

That a wide range of language devices are used in the media to inform and persuade. That multimodal 'language' is carefully constructed, by the media, to both target an audience and achieve a purpose.

Review and edit his/her own responses to improve clarity and control over content, organisation, paragraphing and sentence construction.

By the end of this unit, students will **KNOW**

Meanings of terms associated with Film Techniques and Analysis.

By the end of this unit, students will **UNDERSTAND**

*Make relevant connections and comparisons between texts.*

Listen to spoken texts, including rap poetry, and analyse how language features have been employed to position the audience.

Use interaction skills to present and discuss ideas, varying voice and tone, pitch and pace and using elements such as music and sound effects.

Plan, rehearse and deliver a presentation, selecting and sequencing appropriate content.

Use a range of software to present ideas.
and to engage an audience by selecting elements of language, varying voice and tone, pitch and pace and using elements such as music and sound effects.

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<th>Assessment</th>
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<tbody>
<tr>
<td>BIOGRAPHY (LIFE STORY) ANALYSIS</td>
</tr>
<tr>
<td>CREATION OF A ‘LIFE STORY’</td>
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<td>(Two options: Written Account or Bio-Documentary)</td>
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By the end of this unit, students will BE ABLE TO:
- Appreciate the way that language and language devices can be used to both directly and indirectly evaluate/appraise/value/devalue
- Explore and reflect on his/her personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts
- Analyse how the construction and interpretation of media texts can be influenced by cultural perspectives
- Explore how spoken texts are constructed to persuade
- Analyse how the language features of texts position listeners to respond in particular ways
- Interpret texts, comparing and evaluating representations of an event or situation.
- Explore and explain the combination of language and visual choices that are made to present information, opinions and perspectives.

- UNDERSTAND
  That roles and relationships are both developed and challenged through language and literature.
- That English is a living language within which the creation and loss of words and the evolution of usage is ongoing.
- By the end of this unit, students will BE ABLE TO:
  - Appreciate the way that language and language devices can be used to evaluate and appraise.
  - Identify how vocabulary choices contribute to stylistic effectiveness.
  - Explain the use of symbols in moving images and how these augment meaning
  - Explore and reflect on his/her personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts
  - Interpret and compare how representations of people and culture in texts are drawn from different historical, social and cultural contexts.
  - Analyse texts from unfamiliar contexts.

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<tr>
<td>MEDIAN LANGUAGE ANALYSIS</td>
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<tr>
<td>(Including persuasive techniques)</td>
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<td>Productive – MEDIA ARTICLE</td>
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<td>NAPLAN – Week 3</td>
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| SHORT ANSWER RESPONSES to “The Simple Gift” |
| (THEME, CHARACTER, SETTING, PLOT, STRUCTURE, FORM [Free Verse]) |

| SCENE ANALYSIS – Review Compare and Contrast Baz |

| PRESENTATION – ROMEO & JULIET – Modern inter-textual uses (Rap/ Film clips/ Cartoons et al) – Paired Oral Presentation. |
| Account or Bio-Documentary | NAPLAN – Week 3 | SCENE ANALYSIS – Review Compare and Contrast Baz Luhrman’s R & J with Zeffereli’s R & J. |