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| Callaghan College Wallsend Campus - Year 9 English - Scope and Sequence 2017 | | | | | |
|  | **Unit** | **Core Texts** | **Overview** | **Outcomes** | **Assessment** |
| T1 | **Imagined Worlds** | **Critical**   * Collection of dystopian and gothic short stories/extracts * *The Matrix* (1999), The Wachowski Brothers   **Concepts and Core**   * *The Dark Knight* (film) * *The Maze Runner* (novel or film) * *Cinder* (novel) * *Hunger Games* (novel or film) * *Divergent* (novel or film) * *The Giver* (novel or film) * *The Hobbit* (novel or film) | **Focus Question: How can I engage with and represent a world that is not my own?**   * The focus of this unit is for students to study and gain a clear understanding of the conventions associated with a specific genre and its “world”. Genres may include: romance, science fiction (dystopian/utopian), fantasy, crime fiction or gothic horror. Teachers may choose to focus on more than one genre. * Students will explore the conceptual elements of the genre. This should include a focus on how genres (and their textual forms) reflect and contrast social values and contexts. | EN5-1A  EN5-3B  EN5-4B | **Imaginative Response (Week 9)**  Students will compose a piece of imaginative writing in which they explore elements of setting and characterisation within their prescribed genre. They will also submit an annotation and critical reflection justifying their creative choices. |
| T2 | **Cultural Connectedness** | **Critical**   * *Nona and Me* (novel) * *It is No Secret* (autobiography)   **Concepts and Core**   * Collection of extracts and poetry (including Indigenous Poetry, *Voices Nearby Anthology,* Oodgeroo Noonuccal, *Riding the Black Cockatoo*). | **Focus Question: How do composers tell their stories and show the connection between identity and culture?**   * The focus of this unit is for students to develop an awareness and appreciation of cultural understanding. * Students will explore the relationships between language and the central concept/s of *empathy* and/or *displacement* by studying a range of culturally influenced texts with an Asia-Pacific focus. * Students will develop a broader insight into how texts explore the connections between individuals, their identity and the representation of cultural groups (in the past and in contemporary society). | EN5-1A  EN5-5C  EN5-6C  EN5-8D | **Critical Response (Week 8)**  In exam conditions, students will respond to one unseen text. They will then compose a comparative extended response using this text and a text studied in class to analyse technique and links to culture. |
| T3 | **Textual Evolution** | **Critical**   * *Romeo and Juliet* (Shakespeare and Baz Luhrmann).   **Concepts and Core**   * *Hunger Games 1 + 2* (novel and film) * *Tomorrow When the War Began* (novel and film) * *Narnia: The Lion, the Witch and the Wardrobe* (novel and film) * *Divergent* (novel and film) | **Focus Question: Why do composers continue to transform original texts? How is the same meaning recreated to suit new contexts and forms?**   * The focus of this unit is for students to explore the thematic ideas represented in their core text and how these concepts have been transformed and adapted to reflect new contexts and audiences. * Students will learn to appreciate how cultural context shapes meaning and ideas in texts. * They will also analyse how textual forms and conventions are utilised in different adapted text types. | EN5-1A  EN5-3B  EN5-6C  EN5-8D | **Critical Response (Week 8)**  Extended response in which students analyse how composers have transformed meaning from original texts into film. |
| T4 | **Truth in Texts** - Game Changers and Rule Breakers | **Critical**   * *Collection of speeches* (Emma Watson, Stan Grant, Kevin Rudd, Severn Suzuki).   **Concepts and Core**   * *Bowling for Columbine,* Michael Moore | **Focus Question: Game changers and rule breakers move our world forward. How are their stories told truthfully and how can we tell whose version is ‘the truth’?**   * The focus of this unit is for students to explore personalities who are considered innovative within a global context via authentic portrayals in a range of nonfiction texts(such as documentaries, feature articles, speeches, websites, testimonials, interviews and other media). * Teacher may also support this study with some fictional and poetry texts. * Students will learn to question and evaluate truth and thoughtfully consider the origin and nature of texts in their representation of people and events. | EN5-2A  EN5-4B  EN5-7D  EN5-9E | **Collaborative Presentation (Week 3)**  Students will work in small groups to analyse how truth is portrayed within a text. They will then present a peer-teaching session exploring the authenticity of the composer’s representation of truth. |