



uplift
education

ENGLISH

YEAR 9 ENGLISH PROGRAM



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YEAR 9: ENGLISH PROGRAM OVERVIEW

Staff Contact Details

Name	Position	Email
Nikkida Luu	Head Tutor of English, Year 7-10 and Preliminary HSC, and HSC Tutor	nikkida@uplifteducation.edu.au
Troy Southwell	Preliminary HSC and HSC Tutor	troy@uplifteducation.edu.au
Georgie Mansilongan	Year 7-10 Tutor	georgie@uplifteducation.edu.au
Christina Wu	Year 7-10, Preliminary HSC Tutor	christina@uplifteducation.edu.au
Cathy Tran	Preliminary HSC and HSC Tutor	cathy@uplifteducation.edu.au
Varun Sharma	HSC Tutor	varunsharma@uplifteducation.edu.au

Year Overview

Year 9 students at Uplift Education will cover seven modules over the course of the year under the Area of Study: Identity. As tutors, we aim to prepare Year 9 students for the language and literacy requirements of the NAPLAN tests by Term 2 of the school year. We will develop students' creative and persuasive writing skills, especially focusing on grammar, punctuation, and ways to use language features. Students will engage with and practice composing a range of imaginative, informative, and persuasive texts including narratives, letters, speeches, multimodal presentations, and literary analyses.

By the end of Term 1 at Uplift Education, students will gain an appreciation of how texts are influenced by personal context and experiences, allowing them to understand the varying interpretations of texts. By Term 2, they will gain creative and persuasive writing skills to prepare them for the NAPLAN tests. By Term 3, students will learn to analyse how genre specific texts are composed to communicate purpose, context, and ideas. By the end of Term 4, students will complete their Year 9 education with a close study Shakespeare's plays in order to critically evaluate the portrayal of gender roles in the 17th century in comparison to a contemporary context, utilising the language and techniques learned over the course of the year to solidify their understanding of English.

Unit Sequence

Unit 1: The Changing Self

This module will allow students to study a selection of poems that explore ideas of changes to personal identity through time and space. Poems will vary from cultures and areas to add depth and breadth to students' knowledge and appreciation of poetry. Tutors should focus on themes of:

- Identity
- Change
- Factors that influence identity (e.g. people, place, events)

Unit 2: Portrayals of Childhood

Students will explore the stories and memoirs of people growing up in different times and places. They will focus on analysing the powerful literary techniques used in the portrayal of childhood, ways in which authors establish personal narrative voice, and communicate cultural perspectives.

Unit 3: The Good vs Evil Self

Students will study texts that feature characters with internal and external struggles, such as their own moral conscience and their interactions with the physical world. In this module students will appreciate the dynamic and multifaceted nature of characters and thus real-world people, understanding that personality is not polarised into 'good' and 'evil', but a combination of both that accurately demonstrate humanity in its most unapologetic form.

Unit 4: Visual Stories

Students will explore a selection of graphic novels and picture books to develop an understanding of how words and images can create imaginative worlds and tell a rich and engaging story. The module will focus on the analysis of visual techniques and how effective they can be in shaping meaning.

Unit 5: Personal and Shared Memories

Students will look at written memoirs, journals, poems, and speeches that preserve the perspectives and emotions belonging to people and groups of a particular time and place. They will focus on the notion that memory is everlasting compared to the transience of life, and how powerful it can be in shaping one's identity.

Unit 6: Genre Study – Biographies

Students will explore the genre of biography and how it communicates a range of historical, social, political, religious, cultural, and person perspectives in order to preserve one's sense of identity.

Unit 7: Perceptions of Gender in Shakespeare

Students will study famous plays by Shakespeare, especially focusing on perceptions of gender, drawing parallels between ideas of masculinity and femininity of Elizabethan society and the modern world.

NAPLAN Dates

2016 10 – 12 May

2017 09 – 11 May

2018 15 – 17 May

Student Work Portfolios and Reports

For Year 7-10 students at Uplift Education, tutors keep a folder for each student in which works they have produced and submitted are stored. These works will be marked and assessed by the tutors and given to parents along with their semester reports. These reports are given at the end of both semesters in the school year. Tutors will assess the students' progress against a criteria sheet of learning outcomes. Parents at this time will also have the opportunity to organise a parent-teacher interview with their child's tutor.

Assessment

Students will be required to submit either an analytical or creative piece at the end of each unit to monitor progress and set achievable medium-term goals. These assessments are compulsory and will be placed in the Student Work Portfolios as evidence of teaching and learning. Students will receive a mark determined by tutors and, in the form of the provided marking criteria, will be given appropriate feedback.



Plagiarism and Academic Integrity

Uplift Education has a zero-tolerance plagiarism policy. In the case that plagiarism is found in a student's work, Uplift Tutors may penalise students with a reduction of marks, or in more serious cases, Uplift Education reserves the right to deny service to the student. Uplift Education defines plagiarism in the forms of:

Copying: using the same or very similar words to an original piece of work without acknowledgement or credit, or acquiring another person's academic work and copying it.

Inappropriate paraphrasing: changing words and/or phrases while retaining the original structure and/or information without acknowledgement or credit.