

**Teacher(s):** Carol Ellis, Carley Love, Nick Maniatis, Ashlee Wilson, Bronwyn Wilson

**Faculty:** English

**Unit Duration:** Semester 1, 2024

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:**

By the end of Year 9, students interact with others, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss and expand on ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select and experiment with language features including literary devices, and experiment with multimodal features and features of voice.

They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They analyse representations of people, places, events and concepts, and how texts respond to contexts. They analyse the aesthetic qualities of texts. They analyse the effects of text structures, and language features including literary devices, intertextual references, and multimodal features.

They create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing and expanding ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise, develop and link ideas. They select and experiment with language features including literary devices, and experiment with multimodal features.

**Unit Description: Term 1: Life Stories:** This unit gives students the experiences of listening to, viewing and reading the life stories of a diverse range of Australian individuals, ranging in ages and backgrounds, including those that have lived here for generations as well as more recent arrivals. Students will participate in explicit teaching, scaffolded analysis, explorations of ethics and be guided step by step to produce and share a life story, in either print or multimodal form, of a person in their personal family or community network. Students will interact with individuals in their lives and with their families, to further build their understanding of the wider world to which they belong.

**Term 2: Dystopia (film study)** The aim of the unit is to develop students' skills in using narrative as a tool for provoking thought about social or philosophical issues. Dystopian fiction explores factors in society that cause unhappiness and misery. Its purpose is to highlight features of humanity that, if left unchecked, lead to the imposition of suffering upon others. By association, also explored is the notion of happiness. This unit is deeply embedded in the study of ethics and political theory. By studying a dystopian film, students are exposed to a way of showing what matters through storytelling, using multimodal features to support understanding. Students will then write their own creative dystopian story in response, and present to the class the features that their story shares with the dystopian genre.

**This unit 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. *With a range of purposes and for audiences, discusses and expands on ideas, shaping meaning and providing substantiation [V9.E.9.02]*
2. *Analyses representations of people, places, events and concepts, and how texts respond to contexts [V9.E.9.06]*
3. *Creates written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing and expanding ideas, shaping meaning and providing substantiation [V9.E.9.09]*
4. *Selects and experiments with text structures to organise, develop and link ideas when writing and creating [V9.E.9.10]*
5. *Selects and experiments with language features including literary devices, and experiments with multimodal features [V9.E.9.11]*
6. *Analyses the effects of text structures, and language features including literary devices, intertextual references, and multimodal features [V9.E.9.08]*

**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 are 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 their Chromebook to all lessons, however, the use of these devices in class will be at the discretion of the teacher.

**Homework:** Any homework will be directly related to instruction and course requirements, will be assessed appropriately and may impact upon student grades. Examples of homework may include; catch up on missed classwork, revision of classwork, study for tests, assignment work, or preparation for a class presentation.

**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. The use of Generative AI to produce your work, or edit it so that it no longer reflects your work, is a form of plagiarism. 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. If a teacher suspects a student may have plagiarised their work they may choose to assess the student in an alternative way, such as verbally or under test conditions. 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. Pre-Assessment task	<b>T1 Wk 2</b>	<b>1</b>
2. Analysis and Comprehension tasks (in class)	<b>T1 Wk 6</b>	<b>1, 2, 6</b>
3. Written Life Story (based on interview)	<b>T1 Wk 10</b>	<b>1, 3, 4</b>
4. (Planning, drafts and) final copy of original short story	<b>T2 Wk (4, 5) 7</b>	<b>3, 4, 5</b>
5. Rationale (presented to class)	<b>T2 W6-8</b>	<b>1</b>
6. In class assessments, class discussions and classwork	<b>Ongoing</b>	<b>1, 2, 3, 4, 5, 6</b>

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

<b>A</b>	Demonstrating <b>excellent</b> achievement of what is expected (Consistently achieving a proficiency level of 4 or above in each of the Essential Learnings)
<b>B</b>	Demonstrating a <b>high</b> achievement of what is expected (Consistently achieving a proficiency level of between 3 and 4 in each of the Essential Learnings)
<b>C</b>	Demonstrating <b>satisfactory</b> achievement of what is expected (Achieving a proficiency level of 3 across the Essential Learnings)
<b>D</b>	Demonstrating <b>partial</b> achievement of what is expected (Achieving a proficiency of between 1 and 3 across the Essential Learnings)
<b>E</b>	Demonstrating <b>limited</b> 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

09/02/2024