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	We connect with characters through an understanding of perspective.	Novel Study
	Creativity	Creators use techniques to influence their audiences.	Short Film
8	Communication	The purpose of media communication s to influence the audience using style.	Media Study
	Change	Understanding context can transform our worldview.	Novel Study
	Creativity	Genre connects to audiences through specific techniques	Short Story
	Perspective	Ideas and perspectives are represented in multiple ways and forms.	Graphic novel study
9	Communication	Creativity, setting and genre impact readers to create a possible warning of the future	Short Stories / novel
	Perspective	Perspective are important in defining a positive and healthy identity.	Play (Shakespeare)
	Relationships	Community, place and relationships shape character.	Novel Study
	Perspective	Leaders express opinions and perspective to influence their audiences.	Persuasive speech
10	Time, place, space	The events of the past have been brought alive for us in the present.	Novel study
	Global interactions	The connection we make as individuals and communities are influences by point of view.	Poetry
	Perspective	The human condition is universal.	Play (Shakespeare)
	Change	Big or small, sweeping or shambling, change is always inevitable. .	Single text response- film study

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.	*Communication skills* - 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* *Single text response*	Analytical comparison- *Themes* Criteria A- (D within the IDU)	

Indigenous & global connections:
- Effects of conflict in Australia-

Global:
- Text set in Syria- clans, social groups etc.

Aust Curriculum strands:

Curriculum Connections:
World Studies- Mapping- social and cultural contexts.

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. Criteria 1: A(iv) Assessment 2: *Narrative* Criteria B, C,	

Indigenous & global connections:
Investigating theme and charactersDreamtime stories.
How and why Indigenous Australians tell stories

Global:

Aust Curriculum strands:

Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)

Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)

Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)

Curriculum Connections:

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	

Indigenous & global connections:

Indigenous connection to land and country
Global:

Aust Curriculum strands:
Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518 - Scootle)

Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523 - Scootle)

Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524 - Scootle)

Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525 - Scootle)

Understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words (ACELA1526 - Scootle)

Understand how to use phonic knowledge and accumulated understandings about blending, letter-sound relationships, common and uncommon letter patterns and phonic generalisations to read and write increasingly complex words (ACELA1830 - Scootle)

Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613 - Scootle)

Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614 - Scootle)

Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615 - Scootle)

Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616 - Scootle)

Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617 - Scootle)

Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800 - Scootle)

Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708 - Scootle)

Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709 - Scootle)

Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816 - Scootle)

Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711 - Scootle)

Year 7

Year 7- 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	Who we are.	Relationships	Identities and relationships	Identity can be represented using signs and symbols	Communication Social skills	El Deafo text	Interview with the creators. Two texts. **Criteria:** <mark>A, B D</mark>	● Transformative skills ● Analysis ● Application of ideas ● Understanding of character ● Techniques ● Short, simple, compound sentences. ● Selection of evidence

Indigenous & global connections:
- How do different cultures accept disabilities within their societies?
- What systems are in place to assist people with carrying ability?

Aust Curriculum strands:

Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619 - Scootle)

Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620 - Scootle)

Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621 - Scootle)

Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803 - Scootle)

Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622 - Scootle)

Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels (ACELT1623 - Scootle)

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	A Poet's work…	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:** <mark>B, C</mark> 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. They write a small writer's 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:

Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (ACELA1528 - Scootle)

Understand how accents, styles of speech and idioms express and create personal and social identities (ACELA1529 - Scootle)

Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536 - Scootle)

Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625 - Scootle)

Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels (ACELT1623 - Scootle)

Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805 - Scootle)

Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences (ACELY1724 - Scootle)

Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725 - Scootle)

Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728 - Scootle)

Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels (ACELT1623 - Scootle)

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	**The relationships we make**	Perspective Related concept: POV and Character	Identities and Relationships	Understanding characters helps us to understand perspective.	Self-management	Novel- choice of Percy Jackson or Once by Morris Gletizeman Holes	Extended response / Essay-400-500 **Criteria:** (A, B) Diary entry Criteria: C	● Introduction ● Topic sentences ● Evidence ● Linking sentences ● Question types

Indigenous & global connections:
- How and why do people do bad things to each other? Is this part of the human experience?
- How did this impact people in Australia?

Aust Curriculum strands:

Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622 - Scootle)

Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619 - Scootle)

Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information (ACELA1534 - Scootle)

Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536 - Scootle)

Year 7- 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	Fantastic films!	Perspectives	Identities and Relationships	What we see, hear, and feel, impacts our perspective.	Communication Thinking skills	**A variety of short films-** *Examples and NOT limited to…* ● Dustin ● Presto ● For the Birds ● Feast	**Formative-** Annotations of scenes **Summative-** Comparative paragraph	Formal comparative paragraph structure Use of Venn diagrams Film techniques- Shots Angles Music Lighting Mood / tone Editing Narrative structure (prior knowledge)

Indigenous & global connections:
●

Australian Curriculum links:
● Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language (ACELA1537 - Scootle)
● Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536 - Scootle)
● Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (ACELA1531 - Scootle)
● Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (ACELA1763 - Scootle)
● Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620 - Scootle)
● Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803 - Scootle)
● Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622 - Scootle)
● Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels (ACELT1623 - Scootle)

Year 8

Year 8- 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	Waiting on the world to change	Change Context Intertextuality	Fairness and Development	Change is an internal and external force that can transform the world	Self-Management Organisation Creative Thinking Social skills	Chinese Cinderella Ever After Cinderella	**Analytical response to single text** **Criteria: A,B, D** **,Comparative Paragraph** Criteria: A iv	● Integrate quotes ● Identify techniques (similes, metaphor, alliteration, hyperbole, juxtaposition, personification, assonance, onomatopoeia) and effectives ● Elaborate on themes ●TEEL paragraph structure

Indigenous & global connections:
- How has culture impacted social practices?
- Why and how do cultures evolve?
- Why is world view and stories important?
- Why is empathy required to continue to transform the world?
- How can shifting worldviews change cultures and the lives of individuals?

Aust Curriculum strands:

interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767 - Scootle)

Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts (ACELT1768 - Scootle)

Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626 - Scootle)

Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627 - Scootle)

Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1732 - Scootle)

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
2	In Someone Else's Shoes	Perspective Audience imperatives Point of view	Personal and cultural expression	Understanding others' perspectives can shift our opinions and worldview	Affective Skills Reflective Creative Thinking Social skills	Indigenous Poetry Indigenous Oral Story-telling Short stories from indigenous perspectives	**Oral Story-Telling with connection to country** **Criteria: C, D**	● Verbal communication skills ● Physical communication skills ● Fretag Structure ●Thematic understanding

Indigenous & global connections:
- How can perspective change over time?
- Does understanding of other perspectives change our own?
- Why is oral storytelling important?
- How does oral storytelling help shape cultural perspectives?
- How can we express our own culture and perspective through language?

Australian Curriculum

Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767 - Scootle)

Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts (ACELT1768 - Scootle)

Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626 - Scootle)

Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627 - Scootle)

Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1732 - Scootle)

Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause (ACELA1545 - Scootle)

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
2	Hero(ine)'s Journey	**Identity** Character Setting	Identities and Relationships	Identity is influenced by the relationships we develop with the people and places around us.	Creative thinking Media Literacy Communication	Films: Queen of Katwe Mulan (live action) Poetry: Original Mulan poem	Comparative oral presentation **Criteria:** A,B,D	<ins>**Analysis:**</ins> Comparison of techniques used in genre. Integrate quotations Clear topic sentences. Linking sentences <ins>**Creative:**</ins> Planning and organising a short story Sentence structures for affect Setting a scene Characterisation Use of dialogue · Sentence variation for affect

Indigenous & global connections:

- How and why does genre represent different contexts and time periods?
- How are groups and societies represented in texts?
- Why are stories and types of stories important to the human experience?

<ins>**Aust Curriculum strands:**</ins>

Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626 - Scootle)

Explore the interconnectedness of Country/Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (ACELT1806 - Scootle)

Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627 - Scootle)

Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups (ACELT1628 - Scootle)

Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767 - Scootle)
Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632 - Scootle)

Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts (ACELT1768 - Scootle)

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 worth a thousand words.	Thinking- Creative thinking skills	All forms of graphic novel, comic or manga	20+ frame manga/comic strip with annotations **Criteria: B, C**	●Understanding narrative ●Characterisation ●Plot development ●Visual literacy (salience, placements, focus etc.) ●Presentation / style specific to genre

Indigenous & global connections:
- Understanding the different styles of storytelling from different cultures.
- Understanding that form and style are traditional constructs.
- Storytelling is a universal tool for expressing ideas and opinions.
- **How can visual literacy help us communicate across cultures?**
- **How can our own creativity express our cultural values?**

Aust Curriculum strands:

Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736 - Scootle)

Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACELY1810 - Scootle)

Use a range of software, including word processing programs, to create, edit and publish texts imaginatively (ACELY1738 - Scootle)

Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (ACELA1542 - Scootle)

Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups (ACELT1628 - Scootle)

Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807 - Scootle)

Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts (ACELT1630 - Scootle)

Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities (ACELT1629 - Scootle)

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.	Self-management Communication Thinking	Short stories Novels	**Single text analytical response** **Criteria: <mark>A, B, D</mark>**	- Narrative structure - Purpose of setting - Foreshadowing - Character development - Purpose and context of short stories - Integrate quotes · Identify techniques (similes, metaphor, alliteration, hyperbole, juxtaposition, personification, assonance, onomatopoeia) and effectives - Elaborate on themes - Paragraph structure

Indigenous & global connections:

1. How are groups represented in dystopian fiction?
2. How are societies and individuals represented in dystopian fiction?
3. How and why are societies represented in narrative form?
4. Why are narrative important for the human condition?

Aust Curriculum strands

Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (ACELA1552 - Scootle)

Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing (ACELA1550 - Scootle)

Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553 - Scootle)

Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744 - Scootle)

Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742 - Scootle)

Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748 - Scootle)

Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (ACELA1556 - Scootle)

Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739 - Scootle)

Year 9- Term 2- Shakespeare

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	Healthy relationships	**Perspective**	Identities and relationships	Perspective are important in defining a positive and healthy identity.	Communication Critical thinking	Romeo and Juliet Trash (Term 4) Dystopian fiction-	Relationship Column. / written or non-verbal. Could be radio podcast. **Criteria: A C**	• Understanding theme • Applying creative connections to the importance of relationships • Understanding characterisation • Understanding techniques used in soliloquies.

Indigenous & global connections:
- How and why is context important in exploring relationships?
- How and why have relationships changed in different time periods and contexts?
- How do peoples of the world interact with each other?
- How do we globally interact? Is this relationship positive?

Aust Curriculum strands: Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742 - Scootle)

Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes (ACELT1637 - Scootle)

Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (ACELY1743 - Scootle)

Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744 - Scootle)

Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745 - Scootle)

Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746 - Scootle)

Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (ACELY1747 - Scootle)

Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748 - Scootle)

Year 9- Term 3- Novel Study

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	Forever relationships	Relationships Intertextuality Theme	Orientations, space, time	Community, place and relationships shape character.	Communication Self-management Critical thinking	The Outsiders Tomorrow When the War Began Dougy	**Single text Criteria: A, B** Comparative Essay ==Criteria: A (iv), D==	· Comparison of techniques used in writing -Single text response skills · Similarities and differences of writing / filmic styles · Integrate quotations · Clear topic sentences -Linking sentences

Indigenous & global connections: Why do humans create groups, classes and structures? What are some other examples from across the world? What are some similar connections to communities in Australia?	**Australian Curriculum links:** Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (ACELT1636 - Scootle) Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (ACELT1772 - Scootle) Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744 - Scootle) Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739 - Scootle) Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770 - Scootle)

Year 9- Term 4- Persuasive speech

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	I believe	**Perspective** Point of view	Personal and cultural expression	Leaders express opinions and perspective to influence their audiences.	Self-management	Speeches from around the world Feature articles Internet articles Persuasive Pod Casts / Advertising etc.	Persuasive speech on an issue of their choice.Focus of class on First Nations and female issues. **Criteria: C, D**	● Persuasive language- bias, rhetorical questions, emotive language ● Research of sources that are applicable to a topic ● Reference list ● PowerPoint skills

Indigenous & global connections:
- What is the responsibility of global leaders when they are communicating en masse?

- How do our leaders manipulate facts and statistics to suit their arguments?

- How are indigenous peoples of the world represented in the media?

- Why and how are minorities represented?

Aust Curriculum strands:

Understand that roles and relationships are developed and challenged through language and interpersonal skills (ACELA1551 - Scootle)

Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (ACELA1552 - Scootle)

Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553 - Scootle)

Explain how authors creatively use the structures of sentences and clauses for particular effects (ACELA1557 - Scootle)

Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech (ACELA1562 - Scootle)

Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation (ACELT1773 - Scootle)

Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways (ACELY1740 - Scootle)

Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811 - Scootle)

Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741 - Scootle)

Year 10

Year 10- 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	History in Literature	Time, space and place,	Dimension of time, space and place	The events of the past have been brought alive for us in the present.	Self-management Communication	The Boy in the Striped Pajamas The Divine Wind Briar Rose	**Comparative Essay.** **Criteria:** <mark>A B D</mark>	Comparison of techniques used in writing Similarities and differences of writing / filmic styles Integrate quotations Clear topic sentences Linking sentences

Indigenous & global connections:
- How have global events impacts individuals and societies?
- How do authors present different groups in different time periods?
- How and why do authors use the events of the past to encourage thought and action in the future?
- How have Indigenous peoples been affected by global events?

Aust Curriculum strands:

Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564 - Scootle)

Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565 - Scootle)

Compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566 - Scootle)

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

Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1639 - Scootle)

Reflect on, extend, endorse or refute others' interpretations of and responses to literature (ACELT1640 - Scootle)

Evaluate the social, moral and ethical positions represented in texts (ACELT1812 - Scootle)

Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (ACELT1642 - Scootle)

Year 10- 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	Puns are bad, poetry is verse!	Global interactions Connections Point of view	Personal and cultural expression	The connections we make as individuals and communities are influenced by point of view.	Critical thinking	Poetry from a variety of time periods that show cultural connections. **Angelou** **Wright** **Oodgeroo** **Noonucaal** **Te Hanh** **Owen** **Yates**	Creative- Write a 30-line poem and writer's statement **Criteria: C, D**	- poetic language devices - simile, metaphor, imagery, rhyme, rhythm… - Define meta-language of culture

Indigenous & global connections:
- How are groups and societies presented in poetry?
- Why is poetry important to show perspective of culture, community and society?
- Connection and importance of place with both global and indigenous communities.

Aust Curriculum strands:

Compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (ACELT1643 - Scootle)

Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1774 - Scootle)

Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (ACELT1814 - Scootle)

Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (ACELT1815 - Scootle)

Create imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644 - Scootle)

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	What's 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)

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

Understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots (ACELA1573 - Scootle)

Reflect on, extend, endorse or refute others' interpretations of and responses to literature (ACELT1640 - Scootle)

Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641 - Scootle)
Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (ACELT1642 - Scootle)

Compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (ACELT1643 - Scootle)

Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1774 - 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)

Reflect on, extend, endorse or refute others' interpretations of and responses to literature (ACELT1640 - Scootle)

Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641 - Scootle)
Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (ACELT1642 - Scootle)

Compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (ACELT1643 - Scootle)

Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1774 - Scootle)