

Mosman High School

English Department

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SCOPE AND SEQUENCE

| TERM 1 | | | | | | | | | |
|-----------------------|---|--------|--------|--------|-------------------------|---|--------|--------|---------|
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| Creative writing unit | People and Place <i>look at a range of voices and narratives in order to voice, language and structure.</i> | | | | on experimentation with | Imagination through poetry <i>ative and analysis unit where students develop r writing skills</i> | | | |

| TERM 2 | | | | | | | | | |
|--------|---|--|--------|---|--------|--------|---|--------|---------|
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| cont. | Assessment 25% Poetry and reflection | Students are introduced to critical study of | | Critical study of genre <i>ns of genre. Students analysis stylistic, lan and audience expectations of the genre</i> | | | structural choices that composers make based on context | | |

| TERM 3 | | | | | | | | | |
|--------|--|----------|--------|---|--------|--------|--------|---|---------|
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| | Assessment 25% Critical writing | Students | | Introduction to Shakespeare <i>language and plays of Shakespeare with a</i> | | | nces. | Assessment 25% Collab multimodal | |

| TERM 4 | | | | | | | | | |
|----------------|---|--------|--------|----------------|--|---|--------|--------|--|
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| Students study | Changemakers <i>ersuasive text types and comp create their own.</i> | | | hire change to | Assessment Formative Persuasive writing | Representation of Wolves <i>he symbolic inclusion of wolves over a range of tex impact of context on meaning.</i> | | | Assessment Formative representation |

DIFFERENTIATION

YEAR 12 ← YEAR 7

DISCUSSION QUESTIONS:

- [N] Identify one of the themes in the story. How did you know this was an important idea? What evidence from the story did you draw from?
- [D] What narrative point of view is being used in this story?
- [D] How does Soto characterise Victor? (50 words) How does Soto characterise Teresa? (50 words)
- [D] What is the tone of this short story? How does Soto use language, form and structure to create this emotional response?
- [E] To what extent is Soto's ending an effective resolution? If you were to rewrite the ending, how would you alter it to be more successful?

- (N) How does Keats' personal and social context influence Champion's film?
- (D) *"The Romantics were called 'romantics' because they were rebels against the status quo in a pretty important way."* (Champion)
How do both Champion's film and Keats' poetry rebel against the status quo?
- (E) *"Although Champion's film is a period piece that holds a mirror up to Keats' life, postmodern and feminist values reshape the reception of Keats' poetry."* To what extent has Champion reshaped our understanding of Keats' poetry through postmodern or feminist perspectives?

Doves - Symbolise Love

Shows unity

Doves - Free verse

These doves are not restricted to a cage

They have a lifetime far beyond age

Power runs through their wild wings

Then travels round and round, through two rings

Like bullets they rush through the cracks of light

Dodging every spiked branch in the night

Looking into their eyes, they burn profoundly

They know through the storms they will sleep soundly

When the crashes and bangs of the tempest shriek

Each feather remains to stay unique

But when the stream gets poisoned, the nest gets destroyed

The heights start to lower and they lose sense of direction

That dove is being hunted, loses all protection

The flame starts to lose its spontaneous spark

Their glowing eyes, drifts into the dark

Though thought this boat couldn't be shaken

To the ocean, it seems to be taken

Believing that no rife could wound it's flame

In this devilish hunting game

When the dove gets shot, the flame is gone

The dove is hurt, it can't fly on

When the dove gets shot, the love is gone

The dove is broken, will not fly on

Unity from beginning is lost

- inspired by The Tyger

- rhyming couplets

high modality 'are not' expresses certainty (extended) love is not restricted.

Metaphor no limits.

Metaphor 'lifetime far beyond age'; their love lasts forever

(alliteration, 'wild wings') has cohesive tone

reference to marriage

Symbolises wedding rings

Simile 'like bullets' represent the doves (love) as steady and powerful yet fast and swift.

The night is associated with obstacles that love has to face.

Dodging the obstacles that come with love (metaphor)

dodging branches

visual = difficulties.

imagery - burning / flames = passion

onomatopoeia / Auditory imagery creates a stressed theme in the sentence.

Repetition reassures the fact that they are creatures like us, drink!

poisoned & 'destroyed' create an evil tone and unsettling mood. Love turning bad.

Alliteration reminds us that it used to be Spontaneous but when put next to repeated, 'loses' it is juxtaposed.

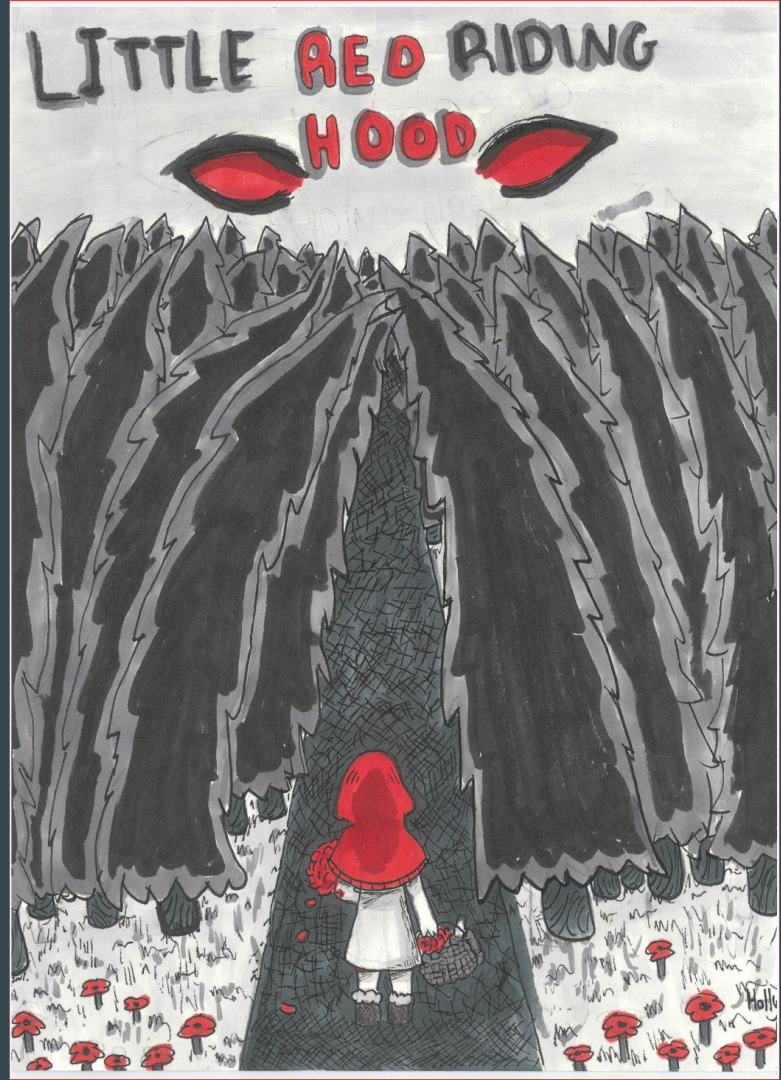
'glowing eyes' referring to the flames in the eyes earlier, 'drifts into the dark'

alliteration lets us know that the spark has faded away

Swallowed by the deep.

hunting references lead to dove getting Shot = love dying

devilish hunting game = love reveals itself



*“My son/daughter used to read, but not
anymore”*

Parent parable commonly used at parent teacher night

After _(dinner)_ we will read _(one chapter)_ at
_____(the dining room table)____ together

- **Make reading a family/individual habit that lasts into
highschool**