

Teacher(s): Gavin Govan, Paul Leins, Heather Winter, Mel Palmer

Faculty: English Faculty

Unit Duration: Semester 2, 2021

The **Australian Curriculum Achievement Standards in English** focus on developing students' **knowledge, understanding and skills** in listening, reading, viewing, speaking, writing and creating. The Achievement Standard describes a broad sequence of expected learning that students will undertake across the whole year.

Australian Curriculum Achievement Standard:

Receptive modes (listening, reading and viewing)

By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text 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)

Students understand how to use a variety of language features to create different levels of meaning. They 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. Students 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. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

Unit Description:

Term 3: Introduction to Shakespeare

Shakespeare lived and died over 400 years ago. His language is archaic and sometimes hard to understand. So, *why* do we all still study him? Firstly, he wrote a great deal and is considered one of the greatest writers in the English language. He also helped shape the English language. During Shakespeare's lifetime, English grammar, spelling, and pronunciation were not as standardised as they are today. The ways in which he used language helped to set a standard for the way we still use it today.

During this unit of work, students will notice how language changes based upon the purpose that is being sought. They will have opportunities to learn that context influences or determines the meaning of an author's language by exploring symbolism, motifs, and how it is used. Students will analyse and explain authorial choices made for particular effects, and have opportunities to reflect upon their own personal use of language, further developing and refining their written 'voice'.

Term 4: Poetry

Over the term, students will explore and analyse how themes are expressed and represented through different poetic devices, different forms of poetry, and by different poets. This unit will focus on vocabulary and how this is used within metaphors and other types of figurative language. Students will analyse and compare poetry, create and produce their own original pieces, and present to the class their in-depth analysis of a well-known poem.

These units may contain topics which raise concerns with families in our community. Please contact the class teacher if you have any specific concerns.

Essential Learning Outcomes developed from the Achievement Standards of the Australian Curriculum:

1. *Creates texts that respond to issues, interpreting and integrating ideas from other texts [Year 9.134]*
2. *Demonstrates how manipulating language features and images can create innovative texts [Year 9.133]*
3. *Selects evidence from texts to analyse and explains how language choices and conventions are used to influence an audience [Year 9.129]*
4. *Makes presentations and contributes actively to class and group discussions, comparing and evaluating responses to ideas and issues [Year9.135]*
5. *Edits for effect, selecting vocabulary and grammar that contributes to the precision and persuasiveness of texts and uses accurate spelling and punctuation [Year 9.136]*

Materials and Equipment Required: Students are expected to arrive at every class with a class book/folder to write notes for that subject, a writing instrument and a Chromebook or similar, appropriate electronic device. Students may also be required to provide the following additional materials and equipment: *Class text available for borrowing from school library*

Absences from Class: Students who miss classes due to absence or excursions must negotiate with the class teacher to catch up missed work.

Use of IT in Class: A Google Classroom has been set up for this class. Students will be required to log into this Google Classroom regularly to access course material. Students must bring a personal device (not a smartphone) to all lessons, however, the use of these devices in class will be at the discretion of the teacher.

Homework: All students will be given multiple opportunities to demonstrate a proficiency level of 3 or above across all Essential Learnings during class time. Students may use time at home to complete additional enrichment and extension activities that demonstrate a proficiency above level 3, or to catch up on missed or unfinished classwork.

Late Work: Extensions may be negotiated with individual teachers before the due date

Plagiarism: Plagiarism is copying or using another's work and claiming it as your own. This includes copying, cutting and pasting text or using ideas directly from a text, the internet or some other source without appropriate referencing. If this happens, work may not be graded and students will be asked to discuss the assessment with the classroom teacher and Executive Teacher for that subject. Parents may be contacted as part of this process.

Assessment Portfolio: This contains evidence of work from the opportunities the students have been provided to demonstrate elements of the achievement standard.

Portfolio Assessment Tasks for this subject will include:

	Week / Date Due	Essential Learning
1. Courtroom task	T3 Wks 4-5	EL 3, 4
2. Analytical Essay	T3 Wk 9	EL 1, 3, 5
3. Original Poetry Anthology	T4 Wk 6	EL 2, 5
4. Poetry rationale	T4 Wk 6	EL 2, 5
5. In class assessments, class discussions and classwork	Ongoing	EL 1, 2, 3, 5

A-E Reporting Grade Descriptors These are the grades and grade descriptors for reporting at the end of each Semester.

A Demonstrating **excellent** achievement of what is expected (Consistently achieving a proficiency level of 4 or above in each of the Essential Learnings)

B Demonstrating a **high** achievement of what is expected (Consistently achieving a proficiency level of between 3 and 4 in each of the Essential Learnings)

C Demonstrating **satisfactory** achievement of what is expected (Achieving a proficiency level of 3 across the Essential Learnings)

D Demonstrating **partial** achievement of what is expected (Achieving a proficiency of between 1 and 3 across the Essential Learnings)

E Demonstrating **limited** achievement of what is expected (Achieving a proficiency of 1 or less in each of the Essential Learnings)

S **Status** is awarded where unavoidable circumstances have prevented assessment. Must be negotiated with the Principal.

Grade Descriptors and the "C" grade

In ACT public schools the Australian Curriculum Achievement Standard is aligned with a 'C' grade. The 'C' grade indicates that your child has demonstrated a satisfactory level of knowledge, understanding and skill in relation to the Achievement Standard.

Appeals

A student must initiate an appeal for any grade with their subject teacher. If a student is dissatisfied with that initial process, they must pursue further appeal through the Faculty Executive Teacher for that subject.

Executive Teacher

Carol Ellis

23/07/2021
