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<th>Assessment</th>
<th>Feedback</th>
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</table>
| Wk 1 | UNIT 1: READING AND INTERPRETING AUSTRALIAN LITERATURE  
- 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: Black Snake – The Daring of Ned Kelly  
- 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) | Ongoing teacher feedback re bookwork | |
| Wk 3 | UNIT 1: STUDENTS WILL READ THE NOVEL: Black Snake – The Daring of Ned Kelly  
- 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 | | |
| Wk 4 | UNIT 1: UNPACKING TASK 1  
- 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  
- 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  
- 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  
- 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  
- 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  
- 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  
- Students complete a draft persuasive speech and conference with their teacher to receive feedback | | |
## Class Course Planner Term 1, 2019

### Year 8 Extension English

**Class:** ENG081A / D / G / N  
**Teacher:**

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| Wk 1 | **UNIT 1: YOUTH ISSUES ON THE SMALL SCREEN**  
- 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:**  
- 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)** |
| Wk 3 | **VIEWING/DISCUSSION OF CHOSEN TV SERIES:**  
- 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 | | **A Exemplar** |
| Wk 4 | **VIEWING/DISCUSSION OF CHOSEN TV SERIES:**  
- 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 | | **Task 1: Persuasive Monologue** |
| Wk 5 | **ASSESSMENT DUE**  
- Students editing and reworking drafts. (You do)  
- Students completing assessment | | **Feedback on draft** |
| Wk 6 | **TASK 2: SCRIPT ANALYSIS**  
- 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 | |  |
| Wk 7 | **CLOSE STUDY OF SCRIPT EXTRACTS**  
- 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**  
- Teacher modelling, joint deconstruction of script analysis (We Do)  
- Focus on peel structure of analysis  
- Focus on language of comparison | |  |
| Wk 9 | **UNPACKING TASK**  
- Teacher modelling, joint deconstruction of script analysis (We Do)  
- Focus on peel structure of analysis  
- Focus on language of comparison | |  |
| Wk 10 | **ASSESSMENT DUE**  
- 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:**

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| **Wk 1** | **UNIT 1: YOUTH ISSUES ON THE SMALL SCREEN**  
- 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? |  |  |
| **Wk 2** | **VIEWING/DISCUSSION OF CHOSEN TV SERIES:**  
- 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:**  
- 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 |  |  |
| **Wk 4** | **VIEWING/DISCUSSION OF CHOSEN TV SERIES:**  
- 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 |  |  |
| **Wk 5** | **ASSESSMENT DUE**  
- Students editing and reworking drafts. (You do)  
- Students completing assessment |  |  |
| **Wk 6** | **TASK 2: SCRIPT ANALYSIS**  
- 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 |  |  |
| **Wk 7** | **CLOSE STUDY OF SCRIPT EXTRACTS**  
- 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: informalities, colloquialisms, spontaneous, 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**  
- Teacher modelling, joint deconstruction of script analysis (We Do)  
- Focus on peel structure of analysis  
- Focus on language of comparison |  |  |
| **Wk 9** | **UNPACKING TASK**  
- Teacher modelling, joint deconstruction of script analysis (We Do)  
- Focus on peel structure of analysis  
- Focus on language of comparison |  |  |
| **Wk 10** | **ASSESSMENT DUE**  
- Students editing and reworking drafts. (You do)  
- Students completing assessment |  |  |
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<tbody>
<tr>
<td>Wk 1</td>
<td>NOVEL APPROACH</td>
<td>A – C class targets</td>
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<tr>
<td></td>
<td>• Introduction to the novel as chosen by the teacher.</td>
<td>Course Planner</td>
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<tr>
<td></td>
<td>• The teacher will do some preliminary work around the novel before students start to read it, (“I Do”).</td>
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<td></td>
<td>• Students start reading the novel in class.</td>
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<tr>
<td>Wk 2</td>
<td>STUDENTS WILL READ THE NOVEL:</td>
<td></td>
<td>Ongoing teacher feedback re bookwork</td>
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<td></td>
<td>• Students will be required to read the novel in class.</td>
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<td></td>
<td>• In class focus on Narrative, Characterisation, Issues/Themes, Settings, and Language (Vocab, Description, Devices) (“I Do, We Do”).</td>
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<td>Wk 3</td>
<td>STUDENTS WILL READ THE NOVEL:</td>
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<td></td>
<td>• Students will be required to read the novel in class and at home.</td>
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<td></td>
<td>• QAR comprehension activities</td>
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<td></td>
<td>• Introduce life writing genre – define new terms Students will practice writing simple, compound and complex sentences</td>
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<td>Wk 4</td>
<td>STUDENTS WILL READ THE NOVEL:</td>
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<td></td>
<td>• Students will be required to read the novel in class.</td>
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<td></td>
<td>• Students will practice writing simple, compound and complex sentences</td>
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<td>Wk 5</td>
<td>STUDENTS WILL READ THE NOVEL:</td>
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<td></td>
<td>• Students will be required to read the novel in class.</td>
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<td></td>
<td>• Students will practice using tense correctly</td>
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<td>Wk 6</td>
<td>STUDENTS WILL READ THE NOVEL:</td>
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<td></td>
<td>• Students will be required to read the novel in class.</td>
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<td>• In class focus on Narrative, Characterisation, Issues/Themes, Settings, and Language (Vocab, Description, Devices) (“I Do, We Do”).</td>
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<td></td>
<td>• Students will practice including figurative language in their writing</td>
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<td>Wk 7</td>
<td>STUDENTS WILL READ THE NOVEL:</td>
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<td>• Students will practice writing simple, compound and complex sentences</td>
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<td>Wk 8</td>
<td>UNPACKING THE NOVEL and TASK 1</td>
<td>A Exemplar</td>
<td>Draft due</td>
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<td></td>
<td>• Modelled construction of diary entry – ideas / plan / construct / revise / edit</td>
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<td>• Deconstruct an A exemplar</td>
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<td></td>
<td>• Joint construction – ideas / plan / construct / revise / edit</td>
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<td>Wk 9</td>
<td>ASSESSMENT</td>
<td>Feedback from draft</td>
<td>Task 1: Journal Entries</td>
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<td></td>
<td>• Focus on structure of language features of diary entries</td>
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<td>• Use QAR inferencing skills to write from a character’s point of view.</td>
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<td></td>
<td>• Students editing and reworking drafts. (You do)</td>
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<td>Wk 10</td>
<td>ASSESSMENT DUE</td>
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<td></td>
<td>• Students editing and reworking drafts. (You do)</td>
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<td></td>
<td>• Students completing assessment</td>
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### Class Course Planner Term 1, 2019
**Year 9 Core / Extension English**

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

<table>
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<th>Week</th>
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</table>
| Wk 1 | **UNIT 1: WHAT IF…..?**  
- 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**  
- 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**  
- 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**  
- 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**  
- 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**  
- 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**  
- 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**  
- 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 | 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) |
### Class Course Planner Term 1, 2019

#### Year 9 Communication English

**Class:** ENG091C / F / J / M  
**Teacher:**

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| Wk 1 | UNIT 1: WHAT IF....?  
- 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  
- 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 3 | INFORMATION TEXTS: SCIENCE & TECHNOLOGY  
- 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 4 | ASSESSMENT TASK 1: Reading Comprehension Exam  
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  
- 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 | | Feedback on Exam |
| Wk 6 | SCIENCE FICTION FILM  
- 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 | | |
| Wk 7 | FILM REVIEWS  
- 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 | | Feedback on draft |
| Wk 8 | FILM REVIEWS AND FEATURE ARTICLES  
- 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 |  
- Just READ!  
- Students will submit a draft of their film review this week. Teacher will mark it and return by Friday | | |
| Wk 10 | ASSESSMENT TASK 2: Film Review Feature Article  
- Hand in film review at the start of this week | Task 2: Film Review (WR) | |
### Class Course Planner Term 1, 2019
#### Year 10 English

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

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| Wk 1 | Unit 1: Textual Connections “Just Desserts”  
  - 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 |  
  - 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 |  
  - 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 |  
  - 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 |  
  - Revise persuasive techniques  
  - Read and deconstruct blog articles about justice  
  - Analyse the persuasive techniques found within the blogs | | |
| Wk 6 |  
  - Deconstruct elements of the persuasive blog genre  
  - Issue the task sheet  
  - Discuss and annotate task and criteria  
  - Begin planning blog entry | | |
| Wk 7 |  
  - Provide an exemplar – group analysis of exemplar activities  
  - Create blog website on Blogger.com | A Exemplar Blog Entry | |
| Wk 8 |  
  - Begin draft process  
  Drafts due in at end of week | Draft feedback | |
| Wk 9 |  
  - 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”  
  - Teachers may begin pre reading activities for the next unit  
  - Students may borrow autobiography and begin reading | | |

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**Trinity Bay SHS**
26 – 62 Hoare Street  
Manunda, CAIRNS 4870  
PO Box 5071  
Ph. 40375 222  
www.trinitybayshs.eq.edu.au
## Class Course Planner Term 1, 2019
### Year 10 Essential English

**Class:** EEN101A / B / C / D  
**Teacher:**

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<th>Week</th>
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| Wk 1 | **UNIT 1: LANGUAGE THAT WORKS - LITERACY FOR THE WORKPLACE**  
• 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**  
• 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**  
• 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**  
• Formal language for the workplace  
• Computer skills – email, Microsoft Word | | |
| Wk 5 | **UNIT 1: LANGUAGE THAT WORKS: LITERACY FOR THE WORKPLACE**  
• 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**  
• 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**  
• 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**  
• Exemplar of complaint response  
• Drafting of complaint response | | |
| Wk 9 | **UNIT 1: LANGUAGE THAT WORKS: LITERACY FOR THE WORKPLACE**  
• 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

**Class:** ELI101B

**Teacher:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Curriculum Intent</th>
<th>Assessment</th>
<th>Feedback</th>
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</thead>
</table>
| Wk 1 | UNIT 1 – INTRODUCTION TO LITERATURE ANALYSIS  
- 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? |  |  |
| Wk 2 | READING OF NOVEL  
- 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  
- 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 |  
- 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 excerpts from other texts that demonstrate similar characterisation |  |  |
| Wk 5 |  
- 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 excerpts from other texts that demonstrate similar social and political attitudes, and traditions |  |  |
| Wk 6 |  
- 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 excerpts from other texts that demonstrate similar events/themes/ideas |  |  |
| Wk 7 |  
- 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 |  
- 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) | Feedback to students via exam results |
| Wk 10 | Review analytical writing styles  
Begin reading play for UNIT 2: INTERTEXTUALITY |  |  |
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</table>
| **Wk 1** | UNIT 1: PERSPECTIVES & TEXTS 'Bias & Manipulation in Advertising'  
- 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  
- 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  
- 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  
- 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  
- Students read articles or other related texts that 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  
- 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  
- 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  
- 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  
- 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.  
- 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:  
- 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?) | | |
### Week 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

### Week 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

### Week 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

### Week 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.

### Week 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.

### Week 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

### Week 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

### Week 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.

### Week 9
**ASSESSMENT DUE**
- Students deliver persuasive presentations by the end of this week

### Week 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

**Class:** LIT111B  
**Teacher:**

<table>
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| 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 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: ENG121A / C / E / F**

**Teacher:**

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

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</table>
| 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), 19th century (eg: Nietzsche, Hume, John Stuart Mill) to modern (eg: Peter Singer) | Task & criteria sheet distributed | |
| 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 | | |
| 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: ENG121A / C / E / F**  

**Teacher:**

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**Class Course Planner Term 1, 2019**  
**Year 12 English**

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### Week 1

**Curriculum Intent:** 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

**Assessment:** A-C Targets  
**Feedback:** Course planner

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### Week 2

**Curriculum Intent:** UNIT 2: BEING DRAMATIC: STUDY OF A SHAKESPEAREAN PLAY  
Continue from week 1

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### Week 3

**Curriculum Intent:** UNIT 2: BEING DRAMATIC: STUDY OF A SHAKESPEAREAN PLAY  
Complete study of play. Explore its particular philosophical concerns. Characterisation  
**NOTE: Year 12 Camp**

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### Week 4

**Curriculum Intent:** UNIT 2: BEING DRAMATIC: STUDY OF A SHAKESPEAREAN PLAY  
Complete study of play. Explore its particular philosophical concerns. Characterisation  
**A Exemplar Monologue**

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### Week 5

**Curriculum Intent:** 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

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### Week 6

**Curriculum Intent:** UNIT 2: BEING DRAMATIC: STUDY OF A SHAKESPEAREAN PLAY  
Drafting – Conference with teacher this week  
Preparing performance recordings (at home)  
**Feedback on draft**

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### Week 7

**Curriculum Intent:** 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**

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### Week 8

**Curriculum Intent:** UNIT 1: SHORT & SWEET: PHILOSOPHICAL SHORT STORIES  
Study & discussion of a variety of philosophers and philosophies from classical Greek (eg Socrates, Epicurus), 19th century (eg: Nietzsche, Hume, John Stuart Mill) to modern (eg: Peter Singer)

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### Week 9

**Curriculum Intent:** UNIT 1: SHORT & SWEET: PHILOSOPHICAL SHORT STORIES  
Study & discussion of a variety of philosophers and philosophies from classical Greek (eg Socrates, Epicurus), 19th century (eg: Nietzsche, Hume, John Stuart Mill) to modern (eg: Peter Singer)

---

### Week 10

**Curriculum Intent:** 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:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Curriculum Intent</th>
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</tr>
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<tbody>
<tr>
<td>Wk 1</td>
<td><strong>Unit 1: Introduction to Teen Issues</strong>&lt;br&gt;• Identify teen issues in 2019&lt;br&gt;• Consider teen issues 50 years ago&lt;br&gt;• How have teen Issues changed?&lt;br&gt;• What teen Issues have stayed the same?</td>
<td>Course Planner</td>
<td>A to C Target</td>
</tr>
<tr>
<td>Wk 2</td>
<td><strong>Elements of a persuasive speech</strong>&lt;br&gt;• Short paragraphs&lt;br&gt;• Persuasive devices&lt;br&gt;• Quotes by experts&lt;br&gt;• Facts linked to quotes&lt;br&gt;• Written for a specific readership</td>
<td>Cold calling and checking for understanding</td>
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<tr>
<td>Wk 3</td>
<td><strong>Researching problems confronting teenagers</strong>&lt;br&gt;• Drugs&lt;br&gt;• Alcohol&lt;br&gt;• Peer Pressure&lt;br&gt;• Teen Pregnancy&lt;br&gt;• Mental Health Issues&lt;br&gt;• School and Home Conflicts</td>
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<td>Wk 4</td>
<td><strong>Class discussion of teen issues based on student research</strong>&lt;br&gt;<strong>Researching problems confronting teenagers</strong>&lt;br&gt;• Drugs&lt;br&gt;• Alcohol&lt;br&gt;• Peer Pressure&lt;br&gt;• Teen Pregnancy&lt;br&gt;• Mental Health Issues&lt;br&gt;• School and Home Conflicts</td>
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<tr>
<td>Wk 5</td>
<td><strong>Writing the persuasive speech about Teen Issues</strong>&lt;br&gt;• Students choose a number of issues that they want to write about in their article&lt;br&gt;• Activities on persuasive tools such as inclusive language, power of 3, expert opinions and statistics&lt;br&gt;• Students plan their persuasive speech.</td>
<td>A Exemplar&lt;br&gt;Teachers view student plan for speech</td>
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<tr>
<td>Wk 6</td>
<td><strong>Writing the persuasive speech</strong>&lt;br&gt;• Students write factual content in paragraphs&lt;br&gt;• Students write quotes from experts in paragraphs</td>
<td>Teacher consultation</td>
<td></td>
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<tr>
<td>Wk 7</td>
<td>Students begin drafting and writing their assignment</td>
<td>Teacher consultation</td>
<td></td>
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<tr>
<td>Wk 8</td>
<td>Ongoing drafting and assessment work</td>
<td>Feedback on draft</td>
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<tr>
<td>Wk 9</td>
<td>Assessment due.&lt;br&gt;Students present</td>
<td>Task 1: Feature Article</td>
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<tr>
<td>Wk 10</td>
<td>Students begin unit 2&lt;br&gt;<strong>Workshops / Practice QCS test</strong></td>
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