Language and Literature

Scope and Sequence- 2022

Our Philosophy:

“We strive to create students who are empathetic and creative thinkers who engage with texts, themes and ideas in the world. We will achieve this by developing the comprehension, inferencing and critical thinking skills of the students in our care.”

Overview of learning area:

Year	Concept	SOI	Topics
6	Perspective	Written, visual and oral texts can help us understand and value personal and cultural perspectives.	Novel analysis
	Communication	Creators use techniques to communicate ideas.	Short Story- Writing
	Connections	Creators make connections with global issues to raise awareness to inspire change.	Novel Study
	Connections	Creators make connections with global issues to raise awareness to inspire change.	Doco. film study / Persuasive
7	Relationships	Identity can be represented using signs and symbols	Graphic novel
	Communication	We use humor to express ourselves and connect to others	Poetry
	Perspective		

Year 6

Year 6- Term 1

Terms	Unit Title	Key and Related Concepts	Global Context	SOI	Approaches to Learning Skills	Compulsory / optional considerations.	Assessment Task	Specific skills required for assessment
1	Perspectives of war	Perspective Related: Context	Orientations in Space and Time	Written, visual and oral texts can help us understand and value personal and cultural perspectives.	s - Exchanging thoughts, messages and information effectively through interaction - written and verbally Read critically and for comprehension Make inferen	**Novel study:** *Oranges in no man's land*		

Year 6- Term 2

Terms	Unit Title	Key and Related Concepts	Global Context	SOI	Approaches to Learning Skills	Compulsory / optional considerations.	Assessment Task	Specific skills required for assessment
2	Creating	Perspective Related: Presentation Style	Orientations in Space and Time	Creators use techniques to communicate ideas.	Communication In order for a student to exchange thoughts, messages and information effectively through interaction students must use a variety of media to communicate with a range of audiences (Communication)	Short stories	Assessment 1: Comparison paragraph of two fables.	

Year 6- Semester 2

Terms	Unit Title	Key and Related Concepts	Global Context	SOI	Approaches to Learning Skills	Compulsory / optional considerations.	Assessment Task	Specific skills required for assessment
3	Change My Mind	**Connections** Audience Imperatives Point-of-View Self-expression	Globalisation & Sustainability	Creators make connections with global issues to raise awareness to inspire change.	Communication	Text Blueback. Compare A connected documentary.	**Term 3** Extended response (A I II III), B Comparative respons- A (iv) **Term 4** Presentation C&D	

Year 7-

Year 7- Term 2-

Terms	Unit Title	Key and Related Concepts	Global Context	SOI	Approaches to Learning Skills	Compulsory / optional considerations.	Assessment Task	Specific skills required for assessment
2		Communication Identity	Personal and cultural expression I	Poetry is a way to express our personal and cultural identity.	Organisation skills Creative thinking	**Poetry** Haiku Tanka Rhyme (couplets) Extended metaphor **Optional:** Ode Ballad Free verse Limericks	**Poetry Criteria:** B, C Students create 6-8 poems in different styles that connect with identity and relationships. This can be based on their recent text analysis or connect with other forms of relationships and identities in their lives. statement about how their poetry connects to form, but also reference famous authors who have written in that form.	**Skills:** Imagery Contrast (Juxtaposition) Symbolism Alliteration / Sibilance Syllables Stanza Line structure for effect Rhyme Couplets Punctuation for effect

Indigenous & global connections:

Oodgeroo Noonuccal poetry- colonisation
Judith Wright- landscape poetry
Ballads- Waltzing Matilda- Australian poetry
Pop songs- Global culture

Aust Curriculum strands:

Year 7- Term 3

Terms	Unit Title	Key and Related Concepts	Global Context	SOI	Approaches to Learning Skills	Compulsory / optional considerations.	Assessment Task	Specific skills required for assessment
3								

Year 8

Year 8-

Year 8- Term 2

Terms	Unit Title	Key and Related Concepts	Global Context	SOI	Approaches to Learning Skills	Compulsory / optional considerations.	Assessment Task	Specific skills required for assessment

Year 8- Term 3

Terms	Unit Title	Key and Related Concepts	Global Context	SOI	Approaches to Learning Skills	Compulsory / optional considerations.	Assessment Task	Specific skills required for assessment

Year 8- Term 4

Terms	Unit Title	Key and Related Concepts	Global Context	SOI	Approaches to Learning Skills	Compulsory / optional considerations .	Assessment Task	Specific skills required for assessment
4	Manga My Day	**Creativity** Style Structure	Personal and cultural expression	Individual creativity can paint a picture				

Year 9

Year 9 Term 1- Dystopia

Terms	Unit Title	Key and Related Concepts	Global Context	SOI	Approaches to Learning Skills	Compulsory / optional considerations .	Assessment Task	Specific skills required for assessment
1	Our future?	**Creativity**	Identities and relationships	Creativity, setting and genre impact on readers to create a possible warning of the future.				

Year 9- Term 2- Shakespeare

Year 9- Term 3- Novel Study

Terms	

Year 10

Year 10- Term 1

Terms	Unit Title	Key and Related Concepts	Global Context	SOI	Approaches to Learning Skills

Year 10- Term 3

Terms	Unit Title	Key and Related Concepts	Global Context	SOI	Approaches to Learning Skills	Compulsory / optional considerations.	Assessment Task	Specific skills required for assessment
3	done is done	Perspective Context	Identity	The human condition is universal.	Communication Critical thinking	Macbeth Social Network Star Wars: Episode 3	Comparative essay Multi-modal response	- Comparison of techniques used in writing -Similarities and differences of writing / filmic styles -Integrate quotations -Clear topic sentences - Linking sentences -Reference list -Integrating analysis of multiple texts into 1 paragraph -Spelling, punctuation and grammar - Impact of techniques and how they position the audience - Language analysis, specific word breakdown · Connecting to context

Indigenous & global connections:

- Impact of texts in different times and contexts.
- How are groups presented and challenged in plays
- How have groups responded to plays and drama texts in the past?
- Why are texts from different time periods and culture important and universal to the human condition?

Aust Curriculum strands:

Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction (ACELA1570 - Scootle)

Year 10- Term 4

Terms	Unit Title	Key and Related Concepts	Global Context	SOI	Approaches to Learning Skills	Compulsory / optional considerations.	Assessment Task	Specific skills required for assessment
4	Change is inevitable	Change Character Setting Style	Orientation in Space and Time	Big or small, sweeping or shambling, change is always inevitable.	Critical thinking Creative thinking Organisation	Hidden Figures Juno Whale Rider	Single Text response- Perhaps podcast Criteria: A,B,D	TEEL paragraph structure Essay structure Critical perspectives (Gender criticism, Historical and Cultural criticism) Film techniques (camera angles, camera shots, diegetic/non-diegetic sound, mise-en-scene, lighting)

Indigenous & global connections:

- Impact of texts in different times and contexts.
- How are groups presented and challenged in film?
- How and why do authors use the events of the past to encourage thought and action in the future?

Aust Curriculum strands:

Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction (ACELA1570 - Scootle)

Evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572 - Scootle)