

Year 10 English – Semester 2 - 2018

Term 3 – *Holocaust context study* Term 4 – *Language Analysis*

Week	Unit	Learning Focus	Curriculum Sub-strands
All Semester	Language Skills	Students will experiment with text structures and language features.	
TERM 3			
	Reading/ Performing <i>Romeo and Juliet</i>	Students will understand and translate Shakespearean language Students will effectively annotate while reading Students will gain an understanding of the characters, themes and issues of the text.	Reading and Viewing Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (VCELY466) Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (VCELY468) Writing Analyse how higher order concepts are developed in complex texts through language features including nominalization, clause combinations, technicality and abstraction (VCELA473) Speaking and listening Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (VCELA482)
	Creative Response to <i>Romeo and Juliet</i>	Students will understand how to replicate or draw on similar themes and ideas as set text.	Writing Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (VCELT476) Create imaginative texts that make relevant thematic and intertextual connections with other texts (VCELT478) Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (VCELT477) Understand how to use knowledge of the spelling system to spell unusual and technical words accurately (VCELA475)
TERM 4			
1-8	Investigating texts related to the Holocaust	Students understand themes, issues and ideas of texts studied Students are able to relate both texts to the historical and social context Students can find similarities and differences between the two texts	Reading and Viewing Evaluate the impact on audiences of different choices in the representation of still and moving images (VCELA459) Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (VCELT463) Compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (VCELT465) Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (VCELT460) Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (VCELY469)
9-11	Comparative analysis	Students are able to link together both texts in writing Students are able to support ideas with relevant evidence	Writing Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (VCELY469)