

**Year 9 – Scope and Sequence – 2018**

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| **Unit 1:** **Novel Study (Term 1, Weeks 1 - 7)**OUTCOMES: 1A, 3B, 4B, 5C, 6CFOCUS: NovelTEXTS: *The Running Man, The Book Thief, Deadly Unna, The Boy in the Striped Pyjamas, Gone*TEACHING AND LEARNING: narrative structure, themes, characters, style, context, literary techniques, point of view**CROSS-FORM ASSESSMENT TASK:** 25% of cross-form yearly assessment. (Reading & Writing) Essay Writing Task |  **Unit 2: Documentaries (Term 1, Weeks 7 – 11)**OUTCOMES: 2A, 3B, 4B, 5C, 7D, 9EFOCUS: Documentary film techniques, social sustainability, ICTTEXTS: *Super Size Me, Bowling for Columbine, The Majestic Plastic Bag, I Am*TEACHING AND LEARNING: Representation, perspective, visual literacy, bias, subjectivity, objectivity, positioning the responder**CLASS ASSESSMENT TASK:** 25% of class mark. Responding Task (Viewing, Representing) OR Representing task such as Mockumentary or Story Board |
| **UNIT 3 – Protest Poetry (Term 2, Weeks 1-6)**OUTCOMES: 1A, 3B, 5C, 8DFOCUS: Poetry and Song LyricsTEXTS: A range of protest poetry or song lyrics from a variety of social and cultural contexts. Mandatory focus – Must include an Aboriginal perspective such as Paul Kelly or Archie RoachTEACHING AND LEARNING: Explicit teaching of poetic terms and techniques; Social, cultural and historical context of poetry; poetry writing and publishing**CROSS FORM ASSESSMENT TASK**: 25 % of cross-form yearly assessment (Speaking & Representing) Spoken presentation with PowerPoint | **UNIT 4 – Shakespeare (Term 2, Weeks 6-10)**OUTCOMES: 1A, 6C, 7DFOCUS: Close study of Shakespearean DramaTEXTS: Romeo & Juliet OR Taming of the Shrew and 10 Things I Hate About YouTEACHING AND LEARNING: Elizabethan context; Shakespeare’s language; characters; themes **CLASS ASSESSMENT TASK:** 25% of class mark.Blooms Taxonomy assignment on set text OR essay task (Reading, Representing) |
| **UNIT 5 – Non-Fiction – Texts and the Human Experience – ‘Survival’ (Term 3, Weeks 1-10)**OUTCOMES: 1A, 7D, 8DFOCUS: Non-fictionTEXTS: Non-fiction texts set in Asia or about Australia’s engagement with Asia. Ahn Do The Happiest Refugee; Li Cunxin Mao’s Last Dancer; The Boat by Tam Le; I Am Malala; PravanaTEACHING AND LEARNING: context; themes; characters; setting; the conventions used in non-fiction texts; creative writing in response to set text plus a range of short fiction and non-fiction texts with a ‘survival’ or ‘growing up’ theme**CLASS ASSESSMENT TASK:** 25% of class mark. Comprehension tasks; formative tasks in preparation for writing portfolio (Reading & Writing) | **CROSS FORM ASSESSMENT TASK:** 25% of cross-form yearly assessment.Writing portfolio (Writing & Representing) |
| **UNIT 6: Wide Reading / Creative Writing (Term 4 Weeks 1 – 4)**OUTCOMES: 1A, 5C, 6C, 9EFOCUS: Novels and Creative WritingTEXTS: Student-selected novelsTEACHING AND LEARNING: Reading and comprehension, voice, point of view, theme, character, explicit teaching of creative writing skills**CROSS-FORM ASSESSMENT TASK:** Yearly Examination. 25% of cross-form yearly assessment. Short answer questions (Reading and Writing) |  **UNIT 7– Film Studies – ‘The work of Tim Burton’ (term 4, Weeks 5-10)** OUTCOMES: 2A, 3B, 6CFOCUS: Film. *The Films of Tim Burton***CLASS ASSESSMENT TASK:** 25% of class mark. Viewing |