## Class Course Planner Term 4, 2019
### Year 10 English

**Class:** ENG102...

**Teacher:**

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<thead>
<tr>
<th>Week</th>
<th>Curriculum Intent</th>
<th>Assessment</th>
<th>Feedback</th>
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<tbody>
<tr>
<td><strong>Wk 1</strong></td>
<td>Unit 4: Close Study of Literary Texts: <strong>NOVEL MUST BE BORROWED IN T3 WK 10</strong></td>
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|  | - Discuss unit aims and objectives, and how the unit links to the year 11 and 12 course  
  - Revision of the term REPRESENTATIONS  
  - Complete activities relating to language use and how readers perceive concepts / places / people as a result of author’s language choices  
  - Students should have started reading the novel in the holidays |  |  |
| **Wk 2** |  |  |  |
|  | - Students will complete chapter questions and activities as they read, to consolidate their understanding of the story  
  - Novel and associated activities must be completely finished by the start of week 3 |  |  |
| **Wk 3** | Plot / Character Study  
What is the series of events that unfolds? How are the events and conflict a catalyst for further action?  
What is characterisation? How do authors construct characters? |  |  |
|  | - Students complete plot graphs / storyboard / imovie that demonstrates their understanding of the main events from the novel  
  - Complete character profile/s and deconstruct short passages from the novel to reveal how characters have been represented |  |  |
| **Wk 4** | Theme Study  
What is theme? How do characters and events reveal the author’s message? |  |  |
|  | - Study two major themes from the novel  
  - Complete graphic organiser highlighting examples from the novel of events or characters that exemplify the chosen themes |  |  |
| **Wk 5** | Setting Study  
How do the settings in a novel contribute to the conflict / action, and how can the language used to describe settings create a particular atmosphere or mood? |  |  |
|  | - Provide students with extracts from the novel that describe settings, and identify and analyse language used to create a particular mood  
  - Discuss the role settings play in the development of the plot of the story, or how the setting can be a source of conflict  
  - **Analytical Essay Genre Study**  
  - Define analysis and practice writing an analytical response to short passages from the novel  
  - Study language features of an analytical essay – grammar (tense / point of view), vocabulary, thesis statements, supporting points etc  
  - Paragraph structure and PEEL paragraphs – write and deconstruct introductions, body paragraphs and conclusions |  |  |
| **Wk 6** | Analytical Essay Genre Study  
Students and teacher deconstruct A Exemplar of an analytical essay (based on the same novel, but different question)  
Students and teacher jointly construct parts of an analytical essay based on their novel, but a different question (teacher is provided with 3 essay questions)  
If time allows, teacher may provide an opportunity to complete a practice essay |  |  |
| **Wk 7** | Preparation for Assessment (2 lessons)  
Students given the task / criteria sheet and essay question one week before exam  
Students use class time to prepare response and page of notes. Teacher input is limited – verbal feedback only |  |  |
| **Wk 8** | Exam preparation may continue this week, depending on when the exam is held  
**Task 4: Analytical Essay (Seen Exam) 90min** |  |  |

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| Wk 1 | UNIT 4: READING AND INTERPRETING ADVERTISEMENTS AND MOTIVATIONAL SPEECHES  
- Activate prior knowledge of persuasive language  
- Discuss and build knowledge of visual literacy vocabulary by viewing a range of news media texts and advertisements  
- Comprehend a news media text  
- Use evaluative language and make judgements about viewed texts | Achievement Ladder | Course Planner |
| Wk 2 | UNIT 4: READING AND INTERPRETING ADVERTISEMENTS AND MOTIVATIONAL SPEECHES  
- Interpret point of view in media texts  
- Combine language and images  
- Examine modality in advertisements Kid warning about climate change, Clean Up Australia  
- Write a response evaluating the effectiveness of elements of studied advertisements | Ongoing teacher feedback re bookwork | |
| Wk 3 | UNIT 4: READING AND INTERPRETING ADVERTISEMENTS AND MOTIVATIONAL SPEECHES  
- Read extracts from motivational speeches  
- Analyse a motivational speech from a school context  
- Compare two graduation speeches  
- Write a reflection | | |
| Wk 4 | UNIT 4: READING AND INTERPRETING ADVERTISEMENTS AND MOTIVATIONAL SPEECHES  
- Read a commemorative speech - Anzac Day address 2010  
- Analyse the language features of a commemorative speech  
- Analyse the text structure of a commemorative speech  
- Evaluate the effectiveness of the speech  
- Adapt text structure and language features | | |
| Wk 5 | UNIT 4: READING AND INTERPRETING ADVERTISEMENTS AND MOTIVATIONAL SPEECHES  
- Read a speech by a world leader - Barack Obama’s victory speech 2008  
- Analyse the language features of a speech by a world leader  
- Analyse the structure of a speech by a world leader  
- Evaluate the effectiveness of the speech  
- Adapt text structure and language features | | |
| Wk 6 | UNIT 4: READING AND INTERPRETING ADVERTISEMENTS AND MOTIVATIONAL SPEECHES  
- Explore ideas related to hopes and dreams  
- Read a civil rights speech  
- Analyse the language features of a civil rights speech  
- Modelling a speech on the text structure of ‘I have a dream’ by Martin Luther King | | |
| Wk 7 | ASSESSMENT TASK 6: PERSUASIVE SPEECH  
- Genre patterns of a persuasive speech  
- Structural and language features of a persuasive speech (I Do, We Do)  
- Deconstruct A Exemplar  
- Joint construction of a speech | A Exemplar | |
| Wk 8 | ASSESSMENT TASK: PERSUASIVE SPEECH  
- Students editing and reworking drafts. (You Do)  
- Students rehearsing speeches — expression, gesture, tone, pause, preparing cue cards  
- Students completing assessment | Draft due | Feedback from draft |
| Wk 9 | ASSESSMENT TASK 6: PERSUASIVE SPEECH  
- Students editing and reworking drafts. (You Do)  
- Students rehearsing speeches — expression, gesture, tone, pause, preparing cue cards  
- Students completing assessment | Task : Persuasive Speech due | |
| Wk 10 | Alternative program  
- Student engage in class debate and inter-class debates practicing their persuasive speaking skills | | |
# Class Course Planner Term 4, 2019

## Year 8 English Communication

**Class:** ENG081...

**Teacher:**

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| Wk 1 | **UNIT 4: DOES THAT TRANSLATE?**  
- 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”).  
- Students start reading the novel in class this week | Achievement Ladder | Course Planner |
| Wk 2 | **STUDENTS WILL READ THE NOVEL**  
- Students will be required to read the novel in class  
- In class focus on Narrative, Characterisation, Issues/Themes, Settings, and Language (Vocab, Description, Devices) (“I Do, We Do”). | | |
| Wk 3 | **UNPACKING THE NOVEL**  
- Students complete the bookwork exercises started in Weeks 2+3. The exercises focused on characters, themes, issues, settings, and language features found in the chosen novel studied in class (“We Do, You Do”) | | |
| Wk 4 | **UNPACKING THE NOVEL**  
- Students complete the bookwork exercises started in Weeks 2+3. The exercises focused on characters, themes, issues, settings, and language features found in the chosen novel studied in class (“We Do, You Do”)  
- Late in Week 4 or early Week 5, students will sit an unseen exam (Task 1) based on the “unpacking” work they have been doing in class | | |
| Wk 5 | **STUDENTS WILL WATCH THE FILM OR TV SERIES BASED ON THEIR NOVEL**  
This will take the best part of the week – and may also include watching some “Making of ...” featurettes. | Ongoing teacher feedback re bookwork | |
| Wk 6 | **STUDENTS FINISH WATCHING FILM AND FEATURETTES**  
- This might take one more lesson, then it’s on to ...Whole class completes a tabular comparison of the novel vs. film with teacher guidance. (“I Do”, “We Do”) | | |
| Wk 7 | **TASK 4: STUDENTS START WORKING ON THEIR NOVEL vs. FILM DISCUSSION PAPER**  
- Teacher will provide and go through an A Exemplar with the class (“I Do”).  
- Students will complete drafts (“You Do”) | A exemplar Task and criteria sheet | |
| Wk 8 | **TASK 4: WRITING DISCUSSION PAPER ... (continued)**  
- As Above (“You Do”)  
- Draft will be due by the end of this week | Feedback on draft | |
| Wk 9 |  
- Teacher returns drafts to students  
- Students complete good copy of essay | Task 4: Comparative Essay | |
| Wk 10 | **ALTERNATIVE PROGRAM** | | |
### Class Course Planner Term 4, 2019
#### Year 8 Core English

**Class:** ENG081...

**Teacher:**

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| **Wk 1** | **UNIT 4: POETIC LICENCE**  
- Introduction to poetry as chosen by the teacher  
- Introduction to Indigenous perspectives and history  
- The teacher will do some preliminary work around poetry/poetic techniques/background before students start to read and deconstruct selected poems (“I Do”) |  |  |
| **Wk 2** | **STUDENTS WILL READ SELECTED POEMS**  
- Students will be required to read the selected poetry in class aloud, in groups.  
- In class focus on poetic techniques – simile, rhyme, alliteration, metaphor, personification, (Vocab, Description, Devices) (“I Do, We Do”) |  |  |
| **Wk 3** | **UNPACKING SELECTED POEMS**  
- Students will be required to read the selected poetry in class aloud, in groups.  
- 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) |  |  |
| **Wk 4** | **UNPACKING SELECTED POEMS**  
- Students will be required to read the selected poetry in class aloud, in groups.  
- 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) |  |  |
| **Wk 5** | **UNPACKING SELECTED POEMS**  
- Students will be required to read the selected poetry in class aloud, in groups.  
- 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) |  |  |
| **Wk 6** | **ESSAY WRITING AND ANALYSIS**  
- Teacher modelling, joint deconstruction of poetry analysis (We Do)  
- Students complete PEEL paragraph practice / essay structure |  |  |
| **Wk 7** | **ESSAY WRITING AND ANALYSIS**  
- Teacher modelling, joint deconstruction of poetry analysis (We Do)  
- Students complete PEEL paragraph practice / essay structure |  |  |
| **Wk 8** | **TASK 5: POETRY ANALYSIS (Spoken)**  
Students drafting, editing and conferencing with teacher |  | Feedback on draft |
| **Wk 9** | **ASSESSMENT DUE**  
Students completing assessment this week |  | TASK 5: Poetry Analysis (Spoken) |
| **Wk 10** | **ALTERNATIVE PROGRAM** |  |  |
### Class: ENG081...

### Teacher:

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<td>UNIT 5: A NOVEL APPROACH</td>
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<td>• Introduction to the novel as chosen by the teacher.</td>
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<td></td>
<td>• The teacher will do some preliminary work around the novel before students start to read it (&quot;I Do&quot;). Predicting based on cover and blurb, information about the author</td>
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<td>• Students start reading the novel in class and at home towards week’s end</td>
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<td><strong>Wk 2</strong></td>
<td>STUDENTS WILL READ THE NOVEL:</td>
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<td>• Students complete comprehension questions in full sentences from chapters or events in the novel</td>
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<td>• Students will be required to read the novel in class and at home.</td>
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<td>• In class focus on Narrative, Characterisation, Issues/Themes, Settings, and Language (Vocab, Description, Devices) (&quot;I Do, We Do&quot;).</td>
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<td>• Students practice using tense correctly and use of figurative language</td>
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<td><strong>Wk 6</strong></td>
<td>STUDENTS WILL READ THE NOVEL:</td>
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<td>• Students practice using tense correctly and use of figurative language</td>
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<td><strong>Wk 7</strong></td>
<td>ASSESSMENT</td>
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<td>• Review task requirements and deconstruct A exemplar</td>
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<td>• Modelled construction of diary entry – ideas / plan / construct / revise / edit</td>
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<td>• Joint construction – Ideas / plan / construct / revise / edit</td>
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<td><strong>Wk 8</strong></td>
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<td>• Students editing and reworking drafts. (You do)</td>
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<td><strong>Wk 9</strong></td>
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<td>• Students completing assessment</td>
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<td><strong>Wk 10</strong></td>
<td>ALTERNATIVE PROGRAM</td>
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## Week | Curriculum Intent | Assessment | Feedback
---|---|---|---
Wk 1 | **UNIT 4: POETIC LICENSE AND PROTEST SONGS**
- Just READ!
- Define social issues and explore texts that comment on current and varying social issues
- Video clips, various texts, and song lyrics can be used to examine different aspects of selected issues | | Course Planner
- Achievement Ladder YTD
Wk 2 | **SONG ANALYSIS**
- Just READ!
- Students are to study a range of songs that comment on issues in society.
- Students complete revision of poetic techniques
- Teacher leads analysis of songs paying particular attention to how themes are represented in each
- Define and identify elements of song structure – verse / chorus / bridge etc | | 
Wk 3 | **SONG ANALYSIS**
- Just READ!
- Students are to study a range of songs that comment on issues in society.
- Define and identify elements of song structure – verse / chorus / bridge etc
- Complete graphic organisers and annotations of song lyrics to make notes on elements of song structure, language features, subject matter and theme | | 
Wk 4 | **SONG ANALYSIS**
- Just READ!
- Students are to study a range of songs that comment on issues in society.
- Students complete revision of poetic techniques
- Define and identify elements of song structure – verse / chorus / bridge etc
- Complete graphic organisers and annotations of song lyrics to make notes on elements of song structure, language features, subject matter and theme | | 
Wk 5 | **PERSUASIVE EXPOSITIONS**
- Just READ!
- Revise persuasive devices and language
- Revise paragraph writing and PEEL structure
- Revise thesis statements and cohesive devices
- Read and deconstruct sample persuasive speeches | | 
Wk 6 | **ASSESSMENT TASK 5: PERSUASIVE SPEECH**
- Just READ!
- Students deconstruct an A Exemplar of a persuasive speech
- Students are given the task and criteria sheet
- Students plan and draft their speech | A Exemplar Persuasive Speech | 
Wk 7 | **ASSESSMENT TASK 5: PERSUASIVE SPEECH**
- Just READ!
- Students will hand in a draft of their speech this week. Teacher will mark and return it by Monday next week | Feedback on speech draft | 
Wk 8 | **ASSESSMENT TASK 5: PERSUASIVE SPEECH**
- Drafts given back to students on Monday
- Students rehearse speech with a partner
- Hand in speech (pre-recorded or LIVE) by the end of this week | Task 5: Persuasive Speech | 
Wk 9 | **YEAR 9 CAMP WED, THU, FRI** | | 
Wk 10 | **ALTERNATIVE PROGRAM** | | Full Year Report
# Class Course Planner Term 4, 2019
## Year 9 Core / Extension English

**Class:** ENG091...

**Teacher:**

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| Wk 1 | UNIT 3 CONTINUED: A NOVEL APPROACH  
• Students will continue their draft analytical essay from last term | Achievement Ladder YTD  
Course Planner | |
| Wk 2 | • Students will submit drafts at the beginning of this week. Teacher will mark and return by Friday |  | Feedback on essay draft |
| Wk 3 | ASSESSMENT TASK 5: ANALYTICAL ESSAY  
• Hand in essay this week  
UNIT 4: POETIC LICENSE AND PROTEST SONGS  
• Just READ!  
• Define social issues and explore texts that comment on current and varying social issues  
• Video clips, various texts, and song lyrics can be used to examine different aspects of selected issues  
• Build field knowledge of poetry, poetic techniques and encourage discussion and appreciation of the study of poetry | Task 5: Analytical Essay (WR) | |
| Wk 4 | SONG ANALYSIS  
• Just READ!  
• Students are to study a range of songs that comment on issues in society.  
• Students complete revision of poetic techniques  
• Teacher leads analysis of songs paying particular attention to how themes are represented in each  
• Define and identify elements of song structure – verse / chorus / bridge etc |  | |
| Wk 5 | SONG ANALYSIS  
• Just READ!  
• Students are to study a range of songs that comment on issues in society.  
• Define and identify elements of song structure – verse / chorus / bridge etc  
• Complete graphic organisers and annotations of song lyrics to make notes on elements of song structure, language features, subject matter and theme |  | |
| Wk 6 | PERSUASIVE EXPOSITIONS  
• Just READ!  
• Revise persuasive devices and language  
• Revise paragraph writing and PEEL structure / thesis statements and cohesive ties  
• Read and deconstruct sample persuasive speeches |  | |
| Wk 7 | ASSESSMENT TASK 6: PERSUASIVE SPEECH  
• Just READ!  
• Students deconstruct an A Exemplar persuasive speech  
• Students are given the task and criteria sheet  
• Students plan and draft their speech |  | |
| Wk 8 | ASSESSMENT TASK 6: PERSUASIVE SPEECH  
• Just READ!  
• Students will hand in a draft of their speech at the beginning of this week. Teacher will mark and return it by Friday | Feedback on speech draft | |
| Wk 9 | ASSESSMENT TASK 6: PERSUASIVE SPEECH  
• Hand in speech (pre-recorded or LIVE) before year 9 camp  
YEAR 9 CAMP WED, THU, FRI | Task 6: Persuasive Speech | |
| Wk 10 | ALTERNATIVE PROGRAM |  | Full Year Report |
## Class Course Planner Term 4, 2019

### Year 10 Essential English

**Class:** EEN101...

**Teacher:**

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| **Wk 1** | **UNIT 4: WHAT’S SO FUNNY?**  
Introduction to representations of Australian identity, cultural values and popular culture. ("I Do")  
Background information on film (or series) to be studied. ("I Do") | | Course Planner  
Achievement Ladder |
| **Wk 2** | Introduction to satire and elements of satire ("I Do")  
Identification of elements of satire in variety of texts  
Building new unit vocabulary exercises  
Class discussion around techniques used to create representation of Australian culture. ("We Do") | | |
| **Wk 3** | Watch short excerpts of satirical films or TV shows such as The Simpsons, Shrek, Family Guy or any of the Australian shows lists in the text list and identify the elements of satire. Activities and exercises identifying and evaluating the elements of satire – exaggeration, incongruity, parody, reversal etc. | Quick Quiz to discern understanding | |
| **Wk 4** | Revision of specialist film vocabulary – eg: shot size, camera angle and movement, mise-en-scene, music, lighting. Students will need to deconstruct, use scaffolds and tables to identify how the plot, characters, cinematography, and special effects are used to develop the story and how effective they are. | | |
| **Wk 5** | **STUDENTS ALL VIEW THE FILM/TV SHOW:**  
Students to experiment using elements of a review to justify their response to the film. Teachers should incorporate activities that require students to share responses with the class or in small groups or pairs to develop confidence in public speaking. | | |
| **Wk 6** | **ASSESSMENT**  
Teachers model, scaffold (where appropriate) and deconstruct elements of the genre with students.  
Students deconstruct exemplar | Task and criteria sheet  
Exemplar | |
| **Wk 7** | **ASSESSMENT**  
Begin work on assessment  
Students submit drafts and conference with teachers  
Developing self-editing techniques – Does it look right? Does it sound right | Drafts Due  
(feedback on drafts) | |
| **Wk 8** | **ASSESSMENT**  
Continue work on assessment  
Developing self-editing techniques – Does it look right? Does it sound right  
Live presentations this week | Task 4: Multimodal film review | |
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| Wk 1 | **UNIT 4: LITERATURE AND IDENTITY**  
- Discuss and examine understanding of poetry and poetic form. Engage prior knowledge and understanding of students including alliteration, onomatopoeia, assonance, caesura, dissonance, etc.  
- Review Indigenous context of the unit, values and beliefs. Use CECs for a lesson to make in-class presentation of Indigenous perspectives. |  | Course Planner Achievement Ladder YTD |
| Wk 2 |  
- Introduce SPECslimS analytical framework for discussing poetry.  
- Discuss POEM 1. Ensure wider discussion of cultural experiences and issues are included alongside the close analysis of language and language features  
- By the end of the week, students should write a P+EE+EE+L summation of the poem and its meaning |  | Teacher feedback on workbook notes/exercises |
| Wk 3 |  
- Discuss POEM 2. Ensure wider discussion of cultural experiences and issues are included alongside the close analysis of language and language features.  
- Focus on social positioning of Indigenous Australians: language that “takes back” and positions of power depicted in language  
- By the end of the week, students should write a P+EE+EE+L summation of the poem and its meaning |  |  |
| Wk 4 |  
- Discuss POEM 3. Ensure wider discussion of cultural experiences and issues are included alongside the close analysis of language and language features.  
- Focus on colloquialisms in language, including the empowerment of language and repositioning of “the other”.  
- By the end of the week, students should write a P+EE+EE+L summation of the poem and its meaning |  |  |
| Wk 5 |  
- Discuss POEM 4 and 5. Ensure wider discussion of cultural experiences and issues are included alongside the close analysis of language and language features.  
- Focus on empowerment through language to connect across culture and differences.  
- By the end of the week, students should write a P+EE+EE+L summation of the poem and its meaning |  |  |
| Wk 6 |  
- Students examine language features and textual structures of analytical writing.  
- Students engage with thesis writing and the importance of clarifying a main argument |  |  |
| Wk 7 |  
- Students examine language features and textual structures of analytical writing.  
- Students engage with thesis writing and the importance of clarifying a main argument | A Exemplar Essay |  |
| Wk 8 |  
- Students prepare for exam (Task given out 48 hours before last lesson of week)  
- Students sit for TASK 4: ANALYTICAL EXAM by the end of this week | Task 4: Analytical Essay (EX) |  |
### Class: ENC121...

### Teacher:

<table>
<thead>
<tr>
<th>Week</th>
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<tbody>
<tr>
<td>Wk 1</td>
<td><strong>UNIT 4: TRAVEL</strong>&lt;br&gt;Exploring possibilities&lt;br&gt;Reasons People travel&lt;br&gt;   - History, Sport, Family, Recreation, Breathtaking Sights, Business,&lt;br&gt;   - Pleasure, Special Interest, Popular Attractions—&lt;br&gt;Theme Parks.</td>
<td>Ongoing teacher feedback on searches</td>
<td>Achievement Ladder&lt;br&gt;Course Planner</td>
</tr>
<tr>
<td>Wk 2</td>
<td>Where in the World is?&lt;br&gt;Examining countries in the world&lt;br&gt;   - Africa&lt;br&gt;   - South America&lt;br&gt;   - North America&lt;br&gt;   - Europe&lt;br&gt;   - Asia</td>
<td></td>
<td></td>
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<tr>
<td>Wk 3</td>
<td>Where to go and why?&lt;br&gt;Students decide where they want to go and state reasons why they want to visit that particular place.&lt;br&gt;Begin Internet search of what is there and what they can do.</td>
<td></td>
<td></td>
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<tr>
<td>Wk 4</td>
<td>Finding the best price.&lt;br&gt;Students look at airfares and available dates.&lt;br&gt;Search for accommodation at a reasonable price</td>
<td></td>
<td>Ongoing teacher feedback on searches</td>
</tr>
<tr>
<td>Wk 5</td>
<td>Putting the plan together&lt;br&gt;Students finalize their plans and create their travel itinerary</td>
<td></td>
<td>Draft Due</td>
</tr>
<tr>
<td>Wk 6</td>
<td>Continue to complete their Itinerary</td>
<td></td>
<td>Task 6: Travel Itinerary (WR)</td>
</tr>
</tbody>
</table>
**Class:** ENG122...

**Teacher:**

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| Wk 1 | **UNIT 6: COMPARATIVE FILM STUDY AROUND A SIMILAR THEME**  
The content of this unit will very much depend upon the general “theme” of the films chosen by the teacher. Typical themes include: “Growing Up”, “The Nature of War”, “Being Different”, “Falling In Love”, or “Families”. Students will watch at least 2 films (and in most cases they will watch 3 films, then be allowed to choose which 2 films they write on in their assignment).  
** The teacher should show the second of the 3 chosen films this week (and discuss the themes/issues, characterisation, cinematography, sound/music, etc.) |  |  |
| Wk 2 | **UNIT 6: CONTINUED ...**  
** The teacher should show the third of the 3 chosen films this week (and discuss the themes/issues, characterisation, cinematography, sound/music, etc.)  
** Students should be given the task sheet (Task 6) by the end of this week. This task should be due by the END of Week 4. | Task and criteria sheets given to students |  |
| Wk 3 | **TASK 6: PERSUASIVE FEATURE ARTICLE THAT COMPares TWO FILMS OF A SIMILAR THEME**  
Students begin work in class and at home on this assignment. The teacher is not allowed (according to the syllabus) to show an A Exemplar, nor give feedback on any drafts for this assignment. It must completely be the student’s own work from beginning to end (GRR). |  |  |
| Wk 4 | **TASK 6: STUDENTS CONTINUE WORKING ON THIS TASK.**  
** This task must be handed in by FRIDAY of this week (or earlier).  
** The teacher will need to grade Task 6 over the weekend so that FINAL YEAR 12 ENGLISH GRADES can be verified by Mid-Week 5 |  |  |
| Wk 5 | **TASK 6: LIVE PRESENTATIONS**  
** A few students may need to present Task 6 as a Spoken Task due to syllabus requirements.  
ONE or TWO MORE FILMS CENTRED AROUND THE CHOSEN THEME  
To finish the year, the teacher should show 1 or 2 more films centred on the theme chosen for the last unit. | Task 6: Feature Article OR LIVE presentations of speeches | Feedback to Year 12 students on their final placements on ladder. |
| Wk 6 | **ONE or TWO MORE FILMS CENTRED AROUND THE CHOSEN THEME**  
To finish the year, the teacher should show 1 or 2 more films centred on the theme chosen for the last unit.  
** Year 12 finish on Friday of this week (Graduation). |  |  |
## Week 1
**Curriculum Intent**
- **Novel Theme Analysis – Continued from last term**
  - 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.

## Week 2
**Curriculum Intent**
- **Essay Writing Skills**
  - Teacher will revise essay structure and the parts of an essay.
  - Teacher will model how to break down an essay question and use it to plan an essay.
  - Explore how to write a thesis statement from an essay question.

## Week 3
**Curriculum Intent**
- **Essay Writing Skills**
  - Teacher will show students how to reference the novel in their writing. Students will practice this when responding to the practice essay question.
  - Teacher will provide a practice essay question, and will jointly break down the question to write an essay plan, then jointly write parts of an essay in response to the practice question.

## Week 4
**Curriculum Intent**
- **Analytical Exposition (Unseen Exam)**
  - To take place in the exam block this week.
  - 2 hour session, unannotated copy of the novel allowed.

## Week 5
**Curriculum Intent**
- **UNIT 3: TEXTUAL CONNECTIONS**
  - **IA1 – Written Response for Public Audience**
    - Unit introduction and course structure.
    - Discussion of gender roles and equality between men and women, historically and today.
    - Main events in history are discussed and analysed – women’s right to vote, WW1 and WW2, first female prime ministers, equal pay, maternity leave etc. Create a timeline of events.
    - Media reports surrounding the #metoo movement – what caused it? Who does it involve? Why did it gain so much traction in the news?

## Week 6
**Curriculum Intent**
- **Reading the Novel “…………………”**
  - Introduction to the context of the novel / author and topic of the unit.
  - Define dystopian fiction and its features.
  - Pre reading activities based on the novel – how gender roles are represented in dystopian texts.
  - Borrow the novel and begin reading.
  - Students will need to have finished reading the novel by the end of term / week 1 2020.
  - Students will complete reading activities like chapter questions, analyse passages in the novel, study characters, plot and settings etc.

## Week 7
**Curriculum Intent**
- **Reading the Novel “…………………”**
  - Students will complete reading activities like chapter questions, analyse passages in the novel, study characters, plot and settings etc.

## Week 8
**Curriculum Intent**
- **Reading the Novel “…………………”**
  - Students will complete reading activities like chapter questions, analyse passages in the novel, study characters, plot and settings etc.
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| Wk 1 | STUDY OF SIGNIFICANT EVENTS, THEMES AND CHARACTERS  
Plot Graphs/Storyboard of main events  
Study of theme/concepts that arise in the story  
Study characterisation and the complex relationships in the play | Task with Criteria given out this week | A Exemplar Monologue |
| Wk 2 | DEVELOPING DEEP UNDERSTANDING OF CHARACTER  
Study how the author has constructed characters and what kind of people they are.  
Complete character profiles.  
Identify gaps and silences in the play  
Teacher leads class through an A exemplar, construction/deconstruction of a reflective monologue | A Exemplar Monologue | |
| Wk 3 | COMMENCE DRAFTING  
Students begin planning and working on their own reflective monologues in class and at home (for homework) | Drafts Due (feedback on drafts) | |
| Wk 4 | TASK DUE WK  
Students submit final copy of monologue | IA4: Internal Monologue | |
| Wk 5 | UNIT 3: LANGUAGE THAT INFLUENCES  
Topic 1 – Speak Up!  
Students discuss and brainstorm the image people often have of teenagers? How are teens, particularly teens in the M suburbs portrayed in the media? What words are often used to describe them? Students to share personal experiences and opinions.  
Develop bank of current and relevant teen issues | | |
| Wk 6 | VIEW DOCUMENTARY  
Students view a documentary about teen issues and how teens are reported on in the media, read news articles about the 3M suburbs. Students to complete notes, questions and activities on text. | | |
| Wk 7 | VIEW DOCUMENTARY  
Students view a documentary about teen issues and how teens are reported on in the media, read news articles about the 3M suburbs. Students to complete notes, questions and activities on text. | | |
| Wk 8 | RESEARCH TEEN ISSUES  
Students research a number of issues facing teens, developing note taking skills and acknowledgement of sources | | |
**Class: LIT111....**

**Teacher:**

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| Wk 1 | ESSAY WRITING SKILLS  
• Revise essay structure  
• Read analytical essays and deconstruct language features  
• Revise how to read an essay question  
• Revise how to write a thesis statement from an essay question | Course Planner | Achievement
Ladder YTD |
| Wk 2 | ESSAY WRITING SKILLS  
Joint construction of essay paragraphs. Teacher will provide a practice essay question to guide class work | A Exemplar Analytical Essay | |
| Wk 3 | ESSAY WRITING SKILLS  
Independent construction of an essay. Teacher may provide a practice essay question and give feedback on responses | | |
| Wk 4 | Task 2: Analytical Essay (Unseen Exam)  
Exam will be completed in the exam block  
2 hour session, unannotated copy of the play allowed, NO NOTES, Unseen question | IA4: Analytical Essay (UNSEEN EXAM) | |
| Wk 5 | UNIT 3: LITERATURE AND IDENTITY | | |
| Wk 6 | | | |
| Wk 7 | | | |
| Wk 8 | | | |