

## Year 10 English 2022: Scope and Sequence

<b>Term 1</b>	
<b>Weeks 1 through to 8</b>	<b>Weeks 9 and 10</b>
<b>Unit title:</b> Poetry Study	<b>Film Study</b> begins
<p><b>Unit outline:</b> As part of this study, all students will learn to implement the ‘SPECS’ analytic scaffold and some students will also use additional language analysis structures and other scaffolds in order to deepen their analytic writing and move beyond the junior school PEEL scaffold. Students will deconstruct student samples and participate in modelling exercises in order to prepare for Stage 6 extended writing. <i>Mainstream</i> students will study 3-5 poems from a variety of war poets and/or a war poet’s collection. <i>High Performing</i> students (10A, B &amp; C) 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.</p>	
<b>Outcomes:</b> EN5-3B, EN5-9E	
<p><b>Assessment outline:</b> 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>High Performing</i> students will compare two poems and evaluate the language used within these poems. <i>Mainstream</i> students will examine two poems studied in class. <i>EAL/D</i> students will complete a ‘SPECS’ or PEEL worksheet scaffolded response. <i>Learning &amp; Support</i> students will submit a scaffolded response to one poem studied in class.</p>	
<p><b>Due date:</b> Term 1, Week 8 <b>Modes:</b> Writing (Analytical)</p>	

<b>Term 2</b>	
<b>Weeks 1 through to 5</b>	<b>Weeks 6 through to 10</b>
<b>Unit title:</b> Film Study	<b>Unit title:</b> Prose Study
<p><b>Unit outline:</b>  Students will undertake a close study of the indigenous Australian film <i>The Sapphires</i>. There will be a strong focus on how filmic devices shape meaning in texts and help to deepen their appreciation of the experiences of the Indigenous community and generate connections between Indigenous artists and the wider community. This unit will operate in conjunction with PDHPE's unit on relationships and cultural identity, where PDHPE also uses <i>The Sapphires</i> to explore personal development in relation to the community.  <i>EAL/D</i> students will have an option to study the film adaptation that corresponds with their upcoming novel study as a way of building deep knowledge about narrative structure and characterisation.</p>	<p><b>Unit outline:</b>  Students will study a series of short prose texts (primarily non-fiction complemented by model fiction texts). 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, whilst building students' understanding of the world around them to improve the content and chosen context of their writing. There will be explicit teaching &amp; 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>
<b>Outcomes:</b> EN5-2A, EN5-8D	<b>Outcomes:</b> EN5-1A, EN5-4B
<p><b>Assessment outline:</b>  Students will listen to and view a scene from <i>The Sapphires</i> and compose a personal response to the film. This response will be completed at home and will consider how the construction of filmic devices deepens responders' appreciation of the experiences of the Indigenous community.  <i>High Performing</i> students will be asked to critically explore the value of cultural representation as part of their personal response.  <i>Learning &amp; Support students</i> will use a PEEL scaffold to structure their response.  <i>EAL/D students</i> will respond to a formal listening task akin to the HSC format and submit a written response on the day, prepared at home.</p>	<p><b>Assessment outline:</b>  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>

<b>Due date:</b> Term 2, Week 4 <b>Modes:</b> Representing, Listening & Viewing (Discursive)	<b>Weighting:</b> 25%	<b>Due date:</b> Term 2, Week 10 <b>Modes:</b> Reading & Writing (Imaginative)	<b>Weighting:</b> 25%
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<b>Term 3 – High Performing (10A, B &amp; C)</b>			
<b>Weeks 1 through to 10</b>			
<b>Unit title:</b> Comparative Study			
<b>Unit outline:</b> Students will complete a comparative study of either <i>Taming of the Shrew</i> and <i>Vinegar Girl</i> <b>OR</b> <i>Macbeth</i> and <i>Macbeth Retold/Throne of Blood</i> , 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.			
<b>Outcomes:</b> EN5-6C, EN5-7D			
<b>Assessment outline:</b> Students will compose a persuasive speech presenting 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.			
<b>Due date:</b> Term 3, Week 10	<b>Modes:</b> Speaking (Persuasive)	<b>Weighting:</b> 25%	

<b>Term 3 – Mainstream</b>				
<b>Weeks 1 through to 7</b>			<b>Weeks 7 through to 10</b>	
<b>Unit title:</b> Novel Study - On the Page			<b>Unit title:</b> Drama Study - On the Stage	
<p><b>Unit outline:</b>  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.  <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 &amp; 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><b>Unit outline:</b>  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 of 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>	
<b>Outcomes:</b> EN5-6C, EN5-7D			<b>Outcomes:</b> EN5-1A, EN5-6C, EN5-7D	
<p><b>Assessment outline:</b>  Students will compose an analytical response examining the value of reading their novel. They will focus on audience, purpose and form. This assessment task will be completed in class in response to an unseen question.  <i>Learning &amp; Support</i> students will complete the response using a scaffold.</p>			<p><b>Assessment outline: <i>Formative assessment</i></b>  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. Students will be required to explain the choices made in their multimodal and performance components in a written response completed at home.</p>	
<b>Due date:</b> Term 3, Week 7	<b>Modes:</b> Writing (Analytical)	<b>Weighting:</b> 25%	<b>Due date:</b> Term 4, Week 2 <b>Modes:</b> Speaking & Representing (Multimodal task)	<b>Weighting:</b> Nil

<b>Term 4</b>	
<b>Weeks 1 and 2</b>	<b>Weeks 3 through to 10</b>
<b>On the Stage</b> finishes (for Mainstream)  AND  <b>Genre Study:  Gothic</b> begins (for High Performing)	<b>Genre Study: Gothic</b>
	<b>Unit outline:</b> 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.
	<b>Learning Modes: Discussion, Guided, Explicit, Demonstration, Independent</b> 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. <a href="https://education.nsw.gov.au/teaching-and-learning/school-learning-environments-and-change/future-focused-learning-and-teaching/learning-modes">https://education.nsw.gov.au/teaching-and-learning/school-learning-environments-and-change/future-focused-learning-and-teaching/learning-modes</a>
	<b>Assessment outline: <i>Formative assessment</i></b> 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.
	<b>Due date:</b> Term 4, Week 9/10