Course Overview

Year 9 English

Vision

Through the study of English language and texts in English our students will be

CONFIDENT

CONNECTED

ACTIVELY INVOLVED

and

PREPARED FOR LIFELONG LEARNING

English is structured around two interconnected strands, each encompassing the oral, written, and visual forms of the language. The strands differentiate between the modes in which students are primarily:

- **making meaning** of ideas or information they receive (Listening, Reading, and Viewing)
- **creating meaning** for themselves or others (Speaking, Writing, and Presenting).

The achievement objectives within each strand suggest progressions through which most students move as they become more effective oral, written, and visual communicators. Using a set of underpinning processes and strategies, students develop knowledge, skills, and understandings related to:

- text purposes and audiences
- ideas within language contexts
- language features that enhance texts
- the structure and organisation of texts
## Course Overview - Year 9

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<th>UNIT TITLE</th>
<th>WHAT KEY COMPETENCIES ARE EMPHASIZED?</th>
<th>WHAT VALUES ARE EXPLORED?</th>
<th>WHAT ARE THE LINKS TO THE ENGLISH LEARNING OBJECTIVES?</th>
<th>WHAT ASPECTS OF THE CURRICULUM ARE ASSESSED AND HOW?</th>
<th>WHAT PEDAGOGIES/ will MAXIMISE OPPORTUNITIES FOR STUDENT LEARNING?</th>
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<td>Who are our heroes?</td>
<td>Thinking [drawing on personal knowledge, challenging assumptions] <strong>Relating to others</strong> [recognizing different points of view, sharing ideas]</td>
<td>Cultural perspectives/diversity Respect for others</td>
<td><strong>Making meaning</strong> - making connections by thinking about ideas across a range of non-fiction texts - making and supporting inferences <strong>Creating meaning</strong> - communicating ideas that show a range of viewpoints - use a range of precise vocabulary [factual, descriptive, persuasive] to communicate meaning for a particular purpose and audience</td>
<td><strong>What</strong> - use a range of precise vocabulary [factual, descriptive, persuasive] to communicate meaning for a particular purpose and audience <strong>How</strong> - written/oral/multi-media presentation focusing on why a particular person should be recognized as a hero within a specific community.</td>
<td>Teachers - take time to discover students’ present understandings and experiences and build on these - use collaborative/cooperative activities to promote active listening and respect for others’ ideas - provide opportunities for students to share their common and different understandings of heroes at key points during the unit. - give students opportunities to explore aspects/questions and texts that are of particular interest to them. - pose challenging questions to arouse curiosity and promote higher level thinking - provide authentic contexts for producing written text - be explicit about a range of comprehension approaches/strategies e.g. think aloud, fact and opinion exercises, 3 level guides, anticipation guides.</td>
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