**Scope and Sequence Years 7-10**

**YEAR 7**

**Term 1 - 10 Weeks**

|  |
| --- |
| **Unit Title** |
| Close Novel Study |
| Concepts: Character, Theme, Argument |
| Suggested texts: **Paravana**, Nips XI, Skellig, Boy Overboard, Haroun and the Sea of Stories, Binna Binna Man, A Monster Calls |
| Syllabus Outcomes: |
| Assessment Tasks:  1. **Imaginative Assessment task** - give a variety of options. E.g. add a ghost chapter, change a flat character to a rounded character etc. (form task)  Teachers to use the NAPLAN criteria for marking these tasks in preparation for NAPLAN in Term 2.  2. Persuasive task - Book review or similar (class task) |
| Text Type(s): Fiction (Novel) |
| Other:  Super Six Comprehension Strategies  Seven Steps Narrative and Persuasive |

**Term 2 - 4 Weeks**

|  |
| --- |
| **‘Through my window’** |
| Poetry / tales from other cultures |
| Concepts: Perspective, Connotation, Imagery & Symbol |
| Syllabus Outcomes: |
| Assessment Tasks:  ‘Through my window’ poem (class task) |
| Text Type(s): Poetry, Local indigenous stories |
| Other Resources: [Full unit](https://drive.google.com/a/education.nsw.gov.au/file/d/0B9hTcs15PB7ha3IxaE1rN3pQSW8/view?usp=sharing) (old curriculum), [Updated unit summary](https://drive.google.com/a/education.nsw.gov.au/file/d/0B9hTcs15PB7hOUtsVVByczQ4b0E/view?usp=sharing) (mapped to new curriculum), [Through My Window Resource booklet including poems](https://drive.google.com/a/education.nsw.gov.au/file/d/0B9hTcs15PB7hYUtSQ2RmUU9iVFk/view?usp=sharing) |

**Term 2 - 6 Weeks**

|  |
| --- |
| **Title - My Life** |
| Biography, Autobiography |
| Concepts: Point of View, Authority |
| Suggested texts: *Boy* and *Going Solo* by Roald Dahl, *Tough Stuff* |
| Syllabus Outcomes: |
| Assessment Tasks:  Speech: Tall tale based on an incident in their own lives (form task) |
| Text Type(s): Biography, Autobiography, Memoir |

**Term 3 - 10 Weeks**

|  |
| --- |
| **Fairytales** |
| Fairytales, fractured fairytales and picture books |
| Concepts: Narrative, Intertextuality, Genre, Context |
| Suggested texts: Picture books, original fairytales and their modern adaptations, fairytales from other cultures (e.g Yeh-Shen) |
| Syllabus Outcomes: |
| Assessment Tasks:  WHY Paragraph based on analysing a double page of a picture book |
| Text Type(s):Short fairytales, picture books |

**Term 4 - 6 Weeks**

|  |
| --- |
| **Film Study** |
| Close study of a film and filmic techniques |
| Concepts: Code and convention, Representation |
| Suggested texts: Whale Rider, Hugo, Alice in Wonderland, Charlie and the Chocolate Factory |
| Syllabus Outcomes: |
| Assessment Tasks:  Exam - Reading Comprehension, multiple choice and short answer |
| Text Type(s): Film |

**Term 4 - 4 Weeks**

|  |
| --- |
| **Newspapers and magazines** |
| Examining the media |
| Concepts: Point of View |
| Suggested texts: Various newspapers and magazines |
| Syllabus Outcomes: |
| Assessment Task: Class/Group newspaper or similar (class task) |
| Text Type(s): Informative texts, news reports |

**YEAR 8**

**Term 1 - 10 Weeks**

|  |
| --- |
| **My Island Home** |
| Representations of Australia across time. |
| Concepts: Representation, Connotation, Imagery & Symbol, Context |
| Suggested texts: Dorothea Mackellar, Oodgeroo Noonuccal, Kevin Gilbert (poetry), Growing up Asian in Australia - Alice Pung (short stories), Drysdale (paintings), ‘Where the Bloody Hell Are Ya?’ (advertising campaign) |
| Syllabus Outcomes: |
| Assessment Tasks:  WHY paragraph on chosen poem |
| Text Type(s): Paintings, posters, advertising campaigns, poetry |

**Term 2 - 10 Weeks**

|  |
| --- |
| **Genre** |
| Study of a core genre (eg Horror, Fantasy) followed by student choice/PBL/Literature Circles |
| Concepts: Genre, Style |
| Suggested texts: Coraline, The Graveyard Book, The Haunting of Alaizabel Cray, Harry Potter, The Hobbit |
| Syllabus Outcomes: |
| Assessment Tasks:  Creative Writing |
| Text Type(s): Close study of a novel |
| Other: Drama activities, hotseating etc. in preparation for subject selections |

**Term 3 - 6 Weeks**

|  |
| --- |
| **Persuade Me** |
| A look at speeches, editorials, monologues |
| Concepts: Authority, Argument |
| Suggested texts: Famous Speeches from Home and Abroad (historical and contemporary), monologues from plays (canon and contemporary), famous editorials. |
| Syllabus Outcomes: |
| Assessment Tasks: Speech – persuasive speech on school or local issue, |
| Text Type(s): Non Fiction, Drama, Persuasive |

**Term 3 - 4 Weeks**

|  |
| --- |
| **Introduction to Shakespeare** |
| Concepts: Literary Value, Code and Convention |
| Suggested texts: King of Shadows (novel), excerpts from plays, Globe Theatre website, ABC Splash videos of scenes |
| Syllabus Outcomes: |
| Assessment Tasks: Class task – teacher choice |
| Text Type(s): Drama, Poetry, Multimedia, Film |

**Term 4 - 10 Weeks**

|  |
| --- |
| **Survival** |
| Concepts: Narrative, Code and Convention |
| Suggested texts: Hatchet, The Killing Sea, Diego Run, Parvana, Holes, Crash of the Stinson |
| Syllabus Outcomes: |
| Assessment Tasks: Exam - Reading Comprehension (Multiple Choice and Short Answer), PBL group task |
| Text Type(s): Informative texts, news reports, novel |

**YEAR 9**

**Term 1: 10 weeks**

|  |
| --- |
| **Heroes** |
| Concepts: Narrative, Character, Point of View |
| Syllabus Outcomes: |
| Assessment task: Creative writing - mark with modified NAPLAN Criteria in preparation for NAPLAN |
| Key text type(s): Novel Study |
| Suggested texts: **Percy Jackson,** The Hunger Games, Divergent, Chasing Odysseus, The Bow, Beowulf, The Hobbit (novel or graphic novel) |
| Other: NAPLAN preparation - writing (persuasive as well as imaginative), grammar, vocabulary, comprehension etc. Regular practice and feedback (ideally linked to novel study where possible). |

**Term 2: 10 weeks**

|  |
| --- |
| **We Are The World** |
| Concepts: Argument, Perspective, Authority |
| Suggested texts: He Named me Malala, Go Back to Where you Came From (clean version via SBS Website), Before the Flood, Bowling for Columbine - excerpts only, Supersize Me, Blackfish - excerpts only, Food Inc, A Place at the Table. MUST BE PG to show the entire film. |
| Syllabus Outcomes: |
| Assessment task: Persuasive speech on an issue of own choosing |
| Key text type(s): Short informative/multimodal texts and focus on persuasive writing as NAPLAN preparation - all linked to the unit focus (3 weeks) + documentary |

**Term 3: 6 weeks**

|  |
| --- |
| **Poetry Unit** |
| Concepts: Representation, Connotation, imagery and symbol, Style |
| Suggested texts: Love Poetry, Poetry about the Environment. Sassoon, EE Cummings, Tennyson, Judith Wright, Kominos, Zohrab Khan, Maya Angelou |
| Syllabus Outcomes: |
| Assessment task: Essay |
| Key text types: Poetry - either close study of a poet or study of a suite of poems that explore a key idea |

**Term 3: 4 weeks**

|  |
| --- |
| **Film Study** |
| Concepts: Narrative, Character, Point of View |
| Suggested texts: Tropfest Films, Disney Short Films, Short of the Week, vrious feature length films |
| Syllabus Outcomes: |
| Class Tasks: Class/Teacher Choice eg Create a short (tropfest-style) film which integrates a given object, Create a Film Trailer, Film Review, Scene Analysis |
| Key text types: Films |

**Term 4: 10 weeks**

|  |
| --- |
| **Shakespeare Transformed** |
| Concepts: Literary Value, Context, Theme, Intertextuality |
| Suggested texts: Romeo and Juliet + Luhrmann film version, Twelfth Night + She’s the Man, Taming of the Shrew + 10 Things I Hate About You, The Merchant of Venice + To Kill a Mockingbird, Romeo and Juliet + West Side Story, King Lear + A Thousand Acres |
| Syllabus Outcomes: |
| Assessment task: Exam – Reading Comprehension and Short Answer  Class Tasks – Class and Teacher Choice. Eg Group performance of a scene, play posters, interview with Shakespeare, write their own scene to modernise the play etc. |
| Key text type(s): Shakespearean Drama + one modern text that transforms the original text or a key theme within it |

**YEAR 10**

**Term 1 - 10 Weeks**

|  |
| --- |
| **Dystopian Fiction** |
| Concepts: Genre, Style and Point of View |
| Suggested Texts: Short stories including Ray Bradbury, Isaac Asimov, Phillip K Dick, Ursula LeGuin |
| Syllabus Outcomes: |
| Assessment: Creative Writing |
| Text Type: Short Stories/Novel |

**Term 2: 10 weeks**

|  |
| --- |
| **Texts in Time** |
| Concepts: Context, Literary Value, Narrative, Perspective |
| Suggested Texts To Kill a Mockingbird, Of Mice and Men, Animal Farm, The Wave, Outsiders, Lord of the Flies, Only the Heart, Les Darcy |
| Syllabus Outcomes: |
| Assessment: Essay |
| Text Type: Novel |

**Term 3: week 10**

|  |
| --- |
| **Close Study of Play** |
| Concepts: Character, Code and Convention, Theme |
| Suggested Texts: Macbeth, Property of the Clan, Stolen, The Club, Cosi (top class), Summer of the Seventeenth Doll |
| Syllabus Outcomes: |
| Assessment: Speech – Defending My Actions (Character) |
| Text Type - Drama |

**Term 4: 10 weeks**

|  |
| --- |
| **Area of Study- Exploration of a Concept** |
| Concepts: Connotation, Imagery and symbolism; Argument and Representation |
| Suggested Texts: Focus on Poetry but also use a variety of texts from a range of contexts (**not HSC**) |
| Syllabus Outcomes: |
| Assessment: Exam /Portfolio of work + reflection |
| Texts Type: Poetry and others |