



Kalgoorlie-Boulder Community High School Course Outline

English Year 9 Term 1 2016

Week	Outcome	Topic	Formal Assessment Tasks
1	Reading Writing	Writing to suit a purpose – to entertain (narrative) and persuade <i>Students will:</i> <ul style="list-style-type: none"> - understand and use cohesion devices in texts correctly - write using a variety of sentence and paragraph types for effect - use dialogue effectively in their writing - construct a variety of characters, using dialogue correctly - use context appropriate vocabulary - experiment with the use and effect of metaphor, allegory and symbolism - write from a variety of points of view Focus on language conventions. <i>Students will:</i> <ul style="list-style-type: none"> - identify and use punctuation correctly; capital letters, full stops, exclamation mark, question mark, speech marks, comma, semicolon, apostrophe - identify parts of speech including verb, noun, adjective, adverb, preposition, conjunction - identify and use correct tense - review spelling rules and focus on commonly misspelt words 	Diagnostic assessments (IC)
2			
3			Common Assessment - Reading (IC)
4			
5			Reading assessment (IC/AH)
6	Writing Reading	Writing persuasive essays <i>Students will:</i> <ul style="list-style-type: none"> - review the 6 persuasive devices - consider two positions in relation to a text - appropriate tone/structure of writing in a formal academic context - developing confidence with writing - persuasive essays - proofreading and editing strategies - publishing and sharing essays Focus on language conventions. <i>Students will:</i> <ul style="list-style-type: none"> - identify and use punctuation correctly; capital letters, full stops, exclamation mark, question mark, speech marks, comma, semicolon, apostrophe - identify parts of speech including verb, noun, adjective, adverb, preposition, conjunction - identify and use correct tense - review spelling rules and focus on commonly misspelt words. 	
7			
8			
9			Exam (IC) (Revision AH)
10			Persuasive essay assessment (IC/AH)

(IC) = In-Class Assessment

(AH) = At-Home Assessment



Kalgoorlie-Boulder Community High School Course Outline

English Year 9 Term 2 2016

Week	Outcome	Topic	Formal Assessment Tasks
1	Reading Writing	<p>Analysis of the similarities/differences between the persuasive and narrative writing genres <i>Students will:</i></p> <ul style="list-style-type: none"> - 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 - summarising <p>Focus on language conventions; punctuation, spelling, and grammar including parts of speech.</p>	
2			
3			NAPLAN assessment week (IC)
4			
5			
6	Viewing Listening and speaking Reading	<p>Poetry (conventional and new-age forms) <i>Students will:</i></p> <ul style="list-style-type: none"> - identify and understand the purpose of poetic devices; alliteration, assonance, consonance, cacophony, onomatopoeia, repetition, rhyme, rhythm, allusion, analogy, cliché, euphemism, hyperbole, irony, metaphor, oxymoron, personification, pun, simile, symbol, point of view, line, verse, stanza - explore the ways in which context influences texts - identify poetic devices in a selected poem and present to the class - explore the way in which poets manipulate poetic conventions to achieve their purpose and meet the needs of their target audience - create literary texts which explore poetic devices. 	
7			
8			
9			Exam IC (Revision AH)
10			

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(AH) = At-Home Assessment



Kalgoorlie-Boulder Community High School Course Outline

English Year 9 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? - identify language devices and text structure and discuss the effect they have on the audience. 	
2			
3			Common Assessment (IC) (Reading)
4			
5			Theme Collage (IC/AH) (reading and writing)
6	Reading Writing Listening and speaking	Feature articles/editorials <i>Students will:</i> <ul style="list-style-type: none"> - conventions of the genre - investigating fact v opinion, and the presentation of opinion as fact - looking at visual codes – what makes a feature article appealing to the eye? - investigate the way in which quotes can be manipulated to support an argument - compare two feature articles on the same subject. - students use ICT to research and create a feature article 	
7			
8			
9			Exam (IC) (Revision (AH) Open book, students to prepare notes to take into the exam.
10			Create a feature article (IC/AH)

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



Kalgoorlie-Boulder Community High School Course Outline

English Year 9 Term 4 2016

Week	Outcome	Topic	Formal Assessment Tasks
1	Viewing Writing	Documentary and electronic texts thematic based negotiated study. <i>Students:</i> <ul style="list-style-type: none"> - conventions of the genre - distinguishing fact from opinion - analyse the way in which statistics, facts, figures and quotes can be manipulated to present an argument - analyse visual, auditory, technical and symbolic codes in a documentary and evaluate the effect of these choices on audiences - how can interview techniques be used to elicit a desired answer - make inferences, including inferring information between ambiguous information. 	
2			
3			Common Assessment – (IC)
4			
5			Television codes poster assessments (IC/AH)
6	Reading Writing Speaking and Listening Viewing	Electronic texts and reviews <i>Students will:</i> <ul style="list-style-type: none"> - comprehending electronic texts - identifying references to other texts (intertextuality) and how this contributes to meaning. - reflecting on and analysing the reliability of electronic texts. - distinguishing fact from opinion - distinguishing between academic and non-academic electronic texts - identify bias and stereotypes in electronic texts. - compare and contrast one issue and how it is reported in different mediums. - the role of social media and other electronic forms in modern communication. 	
7			
8			Electronic texts assessment (PowerPoint presentation) IC/AH Exam IC (Revision AH)
9			Create electronic presentations which identify poetic devices and present it to the class (IC/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