



Trinity Bay State High School

Course Planner Term 4

Year 7 English

Class:

Teacher:

Week	Curriculum Intent	Formative Tasks & Summative Assessment
Week 1	UNIT 4: SELLING the STORY (Orientation) <ul style="list-style-type: none"> Reading the Novel Identify language choices which influence the reader to form an opinion or judgment. Identify literary devices used by the author. (I Do, We Do) Explore ideas and viewpoints about events and characters 	Course Planner .e., Diagnostic Quiz?
Week 2	UNIT 4: REPRESENTATIONS OF CHARACTERS IN LITERATURE <ul style="list-style-type: none"> Read the novel Explore representations of characters and events in the novel <ul style="list-style-type: none"> Deconstruction of representation of character and events in novel. QAR activities Read/listen/watch a variety fairy-tales identify character traits through different perspectives 	
Week 3	UNIT 4: REPRESENTATIONS OF CHARACTERS IN LITERATURE <ul style="list-style-type: none"> Identify and explain language choices that influence the reader to form opinions of issues, characters and events. (I Do, We Do) Students identify how language conveys ideas and viewpoints in texts Students write an opinion about an event, issue or character from the text and justify it using supportive evidence from a variety of textual sources	
Week 4	UNIT 4: REPRESENTATIONS OF CHARACTERS IN LITERATURE <ul style="list-style-type: none"> Students practise writing opinions about characters Students write an opinion about an event, issue or character from the text and justify it using supportive evidence from a variety of textual sources. 	
Week 5	UNIT 4: ELEMENTS OF PERSUASION <ul style="list-style-type: none"> Students practice elements of persuasion – rhetoric, persuasive devices, modality etc Students write short persuasive texts Genre patterns of a persuasive speech Structural and language features of a persuasive speech (I Do, We Do) Joint construction of a speech 	i.e., Formative Task (Check for Understanding) PAT R TEST
Week 6	UNIT4: DEEP DIVE INTO CURRICULUM ASSOCIATED WITH UNIT <ul style="list-style-type: none"> Students view, listen to and participate in persuasive speaking activities, including debating Students analyse persuasive devices in famous speeches Deconstruct A Exemplar persuasive speech Students plan their response 	Summative Assessment: Topic/Type and Draft Date Due
Week 7	UNIT 4: PREPARATION AROUND SUMMATIVE ASSESSMENT (Synthesising) <ul style="list-style-type: none"> Summative Task given to students. Explained. A-Exemplar/C-Exemplar given where appropriate. 	Drafting Check-Ins
Week 8	UNIT 4: FINAL COMPLETION OF SUMMATIVE ASSESSMENT (Synthesising) <ul style="list-style-type: none"> Work handed in on due date Persuasive speech due mid week 	Task 4 assessment due
Week 9	Unit 1: PREPARATION AROUND NEXT YEAR <ul style="list-style-type: none"> Read My Place – Nadia Wheatly (there are class sets) Writing Journal entries (each decade what would you miss or taking on personas) Grammar and punctuation workshops consolidations 	See NAPLAN resources for grammar and punctuation tests Practice Tests
Week 10 & 11	Unit 1: PREPARATION AROUND NEXT YEAR <ul style="list-style-type: none"> Read My Place – Nadia Wheatly (there are class sets) Writing Journal entries (each decade what would you miss or taking on personas) Choose minor characters Grammar and punctuation workshops consolidations 	



Trinity Bay State High School
 Course Planner Term 4
 Year 7 LITERATURE

Class:

Teacher:

Week	Curriculum Intent	Formative Tasks & Summative Assessment
Week 1	<ul style="list-style-type: none"> Continue reading the novel Explore representations of characters and events in the novel Deconstruction of representation of character and events in novel. QAR activities 	A-C Class Target Course Planner Weekly spelling test, kahoot quizzes and or dictionary work
Week 2	<ul style="list-style-type: none"> Identify and explain language choices that influence the reader to form opinions of issues, characters and events. (I Do, We Do) Students identify how language conveys ideas and viewpoints in texts Students write an opinion about an event, issue or character from the text and justify it using supportive evidence from a variety of textual sources 	Ongoing teacher feedback re bookwork
Week 3	<ul style="list-style-type: none"> Identify and explain language choices that influence the reader to form opinions of issues, characters and events. (I Do, We Do) Students identify how language conveys ideas and viewpoints in texts Students write an opinion about an event, issue or character from the text and justify it using supportive evidence from a variety of textual sources Create a book trailer for their novel (optional) 	
Week 4	ELEMENTS OF PERSUASION <ul style="list-style-type: none"> Students practice elements of persuasion – rhetoric, persuasive devices, modality etc Students write short persuasive texts Genre patterns of a persuasive speech Structural and language features of a persuasive speech (I Do, We Do) Joint construction of a speech 	
Week 5	<ul style="list-style-type: none"> Students view, listen to and participate in persuasive speaking activities, including debating Students analyse persuasive devices in famous speeches Deconstruct A Exemplar persuasive speech Students plan their response 	
Week 6	ASSESSMENT TASK 4: PERSUASIVE SPEECH <ul style="list-style-type: none"> Students draft speeches / conference with teacher as required 	Draft Due
Week 7	ASSESSMENT TASK 4: PERSUASIVE SPEECH <ul style="list-style-type: none"> Students editing and reworking drafts. (You Do) Students rehearsing speeches – expression, gesture, tone, pause, preparing cue cards 	Review task and criteria sheet A Exemplar Draft feedback
Week 8	ASSESSMENT TASK 4: PERSUASIVE SPEECH <ul style="list-style-type: none"> Students complete assessment at the beginning of this week 	Assessment due



Class Course Planner Term 4 Year 8 English

Class: ENG082

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	UNIT 4: DOES THAT TRANSLATE? 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 & Feature Articles <ul style="list-style-type: none"> • Read and deconstruct feature articles 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 FEATURE ARTICLE <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 feature article 	Feedback on draft
8	<ul style="list-style-type: none"> • Students complete good copy of feature article • Students submit assessment this week 	Task 4: Feature Article (WR)
9	Alternative Program/Just Read Program	
10	Alternative Program/Just Read Program	



Class Course Planner Term 4 Year 8 Literature

Class: ELI082

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	UNIT 4: DOES THAT TRANSLATE? 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) 	Course Planner
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 & Feature Articles <ul style="list-style-type: none"> • Read and deconstruct feature articles 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 FEATURE ARTICLE <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 feature article 	Feedback on draft
8	<ul style="list-style-type: none"> • Students complete good copy of feature article • Students submit assessment this week 	Task 4: Feature Article (WR)
9	Alternative Program/Just Read Program	
10	Alternative Program/Just Read Program	



Class Course Planner Term 4 Year 8 Essential English

Class: EEN082

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	Unit 4: Does that Translate? 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") 	Term 1 Results Course Planner
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	UNPACKING THE NOVEL <ul style="list-style-type: none"> Students will complete exercises focused on characters, themes, issues, settings, and language features found in the chosen novel studied in class ("We Do, You Do") 	
4	STUDENTS WILL WATCH THE FILM OR TV SERIES BASED ON THEIR NOVEL <ul style="list-style-type: none"> This will take the best part of the week – and may also include watching some "Making of ..." clips 	
5	STUDENTS FINISH WATCHING FILM <ul style="list-style-type: none"> This might take one more lesson Whole class completes a comparison of the novel vs. film with teacher guidance. ("I Do", "We Do") Teacher will provide and go through an A Exemplar with the class ("I Do") Breaking down layout features and persuasive devices 	Task and criteria sheet A Exemplar
6	TASK 4: STUDENTS START WORKING ON THEIR NOVEL vs. FILM FEATURE ARTICLE <ul style="list-style-type: none"> Students will complete drafts ("You Do") 	
7	TASK 4: WRITING FEATURE ARTICLE... (continued) <ul style="list-style-type: none"> As Above ("You Do") Draft will be handed back this week and students will produce a good copy 	Feedback on draft
8	Students submit assessment by the end of week 9	Task 2: Feature Article
9	Alternative Program/Just Read Program	
10	Alternative Program/Just Read Program	



Class Course Planner Term 4 Year 9 Essential English

Class: EEN091

Teacher:

Week	Curriculum Intent	Assessment
1	LANGUAGE FEATURES OF MEMOIRS <ul style="list-style-type: none"> • Just READ! • Read and view selection of memoirs analysing language features such as figurative language, idiom, hyperbole • Practice writing and sharing • Sharing circle of significant objects/ memoirs 	Course Planner Achievement Ladder Results
2	LANGUAGE FEATURES OF MEMOIRS <ul style="list-style-type: none"> • Just READ! • Read and research Anne Frank • Students write about COVID / Lockdown experiences • Create multi modal reflective collage about global/national or local COVID experiences 	
3	LANGUAGE FEATURES OF MEMOIRS <ul style="list-style-type: none"> • Just READ! • Read and view selection of memoirs analysing implied meaning, symbolism, emotive word choices • Students experiment with language techniques and share responses with class 	
4	ASSESSMENT TASK 4: Memoir <ul style="list-style-type: none"> • Just READ! • Deconstruct an A Exemplar Memoir • Students plan and draft their work 	
5	ASSESSMENT TASK 4: Memoir <ul style="list-style-type: none"> • Just READ! • Students plan and draft their work Working of multi modal elements	
6	<ul style="list-style-type: none"> • Just READ! Students will submit a draft of their memoir at the beginning of this week Teacher will mark and return it with enough time for students to rehearse and / or record their performance	Task and Criteria Sheet A Exemplar
7	ASSESSMENT TASK 4: Memoir <ul style="list-style-type: none"> • Present Memoirs at the start of this week 	
8	<ul style="list-style-type: none"> • Present memoirs this week – all completed by mid week 	Task 4: Memoir (SP)
9	ALTERNATIVE PROGRAM/JUST READ ACTIVITIES	
10	ALTERNATIVE PROGRAM/JUST READ ACTIVITIES	



Class Course Planner Term 4
Year 9 English & Literature

Class: ENG091 / ELI091

Teacher:

Week	Curriculum Intent	Assessment
1	<ul style="list-style-type: none"> Develop understanding of purpose of play, roles in theatre, stage directions Complete reading the play as a class Background context of where and when play is set 	Course Planner Achievement Ladder results
2	<ul style="list-style-type: none"> Comprehension and language work activities based on features of the studied text Character analysis tracker Plot graphing activities 	
3	<ul style="list-style-type: none"> Theme study Create word bank used by characters in play 	
4	<ul style="list-style-type: none"> Identifying gaps and silences for a suitable character monologue Students practice writing in first person from a character's perspective. Students extend on existing events from the story 	
5	<ul style="list-style-type: none"> Students will read and deconstruct an A Exemplar including use of script conventions Students will work plan and write their dramatic monologue 	
6	<ul style="list-style-type: none"> Students will submit a draft of the dramatic monologue by Friday this week. Teacher will mark and return it at the beginning of week 8, to allow rehearsal time 	Task and Criteria Sheet A Exemplar
7	<ul style="list-style-type: none"> Students will edit and rehearse their character monologue with a partner or in small groups Students are recommended to pre-record their monologue instead of performing in front of the class, making use of setting, costume, props etc 	
8	ASSESSMENT TASK 4: INTERNAL MONOLOGUE <ul style="list-style-type: none"> Hand in script and performance (LIVE or pre-recorded) by the end of this week 	Task 4: Monologue (SP)
9	ALTERNATIVE PROGRAM/JUST READ ACTIVITIES	
10	ALTERNATIVE PROGRAM/JUST READ ACTIVITIES	



Class Course Planner Term 4

Year 10 English

Class: ENG102

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	<p>Unit 4: Close Study of Literary Texts **NOVEL CONTINUED FROM TERM 3**</p> <ul style="list-style-type: none"> Discuss unit aims and objectives, and how the unit links to the year 11 and 12 course Revision of the term REPRESENTATIONS Complete activities relating to language use and how readers perceive concepts / places / people as a result of author's language choices Students should have already started reading the novel 	<p>Achievement Ladder</p> <p>Course Planner</p>
2	<ul style="list-style-type: none"> Students will complete chapter questions and activities as they read, to consolidate their understanding of the story Novel and associated activities must be completely finished by the start of week 3 	
3	<p>Plot / Character Study What are the series of events that unfold? How are the events and conflict a catalyst for further action?</p> <ul style="list-style-type: none"> Students complete plot graphs / storyboard / imovie that demonstrates their understanding of the main events from the novel <p>What is characterisation? How do authors construct characters?</p> <ul style="list-style-type: none"> Complete character profile/s and deconstruct short passages from the novel to reveal how characters have been represented 	
4	<p>Theme Study What is theme? How do characters and events reveal the author's message?</p> <ul style="list-style-type: none"> Study two major themes from the novel Complete graphic organiser highlighting examples from the novel of events or characters that exemplify the chosen themes 	
5	<p>Setting Study How do the settings in a novel contribute to the conflict / action, and how can the language used to describe settings create a particular atmosphere or mood?</p> <ul style="list-style-type: none"> Provide students with extracts from the novel that describe settings, and identify and analyse language used to create a particular mood Discuss the role settings play in the development of the plot of the story, or how the setting can be a source of conflict <p>Analytical Essay Genre Study</p> <ul style="list-style-type: none"> Define analysis and practice writing an analytical response to short passages from the novel Study language features of an analytical essay – grammar (tense / point of view), vocabulary, thesis statements, supporting points, etc. Paragraph structure and PEEL paragraphs – write and deconstruct introductions, body paragraphs and conclusions 	
6	<p>Analytical Essay Genre Study</p> <ul style="list-style-type: none"> Students and teacher deconstruct A Exemplar of an analytical essay (based on the same novel, but different question) Students and teacher jointly construct parts of an analytical essay based on their novel, but a different question (teacher is provided with 3 essay questions) If time allows, teacher may provide an opportunity to complete a practice essay 	
7	<p>Preparation for Assessment (2 lessons)</p> <ul style="list-style-type: none"> Students given the task / criteria sheet and essay question two lessons before exam Students use class time to prepare response and page of notes. Teacher input is limited – verbal feedback only 	
8	<p>Exam preparation may continue this week, depending on when the exam is held</p> <p>Task 4: Analytical Essay (Seen Exam) 90min</p>	<p>Task 4: Analytical Essay (Exam)</p>



Class Course Planner Term 4

Year 10 Essential English

Class: EEN102

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	<p>Unit 4: It's in the Fine Print</p> <ul style="list-style-type: none"> Class discussion around techniques and representations of race / racism in film extracts and building new unit vocabulary Study historical examples from around the world of oppression based on race / ethnicity Analyse representations of race in film extracts and media texts – movies, print and TV news, documentaries, etc. 	<p>Course Planner</p> <p>Achievement Ladder</p>
2	<ul style="list-style-type: none"> Student study critical literacy techniques such as: privilege, gaps and silences, connotation, vocabulary choices, etc. Students use critical literacy skills to deconstruct the representation of racism in responses to various sources 	
3	<ul style="list-style-type: none"> Student study critical literacy techniques such as: privilege, gaps and silences, connotation, word selection, etc. Students use critical literacy skills to deconstruct the representation of racism in responses to various sources 	
4	<ul style="list-style-type: none"> Students use critical literacy skills to deconstruct the representation of racism in responses to various sources Using scaffolds and through joint deconstruction, students practice identifying and explaining the tone, register, style, layout etc. of a print news item Students write short explanations of how readers / viewers are positioned to respond to print news items and the issue of racism 	
5	<ul style="list-style-type: none"> Students practice deconstructing a text and answering short answer style questions on the elements of the deconstruction that will lead them to evaluate representations of race within the stimulus material through whole class deconstruction, think, pair, share, group construction and as individuals 	
6	<p>ASSESSMENT PREPARATION</p> <ul style="list-style-type: none"> Teachers model, scaffold (where appropriate) and deconstruct elements of the genre with students Students deconstruct exemplar responses 	
7	<p>ASSESSMENT: SHORT RESPONSE EXAM</p> <p>Complete assessment during two class lessons at the end of week 7</p>	Task 4: Short Response (Exam)
8	<ul style="list-style-type: none"> Just Read Activities 	



Class Course Planner Term 4
Year 10 Literature

Class: ELI102

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	<p>UNIT 4: LITERATURE AND IDENTITY</p> <ul style="list-style-type: none"> • Introduce poetry, including etymology and the purpose of poetic expression • Expand students understanding of attitudes, values, and beliefs, and how they underpin the perspective of individuals • Define 'minority', and explore student prior knowledge 	<p>Course Planner</p> <p>Achievement Ladder</p>
2	<ul style="list-style-type: none"> • Review poetic devices • Complete an analysis of a poem. Provide instruction on effective annotation of features • Make connections between the poems' message and the poet's life experiences by researching contextual information • Begin explicit instruction of PEEL analysis 	
3	<ul style="list-style-type: none"> • Complete an analysis of a poem. Demonstrate effective annotations • Continue to make connections between the poems' message and the poet's life experiences by researching contextual information • Continuation of explicit PEEL instruction, including responding to a question with a thesis statement 	
4	<ul style="list-style-type: none"> • Complete an analysis of a poem. Demonstrate effective annotations • View exemplar analysis. Review the essay genre and structure 	A Exemplar Poetry Analysis
5	<ul style="list-style-type: none"> • Complete an analysis of a poem. Demonstrate effective annotations • Review non-exemplar analysis, identifying and improving through guided activities • Analytical essay structure and language features 	
6	<ul style="list-style-type: none"> • Students complete a practice essay by annotating a poem and analysing it in reference to a set question • Students deconstruct parts of an analytical essay 	
7	<ul style="list-style-type: none"> • Students review task and criteria for the exam • Students prepare for exam by constructing page of notes and revising poems / poetry analysis (Task given out 48hours before the exam) 	
8	TASK 4: ANALYTICAL ESSAY EXAM in the year 10 exam block	Task 4: Analytical Essay (EX)



Class Course Planner Term 4

Year 11 English

Class: ENG112

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	<p>Novel Theme Analysis – Continued from last term</p> <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 	
2	<p>Essay Writing Skills</p> <ul style="list-style-type: none"> Teacher will revise essay structure and the parts of an essay Teacher will model how to break down an essay question and use it to plan an essay Explore how to write a thesis statement from an essay question 	A Exemplar Essay
3	<p>Essay Writing Skills</p> <ul style="list-style-type: none"> Teacher will show students how to reference the novel in their writing. Students will practice this when responding to the practice essay question Teacher will provide a practice essay question, and will jointly break down the question to write an essay plan, then jointly write parts of an essay in response to the practice question 	
4	<p>FIA4 Analytical Exposition (Unseen Exam) To take place in the exam block this week 2 hour session, unannotated copy of the novel allowed, no notes</p>	FIA4: Analytical Exposition (Unseen Exam)
5	<p>Unit 3 Topic 2: Conversations about Issues in Texts ‘Pitching for Change’</p> <ul style="list-style-type: none"> Students reading IA1 novel for 10-15 minutes at the beginning of every lesson and at home Introduction to unit content, assessment and timelines Class quiz on current issues in the media Read, listen to and view a variety of texts about a recent (inter)national conversation that has played out in the media to examine the various modes of engagement Analyse and respond to the article ‘The dying art of disagreement’ for purpose, content and persuasive devices 	Unit 3 (Year 12) Course begins
6	<p>Social Issues and the Media</p> <ul style="list-style-type: none"> Students reading IA1 novel for 10-15 minutes at the beginning of every lesson and at home Students engage in and explore various texts pertaining to a focused issue. Students engage in exploration of background, history, varying world-perspectives, both national and international impact of the issue. Develop knowledge of key terms of critical media study 	Feedback on FIA4 assessment & Unit 2 Result
7	<p>Persuasion and Documentary Films</p> <ul style="list-style-type: none"> Students reading IA1 novel for 10-15 minutes at the beginning of every lesson and at home Students further engage and explore the issue through various texts and in-class discussions/debates Review and practice persuasive techniques and their role in the media Introduce the documentary genre, including types, key elements, features and technical vocabulary 	
8	<p>Viewing and Analysis of Documentary Film</p> <ul style="list-style-type: none"> Students reading IA1 novel for 10-15 minutes at the beginning of every lesson and at home Students view a documentary in class which explores the focus issue Discussion, analysis of and response to the documentary and its related issue 	



Class Course Planner Term 4 Year 11 EAL

Class: EAL112A

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	Unit 2 Topic 2 continued from Term 3 Complete Novel Study / Revision of <i>The Boy in the Striped Pyjamas</i> <ul style="list-style-type: none"> • Examine the major themes in novel • Identify a range of language devices that positions the audience to develop an understanding of a nine-year old boy's perspectives on friendship • Students will discuss and identify the use of figurative language • Students create a glossary for figurative language 	
2	Responding to Essay Questions <ul style="list-style-type: none"> • Introduce and deconstruct assessment requirements • Students will deconstruct analytical essays – structure and language features • Students will practice responding to given essay questions related to the novel 	A Exemplar Analytical Essay
3	Exam Preparation <ul style="list-style-type: none"> • Students will deconstruct analytical essays – structure and language features • Students will practice planning and responding to given essay Q's related to the novel • Analyse the ISMG 	
4	FIA4 Analytical Exposition (Unseen Exam) To take place in the exam block this week 2 hour session, unannotated copy of the novel allowed, no notes	FIA4: Analytical Exposition (Unseen Exam)
5	<u>Unit 3: Issues, Ideas and Attitudes</u> Theme FAMILY / FAMILY RELATIONSHIPS & VALUES <ul style="list-style-type: none"> • Reflecting on the power of narratives • Lead a discussion with the students. Ask them to think of a story (novel, film, play, television program) that really resonates with them • Introduce class text <i>Growing up Asian in Australia</i> by Alice Pung 	Unit 3 (Year 12) Course begins
6	Context of the Novel <ul style="list-style-type: none"> • Explore author biography and the history of immigration / migration / citizenship in Australia • Explore the contribution Asian Australians have made / make to Aus. • Explore how family and cultural identity is tied to location, and the ways in which immigrating to a new country / home influences family dynamics & values 	Feedback on FIA4 assessment & Unit 2 Result
7	Reading the Novel <ul style="list-style-type: none"> • Analyse how the characters are represented in the novel in the way they speak, act, dress and relate to others • In class focus on theme, setting, characterisation, language techniques 	
8	Reading the Novel <ul style="list-style-type: none"> • Analyse how the characters are represented in the novel in the way they speak, act, dress and relate to others • In class focus on theme, setting, characterisation, language techniques 	



Class Course Planner Term 4
Year 11 Literature

Class: LIT112

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	ESSAY WRITING SKILLS <ul style="list-style-type: none"> Revise essay structure Read analytical essays and deconstruct language features Revise how to read an essay question Revise how to write a thesis statement from an essay question 	Course Planner
2	ESSAY WRITING SKILLS <ul style="list-style-type: none"> Joint construction of essay paragraphs. Teacher will provide a practice essay question to guide class work 	A Exemplar Analytical Essay
3	ESSAY WRITING SKILLS <ul style="list-style-type: none"> Independent construction of an essay. Teacher may provide a practice essay question and give feedback on responses 	
4	Task 2: Analytical Essay (Unseen Exam) Exam will be completed in the exam block 2 hour session, unannotated copy of the play allowed, NO notes permitted, unseen question	FIA4: Analytical Essay (Unseen Exam)
5	Unit 3 Topic 1: Analytical Responses to Literary Texts <ul style="list-style-type: none"> Introduce unit and explore key concepts: morality and identity Students DISCUSS cultural assumptions around the formation of personal identity, where our morals come from, etc. Study the concepts of genetic determinism, eugenics and nature VS nurture – wide reading Introduce film and background information Revise the concept of REPRESENTATION 	Unit 3 (Year 12 Course) begins
6	VIEW THE FILM GATTACA <ul style="list-style-type: none"> SUMMARISE plot and create character profiles Introduce themes 	Feedback on FIA4 assessment & Unit 2 Result
7	IN DEPTH FILM STUDY GATTACA <ul style="list-style-type: none"> Work through scene-by-scene analysis of film – techniques used by the director to construct characters / settings etc. Symbolism created through colour filters and objects etc 	
8	IN DEPTH FILM STUDY GATTACA <ul style="list-style-type: none"> Work through scene-by-scene analysis of film Complete graphic organisers related to themes and characters 	



Class Course Planner Term 4
Year 11 Essential English

Class: ENE112

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	<p>STUDY OF SIGNIFICANT EVENTS, THEMES AND CHARACTERS</p> <ul style="list-style-type: none"> Plot Graphs/Storyboard of main events Study of theme/concepts that arise in the story Study characterisation and the complex relationships in the play <p>DEVELOPING DEEP UNDERSTANDING OF CHARACTER</p> <ul style="list-style-type: none"> Study how the author has constructed characters and what kind of people they are. Complete character profiles. Identify gaps and silences in the play 	Task with Criteria given out this week
2	<ul style="list-style-type: none"> Teacher leads class through an A exemplar, construction/deconstruction of a reflective monologue Students plan and draft responses 	A Exemplar Monologue
3	<p>TASK FIA4: MONOLOGUE</p> <p>Students hand in drafts and receive feedback</p>	Draft Due
4	<p>TASK DUE</p> <p>Students submit final copy of monologue on Wednesday</p>	FIA4: Internal Monologue (WR)
5	<p>UNIT 3: LANGUAGE THAT INFLUENCES</p> <p>Topic 1 – Speak Up!</p> <ul style="list-style-type: none"> Students discuss and brainstorm the image people often have of teenagers? How are teens, particularly teens in the M suburbs portrayed in the media? What words are often used to describe them? Students to share personal experiences and opinions. Develop bank of current and relevant teen issues 	Unit 3 (Year 12 Course) begins
6	<p>VIEW DOCUMENTARY</p> <ul style="list-style-type: none"> Students view a documentary about teen issues and how teens are reported on in the media, read news articles about the 3M suburbs Students to complete notes, questions and activities on the text 	Feedback on FIA4 assessment & Unit 2 Result
7	<p>VIEW DOCUMENTARY</p> <ul style="list-style-type: none"> Students view a documentary about teen issues and how teens are reported on in the media, read news articles about the 3M suburbs Students to complete notes, questions and activities on the text 	
8	<p>RESEARCH TEEN ISSUES</p> <ul style="list-style-type: none"> Students research a number of issues facing teens, developing note taking skills and acknowledgement of sources Invite Guidance Officer Kasia LEONI into the class to talk about teen trauma issues, mental health etc. 	



Class Course Planner Term 4 Year 12 English

Class: ENG122

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	<p><u>Essay Writing Skills</u></p> <ul style="list-style-type: none"> Teacher will revise essay structure and the parts of an essay Teacher will model how to break down an essay question and use it to plan an essay Explore how to write a thesis statement from an essay question Students will explore language used by the author, as well as characters and events / interactions that develop particular themes and ideas 	
2	<p><u>Essay Writing Skills</u></p> <ul style="list-style-type: none"> Teacher will revise essay structure and the parts of an essay Teacher will model how to break down an essay question and use it to plan an essay Explore how to write a thesis statement from an essay question Students will practice writing essays and reviewing feedback 	
3	<p><u>Essay Writing Skills</u></p> <ul style="list-style-type: none"> Teacher will show students how to reference the novel in their writing. Students will practice this when responding to the practice essay question Teacher will provide a practice essay question, and will jointly break down the question to write an essay plan, then jointly write parts of an essay in response to the practice question 	
4	<p>EXAM BLOCK Analytical Exposition (Unseen Exam) 2 hour + 15min session</p>	EA: Analytical Exposition (Unseen Exam)
5	EXAM BLOCK	
6	EXAM BLOCK	
7	<p>EXAM BLOCK Monday + Tuesday</p> <p>Graduation Celebrations Wednesday to Friday</p>	



Class Course Planner Term 4 Year 12 Literature

Class: LIT122

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	<p><u>Essay Writing Skills</u></p> <ul style="list-style-type: none"> Teacher will revise essay structure and the parts of an essay Teacher will model how to break down an essay question and use it to plan an essay Explore how to write a thesis statement from an essay question Students will explore language used by the author, as well as characters and events / interactions that develop particular themes and ideas 	
2	<p><u>Essay Writing Skills</u></p> <ul style="list-style-type: none"> Teacher will revise essay structure and the parts of an essay Teacher will model how to break down an essay question and use it to plan an essay Explore how to write a thesis statement from an essay question Students will practice writing essays and reviewing feedback 	
3	<p><u>Essay Writing Skills</u></p> <ul style="list-style-type: none"> Teacher will show students how to reference the play in their writing. Students will practice this when responding to the practice essay question Teacher will provide a practice essay question, and will jointly break down the question to write an essay plan, then jointly write parts of an essay in response to the practice question 	
4	EXAM BLOCK	
5	EXAM BLOCK	
6	<p>EXAM BLOCK</p> <p>Analytical Exposition (Unseen Exam)</p> <p>2 hour + 15min session</p>	
7	<p>EXAM BLOCK Monday + Tuesday</p> <p>Graduation Celebrations Wednesday to Friday</p>	



Class Course Planner Term 4 Year 12 Essential English

Class: ENG12

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	HOW TO DECONSTRUCT LANGUAGE FEATURES <ul style="list-style-type: none">Use Explicit Teaching method to study monologues – definition / purpose / features and types tense / point of view / cohesive ties. Class will be shown examples of monologues from other plays and / or films.Read and deconstruct an A Exemplar monologue with the class Class novel must be finished by the end of this week	
2	<ul style="list-style-type: none">Identify gaps and silences in the story, and how minor characters might see things differently to the main character/sStudents are expected to show at least ONE draft to their teacher, but no more than two drafts. A “draft” is a fully completed piece of work that has already been “proofread” by the students and possibly also his / her peers (group proofreading)	
3	<ul style="list-style-type: none">Students receive feedback on their draftsSubmit assessment on Wednesday this week	IA4 Monologue Due
4	EXAM BLOCK Students only attend school if they have an exam for a General subject	
5	EXAM BLOCK	
6	EXAM BLOCK	
7	EXAM BLOCK Monday + Tuesday Graduation Celebrations Wednesday to Friday	



Class Course Planner Term 4
Year 12 EAL

Class: EAL121A

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	Essay Writing (continued from term 3) Students will: <ul style="list-style-type: none">• Deconstruction of multiple A exemplar analytical essay extracts in terms of their match to ISMG criteria• Time management planning for external exam<ul style="list-style-type: none">✓ Planning✓ Drafting✓ Editing✓ Completion of good copy in 2 hours• Students may do a mock exam in class time, including feedback from the teacher/peers.	
2	Essay Writing Students will: <ul style="list-style-type: none">• Respond to a given question (provided by teacher)• Time management planning for external exam<ul style="list-style-type: none">✓ Planning✓ Drafting✓ Editing✓ Completion of good copy in 2 hours• Students may do a mock exam in class time, including feedback from the teacher/peers.	
3	Essay Writing Students will: <ul style="list-style-type: none">• Deconstruction of multiple A exemplar analytical essay extracts in terms of their match to ISMG criteria• Respond to a given question (provided by teacher)• Time management planning for external exam<ul style="list-style-type: none">✓ Planning✓ Drafting✓ Editing✓ Completion of good copy in 2 hours• Students will recap themes and devices found within the text	
4	EA's begin	External Exam