



Class Course Planner Term 1, 2019 Year 7 English

Trinity Bay SHS

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Class: ENG071A / B / C / D / E / F / G / J / K / L / M / N / P / Q

Teacher:

Week	Curriculum Intent	Assessment	Feedback
Wk 1	UNIT 1: READING AND INTERPRETING AUSTRALIAN LITERATURE <ul style="list-style-type: none"> • Introduction to the novel – historical background and context • Introduction to Australian society in the 1800's • Introduction to Ned Kelly • Students start reading the novel • Building field knowledge, reading class novel, QAR activities (COMM) 		A-C Class Target Course Planner
Wk 2	UNIT 1: STUDENTS WILL READ THE NOVEL: <i>Black Snake – The Daring of Ned Kelly</i> <ul style="list-style-type: none"> • Students will read the novel in class. • In class, focus on Narrative, Characterisation, Issues/Themes, Settings and Language (Vocab, Description, Devices) (I Do, We Do). • Class novel QAR activities- modelled construction of recount (COMM) 		
Wk 3	UNIT 1: STUDENTS WILL READ THE NOVEL: <i>Black Snake – The Daring of Ned Kelly</i> <ul style="list-style-type: none"> • 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 		Ongoing teacher feedback re bookwork
Wk 4	UNIT 1: UNPACKING TASK 1 <ul style="list-style-type: none"> • Genre patterns of an imaginative recount • Structural and language features of an imaginative recount (I Do, We Do) 		
Wk 5	UNIT 1: UNPACKING TASK 1 – DRAFT DUE <ul style="list-style-type: none"> • Genre patterns of an imaginative recount • Structural and language features of an imaginative recount (I Do, We Do) • Deconstruct A Exemplar • Joint construction of recount 		A Exemplar Recount Draft due
Wk 6	UNIT 1: ASSESSMENT TASK 1 DUE <ul style="list-style-type: none"> • Students editing and reworking drafts. (You Do) • Students completing assessment 	Task 1: Imaginative Recount Due	Feedback from draft
Wk 7	UNIT 1: REPRESENTATIONS OF AUSTRALIANS IN LITERATURE <ul style="list-style-type: none"> • Explore representations of characters and events in the novel • Deconstruction of representation of character and events in novel. QAR activities 		
Wk 8	UNIT 1: REPRESENTATIONS OF AUSTRALIANS 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. 		
Wk 9	UNIT 1: UNPACKING TASK 2 <ul style="list-style-type: none"> • Genre patterns of a persuasive exposition • Structural and language features of a persuasive exposition (I Do, We Do) • Deconstruct A Exemplar 		A Exemplar Persuasive Speech
Wk 10	UNIT 1: UNPACKING TASK 2 DRAFTS DUE <ul style="list-style-type: none"> • Students complete a draft persuasive speech and conference with their teacher to receive feedback 		



Class Course Planner Term 1, 2019 Year 8 Extension English

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Class: ENG081A / D / G / N

Teacher:

Week	Curriculum Intent	Assessment	Feedback
Wk 1	UNIT 1: YOUTH ISSUES ON THE SMALL SCREEN <ul style="list-style-type: none"> Introduction to television as a medium (with a particular focus on TV series devoted to fictional stories/characters) ("I Do"). Background plot and character information about the particular series (i.e. why the series is important to watch). View and respond to the cover art and synopsis of the series – what clues does the cover give about who might be the target audience? How does the cover begin to position viewers to respond to characters? View the trailer – what is the purpose of the trailer? What information does it give about the character? 		Achievement Ladder Target Course Planner
Wk 2	VIEWING/DISCUSSION OF CHOSEN TV SERIES: _____ <ul style="list-style-type: none"> 3-4 episodes (plus discussion and analysis of each episode). Focus on Characterisation, Issues/Themes, Settings, and Production Values ("I Do, We Do"). Discuss and compare the features that communicate character viewpoint such as dialogue and speech conventions, behaviours and body language. Examining character viewpoint – students to identify and explain the features that communicate one character's viewpoint about the issue 		
Wk 3	VIEWING/DISCUSSION OF CHOSEN TV SERIES: _____ <ul style="list-style-type: none"> Students to write a response in the character's voice explaining the issue from this character's perspective. Encourage students to use the character's words and ways of speaking in their responses. Students to review the meaning of ethics and ethical issues 	Class Quiz and Discussions (Cold Calling/No Opt Out)	
Wk 4	VIEWING/DISCUSSION OF CHOSEN TV SERIES: _____ <ul style="list-style-type: none"> Review and consolidate the features of a persuasive monologue, considering other persuasive texts prior to this unit. For example, cohesion (through incorporating examples to substantiate claims), rhetorical devices, evaluative language and modality. The teacher needs to show (and demonstrate) an A Exemplar monologue with a minor character Specific focus on script layout conventions 		A Exemplar
Wk 5	ASSESSMENT DUE <ul style="list-style-type: none"> Students editing and reworking drafts. (You do) Students completing assessment 		Feedback on draft
Wk 6	TASK 2: SCRIPT ANALYSIS <ul style="list-style-type: none"> Read a number of script extracts and analyse the language features used in the script. Discuss the similarities and differences between the television script and the film clip. Student to practice using language of appreciation and evaluation 	Task 1: Persuasive Monologue	
Wk 7	CLOSE STUDY OF SCRIPT EXTRACTS <ul style="list-style-type: none"> Read a number of script extracts and discuss how scriptwriters create engaging characters through effective dialogue. Discuss how spoken text is composed and conveyed through dialogue. Analyse effectiveness of the following features of spoken language: informality, colloquialisms spontaneity, hesitation, repetition, interjection. Discuss how punctuation, such as dashes and ellipses, is used to communicate spoken language. Consider the effect of the use of spoken language features such as interjections and colloquialisms 		
Wk 8	UNPACKING TASK <ul style="list-style-type: none"> Teacher modelling, joint deconstruction of script analysis (We Do) Focus on peel structure of analysis Focus on language of comparison 		
Wk 9	UNPACKING TASK <ul style="list-style-type: none"> Teacher modelling, joint deconstruction of script analysis (We Do) Focus on peel structure of analysis Focus on language of comparison 		
Wk 10	ASSESSMENT DUE <ul style="list-style-type: none"> Students editing and reworking drafts. (You do) Students completing assessment 	Task 2: Script Analysis	

Class Course Planner Term 1, 2019

Year 8 Core English

Class: ENG081 B / E / H / L / M

Teacher:

Week	Curriculum Intent	Assessment	Feedback
Wk 1	UNIT 1: YOUTH ISSUES ON THE SMALL SCREEN <ul style="list-style-type: none"> Introduction to television as a medium (with a particular focus on TV series devoted to fictional stories/characters) ("I Do"). Background plot and character information about the particular series (i.e. why the series is important to watch). View and respond to the cover art and synopsis of the series – what clues does the cover give about who might be the target audience? How does the cover begin to position viewers to respond to characters? View the trailer – what is the purpose of the trailer? What information does it give about the character? 		Achievement Ladder Target Course Planner
Wk 2	VIEWING/DISCUSSION OF CHOSEN TV SERIES: _____ <ul style="list-style-type: none"> 3-4 episodes (plus discussion and analysis of each episode). Focus on Characterisation, Issues/Themes, Settings, and Production Values ("I Do, We Do"). Discuss and compare the features that communicate character viewpoint such as dialogue and speech conventions, behaviours and body language. Examining character viewpoint – students to identify and explain the features that communicate one character's viewpoint about the issue 		
Wk 3	VIEWING/DISCUSSION OF CHOSEN TV SERIES: _____ <ul style="list-style-type: none"> Students to write a response in the character's voice explaining the issue from this character's perspective. Encourage students to use the character's words and ways of speaking in their responses. Students to review the meaning of ethics and ethical issues 	Class Quiz and Discussions (Cold Calling/No Opt Out)	
Wk 4	VIEWING/DISCUSSION OF CHOSEN TV SERIES: _____ <ul style="list-style-type: none"> Review and consolidate the features of a persuasive monologue, considering other persuasive texts prior to this unit. For example, cohesion (through incorporating examples to substantiate claims), rhetorical devices, evaluative language and modality. The teacher needs to show (and demonstrate) an A Exemplar monologue with a minor character Specific focus on script layout conventions 		A Exemplar
Wk 5	ASSESSMENT DUE <ul style="list-style-type: none"> Students editing and reworking drafts. (You do) Students completing assessment 		Feedback on draft
Wk 6	TASK 2: SCRIPT ANALYSIS <ul style="list-style-type: none"> Read a number of script extracts and analyse the language features used in the script. Discuss the similarities and differences between the television script and the film clip. Student to practice using language of appreciation and evaluation 	Task 1: Persuasive Monologue	
Wk 7	CLOSE STUDY OF SCRIPT EXTRACTS <ul style="list-style-type: none"> Read a number of script extracts and discuss how scriptwriters create engaging characters through effective dialogue. Discuss how spoken text is composed and conveyed through dialogue. Analyse effectiveness of the following features of spoken language: informality, colloquialisms spontaneity, hesitation, repetition, interjection. Discuss how punctuation, such as dashes and ellipses, is used to communicate spoken language. Consider the effect of the use of spoken language features such as interjections and colloquialisms 		
Wk 8	UNPACKING TASK <ul style="list-style-type: none"> Teacher modelling, joint deconstruction of script analysis (We Do) Focus on peel structure of analysis Focus on language of comparison 		
Wk 9	UNPACKING TASK <ul style="list-style-type: none"> Teacher modelling, joint deconstruction of script analysis (We Do) Focus on peel structure of analysis Focus on language of comparison 		
Wk 10	ASSESSMENT DUE <ul style="list-style-type: none"> Students editing and reworking drafts. (You do) Students completing assessment 	Task 2: Script Analysis	

Class Course Planner Term 1, 2019

Year 8 Communication English

Class: ENG081C / F / J / K

Teacher:

Week	Curriculum Intent	Assessment	Feedback
Wk 1	NOVEL APPROACH <ul style="list-style-type: none"> Introduction to the novel as chosen by the teacher. The teacher will do some preliminary work around the novel before students start to read it, ("I Do"). Students start reading the novel in class. 		A – C class targets Course Planner
Wk 2	STUDENTS WILL READ THE NOVEL: _____ <ul style="list-style-type: none"> Students will be required to read the novel in class. In class focus on Narrative, Characterisation, Issues/Themes, Settings, and Language (Vocab, Description, Devices) ("I Do, We Do"). 		
Wk 3	STUDENTS WILL READ THE NOVEL: _____ <ul style="list-style-type: none"> Students will be required to read the novel in class and at home. QAR comprehension activities Introduce life writing genre – define new terms Students will practice writing simple, compound and complex sentences 		
Wk 4	STUDENTS WILL READ THE NOVEL: _____ <ul style="list-style-type: none"> Students will be required to read the novel in class. In class focus on Narrative, Characterisation, Issues/Themes, Settings, and Language (Vocab, Description, Devices) ("I Do, We Do"). Students will practice writing simple, compound and complex sentences 		
Wk 5	STUDENTS WILL READ THE NOVEL: _____ <ul style="list-style-type: none"> Students will be required to read the novel in class. In class focus on Narrative, Characterisation, Issues/Themes, Settings, and Language (Vocab, Description, Devices) ("I Do, We Do"). Students will practice using tense correctly 		Ongoing teacher feedback re bookwork
Wk 6	STUDENTS WILL READ THE NOVEL: _____ <ul style="list-style-type: none"> Students will be required to read the novel in class. In class focus on Narrative, Characterisation, Issues/Themes, Settings, and Language (Vocab, Description, Devices) ("I Do, We Do"). Students will practice including figurative language in their writing 		
Wk 7	STUDENTS WILL READ THE NOVEL: _____ <ul style="list-style-type: none"> Students will be required to read the novel in class. In class focus on Narrative, Characterisation, Issues/Themes, Settings, and Language (Vocab, Description, Devices) ("I Do, We Do"). Students will practice writing simple, compound and complex sentences 		
Wk 8	UNPACKING THE NOVEL and TASK 1 <ul style="list-style-type: none"> Modelled construction of diary entry – ideas / plan / construct / revise / edit Deconstruct an A exemplar Joint construction – Ideas / plan / construct / revise / edit 		A Exemplar Draft due
Wk 9	ASSESSMENT <ul style="list-style-type: none"> Focus on structure of language features of diary entries Use QAR inferencing skills to write from a character's point of view. Students editing and reworking drafts. (You do) 		Feedback from draft
Wk 10	ASSESSMENT DUE <ul style="list-style-type: none"> Students editing and reworking drafts. (You do) Students completing assessment 	Task 1: Journal Entries	



Class Course Planner Term 1, 2019

Year 9 Core / Extension English

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Class: ENG091A / B / D / E / G / H / K / L

Teacher:

Week	Curriculum Intent	Assessment	Feedback
Wk 1	UNIT 1: WHAT IF.....? <ul style="list-style-type: none"> Introduction to the unit of work and assessment Define speculative fiction and identify elements of speculative fiction in texts such as film trailers, narratives and television programs Begin reading and viewing information texts (documentary, articles etc) related to science and technology 		Achievement Ladder Target Course Planner
Wk 2	INFORMATION TEXTS: SCIENCE & TECHNOLOGY <ul style="list-style-type: none"> Students will read and comprehend information texts based on science and technology topics Explicit teaching of reading comprehension skills including finding the main idea, summarising, identifying parts of an information text, predicting, 		
Wk 3	INFORMATION TEXTS: SCIENCE & TECHNOLOGY <ul style="list-style-type: none"> Students will read and comprehend information texts based on science and technology topics Explicit teaching of reading comprehension skills including finding the main idea, summarising, identifying parts of an information text, predicting, 		
Wk 4	ASSESSMENT TASK 1: Reading Comprehension Exam <ul style="list-style-type: none"> Students will complete a reading comprehension exam based on an information text they have NOT seen before Exam completed by Friday this week	Task 1: Reading Comprehension (EX)	
Wk 5	SPECULATIVE FICTION STORIES: Narrative Writing <ul style="list-style-type: none"> Students will revise elements of speculative fiction, and identify those elements in narrative samples Students will revise language features of narratives Students will revise the structure of a narrative 		
Wk 6	SPECULATIVE FICTION STORIES: Narrative Writing <ul style="list-style-type: none"> Students will revise language features of narratives Students will revise the structure of a narrative Practice writing elements of short story – writing character descriptions, writing descriptive setting, writing dialogue 		Feedback on Exam
Wk 7	SPECULATIVE FICTION STORIES: Narrative Writing <ul style="list-style-type: none"> Students will revise language features of narratives Students will revise the structure of a narrative Practice writing elements of short story – writing character descriptions, writing descriptive setting, writing dialogue 		
Wk 8	SPECULATIVE FICTION STORIES: Narrative Writing <ul style="list-style-type: none"> Students will deconstruct the language features and structure of an A Exemplar narrative Students will be given the task and criteria sheet. From this time, they may work on the task in class and at home 		A Exemplar Narrative
Wk 9	<ul style="list-style-type: none"> Students will submit a draft of their story this week. Teacher will mark it and return by Friday 		Feedback on story draft
Wk 10	ASSESSMENT TASK 2: Speculative Fiction Narrative Hand in short story at the beginning of this week	Task 2: Short Story (WR)	



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Year 9 Communication English

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Class: ENG091C / F / J / M

Teacher:

Week	Curriculum Intent	Assessment	Feedback
Wk 1	UNIT 1: WHAT IF.....? <ul style="list-style-type: none"> Just READ! Introduction to the unit of work and assessment Define speculative fiction and identify elements of speculative fiction in texts such as film trailers, narratives and television programs Begin reading and viewing information texts (articles etc) related to science and technology 		Class Ladder Target Course Planner
Wk 2	INFORMATION TEXTS: SCIENCE & TECHNOLOGY <ul style="list-style-type: none"> Just READ! Students will read and comprehend information texts based on science and technology topics Explicit teaching of reading comprehension skills including finding the main idea, summarising, identifying parts of an information text, predicting etc 		
Wk 3	INFORMATION TEXTS: SCIENCE & TECHNOLOGY <ul style="list-style-type: none"> Just READ! Students will read and comprehend information texts based on science and technology topics Explicit teaching of reading comprehension skills including finding the main idea, summarising, identifying parts of an information text, predicting etc 		A Exemplar Short Responses
Wk 4	ASSESSMENT TASK 1: Reading Comprehension Exam <ul style="list-style-type: none"> Students will complete a reading comprehension exam based on an information text they have NOT seen before Exam completed by the end of this week	Task 1: Reading Comprehension (EX)	
Wk 5	SCIENCE FICTION FILM <ul style="list-style-type: none"> Just READ! Students will view the chosen science fiction film at least once. Teacher may focus on particular scenes for study, and class will view these scenes several times Students will make judgements about aspects of the film, including film techniques. This can be done orally, or written 		
Wk 6	SCIENCE FICTION FILM <ul style="list-style-type: none"> Just READ! Students will analyse individual scenes and make judgements about aspects such as film techniques, costume, sound / music etc Practice writing elements of film reviews – paragraphs reviewing aspects of the film, such as film techniques, costume etc 		Feedback on Exam
Wk 7	FILM REVIEWS <ul style="list-style-type: none"> Just READ! Students will revise language features and layout of a film review article Students will revise the structure of a film review Practice writing elements of film reviews – paragraphs reviewing aspects of the film, such as film techniques, costume etc 		
Wk 8	FILM REVIEWS AND FEATURE ARTICLES <ul style="list-style-type: none"> Just READ! Students will deconstruct the language features and structure of an A Exemplar film review Students will be given the task and criteria sheet. From this time, they may work on the task in class and at home 		A Exemplar Film Review
Wk 9	<ul style="list-style-type: none"> Just READ! Students will submit a draft of their film review this week. Teacher will mark it and return by Friday 		Feedback on draft
Wk 10	ASSESSMENT TASK 2: Film Review Feature Article <ul style="list-style-type: none"> Hand in film review at the start of this week 	Task 2: Film Review (WR)	



Class Course Planner Term 1, 2019 Year 10 English

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Class: ENG101A / B / C / D / F / G / H / I

Teacher:

Week	Curriculum Intent	Assessment	Feedback
Wk 1	Unit 1: Textual Connections “Just Desserts” <ul style="list-style-type: none"> Discuss unit aims and objectives and how the unit links to the Year 11 and 12 course Introduce the class to the idea of justice via class discussions and brainstorming. What does justice mean to the class/students? Discuss what types of justice are in practise at TBSHS, or within social groups. Broaden discussion to include the justice in practise in Australia, and then internationally Identify news stories that students are aware of that discuss victims, perpetrators and the pursuit of justice 		Class Academic Target Course Planner
Wk 2	<ul style="list-style-type: none"> Group activities focusing on public reaction to certain public figures escaping or receiving a form of justice – sporting heroes, politicians, celebrities. How are the public’s reactions formed or influenced? Define Social, Restorative or Criminal Justice – read articles/blogs or watch TV episodes dealing with these forms of justice Discuss the effectiveness of each form of justice – do the public or victims of crime feel that justice has been served? 		
Wk 3	<ul style="list-style-type: none"> Choose one form of justice and introduce some media texts that contain different perspectives. Begin examination of texts in detail. Examine the purpose of the text, its bias, and the techniques used to convince the audience of the message of the text 		
Wk 4	<ul style="list-style-type: none"> Continue examining a range of media texts Examine the purpose of the studied texts, the bias, and the techniques used to convince the audience of the message of the text 		
Wk 5	<ul style="list-style-type: none"> Revise persuasive techniques Read and deconstruct blog articles about justice Analyse the persuasive techniques found within the blogs 		
Wk 6	<ul style="list-style-type: none"> Deconstruct elements of the persuasive blog genre Issue the task sheet Discuss and annotate task and criteria Begin planning blog entry 		
Wk 7	<ul style="list-style-type: none"> Provide an exemplar – group analysis of exemplar activities Create blog website on Blogger.com 		A Exemplar Blog Entry
Wk 8	<ul style="list-style-type: none"> Begin draft process Drafts due in at end of week		Draft feedback
Wk 9	<ul style="list-style-type: none"> Draft feedback returned to students Students work on good copy of assessment Assessment due by the end of this week / start of week 10 	Task 1: Persuasive Blog Entry	
Wk 10	Unit 2: Texts and Culture “Finding a Voice” <ul style="list-style-type: none"> Teachers may begin pre reading activities for the next unit Students may borrow autobiography and begin reading 		



Class Course Planner Term 1, 2019

Year 10 Essential English

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Class: EEN101A / B / C / D

Teacher:

Week	Curriculum Intent	Assessment	Feedback
Wk 1	UNIT 1: LANGUAGE THAT WORKS - LITERACY FOR THE WORKPLACE <ul style="list-style-type: none"> Explore and define different types of employment Quiz to see employment areas that suit students Articles on future work pathways 		Achievement Ladder Target Course Planner
Wk 2	UNIT 1: LANGUAGE THAT WORKS: LITERACY FOR THE WORKPLACE <ul style="list-style-type: none"> Consolidation of employment terminology Investigate places to find job vacancies – online and in print media Identify information needed for online applications to big companies 		
Wk 3	UNIT 1: LANGUAGE THAT WORKS: LITERACY FOR THE WORKPLACE <ul style="list-style-type: none"> Introduce resumes – why job seekers use them and the different formats. Read and analyse a number of resume styles Identify the layout for a general resume and the language used 		
Wk 4	UNIT 1: LANGUAGE THAT WORKS: LITERACY FOR THE WORKPLACE <ul style="list-style-type: none"> Formal language for the workplace Computer skills – email, Microsoft Word 		
Wk 5	UNIT 1: LANGUAGE THAT WORKS: LITERACY FOR THE WORKPLACE <ul style="list-style-type: none"> Resume drafting – identifying personal strengths, experience, referees and references Layout of resume – dot points, subtitles 		A Exemplar
Wk 6	UNIT 1: LANGUAGE THAT WORKS: LITERACY FOR THE WORKPLACE <ul style="list-style-type: none"> Resume drafting – identifying personal strengths, experience, referees and references Layout of resume – dot points, subtitles 		Draft feedback
Wk 7	UNIT 1: LANGUAGE THAT WORKS: LITERACY FOR THE WORKPLACE <ul style="list-style-type: none"> Complaints in the Workplace Creating a complaint record Responding to complaints verbally and in writing 		
Wk 8	UNIT 1: LANGUAGE THAT WORKS: LITERACY FOR THE WORKPLACE <ul style="list-style-type: none"> Exemplar of complaint response Drafting of complaint response 		
Wk 9	UNIT 1: LANGUAGE THAT WORKS: LITERACY FOR THE WORKPLACE <ul style="list-style-type: none"> Drafting of complaint response Finalising portfolio – resume, complaint response & short response questions 		Draft Feedback
Wk 10	UNIT 1: LANGUAGE THAT WORKS: LITERACY FOR THE WORKPLACE Short response questions – explaining the reasoning for your complaint response.	Task 1: Portfolio Due	



Class Course Planner Term 1, 2019

Year 10 Literature

Trinity Bay SHS

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Class: ELI101B

Teacher:

Week	Curriculum Intent	Assessment	Feedback
Wk 1	UNIT 1 – INTRODUCTION TO LITERATURE ANALYSIS <ul style="list-style-type: none"> Provide a course overview and notes on assessment (“I Do”) Introduce students to the author of the chosen text and give social and historical context. Pre-reading novel activities then students begin reading through chosen class novel by week’s end (“We Do”) RUM Reading Skills – SCAN/Reading with Phrasing/RUN/Click or Clunk? 		Class Target Course Planner
Wk 2	READING OF NOVEL <ul style="list-style-type: none"> Students read the chosen novel as a whole class and individually at home as appropriate followed by discussion and exercises that check for understanding. Comprehension questions based on aspects of the novel – setting, characterisation, traditions, events, etc 		
Wk 3	READING OF NOVEL <ul style="list-style-type: none"> Continued from previous week. Relevant spelling and language work related to and in context of novel and unit 	Formative Quiz about the novel	
Wk 4	<ul style="list-style-type: none"> Close examination of characterisation within the novel – direct students attention to narrative voice and descriptions, with relation to specific characters and events. Activities related to characterisation types (protagonists, foils, leaders, etc.) Compare set text with <i>excerpts</i> from other texts that demonstrate similar characterisation 		
Wk 5	<ul style="list-style-type: none"> Close examination of literary techniques used within the novel to portray social and political attitudes, and traditions (narrative voice, setting, dialogue styles, etc.) Activities related to themes, characterisation and language techniques Compare set text with <i>excerpts</i> from other texts that demonstrate similar social and political attitudes, and traditions 		Teacher feedback on workbook notes/exercises
Wk 6	<ul style="list-style-type: none"> Close examination of specific events in the novel that serve a purpose to the narrative. Complete activities related to novel excerpts and themes/ideas within the text (friendship, loyalty, violence, pain, etc) Compare set text with <i>excerpts</i> from other texts that demonstrate similar events/themes/ideas 		
Wk 7	<ul style="list-style-type: none"> Students respond to activities about narrative purpose using excerpts from the novel. Review effective paragraph writing techniques, and the use of authoritative voice in writing responses 		
Wk 8	<ul style="list-style-type: none"> Students examine language features and textual structures of analytical writing. Students engage with thesis writing and the importance of clarifying a main argument 	A Exemplar Essay	
Wk 9	Students prepare for exam (Task given out 48hours before last lesson of week) Students sit for TASK 1: ANALYTICAL EXAM by the end of this week	Task 1: Analytical Essay (Exam)	
Wk 10	Review analytical writing styles Begin reading play for UNIT 2: INTERTEXTUALITY		Feedback to students via exam results



Class Course Planner Term 1, 2019

Year 11 English

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Class: ENG111A / B / C / D / E / F

Teacher:

Week	Curriculum Intent	Assessment	Feedback
Wk 1	UNIT 1: PERSPECTIVES & TEXTS 'Bias & Manipulation in Advertising' <ul style="list-style-type: none"> Students to discuss the history, ethics, role and purpose of advertising (WE DO) Students to be given information on persuasive techniques used in advertising to persuade and manipulate consumers (I DO) Brainstorm/discuss how various social groups are represented in the media/advertising. (WE DO) 		Class Targets Course Planner
Wk 2	Analysis of Advertising <ul style="list-style-type: none"> Students will examine various general print advertisements from newspapers and magazines and identify target audience and persuasive techniques used Students construct an ad of their own to market a product, using persuasive visual and written techniques 		
Wk 3	Analysis of Advertising <ul style="list-style-type: none"> Focus on a particular social group will begin Students to brainstorm/discuss stereotypes and representation of social group in advertising Analyse adverts depicting chosen social group (both joint and individual construction of responses) 		
Wk 4	Analysis of Advertising <ul style="list-style-type: none"> Students will continue to analyse language and images of advertisements of the social group (both joint and individual construction of responses to advertisements) Related documentaries or TED Talks can be shown to deepen student knowledge 		Formative feedback on written responses
Wk 5	Persuasive Writing / Analysis of Persuasive Speeches and TED Talks <ul style="list-style-type: none"> Students read articles or other related texts that have been written persuasively about representations of the social group in advertising. Students revise persuasive writing features and learn how to create a persuasive speech 		
Wk 6	Persuasive Writing / Speaking, Assessment Task <ul style="list-style-type: none"> Students deconstruct an A Exemplar of a persuasive speech. Task and Criteria sheet given to students Students begin drafting their own persuasive speeches 		A Exemplar Persuasive Speech
Wk 7	IA2: Persuasive Speech <ul style="list-style-type: none"> Students will work on their own persuasive speech in class during this week. Teacher will collect and give feedback on 1 draft 	Draft due at the end of this week	
Wk 8	IA2: Persuasive Speech <ul style="list-style-type: none"> Teacher will return drafts this week Students will edit / polish their work and rehearse their speech in class & at home 		Teacher feedback on drafts
Wk 9	IA2: Persuasive Speech <ul style="list-style-type: none"> Assessment will be due at the beginning of this week. Time will be allotted to deliver any LIVE speeches in class UNIT 1: PERSPECTIVES AND TEXTS Topic 1: DOES THAT TRANSLATE? NOVEL vs. FILM: _____ Students will be expected to read the novel DURING lessons and in their OWN TIME at the start of this unit. It is expected that ALL students return from Term 1 holidays having completed the novel. <ul style="list-style-type: none"> Brainstorm class knowledge of novels/comics which have been made into films/TV series. Discuss in general terms the differences between telling stories, establishing characters, developing themes, on paper and in film Check student knowledge of the novel using a variety of CFU techniques 	IA2: Persuasive Exposition (SPOKEN)	
Wk 10	CLASSROOM DISCUSSION AND EXERCISES BASED ON: _____ <ul style="list-style-type: none"> A range of comprehension activities should be completed to check for student understanding of the key elements – plot, characters, setting and theme. Students engage in activities on Characterisation, Use of Language Features to describe person/place/setting, Primary and Secondary Themes of the Novel Discuss critical reaction to the novel (why is this novel highly reviewed by critics?) 		



Class Course Planner Term 1, 2019 Year 11 Essential English

Trinity Bay SHS

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Class: ENE111A / B / C / D / E / F

Teacher:

Week	Curriculum Intent	Assessment	Feedback
Wk 1	UNIT 1: LANGUAGE THAT WORKS 'A CAIRNS CAMPAIGN PITCH' IA1 PERSUASIVE SPEECH Discuss purpose of tourism texts as a medium and real world applications. Research Cairns tourism appeal, marketplace Develop word walls and vocabulary exercises on unit metalanguage Share personal holiday experiences and local knowledge of Cairns		Course Planner Achievement Ladder Target
Wk 2	STUDY TRAVEL TEXTS View travel documentary and discuss persuasive and technical elements of text Students to read travel blogs, trip advisor ratings, write their own fictional rating for someplace in Cairns		
Wk 3	IDENTIFYING EXISTING TOURISM MARKETS Students brainstorm and research existing tourism markets in Cairns Students to research how Cairns is marketed and targeted towards these groups, the types of advertising and language that is used, types of activities that Cairns has to offer them. How much money do these groups bring into our economy? What are the flow on effects – how does this benefit the people of Cairns. Students present findings back to class		
Wk 4	PLANNING AN ITINERARY Students to identify a target tourism group, research and plan an itinerary of tourism activities that would appeal to that specific target group.		
Wk 5	PLANNING AN ITINERARY Students to identify a target tourism group, research and plan an itinerary of tourism activities that would appeal to that specific target group.		
Wk 6	PERSUASIVE TECHNIQUES AND SPEECH STRUCTURE Deconstruct examples of campaign pitches Identify and practice using persuasive techniques in jointly constructed texts, and individually constructed texts		
Wk 7	PERSUASIVE FEATURES Students read and deconstruct an A exemplar of a persuasive speech, identifying structural and language features thereof Students drafting and conferencing with teacher		A Exemplar Persuasive Speech
Wk 8	DRAFTING AND ASSESSMENT Students should submit drafts and conference with teachers at the beginning of this week Students should practice presentation, focusing on eye contact, pace, pitch, and expression to engage their audience.		Feedback on draft
Wk 9	ASSESSMENT DUE Students deliver persuasive presentations by the end of this week	IA1: Persuasive Speech	
Wk 10	UNIT 1: LANGUAGE THAT WORKS CIA SHORT RESPONSE EXAM Revise and consolidate vocab and knowledge of tourism from unit 1 Discuss why Australians travel abroad, share personal stories, link back to topic 1 discussions of tourism and visitors to Cairns. Study statistics and view information from Smart Traveller about numbers of Australians overseas, popular destinations, dangers and safety warnings. Explain the purpose of deconstruction - to read beyond a text's straightforward content and uncover new meanings and truths.		



Class Course Planner Term 1, 2019

Year 11 Literature

Trinity Bay SHS

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Class: LIT111B

Teacher:

Week	Curriculum Intent	Assessment	Feedback
Wk 1	UNIT 1: INTRODUCTION TO LITERARY STUDIES Topic 1: Analytical Responses to Gothic Fiction Introduce Gothic genre and identify its tropes and conventions. Undertake pre-reading activities for novel including background to historical and cultural context. Background and interesting facts about the author. Borrow a novel from the library and begin reading		Course Planner
Wk 2	READING THE NOVEL: Students read the novel in class and at home. Undertake comprehension activities such as chapter questions	Quiz to discern understanding	
Wk 3	NOVEL STUDY: DISCUSSIONS AND EXERCISES Revise the concept of REPRESENTATION. Analyse characters goals / motivations, collecting evidence from the novel. Identify and discuss theme. Explore and discuss the dominant cultural assumptions, values, attitudes and beliefs underlying the novel, and how these are represented through the author's language choices		Feedback on results of Quiz
Wk 4	NOVEL STUDY: TEXT STRUCTURE AND LANGUAGE ANALYSIS Explore Victorian English. Explore how the author uses point of view to create intrigue and mystery; how does the author create suspense? Explore how the author uses language to represent character and setting. Revise figurative devices: extended metaphor, juxtaposition, etc.		
Wk 5	NOVEL STUDY: TEXT STRUCTURE AND LANGUAGE ANALYSIS Explore Victorian English. Explore how the author uses point of view to create intrigue and mystery; how does the author create suspense? Explore how the author uses language to represent character and setting. Revise figurative devices: extended metaphor, juxtaposition, etc.		
Wk 6	ANALYTICAL EXPOSITION WRITING Teacher will revise structure and language features of an analytical exposition. 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.		
Wk 7	ANALYTICAL EXPOSITION WRITING Demonstrate for students how to reference the novel in their writing. Students will practice this when responding to the practice essay question. Provide a practice essay question, and jointly break down the question to write an essay plan, then jointly write parts of an essay in response to the practice question.		
Wk 8	IA1: ANALYTICAL ESSAY (SEEN EXAM) Teacher leads class through A exemplar, deconstruction of an analytical exposition. Distribute task sheet and question seven days prior to the exam Students plan and draft their essay. Teacher may give verbal feedback only Students prepare page of notes – 100 words on a single A4 sheet	Task with ISMG given out one week prior to the exam	A Exemplar Analytical Essay
Wk 9	Task 2: Analytical Exposition (seen exam, 2 hours) Students write analytical exposition in one x 2 hour block Unannotated copy of the novel and 100 words on a single A4 sheet are allowed	IA1: Analytical Exposition (SEEN exam)	
Wk 10	UNIT 1: INTRODUCTION TO LITERARY STUDIES Topic 2: Creative Responses to Literary Texts Revision of Gothic genre and Term 1 Gothic study. Background to historical and cultural background of film. Preview film plot and filmmaker/author		



Class Course Planner Term 1, 2019 Year 12 English

Trinity Bay SHS

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Class: ENG121A / C / E / F

Teacher:

*****Unit 1 and 2 can be completed in either order*****

Week	Curriculum Intent	Assessment	Feedback
Wk 1	UNIT 1: SHORT & SWEET: PHILOSOPHICAL SHORT STORIES Introduction to philosophy; how societal expectations and restrictions dominate life choices and how philosophical systems of thought can challenge these and provide alternative ways of being and acting		A-C Targets Course Planner
Wk 2	UNIT 1: SHORT & SWEET: PHILOSOPHICAL SHORT STORIES Study & discussion of a variety of philosophers and philosophies from classical Greek (eg Socrates, Epicurus), 19 th century (eg: Nietzsche, Hume, John Stuart Mill) to modern (eg: Peter Singer)		
Wk 3	UNIT 1: SHORT & SWEET: PHILOSOPHICAL SHORT STORIES NOTE: Year 12 Camp Continue from week 2. Distribute task/criteria sheet, discuss & explain. Discuss writing to stimulus requirement & relate to QCS Core Skills writing task		Task & criteria sheet distributed
Wk 4	UNIT 1: SHORT & SWEET: PHILOSOPHICAL SHORT STORIES Deconstruct exemplar (after camp) to reveal the values and attitudes underpinning it and the ways perspectives and representations of concepts, identities & places have been created. Discussion & explanation of task purpose (i.e: to entertain express and/or reinforce cultural identity) and task audience		A Exemplar
Wk 5	UNIT 1: SHORT & SWEET: PHILOSOPHICAL SHORT STORIES Revision of short story writing: generic structure, language features (including cohesive devices, descriptive vocabulary) grammar and punctuation		
Wk 6	UNIT 1: SHORT & SWEET: PHILOSOPHICAL SHORT STORIES Drafting in class and at home. Drafts completed, checked & returned to students by Friday of this week		Feedback on story draft
Wk 7	UNIT 2: BEING DRAMATIC: STUDY OF A SHAKESPEAREAN PLAY "....." Background to Shakespeare – his plays and theatre; Shakespearean language. Begin study of chosen play – audio recording / film viewing	Task 1: Short Story	
Wk 8	UNIT 2: BEING DRAMATIC: STUDY OF A SHAKESPEAREAN PLAY Continue from week 7		
Wk 9	UNIT 2: BEING DRAMATIC: STUDY OF A SHAKESPEAREAN PLAY Continue from week 8		
Wk 10	UNIT 2: BEING DRAMATIC: STUDY OF A SHAKESPEAREAN PLAY Complete study of play. Explore its particular philosophical concerns. Characterisation		

Class Course Planner Term 1, 2019

Year 12 English

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Class: ENG121A / C / E / F

Teacher:

*****Unit 1 and 2 can be completed in either order*****

Week	Curriculum Intent	Assessment	Feedback
Wk 1	UNIT 2: BEING DRAMATIC: STUDY OF A SHAKESPEAREAN PLAY “.....” Background to Shakespeare – his plays and theatre; Shakespearean language. Begin study of chosen play – audio recording / film viewing		A-C Targets Course planner
Wk 2	UNIT 2: BEING DRAMATIC: STUDY OF A SHAKESPEAREAN PLAY Continue from week 1		
Wk 3	UNIT 2: BEING DRAMATIC: STUDY OF A SHAKESPEAREAN PLAY Complete study of play. Explore its particular philosophical concerns. Characterisation NOTE: Year 12 Camp		
Wk 4	UNIT 2: BEING DRAMATIC: STUDY OF A SHAKESPEAREAN PLAY Complete study of play. Explore its particular philosophical concerns. Characterisation		A Exemplar Monologue
Wk 5	UNIT 2: BEING DRAMATIC: STUDY OF A SHAKESPEAREAN PLAY Revise and teach features of dramatic internal monologue and its performance. Discuss and deconstruct exemplar. Exploration of possible character choices for monologue focusing on philosophical reflections about decisions made by the character in the play and the ramifications of those decisions; language typically used by character and on ‘gaps’ in text where student’s monologue could be located. Revise monologue speaking/movement/performance techniques		
Wk 6	UNIT 2: BEING DRAMATIC: STUDY OF A SHAKESPEAREAN PLAY Drafting – Conference with teacher this week Preparing performance recordings (at home)		Feedback on draft
Wk 7	UNIT 1: SHORT & SWEET: PHILOSOPHICAL SHORT STORIES Introduction to philosophy; how societal expectations and restrictions dominate life choices and how philosophical systems of thought can challenge these and provide alternative ways of being and acting	Task 2: Monologue	
Wk 8	UNIT 1: SHORT & SWEET: PHILOSOPHICAL SHORT STORIES Study & discussion of a variety of philosophers and philosophies from classical Greek (eg Socrates, Epicurus), 19 th century (eg: Nietzsche, Hume, John Stuart Mill) to modern (eg: Peter Singer)		
Wk 9	UNIT 1: SHORT & SWEET: PHILOSOPHICAL SHORT STORIES Study & discussion of a variety of philosophers and philosophies from classical Greek (eg Socrates, Epicurus), 19 th century (eg: Nietzsche, Hume, John Stuart Mill) to modern (eg: Peter Singer)		
Wk 10	UNIT 1: SHORT & SWEET: PHILOSOPHICAL SHORT STORIES Continue from week 8. Distribute task/criteria sheet, discuss & explain. Discuss writing to stimulus requirement & relate to QCS Core Skills writing task.		

Class Course Planner Term 1, 2019

Year 12 English Communication

Class: ENC121A / B / C / D / E

Teacher:

Week	Curriculum Intent	Assessment	Feedback
Wk 1	Unit 1: Introduction to Teen Issues <ul style="list-style-type: none"> Identify teen issues in 2019 Consider teen issues 50 years ago How have teen Issues changed? What teen Issues have stayed the same? 		Course Planner A to C Target
Wk 2	Elements of a persuasive speech <ul style="list-style-type: none"> Short paragraphs Persuasive devices Quotes by experts Facts linked to quotes Written for a specific readership 		
Wk 3	Researching problems confronting teenagers <ul style="list-style-type: none"> Drugs Alcohol Peer Pressure Teen Pregnancy Mental Health Issues School and Home Conflicts 	Cold calling and checking for understanding	
Wk 4	Class discussion of teen issues based on student research Researching problems confronting teenagers <ul style="list-style-type: none"> Drugs Alcohol Peer Pressure Teen Pregnancy Mental Health Issues School and Home Conflicts 		
Wk 5	Writing the persuasive speech about Teen Issues <ul style="list-style-type: none"> Students choose a number of Issues that they want to write about in their article Activities on persuasive tools such as inclusive language, power of 3, expert opinions and statistics Students plan their persuasive speech. 		A Exemplar Teachers view student plan for speech
Wk 6	Writing the persuasive speech <ul style="list-style-type: none"> Students write factual content in paragraphs Students write quotes from experts in paragraphs 		Teacher consultation
Wk 7	Students begin drafting and writing their assignment		Teacher consultation
Wk 8	Ongoing drafting and assessment work		Feedback on draft
Wk 9	Assessment due. Students present	Task 1: Feature Article	
Wk 10	Students begin unit 2 Workshops / Practice QCS test		