

Year 10 English 2021: Scope and Sequence

Term 1	
Weeks 1 through to 8	Weeks 9 and 10
<p>Unit title: Poetry Study <i>Selective/GaTs:</i> Critical Study of a Poet <i>Mainstream:</i> Thematic Study of War Poetry</p>	<p>Film Study begins</p>
<p>Unit outline: <i>Selective/GaTs:</i> Students will study a selection of 4-5 poems as part of a close study of a poet’s inspiration for shaping meaning through their work. <i>Mainstream:</i> Students will study a selection of 3-5 poems by a series of war poets from a prescribed list. One poem from the prescribed list will be mandated, common for the assessment. <i>EAL/D:</i> Students will study 3-4 poems and master PEEL or SPECS depending on their level of English language acquisition. As part of this study, all students will learn to implement the SPECS and SLIMS language analysis structure and other scaffolds for effective analysis in order to deepen their analytic writing and move beyond the junior school PEEL scaffold. Students will deconstruct student samples and will participate in modelling exercises, in order to prepare for Stage 6 extended writing.</p>	
<p>Outcomes: EN5-3B, EN5-9E</p>	
<p>Assessment outline: The essay writing component of the assessment will be completed in class under time constraints. Students will receive the essay question with their assessment notification. They will be required to analyse at least one poem studied in class. <i>Learning & Support</i> students will submit a scaffolded response to one poem from the prescribed text list.</p>	
<p>Due date: Term 1, Week 8 Modes: Writing (Analytic)</p>	

Term 2			
Weeks 1 through to 5		Weeks 6 through to 10	
Unit title: Film Study		Unit title: Prose Study	
<p>Unit outline: <i>Selective/GaTs:</i> Students will undertake a critical study of <i>The Sapphires</i>, asking: <i>How does soundtrack (and music in the mise en scene) enhance cultural representation?</i> <i>Mainstream:</i> Students will undertake a close study of form and features. The focus of the study will be cultural representation. The prescribed film is <i>The Sapphires</i>. <i>EAL/D:</i> Students have an option to study the film adaptation that corresponds with their coming novel study as a way of building deep knowledge about narrative structure and characterisation. <i>Learning and Support students</i> will examine two key scenes from the prescribed film <i>The Sapphires</i> and refine their capacity to write an extended response. This unit will operate in conjunction with PDHPE’s unit on relationships and cultural identity</p>		<p>Unit outline: Students will study a series of short prose texts (both fiction and nonfiction). These texts will be selected from the program according to the needs of the class. There will be a focus on studying language forms and features and how these shape meaning. There will be explicit teaching & learning to improve students’ writing. Teachers will discuss the Year 11 writing portfolio in senior school as part of this unit. Students will emulate others’ and experiment with their own writing styles in order to produce a series of their own short, imaginative texts.</p>	
Outcomes: EN5-2A, EN5-8D		Outcomes: EN5-1A, EN5-4B	
<p>Assessment outline: Students will listen to and view a scene from the film studied and take on the role of the director. They will discuss their directorial concept and how this was brought to life through form and features. This will be completed in class. <i>EAL/D students</i> will respond to a formal listening component akin to the HSC format and submit a written response on the day, prepared at home.</p>		<p>Assessment outline: Students will craft, refine and submit an imaginative text based on an unseen stimulus. They will complete this piece of writing in class under time constraints.</p>	
Due date: Term 2, Week 4	Weighting: 25%	Due date: Term 2, Week 10	Weighting: 25%
Modes: Representing, Listening & Viewing (Discursive)		Modes: Reading & Writing (Imaginative)	

Term 3 – Selective/GaTs

Weeks 1 through to 10

Unit title: Comparative Study

Unit outline:

Students will complete a comparative study of either *Taming of the Shrew* and *Vinegar Girl* **OR** *Macbeth* and *Macbeth Retold/Throne of Blood*, looking at the changes in context and values across the two texts. Students will examine the context and values of both texts and how these are represented, appropriated and transformed through time. Students will develop an understanding of why it is important to look at text origins and various appropriations of the same text. This unit assists students in preparing for the demands of Year 11 English.

Outcomes: EN5-6C, EN5-7D

Assessment outline:

Students will compose a persuasive speech presenting on connections between the two texts studied in class. They will examine the value of a comparative study within their speech. This assessment task will be completed at home and delivered in class during a two week assessment period.

Due date: Term 3, Week 10

Modes: Speaking (Persuasive)

Weighting: 25%

Term 3 – Mainstream				
Weeks 1 through to 7			Weeks 7 through to 10	
Unit title: Novel Study - On the Page			Unit title: Drama Study - On the Stage	
<p>Unit outline: Students will study a novel focusing on thematic concerns, characterisation and form and features. They will come to understand how these components work together to shape a text. There is an option for students to study a different novel to their classmates, however, they will need to consult with the class or head teacher on this. <i>EAL/D</i>: Students have an option to study the novel that corresponds with their previous film study as a way of building deep knowledge about narrative structure and characterisation. <i>Learning & Support</i>: Students have the option to study a verse novel or novella so they are able to balance content knowledge and skill development.</p>			<p>Unit outline: Students will study a drama text. Students <i>may</i> study an adaptation of the novel studied in the previous unit in order to develop an understanding about connections between original and reimagined texts. Students will learn how drama is crafted for a live audience and come to understand the specific features that make drama a unique form. Students will respond to key scenes from a drama text in writing and through discussion. They may also be required to participate in drama activities to build skills in collaboration, product-making and improvisation.</p>	
Outcomes: EN5-6C, EN5-7D			Outcomes: EN5-1A, EN5-6C, EN5-7D	
<p>Assessment outline: Students will compose a persuasive speech examining the value of reading their novel. They will focus on audience, purpose and form as part of persuading their listeners to read the novel studied. This assessment task will be completed at home and delivered in class during a two week assessment period.</p>			<p>Assessment outline: <i>Formative assessment</i> The work produced will have multimodal and performance components that will be presented to the class. There are opportunities to create and present group or individual work in a variety of forms.</p>	
Due date: Term 3, Week 7	Modes: Speaking (Persuasive)	Weighting: 25%	Due date: Term 4, Week 2 Modes: Speaking & Representing (Multimodal task)	Weighting: Nil

Term 4	
Weeks 1 and 2	Weeks 3 through to 10
On the Stage finishes (for Mainstream) AND Genre Study: Gothic begins (for Selective/GaTs)	Genre Study: Gothic
	Unit outline: Students will study a variety of fiction and nonfiction texts that ascribe to the Gothic genre. This unit will include the study of the conventions of the genre and the historical context of the genre. Students will be given the opportunity to respond to others' and compose their own Gothic text.
	Learning Modes: Discussion, Guided, Explicit, Demonstration, Independent Future-focused learning environments inspire students to be leaders of their own learning. Students collaborate and use critical and creative thinking to solve complex problems and become mindful global citizens. https://education.nsw.gov.au/teaching-and-learning/school-learning-environments-and-change/future-focused-learning-and-teaching/learning-modes
	Assessment outline: <i>Formative assessment</i> There will be one component of formative assessment in the style of a Year 12 Paper I, Section I short response. Students will be required to read short Gothic texts and answer a series of short answer questions in order to demonstrate their knowledge gained. Students may also compose their own Gothic text in their choice of text type (short story, short film, radio script, etc). Students may draw on their own and others' expert skills to create and present their original or adapted work.
	Due date: Term 4, Week 9/10