 Scope and Sequence

| Term 1 | Weeks 1 and 2 | Weeks 3 and 4 | Week 5 | Weeks 6 and 7 | Weeks 8 and 9 | Week 10 |
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| Content Outline | Intro to Module and Rubric | Critical Study of Hag-Seed:  Narrative elements of prose fiction (Style, Setting, Characterisation, Complication, Plot, Climax, Resolution, Themes) | Context of The Tempest:  A humanist perspective in the age of Discovery.  Shakespeare as Prospero. | Critical Study of The Tempest:  Narrative elements of Shakespearean text (Style, Setting, Characterisation, Complication, Plot, Climax, Resolution, Themes) | Critical Study of Hag-Seed: A Postmodern feast  Comparing the texts: Finding resonances and dissonances | Evaluating:  The relationship between texts, contexts and values |
| Guiding  Question | How is meaning made?  What is the relationship between texts, contexts, values and meaning? | What values are expressed through this text in relation to its themes?  What is the value of this text? | How does an understanding of textual dynamics (textual purpose, context and audience) affect our understanding of meaning? | What values are expressed through this text in relation to its themes?  What is the value of this text? | How can one composer innovate with language, ideas, style and form to bring new meaning to another composer’s text?  What accounts for both the alignment and dissonance of ideas between texts? | How can understanding, appreciation and enjoyment of two texts be enhanced through a comparative study?  How does your context and values shape your understanding of texts through the dynamic of textual conversations?  Where does textual authority lie? |
| Outcomes | EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies  EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning  EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts | EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning  EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued | EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued | EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning  EA12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner | EA12-6 investigates and evaluates the relationships between texts  EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning | EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments |
| Assessment | Class discussion and summary of Module | Collaborative notes.  Review of Hag-Seed | Critical analysis of key scenes | Collaborative notes.  Evaluative essay on the play | Appreciation of meaning through textual relations critical response | Assessment Task |