



Trinity Bay State High School

Course Planner Term 2

Year 7 ENGLISH

Class:

Teacher:

Week	Curriculum Intent	Formative Tasks & Summative Assessment
Week 1	<p>Unit 2: ANALYSIS of BIOGRAPHY USING PICTURE BOOKS</p> <ul style="list-style-type: none"> Analyse implied meaning in images. Complete activities on figurative language Use QAR model to complete reading activities of picture books Share personal memories of similar experiences Activate prior knowledge of courage 	<p>A-C Class Target</p> <p>Course Planner Weekly spelling test, kahoot quizzes and or dictionary work</p>
Week 2	<ul style="list-style-type: none"> Explore the key structural features of the biography and the function they serve, e.g. orient the reader through completing transformation exercises, i.e. cutting sentences, paragraphs or whole texts into smaller chunks to be reconstructed in the correct sequence exploring graphic organisers and generic structure scaffolds 	<p>Ongoing teacher feedback re bookwork Cloze test</p>
Week 3	<ul style="list-style-type: none"> Explore the key structural features of the biography and the function they serve, e.g. orient the reader through completing transformation exercises, i.e. cutting sentences, paragraphs or whole texts into smaller chunks to be reconstructed in the correct sequence exploring graphic organisers and generic structure scaffolds 	
Week 4	<ul style="list-style-type: none"> In small groups students to use iPads to photograph different memorials around the school and research the history of those memorialised. Students to make a video report of their findings for the class. Students to research famous memorials around the world and share the stories and significance of them Practice elements of research and power point 	
Week 5	<ul style="list-style-type: none"> Students to research courageous individual and practice writing and presenting information Students to experiment with presenting information using multimodal elements 	
Week 6	<p>UNPACKING TASK 2</p> <ul style="list-style-type: none"> Deconstruct A exemplar and modelled construction of a biography Students receive task and criteria sheet Students complete a draft multi modal biography and conference with their teacher to receive feedback 	<p>Review task and criteria sheet</p> <p>A Exemplar</p>
Week 7	<ul style="list-style-type: none"> Hand biography speech drafts back this week Students edit work and conference with the teacher Students rehearse their speeches in class and at home Students recording their video and audio files to insert into their power point presentations 	<p>Draft feedback</p>
Week 8	<ul style="list-style-type: none"> TASK DUE 	<p>Assessment due</p>
Week 9	<p>UNIT 3: ANCIENT STORIES – POETIC LICENSE</p> <ul style="list-style-type: none"> Research and learn about the history of Australia. Class visits by CEC's Lory / Moses, to discuss local knowledge / history Watch extracts of some of the First Nation documentaries and films such as <i>Ten Canoes</i>, <i>Utopia</i> and <i>First Footprints</i> to identify and discuss key First Nation perspectives. Complete some fun creative poetry writing activities such as shape poems, acrostic poems, whole class poems etc. Complete a found poem activity focusing on the key indigenous perspectives in the unit, land, stories etc 	
Week 10	<ul style="list-style-type: none"> Introduce students to the studied poets and provide some interesting information about the social or historical context of the poetry. Students research some of the personal and historical background on each of the poets and relevant topical issues affecting First Nation people, and why they are important to study today (and particularly why they are still relevant) 	



Trinity Bay State High School

Course Planner Term 2

Year 7 LITERATURE

Class:

Teacher:

Week	Curriculum Intent	Formative Tasks & Summative Assessment
Week 1	UNPACKING SELECTED POEMS <ul style="list-style-type: none"> • Just Read for first 10 minutes of lesson • Students will be required to read the selected poetry in class aloud, in groups • In class focus on identifying and explaining poetic techniques – simile, rhyme, alliteration, metaphor, personification, (Vocab, Description, Devices) • Analysis of First Nation Peoples perspectives 	A-C Class Target Course Planner Weekly spelling test, kahoot quizzes and or dictionary work
Week 2	UNPACKING SELECTED POEMS <ul style="list-style-type: none"> • Just Read for first 10 minutes of lesson • Students will be required to read the selected poetry in class aloud, in groups • In class focus on identifying and explaining poetic techniques – simile, rhyme, alliteration, metaphor, personification, (Vocab, Description, Devices) • Analysis of First Nation Peoples perspectives 	Ongoing teacher feedback re bookwork Cloze test
Week 3	UNPACKING SELECTED POEMS <ul style="list-style-type: none"> • Just Read for first 10 minutes of lesson • Students will be required to read the selected poetry in class aloud, in groups • In class focus on identifying and explaining poetic techniques – simile, rhyme, alliteration, metaphor, personification, (Vocab, Description, Devices) • Analysis of First Nation Peoples perspectives 	
Week 4	ANALYSIS <ul style="list-style-type: none"> • Just Read for first 10 minutes of lesson • Define purpose of analysis • Analyse the structure and language features of analytical essays/speeches • Read a poetry analysis speech and identify parts of the essay and language features • Sequencing of paragraphs and cohesion 	
Week 5	ANALYSIS <ul style="list-style-type: none"> • Just Read for first 10 minutes of lesson • Teacher modelling, joint deconstruction of poetry analysis using a poem already studied in class • Students complete PEEL paragraph practice • Read and deconstruct A Exemplar analysis speech 	
Week 6	UNPACKING TASK 2 <ul style="list-style-type: none"> • Students receive task and criteria sheet • Students complete a draft poetry analysis and conference with their teacher to receive feedback 	Review task and criteria sheet A Exemplar
Week 7	<ul style="list-style-type: none"> • Hand poetry analysis speech drafts back this week • Students edit work and conference with the teacher • Students rehearse their speeches in class and at home • Students recording their video and audio files to insert into their power point presentations 	Draft feedback
Week 8	ASSESSMENT DUE	Assessment due
Week 9	<u>UNIT 2: PERSONAL STORIES WRITING ABOUT LIFE</u> <ul style="list-style-type: none"> • Just Read for first 10 minutes of lesson • Share personal stories, review definitions of life writing • Create a personal bitmoji or avatar and share with class explaining the choices they have made about the representation of themselves • Read Flood by Jackie French and discuss topic and content. • Students to share personal stories and memories about accidents, injuries, annoying neighbours, family pets, holidays. 	
Week 10	<ul style="list-style-type: none"> • Watch films trailers about stories of courage and discuss aspects of courage being explored • Film trailers such as Heroes on a Train, 127 Hours, Touching the Void • Identify language which conveys emotions or feelings. (Language of Affect) • Identify language which conveys aspects of people’s behaviour (Language of Judgment) 	



Class Course Planner Term 2 Year 8 Literature

Class: ELI081

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	<p><u>Unit 2: A Novel Approach</u> STUDENTS WILL READ THE NOVEL:</p> <ul style="list-style-type: none"> 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") 	
2	<p>STUDENTS WILL READ THE NOVEL:</p> <ul style="list-style-type: none"> 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") 	
3	<p>STUDENTS WILL READ THE NOVEL:</p> <ul style="list-style-type: none"> 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") 	
4	<ul style="list-style-type: none"> Students will complete character tracking maps Identify gaps and silences within the novel Practice personal writing as a character focused on emotion and use of figurative language 	
5	<ul style="list-style-type: none"> Students to review the meaning of ethics and ethical issues 	
6	<p>MONOLOGUES</p> <ul style="list-style-type: none"> Students to write a response in the character's voice explaining the issue from this character's perspective. Encourage students to use the character's words and ways of speaking in their responses. 	
7	<p>MONOLOGUES</p> <ul style="list-style-type: none"> Review and consolidate the features of a dramatic monologue The teacher needs to show (and demonstrate) an A Exemplar monologue with a minor character Specific focus on script layout conventions 	A Exemplar
8	<p>EXAM THIS WEEK 2 x 70min lessons</p>	Task 2: Written Dramatic Monologue
9	<p><u>UNIT 3: THROUGH THE LENS</u></p> <ul style="list-style-type: none"> Just Read 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 	
10	<ul style="list-style-type: none"> Just Read Watch an interview with Henrietta Marie, a Yindiji Elder, and her grandson Raymond, a Trinity Bay student (see Q Drive) Review and discuss knowledge and understanding of how visual and audio features communicate ideas to viewers about a group in society. Consider: visual features such as: light, colour, shot type, objects within a frame, positioning within a frame, symbols, text audio features such as: dialogue, voice effects, music, sound effects. (Students should be familiar with many of these from last year) 	



Class Course Planner Term 2

Year 8 Essential English

Class: EEN081

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	UNPACKING SELECTED POEMS <ul style="list-style-type: none"> Students will be required to read the selected poetry in class aloud, in groups In class focus on analysis of poetic techniques and their meaning / effect – simile, rhyme, alliteration, metaphor, personification, (Vocab, Description, Devices) (I Do, We Do) 	Achievement Ladder Course Planner
2	UNPACKING SELECTED POEMS <ul style="list-style-type: none"> Students will be required to read the selected poetry in class aloud, in groups In class focus on analysis of poetic techniques and their meaning / effect – simile, rhyme, alliteration, metaphor, personification, (Vocab, Description, Devices) (I Do, We Do) 	
3	UNPACKING SELECTED POEMS / TASK 4: POETRY ANALYSIS ESSAY <ul style="list-style-type: none"> 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), including theme / author’s message and indigenous perspective being communicated through the poetry 	
4	POETRY ANALYSIS ESSAY <ul style="list-style-type: none"> Teacher modelling, joint deconstruction of poetry analysis / essay writing (We Do) Students complete PEEL paragraph practice Read and deconstruct A Exemplar essay 	A Exemplar
5	POETRY ANALYSIS ESSAY <ul style="list-style-type: none"> Teacher modelling, joint deconstruction of poetry analysis / essay writing (We Do) Students complete PEEL paragraph practice Read and deconstruct A Exemplar essay 	A Exemplar
6	TASK 4: POETRY ANALYSIS ESSAY <ul style="list-style-type: none"> Students drafting, editing and conferencing essay with teacher 	Task and Criteria
7	ASSESSMENT COMPLETION <ul style="list-style-type: none"> Students receive feedback on their draft and edit their work (You do) Rehearsal of oral presentation with a partner 	Feedback on draft
8	ASSESSMENT DUE <ul style="list-style-type: none"> Students complete assessment mid week 	Task 2: Poetry Analysis (SP)
9	<u>UNIT 2: YOUTH ISSUES ON THE SMALL SCREEN</u> <ul style="list-style-type: none"> 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 – 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? 	
10	VIEWING/DISCUSSION OF CHOSEN TV SERIES: <ul style="list-style-type: none"> 3-4 episodes (plus discussion and analysis of each episode). Focus on Characterisation, Issues/Themes, Settings, and Production Values (“I Do, We Do”). 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 	



Class Course Planner Term 2 Year 8 English

Class: ENG081

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	<p>VIEWING/DISCUSSION OF CHOSEN TV SERIES: _____</p> <ul style="list-style-type: none"> Students to write a response in the character's voice explaining the issue from this 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 	<p>Achievement Ladder Target</p> <p>Course Planner</p>
2	<p>VIEWING/DISCUSSION OF CHOSEN TV SERIES: _____</p> <ul style="list-style-type: none"> Examining character viewpoint – students to identify and explain the features that communicate one character's viewpoint about the issue Examining gaps and silences Examining ethical or moral issues faced by characters Practicing writing as character about events from the show 	
3	<p>VIEWING/DISCUSSION OF CHOSEN TV SERIES: _____</p> <ul style="list-style-type: none"> Examining character viewpoint – students to identify and explain the features that communicate one character's viewpoint about the issue Examining gaps and silences Examining ethical or moral issues faced by characters Practicing writing as character about events from the show 	
4	<p>UNPACKING TASK</p> <ul style="list-style-type: none"> Teacher modelling, joint deconstruction of monologue (We Do) including script conventions Identifying gaps and silences in text 	
5	<p>UNPACKING TASK</p> <ul style="list-style-type: none"> Teacher modelling, joint deconstruction of monologue (We Do) including script conventions Identifying gaps and silences in text 	
6	<p>UNPACKING TASK</p> <ul style="list-style-type: none"> Deconstructing A Exemplar Planning and drafting monologue 	A Exemplar
7	<ul style="list-style-type: none"> Students drafting and conferencing with teacher 	Drafts Due
8	<p>ASSESSMENT DUE</p> <ul style="list-style-type: none"> Students editing and reworking drafts. (You do) Students completing assessment 	Task 2: Monologue
9	<p>UNIT 3: THROUGH THE LENS</p> <ul style="list-style-type: none"> Just Read 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 <p>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</p>	
10	<ul style="list-style-type: none"> Just Read Watch an interview with Henrietta Marie, a Yindiji Elder, and her grandson Raymond, a Trinity Bay student (see Q Drive) <p>Review and discuss knowledge and understanding of how visual and audio features communicate ideas to viewers about a group in society. Consider: visual features such as: light, colour, shot type, objects within a frame, positioning within a frame, symbols, text audio features such as: dialogue, voice effects, music, sound effects.</p> <p>(Students should be familiar with many of these from last year)</p>	



Class Course Planner Term 2

Year 9 Essential English

Class: EEN092...

Teacher:

Week	Curriculum Intent	Assessment
1	SONG ANALYSIS <ul style="list-style-type: none"> 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 	Course Planner Achievement Ladder
2	SONG ANALYSIS <ul style="list-style-type: none"> 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. 	
3	SONG ANALYSIS <ul style="list-style-type: none"> 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 	
4	PERSUASIVE EXPOSITIONS <ul style="list-style-type: none"> Revise persuasive devices and language Revise paragraph writing and PEEL structure Revise thesis statements and cohesive devices Read and deconstruct sample persuasive speeches 	
5	PERSUASIVE SPEECH <ul style="list-style-type: none"> Students deconstruct an A Exemplar of a persuasive speech Students are given the task and criteria sheet Students plan and draft their speech Students research social / political / historical context of their chosen song Students practice multi-modal elements 	A Exemplar Persuasive Speech Task and criteria handed out
6	TASK 4: PERSUASIVE SPEECH <ul style="list-style-type: none"> Students will hand in a draft of their speech this week. Teacher will mark and return it by next week 	
7	<ul style="list-style-type: none"> Drafts given back to students Students rehearse speech with a partner Prepare multi-modal aspect of presentation (such as a speech embedded in powerpoint) 	Feedback on speech draft
8	<ul style="list-style-type: none"> Hand in speech by mid week 8 – recorded presentations preferred 	Task 2: Persuasive Speech (SP)
9	UNIT 3: A NOVEL APPROACH <ul style="list-style-type: none"> Teacher leads discussion in class around key aspects of the novel, teaching of narrative highs / lows, character personalities/conflicts/relationships with other characters/dilemmas Begin reading the chosen novel and complete comprehension activities. Audio books, individual and small group reading may be done 	
10	READING NOVEL <ul style="list-style-type: none"> Students continue reading novel and completing comprehension activities To be finished by the end of week 3	



Class Course Planner Term 2 Year 9 Literature & English

Class: ELI092...

Teacher:

Week	Curriculum Intent	Assessment/Feedback
1	<u>UNIT 2: POETIC LICENSE – PROTEST THROUGH SLAM POETRY</u> <ul style="list-style-type: none"> • Just READ! • Define social issues and explore texts that comment on current and varying social issues through class discussions, viewing and listening; responding to focus questions • Video clips, various texts, and song lyrics can be used to examine different aspects of selected issues 	Course Planner Achievement Ladder
2	SLAM POETRY ANALYSIS <ul style="list-style-type: none"> • Just READ! • Students are to study a range of slam poetry that comments on issues in society. • Students complete revision of poetic techniques • Teacher leads analysis of slam poetry paying particular attention to how themes are represented in each • Define and identify elements of poetry structure – verse / stanza/ perspective / narrative voice etc. 	
3	SLAM POETRY ANALYSIS <ul style="list-style-type: none"> • Students are to study a range of slam poetry that comment on issues in society. • Define and identify elements of song structure – verse / chorus / bridge, etc. • Complete graphic organisers and annotations of slam poetry verse to make notes on elements of structure, language features, subject matter and theme 	
4	PERSUASIVE EXPOSITIONS <ul style="list-style-type: none"> • Revise persuasive devices and language • Revise paragraph writing and PEEL structure • Revise thesis statements and cohesive devices • Read and deconstruct sample persuasive speeches • Students practice multi-modal elements 	
5	PERSUASIVE SPEECH <ul style="list-style-type: none"> • Students deconstruct an A Exemplar of a persuasive speech • Students are given the task and criteria sheet • Students plan and draft their speech • Students research social/political content • Students practice multi-modal elements 	A Exemplar Persuasive Speech Task and criteria handed out
6	TASK 2: PERSUASIVE SPEECH <ul style="list-style-type: none"> • Students will hand in a draft of their speech this week • Students working on multimodal aspects – speech embedded into power point with images 	
7	DRAFT EDITING <ul style="list-style-type: none"> • Drafts given back to students on Monday • Students rehearse speech with a partner and prepare multi-modal aspect of presentation (such as a PowerPoint) 	Feedback on speech draft
8	ASSESSMENT TASK 2: PERSUASIVE SPEECH <ul style="list-style-type: none"> • Students rehearse speech with a partner • Hand in speech by mid-week – pre recorded preferred 	Task 2: Persuasive Speech (SP)
9	Unit 3: A Novel Approach <ul style="list-style-type: none"> • Students begin unit – what is the assessment, unit overview • Students reading the cover context clues and make predictions, background about the author. • Begin reading 	
10	<ul style="list-style-type: none"> • Students reading the novel and completing comprehension questions about setting, plot, character • Vocabulary and dictionary work 	



Class Course Planner Term 2

Year 10 English

Class:

Teacher:

Week	Curriculum Intent	Assessment Feedback
Wk 1	<u>UNIT 2: TEXTS AND CULTURE (FINDING A VOICE)</u> <ul style="list-style-type: none"> • Discuss and identify the features of an autobiography • Introduction to the autobiography as chosen by the teacher • Explore the novel's social, historical and cultural context • Students continue reading the autobiography in class and at home 	Achievement Ladder YTD Course Planner
Wk 2	READING THE AUTOBIOGRAPHY <ul style="list-style-type: none"> • Students will be required to read the autobiography in class and at home • In class focus on narrative, characterisation, themes, setting and language techniques • 	
Wk 3	CHARACTERISATION <ul style="list-style-type: none"> • Analyse and reflect on the construction of various characters, events and ideas through close reading of key passages from the text • Experiment with language including aesthetic features to create new and reconstructed texts 	Pop quiz on key content
Wk 4	GAPS AND SILENCES <ul style="list-style-type: none"> • Define gaps and silences and their purpose and identify within the text • Consider events from multiple characters' perspectives 	Ongoing teacher feedback
Wk 5	THE MONOLOGUE GENRE <ul style="list-style-type: none"> • Analyse and explore the monologue genre • Practise the language and structural features of a monologue • Teacher guided deconstruction of an A exemplar 	
Wk 6	TASK 2: WRITING MONOLOGUE <ul style="list-style-type: none"> • Hand out task and criteria sheets • In class planning and drafting • Drafts due at the end of the week 	Students given task and criteria sheets
Wk 7	TASK 2: WRITING MONOLOGUE <ul style="list-style-type: none"> • Individual and whole class drafting feedback • In class drafting 	Individual and whole class drafting feedback
Wk 8	TASK 2: MONOLOGUE DUE <ul style="list-style-type: none"> • Assessment due beginning to mid-week 	Task 2: Monologue (WR)
Wk 9	Just Read activities	
Wk 10	WORK EXPERIENCE WEEK	



Class Course Planner Term 2
Year 10 Essential English

Class: EEN101

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	UNIT 1: LANGUAGE THAT WORKS - LITERACY FOR THE WORKPLACE <ul style="list-style-type: none"> Explore and define different types of employment Quiz to see employment areas that suit students Articles on future work pathways 	Achievement Ladder Target Course Planner
2	<ul style="list-style-type: none"> Consolidation of employment terminology Investigate places to find job vacancies – online and in print media Identify information needed for online applications to big companies 	
3	<ul style="list-style-type: none"> Investigate careers by viewing / reading a variety of texts / programs such as <i>Dirty Jobs</i> RESUME <ul style="list-style-type: none"> Introduce resumes – why job seekers use them and the different formats. Read and analyse a number of resume styles Identify the layout for a general resume and the language used 	
4	FORMAL LANGUAGE / COMMUNICATION <ul style="list-style-type: none"> Formal language for the workplace Computer skills – email, Microsoft Word 	A Exemplar
5	DRAFT RESUME <ul style="list-style-type: none"> Resume drafting – identifying personal strengths, experience, referees and references Layout of resume – dot points, subtitles 	Draft Feedback
6	CUSTOMER COMPLAINTS <ul style="list-style-type: none"> Complaints in the Workplace Creating a complaint record Responding to complaints verbally and in writing 	A Exemplar Draft Feedback
7	COMPLAINT RESPONSES <ul style="list-style-type: none"> Exemplar of complaint response Drafting of complaint response 	
8	FINAL COMPONENTS OF PORTFOLIO <ul style="list-style-type: none"> Drafting of complaint response Finalising portfolio – resume, complaint response & short response questions 	Task 1: Work Documents Portfolio Due
9	Just Read Activities	
10	WORK EXPERIENCE WEEK	



Class Course Planner Term 2 Year 10 Literature

Class: ELI101

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	UNIT 2: OUTSIDE THE BUBBLE <ul style="list-style-type: none"> Spend a short time building a knowledge of intertextuality and the connectedness of narratives. Introduction to Shakespeare and Elizabethan England 	Achievement Ladder YTD
2	SHAKESPEARE STUDY <ul style="list-style-type: none"> Read through the play both in class and at home. Complete comprehension exercises Build knowledge of themes within the play 	
3	SHAKESPEARE STUDY <ul style="list-style-type: none"> Read through the play both in class and at home. Complete comprehension exercises Build knowledge of themes within the play 	
4	INTERTEXTUALITY <ul style="list-style-type: none"> Introduce the concept of intertextuality and discuss how texts may use elements of other texts to show connections for the reader View clips / read articles / stories or listen to podcasts / speeches that are examples of the use of intertextuality in popular culture View extracts from film adaptations 	
5	REVISE NARRATIVE WRITING GENRE CONVENTIONS <ul style="list-style-type: none"> Revise short story genre conventions. Revise and improve use of 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. Explore a range of short story structures At this time, students will read and study a variety of short stories 	Teacher feedback on workbook notes/exercises
6	REVISE NARRATIVE WRITING GENRE CONVENTIONS <ul style="list-style-type: none"> Revise short story genre conventions. Revise and improve use of 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. Explore a range of short story structures At this time, students will read and study a variety of short stories 	A Exemplar
7	ASSESSMENT <ul style="list-style-type: none"> Students deconstruct an A exemplar narrative Discuss the task sheet and ISMG Students plan and draft their responses 	
8	ASSESSMENT Students create an assessment draft. The teacher will be available for in-class conferencing at this time. Before a copy is handed to the teacher, it must be thoroughly self-edited – Does it look right? Does it sound right?	Task 2: Short Story (WR) Feedback on draft
9	Students may view a film version of the Shakespeare play studied JUST READ Wider reading elective activities	
10	WORK EXPERIENCE WEEK	



Class Course Planner – Term 2

Year 11 English as an Additional Language

Term Week	Curriculum Intent	Assessment Feedback
T1 Wk9	<p>YEAR 11 ENGLISH: Introduction of unit: Gender Equality.</p> <ul style="list-style-type: none"> ❖ Introduce the unit and metalanguage ❖ Discuss and identify the features used in visual elements of film. ❖ Explore the construction elements used in media such as; colour, position, lexical elements and cultural context. ❖ Students discuss the above for understanding. 	Course Planners
T1 Wk10	<p>Film ‘Hidden Figures’</p> <ul style="list-style-type: none"> ❖ Watch film ❖ Discuss perspectives: identity, race, gender, ❖ Create a mind map- who am I – identity ❖ Discussion as a class: ethnic, culture, relationships, gender, age and religion. ❖ Create a word wall (metalanguage of unit) ❖ Discuss time period that ‘Hidden Figures’ represents 	
T2 Wk1	<p>Examining cultural context of gender in our society and others:</p> <ul style="list-style-type: none"> ❖ Students will explore views on gender from different cultural backgrounds. ❖ Students will generate their definition of the representation based on their understanding. ❖ In class focus on the elements used, that position them as an audience to view gender. ❖ In class focus on text construction that gives shape to the ways of thinking about or acting in the world. ❖ In class focus on texts re-present concepts, identity, time and places, underpinned by the cultural assumptions, attitudes, beliefs, values or world view of the writer and audience. ❖ Revise metalanguage. 	
T2 Wk2	<p>Examining how media shapes a message of gender roles in our society:</p> <ul style="list-style-type: none"> ❖ Introduce key concepts relating to gender equality in visual texts and how a variety of techniques (colour, symbolism, composition, slogan, copy, language techniques) are used to position and privilege societal values, attitudes and beliefs. ❖ Students will be required to identify and label visual and lexical elements of visual literacy ❖ Apply understanding of analyse process by analysing visual text in groups or pairs. ❖ Examine persuasive techniques used ❖ Write a persuasive paragraph 	Frayor model to generate definitions of visual elements (colour, symbolism, composition, positioning etc)
T2 Wk3	<p>Examine the positioning of an audience through film:</p> <ul style="list-style-type: none"> ❖ View different sections film “Hidden Figures” by Theodore Melfi ❖ Analyse how the film represents contemporary social issues. ❖ How does it target women differently to men? ❖ Students will focus on different perspectives represented in the film. ❖ Discussion around a contemporary social issue presented in film, use persuasion to convince the class you view is to be considered. 	Note taking and questionnaire based on film
T2 Wk4	<p>Explore gender equality issue through a variety of personal stories, engaging student’s prior knowledge:</p> <ul style="list-style-type: none"> ❖ Class discussion about the concept of gender equality. ❖ Examine a series of personal stories addressing this social issue. ❖ Analysis key elements of persuasion in the personal stories (emotive language etc) ❖ Write a reflective paragraph responding to: How and in what ways, is gender equality an important social issue? 	Ongoing teacher feedback
T2 Wk5	<p>Task 2 FIA2: written response</p> <ul style="list-style-type: none"> ❖ Students will be given task ❖ Students will analysis the IMMSG as a class to ensure understanding. ❖ Students will research and gather evidence for their written response. 	Peer discussion and feedback
T2 Wk6	<p>Task 2 FIA2: written response (script)</p> <ul style="list-style-type: none"> ❖ Students will continue on assessment task 	First draft is due
T2 Wk7	<ul style="list-style-type: none"> ❖ TASK 2: Persuasive Written Response (script for speech) ❖ Assessment task due 	Feedback from teacher
T2 Wk8	<ul style="list-style-type: none"> ❖ Task 2: Persuasive Written Response (script for speech) ❖ Students will complete task by the end of the week 	Assessment is due
T2 Wk9	<p>Year 11 New Unit Introduction of poetry:</p> <ul style="list-style-type: none"> ❖ Introduce students to new unit of work ❖ Discuss perspectives: identity, belonging, marginalisation, alienation. ❖ Create a mind map- who am I – identity ❖ Discussion as a class: ethnic, culture, relationships, gender, age and religion. ❖ Create a word wall (metalanguage of unit) 	
T2 WK10	<p>Examine and deconstruct a range of poems for different audience/purpose/context</p> <p>Students will explore the main message in these poems (</p>	



Class Course Planner Term 2 Year 11 English

Class: ENG111

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	<p>**NOVEL MUST BE FINISHED BY TODAY**</p> <ul style="list-style-type: none"> Analysis of key scenes. How have specific film techniques contributed to the creation of characters and concepts of gender/family? Have different themes been foregrounded? View segments of film again to support analysis. Graphic organisers may be used to support note making. How do these elements position the audience to view the representation of gender/family? What message is the director communicating about gender/family? Does this messaging resonate with society today? Note taking, group discussion, class activities, research links to contemporary society A range of comprehension activities should be completed to check for student understanding of the key elements – plot, characters, setting and theme. 	Course Planner
2	<p>SUPPLEMENTARY NOVEL STUDY</p> <ul style="list-style-type: none"> A range of comprehension activities should be completed to check for student understanding of the key elements – plot, characters, setting and theme. Comprehension strategies should be used to construct literal, inferential and evaluative ideas about the issue/theme represented in the novel. Graphic organisers may be used to note take – explore how characters have been constructed to develop a particular representation of gender/family. How do these representations position the reader to view gender/family roles in the society depicted in the novel? Does this messaging resonate with society today? 	
3	<p>PERSUASIVE WRITING JOINT CONSTRUCTION</p> <ul style="list-style-type: none"> Joint construction and individual construction of paragraphs using persuasive and questioning language to POSITION a reader and argue a point Teachers should model, scaffold (where appropriate) and deconstruct elements of the genre with students 	
4	<p>FEATURE ARTICLE STRUCTURE</p> <ul style="list-style-type: none"> Joint construction and individual construction of paragraphs using persuasive and questioning language to POSITION a reader and argue a point Teachers should model, scaffold (where appropriate) and deconstruct elements of the genre with students Revise structure and layout features of feature articles Use ET method to REVISE, EXTEND and APPLY knowledge about language including sentence structure, tense, dialogue, punctuation, high modality, emotive, evaluative and persuasive language and devices DISCUSS and/or view the purpose of persuasive texts and language with real world connections: feature articles in a magazine or online articles about gender roles etc. Issue task and criteria sheet. Discuss with the class 	Task and ISMG handed out this week
5	<ul style="list-style-type: none"> Students deconstruct A Exemplar feature article with teacher guidance Plan and draft responses 	A Exemplar Feature Article Draft Due
6	<p>DRAFT: FEATURE ARTICLE</p> <ul style="list-style-type: none"> Developing students self-editing techniques – Does it look right? Does it sound right? Drafting and conferencing. 	Draft Due
7	<p>UNIT 2: TEXTS AND CULTURE “ALL THE WORLD’S A STAGE - The Outsiders”</p> <p>Topic 1: Creative Response to Literary Texts</p> <p>Discuss and explore the concepts of ‘culture’ and ‘identity’</p> <p>Brainstorm and discuss how culture is transmitted</p> <ul style="list-style-type: none"> Explore different representations of world identity and discuss how cultural stereotypes impact on a person’s sense of belonging 	FIA1: Feature Article Due Wednesday
8	<p>CONTEXT OF THE PLAY</p> <p>Introduction to the play as chosen by the teacher</p> <p>Explore the play’s social, historical and cultural context</p> <p>Make predictions about the play based on its title and cover</p>	
9	<p>READING THE PLAY</p> <p>Finish reading the play this week</p> <p>In class focus on narrative, characterisation, themes, setting and language techniques</p> <p>A film version of the play may be viewed</p>	
10	<p>READING THE PLAY</p> <p>Finish reading the play this week</p> <p>In class focus on narrative, characterisation, themes, setting and language techniques</p> <p>A film version of the play may be viewed</p>	Feedback on Assessment FIA1



Class Course Planner Term 2 Year 11 Literature

Class: LIT111

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	FILM or TV SERIES ANALYSIS: DISCUSSIONS AND EXERCISES Deconstruct characters; identify and discuss theme; analyse motifs/symbols; explore the representation of dominant cultural assumptions in the film and discuss how they have evolved. Undertake a scene study focussing on characters motivations, also exploring relationships	Course Planner
2	FILM or TV SERIES ANALYSIS: DISCUSSIONS AND EXERCISES Deconstruct characters; identify and discuss theme; analyse motifs/symbols; explore the representation of dominant cultural assumptions in the film and discuss how they have evolved. Undertake a scene study focussing on characters motivations, also exploring relationships	
3	MONOLOGUE GENRE STUDY Explore language and structural features of a monologue: figurative language, character 'voice', revelation, climax, etc. Explore performing: setting and costume, pausing and pacing, etc. Teachers may also show past examples of monologues	
4	ASSESSMENT TASK 2: INTERNAL MONOLOGUE Teacher leads class through A exemplar, construction/deconstruction of a monologue Students choose a character and begin planning. Students should spend considerable time "fleshing out" their character's life and themes/issues explored in the monologue. Students must consult with teacher on their plan. Continue working on monologues in class and at home	Task with ISMG given out this week A Exemplar Monologue
5	CONTINUE WORKING ON MONOLOGUE Students may spend time rehearsing their monologue	Draft Due
6	UNIT 2: INTERTEXTUALITY Topic 1: Creative Responses to Literary Texts Spend a short time building knowledge of intertextuality and the connectedness of narratives. Introduce the study of gender, class and society	Draft Due Feedback on Draft
7	Students submit FIA2 on Wednesday this week VICTORIAN POETRY STUDY Complete a variety of pre-study activities to build understanding of Victorian society. Review poetic devices such as structure, rhyme, assonance, alliteration, mood, imagery, emotive language, figurative language, and extended metaphor.	FIA2: Internal Monologue (Spoken)
8	VICTORIAN POETRY STUDY Begin a case study of Christina Rossetti	
9	VICTORIAN POETRY STUDY Begin a case study of Elizabeth Barrett Browning and analysis of her poems	
10	VICTORIAN POETRY STUDY Begin a case study of Rudyard Kipling and Alfred Lord Tennyson Reflect on change and continuity in gender roles and class	



Class Course Planner Term 2 Year 11 Essential English

Class: ENE111

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	Spend time viewing, discussing documentary/ film (such as Broke Down Palace) about Australians in trouble overseas, discuss student opinions and views about these events and people Develop word walls and vocabulary exercises on unit metalanguage	Course Planner
2	RESEARCH Students to navigate Smart Traveller and research risks of popular destinations Students to research incidents of Australians in trouble overseas and compile statistics and information about specific case students Students to share findings with class	
3	HOW TO DECONSTRUCT LAYOUT FEATURES Skim a text with students to gain a general understanding of structure and how it shapes meaning. Guide students through the focus questions: What structural features can you identify in the text, e.g. heading, captions, images?	
4	HOW TO DECONSTRUCT LANGUAGE FEATURES Skim a text with students to gain a general understanding of language and how it shapes meaning. Guide students through the focus questions: What language features can you identify in the text, e.g. heading, captions, word choices?	
5	ELEMENTS OF DECONSTRUCTION Activities to focus specifically on developing understanding of invited readings, purpose and representation Teacher to scaffold, model and use group construction to practice identifying and understanding these elements in a range of texts.	
6	PRACTICE RESPONDING TO STIMULUS Students complete a practice exam and receive feedback from their teacher Students will receive SEEN stimulus one week before the first lesson of the exam	
7	ASSESSMENT DUE Students complete common internal short response exam	FCIA: Short Response EXAM
8	UNIT 2: TEXTS & HUMAN EXPERIENCES Topic 1 – Viewing & Responding to Reflective Texts (FIA3) Introduce students to the core features and language of autobiographies and biographies, e.g. first person (autobiography) or third person (biography), chronology/flashback, omission of events or details and the purpose, exaggeration/pathos/humour	
9	Responding to texts Engage in activities that involve translating first-person accounts from autobiographies into third-person accounts	
10	Responding to texts Compare/consider how narrative voice affects how we perceive the events recounted	Feedback on FCIA Task



Class Course Planner Term 2

Year 12 English

Class: ENG121

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	<p><u>Unit 3 Topic 1 continued from last term</u></p> <ul style="list-style-type: none"> Novel and film revision Feature article structure, layout and language features Deconstruct extracts of an A exemplar as a class Model joint construction of elements Joint planning of feature article Choose a focus element (see task sheet) 	A Exemplar
2	<p>Deconstruction of texts / Planning assessment</p> <ul style="list-style-type: none"> Students begin drafting feature article, with ongoing teacher feedback and advice 	
3	<p>Drafting period</p> <ul style="list-style-type: none"> Drafts returned to students no later than Thursday this week 	Teacher provides verbal and written feedback on one draft
4	<p>UNIT 4 TOPIC 1: CREATIVE RESPONSES TO LITERARY TEXTS</p> <ul style="list-style-type: none"> Discuss and explore the purpose of narratives and the play genre Begin a creative writing journal to build students' skills over the unit Introduction to the play as chosen by the teacher 	IA1 Feature Article Due
5	<p>CONTEXT OF THE PLAY...</p> <ul style="list-style-type: none"> Make predictions about the play based on its title and cover Explore the play's social, historical and cultural context 	
6	<p>READING THE PLAY</p> <ul style="list-style-type: none"> Students read the play in class and at home In class focus on narrative, characterisation, themes, setting and language techniques 	
7	<p>READING THE PLAY</p> <ul style="list-style-type: none"> Must finish reading the play this week In class focus on narrative, characterisation, themes, setting and language techniques 	
8	<p>READING THE PLAY</p> <ul style="list-style-type: none"> Must finish reading the play this week In class focus on narrative, characterisation, themes, setting and language techniques A film version of the play may be viewed 	
9	<p>CHARACTERISATION</p> <ul style="list-style-type: none"> Analysis of character personalities / motivations / choices / language etc. 	
10	<p>THEMES</p> <ul style="list-style-type: none"> Analysis of underlying themes supported by evidence from the script 	



Class Course Planner Term 2 Year 12 Literature

Class: LIT121

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	IA2: INTERNAL MONOLOGUE <ul style="list-style-type: none"> Teachers provide an exemplar and explicitly teach the structural and language features of a monologue Students begin planning their monologues 	
2	UNPACKING TASK Students drafting, editing and conferencing with teachers. Hand drafts in before the end of this week	Draft due
3	Draft monologues Students edit and polish scripts. Students can access verbal feedback from teacher	Feedback on draft
4	TASK: Internal Monologue <ul style="list-style-type: none"> Monologue must be filmed and submitted with a transcript by midnight Wednesday 	IA2 Task Due: Monologue
5	UNIT 4 TOPIC 1: INDEPENDENT EXPLORATIONS Complete a variety of pre-study activities to explore cultural attitudes, values, and beliefs about Australian nature.	
6	AUSTRALIAN NATURE POETRY STUDY <ul style="list-style-type: none"> Revise poetry devices and genre features. Begin a case study of Australian poets, and their attitudes, values and beliefs about nature. 	Feedback on IA2
7	AUSTRALIAN NATURE POETRY STUDY <ul style="list-style-type: none"> Continue a case study of Australian poets, and their attitudes, values and beliefs about nature. 	
8	AUSTRALIAN NATURE POETRY STUDY <ul style="list-style-type: none"> Continue a case study of Australian poets, and their attitudes, values and beliefs about nature. 	
9	SHORT STORY GENRE <ul style="list-style-type: none"> Students study authors from the prescribed text list, such as Edgar Allan Poe, Ursula K. Le Guin and George Saunders to develop writing skills around techniques such as foreshadowing, allegory, symbolism, speculative fiction genre etc 	
10	ASSESSMENT PLANNING <ul style="list-style-type: none"> Revise the short story genre, and how this genre can be used to enhance a reader's engagement Students complete an ISMG guided discussion Students complete structure planning to be reviewed by the teacher 	IA3 Task sheet distributed to students



Class Course Planner Term 2

Year 12 Essential English

Class: ENE121

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	HOW TO DECONSTRUCT LAYOUT FEATURES Skim a text with students to gain a general understanding of structure and how it shapes meaning. Guide students through the focus questions: What structural features can you identify in the text, e.g. heading, captions, images?	
2	HOW TO DECONSTRUCT LANGUAGE FEATURES Skim a text with students to gain a general understanding of language and how it shapes meaning. Guide students through the focus questions: What language features can you identify in the text, e.g. heading, captions, word choices? Focus on message of personal or group resilience	
3	ELEMENTS OF DECONSTRUCTION Activities to focus specifically on developing understanding of invited readings, purpose and representation Teacher to scaffold, model and use group construction to practice identifying and understanding these elements in a range of texts. Reading visuals and reading text	
4	ASSESSMENT DUE Students complete common internal short response exam this week	CIA: Short Response EXAM
5	UNIT 4 TOPIC 1 INTRODUCTION Students research a number of social issues. Social and historical context of 'Protesting.' Focusing on current and historical examples The purpose of poetry/songs.	
6	POETIC LANGUAGE TECHNIQUES AND STRUCTURE -Analyse the structure of poems/songs: verses, stanzas, chorus, rhyming pattern and scheme, regular metre, bridge. -Use ET method to REVISE, EXTEND and APPLY of language devices -Analysis of structure/techniques	Feedback on CIA Results
7	SONG DECONSTRUCTION -identify social issues explored in protest songs -historical/social and cultural context of song -analyse language and structure of poems.	
8	SONG DECONSTRUCTION -identify social issues explored in protest songs -historical/social and cultural context of song -analyse language and structure of poems.	
9	THEMES AND MESSAGES -analyse text structures and language features that convey themes/messages	
10	PERSUASIVE WRITING TECHNIQUES Use ET method to REVISE, EXTEND and APPLY knowledge about language including sentence structure, tense, dialogue, punctuation, high modality, emotive, evaluative and persuasive language and devices. DISCUSS and/or view the purpose of persuasive texts and language with real world connections	