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| Callaghan College Wallsend Campus - Year 10 English - Scope and Sequence 2017 |
|  | **Unit** | **Core Texts** | **Overview** | **Outcomes** | **Assessment** |
| T1 | **Perspectives of Youth** | **Critical*** *Freedom Writers* (film study), [Richard LaGravenese](https://www.google.com.au/search?safe=strict&q=richard+lagravenese&stick=H4sIAAAAAAAAAOPgE-LUz9U3yC5LL0pXAjPTjS0qkrXEspOt9NMyc3LBhFVKZlFqckl-EQBHpmcuMAAAAA&sa=X&ved=0ahUKEwjotY7yhsvJAhXCxqYKHTzeCoUQmxMIjgEoATAW) (2007)

**Concepts and Core*** *Freedom Ride, Sue Lawson* (2015)
* *Destroying Avalon,* Kate McCaffrey (2006)
* *Jasper Jones,* Craig Silvey (2009)
* *Looking for Alibrandi (novel),* Melina Marchetta (1992)
 | **Focus Question: Reckless and self-absorbed vs. responsible and motivated. How do different views of youth impact my understanding of my place in the world?*** The focus of this unit is for students to explore how perspectives of youth are represented within and among texts. They will identify and analyse the aspects of texts which shape a perception of youth.
* Students will integrate their own background and experiences to develop an awareness of historical, societal, cultural and geographical contexts. They will transfer this understanding in their appreciation and analysis of the core texts so that they can project a sense of their place in the world.
 | EN5-3BEN5-4BEN5-7D | **Class Forum (Week 10)**Students will participate in a class-based forum in which they respond to a range of questions related to the module concepts and texts. |
| T2 | **Power Play** | **Critical*** *Macbeth*, William Shakespeare (1611)
* *Julius Caesar,* William Shakespeare (1599)

**Concepts and Core*** *Macbeth,* William Shakespeare (1611)
 | **Focus Question: Power has the potential to be used for good or bad. Does power corrupt people or do people corrupt power?*** The focus of this unit is for students to gain an understanding of the representation of Power across and through a range of texts.

Students will apply this understanding to their close study of a Shakespearean drama with a focus on major themes, characterisation, context and dramatic conventions as well as a variety of additional texts. | EN5-1AEN5-5CEN5-6C | **Critical Response (Week 8)**Extended response in which students analyse the representation of power and how it is conveyed in their prescribed (and/or related texts). |
| T3 | **Social Justice** | **Critical*** *To Kill a Mockingbird (novel),* Harper Lee (1960)

**Concepts and Core*** *Freedom Writers* (film), [Richard LaGravenese](https://www.google.com.au/search?safe=strict&q=richard+lagravenese&stick=H4sIAAAAAAAAAOPgE-LUz9U3yC5LL0pXAjPTjS0qkrXEspOt9NMyc3LBhFVKZlFqckl-EQBHpmcuMAAAAA&sa=X&ved=0ahUKEwjotY7yhsvJAhXCxqYKHTzeCoUQmxMIjgEoATAW) (2007)
* *Remember the Titans* (film), Boaz Yakin (2001)
* *I Am a Girl (documentary),* Rebecca Barry (2013)
* *The Help* (film), Tate Taylor (2011)
* *Mandela: Long Walk to Freedom* (film),Justin Chadwick (2013)
* *Invictus* (film), Clint Eastwood (2009)
* *Good Morning Vietnam* (film), Barry Levinson (1988)
 | **Focus Question: Balancing the scales of justice is never simple. Why is it important to share and understand human experiences of social inequality?*** The focus of this unit is for students to engage in a conceptual study of cultural issues that impact on social justice.
* Students will explore a variety of literary texts, composed in different mediums, to provoke critical, creative and reflective responses. Students will investigate the ways in which personas authenticate the social justice issues explored in the texts.
* Through close analysis of texts, students will develop informed views on social justice issues related to their personal and global context.
 | EN5-2AEN5-7DEN5-8DEN5-9E | **Imaginative Response (Week 8)**Students will work collaboratively to compose an interview with a character from their core text (or a text chosen in negotiation with the teacher) and publish this text in a contextually appropriate mode. The final composition must explore the social justice issues represented in the text through authentic character voice. |
| T4 | **Rites of Passage** | **Critical*** *Skrzynecki (collection of teacher selected poems)* (1967-75)
* *By the River, Steven Herrick,* (2004)

**Concepts*** Sassoon war poetry *(collection of teacher selected poems)* (1917-61)

**Core*** *Cold Skin, Steven Herrick,* (2007)
 | **Focus Question: Our transition into adulthood is shaped by significant moments. How is the impact of these experiences on individuals captured by composers?*** Students will be exposed to a range of thought provoking texts, concepts and skills which will be reflective of the Preliminary English courses.
* Students will explore the concept of a true *rite of passage* and how this has been conveyed across texts and contexts.
* They will engage in critical analysis and compose creative texts in response to the set texts and concepts.
 | EN5-1AEN5-3BEN5-5C | **Yearly Examination (Week 3)**1 ½ hour examination. Short Answer (including longer comparative question) and Imaginative Response Section. |