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<th>Week</th>
<th>Curriculum Intent</th>
<th>Assessment</th>
<th>Feedback</th>
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</thead>
</table>
| Wk 1 | Hand persuasive speech drafts back this week  
      Students edit work and conference with the teacher  
      Students rehearse their speeches in class and at home | | Course Planner  
Term 1 Ladder |
| Wk 2 | Students present speeches this week | | Task 2: Persuasive Speech |
| Wk 3 | NAPLAN Test readiness activities  
- Reading Comprehension  
- Language Conventions (Spelling / Grammar / Punctuation) | | |
| Wk 4 | NAPLAN Exams Tuesday, Wednesday and Thursday  
- Meditation and mindfulness activities. Dealing with stress and anxiety in an exam  
- Games and physical activities  
- Listening to and discussing songs | | NAPLAN EXAMS |
| Wk 5 | UNIT 3: POETIC LICENCE  
- What is poetry, why do we study poetry?  
- Identify and analyse literary techniques in poetry and songs | | |
| Wk 6 | Study range of poetry forms and experiment with writing and sharing poetry | | |
| Wk 7 | Study range of poetry forms and experiment with writing and sharing poetry | | |
| Wk 8 | Study range of poetry forms and experiment with writing and sharing poetry | | |
| Wk 9 |  
- Independent construction of poetry response  
- Drafting and work on assessment | | Review task and criteria sheet  
A Exemplar |
| Wk 10 | ASSESSMENT TASK 3 COMPLETION  
- 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 3: Creative Poetry Portfolio |
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<td>Wk 1</td>
<td><strong>UNIT 2: POETIC LICENCE</strong></td>
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<td>- Introduction to poetry as chosen by the teacher</td>
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<td>- The teacher will do some preliminary work around poetry/poetic techniques/background before students</td>
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<td>start to read and deconstruct selected poems (&quot;I Do&quot;).</td>
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<td></td>
<td>- Building word walls, echo/chanting oral literacy skills of new terms</td>
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<td></td>
<td>- Students start to read and deconstruct selected poems (&quot;I Do/We do&quot;)</td>
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<td>Wk 2</td>
<td><strong>STUDENTS WILL READ SELECTED POEMS</strong></td>
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<td>- Students will be required to read the selected poetry in class aloud, in groups</td>
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<td>- In class focus on poetic techniques – simile, rhyme, alliteration, metaphor, personification,</td>
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<td></td>
<td>(Vocab, Description, Devices) (&quot;I Do, We Do&quot;)</td>
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<td>Wk 3</td>
<td><strong>UNPACKING SELECTED POEMS</strong></td>
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<td><strong>UNPACKING SELECTED POEMS</strong></td>
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<td>(Vocab, Description, Devices) (&quot;I Do, We Do&quot;)</td>
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<td>Wk 5</td>
<td><strong>UNPACKING SELECTED POEMS</strong></td>
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<td>- In class focus on poetic techniques – simile, rhyme, alliteration, metaphor, personification,</td>
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<td>(Vocab, Description, Devices) (&quot;I Do, We Do&quot;)</td>
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<td></td>
<td>- Teacher modelling, joint deconstruction of poetry analysis (We Do)</td>
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<td>Wk 6</td>
<td><strong>UNPACKING SELECTED POEMS</strong></td>
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<td>- In class focus on poetic techniques – simile, rhyme, alliteration, metaphor, personification,</td>
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<td>- Teacher modelling, joint deconstruction of poetry analysis / essay writing (We Do)</td>
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<td>Wk 7</td>
<td><strong>UNPACKING SELECTED POEMS</strong></td>
<td></td>
<td>A Exemplar</td>
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<td>- Teacher modelling, joint deconstruction of poetry analysis / essay writing (We Do)</td>
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<td>- Students complete PEEL paragraph practice</td>
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<td>- Read and deconstruct A Exemplar essay</td>
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<td>Wk 8</td>
<td><strong>UNPACKING SELECTED POETRY and TASK</strong></td>
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<td>Task and Criteria</td>
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<td></td>
<td>- Students drafting, editing and conferencing essay with teacher</td>
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<td>- Rehearsal of oral presentation</td>
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<td>Wk 9</td>
<td><strong>ASSESSMENT COMPLETION</strong></td>
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<td>Feedback on draft</td>
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<td>- Students editing and reworking drafts. (You do)</td>
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<td>Wk 10</td>
<td><strong>ASSESSMENT DUE</strong></td>
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<td>Task 2: Poetry Analysis (SP)</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 2, 2019
### Year 8 Core English

**Class:** ENG081B / E / H / L / M  
**Teacher:**

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<tr>
<th>Week</th>
<th>Curriculum Intent</th>
<th>Assessment</th>
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</thead>
</table>
| **Wk 1** | **UNIT 2: DOES THAT TRANSLATE?**  
COMPARING A NOVEL WITH A FILM ADAPTATION  
- 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 and at home towards week’s end |  |  |
| **Wk 2** | **STUDENTS WILL READ THE NOVEL**  
- Students will be required to read the novel in class and at home.  
- In class focus on Narrative, Characterisation, Issues/Themes, Settings, and Language (Vocab, Description, Devices) ("I Do, We Do"). |  |  |
| **Wk 3** | **STUDENTS WILL READ THE NOVEL**  
- Students will be required to read the novel in class and at home.  
- In class focus on Narrative, Characterisation, Issues/Themes, Settings, and Language (Vocab, Description, Devices) ("I Do, We Do"). |  |  |
| **Wk 4** | **STUDENTS WILL READ THE NOVEL**  
- Students will be required to read the novel in class and at home.  
- In class focus on Narrative, Characterisation, Issues/Themes, Settings, and Language (Vocab, Description, Devices) ("I Do, We Do"). |  |  |
| **Wk 5** | **UNPACKING THE NOVEL**  
- Students complete the bookwork exercises started in Weeks 2+3. The exercises focused on characters, themes, issues, settings, and language features found in the chosen novel studied in class ("We Do, You Do"). | Ongoing teacher feedback re bookwork |  |
| **Wk 6** | **STUDENTS WILL WATCH THE FILM OR TV SERIES BASED ON THEIR NOVEL**  
- This will take the best part of the week – and may also include watching some “Making of … “ featurettes |  |  |
| **Wk 7** | **STUDENTS FINISH WATCHING FILM**  
This might take one more lesson  
- Whole class completes a tabular comparison of the novel vs. film with teacher guidance. ("I Do", "We Do") |  |  |
| **Wk 8** | **TASK 3: STUDENTS START WORKING ON THEIR NOVEL vs. FILM DISCUSSION PAPER**  
- Teacher will provide and go through an A Exemplar with the class ("I Do")  
- Students will complete drafts ("You Do") | A Exemplar  
Task and criteria sheet |  |
| **Wk 9** | **TASK 1: WRITING COMPARATIVE ESSAY… (continued)**  
- As Above ("You Do")  
- Draft will be due this week | Feedback on essay draft |  |
| **Wk 10** | Students submit assessment at the start of this week  
Class will borrow their novel for next term and begin reading | Task 3: Comparative Essay (WR) |  |
<table>
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<tr>
<th>Week</th>
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</table>
| Wk 1 | UNIT 2: DOES THAT TRANSLATE?  
COMPARING A NOVEL WITH A FILM ADAPTATION  
• 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 and at home towards week’s end | Achievement Ladder | Course Planner |
| Wk 2 | STUDENTS WILL READ THE NOVEL:  
• Students will be required to read the novel in class and at home.  
• In class focus on Narrative, Characterisation, Issues/Themes, Settings, and Language (Vocab, Description, Devices) (“I Do, We Do”). | | |
| Wk 3 | STUDENTS WILL READ THE NOVEL:  
• Students will be required to read the novel in class and at home.  
• In class focus on Narrative, Characterisation, Issues/Themes, Settings, and Language (Vocab, Description, Devices) (“I Do, We Do”). | | |
| Wk 4 | STUDENTS WILL READ THE NOVEL:  
• Students will be required to read the novel in class and at home.  
• In class focus on Narrative, Characterisation, Issues/Themes, Settings, and Language (Vocab, Description, Devices) (“I Do, We Do”). | | |
| Wk 5 | UNPACKING THE NOVEL  
• Students complete the bookwork exercises started in Weeks 2+3. The exercises focused on characters, themes, issues, settings, and language features found in the chosen novel studied in class (“We Do, You Do”). | | Ongoing teacher feedback re bookwork |
| Wk 6 | STUDENTS WILL WATCH THE FILM OR TV SERIES BASED ON THEIR NOVEL  
• This will take the best part of the week – and may also include watching some “Making of …” featurettes | | |
| Wk 7 | STUDENTS FINISH WATCHING FILM AND FEATURETTES  
• This might take one more lesson  
• Whole class completes a tabular comparison of the novel vs. film with teacher guidance. (“I Do”, “We Do”) | | |
| Wk 8 | TASK 3: STUDENTS START WORKING ON THEIR NOVEL vs. FILM DISCUSSION PAPER  
• Teacher will provide and go through an A Exemplar with the class (“I Do”)  
• Students will complete drafts (“You Do”) | A Exemplar Task and criteria sheet | |
| Wk 9 | TASK 1: WRITING COMPARATIVE ESSAY... (continued)  
• As Above (“You Do”)  
• Draft will be due this week | Feedback on essay draft | |
| Wk 10 | Students submit assessment at the start of this week  
Class will borrow their novel for next term and begin reading | Task 3: Comparative Essay (WR) | |
### Class Course Planner Term 2, 2019
#### Year 9 Communication English

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Curriculum Intent</th>
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</thead>
</table>
| Wk 1 | **LET’S CONSOLIDATE!**  
- Just READ!  
- **Language Conventions focus** – revision of punctuation and grammar, practice language conventions tests / questions, editing and proofreading |  | Course Planner Achievement Ladder Results |
| Wk 2 | **LET’S CONSOLIDATE!**  
- Just READ!  
- **Reading comprehension focus** – revision of reading comprehension skills from term 1, consolidation of reading comprehension skills and practice NAPLAN reading tests / questions |  |  |
| Wk 3 | **LET’S CONSOLIDATE!**  
- Just READ!  
- **Writing focus** – revision of narrative structure and language features, writing on demand, planning a narrative, test timing and practice test |  |  |
| Wk 4 | **LET’S CONSOLIDATE!**  
- Just READ!  
- **Spelling focus** – revision of spelling rules, practice NAPLAN style spelling tests | NAPLAN Exams |  |
| Wk 5 | **UNIT 2: A MEMOIR**  
- Just READ!  
- Purpose and structure of the genre (autobiographical writing)  
- What are significant life events? Complete a timeline  
- Read extracts of autobiographical writing |  |  |
| Wk 6 | **LANGUAGE FEATURES OF MEMOIRS**  
- Just READ!  
- Study of grammar / punctuation / language use in memoir writing by reading examples and deconstructing  
- Students share anecdotes orally about significant life events |  |  |
| Wk 7 | **LANGUAGE FEATURES OF MEMOIRS**  
- Just READ!  
- Study of grammar / punctuation / language use in memoir writing by reading examples and deconstructing |  |  |
| Wk 8 | **ASSESSMENT TASK 3: Memoir**  
- Just READ!  
- Deconstruct an A Exemplar Memoir  
- Students plan and draft their work | Task and Criteria Sheet A Exemplar |  |
| Wk 9 |  
- 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 10 | **ASSESSMENT TASK 3: Memoir**  
- Present Memoirs at the start of this week  
Students are to borrow novel for next term and begin reading | Task 3: Memoir (SP) Semester 1 Report / Ladder |  |
## Class: ENG091A / B / D / E / G / H / K / L

### Teacher:

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<tr>
<th>Week</th>
<th>Curriculum Intent</th>
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<th>Feedback</th>
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</table>
| Wk 1 | **LET’S CONSOLIDATE!**  
- Just READ!  
- **Language Conventions focus** – revision of punctuation and grammar, practice language conventions tests / questions, editing and proofreading | | **Course Planner T1**  
**Achievement Ladder results** |
| Wk 2 | **LET’S CONSOLIDATE!**  
- Just READ!  
- **Reading comprehension focus** – revision of reading comprehension skills from term 1, consolidation of reading comprehension skills and practice NAPLAN reading tests / questions | | |
| Wk 3 | **LET’S CONSOLIDATE!**  
- Just READ!  
- **Writing focus** – revision of narrative structure and language features, writing on demand, planning a narrative, test timing and practice test | | |
| Wk 4 | **LET’S CONSOLIDATE!**  
- Just READ!  
- **Spelling focus** – revision of spelling rules, practice NAPLAN style spelling tests | **NAPLAN Exams** | |
| Wk 5 | **UNIT 2: ALL THE WORLD’S A STAGE”.........................”**  
- 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) | | |
| Wk 6 | • Continue reading text from previous week  
• Comprehension and language work activities based on features of the studied text | | |
| Wk 7 | **ASSESSMENT TASK 3: ADDITIONAL SCENE**  
- 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**  
**A Exemplar** | |
| Wk 8 | • 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 | | |
| Wk 9 | • Students will edit and rehearse their additional scene in groups  
• Groups may also pre-record their additional scene instead of performing in front of the class | | |
| Wk 10 | **ASSESSMENT TASK 3: ADDITIONAL SCENE**  
- Hand in group performance (LIVE or pre-recorded) at the start of this week  
**Students are to borrow novels for next term and begin reading** | **Task 3: Additional Scene (SP)** | **Semester 1 Report / Ladder** |
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<tr>
<td>Wk 1</td>
<td><strong>UNIT 2: TEXTS AND CULTURE (FINDING A VOICE)</strong></td>
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<td></td>
<td>• Discuss and identify the features of an autobiography</td>
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<td>• Introduction to the autobiography as chosen by the teacher</td>
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<td></td>
<td>• Explore the novel’s social, historical and cultural context</td>
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<td>• Students start reading the autobiography in class and at home towards week’s end</td>
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<td><strong>Achievement Ladder YTD</strong></td>
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<td><strong>Course Planner</strong></td>
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<td>Wk 2</td>
<td><strong>READING THE AUTOBIOGRAPHY</strong></td>
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<td>• Students will be required to read the autobiography in class and at home</td>
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<td>• In class focus on narrative, characterisation, themes, setting and language techniques</td>
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<td>Wk 3</td>
<td><strong>READING THE AUTOBIOGRAPHY</strong></td>
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<td>• Students will be required to read the autobiography in class and at home</td>
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<td>• In class focus on narrative, characterisation, themes, setting and language techniques</td>
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<td>Pop quiz on key content</td>
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<td>Wk 4</td>
<td><strong>CHARACTERISATION</strong></td>
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<td>• Analyse and reflect on the construction of various characters, events and ideas</td>
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<td>• through close reading of key passages from the text</td>
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<td>• Experiment with language including aesthetic features to create new and</td>
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<td>• reconstructed texts</td>
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<td><strong>Ongoing teacher feedback</strong></td>
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<td>Wk 5</td>
<td><strong>GAPS AND SILENCES</strong></td>
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<td>• Define gaps and silences and their purpose and identify within the text</td>
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<td>• Consider events from multiple characters’ perspectives</td>
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<td>Wk 6</td>
<td><strong>THE MONOLOGUE GENRE</strong></td>
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<td>• Analyse and explore the monologue genre</td>
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<td>• Practise the language and structural features of a monologue</td>
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<td>• Teacher guided deconstruction of an A exemplar</td>
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<td>Wk 7</td>
<td><strong>TASK 2: WRITING MONOLOGUE</strong></td>
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<td></td>
<td>• Hand out task and criteria sheets</td>
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<td>Students given task and</td>
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<td>• In class planning and drafting</td>
<td>Drafts due at the end of the week</td>
<td>criteria sheets</td>
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<td>Wk 8</td>
<td><strong>TASK 2: WRITING MONOLOGUE</strong></td>
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<td>Individual and whole class</td>
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<td>• Individual and whole class drafting feedback</td>
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<td>drafting feedback</td>
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<td>Wk 9</td>
<td><strong>TASK 2: MONOLOGUE DUE</strong></td>
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<td>• Assessment due beginning to mid-week</td>
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<td>Task 2: Monologue (WR)</td>
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<td>Wk 10</td>
<td><strong>WORK EXPERIENCE WEEK</strong></td>
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<td>Week</td>
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<td>Assessment</td>
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| Wk 1 | UNIT 2 – WHAT MAKES A HERO?  
- Provide a course overview and notes on assessment (I DO)  
- Introduce the concept of ‘a hero’ or an ‘inspirational person.’  
- Read short texts / articles about different personalities. Discuss what makes them a hero to some in the community | Achievement Ladder YTD | Course Planner |
| Wk 2 | READING/VIEWING REFLECTIVE TEXTS  
- 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 |
| Wk 3 | READING/VIEWING REFLECTIVE TEXTS  
- 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 | |
| Wk 4 | ELEMENTS/LANGUAGE CONVENTIONS OF REFLECTIVE TEXTS  
Identify important elements of the texts.  
- 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. |
| Wk 5 | ELEMENTS/LANGUAGE CONVENTIONS OF REFLECTIVE TEXTS  
Identify important elements of the texts.  
- Language conventions of reflective texts | |
| Wk 6 | PERSUASIVE TEXTS AND LANGUAGE TECHNIQUES  
- Purpose of persuasion  
- Elements of a persuasive text  
- Persuasive Language Techniques  
Deconstruct an A Exemplar | A Exemplar |
| Wk 7 | DRAFTING  
Students select an Australian Identity and start research on what makes this person an inspirational hero | |
| Wk 8 | DRAFTING  
Drafting Persuasive Speech in class | Draft due this week and teacher gives feedback |
| Wk 9 | PERSUASIVE SPEECH PRESENTATIONS  
- Script and presentation of speech due in class  
- Alternatively, students may submit a recorded version of speech | Task 2: Persuasive Speech Due |
<p>| Wk 10 | WORK EXPERIENCE WEEK | | |</p>
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| Wk 1 | **UNIT 2: OUTSIDE THE BUBBLE**  
  - Spend a short time building a knowledge of intertextuality and the connectedness of narratives.  
  - Introduction to Shakespeare and Elizabethan England | | Achievement Ladder YTD |
| Wk 2 | **SHAKESPEARE STUDY**  
  - Read through the play both in class and at home.  
  - Complete comprehension exercises  
  - Build knowledge of themes within the play | | |
| Wk 3 | **SHAKESPEARE STUDY**  
  - Read through the play both in class and at home.  
  - Complete comprehension exercises  
  - Build knowledge of themes within the play | | |
| Wk 4 | **INTERTEXTUALITY**  
  - Introduce the concept of intertextuality and discuss how texts may use elements of other texts to show connections for the reader  
  - View clips / read articles / stories or listen to podcasts / speeches that are examples of the use of intertextuality in popular culture | | |
| Wk 5 | **REVISISE NARRATIVE WRITING GENRE CONVENTIONS**  
  - 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 |
| Wk 6 | **REVISISE NARRATIVE WRITING GENRE CONVENTIONS**  
  - 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 | | |
| Wk 7 | **ASSESSMENT PLANNING**  
  - Students deconstruct an A exemplar.  
  - Students complete structure planning to be reviewed by the teacher | | A Exemplar |
| Wk 8 | **ASSESSMENT DRAFTING**  
  Students create an assessment draft. The teacher will be available for in-class conferencing at this time.  
  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? | | Draft due this week |
| Wk 9 | **TASK 2: SHORT STORY DUE**  
  Students may view a film version of the Shakespeare play studied | | Task 2: Short Story (WR) |
<p>| Wk 10 | <strong>WORK EXPERIENCE WEEK</strong> | | |</p>
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<td><strong>Wk 1</strong></td>
<td><strong>NOVEL MUST BE FINISHED BY TODAY</strong>&lt;br&gt;BEGIN WATCHING THE FILM VERSION OF THE NOVEL&lt;br&gt;• Introduce film &amp; cast, director, screen writer. Film viewing (suggest using 2 lessons to view film with minimal interruption)&lt;br&gt;• Introduction of specialist film vocabulary – eg: shot size, camera angle &amp; movement, mise-en-scene, music, lighting. How do these contribute to establishing setting and atmosphere? View specific segments of film. Are settings different to the novel?</td>
<td>Course Planner</td>
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<td><strong>Wk 2</strong></td>
<td>FILM AND NOVEL COMPARISON&lt;br&gt;• Is the film narrative the same as the novel?&lt;br&gt;• Discuss the alterations to characterisation&lt;br&gt;• How have specific film techniques contributed to the creation of characters and concepts of gender?&lt;br&gt;• View segments of film again to support analysis.</td>
<td>Task and ISMG handed out this week</td>
<td>A Exemplar Feature Article</td>
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<td><strong>Wk 3</strong></td>
<td>FILM AND NOVEL COMPARISON&lt;br&gt;• Joint construction and individual construction of paragraphs using persuasive and questioning language to POSITION a reader and argue a point&lt;br&gt;• Teachers should model, scaffold (where appropriate) and deconstruct elements of the genre with students</td>
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<td><strong>Wk 4</strong></td>
<td>FILM AND NOVEL COMPARISON – FEATURE ARTICLES&lt;br&gt;• Use ET method to REVISE, EXTEND and APPLY knowledge about language including sentence structure, tense, dialogue, punctuation, high modality, emotive, evaluative and persuasive language and devices&lt;br&gt;• DISCUSS and/or view the purpose of persuasive texts and language with real world connections: feature articles in a magazine or online articles about gender roles etc. Issue task and criteria sheet. Discuss with the class&lt;br&gt;• Teachers should provide an exemplar and explicitly teach the structural and language features of the sample text</td>
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<td><strong>Wk 5</strong></td>
<td>DRAFT: FEATURE ARTICLE&lt;br&gt;• Developing students self-editing techniques – Does it look right? Does it sound right?&lt;br&gt;• Drafting and conferencing. Full drafts due at end of this week</td>
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<td><strong>Wk 6</strong></td>
<td>• Return student drafts&lt;br&gt;• One on one conferencing where needed.&lt;br&gt;• Students edit their final copy of assessment</td>
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<td><strong>Wk 7</strong></td>
<td>UNIT 2: TEXTS AND CULTURE “The Outsiders”&lt;br&gt;Topic 1: Creative Response to Literary Texts&lt;br&gt;Discuss and explore the concepts of ‘culture’ and ‘identity’&lt;br&gt;Brainstorm and discuss how culture is transmitted&lt;br&gt;Explore different representations of Australian identity and discuss how cultural stereotypes impact on a person’s sense of belonging</td>
<td>IA1: Feature Article Due In</td>
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<td><strong>Wk 8</strong></td>
<td>CONTEXT OF THE PLAY&lt;br&gt;Introduction to the play as chosen by the teacher&lt;br&gt;Explore the play’s social, historical and cultural context&lt;br&gt;Make predictions about the play based on its title and cover</td>
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<td><strong>Wk 9</strong></td>
<td>READING THE PLAY&lt;br&gt;Students read the play in class and at home&lt;br&gt;In class focus on narrative, characterisation, themes, setting and language techniques</td>
<td>Feedback on Assessment IA2</td>
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<td><strong>Wk 10</strong></td>
<td>READING THE PLAY&lt;br&gt;Finish reading the play this week&lt;br&gt;In class focus on narrative, characterisation, themes, setting and language techniques&lt;br&gt;A film version of the play may be viewed</td>
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### Class Course Planner Term 2, 2019
#### Year 11 Essential English

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

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<tr>
<td>Wk 1</td>
<td>Spend time viewing, discussing documentary/film (such as Broke Down Palace) about Australians in trouble overseas, discuss student opinions and views about these events and people. Develop word walls and vocabulary exercises on unit metalanguage.</td>
<td>Course Planner Achievement Ladder</td>
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</table>
| Wk 2 | RESEARCH  
Students to navigate Smart Traveller and research risks of popular destinations.  
Students to research incidents of Australians in trouble overseas and compile statistics and information about specific case students.  
Students to share findings with class. | | |
| Wk 3 | HOW TO DECONSTRUCT LAYOUT FEATURES  
Skim a text with students to gain a general understanding of structure and how it shapes meaning. Guide students through the focus questions: What structural features can you identify in the text, e.g. heading, captions, images? | | |
| Wk 4 | HOW TO DECONSTRUCT LANGUAGE FEATURES  
Skim a text with students to gain a general understanding of language and how it shapes meaning. Guide students through the focus questions: What language features can you identify in the text, e.g. heading, captions, word choices? | Quick Quiz to discern understanding | |
| Wk 5 | ELEMENTS OF DECONSTRUCTION  
Activities to focus specifically on developing understanding of invited readings, purpose and representation.  
Teacher to scaffold, model and use group construction to practice identifying and understanding these elements in a range of texts. | | |
| Wk 6 | PRACTICE RESPONDING TO STIMULUS  
Students complete a practice exam and receive feedback from their teacher. | | |
| Wk 7 | ASSESSMENT DUE  
Students complete common internal short response exam | CIA: Short Response EXAM | |
| Wk 8 | UNIT 2: TEXTS & HUMAN EXPERIENCES  
Topic 1 – Viewing & Responding to Reflective Texts (IA3)  
Introduce students to the core features and language of autobiographies and biographies, e.g. first person (autobiography) or third person (biography), chronology/flashback, omission of events or details and the purpose, exaggeration/pathos/humour | | |
| Wk 9 | Responding to texts  
Engage in activities that involve translating first-person accounts from autobiographies into third-person accounts.  
Compare/consider how narrative voice affects how we perceive the events recounted. | Feedback on CIA Task | |
| Wk 10 | Responding to texts  
Compare the film *Lion* with excerpts from the biography *Lion: A Long Way Home* or other chosen biographies / autobiographies.  
Identify aspects in the film they believe to be facts from the biography, and which aspects they believe have been altered by the director. ("I Do, We Do")  
Discuss what they believe the director hoped to achieve by presenting this different version. ("You Do") | | |
# Class Course Planner Term 2, 2019
## Year 11 Literature

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

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| Wk 1 | Unit 1 Topic 2 continued from last term...  
**VIEW FILM AS A CLASS**  
View film and undertake comprehension activities. Summarise plot and begin discussing characters (characterisation, motivations, goals, dialogue/language); introduce theme | | |
| Wk 2 | **FILM ANALYSIS: DISCUSSIONS AND EXERCISES**  
Deconstruct characters; identify and discuss theme; analyse motifs/symbols; explore the representation of dominant cultural assumptions in the film and discuss how they have evolved. Undertake a scene study focussing on characters motivations, also exploring relationships | | |
| Wk 3 | **FILM ANALYSIS: DISCUSSIONS AND EXERCISES**  
Deconstruct characters; identify and discuss theme; analyse motifs/symbols; explore the representation of dominant cultural assumptions in the film and discuss how they have evolved. Undertake a scene study focussing on characters motivations, also exploring relationships | | |
| Wk 4 | **MONOLOGUE GENRE STUDY**  
Explore language and structural features of a monologue: figurative language, character ‘voice’, revelation, climax, etc. Explore performing: setting and costume, pausing and pacing, etc. Teachers may also show past examples of monologues | Task with ISMG given out this week – due in Week 7 | A Exemplar Monologue |
| Wk 5 | **ASSESSMENT TASK 2: INTERNAL MONOLOGUE**  
Teacher leads class through A exemplar, construction/deconstruction of a monologue  
Students choose a character and begin planning. Students should spend considerable time “fleshing out” their character’s life and themes/issues explored in the monologue. Students must consult with teacher on their plan. Continue working on monologues in class and at home | | |
| Wk 6 | **CONTINUE WORKING ON MONOLOGUE**  
Draft must be submitted and marked this week  
Students may spend time rehearsing their monologue | | |
| Wk 7 | **PRESENTATION OF MONOLOGUES**  
Students perform their monologues OR submit a video recording by the end of this week | IA2: Internal Monologues (Spoken) | |
| Wk 8 | **UNIT 2: INTERTEXTUALITY**  
Topic 1: Creative Responses to Literary Texts  
Spend a short time building knowledge of intertextuality and the connectedness of narratives. Introduce the study of gender, class and society | | |
| Wk 9 | **VICTORIAN POETRY STUDY**  
Complete a variety of pre-study activities to build understanding of Victorian society.  
Review poetic devices such as structure, rhyme, assonance, alliteration, mood, imagery, emotive language, figurative language, and extended metaphor.  
Begin a case study of Christina Rossetti | Feedback on Assessment IA2 | |
| Wk 10 | **VICTORIAN POETRY STUDY**  
Begin a case study of Elizabeth Barrett Browning and analysis of her poems | | |
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| **Wk 1** | **UNIT 2: 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 YTD  
Course Planner |  |
| **Wk 2** | Students reading novel  
Notes and activities to events, characters and theme of conflict.  
Reaction of the reader to characters, action and themes |  |  |
| **Wk 3** | 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 |  |  |
| **Wk 4** | 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 |  |
| **Wk 5** | Book Review – Exam  
Completed over 2 x 70min lessons  
Prompting questions provided by teacher (see task sheet) |  
Task 2: Novel Review (Exam) |  |
| **Wk 6** | **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 |  |  |
| **Wk 7** | 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? |  
A Exemplar |  |
| **Wk 8** | 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 |  |  |
| **Wk 9** | Students present speeches  
Assessment may roll over into Term 3 |  
Task 3: Poetry / Song Speech |  |
| **Wk 10** | **BLOCK EXAMS** |  |  |
### Week | Curriculum Intent | Assessment | Feedback
--- | --- | --- | ---
Wk 1 | UNIT 2 Continued from last Term  
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 | Achievement Ladder  
Course Planner  
A Exemplar Monologue |  
Feedback on Draft
Wk 2 | UNIT 2: BEING DRAMATIC: STUDY OF A SHAKESPEAREAN PLAY  
Drafting – Conference with teacher this week  
Preparing performance recordings (at home) | Task 2: Monologue (SP) |
Wk 3 | UNIT 3: CLASSIC (non-Australian) POETRY  
Introduce and discuss selected theme. Revise metalanguage of poetry. Begin study of 7 – 10 classic non-Australian poems selected by class teacher |  |
Wk 4 | UNIT 3: CLASSIC (non-Australian) POETRY  
Continue study of selected poems |  |
Wk 5 | UNIT 3: CLASSIC (non-Australian) POETRY  
Continue study of selected poems |  |
Wk 6 | UNIT 3: CLASSIC (non-Australian) POETRY  
Continue study of selected poems |  |
Wk 7 | 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 | A Exemplar Essay |
Wk 8 | UNIT 3: CLASSIC (non-Australian) POETRY  
Revise persuasive devices, persuasive language. |  |
Wk 9 | UNIT 3: CLASSIC (non-Australian) POETRY  
Revise persuasive devices, persuasive language.  
Task sheet handed out seven days prior to exam | Task 3 distributed |
Wk 10 | BLOCK EXAMS  
Students will sit the exam. 2 hours, no teacher input, 100 words of notes and copies of two unannotated poems are permitted | Task 3: Persuasive Essay (EX) |
**Class:** ENG121A / C / E / F  
**Teacher:**  

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

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| Wk 1 | Unit 1 continued from last term  
Continue from week 10. Distribute task/criteria sheet, discuss & explain. Discuss writing to stimulus requirement & relate to QCS Core Skills writing task  
Students draft their stories | Achievement Ladder  
Course Planner  
A Exemplar Short Story | |
| Wk 2 | UNIT 1: SHORT & SWEET: PHILOSOPHICAL SHORT STORIES  
Students draft and conference with the teacher  
Students receive feedback on drafts, and complete good copy to be handed in next week | Task 2: Short Story (WR) | |
| Wk 3 | UNIT 3: CLASSIC (non-Australian) POETRY  
Introduce and discuss selected theme. Revise metalanguage of poetry. Begin study of 7 – 10 classic non-Australian poems selected by class teacher | | |
| Wk 4 | UNIT 3: CLASSIC (non-Australian) POETRY  
Continue study of selected poems | | |
| Wk 5 | UNIT 3: CLASSIC (non-Australian) POETRY  
Continue study of selected poems | | |
| Wk 6 | UNIT 3: CLASSIC (non-Australian) POETRY  
Continue study of selected poems | | |
| Wk 7 | 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 | A Exemplar Essay | |
| Wk 8 | UNIT 3: CLASSIC (non-Australian) POETRY  
Revise persuasive devices, persuasive language. | | |
| Wk 9 | UNIT 3: CLASSIC (non-Australian) POETRY  
Revise persuasive devices, persuasive language.  
Task sheet handed out seven days prior to exam | Task 3 distributed | |
| Wk 10 | BLOCK EXAMS  
Students will sit the exam. 2 hours, no teacher input, 100 words of notes and copies of two unannotated poems are permitted | Task 3: Persuasive Essay (EX) | |