

SAMPLE SCOPE & SEQUENCE

English Foundations, LEVEL 2

Learning Design

Below is a suggested sequence of content for English Foundations ENG215117.

This is an example only; to be used to support teachers to develop their own scope and sequence documents and associated assessment matrices that meet the learning needs of their learners.

NOTE: This course may have been amended since the development of this sample teacher resource in 2018. Please visit the [TASC website](#) for current version of the course.

Term 1

Week	Unit and Topic	Subtopic	Criteria Addressed	Criteria Assessed
1	Unit 1 - Ideas and Issues: Belonging Graffiti Moon by Cath Crowley	1.1.1: Purpose and audience	C1 C6	
		1.1.2: Investigating the context of Graffiti Moon		
2		1.1.3: Mode and medium	C1	
		1.1.4: How has Cath Crowley used language to achieve her purpose?		
3		1.1.5: Assessment Task: Short multimodal presentation		C1 C4 C7
4				
5	Redfern Speech by Paul Keating and Who do you think you are: Adam Goodes	1.2.1: Comparing representations of belonging	C1 C3 C4	
6		1.2.2: Assessment Tasks: Analytical response		
7		1.2.2: Assessment Tasks: Creative response	C5 C6	
8	Rainbow's End by Jane Harrison	1.3.1: Context and text features		C4 C7
9				

Week	Unit and Topic	Subtopic	Criteria Addressed	Criteria Assessed
10		1.3.2: Assessment Task: Major response essay		C1 C3 C6 C7
Break				
Break				

Term 2

Week	Unit and Topic	Subtopic	Criteria Addressed	Criteria Assessed
1	Unit 3 - Cultural Representation Animation	3.1.1: What makes an animated film great?	C2 C3	
		3.1.2: Cultural representation in animation		C2 C4 C6 C7
2		3.1.3: How do video games represent gender?	C2	C2 C4 C6 C7
3		3.1.4: The representation of violence, race and culture in video games	C2	
		3.1.5: Point of view and evaluating similarities and differences		C2 C4 C6 C7
4		3.1.6: What are the effects of using multimodal and digital conventions in shaping points of view?		C2 C3 C6 C7
5	Extended Study - Howl's Moving Castle	3.2.1: Emotional Iconography	C2	
6		3.2.2: The structure, plot and characters of the film	C2	
		3.2.3: Film and sound design		
7		3.2.4: Themes and issues within the narrative	C2 C3 C6	
8		3.2.5: Interpretive Response Film Review		C2, C3 or C4, C6 C7
9		Mid-Year exam period. Use this time to catch up on any due work.		
10		3.2.6: Imaginative response		C4 C5 C6 C7

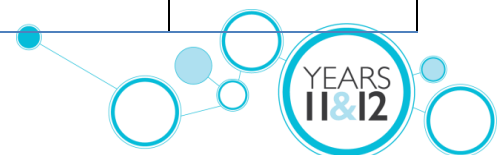
Week	Unit and Topic	Subtopic	Criteria Addressed	Criteria Assessed
Break				
Break				

Term 3

Week	Unit and Topic	Subtopic	Criteria Addressed	Criteria Assessed
1	Unit 4 - Persuasion Ideas, attitudes and voices in text	4.1.1: Introduction	C2 C7	
		4.1.2: How texts construct reality		
		4.1.3: Emotive Language: Loaded words and connotations		
2		4.1.4: Selection, inclusion, omission/gaps and silences	C2 C3 C7	
		4.1.5: Point of view/voice, text structures and features		C2 C5 C6 C7
3		4.1.6: Conflicting images		C2 C4 C5 C6 C7
4		4.2.1: Before viewing the film		
5		4.2.2: Purpose of the film	C2 C7	
6		4.2.3: Analysing the film	C2 C7	
7		4.2.4: Analytical Response		C2 C3 C6 C7
8	4.2.4: Persuasive Response		C5 C6 C7	
9	Unit 2 - Negotiated Stud	2.1.1: View music video	C1	
10		2.1.2: Investigate a range of texts		C1 C3 C7
		2.2.1: Plan your study		
Break				
Break				

Term 4

Week	Unit and Topic	Subtopic	Criteria Addressed	Criteria Assessed
1		2.2.2: Big Ideas and Research	C1 C6 C7	



Week	Unit and Topic	Subtopic	Criteria Addressed	Criteria Assessed
2		2.2.3: Draft and publish your oral multimodal text		C4 C6
3		2.3.1: Plan, draft and publish your imaginative response		C4/C5, C6, C7
4		2.4.1: Present your completed negotiated study 2.4.2: Self-evaluation		C1 C4 C7
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Break				
Break				

Sample Teaching

