

Year Level: 10			
KLA: English		Subject: English	
Week	Unit	Learning Focus	Victorian Curriculum
All Year	Language Skills	Students will experiment with text structures and language features utilising the Oxford MyEnglish grammar resource.	Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts (VCELA472) Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction (VCELA473)
Term 1			
1-5	<i>I'm Not Scared</i> Reading and analysing	Students will understand the context of the novel. Students will effectively annotate while reading. Students will gain an understanding of the characters, themes and issues of the text.	Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (VCELY467)
6-10	<i>I'm Not Scared</i> Extended response	Students will develop analytical text response writing. Students will work to select relevant evidence to embed in writing.	Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (VCELT464) Evaluate the social, moral and ethical positions represented in texts (VCELT462) Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (VCELY467) Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (VCELA474) Review, edit and refine own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (VCELY480)
Term 2			
1 - 6	<i>Macbeth</i> Reading/performing	Students will understand and translate Shakespearean	Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts,

		<p>Language.</p> <p>Students will effectively annotate while reading.</p> <p>Students will gain an understanding of the characters, themes and issues of the text.</p>	<p>through language, structural and/or visual choices (VCELY466)</p> <p>Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (VCELY468)</p> <p>Analyse how higher order concepts are developed in complex texts through language features including nominalization, clause combinations, technicality and abstraction (VCELA473)</p> <p>Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (VCELA482)</p>
7-9	<p><i>Macbeth</i></p> <p>Extended response</p>	<p>Students will draw on elements from <i>Macbeth</i> to create an extended text.</p>	<p>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)</p> <p>Create imaginative texts that make relevant thematic and intertextual connections with other texts (VCELT478)</p>
Term 3			
1-5	<p>Holocaust context study</p> <p>Context investigation and oral presentation</p>	<p>Students develop an understanding of the context.</p> <p>Students are able to comprehend various texts within the context.</p> <p>Students are able to determine how different authors present their stories from this period in history.</p> <p>Students research and present information to the class.</p>	<p>Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (VCELY479)</p> <p>Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (VCELY481)</p> <p>Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage audiences, using organisation patterns, voice and language conventions to present a coherent point of view on a subject (VCELY485)</p> <p>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to</p>

			influence a course of action, speaking clearly and using logic, imagery and rhetorical devices in order to engage (VCELY486)
6-10	Holocaust context study Text analysis hybrid essay Reflective response	Students can draw from a range of Holocaust literature to develop a piece of writing in response to a prompt. Students explore how different mediums can represent the context in different ways. Students can find relevant evidence from text to support their thesis.	Evaluate the impact on audiences of different choices in the representation of still and moving images (VCELA459) Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (VCELT464) Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (VCELT476) 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) Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (VCELY479)
Term 4			
1- 3	Analysing argument	Students investigate the purpose of the media. Students can determine the intended audience, contention, tone, and persuasive devices that the author uses to persuade.	Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (VCELA457) Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (VCELT461) 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)
4-8	Analytical writing	Students create an analytical paragraph in response to a persuasive text. Students will analyse the intended purpose of persuasive devices.	Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (VCELA483) Reflect on, extend, endorse or refute others' interpretations of and responses to literature (VCELT484)

	Oral presentation	Students plan, rehearse and present analysis.	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action, speaking clearly and using logic, imagery and rhetorical devices in order to engage (VCELY486)
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