



Trinity Bay State High School

Course Planner Term 3

Year 7 English

Class:
Teacher:

Week	Curriculum Intent	Formative Tasks & Summative Assessment
Week 1	UNIT 3: UNPACKING SELECTED POEMS (Enhancing) <ul style="list-style-type: none"> Students will read selected poems in class aloud, individually and in groups. In class focus on identifying and explaining relevant vocabulary for poetry (stanza, line, rhyme schemes and types) and poetic devices/techniques (simile, metaphor, personification, onomatopoeia, alliteration, etc.) 	Achievement ladder Course planner
Week 2	UNIT 3: UNPACKING SELECTED POEMS (Enhancing) <ul style="list-style-type: none"> Students will read selected poems in class aloud, individually and in groups. In class focus on identifying and explaining relevant vocabulary for poetry (stanza, line, rhyme schemes and types) and poetic devices/techniques (simile, metaphor, personification, onomatopoeia, alliteration, etc.) 	Weekly spelling text and activities
Week 3	UNIT 3: UNPACKING SELECTED POEMS (Enhancing) <ul style="list-style-type: none"> In class focus on analysing poetic techniques – simile, rhyme, alliteration, metaphor, personification. (Vocab, Description, Devices) ('I Do, We Do') In class focus on summarising plot, structural elements, and First Nation perspectives in poems Teacher modelling, joint deconstruction of poetry analysis ('We Do') 	
Week 4	UNIT 3: ANALYTICAL PRACTICE (Enhancing) <ul style="list-style-type: none"> In class focus on analysing poetic techniques – simile, rhyme, alliteration, metaphor, personification. (Vocab, Description, Devices) ('I Do, We Do') In class focus on summarising plot, structural elements, and First Nation perspectives in poems ('I Do, We Do') Teacher modelling, joint deconstruction of poetry analysis ('We Do') 	
Week 5	UNIT 3: ANALYTICAL PRACTICE (Enhancing) <ul style="list-style-type: none"> In class focus on analysing poetic techniques – simile, rhyme, alliteration, metaphor, personification. (Vocab, Description, Devices) ('I Do, We Do') In class focus on summarising plot, structural elements, and First Nation perspectives in poems ('I Do, We Do') Teacher modelling, joint deconstruction of poetry analysis ('We Do') 	
Week 6	UNIT 3: ANALYTICAL PRACTICE (Enhancing) <ul style="list-style-type: none"> Teacher modelling, joint deconstruction of poetry analysis using a poem already studied in class. Students to complete PEEL paragraph practice. Read and deconstruct A exemplar short responses. 	
Week 7	UNIT 3: PREPARATION AROUND SUMMATIVE ASSESSMENT (Synthesising) <ul style="list-style-type: none"> Students choose (or are given) poem for assessment Students research poet/poem and relevant historical context In-class, independent annotation and analysis of poem's language features and First Nation perspectives. Teacher monitoring of student progress and work 	A - Exemplar Responses Task and Criteria Sheet
Week 8	UNIT 3: ASSESSMENT DUE (Synthesising) <ul style="list-style-type: none"> Students finalise their own research/analysis on their assessment poem. Can consult with teacher. Short response exam to be completed by the end of the week (up to two lessons can be provided) 	Short Response exam to be completed by the end of the week.
Week 9	UNIT 4 – Selling the Story - In My Opinion <ul style="list-style-type: none"> Students begin reading class novel complete pre-reading activities such as making predictions based on the title, the cover illustrations. Such as; <ul style="list-style-type: none"> Ask students to examine the front cover and describe what they see and what associations they make. Ask students to predict what they think the text may be about. Ask students to examine the back cover and describe what they see and what associations they make. Introduce new terms, build definitions and develop spelling lists and word walls, Vocabulary List/Test, 	
Week 10	<ul style="list-style-type: none"> Students reading class novel Introduce students to the author and provide some interesting information about the author 	



Trinity Bay State High School
Course Planner Term 3
Year 7 LITERATURE

Class:

Teacher:

Week	Curriculum Intent	Formative Tasks & Summative Assessment
Week 1	<ul style="list-style-type: none"> Examining first person narrative, students to experiment Identify language which conveys emotions or feelings. (Language of Affect) Identify language which conveys aspects of people's behaviour (Language of Judgment) 	A-C Class Target Course Planner Weekly spelling test, kahoot quizzes and or dictionary work
Week 2	<ul style="list-style-type: none"> Exploring the inspiration for memoirs. Read and examine how the words and images in the text Wilfred Gordon McDonald Partridge communicate a memoir Examine descriptive writing examples Personal object sharing activity 	Ongoing teacher feedback re bookwork Cloze test
Week 3	<ul style="list-style-type: none"> Students to watch extracts from <i>Rabbit Proof Fence</i>. Students to research and discuss their findings about the Stolen Generations. Teacher to select and read several poems from the perspective of a young girl taken from her family from the book <i>Sister Heart</i> by Sally Morgan. 	
Week 4	<ul style="list-style-type: none"> Read to the class the picture book, <i>Found</i> by Robert Pascoe and discuss how the story is another representation of the stories of the Stolen Generation (an extended metaphor) Students to experiment with a previously written practice memoir, turning it into an extended metaphor or a series of poems 	
Week 5	<ul style="list-style-type: none"> Read and analyse features of visual text – Memorial 	
Week 6	<ul style="list-style-type: none"> Students to experiment with a previously written practice memoir Examining first person narrative, students to experiment Identify language which conveys emotions or feelings. (Language of Affect) Identify language which conveys aspects of people's behaviour (Language of Judgment) 	
Week 7	UNPACKING TASK 2 <ul style="list-style-type: none"> Deconstruct A exemplar and modelled construction of a memoir Students receive task and criteria sheet Students complete a draft multi modal memoir and conference with their teacher to receive feedback Hand memoir speech drafts back this week Students edit work and conference with the teacher 	Review task and criteria sheet A Exemplar Draft feedback
Week 8	<ul style="list-style-type: none"> Students edit work and conference with the teacher Task DUE 	Assessment due
Week 9	Unit 4 – Selling Stories – A Novel Approach <ul style="list-style-type: none"> Introduction to unit, assessment, information about the author, pre reading activities such as predictions, and inferring based on the cover and blurb Reading class novel and notes about setting, plot, characters 	
Week 10	<ul style="list-style-type: none"> Ongoing class reading of novel Read, listen to persuasive speeches and discuss what makes them persuasive View print and video advertisements and discuss the use of persuasive elements Notes setting, plot, characters character relationship mapping, plot charts 	Weekly spelling test, kahoot quizzes and or dictionary work



Class Course Planner Term 3 Year 8 English

Class: ENG082

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	STUDENTS WILL READ THE NOVEL:... <ul style="list-style-type: none"> • Students will be required to read the novel in class and at home. This may be continued from term 3 • In class focus on Narrative, Characterisation, Issues/Themes, Settings, and Language (Vocab, Description, Devices) (“I Do, We Do”) • 	
2	<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	UNPACKING THE NOVEL / VIEWING THE FILM / TV SERIES <ul style="list-style-type: none"> • Students complete exercises focused on characters, themes, issues, settings, and language features found in the chosen novel studied in class (We Do, You Do) • Students will begin viewing the film or TV series based on the novel 	
4	STUDENTS WILL WATCH THE FILM OR TV SERIES BASED ON THE NOVEL <ul style="list-style-type: none"> • Finish viewing the film / TV series • Film comprehension activities – Kahoot quiz • Comparison of aspects of the novel and film / TV series – Venn diagram and short scene studies, use of film techniques etc. • 	
5	Film Analysis & Reviews <ul style="list-style-type: none"> • Read and deconstruct Reviews about films • Revise vocabulary related to film / film techniques • Identify and explain similarities and differences between both texts • Complete short scene studies and compare them with corresponding passages from the novel • 	Task and criteria sheet handed out
6	TASK 4: NOVEL vs. FILM PERSUASIVE REVIEW <ul style="list-style-type: none"> • Teacher will provide and deconstruct an A Exemplar with the class (I Do) Breaking down layout features and persuasive devices • Students will complete drafts (You Do) • 	A Exemplar
7	<ul style="list-style-type: none"> • Students hand in and receive feedback on drafts • Students complete good copy of review 	Feedback on draft
8	<ul style="list-style-type: none"> • Students complete good copy of review • Students submit assessment this week 	Task 3: Persuasive Review (WR)
9	UNIT 4: POETIC LICENSE AND PROTEST THROUGH AUSTRALIAN SONG LYRICS <ul style="list-style-type: none"> • Just Read • Define social issues and explore texts that comment on current and varying social issues • Video clips, various texts, and lyrics can be used to examine different aspects of selected issues 	
10	<ul style="list-style-type: none"> • Just Read • Research a variety of social issues and protests. Students create power point presentation and share with class/ small groups 	



Class Course Planner Term 3

Year 8 Literature

Class: ELI082

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	STUDENTS WILL READ THE NOVEL: <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	STUDENTS WILL READ THE NOVEL: <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	<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	
4	<ul style="list-style-type: none"> • Students to review the meaning of ethics and ethical issues 	
5	<ul style="list-style-type: none"> • Students to review the meaning of ethics and ethical issues 	
6	MONOLOGUES 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	MONOLOGUES <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 <ul style="list-style-type: none"> • Specific focus on script layout conventions 	A Exemplar
8	EXAM THIS WEEK 2 x 70min lessons	Task 3: Written Dramatic Monologue
9	UNIT 4: THROUGH THE LENS <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	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 3 Year 9 Essential English

Class: EEN092

Teacher:

Week	Curriculum Intent	Assessment
1	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 	Achievement Ladder Course Planner
2	CLOSE READING OF NOVEL <ul style="list-style-type: none"> • Students complete close reading of selected passages of novel as a whole class and individually followed by discussion and exercises that check for understanding. • Comprehension questions/ analysis of passages based on character descriptions • Analysis of vocabulary, imagery, syntax, narrative voice etc to describe characters 	
3	CLOSE READING OF NOVEL <ul style="list-style-type: none"> • Students complete close reading of selected passages of novel as a whole class and individually followed by discussion and exercises that check for understanding. • Comprehension questions/ analysis of passages based on character descriptions • Analysis of vocabulary, imagery, syntax, narrative voice etc to describe characters 	
4	CLOSE READING OF NOVEL <ul style="list-style-type: none"> • Students complete close reading of selected passages of novel as a whole class and individually followed by discussion and exercises that check for understanding. • Comprehension questions/ analysis of passages based on character descriptions • Analysis of vocabulary, imagery, syntax, narrative voice etc to describe characters 	
5	<ul style="list-style-type: none"> • Teacher introduces the layout and structure of short answer responses • Teacher and students complete joint construction of PEEL/TEEL response then write a paragraph about it 	
6	ASSESSMENT DRAFTING AND IN CLASS CONFERENCING <ul style="list-style-type: none"> • Teacher and students study an A exemplar • Teacher models response • Students are given task / criteria sheets and begin planning / drafting • Students receive feedback and work on short answer/viva voce 	A Exemplar Conferencing in class
7	ASSESSMENT DRAFTING AND IN CLASS CONFERENCING <ul style="list-style-type: none"> • Teacher models response • Students are given task / criteria sheets and begin planning / drafting • Students receive feedback and work on short answer/viva voce 	Conferencing in class
8	ASSESSMENT TASK 3: Short Answer response or viva voce Students submit good copies by the start of this week	Task 3: Short answer response (WR or SP)
9	UNIT 4: A MEMOIR <ul style="list-style-type: none"> • Just READ! • Students review and take notes about what is the assessment • Purpose and structure of the genre (autobiographical writing) Define memoir • Read / view autobiographical texts by a variety of authors 	
10	<ul style="list-style-type: none"> • Just Read activities • Students read, listen to, view and share personal stories • Vocabulary work – build word walls, spelling or cloze test, dictionary work • Study of grammar / punctuation / language use in memoir writing by reading examples and deconstructing • Creation of multi-modal reflective collages 	



Class Course Planner Term 3
Year 9 English & Literature

Class: ENG092 / ELI092

Teacher:

Week	Curriculum Intent	Assessment
1	NOVEL STUDY <ul style="list-style-type: none"> • 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 • 	Achievement Ladder Course Planner
2	NOVEL STUDY <ul style="list-style-type: none"> • 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 • 	
3	CHARACTER ANALYSIS <ul style="list-style-type: none"> • Deconstruct short passages from the novel, and analyse language used by the author to represent characters in a particular way (vocabulary, imagery and syntax) 	
4	CHARACTER ANALYSIS <ul style="list-style-type: none"> • Deconstruct short passages from the novel, and analyse language used by the author to represent characters in a particular way (vocabulary, imagery and syntax) 	
5	ANALYTICAL ESSAY <ul style="list-style-type: none"> • Teacher introduces the layout and structure of an analytical essay • Teacher and students complete joint construction of an analysis of a passage • Teacher and students study an A exemplar 	A Exemplar Essay
6	ANALYTICAL ESSAY <ul style="list-style-type: none"> • Teacher models an analytical essay response Students are given task / criteria sheets and begin drafting	Task and criteria sheet
7	ANALYTICAL ESSAY Students work on their assignment. Draft this week. Teacher will mark and give feedback	Feedback on draft
8	ASSESSMENT TASK 3: Analytical Essay <ul style="list-style-type: none"> • Students submit good copies by mid week 	Task 3: Analytical Essay (WR)
9	UNIT 4: ALL THE WORLD’S A STAGE “.....” Introduction to unit and context of the play Students begin reading through chosen class text, and complete comprehension activities as they go <ul style="list-style-type: none"> • EXTENSION TASK –students may choose to read the novel as well as the play (If available) 	
10	<ul style="list-style-type: none"> • Whole class reading of play • Background social, historical context notes. 	



Class Course Planner Term 3

Year 10 English as an Additional Language

Class: EAN102

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	UNIT 3: ISSUE, IDEAS AND ATTITUDES <ul style="list-style-type: none"> Introduce the focus of the unit and metalanguage Revise, discuss and identify the features of language used in text/narratives Students make links between unit 1 and 2 (topic learnt) Explore the novel's social, historical and cultural context Students continue reading the novel in class and at home 	Achievement Ladder YTD Course Planner
2	READING THE BOAT Introduction to the development of creative writing through journal entries <ul style="list-style-type: none"> In class focus on narrative, characterisation, themes, setting and language techniques Students begin to write a journal to document the development of their creative writing Students will record interesting or provocative language use they encounter while reading the class text "The Boat" Students will make observations about settings, feelings etc in their journals Experiment with language form, aesthetic features and stylistic devices in their journals Share and discuss language feature and stylistics features recorded in journal entries Continue reading the class text "The Boat" 	
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 View interviews with Ahn Doh about his refugee experiences, View Sea Prayer: a 360 illustrated film by award-winning novelist Khaled Hosseini Experiment with language including aesthetic features to create new and reconstructed texts 	Pop quiz on key content
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 Develop character concept map in one of the stories in the class novel. Discuss the characters pivotal moment in the story Complete a table with columns 'character', 'evidence in the story', 'effect on audience', 'justification' Identify hopes, desires and fears of the key character 	Ongoing teacher feedback
5	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 Develop character concept map in one of the stories in the class novel. Discuss the characters pivotal moment in the story Complete a table with columns 'character', 'evidence in the story', 'effect on audience', 'justification' 	
6	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 	A exemplar monologue
7	TASK 3: 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
8	TASK 3: WRITING MONOLOGUE <ul style="list-style-type: none"> Individual and whole class drafting feedback In class drafting 	Individual and whole class drafting feedback
9	TASK 3: MONOLOGUE DUE <ul style="list-style-type: none"> Assessment due beginning to mid-week The presentation may either be delivered 'live' in front of the class or be filmed and handed in digitally as an .AVI file or similar. 	Task 3: Monologue (SP)
10	JUST READ ACTIVITIES	



Class Course Planner Term 3

Year 10 English

Class: ENG102

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	UNIT 3 – INNOCENT UNTIL PROVEN GUILTY? <ul style="list-style-type: none"> 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). Students may also watch a stage performance of the chosen play if available, such as <i>Globe on Screen</i> 	Achievement Ladder YTD Course Planner
2	READING OF CHOSEN PLAY <ul style="list-style-type: none"> Students read through the play as a class Discussion and exercises that check for understanding of the play/scenes Explore relevant spelling, vocabulary, and language in context to the play 	
3	READING OF CHOSEN PLAY <ul style="list-style-type: none"> Students read through the play as a class Discussion and exercises that check for understanding of the play/scenes Relevant spelling, vocabulary, and language in context to the play 	
4	READING OF CHOSEN PLAY <ul style="list-style-type: none"> Students read through the play as a class Discussion and exercises that check for understanding of the play/scenes Relevant spelling, vocabulary, and language in context to the play 	
5	CHARACTERS AND THEMES <ul style="list-style-type: none"> 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 	
6	CHARACTER ANALYSIS <ul style="list-style-type: none"> 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. Come up with a list of "crimes" and "evidence" 	
7	PERSUASIVE DEVICES AND CONTEXTUAL USE <ul style="list-style-type: none"> Revise and practice 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 Students read and deconstruct an A exemplar of a persuasive speech, identifying structural and language features 	Task & ISMG handed out
8	TASK 3: PERSUASIVE SPEECH <ul style="list-style-type: none"> Students begin work on their assessment task Rough draft due by the end of the week Students can begin reading novel for Unit 4 <p><i>Students are to borrow novel for Term 4 from the library this week</i></p>	Draft due this week
9	TASK 3: PERSUASIVE SPEECH <ul style="list-style-type: none"> Students work on their assessment task Assessment Task 3 due this week In class presentations 	Feedback on draft Task 3: Persuasive Speech Due
10	UNIT 4 <ul style="list-style-type: none"> Reading class novel 	



Class Course Planner Term 3

Year 10 Essential English

Class: EEN102

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	<p>UNIT 3: WHAT'S SO FUNNY?</p> <p>Just Read for the first 10 min of lesson</p> <p>Introduction to representations of Australian identity, cultural values and popular culture. ("I Do")</p> <p>Background information on film (or series) to be studied. ("I Do")</p>	<p>Course Planner</p> <p>Achievement Ladder</p>
2	<p>SATIRE</p> <p>Just Read for the first 10 min of lesson</p> <ul style="list-style-type: none"> • 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") 	
3	<p>Just Read for the first 10 min of lesson</p> <ul style="list-style-type: none"> • Watch short excerpts of satirical films or TV shows such as <i>The Simpsons</i>, <i>Shrek</i>, <i>Family Guy</i> or any of the Australian shows listed in the text list and identify the elements of satire. • Complete activities and exercises identifying and evaluating the elements of satire – exaggeration, incongruity, parody, reversal etc. 	
4	<p>Just Read for the first 10 min of lesson</p> <ul style="list-style-type: none"> • 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 graphic organisers to identify how the plot, characters, cinematography, and special effects are used to develop the story and how effective they are. 	
5	<p>STUDENTS ALL VIEW THE FILM/TV SHOW: _____</p> <ul style="list-style-type: none"> • 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. 	
6	<p>ASSESSMENT</p> <p>Teachers model, scaffold (where appropriate) and deconstruct elements of the genre with students.</p> <p>Students deconstruct A Exemplar</p>	A Exemplar
7	<p>ASSESSMENT</p> <p>Begin work on assessment</p> <p>Students plan and draft their film review and conference with the teacher</p>	Task and criteria sheet
8	<p>ASSESSMENT</p> <p>Students receive feedback on drafts and edit their work</p> <p>Students work on multi modal aspect of their presentation</p>	Feedback on draft
9	<p>ASSESSMENT</p> <p>Students rehearse presentations in pairs</p> <p>Students complete presentations by the end of this week</p> <p>Presentations may be live or video recorded</p>	Task 3: Multimodal film review (SP)
10	<p>Begin Unit 4: It's in the Fine Print</p>	



Class Course Planner Term 3 Year 10 Literature

Class: ELI102

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	UNIT 3 – LIGHTS, CAMERA, ACTION!! <ul style="list-style-type: none"> • 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 SEM 1 Course Planner
2	READING OF NOVEL <ul style="list-style-type: none"> • Continue reading novel • Explore characters, conflicts, and themes • Explore language features: characterisation, techniques, spelling 	
3	DRAMA ON FILM <ul style="list-style-type: none"> • How do you define drama? How do you develop a dramatic concept? • Explore logline technique; apply to films • Reading a drama script – script conventions • Read excerpts from screenplays; view scenes from film versions 	
4	INTERNAL MONOLOGUE <ul style="list-style-type: none"> • Introduce monologue genre • View previous student examples • Explore features of a compelling monologue • Explore connections between character, conflict, theme, stylistic choices 	
5	(GROUP PROJECT) <ul style="list-style-type: none"> • In small groups, students develop a monologue concept and story • Students must be able to discuss choices they made based on character, conflict, theme STUDENTS PITCH GROUP CONCEPTS	
6	REFRESH & EXTEND NOVEL <ul style="list-style-type: none"> • Review characters, conflicts, and themes • VIEW FILM VERSION OF NOVEL • Discuss similarities and differences (novel vs. film) 	
7	PRE-PRODUCTION: VIDEOGRAPHY TUTORIAL AND CONCEPT WORKSHOP <ul style="list-style-type: none"> • 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
8	STUDENTS PRODUCE MONOLOGUE <ul style="list-style-type: none"> • Students write their scripts • Students begin filming • Ongoing conferencing with teacher 	Draft due end of the week
9	REFLECTION AND LOOKING FORWARD <ul style="list-style-type: none"> • View class MONOLOGUES • Discuss results (positive and negatives) • Reflect and feedback 	Feedback on draft Task 3: Monologue (SP)
10	JUST READ <ul style="list-style-type: none"> • Elective wider reading program activities 	



Class Course Planner Term 3 Year 11 English

Class: ENG112

Teacher:

Week	Curriculum Intent	Assessment/Feedback
1	Consolidation of knowledge of the play (from term 2) <ul style="list-style-type: none"> • Students reading FIA4 novel for 10-15 minutes at the beginning of every lesson and at home • Revision from last term – plot events / storyline • Begin analysis of characters and themes in the play – graphic organisers may be used to support analysis 	
2	CHARACTERISATION <ul style="list-style-type: none"> • Students reading FIA4 novel for 10-15 minutes at the beginning of every lesson and at home • 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 	
3	MONOLOGUE GENRE <ul style="list-style-type: none"> • Students reading FIA4 novel for 10-15 minutes at the beginning of every lesson and at home • Revise the concept of gaps and silences and identify these in the text • Deconstruct an A exemplar imaginative monologue • Practice joint and individual construction of paragraphs written from different perspectives 	A Exemplar Monologue
4	EXAM PREPARATION <ul style="list-style-type: none"> • Students receive task and criteria sheets • Students being working on their monologues • The teacher must not provide advice, guidance or feedback once the task is distributed 	Task sheets handed out seven days before the first exam lesson
5	FIA3: Internal Monologue (Seen Exam) Students complete the exam in class across two lessons this week	FIA3: (Exam in class, 2 x 70min lessons)
6	UNIT 2: TEXTS & CULTURE “The Outsiders” Topic 2: Analytical Response to Literary Texts (Close Study of the novel:) <ul style="list-style-type: none"> • Students reading FIA4 novel for 10-15 minutes at the beginning of every lesson and at home • 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 	
7	<ul style="list-style-type: none"> • Students reading FIA4 novel for 10-15 minutes at the beginning of every lesson and at Home • Complete comprehension activities such as chapter, setting, style, language, theme questions 	Feedback on FIA3
8	Novel Plot Analysis <ul style="list-style-type: none"> • 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 	
9	Representation of Characters and Theme <ul style="list-style-type: none"> • 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 	
10	Novel Theme Analysis <ul style="list-style-type: none"> • 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
Year 11 Essential English

Class: ENE112

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	Research (from last term) <ul style="list-style-type: none"> 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 <i>biopic</i>, using an online forum 	Course Planner
2	View examples/models of a film pitch or proposal. Identify the features and techniques used, including tone and persuasive techniques A Exemplar review	Task & criteria handed out A Exemplar
3	Draft response and complete peer feedback activities. Edit and revise. Submit draft for teacher feedback	Submit draft
4	Synthesising / Culmination of Task Revise, edit and write the final presentation for submission according to the assessment guidelines	Students receive feedback on drafts
5	ASSESSMENT DUE Students submit multi-modal presentation this week	FIA3 Spoken Multi-Modal Presentation
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 Introduce the play – overview of plot, characters, setting, themes Vocabulary Start reading the play	
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	
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	
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	
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 Year 11 Literature

Class: LIT112

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	REVISING NARRATIVE WRITING <ul style="list-style-type: none"> 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 	Course Planner
2	REVISING NARRATIVE WRITING <ul style="list-style-type: none"> experiment with and make use of text structures to achieve a narrative purpose such as circular, flashback, recount, multi-perspective or multi-text narrative structure experiment with allusion or intertextual references to notable historical or literary figures, mythology, fairy tales or other texts. Experiment with multimodal visual elements such as Canva publishing to add still images and graphics 	
3	ASSESSMENT PLANNING <ul style="list-style-type: none"> Students deconstruct an A exemplar. Students complete planning to be reviewed by the teacher. 	A Exemplar Short Story
4	ASSESSMENT DRAFTING <ul style="list-style-type: none"> 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 (70% of task minimum). Before a copy is submitted to the teacher, it must be thoroughly self-edited 	Feedback on draft
5	<u>UNIT 2: INTERTEXTUALITY</u> Topic 2: Analytical Response to a Shakespearean Drama “The Tempest” and film adaptation <ul style="list-style-type: none"> Spend a short time building a knowledge of analysis and the connectedness of narratives in texts such as films and plays. Unpack concept of intertextuality and find examples. Introduce Shakespearean drama and the historical context of the play Outline of Shakespeare, biographical information Define key themes and discuss prior knowledge and understanding. Use graphic organisers to make notes and examples as evidence to support ideas about the underlying themes / issues. 	FIA3: Short Story (WR) Wednesday
6	Theme Study in Film Extracts <ul style="list-style-type: none"> View film adaptation. Use graphic organisers to make notes and examples as evidence to support ideas about the underlying themes / issues and how changes in film and use of cinematography impact or reinterpret theme 	
7	<ul style="list-style-type: none"> Ongoing analysis of film adaptation. Use graphic organisers to make notes and examples as evidence to support ideas about the underlying themes / issues and how changes in film and use of cinematography impact or reinterpret theme 	Feedback on FIA3 Short Story
8	Read selected scenes from Shakespearean Play “The Tempest” <ul style="list-style-type: none"> Read selected Shakespearean play/translation scenes Consolidate knowledge of plot and characters Review play devices such as dramatic irony, structure, poetic form, emotive language, figurative language, and extended metaphor. Draw links to adapted them and discuss why adaptations/interpretations were made 	
9	Theme Study – Gender, Society and Class or Colonisation Unpack themes in the play. Use graphic organisers to make notes and examples as evidence to support ideas about the underlying themes / issues.	
10	Theme Study Unpack themes in the play. Use graphic organisers to make notes and examples as evidence to support ideas about the underlying themes / issues.	



Class Course Planner Term 3

Year 11 EAL

Class: EAL112

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	Examining language and generic features of a monologue (from last term) <ul style="list-style-type: none"> ❖ Introduce students to spoken imaginative by the internet ❖ Examine the language features and generic features used in a monologue. ❖ In class focus on developing students understanding of context, audience and features of the spoken mode. ❖ Students will examine stylistic devices, aesthetic features, verbal and non-verbal features required for a monologue. 	
2	FIA3: Examining assessment and ISMG <ul style="list-style-type: none"> ❖ Introduce and deconstruct assessment requirements. ❖ Students will examine the ISMG. ❖ Students will start to plan and draft their monologue 	
3	FIA3 <ul style="list-style-type: none"> ❖ Students will draft their response 	
4	FIA3 <ul style="list-style-type: none"> ❖ Teacher to provide feedback on drafts. Students edit / conference ❖ Examine the process of recording and submitting assessment 	Feedback on draft given to students
5	Unit 2: PERSPECTIVES IN TEXTS <ul style="list-style-type: none"> ❖ Introduce new unit and novel to students ❖ Teacher will provide a background on the historical and socio-cultural context relevant to the novel. ❖ Students start to read the novel 	FIA3: Monologue (Spoken)
6	Reading novel <ul style="list-style-type: none"> ❖ Students will read the novel ❖ Class discussion to build knowledge and understanding about of times, perspectives, cultural assumptions, attitudes, and beliefs underpinning representations in the novel. 	
7	Building Comprehension <ul style="list-style-type: none"> ❖ Students will engage in cloze activities, graphic organisers to enhance understanding. ❖ Analysis characters and structure of the novel, focus: family, change, adversity, friendship ❖ Identify and analyse stylistic devices and features to position the audience 	
8	Building Comprehension <ul style="list-style-type: none"> ❖ Students will engage in cloze activities, graphic organisers to enhance understanding. ❖ Analysis characters, theme and structure of the novel, ❖ Identify and analyse stylistic devices and features to position the audience 	
9	Building Comprehension <ul style="list-style-type: none"> ❖ Analysis characters and structure of the novel, focus: gender, freedom, friendship ❖ Identify and analyse stylistic devices and features to position the audience 	
10	Building Comprehension <ul style="list-style-type: none"> ❖ Analysis characters and structure of the novel, focus: gender, freedom, friendship ❖ Identify and analyse stylistic devices and features to position the audience 	



Class Course Planner Term 3 Year 12 English

Class: ENG122

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	MONOLOGUE GENRE <ul style="list-style-type: none"> • Identify gaps and silences in the text • Formatting and layout conventions of a script • Deconstruct an A exemplar imaginative monologue • 	A Exemplar Monologue
2	MONOLOGUE GENRE <ul style="list-style-type: none"> • Practice joint and individual construction of paragraphs written from different points of view • Students given task and ISMG seven days before the first exam lesson • Individual planning and preparation of internal monologue response - Drafting and verbal conferencing in the week before the exam is not permitted 	Task sheet & ISMG handed out one week before the exam starts
3	IA3 EXAM <ul style="list-style-type: none"> • Students complete the exam in class over two lessons within 5 school days 	IA3 Seen Exam Monologue
4	<u>Unit 4: Close Study of Literary Texts Topic 2: Critical Responses to Literary Texts</u> <ul style="list-style-type: none"> • Introduction to unit content, assessment and timetable • Role of literature • Purpose of analysis • Begin pre reading activities – research of author, critical reception of novel, awards and reviews, identification of genre 	
5	<ul style="list-style-type: none"> • Research and class notes about social, political, historical context of novel • Build bank of specific novel terminology 	
6	<ul style="list-style-type: none"> • novel and close study comprehension questions / journal activities 	
7	<ul style="list-style-type: none"> • Reading novel and close study comprehension questions / journal activities 	
8	<ul style="list-style-type: none"> • Theme and character studies • Close analysis of passages from the novel 	
9	MOCK BLOCK EXAMS	
10	Mock Exam feedback Begin essay writing skills	



Class Course Planner Term 3 Year 12 Literature

Class: LIT122

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	ASSESSMENT DRAFTING Students draft independently Students begin self-editing and working towards a final version of their assessment.	
2	ASSESSMENT DRAFTING Drafts due at the start of this week. Feedback given to students by Friday	Draft feedback given to students
3	<u>Unit 4 Topic 2: Analytical Responses to Literary Texts</u> Pre-reading <ul style="list-style-type: none"> • Historical context and understanding - Shakespeare • Analysis of many possible presentations and interpretations through character in multiple theatrical contexts. View multiple scenes of <i>King Lear</i> and interpretations (<i>Ran, The Dresser</i>) 	IA3 Short Story
4	<ul style="list-style-type: none"> • Reading play – <i>King Lear</i> • Notes and analysis of style, structure and subject matter • Characterisation 	
5	<ul style="list-style-type: none"> • Reading play – <i>King Lear</i> • Notes and analysis of style, structure and subject matter • Themes 	
6	<ul style="list-style-type: none"> • Reading play – <i>King Lear</i> • Notes and analysis of style, structure and subject matter • Symbolism and motifs 	
7	REVISING Play script (Shakespeare) WRITING <ul style="list-style-type: none"> • Summarise and develop elements of style – point of view, focalisation, characterisation, symbolism, setting and mood. • Key scenes – the love test / the storm / the end 	
8	REVISING Play script (Shakespeare) WRITING <ul style="list-style-type: none"> • Summarise and develop elements of style – point of view, focalisation, characterisation, symbolism, setting and mood. • Key scenes – the love test / the storm / the end 	
9	REVISING Play script (Shakespeare) WRITING <ul style="list-style-type: none"> • Outline structure including aesthetic features, word choices, syntax choices that imply meaning, elicit responses and infer certain positions of the reader/viewer to the text. <p>MOCK BLOCK EXAMS</p>	
10	Analytical Essay Genre Study <ul style="list-style-type: none"> • Students and teacher deconstruct A Exemplars of an analytical essay style paragraphing exercises (based on the same play with variation of question types) • Students and teacher jointly construct parts of an analytical essay based on the play, but based on different questions <p>Mock Exam feedback</p>	A Exemplar Analytical Essay



Class Course Planner Term 3

Year 12 Essential English

Class: ENE122

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	<p>Unit 4 continued from last term...</p> <p>A EXEMPLAR</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 Students read and DECONSTRUCT an A exemplar of a persuasive speech, IDENTIFYING structural and language features thereof 	A Exemplar
2	<p>DRAFTING AND ASSESSMENT</p> <ul style="list-style-type: none"> Students should submit drafts and conference with teachers. Students should practice presentation, focusing on eye contact, pace, pitch, and expression to engage their audience. 	Feedback on draft
3	<p>ASSESSMENT</p> <ul style="list-style-type: none"> Students submit presentations or present live to the class 	IA3 Due
4	<p><u>UNIT 4: A NOVEL APPROACH</u></p> <ul style="list-style-type: none"> Provide students with a unit overview or summary and a description of the assessment and underpinning concepts Students borrow novels and complete pre reading activities where appropriate Develop class definitions and create word walls of the metalanguage and key vocabulary for student success such as; identity, Australianism, culture, social, dialect, changing perceptions, xenophobic, stereotypes 	
5	Students to read novel and complete comprehension questions and activities, listen to audio book, watch film version	
6	Students to read novel and complete comprehension questions and activities, listen to audio book, watch film version	
7	<p>NOVEL STUDY</p> <ul style="list-style-type: none"> Use several lessons to discuss the HIGHLIGHTS of the novel's NARRATIVE, as well as do some character relationship graphs and examine key scenes of conflict that tie in nicely with what they need to do in their assessment. Ensure the students UNDERSTAND the novel, and feel confident in knowing what it is about 	
8	<ul style="list-style-type: none"> Class will study characterisation – HOW characters are constructed in narrative. Students will complete character profiles and study passages from the novel that describe character's actions / decisions / interactions etc 	
9	<p>Monologue genre study</p> <ul style="list-style-type: none"> Read / view monologues from films and plays Study structure and language features of internal monologues 	
10	<p>Monologue genre study</p> <ul style="list-style-type: none"> Study structure and language features of internal monologues Students practice writing in first person from a character's perspective 	



Class Course Planner Term 3

Year 12 English as an Additional Language

Class: EAL121A

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	Writing/Viewing monologue genre (continued from term 2) <ul style="list-style-type: none"> • Read and deconstruct limited extracts of an A Exemplar monologue. • Revise the concept of gaps and silences and identify these in the text. • Review the language and structural features of a monologue: tense / point of view / cohesive ties. Read example texts / paragraphs and deconstruct • Students are given task and ISMG • Students plan responses 	
2	IA3 Monologue Students draft monologue response. Submit drafts by Friday this week	Draft Due
3	IA3 Monologue Students receive feedback on drafts and work on spoken presentation	Feedback on drafts
4	Unit 4: Topic 1 Assessment	IA3 Due Monologue (SP)
5	Unit 4: Topic 2 <i>The Yield</i> Introduction to text Students will: <ul style="list-style-type: none"> • Research Tara Winch, her writing and her publications • Consider the messages in texts that establish the English meaning of the word; Yield and the connection of language to culture and belonging 	
6	Read novel	
7	Read novel	
8	Novel Analysis <ul style="list-style-type: none"> • analyse perspectives and representations of concepts, identities, times and places within literary texts to develop a deeper understanding and appreciation of the complexities and nuances of these textual constructions • examine the ways generic patterns, language features, text structures and conventions communicate perspectives and representations • examine the use of aesthetic features and stylistic devices (e.g. characterisation, plot structure, setting, narrative voice, mood, approaches to narration, imagery, symbolism, motif, figurative language, dialogue, juxtaposition, contrast) and their effects in texts 	
9	Novel Analysis <ul style="list-style-type: none"> • analyse perspectives and representations of concepts, identities, times and places within literary texts to develop a deeper understanding and appreciation of the complexities and nuances of these textual constructions • examine the ways generic patterns, language features, text structures and conventions communicate perspectives and representations • examine the use of aesthetic features and stylistic devices (e.g. characterisation, plot structure, setting, narrative voice, mood, approaches to narration, imagery, symbolism, motif, figurative language, dialogue, juxtaposition, contrast) and their effects in texts 	
10	Essay Writing <ul style="list-style-type: none"> • develop cogent, insightful analysis and argument, through synthesis of subject matter and integration of textual evidence • use cohesive devices to develop and emphasise ideas and connect parts of texts in the development of a reasoned and logical argument • use text structures, grammar, language features and written features related to literary analysis to express and sustain a point of view 	

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