

Year 11 ATAR Literature Unit Outline 2016

Term and Week	Text and Focus Unit One	Assessment	Unit Content	Unit Content	Unit Content	Unit Content
	<p>By the end of this unit, students:</p> <ul style="list-style-type: none"> <li>Understand how language, structure and stylistic choices are used in different literary forms.</li> <li>Examine the ways in which contexts shape how a text is produced then received and responded to by readers/audiences.</li> <li>Create oral, written and multimodal responses that explore the structure and style of literary texts.</li> </ul>		<p>Investigate and reflect on different ways of reading literary texts including:</p>	<p>Analyse distinctive features in literary texts including:</p>	<p>Create analytical texts.</p>	<p>Create imaginative texts.</p>
Term One Unit One Weeks 1-3	<p><b>Poetry</b> <i>Bruce Dawe's <u>Sometimes Gladness</u></i> Conventions of poetry</p>	<p><b>TASK 1.</b> <b>Short written response :</b> <b>5%</b> <b>Close analysis of poem</b></p>	<p>Reading strategies/practices. How context shapes readings of texts.</p> <ul style="list-style-type: none"> <li>Ideology</li> <li>Context of writer</li> <li>Representations of gender, class, race etc as appropriate</li> </ul>	<p>Text structures, language features and stylistic elements.</p> <p>figurative language, sound and visual devices</p>	<p>Use appropriate linguistic stylistic and critical terminology to compare and contrast texts.</p> <p>Structure arguments using relevant textual evidence.</p> <p>Use stylistic features to craft and articulate readings/interpretations.</p>	<p>Use analysis of literary texts to inform creative responses</p>
Weeks 4-10	<p><b>Prose: Modern Novel</b> <i>John Steinbeck's <u>Of Mice and Men</u></i> Conventions of prose fiction</p>	<p><b>TASK 2.</b> <b>Short written response:</b> <b>5%</b> <b>Close analysis of a section of novel</b></p>	<p>Context: the context of the writer, the society and culture in which the text was produced.</p> <p>How the production and reception of texts is informed by an understanding of the conventions usually associated with the genre (how Steinbeck challenges some of the readers' expectations – both now and at time of publication)</p>	<p>Text structures, language and stylistic elements.</p> <p>Approaches to characterisation and POV</p> <p>Different narrative approaches</p>	<p>Structure arguments using relevant textual evidence.</p> <p>Use appropriate linguistic, stylistic and critical terminology to respond to texts</p> <p>Use stylistic features to craft and articulate readings/interpretations</p>	

		<b>TASK 3.</b> <b>Oral Target-teaching a literary device used in the novel (pairs) 5%</b>				
Term Two Weeks 1-5	<b><i>Drama: Modern Drama</i></b> <b><i>Tennessee Williams' <u>The Glass Menagerie</u></i></b> Conventions for stage drama.  Context of setting and context of production. Dominant ideologies of 1940s - 1950s America	<b>TASK 4.</b> <b>Extended written response 10%</b>  <b>TASK 5.</b> <b>Creative Production 5%</b> <b>Literary Bento Boxes</b>	Context: the context of the writer, the society and culture in which the text was produced.  Dominant ideologies of context of production.  Ideology supported or challenged by the text.  Conventions associated with the genre  Reading practices; reading with a focus on different contexts, reading with an emphasis on different representations.  Dominant ideologies of context of production.	Text structures, language and stylistic elements.  Characterisation, use of archetypal figures, authorial intrusion, dramatization of a character's inner life.  Use of visual devices including set design, properties and lighting.	Experiment with different modes, media and forms  Structure arguments using relevant textual evidence  Use appropriate linguistic, stylistic and critical terminology  Use stylistic features to craft and articulate readings/interpretations.	
Week 6	Exam Prep					
Week 7	Exam	<b>TASK 6.</b> <b>Exam 15%</b>				
Weeks 8-10	<b><i>Drama: Literary Heritage</i></b> <b><i>Shakespeare's <u>MacBeth</u></i></b>	<b>TASK 7.</b> <b>Short written response: 5%</b>  <b>TASK 8.</b> <b>Oral assessment (panel discussion: <i>Lady MacBeth</i>) 5%</b>	Context: the context of the writer, the society and culture in which the text was produced.  Dominant ideologies of context of production.  Ideology supported or challenged by the text.  Conventions associated with the genre  Reading practices; reading with a focus on different contexts, reading with an	Text structures, language and stylistic elements.  Characterisation, use of archetypal figures, authorial intrusion, dramatization of a character's inner life.  Use of visual devices including set design, properties and lighting.	Experiment with different modes, media and forms  Structure arguments using relevant textual evidence  Use appropriate linguistic, stylistic and critical terminology  Use stylistic features to craft and articulate readings/interpretations	

		<b>TASK 9. Short Written response. Close analysis of a scene within the context of the play 5%</b>	emphasis on different representations.  Dominant ideologies of context of production.			
	<b>Text and Focus Unit Two</b>	<b>Assessment</b>	<b>Unit Content</b>	<b>Unit Content</b>	<b>Unit Content</b>	<b>Unit Content</b>
	<p><b>By the end of this unit students:</b></p> <ul style="list-style-type: none"> <li>• Understand how structural and stylistic choices and language patterns shape meaning in literary texts</li> <li>• Investigate the interrelationships between texts, audiences and contexts</li> <li>• Create oral, written and multimodal responses that draw on the conventions, connections and patterns in texts</li> </ul>		Analyse and reflect on the relationships between authors, readers, texts and contexts	Compare and evaluate the form, language and content of literary texts	Create analytical texts.	Create imaginative texts.
Term Three Unit Two						
Weeks 1-3	<b><i>Drama: Literary Heritage Shakespeare's <u>MacBeth</u></i></b>	<b>TASK 10. Extended Written Response 10%</b>				
Weeks 4-7	<b><i>Poetry</i></b>	<b>TASK 11. Short written Response 5%</b>				

Weeks 8-10	<b>Prose: Short Stories</b> <b>Making Connections: Australian Short Stories</b>					
Term Four Week 1-3	<b>Prose: Short Stories</b> <b>Making Connections: Australian Short Stories</b>  <b>Lit Weekender @ New Norcia</b> <b>Oct 13-16</b>	<b>TASK 12.</b> <b>Short written Response 5%</b>  <b>TASK 13.</b> <b>Creative Production 5% (on camp)</b>				
Week 4	Exam Prep					
Week 5-7	Exam	TASK 14. Exam 15%				