

## Year 9 English 2021: Scope and Sequence

<b>Term 1</b>	
<b>Weeks 1 through to 7</b>	<b>Week 8 through to 11</b>
<b>Unit title:</b> PEEL-ing Back the layers	<b>Unit title:</b> The power of mise en scene
<b>Unit outline:</b>  Students will engage with discussing and exploring each component of the PEEL paragraph structure. Students will refine and master the PEEL analysis structure by developing the complexity and detail of their sentences through the ‘This does that’ strategy. They will critically engage with the relationship between language forms and features and context, audience and purpose. Students will compose a portfolio of PEEL paragraphs, demonstrating an understanding of ‘This does that’.	<b>Unit outline:</b>  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.
<b>Outcomes:</b> EN5-3B, EN5-6C, EN5-8D	<b>Outcomes:</b> EN5-2A, EN5-5C
<b>Assessment outline:</b>  <i>High Performing students</i> will compose a series of PEEL paragraphs responding to a range of text extracts within a class assessment There will be a strong focus and extension on the second E and L. <i>Mainstream students</i> will compose a series of PEEL paragraphs responding to a range of text extracts within a class assessment. Answers will focus on the P and E and E. There will be a scaffold provided. <i>EALD and Learning support students</i> will compose a series of PEEL paragraphs responding to a range of text extracts within a class assessment. Answers will focus on the P and E of PEEL paragraphs There will be a scaffold provided.	<b>Assessment outline:</b>  <i>High Performing students</i> will complete a short answer-style assessment in class. The emphasis will be on the extract and the testing of film techniques and mise-en-scene. Students will be examined on their understanding of context, audience and purpose. The final question will require students to compose an extended response. <i>Mainstream students</i> will also complete a short answer-style assessment in class. The emphasis will be on the extract and the testing of film techniques and mise-en-scene. Students will be examined on their understanding of context, audience and purpose. The final question requires students to compose an extended response. <i>EAL/D and Learning &amp; Support students</i> will complete a short answer-style assessment in class with an emphasis on the extract, testing knowledge of film techniques. Scaffolds will be provided within the assessment.
<b>Due date:</b> Week 7, Term 1 <b>Modes:</b> Reading and Writing (formal)	<b>Due date:</b> Week 4, Term 2 <b>Modes:</b> Listening & Viewing (formal)

## Year 9 English 2021: Scope and Sequence

<b>Term 2</b>	
<b>Weeks 1 through to 4</b>	<b>Weeks 5 through to 10</b>
<b>The Power of mise en scene</b> continued...	<p><b>Unit title:</b> Novels of the World</p> <p><b>Unit outline:</b> Students engage in a close study of ONE novel selected by the class teacher 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.</p> <p><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 short texts OR extracts from a novel OR a novella that resonates with their cultural background with a strong focus on mastering vocabulary and PEEL.</p> <p><b>Outcomes:</b> EN5-1A, EN5-7D, EN5-9E</p> <p><b>Assessment outline:</b> 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. <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.</p> <p><b>Due date:</b> Week 2, Term 3 <b>Modes:</b> Writing &amp; Reflecting (formal)</p>

## Year 9 English 2021: Scope and Sequence

Term 3	
Week 1 - 2	Weeks 3 through to 10
<p><b>Novel of the world</b> continued...</p>	<p><b>Unit title:</b> SLAM Poetry – Finding your voice</p>
	<p><b>Unit outline:</b> 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><b>Outcomes:</b> EN5-8D, EN5-4B</p>
	<p><b>Assessment outline:</b> <i>Informal component:</i> All students 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. This component will not be formally assessed.  <i>Formal component:</i> High performing students will compose a discursive text exploring the significance of performance and SLAM poetry. Students will need to reference their performance poem. This will be a hand in assessment. <i>Mainstream students</i> will compose a persuasive text explaining the importance of performance and SLAM poetry. Students will need to reference their performance poem from the informal component. This will be a hand in assessment. <i>EAL/D and support:</i> Mainstream students will compose a persuasive text explaining the importance of performance and SLAM poetry. Students will need to reference their performance poem from the informal component. This will be a hand in assessment. Scaffolding will be provided.</p>
	<p><b>Due date:</b> Week 10, Term 3 <b>Modes:</b> Speaking (informal) &amp; Representing (formal)</p>

## Year 9 English 2021: Scope and Sequence

Term 4	
Weeks 1 through to 10	Week 11
<p><b>Unit title:</b> The future of Shakespeare</p> <p><b>Unit outline:</b>            Students undertake a close study of Shakespeare’s <u>Romeo and Juliet</u>. The first four weeks of the unit will focus on the context, purpose and audience of the play. Students will engage with context and themes within the play. 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.</p> <p>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><b>Feedback based</b></p> <p>Students will reflect on their learning throughout the year by providing feedback and self self assessment.</p>
<p><b>Learning Modes: Collaboration, Discussion, Feedback and Reflection, Demonstration and Experiential</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></p>	
<p><b>Assessment outline: <i>Formative assessment</i></b>            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><b>Due date:</b>            Week 9, Term 4 (informal)</p>	