



Trinity Bay State High School  
Course Planner Term 1  
Year 7 ENGLISH

Class:

Teacher:

Week	Curriculum Intent	Formative Tasks & Summative Assessment
Week 1	<p><b><u>UNIT 1: READING AND INTERPRETING LITERATURE</u></b></p> <ul style="list-style-type: none"> <li>• Introduction to the novel – historical background and context</li> <li>• Pre reading activities</li> <li>• Students start reading the novel</li> <li>• Building field knowledge, reading class novel, QAR activities</li> </ul>	<p><b>A-C Class Target</b></p> <p><b>Course Planner</b> Weekly spelling test, kahoot quizzes and or dictionary work</p>
Week 2	<p><b>STUDENTS WILL READ THE NOVEL:</b></p> <ul style="list-style-type: none"> <li>• Identify language choices which influence the reader to form an opinion or judgment. Identify literary devices used by the author. (I Do, We Do)</li> <li>• Explore ideas and viewpoints about events and characters</li> </ul>	<p><b>Ongoing teacher feedback re bookwork</b> <b>Cloze test</b></p>
Week 3	<ul style="list-style-type: none"> <li>• Just Read the class novel</li> <li>• Identify evaluative language which conveys judgment about characters and events.</li> <li>• Practice creative writing exercises using a stimulus</li> </ul>	
Week 4	<ul style="list-style-type: none"> <li>• Just Read the class novel</li> <li>• Identify perspective in the story, who is the narrator, what would events be like from other character's perspectives.</li> <li>• Identify dialogue. Students to practice punctuating dialogue correctly. It is recommended that lower ability students use minimal dialogue</li> </ul>	
Week 5	<p><b>UNPACKING TASK 1</b></p> <ul style="list-style-type: none"> <li>• Genre patterns of an imaginative narrative</li> <li>• Structural and language features of genre (I Do, We Do)</li> <li>• Deconstruct A Exemplar</li> <li>• Joint construction of narrative</li> </ul>	<p><b>A Exemplar</b></p>
Week 6	<p><b>UNPACKING TASK 1 – DRAFT DUE</b></p> <ul style="list-style-type: none"> <li>• Students drafting and conferencing with teacher</li> </ul>	<p><b>Draft due</b></p>
Week 7	<p><b>ASSESSMENT TASK 1 DUE</b></p> <ul style="list-style-type: none"> <li>• Students editing and reworking drafts. (You Do)</li> <li>• Students completing assessment</li> </ul>	<p><b>Task 1: Imaginative short story Due</b> <b>Feedback on draft</b></p>
Week 8	<ul style="list-style-type: none"> <li>• NAPLAN</li> <li>• JUST READING ACTIVITIES</li> </ul>	
Week 9	<p><b><u>UNIT 2: PERSONAL STORIES WRITING ABOUT LIFE</u></b></p> <ul style="list-style-type: none"> <li>• Share personal stories</li> <li>• Review language features of a biography</li> <li>• Revise concept of courage</li> <li>• Research biographies of courageous people</li> <li>• Practice interview skills</li> </ul>	
Week 10	<ul style="list-style-type: none"> <li>• Watch films trailers about stories of courage and discuss aspects of courage being explored Film trailers such as Heroes on a Train, 127 Hours, Touching the Void</li> <li>• Identify language which conveys emotions or feelings. (Language of Affect)</li> <li>• Identify language which conveys aspects of people's behaviour (Language of Judgment)</li> </ul>	



Trinity Bay State High School  
 Course Planner Term 1  
 Year 7 LITERATURE

Class:

Teacher:

Week	Curriculum Intent	Formative Tasks & Summative Assessment
Week 1	<b>UNIT 1: READING AND INTERPRETING LITERATURE</b> <ul style="list-style-type: none"> <li>Introduction to the novel – historical background and context</li> <li>Pre reading activities</li> <li>Students start reading the novel</li> <li>Building field knowledge, reading class novel, QAR activities</li> </ul>	<b>A-C Class Target</b>  <b>Course Planner</b> Weekly spelling test, kahoot quizzes and or dictionary work
Week 2	<b>STUDENTS WILL READ THE NOVEL:</b> <ul style="list-style-type: none"> <li>Identify language choices which influence the reader to form an opinion or judgment. Identify literary devices used by the author. (I Do, We Do)</li> <li>Explore ideas and viewpoints about events and characters</li> </ul>	<b>Ongoing teacher feedback re bookwork</b> <b>Cloze test</b>
Week 3	<ul style="list-style-type: none"> <li>Just Read the class novel</li> <li>Identify evaluative language which conveys judgment about characters and events.</li> <li>Practice creative writing exercises using a stimulus</li> <li>Practice writing about events from 2 different perspective – the cop and the robber/ the hero and the villain/ the teacher or parent and the student etc</li> </ul>	
Week 4	<ul style="list-style-type: none"> <li>Just Read the class novel</li> <li>Identify perspective in the story, who is the narrator, what would events be like from other character’s perspectives.</li> <li>Identify dialogue. Students to practice punctuating dialogue correctly. It is recommended that lower ability students use minimal dialogue</li> <li>More multi perspective writing practice</li> </ul>	
Week 5	<b>UNPACKING TASK 1</b> <ul style="list-style-type: none"> <li>Genre patterns of an imaginative narrative</li> <li>Structural and language features of genre (I Do, We Do)</li> <li>Deconstruct A Exemplar</li> <li>Joint construction of narrative</li> </ul>	<b>A Exemplar</b>
Week 6	<b>UNPACKING TASK 1 – DRAFT DUE</b> <ul style="list-style-type: none"> <li>Students drafting and conferencing with teacher</li> </ul>	<b>Draft due</b>
Week 7	<b>ASSESSMENT TASK 1 DUE</b> <ul style="list-style-type: none"> <li>Students editing and reworking drafts. (You Do)</li> <li>Students completing assessment</li> </ul>	<b>Task 1: Imaginative short story Due</b> <b>Feedback on draft</b>
Week 8	<ul style="list-style-type: none"> <li>NAPLAN</li> <li>JUST READING ACTIVITIES</li> </ul>	
Week 9	<b>UNIT 2: PERSONAL STORIES WRITING ABOUT LIFE</b> <ul style="list-style-type: none"> <li>Share personal stories</li> <li>Review language features of memoirs</li> <li>Practice life writing and share stories</li> <li>Practice interview skills</li> </ul>	
Week 10	<ul style="list-style-type: none"> <li>Watch films trailers about stories of courage and discuss aspects of courage being explored Film trailers such as Heroes on a Train, 127 Hours, Touching the Void</li> <li>Identify language which conveys emotions or feelings. (Language of Affect)</li> <li>Identify language which conveys aspects of people’s behaviour (Language of Judgment)</li> </ul>	



## Class Course Planner Term 1 Year 8 Literature

**Class:** ELI081

**Teacher:**

Week	Curriculum Intent	Assessment	Feedback
1	<p><b><u>UNIT 1: A PICTURE IS WORTH A THOUSAND WORDS</u></b></p> <ul style="list-style-type: none"> <li>- Introduce the topic by discussing genre</li> <li>- Engage prior knowledge</li> </ul> <p><b>UNPACKING STORIES</b></p> <ul style="list-style-type: none"> <li>- Build understanding of text audience and purpose</li> <li>- Begin reading a variety of texts and determining their intended moral or lesson</li> </ul>		<p>A –C class targets</p> <p>Course Planner</p>
2	<p style="text-align: center;"><b>BUILDING FIGURATIVE LANGUAGE SKILLS</b></p> <ul style="list-style-type: none"> <li>- Build understanding of extended metaphor</li> <li>- Use visual organisers to deconstruct extended metaphor</li> <li>- Students practice writing extended metaphors</li> </ul>		Ongoing teacher feedback
3	<p style="text-align: center;"><b>ASSESSMENT PLANNING</b></p> <ul style="list-style-type: none"> <li>- Planning assessment</li> <li>- Narrative construction begins</li> </ul>	Planning submitted for review by teacher	Teacher conferencing with students
4	<p style="text-align: center;"><b>NARRATIVE WRITING</b></p> <ul style="list-style-type: none"> <li>- Explicit teaching of genre language features</li> <li>- Narrative construction continues</li> </ul>	Narrative submitted for review by teacher	
5	<p style="text-align: center;"><b>VISUAL LITERACY</b></p> <ul style="list-style-type: none"> <li>- Build understanding of colour symbolism</li> <li>- Build understanding of typography symbolism</li> <li>- Students make decisions about visual style</li> </ul>		
6	<p style="text-align: center;"><b>PICTURE BOOK CONSTRUCTION</b></p> <ul style="list-style-type: none"> <li>- Construction of picture book combining narrative with visual style</li> </ul>		
7	<p style="text-align: center;"><b>PICTURE BOOK CONSTRUCTION</b></p> <ul style="list-style-type: none"> <li>- Construction of picture book combining narrative with visual style</li> </ul>	Submission of Picture Book	
8	<p style="text-align: center;"><b>FINAL SUBMISSION</b></p> <ul style="list-style-type: none"> <li>- Students submit both their picture book</li> <li>- Organise activities to share student work amongst the school community</li> </ul>		Final feedback and marking
9	<p><b><u>UNIT 2: A NOVEL APPROACH</u></b></p> <p><b>DRAMATIC CHARACTER MONOLOGUE</b></p> <ul style="list-style-type: none"> <li>• Introduction to the novel as chosen by the teacher.</li> <li>• The teacher will do some preliminary work around the novel before students start to read it (“I Do”)</li> <li>• Students start reading the novel in class and at home towards week’s end</li> </ul>		
10	<p><b>STUDENTS WILL READ THE NOVEL:</b></p> <ul style="list-style-type: none"> <li>• Students will be required to read the novel in class and at home.</li> <li>• In class focus on Narrative, Characterisation, Issues/Themes, Settings, and Language (Vocab, Description, Devices) (“I Do, We Do”).</li> </ul>		



## Class Course Planner Term 1 Year 8 English

**Class:** ENG081

**Teacher:**

Week	Curriculum Intent	Assessment Feedback
1	<p><b><u>UNIT 1: A NOVEL APPROACH</u></b>  <b>STUDENTS WILL READ THE NOVEL:</b></p> <ul style="list-style-type: none"> <li>Students will be required to read the novel in class and at home.</li> <li>In class focus on Narrative, Characterisation, Issues/Themes, Settings, and Language (Vocab, Description, Devices) (“I Do, We Do”).</li> </ul>	<p>Course planner A-C class target</p>
2	<p><b>UNPACKING THE NOVEL</b></p> <ul style="list-style-type: none"> <li>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”).</li> </ul>	<p>Weekly spelling quiz Cloze test</p>
3	<ul style="list-style-type: none"> <li>Identify language choices which influence the reader to form an opinion or judgment. Identify literary devices used by the author. (I Do, We Do)</li> <li>Explore ideas and viewpoints about events and characters</li> </ul>	
4	<ul style="list-style-type: none"> <li>Identify evaluative language which conveys judgment about characters and events.</li> <li>Identify gaps and silences in the text, passages of time that passes that it not recorded in the narrative, characters who do not appear at different points in the action.</li> </ul>	<p><b>A Exemplar</b></p>
5	<ul style="list-style-type: none"> <li>Identify perspective in the story, who is the narrator, what would events be like from other character’s perspectives.</li> <li>Identify dialogue. Students to practice punctuating dialogue correctly. It is recommended that lower ability students use minimal dialogue</li> </ul>	
6	<p><b>UNPACKING TASK</b></p> <ul style="list-style-type: none"> <li>Teacher modelling, joint deconstruction of multi-text narrative (We Do)</li> <li>Identifying gaps and silences in text</li> </ul>	
7	<p><b>UNPACKING TASK</b></p> <ul style="list-style-type: none"> <li>Planning and drafting narrative</li> </ul>	<p>Draft due</p>
8	<p><b>ASSESSMENT DUE</b></p> <ul style="list-style-type: none"> <li>Students editing and reworking drafts. (You do)</li> <li>Students completing assessment</li> </ul>	<p>Task 1: multi-text narrative</p>
9	<p><b><u>UNIT 2: YOUTH ISSUES ON THE SMALL SCREEN</u></b></p> <ul style="list-style-type: none"> <li>Introduction to television as a medium (with a particular focus on TV series devoted to fictional stories/characters) (“I Do”).</li> <li>Background plot and character information about the particular series (i.e. why the series is important to watch).</li> <li>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?</li> </ul>	
10	<p><b>VIEWING/DISCUSSION OF CHOSEN TV SERIES:</b></p> <ul style="list-style-type: none"> <li>3-4 episodes (plus discussion and analysis of each episode).</li> <li>Focus on Characterisation, Issues/Themes, Settings, and Production Values (“I Do, We Do”).</li> <li>Discuss and compare the features that communicate character viewpoint such as dialogue and speech conventions, behaviours and body language.</li> <li>Examining character viewpoint – students to identify and explain the features that communicate one character’s viewpoint about the issue</li> </ul>	



## Class Course Planner Term 1 Year 8 Essential English

**Class:** EEN081

**Teacher:**

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



## Class Course Planner Term 1 Year 9 Literature & English

**Class:** ENG091 / ELI091

**Teacher:**

Week	Curriculum Intent	Assessment/Feedback
1	<b>UNIT 1: WHAT IF.....?</b> <ul style="list-style-type: none"> <li>• Introduction to the unit of work and assessment</li> <li>• Define speculative fiction and identify elements of speculative fiction in texts such as film trailers, narratives and television programs</li> <li>• Begin reading and viewing information texts (documentary, articles etc) related to science and technology</li> </ul>	Achievement Ladder <b>Target</b>  Course Planner
2	<b>INFORMATION TEXTS: SCIENCE &amp; TECHNOLOGY</b> <ul style="list-style-type: none"> <li>• Students will read and comprehend information texts based on science and technology topics</li> <li>• Explicit teaching of reading comprehension skills including finding the main idea, summarising, identifying parts of an information text, predicting,</li> </ul>	Cloze test
3	<b>SPECULATIVE FICTION STORIES: Narrative Writing</b> <ul style="list-style-type: none"> <li>• Students will revise language features of narratives</li> <li>• Students will revise the structure of a narrative</li> <li>• Practice writing elements of short story – writing character descriptions, writing descriptive setting, writing dialogue</li> </ul>	
4	<b>SPECULATIVE FICTION STORIES: Narrative Writing</b> <ul style="list-style-type: none"> <li>• Students will revise language features of narratives</li> <li>• Students will revise the structure of a narrative</li> <li>• Practice writing elements of short story – writing character descriptions, writing descriptive setting, writing dialogue</li> </ul>	
5	<b>SPECULATIVE FICTION STORIES: Narrative Writing</b> <ul style="list-style-type: none"> <li>• Students will deconstruct the language features and structure of an A Exemplar narrative</li> <li>• Students will be given the task and criteria sheet. From this time, they may work on the task in class and at home</li> </ul>	Cloze test/spelling test
6	<b>SPECULATIVE FICTION STORIES: Narrative Writing</b> <ul style="list-style-type: none"> <li>• Students will deconstruct the language features and structure of an A Exemplar narrative</li> <li>• Students will be given the task and criteria sheet. From this time, they may work on the task in class and at home</li> <li>• Students will submit a draft of their story this week. Teacher will mark it and return by Friday</li> </ul>	<b>A Exemplar Narrative Feedback on story draft</b>
7	<b>ASSESSMENT TASK 2: Speculative Fiction Narrative</b> Hand in short story at the beginning of this week	<b>Task 1: Short Story (WR)</b>
8	<b>NAPLAN JUST READ Activities</b>	
9	<b>UNIT 2: POETIC LICENSE AND PROTEST THROUGH SLAM POETRY</b> <ul style="list-style-type: none"> <li>• Define social issues and explore texts that comment on current and varying social issues</li> <li>• Video clips, various texts, and lyrics can be used to examine different aspects of selected issues</li> </ul>	
10	<ul style="list-style-type: none"> <li>• Research a variety of social issues and protests. Students create power point presentation and share with class/ small groups</li> </ul>	



# Class Course Planner Term 1

## Year 9 Essential English

Class: EEN091

Teacher:

Week	Curriculum Intent	Assessment/Feedback
1	<b>UNIT 1: WHAT IF.....?</b> <ul style="list-style-type: none"> <li>Just READ!</li> <li>Introduction to the unit of work and assessment</li> <li>Define speculative fiction and identify elements of speculative fiction in texts such as film trailers, narratives and television programs</li> <li>Begin reading and viewing information texts (articles etc) related to science and technology</li> </ul>	Class Ladder Target  Course Planner
2	<b>INFORMATION TEXTS: SCIENCE &amp; TECHNOLOGY</b> <ul style="list-style-type: none"> <li>Just READ!</li> <li>Students will read and comprehend information texts based on science and technology topics</li> <li>Explicit teaching of reading comprehension skills including finding the main idea, summarising, identifying parts of an information text, predicting etc</li> </ul>	Spelling/cloze test
3	<b>SCIENCE FICTION FILM</b> <ul style="list-style-type: none"> <li>Just READ!</li> <li>Students will analyse individual scenes and make judgements about aspects such as film techniques, costume, sound / music etc</li> <li>Practice writing elements of film reviews – paragraphs reviewing aspects of the film, such as film techniques, costume etc</li> </ul>	
4	<b>SCIENCE FICTION FILM</b> <ul style="list-style-type: none"> <li>Just READ!</li> <li>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</li> <li>Students will make judgements about aspects of the film, including film techniques. This can be done orally, or written</li> </ul>	Spelling/cloze test
5	<b>FILM REVIEWS AND FEATURE ARTICLES</b> <ul style="list-style-type: none"> <li>Just READ!</li> <li>Students will deconstruct the language features and structure of an A Exemplar film review</li> </ul> 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
6	<ul style="list-style-type: none"> <li>Just READ!</li> <li>Students will submit a draft of their film review this week. Teacher will mark it and return by Friday</li> </ul>	Feedback on draft
7	<b>ASSESSMENT TASK 2: Film Review Feature Article</b> <ul style="list-style-type: none"> <li>Hand in film review at the start of this week</li> </ul>	Task 2: Film Review (WR)
8	<ul style="list-style-type: none"> <li>NAPLAN</li> <li>JUST READ activities</li> </ul>	
9	<b>UNIT 2: POETIC LICENSE AND PROTEST THROUGH AUSTRALIAN SONG LYRICS</b> <ul style="list-style-type: none"> <li>Just Read</li> <li>Define social issues and explore texts that comment on current and varying social issues</li> <li>Video clips, various texts, and lyrics can be used to examine different aspects of selected issues</li> </ul>	
10	<ul style="list-style-type: none"> <li>Just Read</li> <li>Research a variety of social issues and protests. Students create power point presentation and share with class/ small groups</li> </ul>	



# Class Course Planner Term 1

## Year 10 English

Class: ENG101

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	<p><b>Unit 1: Textual Connections “Just Desserts”</b></p> <ul style="list-style-type: none"> <li>Students borrow and read biography for first 10-15 minutes and at home</li> <li>Discuss unit aims and objectives and how the unit links to the Year 11 and 12 course</li> <li>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.</li> <li>Broaden discussion to include the justice in practise in Australia, and then internationally</li> <li>Identify news stories that students are aware of that discuss victims, perpetrators and the pursuit of justice</li> </ul>	<p><b>Class Academic Target</b></p> <p><b>Course Planner</b></p>
2	<ul style="list-style-type: none"> <li>Students borrow and read biography for first 10-15 minutes and at home</li> <li>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?</li> <li>Define Social, Restorative or Criminal Justice – read articles/blogs or watch TV episodes dealing with these forms of justice</li> <li>Discuss the effectiveness of each form of justice – do the public or victims of crime feel that justice has been served?</li> </ul>	
3	<ul style="list-style-type: none"> <li>Students borrow and read biography for first 10-15 minutes and at home</li> <li>Choose one form of justice and introduce some media texts that contain different perspectives.</li> <li>Begin examination of texts in detail.</li> <li>Examine the purpose of the text, its bias, and the techniques used to convince the audience of the message of the text</li> </ul>	
4	<ul style="list-style-type: none"> <li>Continue examining a range of media texts</li> <li>Examine the purpose of the studied texts, the bias, and the techniques used to convince the audience of the message of the text</li> </ul>	
5	<ul style="list-style-type: none"> <li>Students borrow and read biography for first 10-15 minutes and at home</li> <li>Revise persuasive techniques</li> <li>Read and deconstruct blog articles about justice</li> <li>Analyse the persuasive techniques found within the blogs</li> </ul>	
6	<ul style="list-style-type: none"> <li>Students borrow and read biography for first 10-15 minutes and at home</li> <li>Deconstruct elements of the persuasive blog genre</li> <li>Issue the task sheet</li> <li>Discuss and annotate task and criteria</li> <li>Begin planning blog entry</li> </ul>	
7	<ul style="list-style-type: none"> <li>Provide an exemplar – group analysis of exemplar activities</li> <li>Create blog website on Blogger.com</li> <li>Begin draft process</li> <li>Drafts due in at end of week</li> </ul>	<b>A Exemplar Blog Entry</b>
8	<ul style="list-style-type: none"> <li>Draft feedback returned to students</li> <li>Students work on good copy of assessment</li> <li>Assessment due by the end of this week / start of week 9</li> </ul>	<b>Draft feedback</b>
9	<p><b>Unit 2: Texts and Culture “Finding a Voice”</b></p> <ul style="list-style-type: none"> <li>Teachers begin pre reading activities for the next unit</li> </ul>	<b>Task 1: Persuasive Blog Entry</b>
10	<ul style="list-style-type: none"> <li>begin pre reading activities for the next unit</li> </ul>	





## Class Course Planner Term 1 Year 10 Essential English

Class: EEN101

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	<b>UNIT 1 – WHAT MAKES A HERO?</b> <ul style="list-style-type: none"> <li>• Just Read for the first 10 -15 min of lesson</li> <li>• Provide a course overview and notes on assessment (I DO)</li> <li>• Introduce the concept of ‘a hero’ or an ‘inspirational person.’</li> <li>• Read short texts / articles about different personalities. Discuss what makes them a hero to some in the community</li> </ul>	Achievement Ladder targets  Course Planner
2	<b>READING/VIEWING REFLECTIVE TEXTS</b> <ul style="list-style-type: none"> <li>• Just Read for the first 10 -15 min of lesson</li> <li>• Elements of a Reflective Text (I DO)</li> <li>• Read/ view a range of reflective texts such as: motivational speeches, interviews (with inspirational people), extracts from memoirs and reflective texts.</li> <li>• RUM Reading Skills – SCAN/Reading with Phrasing/RUN/Click or Clunk?</li> <li>• Comprehension questions based on reflective texts</li> </ul>	Teacher feedback on workbook notes/exercises
3	<b>READING/VIEWING REFLECTIVE TEXTS</b> <ul style="list-style-type: none"> <li>• Just Read for the first 10 -15 min of lesson</li> <li>• Review the learning experiences of the people involved in a range of texts</li> <li>• RUM Reading Skills – SCAN/Reading with Phrasing/RUN/Click or Clunk?</li> <li>• Comprehension questions based on reflective texts</li> </ul>	
4	<b>ELEMENTS/LANGUAGE CONVENTIONS OF REFLECTIVE TEXTS</b> <ul style="list-style-type: none"> <li>• Just Read for the first 10 -15 min of lesson</li> <li>• identify important elements of the texts.</li> <li>• Language conventions of reflective texts</li> <li>• discussion of real world connections, personal experiences of overcoming adversity/resiliency, anecdotal evidence, learning experiences of the people involved</li> <li>• language conventions of reflection/persuasion</li> </ul>	Feedback to students on formative assessment.
5	<b>ELEMENTS/LANGUAGE CONVENTIONS OF REFLECTIVE TEXTS</b> Identify important elements of the texts. <ul style="list-style-type: none"> <li>• Language conventions of reflective texts</li> </ul>	
6	<b>PERSUASIVE TEXTS AND LANGUAGE TECHNIQUES</b> <ul style="list-style-type: none"> <li>• Just Read for the first 10 -15 min of lesson</li> <li>• Purpose of persuasion</li> <li>• Elements of a persuasive text</li> <li>• Persuasive Language Techniques</li> </ul> Deconstruct an A Exemplar	A Exemplar
7	<b>DRAFTING</b> Students select an Australian Identity and start research on what makes this person an inspirational hero	
8	Edit script and finalise multi modal aspect of presentation Speech presentations begin Thursday / Friday	Drafts Due
9	<b>PERSUASIVE SPEECH PRESENTATIONS</b> <ul style="list-style-type: none"> <li>• Script and presentation of speech due in class</li> <li>• Alternatively, students may submit a recorded version of speech</li> </ul>	Task 1: Persuasive Speech Due
10	<b>Just Read Activities</b>	



## Class Course Planner Term 1 Year 10 Literature

**Class:** ELI101

**Teacher:**

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

Class:

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	<p><b>UNIT 1: PERSPECTIVES &amp; TEXTS 'Bias &amp; Manipulation in Advertising'</b></p> <ul style="list-style-type: none"> <li>Students to borrow novel for FIA1 unit and begin reading for 10-15 minutes at the beginning of every lesson and at home.</li> <li>Students to discuss the history, ethics, role and purpose of advertising (WE DO)</li> <li>Students to be given information on persuasive techniques used in advertising to persuade and manipulate consumers (I DO)</li> <li>Brainstorm/discuss how various social groups are represented in the media/advertising. (WE DO)</li> </ul>	<p>Class Targets</p> <p>Course Planner</p>
2	<p><b>Analysis of Advertising</b></p> <ul style="list-style-type: none"> <li>Students reading FIA1 novel for 10-15 minutes at the beginning of every lesson and at home.</li> <li>Students will examine various general print advertisements from newspapers and magazines and identify target audience and persuasive techniques used</li> <li>Students construct an ad of their own to market a product, using persuasive visual and written techniques</li> <li>Focus on a particular social group will begin</li> <li>Students to brainstorm/discuss stereotypes and representation of social group in advertising</li> <li>Analyse adverts depicting chosen social group (both joint and individual construction of responses)</li> </ul>	
3	<p><b>Analysis of Advertising</b></p> <ul style="list-style-type: none"> <li>Students reading FIA1 novel for 10-15 minutes at the beginning of every lesson and at home</li> <li>Students will continue to analyse language and images of advertisements of the social group (both joint and individual construction of responses to advertisements)</li> <li>Related documentaries or TED Talks can be shown to deepen student knowledge</li> </ul>	Formative feedback on written responses
4	<p><b>Persuasive Writing / Analysis of Persuasive Speeches and TED Talks</b></p> <ul style="list-style-type: none"> <li>Students reading FIA1 novel for 10-15 minutes at the beginning of every lesson and at home</li> <li>Students read articles or other related texts that that have been written persuasively about representations of the social group in advertising.</li> <li>Students revise persuasive writing features and learn how to create a persuasive speech</li> </ul>	
5	<p><b>Persuasive Writing / Speaking, Assessment Task</b></p> <ul style="list-style-type: none"> <li>Students reading FIA1 novel for 10-15 minutes at the beginning of every lesson and at home</li> <li>Students deconstruct an A Exemplar of a persuasive speech.</li> <li>Task and Criteria sheet given to students</li> <li>Students begin drafting their own persuasive speeches</li> </ul>	A Exemplar Persuasive Speech
6	<p><b>IA2: Persuasive Speech</b></p> <ul style="list-style-type: none"> <li>Students will work on their own persuasive speech in class during this week.</li> <li>Teacher will collect and give feedback on 1 draft</li> </ul>	Draft due at the end of this week
7	<p><b>IA2: Persuasive Speech</b></p> <ul style="list-style-type: none"> <li>Teacher will return drafts this week</li> <li>Students will edit / polish their work and rehearse their speech in class &amp; at home</li> </ul>	Teacher feedback on drafts
8	<p><b>IA2: Persuasive Speech</b></p> <ul style="list-style-type: none"> <li>Assessment will be due at the beginning of this week.</li> <li>Time will be allotted to deliver any LIVE speeches in class</li> </ul>	FIA2: Persuasive Exposition (SPOKEN)
9	<p><b>UNIT 1: PERSPECTIVES AND TEXTS</b></p> <p><b>Topic 1: REPRESENTATIONS ON THE SILVER SCREEN</b></p> <p>It is expected that ALL students return from Term 1 holidays having completed the novel.</p> <ul style="list-style-type: none"> <li>Engage with definitions of representation and specific topic (gender/oppression of women or family secrets/complexities of family dynamics)</li> <li>In small groups, discuss the role of concepts and discuss 'representation' and complete activities exploring the different representations of a number of concepts in different texts.</li> <li>Develop whole class definition and approach to the selected topic. Check student knowledge of the novel using a variety of CFU techniques</li> </ul>	
10	<p><b>BEGIN WATCHING THE FILM</b></p> <ul style="list-style-type: none"> <li>Introduce film &amp; cast, director, screen writer. Film viewing (suggest using 2 lessons to view film with minimal interruption)</li> <li>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.</li> </ul>	



Class: ENE111

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	<p><b>UNIT 1: LANGUAGE THAT WORKS 'A CAIRNS CAMPAIGN PITCH'</b>  <b>IA1 PERSUASIVE SPEECH</b>            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</p>	<p>Course Planner            Achievement Ladder Target</p>
2	<p><b>STUDY TRAVEL TEXTS</b>            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</p>	
3	<p><b>IDENTIFYING EXISTING TOURISM MARKETS</b>            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</p>	
4	<p><b>PLANNING AN ITINERARY</b>            Students to identify a target tourism group, research and plan an itinerary of tourism activities that would appeal to that specific target group.</p>	
5	<p><b>PLANNING AN ITINERARY</b>            Students to identify a target tourism group, research and plan an itinerary of tourism activities that would appeal to that specific target group.</p>	
6	<p><b>PERSUASIVE FEATURES</b>            Students read and deconstruct an A exemplar of a persuasive speech, identifying structural and language features thereof            Students drafting and conferencing with teacher</p>	A Exemplar Persuasive Speech
7	<p><b>DRAFTING AND ASSESSMENT</b>            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.</p>	Feedback on draft
8	<p><b>ASSESSMENT DUE</b>            Students deliver persuasive presentations by the end of this week</p>	FIA1: Persuasive Speech
9	<p><b>UNIT 1: LANGUAGE THAT WORKS</b>  <b>FCIA SHORT RESPONSE EXAM</b>            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.</p>	
10	<p>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.</p>	



# Class Course Planner – Term 1

## Year 11 English as an Additional Language

Class:

Teacher:

Term Week	Curriculum Intent	Assessment Feedback
T1 Wk2	<p><b>YEAR 11 ENGLISH: Introduction of unit: Shared Experiences</b></p> <ul style="list-style-type: none"> <li>❖ Introduce the unit and metalanguage</li> <li>❖ Introduce the play Black Diggers</li> <li>❖ Discuss the time period of Black Diggers and other world events of that time</li> <li>❖ Explore the construction elements used in plays</li> <li>❖ Start to read the play</li> </ul>	<p>Course Planner Class achievement targets</p>
T1 Wk 3	<p><b>Examining cultural context of war and race in our society and others during the time of the play:</b></p> <ul style="list-style-type: none"> <li>❖ Students will explore views on soldiers and indigenous soldiers during that time.</li> <li>❖ Students will generate their definition of the representation based on their understanding.</li> <li>❖ In class focus on the play representation around concepts, identity, time and places, underpinned by the cultural assumptions, attitudes, beliefs, values or world view of the writer and audience.</li> <li>❖ Revise metalanguage.</li> </ul>	
T1 Wk 4	<p><b>Examining how the play represents loyalty and mateship:</b></p> <ul style="list-style-type: none"> <li>❖ Introduce key concepts relating to loyalty and mateship in the play and how a variety of techniques are used to position the audience.</li> <li>❖ Students will be required to identify the language that is used to enhance the theme of mateship, loyalty</li> <li>❖ Apply understanding of analyse process by analysing sections in the play in groups or pairs</li> <li>❖ Write a summary paragraph</li> </ul>	
T1 Wk 5	<p><b>Examine the resilience of the indigenous soldier:</b></p> <ul style="list-style-type: none"> <li>❖ Identify the challenges indigenous people face during WW1</li> <li>❖ Examine how the play represents the issues indigenous soldiers addressed through language devices</li> <li>❖ How the play position the audience to determine the different attitudes and beliefs all Australian soldiers had from the wider community of that time?</li> <li>❖ Students will focus on different perspectives represented in the play</li> <li>❖ Discussion around the social issues of that time</li> <li>❖ Writing a short response to: what enabled the indigenous soldier to show strength and resilience during the war?</li> <li>❖</li> </ul>	
T1 Wk 6	<p><b>View documentary 'Afghanistan':</b></p> <ul style="list-style-type: none"> <li>❖ Class discussion about Afghanistan (what they know etc).</li> <li>❖ Watch 'The Australian Story: Afghanistan'</li> <li>❖ Analysis key elements used to position the audience</li> <li>❖ Discuss similarities and differences of the documentary and play</li> <li>❖ Write a summary paragraph for the documentary</li> </ul>	<p>Note taking and questionnaire based on documentary</p>
T1 Wk 7	<p><b>Analytical writing skills</b></p> <ul style="list-style-type: none"> <li>❖ Students will be given a series of questions to write a short response to.</li> <li>❖ Class discuss on deconstructing the structure of an analytical essay.</li> <li>❖ Students will be given exemplars to identify required elements of an analytical essay</li> <li>❖ Students will practice responding to questions about the play</li> </ul>	
T1 Wk 8	<p><b>Task 1 exam preparation</b></p> <ul style="list-style-type: none"> <li>❖ Students will be given exam question</li> <li>❖ Students will select notes</li> <li>❖ No more than 200 words of quotations allowed</li> <li>❖ Students will analyse and discuss the ISMG</li> </ul>	
T1 Wk 9	<ul style="list-style-type: none"> <li>❖ <b>TASK 1: exam</b></li> <li>❖ Written response: write an analytical essay under exam conditions</li> </ul>	<p>FIA 1 exam</p>
T1 Wk10	<p><b>Year 11 English: introduce new unit Gender Equality</b></p> <ul style="list-style-type: none"> <li>❖ Introduce new unit: Gender Equality, discuss assessment.</li> <li>❖ Discuss and identify the features used in visual elements of film.</li> <li>❖ Explore the construction elements used in media such as; colour, position, lexical elements and cultural context.</li> <li>❖ Watch film "Hidden Figures"</li> </ul>	



## Class Course Planner Term 1

### Year 11 Literature

**Class:** LIT111

**Teacher:**

Week	Curriculum Intent	Assessment Feedback
1	<p><b>UNIT 1: INTRODUCTION TO LITERARY STUDIES</b>  <b>Topic 1: Analytical Responses to Gothic Fiction</b>            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</p>	Course Planner
2	<p><b>READING THE NOVEL: .....</b>            Students read the novel in class and at home. Undertake comprehension activities such as chapter questions</p>	Quiz to discern understanding
3	<p><b>NOVEL STUDY: DISCUSSIONS AND EXERCISES</b>            Revise the concept of REPRESENTATION. Analyse characters goals / motivations, collecting evidence from the novel. Identify and discuss theme. Explore and discuss the dominant cultural assumptions, values, attitudes and beliefs underlying the novel, and how these are represented through the author's language choices</p>	Feedback on results of Quiz
4	<p><b>NOVEL STUDY: TEXT STRUCTURE AND LANGUAGE ANALYSIS</b>            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.</p>	
5	<p><b>NOVEL STUDY: CRITICAL INTERPRETATIONS</b>            EXPLORE literacy critiques and criticism of the novel. Research and read literary interpretations (such as feminist, Marxist, science and philosophy, Freudian) to develop arguments FOR and AGAINST interpretations. Practice justifying interpretations using evidence from the novel and external sources.</p>	
6	<p><b>NOVEL STUDY: CRITICAL INTERPRETATIONS</b>            EXPLORE literacy critiques and criticism of the novel. Research and read literary interpretations (such as feminist, Marxist, science and philosophy, Freudian) to develop arguments FOR and AGAINST interpretations. Practice justifying interpretations using evidence from the novel and external sources.</p>	
7	<p><b>IA1: ANALYTICAL ESSAY (SEEN EXAM)</b>            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</p>	A Exemplar Analytical Essay Task with ISMG given out one week prior to the exam
8	<p><b>Task 2: Analytical Exposition (seen exam, 2 hours)</b>            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</p>	FIA1: Analytical Exposition (SEEN exam)
9	<p><b>UNIT 1: INTRODUCTION TO LITERARY STUDIES</b>  <b>Topic 2: Creative Responses to Literary Texts</b>            Revision of Gothic genre and Term 1 Gothic study.            Background to historical and cultural background of film. Preview film plot and filmmaker/author</p>	
10	<p><b>VIEW FILM or TV SERIES AS A CLASS</b>            View film and undertake comprehension activities. Summarise plot and begin discussing characters (characterisation, motivations, goals, dialogue/language); introduce theme</p>	



Class: LIT121

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	<p><b>Continue Unit 3: Literature and Identity</b></p> <ul style="list-style-type: none"> <li>Continue reading novel <i>Life After Life</i></li> <li>Re-watch <i>Gattaca</i> film and revise key concepts, characters and film techniques analysis</li> <li>Close study of symbols and motifs in the film</li> </ul>	Course Planner
2	<p><b>CRITICAL ANALYSIS</b></p> <ul style="list-style-type: none"> <li>Students ANALYSE others' interpretations / responses to the film</li> <li>Students explore dominant/alternate readings of film</li> </ul>	
3	<p><b>ESSAY WRITING</b></p> <ul style="list-style-type: none"> <li>Explicitly teach language of analysis (tense, modality, PEEL, thesis statements)</li> <li>Joint and individual construction of parts of an essay based on a sample question</li> </ul>	
4	<p><b>ASSESSMENT TASK: ANALYTICAL EXPOSITION (SEEN EXAM)</b></p> <ul style="list-style-type: none"> <li>Teacher leads class through the marking guide, and shows sample paragraphs. Class discussion of how the sample paragraphs match levels on the marking guide</li> <li>Students given essay question seven days prior to the exam, and begin developing thesis, discussion points, and preparing page of notes (200 words)</li> </ul>	Task sheet, ISMG & essay question given to students 7 days prior to exam
5	<p><b>IA1: ANALYTICAL EXPOSITION (SEEN EXAM)</b></p> <p>Students undertake exam, 2 hours plus 15min planning time</p>	IA1 Seen Exam Analytical Essay
6	<p><b>Unit 3 continued: Literature and Identity</b></p> <ul style="list-style-type: none"> <li>Introduce topic and explore key concepts: life and death, morality and identity</li> <li>Read literary texts set in the same time period as the core text and <b>IDENTIFY</b> and <b>DISCUSS</b> dominant cultural attitudes / values / beliefs at the turn of the 20<sup>th</sup> Century</li> <li>Introduce novel and background information</li> <li>Revise the concept of representation</li> </ul>	
7	<p><b>READ THE NOVEL</b></p> <ul style="list-style-type: none"> <li>reading novel</li> <li>IDENTIFY themes, symbols, cultural assumptions</li> <li>EXAMINE how language features are manipulated to represent cultural identity</li> </ul>	
8	<p><b>READ THE NOVEL</b></p> <ul style="list-style-type: none"> <li>reading novel</li> <li>IDENTIFY themes, symbols, cultural assumptions</li> <li>EXAMINE how language features are manipulated to represent cultural identity</li> </ul>	
9	<p><b>READ THE NOVEL</b></p> <ul style="list-style-type: none"> <li>EXPLORE cultural assumptions, attitudes, values and beliefs</li> <li>EXPLORE characters in their cultural context</li> </ul>	
10	<p><b>NOVEL STUDY</b></p> <ul style="list-style-type: none"> <li>ANALYSE key chapters and events to deepen understanding of themes, characters, symbols, etc.</li> <li>IDENTIFY language features and ANALYSE how they are manipulated to represent cultural identity</li> <li>EXPLORE how readers are positioned to respond to the text</li> </ul>	IA2 Task Sheet and ISMG handed out at the END of this week



# Class Course Planner Term 1

## Year 12 Essential English

Class: ENE121

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	<b>Unit 3: Language That Influences</b> Continued from term 4 2023 <b>RESEARCH TEEN ISSUE</b> Revision and consolidation of work completed last year Students research a number of issues facing teens, developing note taking skills and acknowledgement of sources	Course Planner  Achievement Ladder Target
2	<b>PERSUASIVE GENRE FEATURES</b> 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. DISCUSS and/or view the purpose of persuasive texts and language with real world connections such as clips from films or TV shows depicting persuasive speeches, activism and protest speeches	
3	<b>A EXEMPLAR</b> Joint construction and individual construction of paragraphs using persuasive and questioning language to POSITION a reader and argue a point. Students read and DECONSTRUCT an A exemplar of a persuasive speech, IDENTIFYING structural and language features thereof.	
4	<b>DRAFTING AND ASSESSMENT</b> Students should submit drafts and conference with teachers. Students should practice presentation, focusing on eye contact, pace, pitch, and expression to engage their audience.	Draft Due
5	<b>ASSESSMENT DUE</b> Students deliver persuasive presentations	IA1 Task Due (SP)
6	<b>Unit 3 Continued</b> <b>Task 2 - CIA</b> Introduce students to gaming in the digital world and sport in society. View documentaries, read articles and listen to podcasts about gaming in the digital world and sport in society of interest to students. Options to include different types of gaming (single/team player, RPG, online) and sport (hobby, competition, professional, individual/team).  Develop word walls and vocabulary exercises on unit metalanguage focus on text structure and language features	
7	<b>EXPLORE MEDIA TEXTS</b> Explore the impact of gaming in the digital world and sport in society, through exploration of media texts and the specific impact on society at a local, national and global scale. Discuss and explore how gaming and sport are represented in texts, and the features of the texts that contribute to such representations	
8	<b>EXPLORE MEDIA TEXTS</b> Explore the impact the digital world has had on gaming and the changes made to sport, through exploration of media texts and the specific impact on the different groups in society (Para Olympics, Gay games, mental health...ASD, ADHD, anxiety). Discuss and explore how developments in gaming and sport are represented in texts, and the features of the texts that contribute to such representations.	
9	<b>HOW TO DECONSTRUCT LAYOUT FEATURES</b> 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? Students read and deconstruct a range of infographic and visual images	
10	<b>HOW TO DECONSTRUCT LANGUAGE FEATURES</b> 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





## Class Course Planner Term 1 Year 12 English

Class: ENG121

Teacher:

Week	Curriculum Intent	Assessment Feedback
1	<p><b>Unit 3: Topic 2 Conversations about Issues in Text</b></p> <ul style="list-style-type: none"> <li>10 minutes Just Read of class novel for IA1</li> <li>Brief review of issue, viewed documentary, and key terms at the beginning of the week (due to long break)</li> <li>Students begin to construct their stances on the issue in written, persuasive paragraphs</li> </ul>	IA2 Task sheets handed out this week Course Planner
2	<p><b>Unit 3: Topic 2 Conversations about Issues in Text</b></p> <ul style="list-style-type: none"> <li>10 minutes Just Read of class novel for IA1</li> <li>Students deconstruct an A Exemplar of a persuasive documentary pitch, identifying structural and language features</li> <li>Task sheet and marking criteria sheet given to students</li> <li>Review and practice persuasive techniques and technical features of a documentary</li> <li>Students begin drafting their own persuasive speeches by the end of the week</li> </ul>	
3	<p><b>Unit 3: Topic 2 Conversations about Issues in Text</b></p> <ul style="list-style-type: none"> <li>10 minutes Just Read of class novel for IA1</li> <li>Students will work on their own persuasive speech in class and at home during this week.</li> <li>Teacher will collect a rough draft by the end of the week</li> </ul>	IA2 Draft due
4	<p><b>Unit 3: Topic 2 Conversations about Issues in Text</b></p> <ul style="list-style-type: none"> <li>10 minutes Just Read of class novel for IA1</li> <li>Receive feedback on assessment draft and liaise with teacher</li> <li>Students will write and finalise final copies of documentary pitches</li> <li>Students practice delivering speeches with peer marking</li> </ul>	Written feedback on ONE draft only
5	<p><b>Unit 3: Topic 2 Conversations about Issues in Text</b></p> <ul style="list-style-type: none"> <li>10 minutes Just Read of class novel for IA1</li> <li>Final copies of documentary pitch due this week (script + digital copy of presentation)</li> <li>If performing live, students will deliver pitches in class this week</li> </ul>	IA2 Due
6	<p><b>UNIT 3: TEXTUAL CONNECTIONS Topic 1 Conversations about Concepts in Texts</b></p> <ul style="list-style-type: none"> <li>Outline assessment and unit of work</li> <li>Give students draft and due dates</li> <li>Check that students have already completed the class novel, as expected</li> <li>Engage in group activities defining key terms and concepts of the unit</li> <li>Complete group activities – presentations and writing activities centred around the concept of humanity and how we define it as a society</li> <li>Investigate the social and historical context of the novel</li> </ul>	
7	<p><b>Engage with the Film text:</b></p> <ul style="list-style-type: none"> <li>Watch chosen film</li> <li>Analyse key scenes, characters and events</li> <li>Revise film techniques</li> <li>Analyse director's choices and representation of humanity, considering motifs, music, symbols etc.</li> </ul>	
8	<p><b>Engage with the novel text:</b></p> <ul style="list-style-type: none"> <li>Engage in activities that develop student understanding of the focus elements of the assessment. How does the setting influence the actions of the characters, and dictate what we value as the essence of humanity?</li> <li>Students will engage with media articles, YouTube clips etc that are relevant to the novel and its representation of humanity</li> </ul>	
9	<p><b>Engage with the novel text:</b></p> <ul style="list-style-type: none"> <li>Engage in activities that develop student understanding of the focus elements of the assessment. How does the setting influence the actions of the characters, and dictate what we value as the essence of humanity?</li> <li>Students will engage with media articles, YouTube clips etc that are relevant to the novel and its representation of humanity</li> </ul>	
10	<p><b>REPRESENTATION OF HUMANITY IN THE TEXTS</b></p> <ul style="list-style-type: none"> <li>Continue novel analysis</li> <li>Complete analysis graphic organiser with examples from the novel and film</li> <li>Begin analysis of feature articles from <i>Metro</i> magazine</li> </ul>	IA1 Task sheets handed out this week