

## Semester 2, 2009 Learning and Assessment Overview

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Week	Week beg	Unit	Concepts/Inquiry Questions/Skills/Topics	School events and public holidays	Assessment Type	Assessment Due Date
1	14/7	Keepin' It Real Rap & Spoken Word Poetry  'LANGUAGE TO ENTERTAIN'	Can music shape perceptions? Are rap/spoken word poetry <b>legitimate</b> forms of protest? What kinds of <b>social messages</b> are conveyed through this medium and to <b>which audiences</b> ?			
2	20/7		Explore multiple texts dealing with protest through song, incl. "The Story of the Hurricane", by Bob Dylan. Development of 'Rhyme book' ( <b>Organisational tool for constructing text</b> ). <b>Socially responsible themes</b> are explored and discussed.			
3	27/7		Focus on the <b>poetic techniques</b> common to rap and spoken word poetry. <b>Exploring the concepts with reference to a range of musical and poetic texts</b> . Explicitly focusing on <b>rhythm, rhyme, metaphor, personification, simile, alliteration</b> .	29/7 Interhouse Athletics		
4	3/8		<b>Deconstruction of protest poetry/music</b> - The Desperate Heroes of the Hip-hop, Nizlopi - JCB, Run DMC, 60's protest poetry, Oodgeroo Noonucal. In class work on <b>developing and structuring poetry/lyrics</b> using <b>poetic techniques</b> previously covered.	4/8 Yr 10,11,12 Parent-Teacher Interviews	TASK SHEET ISSUED last lesson this week	
5	10/8		<b>Breakdown of task expectations</b> , and <b>deconstruction of exemplars</b> . <b>Practical work</b> on writing short, <b>relevant</b> , poetic verses. Students <b>planning &amp; drafting</b> their piece, with <b>teacher &amp; IT support</b> .	11/8 Class Photos (8-10) 12/8 Exhibition holiday 13/8 Pupil-free day	PLAN reviewed by teacher	
6	17/8		<b>Drafts</b> presented for <b>feedback</b> , <b>Redrafting</b> and <b>rehearsal</b> of presentation.		DRAFT DUE First lesson this week	
7	24/8		<b>Commence RAP &amp; POETRY Presentations: Presentations on 24<sup>th</sup> and 26<sup>th</sup> August</b>	27/8 Co-curricular photo day - no assessment	SPOKEN TASK Imaginative task	<b>FINAL COPY DUE first lesson this week Presentations in class</b>
8	31/8	Fit & Healthy? Informative Brochure  'LANGUAGE TO INFORM'	<b>Defining</b> extreme & alternative sports ( <b>Establishing core content and parameters for assessment task</b> ). <b>Specialist terms</b> related to the various sports. <b>Exploring the correct contextual use</b> of sporting terms for unfamiliar sports. <b>Spelling &amp; grammatical exercises based on core content</b> .			
9	7/9		Explore the reasons behind the application of informative brochures. <b>Writing conventions</b> appropriate to <b>informative genre</b> . <b>Research of a range</b> of extreme & alternative sports.			
10	14/9		<b>TASK SHEET DISTRIBUTED</b> first lesson. <b>Breakdown of assessment expectations</b> . <b>Deconstruction of example assessment piece</b> to review important elements for inclusion.		WRITTEN TASK Informative Brochure	<b>Due 23<sup>rd</sup> October</b>
<b>Mid Semester Vacation</b>						
1 (11)	5/10		Student <b>research, planning</b> and <b>drafting</b> . <b>Teacher and IT support</b> provided where necessary.	<b>No assessment permitted</b>		
2 (12)	12/10		<b>Drafts</b> presented for <b>feedback</b> . Student <b>redrafting and finalising</b> of assessment.	13/10 Immunisations		
3 (13)	20/10		<b>TASK SUBMITTED</b> . <b>Spelling &amp; grammatical</b> activities. Introducing and <b>investigating</b> the linkages between sports and sports reporting.	19/10 Pupil-free day 23/10 Co-curricular	WRITTEN TASK Informative Brochure	<b>Due 23<sup>rd</sup> October</b>

				photo day – no assessment		
<b>4 (14)</b>	26/10	<b>'Sportscasters' Television Sports News</b>	<b>Analyse</b> a range of 'sportscaster' footage <b>to establish</b> what <b>the role and function</b> of a sports reporter consists of. <b>Apply</b> student <b>understandings to deconstructing</b> sporting events.			
<b>5 (15)</b>	2/11		<b>Introduce</b> the following concepts: <b>Tone, stance, projection, pronunciation</b> , etc. <b>Explore</b> a range of <b>verbal</b> and <b>non-verbal</b> forms of communication <b>appropriate to the genre</b> . <b>TASK SHEET ISSUED</b> last lesson. <b>Breakdown of assessment expectations</b> .		TASK SHEET ISSUED last lesson this week	
<b>6 (16)</b>	9/11		Student <b>deconstruction, planning and drafting</b> based on <b>stimulus</b> . <b>Teacher and IT support</b> provided where necessary.		DRAFT DUE last lesson this week	
<b>7 (17)</b>	16/11		<b>Drafts</b> presented for <b>feedback, Redrafting</b> and <b>rehearsal of presentation</b> . Teacher conferencing / Final rehearsals.	20/11 Graduation 20/11 Last day for assessment Year 10		
<b>8 (18)</b>	23/11		<b>Spoken task presentations</b>		SPOKEN TASK Persuasive / reflective task	<b>Due in class this week</b>
<b>9 (19)</b>	30/11	Alternative Program for Years 8 & 9 students commences Wednesday 2 December and concludes on Friday 11 <sup>th</sup> December. Instruction under the supervision of each Faculty will be delivered.				
<b>10 (20)</b>	7/12					