English Year 9 – sample scope and sequence

This is a sample scope and sequence for Year 9 in Stage 5 and it is aligned to the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) (NESA 2022). The teaching and learning programs and assessment plans outlined in the scope and sequence are available on the [NSW Department of Education curriculum website](https://education.nsw.gov.au/teaching-and-learning/curriculum).

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# Rationale

The sample scope and sequence will be useful during the engage phase of the [curriculum implementation cycle](https://education.nsw.gov.au/teaching-and-learning/curriculum/leading-curriculum-k-12/phases-of-curriculum-implementation?utm_source=w7t422&utm_medium=staffnoticeboard&utm_campaign=curriculum-reform). It is not a standalone resource. This sample is teacher facing and is designed to assist teachers as they familiarise themselves with the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) (NESA 2022) and plan for implementation.

This resource has been developed to assist teachers in NSW Department of Education schools to create and deliver teaching and learning practices that are contextualised to their classroom. All NSW public schools need to plan curricula and develop teaching programs consistent with the *Education Act 1990* and the [NSW Education Standards Authority (NESA) syllabuses](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/syllabuses-a-z) and credentialing requirements. Scope and sequence documents form part of the ongoing evidence schools maintain to comply with the [Curriculum planning and programming, assessing and reporting to parents K-12 policy](https://education.nsw.gov.au/policy-library/policies/pd-2005-0290) standards and NSW Education Standards Authority [Registration process for the NSW government schooling system manual](https://educationstandards.nsw.edu.au/wps/portal/nesa/regulation/government-schooling/registration-process-government-schooling).

Effective teaching of English requires a deep knowledge of the key concepts, ideas, and skills in the syllabus, and an understanding of how to teach and assess these in local contexts to meet student needs.

## Purpose, audience and suggested timeframes

Many schools will have their own scope and sequence templates. This sample provides a brief overview of each teaching and learning program, the questions guiding the implementation of the outcomes, the outcomes and content groups driving the design of assessment and the text requirements. The samples are designed to be flexible and able to be adapted and refined by teachers as they plan for student learning needs. Content groups are identified at the point of introduction to the students and should be revisited and consolidated throughout the year, based on assessment data. Some content groups/points will require more emphasis and repetition than others. This document details when specific outcomes and content groups could be introduced.

## Opportunities for collaboration

The following is an outline of some of the ways this sample scope and sequence could be used with colleagues as part of the professional learning cycle:

* Use the structure and/or content of the sample as a model and make modifications reflective of contextual needs.
* Examine the sample during faculty meetings and/or planning days and collaboratively refine the plan for each program and assessment based on faculty or school goals.
* Examine the sample during faculty meetings or planning days and collaboratively plan opportunities for team teaching, collaborative resource development, mentoring, lesson observation and/or the sharing of student samples.
* Use the programming, assessment or text requirement suggestions as an opportunity to backward map Years 10–7 and consider the transition into Stage 6.

Table 1 – Year 9, Term 1 – representation of life experiences

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | Students will deepen their understanding of how language forms and features are used in narrative. They will compose an imaginative response that represents a thematic concern. This imaginative piece could use hybrid forms of narrative. Students will experiment with narrative code and convention. This will help them to craft their ideas with the intention of positioning their audience. |
| Guiding questions | How can we use narrative to represent life experiences?  How does theme offer insights into an author’s perspective and how are audiences positioned to respond?  How can composers challenge and experiment with code and convention in hybrid forms of narrative to present a thematic concern? |
| Assessment | Students will craft an imaginative piece and a reflection about a topic that matters to them. Part A – the imaginative piece should be 500–600 words. Part B – students will reflect on their process of composition and evaluate how their compositional choices helped them to achieve their purpose for the intended audience. The reflection should be 400-500 words. |
| Outcome codes and content groups | **ENLS-COM-01**: speaking, listening and interacting  **EN5-RVL-01** and **ENLS-RVL-01**, **ENLS-RVL-02**: reading, viewing and listening skills; reading, viewing and listening for meaning; reading for challenge, interest and enjoyment; reflecting  **EN5-URA-01** and **ENLS-URA-01**: representation; code and convention, connotation, imagery and symbol; narrative  **EN5-URB-01** and **ENLS-URB-01**: theme; perspective and context  **EN5-ECA-01** and **ENLS-ECA-01**, **ENLS-ECA-02**: writing; representing; text features; sentence-level grammar and punctuation; word-level language  **EN5-ECB-01** and **ENLS-ECB-01**: planning, monitoring and revising; reflecting |
| Text requirements | Short prose that explores a range of cultural, social and gender perspectives, including from popular and youth cultures and by Australian authors. |

Table 2 – Year 9, Term 2 – shining a new (stage) light

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | Students will deepen their understanding of how a composer’s context shapes their perspectives and representations. Through engaging with a drama text, students will evaluate how and why drama is a compelling way to represent ideas, experiences and stories. Students will interpret the perspectives presented through the drama script and analyse how the playwright communicates powerful ideas. |
| Guiding questions | How do playwrights use the codes and conventions of drama to position audiences to accept, challenge or reject perspectives on the world?  How do playwrights represent contemporary issues?  How can contemporary texts use stories from the past to explore important ideas in new and engaging ways? |
| Assessment | Students will craft analytical responses to a range of unseen questions about their set text under timed conditions. |
| Outcome codes and content groups | **ENLS-COM-01**: speaking, listening and interacting  **EN5-RVL-01** and **ENLS-RVL-01**, **ENLS-RVL-02**: reading, viewing and listening skills; reading, viewing and listening for meaning; reading for challenge, interest and enjoyment; reflecting  **EN5-URA-01** and **ENLS-URA-01**: code and convention; point of view; characterisation  **EN5-URB-01** and **ENLS-URB-01**: perspective and context; argument and authority  **EN5-URC-01** and **ENLS-URC-01**: intertextuality; literary value  **EN5-ECA-01** and **ENLS-ECA-01**, **ENLS-ECA-02**: writing, representing, speaking, text features, sentence-level grammar and punctuation; word-level language  **EN5-ECB-01** and **ENLS-ECB-01**: planning, monitoring and revising, reflecting |
| Text requirements | Drama texts by Australian playwrights that explore cultural, social or gender perspectives. |

Table 3 – Year 9, Term 3 – poetic purpose

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| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | Students will develop their appreciation of how poetry allows composers to experiment with language, form and style for a specific purpose and audience. Students will study a collection of poems by Aboriginal poets and analyse the way the texts affirm or challenge diverse and complex perspectives and experiences. They will evaluate how poetry prompts responders to reflect, make connections and expand their understanding of others and the world. |
| Guiding questions | How does poetry allow composers to manipulate language, form and style to express complex ideas?  Why is poetry an effective way to say something powerful about complex ideas or views?  How do Aboriginal authors use poetry in new and innovative ways to represent their perspectives and experiences? |
| Assessment | Students will compose an informative and analytical podcast that explores how their study of 1-2 poems has expanded their thinking about themselves and the world. |
| Outcome codes and content groups | **ENLS-COM-01**: speaking, listening and interacting  **EN5-RVL-01** and **ENLS-RVL-01**, **ENLS-RVL-02**: reading, viewing and listening for meaning; reading for challenge interest and enjoyment, reflecting  **EN5-URA-01** and **ENLS-URA-01**: code and convention; connotation, imagery and symbol  **EN5-URB-01** and **ENLS-URB-01**: theme; perspective and context; style  **EN5-ECA-01** and **ENLS-ECA-01**, **ENLS-ECA-02**: writing; speaking; text features; word-level language  **EN5-ECB-01** and **ENLS-ECB-01**: planning, monitoring and revising |
| Text requirements | A collection of poetry by Aboriginal poets which explores a range of cultural, social and gender issues. |

Table 4 – Year 9, Term 4 – exploring the speculative

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| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | Students will develop their understanding of how the style of a text can represent larger ideas through genre. Students will explore how the composers of speculative fiction use their texts to comment on real world concerns. Students will analyse the form and features of a suite of texts to develop their understanding of how and why genres evolve in response to changing values. |
| Guiding questions | Why do composers use and manipulate the elements of genre to provide commentary about the world?  How do literary or cultural movements shape the style and popularity of specific genres?  How do characters in speculative fiction narratives serve structural roles and represent ideas and values? |
| Assessment | Students will craft a discursive response exploring the relationship between speculative fiction and the ‘real’ world. Students will engage with the ideas of at least one of the set texts. |
| Outcome codes and content groups | **ENLS-COM-01**: speaking, listening and interacting  **EN5-RVL-01** and **ENLS-RVL-01**, **ENLS-RVL-02**: reading, viewing and listening for meaning; reading for challenge, interest and enjoyment; reflecting  **EN5-URA-01** and **ENLS-URA-01**: point of view; characterisation; narrative  **EN5-URB-01** and **ENLS-URB-01**: theme; perspective and context, style  **EN5-URC-01** and **ENLS-URC-01**: genre; literary value  **EN5-ECA-01** and **ENLS-ECA-01**, **ENLS-ECA-02**: writing; text features; sentence-level grammar and punctuation; word-level language  **EN5-ECB-01** and **ENLS-ECB-01**: planning, monitoring and revising |
| Text requirements | Extended prose fiction and film. Depending on the novel and film selected, students could be provided with a range of supporting textual experiences reflective of the English 7–10 syllabus text requirements. |

# The English curriculum 7–12 team

The English curriculum 7–12 team provides support for the delivery of the English curriculum 7–12 in NSW Department of Education high schools.

## Share your experiences

If you use this scope and sequence in your school/faculty, reach out to the English curriculum team and share your experience. You may like to consider sharing an observation, experience, strategy or resource for the ‘Voices from the Classroom’ section of our newsletter. All submissions may be sent to [English.curriculum@det.nsw.edu.au](mailto:English.curriculum@det.nsw.edu.au).

## Support and alignment

If you have any questions regarding the use of material available or would like additional support, please contact the English curriculum team by emailing [English.curriculum@det.nsw.edu.au](mailto:English.curriculum@det.nsw.edu.au).

**Alignment to system priorities and/or needs**: this resource is evidence-based, as outlined below and supports English curriculum leaders to advance equitable outcomes, opportunities and experiences for their students. It also provides guidance that enhances the delivery of outstanding leadership and supports the planning of explicit teaching practices as per the goals of the [Plan for Public Education](https://education.nsw.gov.au/about-us/strategies-and-reports/plan-for-nsw-public-education). It is an example of [Universal Design for Learning](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/about-universal-design-for-learning) and aligns to the [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468). It is designed to support school and curriculum leaders as they plan syllabus implementation. It can be used during the design and delivery of collaborative curriculum planning, monitoring and evaluation.

**Alignment to the School Excellence Framework**: this resource aligns with the [School Excellence Framework](https://dev.education.nsw.gov.au/about-us/strategies-and-reports/school-excellence-and-accountability/sef-evidence-guide/resources/about-sef) Leading domain – Educational leadership and the Learning domain – Curriculum as it models syllabus-aligned programming and assessment planning. It provides strategies for engaging in collaborative curriculum planning.

**Alignment to Australian Professional Teaching Standards**: this resource supports teachers to address [Australian Professional Teaching Standards](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 2.2.2 (2.2.4), 2.3.2 (2.3.4) 3.2.2 (3.2.4) as it provides an example of how to use syllabus requirements in the planning, design, implementation and review of coherent and well-sequenced programming and assessment plans.

**Consulted with:** Curriculum and Reform subject matter experts and teachers and head teachers from across NSW.

**NSW Syllabus:** [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) © 2022 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

**Publisher:** State of NSW, Department of Education.

**Related resources:** further resources to support programming and assessment can be found on the [NSW Department of Education curriculum website.](https://education.nsw.gov.au/teaching-and-learning/curriculum)

**Professional Learning:** relevant Professional Learning is available on the [English statewide staffroom](https://teams.microsoft.com/l/team/19%3a88aaff1954984b3d821940244a27a355%40thread.skype/conversations?groupId=7cace238-04f1-4f87-a5dc-d823e51c9765&tenantId=05a0e69a-418a-47c1-9c25-9387261bf991) and through the [English curriculum professional learning calendar](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/professional-learning-english-k-12).

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# References

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NESA holds the only official and up-to-date versions of the NSW Curriculum and syllabus documents. Please visit the NSW Education Standards Authority (NESA) website <https://educationstandards.nsw.edu.au/> and the NSW Curriculum website [https://curriculum.nsw.edu.au/home](https://curriculum.nsw.edu.au/).

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