



Kalgoorlie-Boulder Community High School Course Outline

English Year 10 Term 1 2016

Week	Outcome	Topic	Formal Assessment Tasks
1	Reading Writing	Short story/narrative <i>Students will:</i> <ul style="list-style-type: none"> - identify and discuss narrative elements such as setting, plot, characterisation, genre, themes, point of view - critically analyse written texts and interrogate the author's purpose and motivation - identify the intended audience of a text - Focus on paragraph structure and answering questions in full sentences and paragraphs with supporting evidence from the text. - Students explore the difference between analytical writing and creative writing. 	
2			
3			Common Assessment (IC)
4			
5			
6	Reading Writing Listening and speaking Viewing	Advertising/editorials <i>Students will:</i> <ul style="list-style-type: none"> - Investigate traditional and contemporary forms of advertising - Identify the purpose and intended audience of advertisements - Explore symbolism in advertising - Analyse embedded perspectives in a text to identify stated/hidden beliefs, assumptions and motives. - Analyse the persuasive devices used in an advertisement - Create an advertisement on a negotiated product/service/cause and present to the class. - Explore the purpose and form of editorials, including new mediums such as blogging. 	
7			
8			Create and advertisement and present to the class (IC/AH)
9			Exam (IC) (Revision AH)
10			

(IC) = In-Class Assessment (AH) = At-Home Assessment



Kalgoorlie-Boulder Community High School Course Outline

English Year 10 Term 2 2016

Week	Outcome	Topic	Formal Assessment Tasks
1	Writing Speaking and listening	Film Study <i>Students will:</i> <ul style="list-style-type: none"> - Identify and understand the purpose/use of film conventions such as lighting, camera angles and shots and sound - Identify a film makers purpose and intended audience and support their assertions with evidence from the film - Students will develop a mature understanding of listening and speaking requirements during discussions. 	
2			
3			Common Assessment (in class)
4			Analytical review of a film (IC/AH)
5			
6	Reading Viewing Writing	Electronic texts (WWW) <i>Students will:</i> <ul style="list-style-type: none"> - Students will make meaning from and analyse a variety of electronic texts: - Distinguish between fact and opinion in electronic texts. - Identify the purpose of an electronic text - Analyse how the visual, written and audio interact to enable interpretation of an electronic text - Understand how language devices are used to convey meaning and engage the audience. - Independent reading a viewing of electronic texts for enjoyment, stimulation of the imagination and improvement in reading, spelling, thinking, comprehension and analytical skills. 	
7			
8			
9			Exam (IC) (Revision AH)
10			Students complete a website audit (IC/AH)

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Kalgoorlie-Boulder Community High School Course Outline

English Year 10 Term 3 2016

Week	Outcome	Topic	Formal Assessment Tasks
1	Reading Writing	Novel <i>Students will:</i> <ul style="list-style-type: none"> - Identify context and setting, including place, time and social conditions - Investigate the plot of the novel - Analyse the way in which characters are deliberately constructed in narrative - Investigate themes in a novel - Analyse the point of view in the novel - Identify the intended audience for the novel - Critical analysis of the novel – who is included/excluded? Who is heard/silenced? 	
2			
3			Common Assessment IC
4			
5			Novel analysis assessment (IC/AH)
6	Reading Writing Listening and speaking	Poetry (song lyrics) <i>Students will:</i> <ul style="list-style-type: none"> - Analyse the way in which poets and song writers use the conventions of poetry enhance the readers' experience - Investigate the way in which the poems create a mood, and influence the reader - Understand that poetry is more powerful when it is heard, rather than read. - Critically analyse a song lyric in terms of intended audience, stated and hidden messages, stereotypes and assumptions - Explore tone, pitch, volume, pause and pace of voice when speaking to groups - Explore contemporary song lyrics as a form of poetry - Analysis of a song lyric and present this to the class. 	
7			
8			
9			Exam (IC) (Revision AH)
10			Class presentations on a song lyric of students choice (IC/AH)

(IC) = In-Class Assessment (AH) = At-Home Assessment



Kalgoorlie-Boulder Community High School Course Outline

English Year 10 Term 4 2016

Week	Outcome	Topic	Formal Assessment Tasks
1	Reading Listening and speaking	Drama <i>Students will:</i> <ul style="list-style-type: none"> - Use intonation and stress patterns (tone, pitch, volume, pause, pace), facial expressions and body language) for a purpose - Participate in the reading of a dramatic text - Make literal, inferential and evaluative meaning from a play - Discuss the use point of view and its effect on the audience - Identify appeals to shared cultural knowledge - Make complex meaning from a dramatic text and support it with evidence from the text - Analyse embedded perspectives in a text 	
2			
3			Common Assessment (IC)
4			
5			Plan a dramatic piece and write in detail the opening and closing scene (paired work) (IC/AH)
6	Viewing Listening and speaking	Letter writing <i>Students will:</i> <ul style="list-style-type: none"> - Write in the formal register of Standard Australian English, including using appropriate vocabulary and grammar structures - Understand the needs of the reader when writing a letter - Create a letter with a sustained voice - Analyse the needs of a writing task and write accordingly - Use editing strategies to create a polished piece of work - Proofread the work of others 	
7			
8			
9			Exam IC (Revision AH)
10			

(IC) = In-Class Assessment (AH) = At-Home Assessment



Kalgoorlie-Boulder Community High School Course Outline

The following skills and processes are taught on an on-going basis and as appropriate to your child's level of competence in that area:

- Punctuation, spelling and grammar
- Sentence and paragraph writing
- Reading skills including finding the main idea, recalling facts and details, understanding sequence, recognising cause and effect, comparing and contrasting, making predictions, finding word meaning in context, drawing conclusions and making inferences, distinguishing between fact and opinion, identifying the author's purpose, interpreting figurative language and summarising.

In addition to the major assessments listed above, students will be assessed utilising a range of informal methods including observational checklists, homework and in class assessments. Students will also be assessed on their collaborative skills and participation in each class.

This program is subject to change in response to the needs and abilities of the students