



Intensive English Centre Course Planner Term 3, 2024

Trinity Bay SHS

Hoare Street
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www.trinitybayshs.eq.edu.au

Class: EAL/D English (Unit Work) – Beginner and Post Beginner

Teacher/s: Astri Baker, Warren Mc Donald

Information report- Marine Animals

Week	Curriculum Intent	Assessment x 3	Feedback x 3
Wk 1	Unit – Information Text (Report) Building field knowledge – Orientation of the unit Learn about marine animals through reading, listening and viewing Comprehend information Classify animals		Course Planner
Wk 2	Building field knowledge/Deconstruction of text Learn about different marine animals Classify marine animals Classify information into subheadings Identify text structure of information report		Ongoing feedback
Wk 3	Deconstruction of the text (I do) Identify text structure of information report Analyse the language features of information report Read and comprehend the assessment task		Ongoing feedback
Wk 4	Deconstruction of the text (I do/we do) Analyse text structure of information report Analyse the language features of information report Analyse how pronoun references create cohesion		Ongoing feedback
Wk 5	Joint construction of the text (we do) Create an information report Experiment with language features and text structure to jointly construct a report Using pronouns and synonyms to create cohesion		Ongoing feedback
Wk 6	Joint construction of text (we do) Experiment with language features and text structure to jointly construct a report Use pronouns and synonyms to create cohesion		Check-in (independent attempts)
Wk 7	Independent construction of text (assessment) (You do) Plan an independent information report Research chosen marine animal using graphic organiser Use dot points to record key information	Assessment	Pre-writing conferencing Structure/sub-heading
Wk 8	Independent construction of text (assessment) (You do) Create an information report using graphic organiser Edit and publish information report (in word document)	Assessment	Writing conferencing
Wk 9	Create PowerPoint to accompany information report Use word document to structure PPT. Present multimodal information report to peers		Moderation
Wk 10	Review		



Class Course Planner Project 5

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Class: FSK20119 Certificate II in Skills for Work and Vocational Pathways

RTO Provider 30446

Week	CURRICULUM INTENT	Assessment x 3	Feedback x 3
1	FSKLRG009 Use strategies to respond to routine workplace problems BSBCMM211 Apply Communication Skills <ul style="list-style-type: none"> • Course overview: student induction/ unit requirements/ housekeeping (file management) • Class /course expectations 	Pre-test (Writing sample)	Course Planner
2	FSKLRG009 Use strategies to respond to routine workplace problems <ul style="list-style-type: none"> • Activity Sheet 1 	Ongoing –portfolio activity and assessment tasks	Ongoing –feedback on portfolio activity and assessment tasks
3	FSKLRG009 Use strategies to respond to routine workplace problems BSBCMM211 Communicate in the workplace <ul style="list-style-type: none"> • Case Studies • How to resolve problems in the workplace 	Ongoing – portfolio activity and assessment tasks	Ongoing –feedback on portfolio activity and assessment tasks
4	FSKLRG009 Use strategies to respond to routine workplace problems BSBCMM211 Apply Communication Skills <ul style="list-style-type: none"> • Case Studies • How to resolve problems in the workplace 	Ongoing –portfolio activity and assessment tasks	Review of progress through portfolio tasks
5	BSBCMM211 Apply Communication Skills <ul style="list-style-type: none"> • Assessment 2.1 <ul style="list-style-type: none"> ○ Policies 	Ongoing –portfolio activity and assessment tasks	Ongoing –feedback on portfolio activity and assessment tasks
6	BSBCMM211 Apply Communication Skills <ul style="list-style-type: none"> • Assessment 2.2 <ul style="list-style-type: none"> ○ Strategies 	Ongoing –portfolio activity and assessment tasks	Ongoing –feedback on portfolio activity and assessment tasks
7	BSBCMM211 Apply Communication Skills All outstanding work for unit <ul style="list-style-type: none"> • Assessment 2.3 <ul style="list-style-type: none"> ○ Action Plan 	Ongoing –portfolio activity and assessment tasks	Review of progress through portfolio tasks
8	BSBCMM211 Apply Communication Skills <ul style="list-style-type: none"> • Assessment 2.3 <ul style="list-style-type: none"> ○ Action Plan • Assessment 3 Observation 	Ongoing –portfolio activity and assessment tasks	Ongoing –feedback on portfolio activity and assessment tasks
9	FSKLRG009 Use strategies to respond to routine workplace problems BSBCMM211 Apply Communication Skills <ul style="list-style-type: none"> • All outstanding work for unit/course 	Ongoing –portfolio activity and assessment tasks	Feed-forward; review progress through competencies
10	FSKLRG009 Use strategies to respond to routine workplace problems BSBCMM211 Apply Communication Skills <ul style="list-style-type: none"> • Review /reflect on unit • Review new unit assessments 	Ongoing –portfolio activity and assessment tasks	Feed-forward; review progress through competencies



Class Course Planner – 2024

Term 3 Certificate 11 Auslan

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Class: 10/11 AUSLAN

Teacher/s: Mr Rod Ives rives5@eq.edu.au

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T1 Wk1	Introductions and Fingerspelling <ul style="list-style-type: none"> Introduction of course and discussion of expectations. Introduce workbook. Review fingerspelling and discuss the importance of it. Introduce holiday Vocabulary. 		Course planners distributed.
T1 Wk2	Depicting signs: <ul style="list-style-type: none"> Review last week's work. Review of using depicting signs. Students view activity cards. How to sign these using depicting signs. Present in small groups 		Ongoing verbal feedback on signing
T1 Wk3	School signs: Introduce school vocabulary Students list and sign the vocabulary by placing in the categories of Subjects, people, equipment. Circles on desks to record where they go.. Holidays Vocabulary tests. Prepare and practise 5 sentences using the school vocabulary. Present to group. Check use of topicalization, intensification and directionality.	Expressive and Receptive holiday vocabulary test	
T1 Wk4	Subject Information Signs <ul style="list-style-type: none"> Review of school Vocabulary. Develop a school interests list. Focus on ordering items in Auslan. What I like and why I like it. 		
T1 Wk5	Subject Vocabulary: <ul style="list-style-type: none"> Complete subject information sheet in preparation for video assessment. Name of subject/type of work/resources needed. 		Ongoing verbal feedback on approaches to site.
T1 Wk6	School Vocab assessment Video: School vocab assessment. <ul style="list-style-type: none"> Practise presenting information to the group from yesterday. Present in small groups. 	Individual Video Vocab Assessment	
T1 Wk7	Buildings Vocabulary: Introduce Building vocabulary. Practise the signs. Complete building ordering sheet. Directions around a school. Develop directions for three things around the school and present to a partner.		
T1 Wk8	Directional Verbs: Directional verbs - Putting information together for assessments. Record information on planning sheet and practise signing it.		
T1 Wk9	Interview Video: Filming assessments	Interview Video Presentations	
T1 Wk 10	Self and Peer Evaluations of assessments	Self and Peer Evaluations	Feedback and Goals for Term 2



Class Course Planner – 2024

Term 3 Certificate 11 Auslan

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Class: YEAR 12 AUSLAN

Teacher/s: Mr Rod Ives rives5@eq.edu.au

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T1 Wk1	Introductions and Fingerspelling <ul style="list-style-type: none"> Introduction of course and discussion of expectations. Introduce workbook. Review fingerspelling and numbers. Name signs complete focus sheet 		Course planners distributed.
T1 Wk2	Deaf Community signs: <ul style="list-style-type: none"> Introduce Unit to be covered this term. Introduce Deaf Community vocabulary. Discuss depicting signs. Show action for each sign. 		Ongoing verbal feedback on signing
T1 Wk3	Role shift: <ul style="list-style-type: none"> Review vocabulary from last week. Students present two of their examples of sign- depicting sign to the group. Others record what is happening. Introduce/ review role shift. Students develop a simple role shift for a specific social situation 		
T1 Wk4	Social Events Signs <ul style="list-style-type: none"> Review discuss use of roles shift. Introduce social events signs. Present to the class. Vocabulary test 	Vocabulary test Deaf Communities	
T1 Wk5	Invitation to an event: <ul style="list-style-type: none"> Students view exemplars of invitations to events Discuss features 	Expressive and Receptive fingerspelling test	Ongoing verbal feedback on approaches to site.
T1 Wk6	Sign Bank: <ul style="list-style-type: none"> Students work on developing their individual signbanks for their chosen topic. 		
T1 Wk7	Role shift and Depicting signs: <ul style="list-style-type: none"> Focus on role shift and depicting signs Review Video clips and analyse 		
T1 Wk8	Video Assessment Preparation: Students present assessment to ALMs for review of their work. Ready to film next week	Social Evets Assessments	
T1 Wk9	Video Assessment: Bringing assessments together. Students put all information together and practise their assessments. Video Presentations	Video Presentations	
T1 Wk 10	Self and Peer Evaluations of assessments	Self and Peer Evaluations	Feedback and Goals for Term 2



Class Course Planner – 2022 Term 3, Semester 2

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Class: EAL/D Grammar Post Beginner Teacher/s: Astri Baker
Aligned to the information report genre: Sea creatures/Marine animals

Week	Curriculum Intent	Assessment x 3	Feedback x 3
Wk1	<p>Course preparation and orientation – course planner, rules and expectations</p> <p>Subject verb agreements (timeless present tense)</p> <p>Verbs: “to be” “to have” and doing verbs</p> <ul style="list-style-type: none"> • Turtles <u>are</u> large reptiles • Turtles <u>have</u> • Turtles swim ... (They swim...) Turtles use.... (They use...) <p>Punctuation practise</p>		
Wk2	<p>Countable and uncountable nouns</p> <ul style="list-style-type: none"> • uncountable: seaweed, water, coral, sand, wood, • determiners used with uncountable nouns (sand, the sand, some sand, <u>a bag of</u> sand) <p>Countable nouns – have a plural form</p> <ul style="list-style-type: none"> • regular: turtle/s • irregular: child/children, fish/fish, person/people, woman/women <p>Punctuation practise</p>		Course Planner
Wk3	<p>Noun groups</p> <p>Determiners* + adjectives + noun</p> <ul style="list-style-type: none"> • * indefinite articles - a, an • * definite article - the • * possessives – their, its (my, your, her, his, our) • * quantifiers - all, most, some, a lot of, a few, many, much <p>Adjectives and expanded noun groups</p> <ul style="list-style-type: none"> • The protective shells <u>with</u> white undersides • These remarkable creatures <u>with</u> eight legs.... 	Regular whiteboard work	Whiteboard feedback
Wk4	<p>Sentence structure: simple, compound and complex (relative clauses - who, that, which)</p> <ul style="list-style-type: none"> • <i>Dolphins breathe through a blowhole, <u>which</u> is on top of their head.</i> • <i>They have a triangular fin on their back, <u>that</u> helps them swim fast.</i> <p>Punctuation practise</p>		
Wk5	<p>Prepositions and prepositional phrases</p> <ul style="list-style-type: none"> • on top of, in, at, on, next to, behind, in front of, above, below, under, near <p>Complex sentences using subordinate clauses</p>	Quiz	

	<ul style="list-style-type: none"> subordinate conjunctions: if, since, as, when, although, while, after, before, until, because..... so that <p>Punctuation practise</p>		
Wk6	<p>Comparatives</p> <ul style="list-style-type: none"> Leatherback turtles are <u>larger than</u> green turtles. Octopus are thought to be <u>more intelligent than....</u> <p>Superlatives</p> <ul style="list-style-type: none"> <u>The largest</u> sea turtle species is the leatherback turtle. Octopus are thought to be one of <u>the most intelligent</u> <p>Punctuation practise</p>		
Wk7	Assessment review (revisit all of the above)		
Wk8	Assessment	Assessment	
Wk9	Review learning from T1-4		Assessment feedback
Wk 10	Review learning from T1-4		



Intensive English Centre Class Course Planner Term 3, 2024

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Class: Subject – Maths: EAL Post Beginner

Teacher/s: Astri Baker

Week	Curriculum	Assessment x 3	Feedback x 3
	<p>Each week students will consolidate prior learning and reinforcing the four operations and vocabulary.</p> <p>Focus: Number and place value Addition and subtraction Relationship between addition and subtraction Efficient addition and subtraction strategies Recognise and explain the connection between addition and subtraction (ACMNA054) Y3 Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation (ACMNA055) Y3</p> <p>Multiplication and division Recognise and represent multiplication as repeated addition, groups and arrays (ACMNA031) Y2 Recognise and represent division as grouping into equal sets and solve simple problems using these representations (ACMNA032) Y2 Recall multiplication facts of two, three, five and ten (plus more) and related division facts (ACMNA056) Y3</p> <p>Resources: Glossary of maths terms</p>	<p>Mini whiteboards- checking for understanding (daily)</p>	<p>Ongoing feedback</p>
1	<p>Shape Describe and draw two dimensional shapes, with and without digital technologies. ACMMG042) Y2</p>	IEC diagnostic	
2	<p>Shape Describe the features of three-dimensional objects (ACMMG043) Y2 Make models of three-dimensional objects and describe key features (ACMMG063) Y3</p>	Multiplication mini tests- timed	
3	<p>Measurement and Geometry Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units (ACMMG037) Y2 Compare masses of objects using balance scales (ACMMG038) Y2</p>	Multiplication mini tests- timed	
4	<p>Measure, order and compare objects using familiar metric units of length, mass and capacity (ACMMG061) Y3</p>	Multiplication mini tests- timed	
5	<p>Location and transformation Interpret simple maps of familiar locations and identify the relative positions of key features ACMMG044)Y2</p>	Multiplication mini tests- timed	

	Create and interpret simple grid maps to show position and pathways (ACMMG065) YR 3 Investigate the effect of one-step slides and flips with and without digital technologies (ACMMG045) Y2		
6	Identify symmetry in the environment (ACMMG066) Y3 Identify and describe half and quarter turns (ACMMG046) Y2 Identify angles as measures of turn and compare angle sizes in everyday situations (ACMMG064) Y3	Multiplication mini tests- timed	
7	Review and consolidate	Multiplication mini tests- timed	
8	Review of Term	Multiplication mini tests- timed	
9	Assessment	Assessment	
10	Revision		Feedback following assessment



Class Course Planner – 2024

Term 3 TNIOTO101

Introduction to Renting

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Class: 11 AUSLAN

Teacher/s: Mr Rod Ives rives5@eq.edu.au

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T1 Wk1	Introduction Introduction of course and discussion of expectations. Introduce work program.		Course planners distributed.
T1 Wk2	Keys to making Tenancy Work: <ul style="list-style-type: none"> • Communication skills • Case Studies • Personal Vs Personal Communication 		Ongoing verbal feedback on signing
T1 Wk3	Making Tenancy Work <ul style="list-style-type: none"> • Key Vocabulary • Tenants and Property Agents Roles and responsibilities 	Expressive and Receptive Vocabulary	
T1 Wk4	Applying for Tenancy <ul style="list-style-type: none"> • Needs Vs Affordability • Finding a property • Application Process 		
T1 Wk5	Applying for Tenancy <ul style="list-style-type: none"> • Documentation • Rental History • Cover Letter • Presentation 	Publish Documents	Ongoing verbal feedback on approaches to site.
T1 Wk6	Renting With Others: <ul style="list-style-type: none"> • Advantages/ Disadvantages • Making it work • Conflict Resolution • Bond • Moving out 		
T1 Wk7	Documents <ul style="list-style-type: none"> • Peak bodies • Lease • Checklists • Condition Reports 		
T1 Wk8	Processes: <ul style="list-style-type: none"> • Failure to pay rent • Repairs and Maintenance • Damages • Breaches 		
T1 Wk9	How to End a Tenancy Well: <ul style="list-style-type: none"> • Key Documents • Grounds to Leave 	Folio of Work	
T1 Wk 10	What to do if it all goes wrong <ul style="list-style-type: none"> • Resolving a conflict Summary and evaluation	Self and Peer Evaluations	Feedback and Goals for Term 2