

Year 9 English 2021: Scope and Sequence

Term 1	
Weeks 1 through to 9	Week 10
Unit title: Novels of the world	Unit title: SLAM Poetry – Finding your voice
<p>Unit outline: Students engage in a close study of ONE novel from a prescribed list in order to develop their resilience and persistence in reading. Students will closely read selected chapters of their chosen novel and explain, analyse and begin to evaluate the language features of this novel. Students will be offered opportunities to engage with what is broadly termed ‘world literature’, so that they complete this unit with a broader understanding of the world in which they live. Students develop an appreciation of the way different writing styles represent different perspectives, challenges and celebrations of culture. <i>High Performing students</i> will supplement their studies with additional material that aligns with and/or challenges the ideas presented in the set novel. Students will begin to draw comparisons and contrasts between these representations. <i>Mainstream students</i> study either a novel or selected texts from an anthology from the prescribed text list. <i>EAL/D students</i> should study 2-4 selected texts OR extracts of a novel OR a novella that resonates with their cultural background with a strong focus on mastering vocabulary and PEEL.</p>	<p>Unit outline: Students will engage with the positive and interactive notion of <i>voice</i> through SLAM or performance poetry. Students will explore a range of performance poems with diverse voices. Students will develop a strong understanding of form and features, and come to understand how a poetic voice creates meaning. In the spirit of the English syllabus, teachers will use this unit as a way of diversifying student knowledge of social, national or broader issues of significance. Students will be supported to develop a didactic and social voice and expand their language choices during this study</p>
<p>Outcomes: EN5-1A, EN5-7D, EN5-9E</p>	<p>Outcomes: EN5-8D, EN5-4B</p>
<p>Assessment outline: Students will compose an imaginative text in class relating to their prescribed text. Students will retell an event or moment within their prescribed text from another character’s perspective. This will be an in class assessment and will be submitted on the day of assessment. <i>High Performing students</i> will also complete a sustained reflection explaining their language choices and how these choices align with the novel studied during. <i>Mainstream and EAL/D students</i> will complete a reflection scaffold in class after the assessment.</p>	<p>Assessment outline: <i>All students</i> will create and deliver an original performance poem. These students will create an original poem that speaks to a social, national, or broader issue of significance within the spirit of the English syllabus. Students will submit a written reflection on the prescribed poems studied in class and explain how these were a source of inspiration for creating their own performance poem.</p>

Year 9 English 2021: Scope and Sequence

	<p><i>EAL/D</i> students may include small components of their first language in their poem but must provide translations for their class teacher on their transcript.</p> <p><i>Learning & Support</i> students may use a visual stimulus and will be assigned a definitive number of lines and stanzas to work within to assist them in composing and presenting their poem. Teachers may provide a suggested topic for students.</p>
<p>Due date: Week 9 Term 1 Modes: Writing & Reflecting (formal)</p>	<p>Due date: Week 5/6, Term 2 Modes: Speaking & Representing (informal)</p>

Term 2	
Weeks 1 through to 6	Weeks 7 through to 10
<p>SLAM Poetry – Finding your voice continued...</p>	<p>Unit title: PEEL-ing Back the Layers</p>
	<p>Unit outline: Students will analyse and explore a selection of 4-8 short non-fiction texts or/and non fiction extracts set for the cohort and differentiated for student groups. By engaging with these short non-fiction texts or extracts, students will continue developing their understanding of form and features, while also enabling them to refine and master the PEEL analysis structure.</p>
	<p>Outcomes: EN5-3B, EN5-6C</p>
	<p>Assessment outline: Students will read and respond to a series of both seen and unseen texts and answer 4-6 short answer questions. Some questions may contain parts. There will be one question where they students will be directed to demonstrate their mastery of PEEL. <i>Differentiation:</i> The assessment questions will be a combination of common questions and discreet questions appropriate to the needs of groups of students. <i>Learning and support:</i> Students will be provided with a scaffold.</p>
	<p>Due date: Week 2, Term 3 Modes: Reading and Writing (formal)</p>

Year 9 English 2021: Scope and Sequence

Term 3	
Week 1 - 2	Weeks 3 through to 10
PEELing back the layers continued...	Unit title: The power of mise en scene
	Unit outline: Students engage with perspectives, landscapes and experiences beyond their own as represented through film. Students develop a more nuanced understanding of the world beyond their own context by deconstructing mise en scene. They analyse how composition of mise en scene and film editing positions viewers to appreciate particular aspects of a time and place. Students analyse filmic techniques and use the language of film to construct their own response to the text studied.
	Outcomes: EN5-2A, EN5-5C
	Assessment outline: <i>High Performing students</i> compose an extended analytical response. In class, they view one scene from the film they have studied and respond under time constraints, write about the scene as an integral part of the film as a whole. <i>Mainstream students</i> will complete a short answer-style paper. The emphasis will be on the extract and the testing of film techniques, with the final question requiring students to write a mini-analytical essay that links to the text more generally. <i>EAL/D and Learning & Support students</i> will complete a short answer-style paper with an emphasis on the extract, testing knowledge of film techniques.
	Due date: Week 10, Term 3 Modes: Listening & Viewing (formal)

Year 9 English 2021: Scope and Sequence

Term 4	
Weeks 1 through to 9	Week 10-11
<p>Unit title: The future of Shakespeare</p> <p>Unit outline: Students undertake a close study of Shakespeare’s <u>Romeo and Juliet</u>. They begin by examining how the play positions the viewer in terms of thematic concerns. Students learn about recontextualisation, appropriation and are introduced to the complexities of context and values in reshaping existing texts. Following this, students will be provided PBL opportunities whereby they craft their own appropriation of a key scene from the play studied. They hone their decision making, creative and collaborative skills, including building a rationale for their choices and directional decisions. Students demonstrate a critical evaluation of their appropriation and how they have reimagined it to a new context. Students will be provided with the opportunity to showcase their products within the school community.</p> <p>Learning Modes: Collaboration, Discussion, Feedback and Reflection, Demonstration and Experiential 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</p> <p>Assessment outline: <i>Formative assessment</i> This is a process and project-based learning experience where the students work in groups to produce a reimagining of a key scene from the play. They may create either a film scene or staged drama of their appropriated scene which is peer and teacher marked. All students are required to maintain an individual reflection journal of the process they undertake. Students write in detail the process of their learning and submit this at intervals to the class teacher for review.</p> <p>Due date: Week 9, Term 4</p>	<p>Student showcase of selected SLAM poetry and drama performances/screenings</p>