## Class: ENG072A / B / C / D / E / F / G / J / K / L / M / N / P / Q

### Teacher:

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| Wk 1 | UNIT 4: WRITING ABOUT LIFE  
• Build field knowledge of life writing and biographies  
• Share personal stories  
• Review language features of a biography  
• Define and discuss the concept of courage |  | Achievement Ladder YTD  
Course Planner |
| Wk 2 |  
• Read and analyse language features of biographies  
• Discuss the concept of courage in biographies read in class |  |  |
| Wk 3 |  
• Modelled construction of biography  
• Deconstruct A exemplar biography  
• Students receive task and criteria sheet |  | A Exemplar |
| Wk 4 |  
• Drafting of biography  
• Practice and review elements of spoken presentation  
• Writing palm cards and rehearsal |  | Feedback on draft |
| Wk 5 | Task 4: Spoken Biography  
Students present spoken biography | Task 4: Spoken Biography |  |
| Wk 6 | UNIT 4: WRITING ABOUT LIFE (Continued)  
• Share personal stories  
• Review language features of a literary memoir  
• Revise concept of courage  
• Explore other abstract concepts as stimulus for sharing stories – fear, disgust, awe (EXT) and read memoirs based on such concepts |  |  |
| Wk 7 |  
• Analyse language features of a literary memoir in picture books and other texts |  |  |
| Wk 8 |  
• Deconstruct A exemplar and modelled construction of a memoir  
• Students receive task and criteria sheet  
• Students draft memoirs |  | A Exemplar |
| Wk 9 |  
• Completing assessment  
• Conferencing with class teacher |  | Feedback on draft |
| Wk 10 | Task 5: Literary Memoir Due  
Sharing memoirs | Task 5: Literary Memoir |  |
**Class Course Planner Term 3, 2019**  
**Year 8 English Communication**

**Class:** ENG082C / F / J / K  
**Teacher:**

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| **Wk 1** | **UNIT 3: YOUTH ISSUES ON THE SMALL SCREEN**  
- Introduction to television as a medium (with a particular focus on TV series devoted to fictional stories/characters) ("I Do").  
- Background plot and character information about the particular series (i.e. why the series is important to watch).  
- View and respond to the cover art and synopsis of the series – discuss colour choices and text – what clues does the cover give about who might be the target audience? How does the cover begin to position viewers to respond to characters? View the trailer – what is the purpose of the trailer? What information does it give about the characters? | **Task & Criteria**  
**A Exemplar Monologue** | **Course Planner** |
| **Wk 2** | **VIEWING/DISCUSSION OF CHOSEN TV SERIES**  
- 3-4 episodes (plus discussion and analysis of each episode).  
- Focus on Characterisation, Issues/Themes, Settings, and film techniques  
- Activities and discussion around tone, analysis of dialogue, modes and media, justification and language of evaluation | | |
| **Wk 3** | **VIEWING/DISCUSSION OF CHOSEN TV SERIES**  
- 3-4 episodes (plus discussion and analysis of each episode).  
- Focus on Characterisation, Issues/Themes, Settings, and film techniques  
- Building vocabulary bank of technical and specific film vocab. | | |
| **Wk 4** | **VIEWING/DISCUSSION OF CHOSEN TV SERIES**  
- Identify the different viewpoints expressed by different characters about the situation shown in a specific film clip/episode.  
- Discuss and compare the features that communicate character viewpoint such as dialogue and speech conventions, behaviours and body language.  
- Examining character viewpoint – students to identify and explain the features that communicate one character’s viewpoint about the issue | | |
| **Wk 5** | **VIEWING/DISCUSSION OF CHOSEN TV SERIES**  
- Students to write a response in the character’s voice explaining an issue from the character’s perspective. Encourage students to use the character’s words and ways of speaking in their responses.  
- Students to review the meaning of ethics and ethical issues | | |
| **Wk 6** | **VIEWING/DISCUSSION OF CHOSEN TV SERIES**  
Review and consolidate the features of a persuasive monologue, considering other persuasive texts prior to this unit. For example, cohesion (through incorporating examples to substantiate claims), rhetorical devices, evaluative language and modality | | |
| **Wk 7** | **VIEWING/DISCUSSION OF CHOSEN TV SERIES**  
- Students to write a practice persuasive monologue in-role as a character from the TV series to convey that character’s viewpoint of an ethical issue in the program. Deliver a persuasive monologue to a peer  
- Students to share their character’s viewpoints with a peer as a practice persuasive monologue. Constructive feedback is encouraged | | |
| **Wk 8** | **TASK 3: PERSUASIVE MONOLOGUE**  
- Read and discuss task and criteria sheet  
- The teacher needs to deconstruct an A Exemplar monologue based on a minor character  
- Specific focus on script layout conventions | | |
| **Wk 9** | **UNPACKING TASK**  
- Students drafting, editing and conferencing with teacher. Students are expected to show at least ONE draft to their teacher, but no more than two drafts  
- Rehearsal of oral presentation | | |
| **Wk 10** | **ASSESSMENT DUE**  
- Students editing and reworking drafts. (You do)  
- Students completing assessment | | |
### Class Course Planner Term 3, 2019

**Year 8 Core English**

**Class:** ENG082B / E / H / L / M  
**Teacher:**

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| Wk 1 | **UNIT 3: A NOVEL APPROACH**  
• Introduction to the novel as chosen by the teacher.  
• The teacher will do some preliminary work around the novel before students start to read it ("I Do"). Predicting based on cover and blurb, information about the author.  
• Students start reading the novel in class and at home towards week’s end. |  |  |
| Wk 2 | **STUDENTS WILL READ THE NOVEL**  
• Students complete comprehension questions in full sentences from chapters or events in the novel.  
• Students will be required to read the novel in class and at home.  
• In class focus on Narrative, Characterisation, Issues/Themes, Settings, and Language (Vocab, Description, Devices) ("I Do, We Do"). |  |  |
| Wk 3 | **STUDENTS WILL READ THE NOVEL**  
• Students will be required to read the novel in class and at home.  
• In class focus on Narrative, Characterisation, Issues/Themes, Settings, and Language (Vocab, Description, Devices) ("I Do, We Do"). |  |  |
| Wk 4 | **STUDENTS WILL READ THE NOVEL**  
• Students will be required to read the novel in class and at home.  
• In class focus on Narrative, Characterisation, Issues/Themes, Settings, and Language (Vocab, Description, Devices) ("I Do, We Do"). |  |  |
| Wk 5 | **STUDENTS WILL READ THE NOVEL**  
• Students will be required to read the novel in class and at home.  
• In class focus on Narrative, Characterisation, Issues/Themes, Settings, and Language (Vocab, Description, Devices) ("I Do, We Do"). |  |  |
| Wk 6 | **TASK 4: JOURNAL ENTRIES**  
• Review task requirements  
• Genre study – journal / diary entries  
• Read / analyse extracts from diary based texts, such as *The Diary of Anne Frank* |  |  |
| Wk 7 | **TASK 4: JOURNAL ENTRIES**  
• Modelled construction of diary entry – ideas / plan / construct / revise / edit  
• Joint construction – Ideas / plan / construct / revise / edit |  |  |
| Wk 8 | **TASK 4: JOURNAL ENTRIES**  
• Review task requirements  
• Deconstruct A Exemplar Journal Entry  
• Students begin drafting |  |  |
| Wk 9 | **ASSESSMENT**  
• Students editing and reworking drafts. (You do)  
• Students receive feedback from the teacher |  |  |
| Wk 10 | **ASSESSMENT DUE**  
• Students submit assessment at the start of this week |  |  |
### Week 1: UNIT 3: POETIC LICENCE
- Introduction to poetry as chosen by the teacher.
- The teacher will do some preliminary work around poetry/poetic techniques/background before students start to read and deconstruct selected poems ("I Do").
- Students start to read and deconstruct selected poems ("I Do/We do")

### Week 2: STUDENTS WILL READ SELECTED POEMS
- Students will be required to read selected poetry
- In class focus on poetic techniques – simile, rhyme, alliteration, metaphor, personification, (Vocab, Description, Devices) ("I Do, We Do").

### Week 3: UNPACKING SELECTED POEMS
- Students will be required to read selected poetry
- In class focus on poetic techniques – simile, rhyme, alliteration, metaphor, personification, (Vocab, Description, Devices) ("I Do, We Do").
- Teacher modelling, joint deconstruction of poetry analysis (We Do)
- Students complete PEEL paragraph practice

### Week 4: UNPACKING SELECTED POETRY and TASK
- Students receive and discuss the task and criteria sheet
- Students drafting, editing and conferencing with teacher

### Week 5: TASK 4 DUE
- Students editing and reworking drafts. (You do)
- Students completing assessment

### Week 6: UNIT 4: THROUGH THE LENS
- Review and discuss knowledge and understanding of how visual and audio features communicate ideas to viewers about a group in society ("I Do, We Do").
- Students view and discuss construction of representation in film clips
- Review and discuss examples of representations of Aboriginal peoples and Torres Strait Islander peoples. Consider what ideas are communicated about: Country and Place, People, Identity, Culture

### Week 7: UNPACKING SELECTED FILM CLIPS
- View a number of film clips several times to identify and explain features that communicate ideas about the values of Aboriginal peoples and Torres Strait Islander peoples. Record examples and explanations.
- Discuss examples and explanations with peers.
- Identify similarities and differences in how ideas about values are communicated. Record the similarities and differences. Consider: How is the group represented? What values are evident? What visual and audio features are used to convey ideas about the values?
- Review the language of comparison, for example ‘however’, ‘on the other hand’, ‘similarly’ and ‘in contrast’

### Week 8
- Students receive and discuss the task and criteria sheet
- Teacher modelling, joint deconstruction of film clip comparison exemplar (We Do)
- Focus on peel structure of analysis AND language of comparison

### Week 9: WORK ON TASK 5
- Students drafting, editing and conferencing with teacher
- Rehearsal of oral presentation

### Week 10: TASK 5 DUE
- Students editing and reworking drafts. (You do)
- Students completing assessment

### Assessment and Feedback
- Achievement Ladder Results YTD
- Course Planner
- A Exemplar
- TASK 4: Poetry Analysis (Written) Feedback on draft
- TASK 5: Film Clip Analysis (Spoken) Feedback on draft
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<td><strong>UNIT 3: A NOVEL APPROACH</strong></td>
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<td>• Borrow novels and begin reading</td>
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<td>• Teacher leads discussion in class around key aspects of the novel, teaching of</td>
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<td>narrative highs/lows, character personalities/conflicts/relationships with</td>
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<td>other characters/dilemmas</td>
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<td>Wk 2</td>
<td><strong>READING NOVEL</strong></td>
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<td>• Students continue reading novel and completing comprehension activities</td>
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<td>• To be finished by the end of week 4</td>
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<td>• Students continue reading novel and completing comprehension activities</td>
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<td>• To be finished by the end of this week</td>
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<td><strong>CLOSE READING OF NOVEL</strong></td>
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<td>• Students complete close reading of selected passages of novel as a whole class</td>
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<td>• Comprehension questions/ analysis of passages based on character</td>
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<td>• Analysis of vocabulary, imagery, syntax, narrative voice etc to describe</td>
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<td>characters</td>
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<td>Wk 6</td>
<td><strong>CLOSE READING OF NOVEL</strong></td>
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<td>• Students complete close reading of selected passages of novel as a whole class</td>
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<td>Wk 7</td>
<td><strong>TASK 4: ANALYTICAL ESSAY</strong></td>
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<td>• Teacher introduces the layout and structure of an analytical essay</td>
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<td>A Exemplar essay</td>
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<td>• Teacher and students complete joint construction of an analysis of a passage</td>
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<td>• Teacher and students study an A exemplar</td>
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<td>Wk 8</td>
<td><strong>TASK 4: ANALYTICAL ESSAY</strong></td>
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<td>• Teacher models an analytical essay response</td>
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<td>Feedback on essay</td>
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<td>• Students are given task / criteria sheets and begin drafting</td>
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<td>draft</td>
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<td>Wk 9</td>
<td><strong>TASK 4: ANALYTICAL ESSAY</strong></td>
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<td>• Students work on their assignment. Draft this week. Teacher will mark and</td>
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<td>give feedback</td>
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<td>Wk 10</td>
<td><strong>ASSESSMENT TASK 4: Analytical Essay</strong></td>
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<td>• Hand in essay in at the start of this week</td>
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# Class Course Planner Term 3, 2019

**Year 9 Core / Extension English**

**Class:** ENG092A / B / D / E / G / H / K / L  
**Teacher:**

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| Wk 1 | UNIT 3: A NOVEL APPROACH  
- Introduction to context of the novel / author and theme of the unit  
- Students will continue reading their novel, borrowed at the end of last term  
- Students complete comprehension activities as they read  | Achievement Ladder YTD Course Planner | |
| Wk 2 | READING NOVEL  
- Students continue reading novel and completing comprehension activities  
- To be finished by the start of week 3 | | |
| Wk 3 | NOVEL STUDY  
- Study of characterisation – HOW do readers learn about characters?  
- Complete a character profile of the main character/s  
- Identify gaps in the text, and events that may be told from a minor character’s perspective | | |
| Wk 4 | DRAMATIC MONOLOGUE  
- Define monologue, discuss the purpose and features of a monologue  
- Read sample monologues and identify structure / layout and language features  
- View famous monologues from films or plays (Youtube) | | |
| Wk 5 | DRAMATIC MONOLOGUE  
- Students are given the task and criteria sheet  
- Students will deconstruct an A Exemplar monologue  
- Students will plan and draft their monologue | A Exemplar Monologue | |
| Wk 6 | DRAMATIC MONOLOGUE  
- Students will hand in a draft of their monologue by the end of this week. Teacher will mark and return it by Monday week 7 | Feedback on monologue draft | |
| Wk 7 | ASSESSMENT TASK 4: CHARACTER MONOLOGUE  
- Drafts given back to students on Monday  
- Hand in monologue by the end of this week | Task 4: Character Monologue (WR) | |
| Wk 8 | CHARACTER ANALYSIS  
- Deconstruct short passages from the novel, and analyse language used by the author to represent characters in a particular way (vocabulary, imagery and syntax) | | |
| Wk 9 | ANALYTICAL ESSAYS  
- Analytical essay genre – introduction / body / conclusion  
- Paragraph writing and PEEL structure  
- Modelled/joint writing of paragraphs that analyse short extracts from the novel | | |
| Wk 10 | ASSESSMENT TASK 5: ANALYTICAL ESSAY  
- Students are given the task and criteria sheet  
- Students will deconstruct an A Exemplar essay  
- Students will plan and draft their essay, based on a passage from the novel | Term 3 Report YTD | |
# Class Course Planner Term 3, 2019

**Year 10 English**

**Class:** ENG102A / B / C / D / F / G / H / I  
**Teacher:**

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| Wk 1 | UNIT 3 – INNOCENT UNTIL PROVEN GUILTY?  
- Introduction to drama and drama scripts. Why is drama an important medium? How does it differ from other mediums? (I DO)  
- Introduce students to Shakespeare, his background and the Elizabethan era (including difference in language) (I DO)  
- Give students an overview/summary of the chosen play  
- Begin reading the chosen play (WE DO) |  | Achievement Ladder YTD  
Course Planner |
| Wk 2 | READING OF CHOSEN PLAY  
- Students read through the play as a class  
- Discussion and exercises that check for understanding of the play/scenes read to this point  
- Explore relevant spelling, vocabulary, and language in context to the play |  | Teacher feedback on book work / notes etc |
| Wk 3 | READING OF CHOSEN PLAY  
- Students read through the play as a class  
- Discussion and exercises that check for understanding of the play/scenes read to this point  
- Relevant spelling, vocabulary, and language in context to the play |  |  |
| Wk 4 | READING OF CHOSEN PLAY  
- Students read through the play as a class, and should finish the play no later than early/mid week 4  
- Discussion and exercises that check for understanding of the overall plot of the play  
- If time allows, a performance or film adaptation could be viewed this week to enhance students’ understanding of the play’s characters, setting and events |  |  |
| Wk 5 | CHARACTERS AND THEMES  
- Use ET method to teach characterisation, character relationships, actions and motivations in the play  
- Use ET method to teach theme/concepts that arise from the story, and how to discern theme from the characters and events |  |  |
| Wk 6 | CHARACTER ANALYSIS  
- Students create character analysis and profiles of main characters in the play  
- Students explore any questionable or incriminating actions by the characters, giving specific examples from the play |  |  |
| Wk 7 | PERSUASIVE DEVICES AND CONTEXTUAL USE  
- Revise and practise persuasive language devices  
- Short clips of court room scenes from films or TV shows could be shown this week, students to identify how persuasive devices were used to argue a point  
- Joint and individual construction of paragraphs which employ persuasive language to argue a point (WE DO / YOU DO)  
- Students select character and stance for their assessment |  | Draft due this week |
| Wk 8 | TASK 3: PERSUASIVE SPEECH  
- Students read and deconstruct an A exemplar of a persuasive speech, identifying structural and language features  
- Students begin work on their assessment task  
- Rough draft due by the end of the week |  |  |
| Wk 9 | TASK 3: PERSUASIVE SPEECH  
Students work on their assessment task |  | Teacher feedback on draft |
| Wk 10 | TASK 3: PERSUASIVE SPEECH  
- Assessment Task 1 due this week  
- In class presentations  
*Students are to borrow novel for Term 4 from the library this week* |  | Task 3: Persuasive Speech Due |
Class Course Planner Term 3, 2019
Year 10 Essential English

Class: EEN102A / B / C / D
Teacher:

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| Wk 1 | **UNIT 3: IT'S IN THE FINE PRINT**  
- Activate student’s prior knowledge about racial stereotypes, using stimulus material such as vlogs, advertising campaigns, speeches and news reports.  
- Using scaffolded responses, discuss the attitudes, values and beliefs found in these texts.  
- Share and discuss personal experiences | | Course Planner Achievement Ladder YTD |
| Wk 2 |  
- Class discussion around techniques and representations of race in film extracts and building new unit vocabulary exercises  
- Study historical examples from around the world  
- Respond to representations of race in film extracts and poetry. ("We Do") | | |
| Wk 3 |  
- Class discussion around techniques and representations of race in film extracts and building new unit vocabulary exercises  
- Study historical examples from around the world  
- Respond to representations of race in film extracts and poetry. ("We Do") | | |
| Wk 4 |  
- Student study critical literacy techniques such as: privilege, gaps and silences, connotation, word selection etc.  
- Students use critical literacy skills to deconstruct the representation of the issue in responses to various sources | Quick Quiz to discern understanding | |
| Wk 5 |  
- Student study critical literacy techniques such as: privilege, gaps and silences, connotation, word selection etc.  
- Students use critical literacy skills to deconstruct the representation of the issue in responses to various sources | | |
| Wk 6 |  
- Students use critical literacy skills to deconstruct the representation of the issue in responses to various sources.  
- Using scaffolds and through joint deconstruction students practice identifying and analysing tone, register, style, layout etc. for meaning and how it positions reader/viewer | Quick Quiz to discern understanding | |
| Wk 7 |  
- Students practice deconstructing a text and answering short answer style questions on the elements of the deconstruction that will lead them to evaluate representations of race within the stimulus material through whole class deconstruction, think, pair, share, group construction and as individuals | | |
| Wk 8 |  
- Students practice deconstructing a text and answering short answer style questions on the elements of the deconstruction that will lead them to evaluate representations of race within the stimulus material through whole class deconstruction, think, pair, share, group construction and as individuals | | |
| Wk 9 | ASSESSMENT  
- Teachers model, scaffold (where appropriate) and deconstruct elements of the genre with students.  
- Students deconstruct exemplar | A Exemplar | |
| Wk 10 | ASSESSMENT: SHORT RESPONSE EXAM  
Complete assessment | Task 3: Short Response (Exam) | |
## Class Course Planner Term 3, 2019

### Year 10 Literature

**Class:** LIT102B  
**Teacher:**

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| Wk 1 | UNIT 3 – LIGHTS, CAMERA, ACTION!!  
- Introduction to drama. Why is drama an important medium?  
- Background on text and author; pre-reading activities  
- Begin reading chosen novel; students read text as a class and individually at home as appropriate (students must have read ½ of novel by following week) | Achievement Ladder YTD | Course Planner |
| Wk 2 | READING OF NOVEL  
- Continue reading novel  
- Explore characters, conflicts, and themes  
- Explore language features: characterisation, techniques, spelling  
- COMPREHENSION TASK | Formative comprehension task on novel | |
| Wk 3 | DRAMA ON FILM  
- How do you define drama? How do you develop a dramatic concept?  
- Explore logline technique; apply to films  
- Reading a film script  
- Read excerpts from screenplays; view scenes from film versions | | |
| Wk 4 | A DRAMATIC VLOG  
- Introduce dramatic vlog genre  
- View vlogs  
- Explore features of a compelling vlog  
- Explore connections between character, conflict, theme, stylistic choices | | |
| Wk 5 | VLOG PITCH (GROUP PROJECT)  
- In small groups, students develop a Vlog concept and story  
- Students must be able to discuss choices they made based on character, conflict, theme  
STUDENTS PITCH GROUP CONCEPTS | Formative group task | |
| Wk 6 | REFRESH & EXTEND NOVEL  
- Review characters, conflicts, and themes  
- VIEW FILM VERSION OF NOVEL  
- Discuss similarities and differences (novel vs. film) | | |
| Wk 7 | PRE-PRODUCTION: VIDEOGRAPHY TUTORIAL AND CONCEPT WORKSHOP  
- VIEW EXEMPLAR and begin developing concepts  
- Tutorial in basic film production: videography, sound, lighting  
- Tutorial in importing and editing footage: MAC, iPhones (plenty of YouTube clips)  
STUDENTS WORKSHOP CONCEPTS | A Exemplar Vlog | |
| Wk 8 | STUDENTS PRODUCE VLOG  
- Students write their vlog scripts  
Students begin filming | Draft due end of the week  
Teacher gives feedback | |
| Wk 9 | STUDENTS PRODUCE VLOG  
- Students film and edit vlogs  
- Peer review  
- Ongoing conferencing with teacher | | |
| Wk 10 | REFLECTION AND LOOKING FORWARD  
- View class vlogs  
- Discuss results (positive and negatives)  
- Reflect and feedback | Task 3: Vlog Presentation (SP) | |
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| Wk 1  | Consolidation of knowledge of the play  
Revision from last term – plot events / storyline  
Begin analysis of characters and themes in the play – graphic organisers may be used to support analysis                                                                                     |                                                                            |                                |
| Wk 2  | CHARACTERISATION  
Analyse the construction of characters through close reading of key passages from the text  
Draw out character traits, attitudes, values and beliefs  
Experiment with language including aesthetic features to create new and reconstructed texts                                                                                                           |                                                                            |                                |
| Wk 3  | MONOLOGUE GENRE  
Revise the concept of gaps and silences and identify these in the text  
Deconstruct an A exemplar imaginative monologue  
Practise joint and individual construction of paragraphs written from different points of view                                                                                                      | A Exemplar Monologue                                                     |                                |
| Wk 4  | EXAM PREPARATION  
Students receive task and criteria sheets  
Students being working on their monologues  
While drafting is not permitted, students may verbally conference their ideas with teachers  
Students should borrow their novel for the next task, FIA4  
Task sheets handed out one week before the first exam lesson  
Verbal conferencing / feedback ONLY                                                                                      |                                                                            |                                |
| Wk 5  | FIA3: Internal Monologue (Seen Exam)  
Students complete the exam in class across two lessons this week                                                                                                                                                  | IA3: Internal Monologue  
(Exam in class, 2 x 70min lessons)                                        |                                |
| Wk 6  | UNIT 2: TEXTS & CULTURE “The Outsiders”  
Topic 2: Analytical Response to Literary Texts  
Close Study of the novel: …………………  
• Revisit the idea of an “outsider” and the concepts studied leading up to the last assessment task. Brainstorm issues that teenagers face today, and how “outsiders” are treated by others. What makes a person an “outsider”?  
• Depending on the novel choice, study the context of the novel  
• Revise narrative structure  
• Borrow a novel from the library and begin reading  
|                                                                            |                                                                            |                                |
| Wk 7  | Students read the novel in class and at home  
Complete comprehension activities such as chapter questions  
Feedback on FIA3                                                                                                          |                                                                            |                                |
| Wk 8  | Novel Plot Analysis  
• Students must be finished reading the novel by the start of this week  
• Class will complete activities based on plot structure / main events as they read                                       |                                                                            |                                |
| Wk 9  | Representation of Characters and Theme  
• Character analysis – detailed character profiles including evidence from the novel  
• Class will revise the concept of REPRESENTATION. Complete activities relating to excerpts from the novel to determine the author’s language choices and how characters / settings / events / interactions and relationships have been represented |                                                                            | Teacher feedback on class work |
| Wk 10 | Novel Theme Analysis  
• Students will spend each lesson this week studying a different theme from the novel  
• Students will explore language used by the author, as well as characters and events / interactions that develop particular themes and ideas |                                                                            |                                |
## Class Course Planner Term 3, 2019
### Year 11 Essential English

**Class:** ENE112B / C / D / E / F

**Teacher:**

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| **Wk 1** | Research  
Identify three different audiences for the chosen biopic and select parts of the biopic that would most appeal to that audience. Write a justification for the selections, after the teacher scaffolds the structure, e.g. opinion, evidence, cohesive ties. Prepare and post their own recommendation or review of biopic, using an online forum. | Course Planner |  |
| **Wk 2** | View examples/models of a film pitch or proposal. Identify the features and techniques used, including tone and persuasive techniques | Task and criteria handed out |  |
| **Wk 3** | Draft presentation and complete peer feedback activities. Edit and revise. Submit draft for teacher feedback. Reflect on feedback | A Exemplar |  |
| **Wk 4** | Synthesising/ Culmination of Task  
Revise, edit and write the final presentation for submission according to the assessment guidelines | Submit draft |  |
| **Wk 5** | ASSESSMENT DUE  
Students submit multi-modal presentation this week | IA3 Spoken Multi Modal Presentation Due |  |
| **Wk 6** | **UNIT 2: TEXTS AND HUMAN EXPERIENCES**  
**Topic 2: Reading, interpreting & creating a dramatic text**  
Class discussion on “Australian Identity” and how it has been constructed. Video clips, various texts, advertisements can be used to examine different aspects of the Australian identity including stereotypical representations  
The purpose of Drama  
Introduce the play – overview of plot, characters, setting, themes  
Vocabulary  
Start reading the play |  |  |
| **Wk 7** | STUDENTS READ THE PLAY  
Ensure a variety of reading strategies are used; modelled teacher reading, silent individual reading, reading in small groups and round the room reading |  |  |
| **Wk 8** | STUDENTS READ THE PLAY  
Ensure a variety of reading strategies are used; modelled teacher reading, silent individual reading, reading in small groups and round the room reading |  |  |
| **Wk 9** | STUDY ELEMENTS OF THE PLAY  
Checking for understanding of important scenes, characters and topics in the play, such as real world connections, main characters, themes/issues, and language conventions of drama and dialogue |  |  |
| **Wk 10** | COMPLETE READING PLAY/VIEW FILM ADAPTION  
Complete reading play and associated activities. View an accurate film adaption of play if available |  |  |
## Class Course Planner Term 3, 2019
### Year 11 Literature

### Class: LIT112B

### Teacher:

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| Wk 1 | Poetry study continued from last term...  
**VICTORIAN POETRY STUDY**  
• Begin a case study of Rudyard Kipling and Alfred Lord Tennyson.  
• Reflect on change and continuity in gender roles and class | | Course Planner |
| Wk 2 | **REVISING NARRATIVE WRITING**  
• Consider the benefit of literature study in evaluating social structures.  
• Revise narrative genre conventions. Revise narrative language features such as imagery, figurative language, and extended metaphor, direct and indirect speech, using a variety of sentence types and implicit description and characterisation  
• Examine the use of narrative language features and themes of gender, class and society within Victorian short stories.  
• Complete a variety of writing activities to practice using narrative language features | | |
| Wk 3 | **ASSESSMENT PLANNING**  
• Students deconstruct an A exemplar narrative  
• Students complete planning to be reviewed by the teacher | | A Exemplar Short Story |
| Wk 4 | **ASSESSMENT DRAFTING**  
• Students draft. The teacher will be available for in-class conferencing at this time  
• Students must submit a complete draft at the end of this week. Before a copy is submitted to the teacher, it must be thoroughly self-edited – Does it look right? Does it sound right? | | Feedback on draft |
| Wk 5 | **ASSESSMENT COMPLETE**  
• Students must hand in a complete short story by the end of this week, using the feedback given on draft work to create an improved version  
• Submission must include author's statement | | IA3: Short Story (WR) |
| Wk 6 | **UNIT 2: INTERTEXTUALITY**  
Topic 2: Analytical Response to a Shakespearean Drama  
• Spend a short time building a knowledge of analysis and the connectedness of narratives in plays.  
• Revise the study of gender, class and society  
• Introduce Shakespearean drama and the historical context of the play  
• Outline of Shakespeare, biographical information  
• Students will borrow the selected play and begin reading | | |
| Wk 7 | **Study of Shakespearean Play**  
• Students will continue reading the play  
• Review play devices such as dramatic irony, structure, poetic form, emotive language, figurative language, and extended metaphor. | | |
| Wk 8 | **Read Shakespearean Play**  
• Read Shakespearean play  
• If time permits, teacher may show a film version of the play  
• Consolidate knowledge of plot and characters | | |
| Wk 9 | **Theme Study – Gender, Society and Class**  
Unpack themes in the play. Use graphic organisers to make notes and examples as evidence to support ideas about the underlying themes / issues. Focus must be on gender / gender roles | | |
| Wk 10 | **Theme Study – Gender, Society and Class**  
Unpack themes in the play. Use graphic organisers to make notes and examples as evidence to support ideas about the underlying themes / issues. Focus must be on gender / gender roles  
Study of the play must be completed by the end of term | | |
### Class Course Planner Term 3, 2019

**Year 12 English Communication**

**Class:** ENC122A / B / C / D / E  
**Teacher:**

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| **Wk 1** | **UNIT 3: AUSTRALIAN IMAGES AND IDENTITY**  
This unit of Year 12 is designed for 10 weeks. The focus of this unit is to have the students explore the collective identity of what it means to be “Australian”.  
There are TWO tasks in this unit:  
1. The students will study two or three well-known Australian films and sit for an exam.  
2. Students will construct a segment for a television show about a well-known Australian and present a spoken task.  
Discussion in groups about what it means to be an Australian  
Students use textbook *Queensland English 3* for activities. (I do / We do) | | Achievements Ladder YTD |
| **Wk 2** | VIEWING/DISCUSSION OF AUSTRALIAN IDENTITIES using resources in textbook as above.  
Focus on: Analysing images of Australia found in magazines.  
Categorising types of identities. (“I do/ We do”)  
Students receive study guide on two films to be viewed. | | Course Planner |
| **Wk 3** | Viewing the two Australian films (e.g. Lucky Miles vs. Rabbit Proof Fence or Crocodile Dundee vs. Red Dog) Completing study guide activities | | |
| **Wk 4** | Finishing viewing the two films.  
Completing study guide activities. (“You do”)  
Reading an exemplar.  
Model the structure of an exposition essay and model the language features of the genre.  
Do a practice ‘mock’ exam. (“We do. You do”) if time permits | | |
| **Wk 5** | Sitting for exam (2 x 70 minutes). ONE page of notes allowed. (You do.)  
Tier 1: 400 words  
Tier 2: 600 words | Task 4: Film Comparison Essay (EX) | |
| **Wk 6** | Preparing for second task: Discuss various popular Australian identities.  
Watching DVD “Australian Stories” or something similar. (I do. We do.) | | |
| **Wk 7** | Students read exemplar of task.  
Students select an identity and research their life. | A Exemplar | |
| **Wk 8** | Students plan and draft their speech  
Teacher gives feedback | | |
| **Wk 9** | Students present their spoken tasks (they may be presented up to the end of week 10)  
Tier 1: 3 minutes  
Tier 2: 5 minutes (You do) | | |
| **Wk 10** | Begin Unit 4: Travel  
Research of popular travel destinations  
View program “Banged Up Abroad” or similar | Task 5: Australian Personality (SP) | |

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## Class Course Planner Term 3, 2019
### Year 12 English

**Class:** ENG122A / C / E / F  
**Teacher:**

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| Wk 1 | UNIT 4: INSPIRATIONS  
This unit backs onto the Philosophy Unit started in Semester One. The teacher will refresh student’s memories by discussing philosophical values and literary influences of a personal nature. The students will then be prepared to work on the task for this unit: A Multi-Modal Spoken Presentation.  
** Also, during this week, students will be given their “Classic Novel” to read at home. This novel must be read by Week 4 of this term | Achievement Ladder YTD | Course Planner |
| Wk 2 | TASK 4: INSPIRATIONAL MULTI-MODAL SPOKEN PRESENTATION  
Teacher will show an A Exemplar for this presentation and discuss the construction of the task. Students will work in class and at home in preparing their presentation | Task 4 Criteria Sheet given to students |
| Wk 3 | TASK 4: STUDENTS WORK ON THIS TASK AT SCHOOL AND AT HOME  
See Above | Drafts Due |
| Wk 4 | UNIT 5: CLASSIC LITERATURE (NOVEL)  
This unit specifically focuses on how LANGUAGE is used in interesting and aesthetic ways to describe characters, places, and events. The unit also examines how LANGUAGE sets the TONE of a literary work and provokes reactions in the reader (ranging from humour, to pathos, to feelings of sympathy or regret). | Task 4: Inspirational Speech |
| Wk 5 | UNIT 5: CLASSIC LITERATURE (NOVEL) ... CONTINUES  
As above. | |
| Wk 6 | UNIT 5: CLASSIC LITERATURE (NOVEL) ... CONTINUES  
As above. | |
| Wk 7 | UNIT 5: CLASSIC LITERATURE (NOVEL) ... CONTINUES  
The teacher will show students an A Exemplar of an analytical essay about a classic novel that focuses on discussing how LANGUAGE describes characters, places and events, and sets the TONE. Students will practise writing a test essay based on their own novel (with a question NOT set in the exam) | A Exemplar Essay |
| Wk 8 | QCS (Tuesday + Wednesday)  
YEAR 12 ASSESSMENT PERIOD Classic Novel Exam will be held during this period of time. 120 mins. Unseen Question. No notes allowed. Only the novel can be brought into the exam room | Task 5: Analytical Essay (Exam) |
| Wk 9 | YEAR 12 ASSESSMENT PERIOD | |
| Wk 10 | UNIT 6: COMPARATIVE FILM STUDY  
See Week 1, Term 4 for more information on this unit.  
** The teacher should show the second of the 3 chosen films this week (and discuss the themes/issues, characterisation, cinematography, sound/music, etc.) | Moderation/Ladder Feedback for Verification |