

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	
Term 1			
1-5	To Kill a Mockingbird 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	Reading and Viewing 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	To Kill a Mockingbird Analytical text response writing.	Students will develop analytical text response writing. Students will work to select relevant evidence to embed in writing.	Reading and Viewing 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) Writing 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	Macbeth Reading/performing	Students will understand and translate Shakespearean language Students will effectively	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)

		<p>annotate while reading</p> <p>Students will gain an understanding of the characters, themes and issues of the text.</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>Writing Analyse how higher order concepts are developed in complex texts through language features including nominalization, clause combinations, technicality and abstraction (VCELA473)</p> <p>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)</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>Writing</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>Speaking and Listening</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 influence a course of action, speaking clearly and using logic, imagery and rhetorical devices in order to engage (VCELY486)</p>
6-10	Holocaust Context study	Students can compare how different authors present their story within the context.	<p>Reading and Viewing</p> <p>Evaluate the impact on audiences of different choices in the representation of still and moving images (VCELA459)</p>

	Comparative writing	<p>Students explore how different mediums can represent the context in different ways.</p> <p>Students can find relevant evidence in order to compare the two texts.</p>	<p>Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (VCELT464)</p> <p>Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (VCELT460)</p> <p>Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence</p> <p>Writing Use the conventional structures of a comparative essay</p>
Term 4			
1- 3	Analysing Argument Analytical writing	<p>Students investigate the purpose of the media.</p> <p>Students are able to determine the intended audience, contention and persuasive devices that the author uses to persuade.</p>	<p>Reading and Viewing Understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (VCELA457)</p> <p>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)</p> <p>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)</p>
4-8	Analysing Argument Oral presentation	<p>Students are able to analyse the intent of an author.</p> <p>Students are able to analyse the intended purpose of persuasive devices.</p> <p>Students plan, rehearse and present analysis.</p>	<p>Speaking and Listening Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (VCELA483)</p> <p>Reflect on, extend, endorse or refute others’ interpretations of and responses to literature (VCELT484)</p> <p>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)</p>

