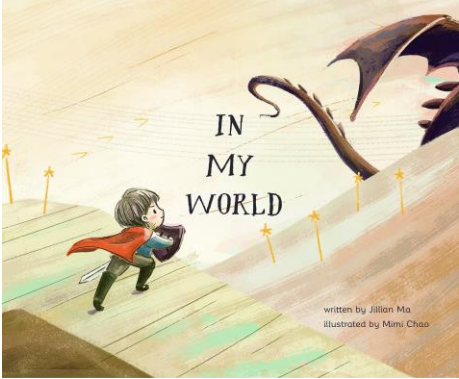





## English Year 7 Scope & Sequence 2019

Term 1	Term 2	Term 3	Term 4
<b>MY WORLD</b>	<b>TRAVELLING TALES</b>	<b>ADVERTISING</b>	<b>SHAKESPEARE</b> Love & the Supernatural
DQ: How can I express my own experiences into a new world?	DQ: How can I create an imaginative world to engage readers?	DQ: How can I use persuasive devices to alter others' perspective?	DQ: What is it about love and/or the supernatural that engages an audience?
<b>Texts/Types:</b> <b>Mandatory:</b> Poetry Suggested: Fiction, non-fiction, picture books	<b>Texts/Types:</b> <b>Mandatory:</b> Fiction, film & Asian picture books	<b>Texts/Types:</b> <b>Mandatory:</b> Non-Fiction	<b>Texts/Types:</b> <b>Mandatory:</b> Shakespearean Drama Suggested: Manga, film
<b>Need to Knows:</b> Poetic devices and visual techniques.	<b>Need to Knows:</b> Narrative structure, sensory imagery.	<b>Need to Knows:</b> Persuasive techniques.	<b>Need to Knows:</b> Shakespearean drama and language.
<b>Product 1: Summative</b>  My World Tri-Fold (Wk 10) <b>25%</b>	<b>Product 2: Summative</b>  Portfolio - 100 word Narrative (Wk 3) <b>25%</b>	<b>Product 3: Summative</b> Portfolio draft - min 2 pieces of persuasive writing (Wk 8) <b>25%</b>  <b>Product 4: Summative</b> Portfolio final - min 2 pieces of writing (Wk 10) <b>25%</b>	<b>Class Tasks:</b>  Formative
			

## English Year 8 Scope & Sequence 2019

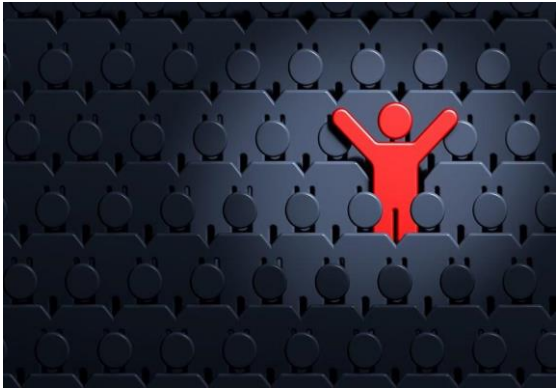
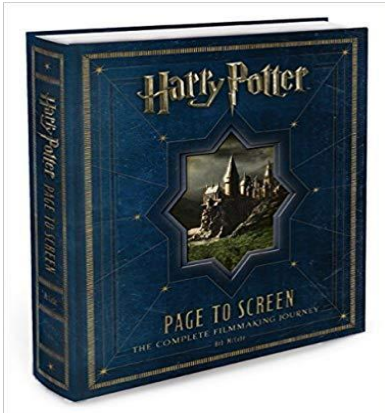

Term 1	Term 2	Term 3	Term 4
<b>Relationships</b>	<b>Growing Up</b>	<b>Heroes &amp; Villains</b>	<b>Animation</b>
<b>DQ:</b> How do I have positive relationships that impact the world?	<b>DQ:</b> How can we effectively reflect upon our experiences of growing up?	<b>DQ:</b> Hero or villain?	<b>DQ:</b> How can we create meaning through animation?
<b>Texts/Types:</b> <b>Mandatory: Poetry</b> Suggested: Drama, film, fiction	<b>Texts/Types:</b> <b>Mandatory: Fiction</b> Suggested: Poetry & film	<b>Texts/Types:</b> <b>Mandatory: Non-Fiction</b>	<b>Texts/Types:</b> <b>Mandatory: Film &amp; Drama</b>
<b>Need to Knows:</b> Dramatic languages.	<b>Need to Knows:</b> Poetic and film techniques.	<b>Need to Knows:</b> Persuasive techniques & complex characters	<b>Need to Knows:</b> Film & visual techniques
<b>Product 1:</b> Task 1 (Wk 10) 25%	<b>Product 2:</b> Portfolio – Persuasive (Wk 10) 25%	<b>Product 3:</b> Portfolio draft – min 2 pieces of writing (Wk 8) 25%  <b>Product 4:</b> Portfolio final – min 2 pieces of writing (Wk 10) 25%	<b>Class Tasks:</b> Differentiated for each class Stop Motion Project



GROWING  
UP



English Year 9 EPIC Scope & Sequence 2019

Term 1	Term 2	Semester 2
<p><b>Understanding Difference in Conflicting Perspectives</b></p>	<p><b>From Page to Screen Conflict &amp; Resolution</b></p>	<p><b>Hunger Games (English/Geography)</b></p>
<p><b>DQ:</b> How can texts reflect differences amongst humanity and contribute to a better world?</p>	<p><b>DQ:</b> How do screen appropriations of texts create new meanings?</p>	<p><b>DQ:</b> How can we create more sustainable industries in Australia and avoid a dystopian future?</p>
<p><b>Texts/Types:</b> <b>Mandatory:</b> Fiction, poetry, non-fiction</p>	<p><b>Texts/Types:</b> <b>Mandatory:</b> Fiction, film, drama Suggested: Poetry &amp; film</p>	<p><b>Texts/Types:</b> <b>Mandatory:</b> Fiction, non-fiction</p>
<p><b>Need to Knows:</b> Analysis and critical thinking of texts.</p>	<p><b>Need to Knows:</b> Poetic and film techniques.</p>	<p><b>Need to Knows:</b> Dystopian societies and their impact, sustainable industry, character development, visual techniques and how they impact meaning, geographic skills</p>
<p><b>Product 1:</b> (Wk 9) 25%</p>	<p><b>Product 2:</b> Portfolio (Wk 3) 25%</p>	<p><b>Product 3:</b> (T3, W5) 25%  <b>Product 4:</b> (T4, W3) 25%</p>
		

## English Year 10 Scope & Sequence 2019

Term 1	Term 2	Term 3	Term 4
<b>Power of Protest</b>	<b>Science Fiction</b>	<b>Close Study of Text</b>	<b>Coming of Age</b>
<b>DQ:</b> <i>Why is social justice important for society?</i>	<b>DQ:</b> <i>How is science fiction reflective of our society?</i>	<b>DQ:</b> <i>How does reading have the power to change the world?</i>	<b>DQ:</b> <i>How does becoming a teenager impact your psychological wellbeing?</i>
<b>Texts/Types:</b> <b>Mandatory:</b> Non-fiction & Poetry Suggested: Slam Poetry & speeches	<b>Texts/Types:</b> <b>Mandatory:</b> Fiction & Drama Suggested: Film	<b>Texts/Types:</b> <b>Mandatory:</b> Fiction	<b>Texts/Types:</b> <b>Mandatory:</b> Film Suggested: Fiction
<b>Need to Knows:</b> Social justice and societal concerns, persuasive techniques.	<b>Need to Knows:</b> Genre conventions and subversions, societal reflections	<b>Need to Knows:</b> Figurative language, Narrative structure, purpose, characters, imaginative writing, essay writing	<b>Need to Knows:</b> Understanding self through texts, filmic techniques
<b>Product 1:</b> Task 1 (Wk 10) 25%	<b>Product 2:</b> Portfolio (Wk 10) 25%	<b>Product 3:</b> Exam (Wk 10) 25%	<b>Product 4:</b> Portfolio final – min 2 pieces of writing (Wk 3) 25%
