



Class Course Planner – 2018 Term 2

Trinity Bay SHS

Hoare Street

PO Box 5071

Ph. 40 375 222

www.trinitybayshs.eq.edu.au

Class: Year 7 English,

Teacher: _____

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T2 Wk1	UNIT 2: FOCUS: READING COMPREHENSION SKILLS <ul style="list-style-type: none"> Test ready skills Revise / reteach areas of need from Reading Test done in term 1 	Course Planner	Achievement Ladder from Term 1
T2 Wk2	UNIT 2: FOCUS: LANGUAGE CONVENTIONS <ul style="list-style-type: none"> Language Conventions test in lesson 1 Reteach / revise areas of need 	Practice test	Results and feedback from practice test
T2 Wk3	UNIT 2: FOCUS: NARRATIVE WRITING <ul style="list-style-type: none"> Revision of short story structure and elements – plot / characters / setting / unity Revision of descriptive writing techniques – simile / metaphor, strong verbs, adjective / noun and verb / adverb combinations to create mood / tone 		Ongoing teacher feedback re bookwork
T2 Wk4	NAPLAN – Tuesday - Thursday <ul style="list-style-type: none"> Meditation and mindfulness activities. Dealing with stress and anxiety in an exam Games and physical activities Listening and discussing songs 	NAPLAN EXAMS	
T2 Wk5	UNIT 3: POETIC LICENCE <ul style="list-style-type: none"> What is poetry, why do we study poetry? Identify literary techniques in poetry and songs 		
T2 Wk6	UNIT 3: POETIC LICENCE <ul style="list-style-type: none"> Study range of poetry forms and experiment with writing and sharing poetry 		
T2 Wk7	UNIT 3: POETIC LICENCE <ul style="list-style-type: none"> Study range of poetry forms and experiment with writing and sharing poetry 		
T2 Wk8	UNIT 3: POETIC LICENCE <ul style="list-style-type: none"> Study range of poetry forms and experiment with writing and sharing poetry 		
T2 Wk9	UNIT 3: POETIC LICENCE <ul style="list-style-type: none"> Independent construction of poetry response Drafting and work on assessment 	Review task and criteria sheet A Exemplar	
T2 Wk10-11	UNIT 3: POETIC LICENCE <ul style="list-style-type: none"> Independent construction of poetry response Drafting and completion of assessment Students may also present poems in creative spoken manner and engage in poetry slam activities 	Task due Creative poetry portfolio	Achievement ladder Feedback



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Class: Year 8 English, **ENG 8 H, J, K, L and M**

Teacher: _____

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T2 Wk1	POETIC LICENCE <ul style="list-style-type: none"> Introduction to poetry as chosen by the teacher. The teacher will do some preliminary work around poetry/poetic techniques/background before students start to read and deconstruct selected poems("I Do"). Building word walls, echo/chanting oral literacy skills of new terms Students start to read and deconstruct selected poems("I Do/We do"). 		Achievement Ladder feedback Course Planner
T2 Wk2	STUDENTS WILL READ SELECTED POEMS <ul style="list-style-type: none"> Students will be required to read the selected poetry in class aloud, in groups. In class focus on poetic techniques – simile, rhyme, alliteration, metaphor, personification, (Vocab, Description, Devices) ("I Do, We Do"). Students complete Spelling Blitz activities 	Cold calling – checking for understanding	
T2 Wk3	UNPACKING SELECTED POEMS <ul style="list-style-type: none"> Students will be required to read the selected poetry in class aloud, in groups. In class focus on poetic techniques – simile, rhyme, alliteration, metaphor, personification, (Vocab, Description, Devices) ("I Do, We Do"). Teacher modelling, joint deconstruction of poetry analysis (We Do) Students complete Spelling Blitz activities 	Cold calling – checking for understanding	
T2 Wk4	UNPACKING SELECTED POEMS <ul style="list-style-type: none"> Students will be required to read the selected poetry in class aloud, in groups. In class focus on poetic techniques – simile, rhyme, alliteration, metaphor, personification, (Vocab, Description, Devices) ("I Do, We Do"). Teacher modelling, joint deconstruction of poetry analysis (We Do) Students complete Spelling Blitz activities 		
T2 Wk5	UNPACKING SELECTED POETRY and TASK <ul style="list-style-type: none"> Teacher modelling, joint deconstruction of poetry analysis (We Do) Students complete Spelling Blitz activities 		
T2 Wk6	UNPACKING SELECTED POEMS <ul style="list-style-type: none"> Students will be required to read the selected poetry in class aloud, in groups. In class focus on poetic techniques – simile, rhyme, alliteration, metaphor, personification, (Vocab, Description, Devices) ("I Do, We Do"). Teacher modelling, joint deconstruction of poetry analysis (We Do) Students complete PEEL paragraph practice 	Cold calling – checking for understanding	
T2 Wk7	UNPACKING SELECTED POEMS <ul style="list-style-type: none"> Students will be required to read the selected poetry in class aloud, in groups. In class focus on poetic techniques – simile, rhyme, alliteration, metaphor, personification, (Vocab, Description, Devices) ("I Do, We Do"). Teacher modelling, joint deconstruction of poetry analysis (We Do) Students complete PEEL paragraph practice 		
T2 Wk8	UNPACKING SELECTED POETRY and TASK <ul style="list-style-type: none"> Essential Literacy Skills – class routines (reading, writing, grammar, comprehension) Students drafting, editing and conferencing with teacher Rehearsal of oral presentation 	A exemplar Task and Criteria	
T2 Wk9	ASSESSMENT DUE <ul style="list-style-type: none"> Students editing and reworking drafts. (You do) Students completing assessment 		Feedback on draft
T2 Wk10/11	ASSESSMENT DUE <ul style="list-style-type: none"> Students editing and reworking drafts. (You do) Students completing assessment 	Task 2: Spoken Analysis	Yarning circle Feedback given



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Class: Year 8 English ENG 8A, C, E and G

Teacher: _____

**Note: Unit 2, 3 and 4 completed in alternate order

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T2 Wk1	UNPACKING SELECTED POEMS <ul style="list-style-type: none"> Students will be required to read the selected poetry in class aloud, in groups. In class focus on poetic techniques – simile, rhyme, alliteration, metaphor, personification, (Vocab, Description, Devices) (“I Do, We Do”). Teacher modelling, joint deconstruction of poetry analysis (We Do) Students complete PEEL paragraph practice 		Achievement ladder Course Planner
T2 Wk2	UNPACKING SELECTED POEMS <ul style="list-style-type: none"> Students will be required to read the selected poetry in class aloud, in groups. In class focus on poetic techniques – simile, rhyme, alliteration, metaphor, personification, (Vocab, Description, Devices) (“I Do, We Do”). Teacher modelling, joint deconstruction of poetry analysis (We Do) Students complete Spelling Blitz activities 		
T2 Wk3	UNPACKING SELECTED POEMS <ul style="list-style-type: none"> Students will be required to read the selected poetry in class aloud, in groups. In class focus on poetic techniques – simile, rhyme, alliteration, metaphor, personification, (Vocab, Description, Devices) (“I Do, We Do”). Teacher modelling, joint deconstruction of poetry analysis (We Do) Students complete PEEL paragraph practice 		
T2 Wk4	UNPACKING SELECTED POETRY and TASK <ul style="list-style-type: none"> Essential Literacy Skills – class routines (reading, writing, grammar, comprehension) Students drafting, editing and conferencing with teacher 	A exemplar	
T2 Wk5	ASSESSMENT DUE <ul style="list-style-type: none"> Students editing and reworking drafts. (You do) Students completing assessment 	TASK 2: Poetry Analysis	Feedback on draft
T2 Wk6	YEAR 8 THROUGH THE LENS <ul style="list-style-type: none"> Review and discuss knowledge and understanding of how visual and audio features communicate ideas to viewers about a group in society (“I Do, We Do”). Students view and discuss construction of representation in film clips Review and discuss examples of representations of Aboriginal peoples and Torres Strait Islander peoples. Consider what ideas are communicated about: Country and Place, People, Identity, Culture. 		
T2 Wk7	UNPACKING SELECTED FILM CLIPS <ul style="list-style-type: none"> View a number of film clips several times to identify and explain features that communicate ideas about the values of Aboriginal peoples and Torres Strait Islander peoples. Record examples and explanations. Discuss examples and explanations with peers. Identify similarities and differences in how ideas about values are communicated. Record the similarities and differences. Consider: How is the group represented? What values are evident? What visual and audio features are used to convey ideas about the values? Review the language of comparison, for example ‘however’, ‘on the other hand’, ‘similarly’ and ‘in contrast’. 	Class Quiz and Discussions (Cold Calling/No Opt Out)	
T2 Wk8	<ul style="list-style-type: none"> Teacher modelling, joint deconstruction of film clip comparison(We Do) Focus on peel structure of analysis Focus on language of comparison 		
T2 Wk9	UNPACKING FILM CLIP and TASK <ul style="list-style-type: none"> Students drafting, editing and conferencing with teacher Rehearsal of oral presentation 	A Exemplar	Feedback on draft
T2Wk10/11	ASSESSMENT DUE <ul style="list-style-type: none"> Students editing and reworking drafts. (You do) Students completing assessment 	TASK 3: film clip analysis	Task Due



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Class: Year 8 English ENG 8B, D and F

Teacher: _____

****Note:** Unit 2, 3 and 4 completed in alternate order

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T2 Wk1	YEAR 8 ENGLISH: 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 – discuss colour choices and text – 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 feedback Course Planner
T2 Wk2	VIEWING/DISCUSSION OF CHOSEN TV SERIES: _____ <ul style="list-style-type: none"> 3-4 episodes (plus discussion and analysis of each episode). Focus on Characterisation, Issues/Themes, Settings, and Production Values ("I Do, We Do"). Discuss and compare the features that communicate character viewpoint such as dialogue and speech conventions, behaviours and body language. Examining character viewpoint – students to identify and explain the features that communicate one character's viewpoint about the issue. 	Class Quiz and Discussions (Cold Calling/No Opt Out)	
T2 Wk3	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. 		
T2 Wk4	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	Feedback on draft
T2 Wk5	ASSESSMENT DUE <ul style="list-style-type: none"> Students editing and reworking drafts. (You do) Students completing assessment 	Task 4: Monologue	
T2 Wk6	YEAR 8 ENGLISH: YOUTH ISSUES ON THE SMALL SCREEN <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 		
T2 Wk7	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. 	Class Quiz and Discussions (Cold Calling/No Opt Out)	
T2 Wk8	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 		
T2 Wk9	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 		
T2 Wk10	ASSESSMENT DUE <ul style="list-style-type: none"> Students editing and reworking drafts. (You do) Students completing assessment 	Task 5: Script Analysis	

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Class: ENG091C / F / J / M (Communication)

Teacher: Teacher (Email)

Week	Curriculum Intent	Assessment	Feedback
Wk1	<u>LET'S CONSOLIDATE!</u> <ul style="list-style-type: none"> Just READ! Language Conventions focus – revision of punctuation and grammar, practice language conventions tests / questions, editing and proofreading 		Course Planner T1 Achievement Ladder Results
Wk2	<u>LET'S CONSOLIDATE!</u> <ul style="list-style-type: none"> Just READ! Spelling focus – revision of spelling rules, practice NAPLAN style spelling tests 		
Wk3	<u>LET'S CONSOLIDATE!</u> <ul style="list-style-type: none"> Just READ! Writing focus – revision of narrative structure and language features, writing on demand, planning a narrative, test timing and practice test 		
Wk4	<u>LET'S CONSOLIDATE!</u> <ul style="list-style-type: none"> Just READ! Reading comprehension focus – revision of reading comprehension skills from term 1, consolidation of reading comprehension skills and practice NAPLAN reading tests / questions 		
Wk5	NAPLAN Exams begin this week <u>UNIT 2: A MEMOIR</u> <ul style="list-style-type: none"> Just READ! Purpose and structure of genre (autobiographical writing) What are significant life events? Complete a timeline Read extracts of autobiographical writing 	NAPLAN Exams	
Wk6	LANGUAGE FEATURES OF MEMOIRS <ul style="list-style-type: none"> Just READ! Study of grammar / punctuation / language use in memoir writing by reading examples and deconstructing Students share anecdotes orally about significant life events 		
Wk7	LANGUAGE FEATURES OF MEMOIRS <ul style="list-style-type: none"> Just READ! Study of grammar / punctuation / language use in memoir writing by reading examples and deconstructing 		
Wk8	LANGUAGE FEATURES OF MEMOIRS <ul style="list-style-type: none"> Just READ! Study of grammar / punctuation / language use in memoir writing by reading examples and deconstructing Revision of speaking and non-verbal features: expression, pace, volume, gestures etc 		
Wk9	ASSESSMENT TASK 3: Memoir <ul style="list-style-type: none"> Just READ! Deconstruct an A Exemplar Memoir Students plan and draft their work 	Task and criteria Sheet Exemplar	
Wk 10	<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 		
Wk 11	ASSESSMENT TASK 3: Memoir <ul style="list-style-type: none"> Hand in Memoir on Monday 25th / Tuesday 26th June Students are to borrow novel for next term and begin reading 	Task 3: Memoir (SP)	Semester 1 Report

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Class: ENG091A / G (Extension) B / D / E / H / K / L (Core)

Teacher: Teacher (Email)

Week	Curriculum Intent	Assessment	Feedback
Wk1	LET'S CONSOLIDATE! <ul style="list-style-type: none"> Just READ! Language Conventions focus – revision of punctuation and grammar, practice language conventions tests / questions, editing and proofreading 		Course Planner T1 Achievement Ladder results
Wk2	LET'S CONSOLIDATE! <ul style="list-style-type: none"> Just READ! Spelling focus – revision of spelling rules, practice NAPLAN style spelling tests 		
Wk3	LET'S CONSOLIDATE! <ul style="list-style-type: none"> Just READ! Writing focus – revision of narrative structure and language features, writing on demand, planning a narrative, test timing and practice test 		
Wk4	LET'S CONSOLIDATE! <ul style="list-style-type: none"> Just READ! Reading comprehension focus – revision of reading comprehension skills from term 1, consolidation of reading comprehension skills and practice NAPLAN reading tests / questions 		
Wk5	NAPLAN Exams begin this week UNIT 2: ALL THE WORLD'S A STAGE "....." <ul style="list-style-type: none"> Introduction to unit and context of the play Students begin reading through chosen class text, and complete comprehension activities as they go EXTENSION TASK –students may choose to read the novel as well as the play (If available) 	NAPLAN Exams	
Wk6	<ul style="list-style-type: none"> Continue reading text from previous week Comprehension and language work activities based on features of the studied text 		
Wk7	<ul style="list-style-type: none"> Continue reading text from previous week Study of plot / characters / themes in the play 		
Wk8	ASSESSMENT TASK 3: ADDITIONAL SCENE <ul style="list-style-type: none"> Students will read and deconstruct an A Exemplar additional scene Students will work in groups to plan and write their additional scene 	Task and criteria sheet	
Wk9	<ul style="list-style-type: none"> Students will submit a draft of the additional scene by Friday this week. Teacher will mark and return it at the beginning of week 9, to allow rehearsal time 	Exemplar	
Wk 10	<ul style="list-style-type: none"> Students will edit and rehearse their additional scene in groups Groups may also pre-record their additional scene at the end of this week 		
Wk 11	ASSESSMENT TASK 3: ADDITIONAL SCENE <ul style="list-style-type: none"> Hand in group performance (LIVE or pre-recorded) on Monday 25th / Tuesday 26th June <p>Students are to borrow novels for next term and begin reading</p>	Task 3: Additional Scene (SP)	Semester 1 Report

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Class: Year 10 Essential English, **ENG**

Teacher: _____

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T2 Wk1	YEAR 10 ENGLISH: UNIT 2 – <ul style="list-style-type: none"> Provide a course overview and notes on assessment (I DO) Introduce the concept of ‘a hero’ or an ‘inspirational person.’ RUM Reading Skills - Wordwalls/Must, Could, Should/Spelling Tests/ Reading for Fluency/SCAN/Reading with Phrasing/RUN/Click or Clunk? 	Course Planner	Academic ladder
T2 Wk2	READING/VIEWING REFLECTIVE TEXTS <ul style="list-style-type: none"> Elements of a Reflective Text (I DO) Read/ view a range of reflective texts such as: motivational speeches, interviews (with inspirational people), extracts from memoirs and reflective texts. RUM Reading Skills – SCAN/Reading with Phrasing/RUN/Click or Clunk? Comprehension questions based on reflective texts 		Teacher feedback on workbook notes/exercises
T2 Wk3	READING/VIEWING REFLECTIVE TEXTS <ul style="list-style-type: none"> Review the learning experiences of the people involved in a range of texts RUM Reading Skills – SCAN/Reading with Phrasing/RUN/Click or Clunk? Comprehension questions based on reflective texts 		
T2 Wk4	ELEMENTS/LANGUAGE CONVENTIONS OF REFLECTIVE TEXTS Identify important elements of the texts. <ul style="list-style-type: none"> Language conventions of reflective texts discussion of real world connections, personal experiences of overcoming adversity/resiliency, anecdotal evidence, learning experiences of the people involved, language conventions of reflection/persuasion. 		Feedback to students on formative assessment.
T2 Wk5	ELEMENTS/LANGUAGE CONVENTIONS OF REFLECTIVE TEXTS Identify important elements of the texts. <ul style="list-style-type: none"> Language conventions of reflective texts 		
T2 Wk6	PERSUASIVE TEXTS AND LANGUAGE TECHNIQUES <ul style="list-style-type: none"> Purpose of persuasion Elements of a persuasive text Persuasive Language Techniques 		
T2 Wk7	PERSUASIVE TEXTS AND LANGUAGE TECHNIQUES <ul style="list-style-type: none"> Purpose of persuasion Elements of a persuasive text Persuasive Language Techniques Deconstruct an A Exemplar 		
T2 Wk8	DRAFTING <ul style="list-style-type: none"> Students select an Australian Identity and start research on what makes this person an inspirational hero 	Exemplar Task and criteria sheet	Feedback
T2 Wk9	DRAFTING <ul style="list-style-type: none"> Drafting/Scaffolding Persuasive Speech in class 		Draft due this week and teacher gives feedback
T2 Wk 10 - 11	PERSUASIVE SPEECH PRESENTATIONS <ul style="list-style-type: none"> Script and presentation of speech due in class Alternatively, students may submit a recorded version of speech Work experience/Alternative program week 11	Task Due	

Class Course Planner – 2018 Term 2

Class: Year 10 Literature

Teacher: _____

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T2 Wk1	UNIT 2: INTERTEXTUALITY <ul style="list-style-type: none"> Spend a short time building a knowledge of intertextuality and the connectedness of narratives. Introduction to Shakespeare 	Course Planner	Academic ladder
T2 Wk2	SHAKESPEARE STUDY <ul style="list-style-type: none"> Read through the play both in class and at home. Complete comprehension exercises. Build knowledge of themes within the play. 		Teacher feedback on workbook notes/exercises
T2 Wk3	SHAKESPEARE STUDY <ul style="list-style-type: none"> Read through the play both in class and at home. Complete comprehension exercises. Build knowledge of themes within the play. 		Teacher feedback on workbook notes/exercises
T2 Wk4	FILM STUDY <ul style="list-style-type: none"> At this time, students will view a companion film. Compare and contrast the themes with the Shakespearian play. Explore the idea of 'originality'. 		Teacher feedback on workbook notes/exercises
T2 Wk5	REVISE WRITING GENRE CONVENTIONS <ul style="list-style-type: none"> Revise short story genre conventions. Revise and improve use of narrative language features such as imagery, figurative language, and extended metaphor, direct and indirect speech, using a variety of sentence types and implicit description and characterisation. Explore a range of short story structures At this time, students will read and study a variety of short stories. 		Teacher feedback on workbook notes/exercises
T2 Wk6	REVISE WRITING GENRE CONVENTIONS <ul style="list-style-type: none"> Revise short story genre conventions. Revise and improve use of narrative language features such as imagery, figurative language, and extended metaphor, direct and indirect speech, using a variety of sentence types and implicit description and characterisation. Explore a range of short story structures At this time, students will read and study a variety of short stories. 		Teacher feedback on workbook notes/exercises
T2 Wk7	ASSESSMENT PLANNING <ul style="list-style-type: none"> Students deconstruct an A exemplar. Students complete structure planning to be reviewed by the teacher. 	Exemplar Planning	Feedback
T2 Wk8	ASSESSMENT DRAFTING <ul style="list-style-type: none"> Students create an assessment draft. The teacher will be available for in-class conferencing at this time. 	Draft	Draft due this week and teacher gives feedback
T2 Wk9	ASSESSMENT DRAFTING <ul style="list-style-type: none"> Students must hand in a complete draft at the end of this week. Before a copy is handed to the teacher, it must be thoroughly self-edited – Does it look right? Does it sound right? 	Task Due	
T2 Wk10	ASSESSMENT COMPLETE <ul style="list-style-type: none"> Students must hand in a complete short story at the end of this week, using the feedback given on draft work to create an improved version. Submission must include author's statement. 	Extension Task Due	
T2 Wk11	PUBLICATION <ul style="list-style-type: none"> Students can use a web based publishing program to create a published version of their short story. This will be collected and added to the TBay short story library. Work experience/ Alternative program 		



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Class: Year 10 English

Teacher:

Term Week	Curriculum Intent	Assessment	Feedback
T2 Wk1	YEAR 10 ENGLISH: TEXTUAL CONNECTIONS (FINDING A VOICE) <ul style="list-style-type: none"> Discuss and identify the features of an autobiography Introduction to the autobiography as chosen by the teacher Explore the novel's social, historical and cultural context Students start reading the autobiography in class and at home towards week's end 		Achievement Ladder
T2 Wk2	READING THE AUTOBIOGRAPHY <ul style="list-style-type: none"> Students will be required to read the autobiography in class and at home In class focus on narrative, characterisation, themes, setting and language techniques 		
T2 Wk3	READING THE AUTOBIOGRAPHY <ul style="list-style-type: none"> Students will be required to read the autobiography in class and at home In class focus on narrative, characterisation, themes, setting and language techniques 		
T2 Wk4	READING THE AUTOBIOGRAPHY <ul style="list-style-type: none"> Students will be required to read the autobiography in class and at home In class focus on narrative, characterisation, themes, setting and language techniques 	Pop quiz on key content	
T2 Wk5	CHARACTERISATION <ul style="list-style-type: none"> Analyse and reflect on the construction of various characters, events and ideas through close reading of key passages from the text Experiment with language including aesthetic features to create new and reconstructed texts 		Ongoing teacher feedback
T2 Wk6	GAPS AND SILENCES <ul style="list-style-type: none"> Define gaps and silences and their purpose and identify within the text Consider events from multiple characters' perspectives 		
T2 Wk7	THE MONOLOGUE GENRE <ul style="list-style-type: none"> Analyse and explore the monologue genre Practise the language and structural features of a monologue Teacher guided deconstruction of an A exemplar 		
T2 Wk8	TASK 2: WRITING MONOLOGUE <ul style="list-style-type: none"> Hand out task and criteria sheets In class planning and drafting Drafts due at the end of the week 	Monologue drafts due end of this week or start of Week 9	Students given task and criteria sheets
T2 Wk9	TASK 2: WRITING MONOLOGUE <ul style="list-style-type: none"> Individual and whole class drafting feedback In class drafting 		Individual and whole class drafting feedback
T2Wk10	TASK 2: MONOLOGUE DUE <ul style="list-style-type: none"> Assessment due beginning to mid-week 	Task 2: Monologue due	
T2Wk11	WORK EXPERIENCE / ALTERNATIVE PROGRAM		



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Class: Year 11 Communication English

Teacher: _____

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T2 Wk1	SPORT, GAMES & LEISURE <ul style="list-style-type: none"> • Introduction notes, overview of unit and assessment. • The teacher will do some preliminary work around the key terms, background information –brainstorming, discussion, teacher notes (“I Do”). • Students work through activities in Nelson’s Queensland English 3 		Achievement Ladders Course Planners
T2 Wk2	SPORT, GAMES & LEISURE <ul style="list-style-type: none"> • Students participate in class discussion about sport as a significant part of Australian culture, teacher notes. Build definitions of sport and games. • Students read newspaper articles about sport, share own sporting stories • Students work through activities in Nelson’s Queensland English 3 		
T2 Wk3	SPORT, GAMES & LEISURE <ul style="list-style-type: none"> • Students read newspaper articles about sport, share own sporting stories • Class discussion and computer research values, attitudes, and beliefs found in sporting culture • Students work through activities in Nelson’s Queensland English 3 		Ongoing teacher feedback re bookwork
T2 Wk4	UNPACKING ASSESSMENT <ul style="list-style-type: none"> • Hand out task and criteria sheet and go through exemplar • Students working on assessment – computer research on sport • Provide notes about report layout 	Task 1: Research report A exemplar Task/ Criteria Sheet	
T2 Wk5	ASSESSMENT <ul style="list-style-type: none"> • Drafting and conferencing with students 		Draft due
T2 Wk6	ASSESSMENT <ul style="list-style-type: none"> • Students editing, refining, completing assessment 		Task Due
T2 Wk7	SPORT, GAMES & LEISURE <ul style="list-style-type: none"> • Students participate in class discussion about sport as a significant part of Australian culture, teacher notes. Build definitions of sport and games. • Students read newspaper articles about sport, share own sporting stories • Students work through activities in Nelson’s Queensland English 3 • Students research sporting controversies 		
T2 Wk8	UNPACKING ASSESSMENT <ul style="list-style-type: none"> • Hand out task and criteria sheet and go through exemplar • Students working on assessment – computer research on sport • Provide notes about report layout • Drafting and conferencing with students 	Task 2: Speech A exemplar Task/ Criteria Sheet	
T2 Wk9	ASSESSMENT <ul style="list-style-type: none"> • Drafting and conferencing with students • Students complete speech 		Task due
T2 Wk10/11	BLOCK EXAMS		



Class Course Planner – 2018 Term 2

Trinity Bay SHS

Hoare Street
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Class: Year 11 Authority English, **ENG** _____

Teacher: _____

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T2 Wk1	UNIT 2: CONTINUATION OF THE WIDE BROWN LAND <ul style="list-style-type: none"> Students are given an A Exemplar of an analytical speech on how our national identity has been constructed in a poem ("I Do", "We Do"). Students start work on their own speech ("You Do") 	Task and criteria sheets given to students	Achievement Ladder Course Planner
T2 Wk2	STUDENTS WORKING ON DRAFT OF SPEECH <ul style="list-style-type: none"> In class and at home. Drafts are due by Friday this week. Final amendments to work can be done over the weekend. 		Drafts for speech checked by Friday.
T2 Wk3	STUDENTS WORKING ON FINAL DRAFT OF SPEECH <ul style="list-style-type: none"> Students work on final draft of speech. 	Poetry speech to be handed in this week	
T2 Wk4	UNIT 3: ADVERTISING BIAS AND MANIPULATION <ul style="list-style-type: none"> Students to brainstorm advertisements that they like and dislike and be able to give reasons for their choices. ("We do") Students to be given information on persuasive techniques used in advertising to persuade and manipulate consumers to buy products/services ("I do") 	Quick Quiz (Generalised for any advertisement)	Feedback on speech and in-class quizzes
T2 Wk5	ADVERTISING BIAS AND MANIPULATION <ul style="list-style-type: none"> Students will examine general print advertisements from Australian newspapers and magazines and identify target audience and persuasive techniques used (both written and visual.) 		
T2 Wk6	ADVERTISING BIAS AND MANIPULATION <ul style="list-style-type: none"> Students will continue to analyse the language and images of print advertisements with a more specific focus 		
T2 Wk7	ADVERTISING BIAS AND MANIPULATION <ul style="list-style-type: none"> Students will continue to analyse the language and images of print advertisements with a more specific focus 		
T2 Wk8	ADVERTISING BIAS AND MANIPULATION <ul style="list-style-type: none"> Students revise persuasive writing features and learn how to write a social commentary column. PRACTICE EXAM (if time available) Students can practise writing under exam conditions checking for time management and accuracy		
T2 Wk9	BLOCK EXAMS		
T2 Wk10	BLOCK EXAMS		



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Class:

Year 12

Authority

English

Teacher:

Term Week	Curriculum Intent	Assessment	Feedback x 3
T2 Wk1	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	Issue task & criteria sheet Task 2 Exemplar task 2	Achievement Ladder Course Planner
T2 Wk2	UNIT 2: BEING DRAMATIC: STUDY OF A SHAKESPEAREAN PLAY Drafting – Conference with teacher this week Preparing performance recordings (at home)		Feedback on Draft of script
T2 Wk3	UNIT 3: CLASSIC (non-Australian) POETRY Introduce and discuss selected theme. Revise metalanguage of poetry. Begin study of 7 – 10 <i>classic non-Australian</i> poems selected by class teacher	Task 2 submitted on disc (preferred) this week	
T2 Wk4	UNIT 3: CLASSIC (non-Australian) POETRY		
T2 Wk5	UNIT 3: CLASSIC (non-Australian) POETRY Continue study of selected poems		
T2 Wk6	UNIT 3: CLASSIC (non-Australian) POETRY Continue study of selected poems		
T2 Wk7	UNIT 3: CLASSIC (non-Australian) POETRY Read, discuss and deconstruct exemplar especially noting context (school magazine) and audience (school students) and how context and audience influence language and grammar choices	Distribute exemplar	
T2 Wk8	UNIT 3: CLASSIC (non-Australian) POETRY Revise persuasive devices, persuasive language.		
T2 Wk9	UNIT 3: CLASSIC (non-Australian) POETRY Revise persuasive devices, persuasive language.		
T2 Wk10/11	BLOCK EXAMS CONTINUE Students may begin drafting – no teacher input permitted, and preparing handwritten bullet point planning notes (200 words)	Task 3 distributed.	



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Class: 12 English Communication ENC 12 B,F

Teacher:

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T2 Wk1	Conflict Novel Study: Class discussion on the novel involving Characters and their relationship with one another Motivation of characters to act and react in a certain manner Themes in the narrative Writer's Purpose for creating the novel Reaction of the reader to characters, action and themes		Achievement Ladder Course Planner
T2 Wk2	Students reading novel Notes and activities to events, characters and theme of conflict. Reaction of the reader to characters, action and themes		
T2 Wk3	Class discussion on the novel involving Characters and their relationship with one another Motivation of characters to act and react in a certain manner Themes in the narrative Writer's Purpose for creating the novel Reaction of the reader to characters, action and themes		
T2 Wk4	Writing a review on the novel Elements contained in the review Commenting on the characters Commenting on the action Commenting on the relevance to teen readers Stating a personal opinion about the novel		Teacher consultation
T2 Wk5	Book Review - Exam	Novel exam	
T2 Wk6	Conflict in Poetry and Song Elements of Poetry Language of Poetry Identifying Language Devices in Poetry The ideas in a poem Themes in a poem		
T2 Wk7	Understanding a poem What is the poem about? What is the issue in the poem? How does the poet feel about the issue in the poem? What words does the poet use to show how they feel about the issue in the poem?	exemplar	
T2 Wk8	The elements of the Speech Opening statement that attracts the attention of the audience Language that is understood by the audience Identify key elements of the poem Identify the poetic devices in the poem Speaking loudly and clearly	Drafts due	
T2Wk9	Students present speeches Assessment may roll over into Term 3	Assessment due	Achievement ladders
T2Wk10	BLOCK EXAMS		



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Class: Year 12 Communication English, ENC12 A, C,E,D,G

Teacher: _____

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T2 Wk1	<p>YEAR 12 COMMUNICATION ENGLISH: Australian Images and Identity</p> <p>This unit of Year 12 is designed for 10 weeks. The focus of this unit is to have the students explore the collective identity of what it means to be "Australian".</p> <p>There are TWO tasks in this unit:</p> <ol style="list-style-type: none"> 1. The students will study two or three well-known Australian films and sit for an exam. 2. Students will construct a segment for a television show about a well-known Australian and present a spoken task. <p>Discussing in groups about what it means to be an Australian</p> <p>Students use textbook <i>Queensland English 3</i> for activities. (I do / We do)</p>		<p>Achievement Ladder</p> <p>Course Planner</p>
T2 Wk2	<p>VIEWING/DISCUSSION OF AUSTRALIAN IDENTITIES using resources in textbook as above.</p> <p>Focus on : Analysing images of Australia found in magazines.</p> <p>Categorising types of identities. ("I do/ We do")</p> <p>Students receive study guide on two films to be viewed.</p>	Discussion in groups and reporting to class /	
T2 Wk3	<p>Viewing the two Australian films (e.g. <i>Lucky Miles</i> vs. <i>Rabbit Proof Fence</i> or <i>Crocodile Dundee</i> vs. <i>Red Dog</i>) Completing study guide activities. ("You do")</p>	Discussion after each lesson based on study guide	Teacher provides guidance.
T2 Wk4	<p>Finishing viewing the two films.</p> <p>Completing study guide activities. ("You do")</p> <p>Reading an exemplar.</p> <p>Model the structure of an exposition essay and model the language features of the genre.</p> <p>Do a practice 'mock' exam. ("We do. You do") if time permits</p>	Discussion in class about how to analyze a film.	Ongoing teacher feedback on study guide.
T2 Wk5	<p>Sitting for exam (2 x 70 minutes) .ONE page of notes allowed. (You do.)</p> <p>Tier 1: 400 words</p> <p>Tier 2: 600 words</p>	Exam	Feedback to students the following week.
T2 Wk6	<p>Preparing for second task: Discuss various popular Australian identities.</p> <p>Watching DVD "Australian Stories" or something similar. (I do. We do.)</p>	Students to complete activities based on DVD.	
T2 Wk7	<p>Finishing watching DVD.</p> <p>Students read exemplar of task.</p> <p>Students select an identity and research their life.</p> <p>Students plan questions and answers for interview. (You do)</p>	Planning and writing interview.	Teacher checks ONE draft.
T2 Wk8/9	<ul style="list-style-type: none"> Students present their spoken tasks. <p>Tier 1: 3 minutes</p> <p>Tier 2: 5 minutes (You do)</p>		Students receive grade for their spoken task.
T2 W10	BLOCK EXAMS		