

## Overview (What I expect)

You are 13. You will work hard. This 12-month plan is tightly focused on building: reading comprehension, critical analysis, argument and rhetoric, disciplined grammar and vocabulary, research and oral presentation, and creative composition. It is aligned to the ACARA v9 English curriculum (Language, Literature, Literacy) and supports general capabilities: Critical and Creative Thinking, Ethical Understanding and Intercultural Understanding.

### Core learning goals (by year's end)

- Read and analyse complex texts: classical, medieval, modern and scientific prose.
- Write controlled analytic essays and creative texts for different audiences.
- Master sentence structure, grammar and tier-two/tier-three vocabulary (Michael Clay Thompson series).
- Deliver structured oral presentations and defend arguments with evidence.
- Research reliably, cite sources, and compare perspectives across time.

### Assessment map

- Weekly formative: reading quizzes, vocabulary checks, short analytic paragraphs.
- Monthly summative: 500-800 word essay or multimodal task.
- End of term (every 12 weeks): extended essay (1200-1600 words) or a sustained multimodal portfolio and oral defence.

## Weekly structure (repeatable template)

- 3 sessions/week, 60-90 minutes each (recommended). Session split: 20 min vocabulary/grammar; 30-45 min close reading & guided discussion; 10-25 min writing or project work.
- Homework: 3-5 short tasks per week (reading, vocab practice, draft writing).

## 12-Month Month-by-Month Plan (firm, precise cadence)

**Month 1 — Foundation: grammar, vocabulary, close reading.** You will begin with Michael Clay Thompson: *The Grammar of Literature* and *The Vocabulary of Literature* (student books). Daily drills. Weekly quizzes. Start short texts from Hal Borland's *Our Natural World* for careful annotation practice. Skills: sentence diagramming, identifying clauses, tier-two vocabulary, and paragraph structure. Assessment: 400-word close reading paragraph with evidence and commentary.

**Month 2 — Rhetoric and argument.** You will study Edward P. J. Corbett, *Classical Rhetoric for the Modern Student* (selected chapters). Apply rhetorical principles to short essays about environmental writing, using Rachel Carson's *Silent Spring* excerpts and John Evelyn's *Fumifugium* as source texts. Write persuasive pieces that use ethos, pathos, logos. Assessment: 600-word persuasive essay with rhetorical analysis.

**Month 3 — Narrative and historical perspective.** You will read Natalie Zemon Davis (*Return of Martin Guerre* excerpts) and Janet Lewis (*The Wife of Martin Guerre*). Focus: historical narrative, point of view, evidence vs. fiction. Practice research skills and primary/secondary distinction using Wikipedia and TVTropes only as starting points—always corroborate with reliable sources. Assessment: annotated source list + 800-word comparative essay.

**Month 4 — Myth, legend and the medieval imagination.** You will read *The Mabinogion* (Lady

Charlotte Guest selections) and Marie de France lay translations (Proud Knight, Fair Lady). Compare with Philip Hardman on Charlemagne legends. Skills: comparing origin, archetype, cultural values; create a short retelling in modern voice. Assessment: creative retelling (600–800 words) + justification paragraph linking to medieval context.

**Month 5 — Drama and adaptation.** You will study Hamlet via Nicki Greenberg’s graphic Hamlet and William Gladstone’s History of the Theatre excerpts. Practice dramatic reading, staging ideas and how form shapes meaning. Assessment: perform a 3–5 minute scene, submit a 500-word director’s note explaining choices.

**Month 6 — Philosophy as narrative.** You will work through Jostein Gaarder’s Sophie’s World and selected readings from Dante’s Divine Comedy (Joseph Tusiani adaptation for young people). Focus: big ideas, allegory, narrative form as vehicle for philosophy. Assessment: 800–1000 word comparative essay on how narrative conveys ideas; oral mini-seminar.

**Month 7 — Fantasy, world-building and intertextuality.** You will read David Day (Tolkien’s Ring excerpts), Terry Pratchett & Science of Discworld (selected chapters) and discuss the interplay between fantasy and scientific ideas. Skills: intertextual analysis, tone, genre conventions. Assessment: creative world-building project (digital map + 700-word explanatory text) and reflection linking to sources.

**Month 8 — The role of environment in literature and policy.** You will return to Rachel Carson (Silent Spring) plus Hal Borland and John Evelyn (Fumifugium). Produce a researched multimodal project: environmental pamphlet or video that synthesises historical and modern environmental argument. Assessment: multimodal project + 600-word rationale with citations.

**Month 9 — Non-Western classic and literary guide.** You will use William J. Puette’s Tale of Genji: A Reader’s Guide to approach selected translated passages or summaries of The Tale of Genji. Focus: cultural context, narrative form, comparative literature practice. Assessment: comparative essay (800 words) contrasting a theme from Genji with a Western medieval text.

**Month 10 — Modern craft: poetry and close analysis.** You will use Michael Clay Thompson’s The Poetry of Literature (student book and practice sentences). Study poetic devices, form, meter and close analysis. Apply to poems and lyric passages from texts studied earlier. Assessment: annotated poem analysis (detailed line-by-line commentary) and original poem with commentary.

**Month 11 — The essay tradition and the American essay.** You will read selections from Nicole B. Wallack on the American essay and craft sustained argument essays. Bring together skills in rhetoric, evidence and style. Assessment: extended essay (1200–1600 words) on a topic that synthesises two or more texts from the year.

**Month 12 — Synthesis, portfolio and oral defence.** You will compile a polished portfolio: three revised essays (one creative, one analytic, one persuasive), vocabulary logs, grammar mastery evidence and one multimodal project. Deliver a 10-minute oral defence of portfolio choices and an explanation of growth. Final summative judgment based on rubric (content, evidence, craft and presentation).

## Differentiation and support

- Stretch: extended reading lists (Dante, full Mabinogion, Sophia’s World deeper chapters) and higher-order essay prompts.
- Support: scaffold texts (Joseph Tusiani Dante, Joseph Tusiani adaptations), shorter reading chunks, sentence starters and guided outlines.

- English as an additional language: extra vocabulary sessions, paired reading, oral rehearsals.

## **Success criteria (rubrics in short)**

- Reading: accurate summary, identification of technique, two pieces of text evidence per claim.
- Writing: coherent thesis, structured paragraphs, varied sentences, correct grammar, advanced vocabulary usage.
- Oral: clear structure, citation of evidence, control of timing and posture, confident delivery.

## **Teacher/Parent expectations (direct)**

You will monitor reading and homework. No excuses for missed deadlines; extensions only with prior negotiation and evidence. Provide quiet study time and check weekly quizzes. Encourage revision: first drafts are practice, final drafts earn marks.

## **Resources and how to use the provided bibliography**

- Primary texts: use the editions listed for readings and citation.
- Michael Clay Thompson series: daily grammar, vocabulary and practice sentences — central to this plan.
- Contextual books (Davis, Day, Hardman, Puette): background reading and research sources for essays and projects.
- Online: use Wikipedia and TVTropes for preliminary orientation only; corroborate with academic or book sources.

## **Final notes**

This plan is disciplined and cumulative. It balances classic texts, rhetorical training, grammar and high quality writing practice. Follow the schedule closely. You will read, annotate, write, revise and present. Excellence is achieved by repeated, deliberate practice.