



Intensive English Centre Class Course Planner Term 1, 2024

Trinity Bay SHS

Hoare Street
PO Box 5071
Ph. 4037 5222

www.trinitybayshs.eq.edu.au

Class: Subject – Maths: Intermediate and Pre-mainstream

Teacher/s: Warren McDonald

Week	Curriculum Intent	Assessment x 3	Feedback x 3
Wk 1	Diagnostic assessments of new Yr 7 and current Intermediate students. Review of Pre-mainstream retention previous content.		
Wk 2	Review telling time. Analogue to digital and vice versa. Counting in 5's to 60. $\frac{1}{4}$, $\frac{1}{2}$ past, $\frac{1}{4}$ to 5, 10, 20, 25 past and to.		
Wk 3	Number and place value Recognise, model, represent and order numbers to at least 10 000 Recall multiplication and related division facts. Review Addition and Subtraction strategies to 3 digits including regrouping and trading.	Mini whiteboards- checking for understanding	Ongoing feedback
Wk 4	Number and place value Identify and describe factors and multiples of whole numbers and use them to solve problems (ACMNA098) Measurement and geometry Choose appropriate units of measurement for length, area, volume, capacity and mass (ACMMG108) – Year 5 Calculate perimeter and area of rectangles using familiar metric units (ACMMG109) – Year 5	Multiplication mini tests- timed	
Wk 5	Number and place value Represent and solve problems involving multiplication and division using efficient mental and written strategies and appropriate digital technologies (ACMNA057). Measurement Compare the <u>mass</u> of objects using informal units. Measure, order and compare objects using familiar <u>metric units</u> of mass (ACMMG061)		
Wk 6	Fractions and decimals Compare and order common unit fractions and locate and represent them on a number line (ACMNA102) – Year 5 Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies (ACMNA127) – Year 6	Multiplication/ division mini tests- timed	
Wk 7	Number and place value Recall addition facts for single-digit addition and related subtraction facts to develop efficient mental strategies for computation (ACMNA 055). <u>Add</u> single and multi-digit numbers. Fractions and decimals		

	<p>Model and represent unit fractions including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ and their multiples to a complete whole (ACMNA058)</p> <p>Recognise and interpret common uses of halves, quarters and eighths of shapes and collections (ACMNA033)</p>		
Wk 8	<p>Shape Revise 2D and 3D shapes</p> <p>Shape Connect three-dimensional objects with their nets and other two-dimensional representations (ACMMG111) – Year 5</p>	Multiplication/ division mini tests- timed	
Wk 9	Revision for Exam Exam		
Wk 10	Review of Term/ Revision of Exam		



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Class: EAL English (Unit Work) – Pre-Mainstream/Intermediate

Teacher/s: Warren McDonald and Wasana

Week	Curriculum Intent	Assessment x 3	Feedback x 3
Wk 3	<p>Building field knowledge – Orientation of the unit Biography of Ruby Bridges Retelling and sequencing Generic structure Orientation – Introduce the subject and explain why the person is noteworthy</p> <p>Life events in chronological order</p> <ul style="list-style-type: none"> - Family, childhood, education, career and key achievements - Major Events in life <p>Summary – Reaffirm the person importance and contribution to society</p>		Course Planner
Wk 4	<p>Building field knowledge – Orientation of the unit Biography of Ruby Bridges Understand and sequence narrative text</p> <p>Retelling and sequencing Generic structure – Orientation – Introduce the subject and explain why the person is noteworthy</p> <p>Life events in chronological order</p> <ul style="list-style-type: none"> - Family, childhood, education, career and key achievements - Major Events in life <p>Summary – Reaffirm the person importance and contribution to society</p>		Ongoing feedback
Wk 5	<p>Deconstruction of the text- Modelled writing (I do) Focus Biography- Ruby Bridges Comprehend a narrative text (Literal) Communicate and retell the narrative in a group</p>		Ongoing feedback
Wk 6	<p>Building field knowledge – Orientation of Text: For the right to learn : Malala Yousafzai’s Story by Rebecca Langston-George Understand and sequence narrative text Manipulate and create sentences from parts of speech Joint construction of text</p>		
Wk 7	<p>Building field knowledge – Orientation of Text: For the right to learn : Malala Yousafzai’s Story by Rebecca Langston-George Understand and sequence narrative text</p>		Unit work check in (Teachers meeting on student progress)

Wk 8	Joint construction of text (We do) For the right to learn: Malala Yousafzai's Story by Rebecca Langston-George Manipulate and create sentences from parts of speech Joint construction of text		Ongoing feedback
Wk 9	Independent construction of text (assessment) (You do) Proofreading Editing Conferencing/Publishing	EAL Bandscales – Writing Presentation Written piece	Writing conferencing
Wk 10	Consolidation of Biographies	Moderation of writing based on the EAL Bandscale levels	

Biography

NOTE - Remember that there are 3 different teachers teaching Post Beginners – so please don't try and teach everything in one lesson.

	Lesson Focus	Consolidating
Week 1	Building field knowledge <ul style="list-style-type: none"> - Focus on Genre Structure sequencing - Examples - Personal information (Name, Age, Date of Birth, Height) - Simple and compound sentences - Verbs – being and having verbs - Connectives - and - Subject-verb agreement 	<ul style="list-style-type: none"> - Reading and asking questions and responding to questions.
Week 2	Building field knowledge <ul style="list-style-type: none"> - Focus on Genre Structure sequencing - Examples - Personal information (Appearances, Family) - Noun groups 	<ul style="list-style-type: none"> - Reading and asking questions and responding to questions. - Simple and compound sentences - Connectives – and - Subject-verb agreement
Week 3	Building field knowledge <ul style="list-style-type: none"> - Focus on Genre Structure sequencing - Examples - Personal information (Daily Routines) – transport and travel - Adverbs of frequency - Verbs regular and irregular 	<ul style="list-style-type: none"> - Reading and asking questions and responding to questions. - Noun groups - Simple and compound sentences - Connectives – and - Subject-verb agreement
Week 4	De-construction <ul style="list-style-type: none"> - Whole text and sentence level (body) - Sequence of events - Time connectives conjunctions 	<ul style="list-style-type: none"> - Reading and asking questions and responding to questions. - Noun groups - Simple and compound sentences - Connectives – and - Subject-verb agreement - Adverbs of frequency - Verbs regular and irregular
Week 5	De-construction <ul style="list-style-type: none"> - Sentence level (conclusion) - Like and Dislikes - Connectives – but, because - Future ambition - Verbs – doing, being, having, saying, thinking 	<ul style="list-style-type: none"> - Reading and asking questions and responding to questions. - Noun groups - Simple and compound sentences - Connectives – and - Subject-verb agreement - Adverbs of frequency

		<ul style="list-style-type: none"> - Verbs regular and irregular
Week 6	Joint Construction <ul style="list-style-type: none"> - Based on teacher autobiography - Write as a class - Write orientation - Events 3 or 4 	<ul style="list-style-type: none"> - Reading and asking questions and responding to questions. - Noun groups - Simple and compound sentences - Connectives – and - Subject-verb agreement - Adverbs of frequency - Verbs regular and irregular
Week 7	Joint Construction <ul style="list-style-type: none"> - Carry on from last week - Conclusion - Drafting and planning - Students begin their draft. 	<ul style="list-style-type: none"> - Reading and asking questions and responding to questions. - Noun groups - Simple and compound sentences - Connectives – and - Subject-verb agreement - Adverbs of frequency - Verbs regular and irregular
Week 8	Assessment <ul style="list-style-type: none"> - Proofreading - Editing - Conferencing/Publishing 	
Week 9	Assessment <ul style="list-style-type: none"> - Publishing Autobiography on Word document 	
Week 10		



Class Course Planner – 2024

Term 1, Semester 1

Trinity Bay SHS

Hoare Street

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Class: EAL Grammar Beginner *Teacher/s:* Warren McDonald

Week	Curriculum Intent	Assessment x 3	Feedback x 3
T2 Wk1	Course preparation and orientation – course planner, rules and expectations Sentence structure <ul style="list-style-type: none"> • simple sentences • compound sentences 		Course Planner
T2 Wk2	Pronouns <ul style="list-style-type: none"> • subject • object • possessive 		
T2 Wk3	Prepositions <ul style="list-style-type: none"> • time • place 	Quiz	Quiz feedback
T2 Wk4	Noun groups <ul style="list-style-type: none"> • adjectives + noun 		
T2 Wk5	Past tense <ul style="list-style-type: none"> • irregular verbs • regular verbs 		
T2 Wk6	Past passive <ul style="list-style-type: none"> • be + past participle verb 	Quiz	Quiz feedback
T2 Wk7	Term review		
T2 Wk8	Term review	Quiz	Quiz feedback
T2 Wk9	Assessment (exam)	Assessment	
T2 Wk 10	Consolidation review		Assessment feedback



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Class: EAL Grammar Beginner *Teacher/s:* Warren McDonald and Astri Baker

Week	Curriculum Intent	Assessment x 3	Feedback x 3
T2 Wk1	Course preparation and orientation – course planner, rules and expectations Sentence structure <ul style="list-style-type: none"> • simple sentences • compound sentences 		Course Planner
T2 Wk2	Pronouns <ul style="list-style-type: none"> • subject • object • possessive 		
T2 Wk3	Prepositions <ul style="list-style-type: none"> • time • place 	Quiz	Quiz feedback
T2 Wk4	Noun groups <ul style="list-style-type: none"> • adjectives + noun 		
T2 Wk5	Past tense <ul style="list-style-type: none"> • irregular verbs • regular verbs 		
T2 Wk6	Past passive <ul style="list-style-type: none"> • be + past participle verb 	Quiz	Quiz feedback
T2 Wk7	Term review		
T2 Wk8	Term review	Quiz	Quiz feedback
T2 Wk9	Assessment (exam)	Assessment	
T2 Wk 10	Consolidation review		Assessment feedback



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Class: Subject – Maths: EAL Post Beginner

Teacher/s: Astri Baker

Week	Curriculum Intent	Assessment x 3	Feedback x 3
	<p>Each week students will spend 15 – 20 mins to consolidate prior learning.</p> <p>Focus: Relationship between addition and subtraction Efficient addition and subtraction strategies Multiplication and division Place Value Resources: Glossary of maths terms</p>	<p>Mini whiteboards- checking for understanding (daily)</p>	<p>Ongoing feedback</p>
1	<p>Diagnostic assessments IEC: Maths</p> <p>Numbers and place value Recognise, model, represent and order numbers to at least 1000 (ACMNA027) Y2</p>		
2	<p>Number and place value Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens from any starting point, then moving to other sequences (ACMNA026) Y2</p> <p>Investigate the conditions required for a number to be odd or even and identify odd and even numbers (ACMNA051)Y3</p>	<p>Multiplication mini tests- timed</p>	
3	<p>Money and financial mathematics Count and order small collections of Australian coins and notes according to their value (ACMNA034) Y2 Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents) Y3</p>	<p>Multiplication mini tests- timed</p>	
4	<p>Measurement and Geometry Tell time to the quarter hour using the language of 'past' and 'to' (ACMMG039)</p>	<p>Multiplication mini tests- timed</p>	
5	<p>Name and order months and seasons (ACMMG040) Use a calendar to identify the date and determine the number of days in each month identify the date and determine the number of days in each month ACMMG041)</p>	<p>Multiplication mini tests- timed</p>	
6	<p>Measurement Compare masses of objects using balance scales (ACMMG038) Y2</p>	<p>Multiplication mini tests- timed</p>	
7	<p>Numbers and place value Relationship between addition and subtraction Efficient addition and subtraction strategies Multiplication and division Place Value Resources: Glossary of maths terms</p>	<p>Multiplication mini tests- timed</p>	

8	Review of Term	Multiplication mini tests- timed	
9	Assessment	Assessment	
10	Revision		Feedback following assessment



Intensive English Centre
Subject: Australian Studies

Course Planner – Term 1, 2023

Trinity Bay SHS

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Class: Australian Studies – Beginners
 Environmental & human characteristics in Cairns & Australia

Teachers: Wasana Weeraratne Green

Term Week	Curriculum Intent	Assessment	Feedback
T1 Wk1	Bandscaling and testing		
T1 Wk2	Lesson 1: Indigenous perspectives of Cairns <ul style="list-style-type: none"> ❖ Yarning Circle - connect with local Aboriginal Elders ❖ Explore ways that local Aboriginal Peoples connect with the land, sea, waterways, sky and animals of their Country/Place ❖ I do: Construct a sentence about the traditional custodians of Cairns 		
T1 Wk3	Lesson 2: Home communities <ul style="list-style-type: none"> ❖ Explore student's places of origin & their connection to their home communities ❖ Students share stories about their home communities ❖ Locate and explore student's places of origin <ul style="list-style-type: none"> - Australia Map - AIATSIS Map of Indigenous Australia - Google Earth ❖ Students respond to the "My Deadly Story" writing prompt and share information about their culture and community 		
T1 Wk4	Lesson 3: My deadly story <ul style="list-style-type: none"> ❖ Students create a poster of their deadly story using ICT 		
T1 Wk5	Lesson 4: Natural features of Cairns <ul style="list-style-type: none"> ❖ Locate Cairns using <ul style="list-style-type: none"> - Australia Map - AIATSIS Map of Indigenous Australia ❖ Explore natural features of Cairns and how they have changed over time ❖ Identify, draw and label the natural features of Cairns on a map. 		
T1 Wk6	Lesson 5: Natural features of Cairns <ul style="list-style-type: none"> ❖ Further explore natural features of Cairns including Dreamtime stories of their creation ❖ We do: Jointly construct a paragraph about Cairns and its natural features. 		
T1 W7	Lesson 6: Managed and constructed features of Cairns <ul style="list-style-type: none"> ❖ Explore managed and constructed features of Cairns and how they have changed over time ❖ Identify, draw and label constructed features of Cairns on a map. ❖ We do: Joint constructed writing of a paragraph about Cairns and its constructed features. 		

T1 Wk8	Lesson 7: Assessment preparation ❖ We do: Joint constructed writing of a paragraph about Cairns. ❖ You do: Independent practice writing a paragraph about Cairns	Assessment revision	Feedback from teacher
T1 Wk9	Lesson 8: Assessment ❖ Students complete the assessment task	Assessment	
T1 Wk10	Lesson 9: Consolidation ❖ Revise learnings about Cairns ❖ Reflect on writing skills developed throughout the unit		Assessment feedback given



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Class: Subject – Maths: Intermediate and Pre-mainstream

Teacher/s: Warren McDonald

Week	Curriculum Intent	Assessment x 3	Feedback x 3
Wk 1	Diagnostic assessments of new Yr 7 and current Intermediate students. Review of Pre-mainstream retention previous content.		
Wk 2	Review telling time. Analogue to digital and vice versa. Counting in 5's to 60. $\frac{1}{4}$, $\frac{1}{2}$ past, $\frac{1}{4}$ to 5, 10, 20, 25 past and to.		
Wk 3	Number and place value Recognise, model, represent and order numbers to at least 10 000 Recall multiplication and related division facts. Review Addition and Subtraction strategies to 3 digits including regrouping and trading.	Mini whiteboards- checking for understanding	Ongoing feedback
Wk 4	Number and place value Identify and describe factors and multiples of whole numbers and use them to solve problems (ACMNA098) Measurement and geometry Choose appropriate units of measurement for length, area, volume, capacity and mass (ACMMG108) – Year 5 Calculate perimeter and area of rectangles using familiar metric units (ACMMG109) – Year 5	Multiplication mini tests- timed	
Wk 5	Number and place value Represent and solve problems involving multiplication and division using efficient mental and written strategies and appropriate digital technologies (ACMNA057). Measurement Compare the <u>mass</u> of objects using informal units. Measure, order and compare objects using familiar <u>metric units</u> of mass (ACMMG061)		
Wk 6	Fractions and decimals Compare and order common unit fractions and locate and represent them on a number line (ACMNA102) – Year 5 Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies (ACMNA127) – Year 6	Multiplication/ division mini tests- timed	
Wk 7	Number and place value Recall addition facts for single-digit addition and related subtraction facts to develop efficient mental strategies for computation (ACMNA 055). <u>Add</u> single and multi-digit numbers. Fractions and decimals		

	<p>Model and represent unit fractions including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ and their multiples to a complete whole (ACMNA058)</p> <p>Recognise and interpret common uses of halves, quarters and eighths of shapes and collections (ACMNA033)</p>		
Wk 8	<p>Shape Revise 2D and 3D shapes</p> <p>Shape Connect three-dimensional objects with their nets and other two-dimensional representations (ACMMG111) – Year 5</p>	Multiplication/ division mini tests- timed	
Wk 9	Revision for Exam Exam		
Wk 10	Review of Term/ Revision of Exam		



Class Course Planner – 2024 Semester 1, Term 1

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Class: **VSK20113 Certificate II in Skills for Work and Vocational Pathways**

RTO Provider 30446

Trainer : **Rod Ives rives5@eq.edu.au**

Week	CURRICULUM INTENT	Assessment x 3	Feedback x 3
2	<p>BSBWHS211 Contribute to health and safety of self and others FSKOCM005 Use oral communication skills for effective workplace presentations FSKLRG006 - Participate in work placement</p> <ul style="list-style-type: none"> Course overview: student induction/ unit requirements/ housekeeping Locating and saving files to my documents Reviewing activity and assessment tasks for term 4 units Case Study 1 Completed incident form/ Completed Hazard form 	<p>Pre-test (Writing sample)</p>	<p>Course Planner</p>
3	<p>BSBWHS211 Contribute to health and safety of self and others FSKOCM005 Use oral communication skills for effective workplace presentations</p> <ul style="list-style-type: none"> Case Study 2 Case Study 3 	<p>Ongoing –portfolio activity and assessment tasks</p>	<p>Ongoing –feedback on portfolio activity and assessment tasks</p>
4	<p>BSBWHS211 Contribute to health and safety of self and others FSKOCM005 Use oral communication skills for effective workplace presentations</p> <ul style="list-style-type: none"> Short answer Questions WH&S WORKBOOK 	<p>Ongoing –portfolio activity and assessment tasks</p>	<p>Ongoing –feedback on portfolio activity and assessment tasks</p>
5	<p>BSBWHS211 Contribute to health and safety of self and others FSKOCM005 Use oral communication skills for effective workplace presentations</p> <ul style="list-style-type: none"> Short answer Questions WH&S WORKBOOK 	<p>Ongoing –portfolio activity and assessment tasks</p>	<p>Review of progress through portfolio tasks</p>
6	<p>BSBWHS211 Contribute to health and safety of self and others FSKOCM005 Use oral communication skills for effective workplace presentations</p> <ul style="list-style-type: none"> Assignment 1 Prepare a WHS Report 	<p>Ongoing –portfolio activity and assessment tasks</p>	<p>Ongoing –feedback on portfolio activity and assessment tasks</p>
7	<p>BSBWHS211 Contribute to health and safety of self and others FSKOCM005 Use oral communication skills for effective workplace presentations</p> <ul style="list-style-type: none"> Assignment 2 Prepare PowerPoint presentation for staff induction 	<p>Ongoing –portfolio activity and assessment</p>	<p>Review of progress through portfolio tasks</p>
8	<p>BSBWHS211 Contribute to health and safety of self and others FSKOCM005 Use oral communication skills for effective workplace presentations</p> <ul style="list-style-type: none"> Assignment 2 Prepare PowerPoint presentation for staff induction Quiz 	<p>Ongoing –portfolio activity and assessment tasks</p>	<p>Ongoing –feedback on portfolio activity and assessment tasks</p>
9	<p>BSBWHS211 Contribute to health and safety of self and others FSKOCM005 Use oral communication skills for effective workplace presentations</p> <ul style="list-style-type: none"> Assignment 2 PowerPoint presentation for staff induction 	<p>Ongoing –portfolio activity and assessment tasks</p>	<p>Feed-forward; review progress through competencies</p>
10	<p>BSBWHS211 Contribute to health and safety of self and others FSKOCM005 Use oral communication skills for effective workplace presentations</p> <ul style="list-style-type: none"> Assignment 2 PowerPoint presentation for staff induction Quiz 	<p>Ongoing –portfolio activity and assessment tasks</p>	<p>Ongoing –feedback on portfolio activity and assessment tasks</p>
	<p>FSKLRG006 - Participate in work placement</p> <ul style="list-style-type: none"> Students are to participate in 1-week work experience throughout the course of the certificate 	<p>Reflection, placement logbook</p>	<p>Feedback from employer and or certificate (VPG)</p>



Class Course Planner – 2024

Term 1 Certificate 11 Auslan

Trinity Bay SHS

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www.trinitybayshs.eq.edu.au

Class: 10/11 AUSLAN

Teacher/s: Mr Rod Ives rives5@eq.edu.au

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T1 Wk1	Introductions and Fingerspelling <ul style="list-style-type: none"> Introduction of course and discussion of expectations. Introduce workbook. Introduce fingerspelling and discuss the importance of it. 		Course planners distributed.
T1 Wk2	Numbers and Family signs: <ul style="list-style-type: none"> Review last week's work. Numbers and personal vocabulary signs introduced. Students complete basic questionnaire about people's names, addresses and ph numbers. Introduce family signs 		Ongoing verbal feedback on signing
T1 Wk3	Numbers and Family signs: <ul style="list-style-type: none"> Finger spelling test expressive and receptive. Introduce school signs and the concept of topicalization. Students make some topicalized sentences using the vocabulary covered so far. 	Expressive and Receptive fingerspelling test	
T1 Wk4	Depicting Signs <ul style="list-style-type: none"> Colour signs. Introduce colours. Students view sing a rainbow sing in Auslan video clip. Depicting signs. What are they? Introduce concept of depicting signs. Watch video clip and sign information using depicting signs. Family review 		
T1 Wk5	Hobbies Vocabulary: <ul style="list-style-type: none"> Watch videos of stories being told using depicting signs Hobbies signs. Introduce hobbies signs. Students play memory using these signs. 		Ongoing verbal feedback on approaches to site.
T1 Wk6	Individual Introduction Video: <ul style="list-style-type: none"> Bringing assessments together. Students put all information together and practise their assessments. Video Individual presentations 	Individual Video Presentation	
T1 Wk7	Food Vocabulary: <ul style="list-style-type: none"> Complete the introduction of food and drink vocabulary. Introduce the idea of classifiers. Students look at how they could use classifiers to show eating different foods. Complete for examples written on board. Produce 5 Sentences. 		
T1 Wk8	Directional Verbs: Directional verbs - giving the food item to others movement activity. I went to the shop and I bought? Complete Plan for Partner Video		
T1 Wk9	Partner Introduction Video: Bringing assessments together. Students put all information together and practise their assessments. Video Partner Presentations	Partner Video Presentations	
T1 Wk 10	Self-Evaluations/ Review	Self and Peer Evaluations	Feedback and Goals for Term 2



Class Course Planner – 2024

Term 1 Certificate 11 Auslan

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Class: 11/12 AUSLAN

Teacher/s: Mr Rod Ives rives5@eq.edu.au

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T1 Wk2	Introductions and Fingerspelling <ul style="list-style-type: none"> Introduction of course and discussion of expectations. Introduce workbook. Review fingerspelling and numbers. Name signs complete focus sheet 		Course planners distributed.
T1 Wk3	Employment/ Jobs signs: <ul style="list-style-type: none"> Introduce Unit to be covered this term. Introduce Jobs vocabulary. Discuss depicting signs. Show action for each job using depicting sign. SIGN JOB - SHOW ACTION 		Ongoing verbal feedback on signing
T1 Wk4	Role shift: <ul style="list-style-type: none"> Review vocabulary from last week. Students present two of their examples of sign- depicting sign to the group. Others record what is happening. Introduce/ review role shift. Students develop a simple role shift for a specific job situation 		
T1 Wk5	Employment Signs <ul style="list-style-type: none"> Review discuss use of roles shift. Using Jobs vocabulary students develop a short presentation using role shift. Present to the class. Vocabulary test 	Vocabulary test Jobs	
T1 Wk6	Shopping Vocabulary: <ul style="list-style-type: none"> Introduce Shopping Vocabulary. complete vocabulary- depicting signs activity 	Expressive and Receptive fingerspelling test	Ongoing verbal feedback on approaches to site.
T1 Wk7	Positional language: <ul style="list-style-type: none"> Review of positional language and Reference tracking. Students explain how to get from one shop to another shop using reference tracking. Finger spelling receptive test 	Individual Video Presentation	
T1 Wk8	Role shift and Depicting signs: <ul style="list-style-type: none"> Focus on role shift and depicting signs Review Video clips and analyse 	Shopping Vocabulary Assessments	
T1 Wk9	Video Assessment Preparation: Students present assessment to ALMs for review of their work. Ready to film next week	Video Presentations	
T1 Wk10	Video Assessment: Bringing assessments together. Students put all information together and practise their assessments. Video Presentations	Self and Peer Evaluations	Feedback and Goals for Term 2



Class Course Planner – 2024
Semester 1, Term 1
Australian Studies

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Class: Beginners, Intensive English Centre
Teacher/s: Astri Baker

Week	Curriculum Intent	Assessment	Feedback x 3
1	<p>Where in the World Map of the World</p> <p>What Country are you from? – origin in reference to Australia Asking and responding to questions - Simple sentences, Compound sentences Where are you from? I came from ... Where were you born? I was born in ... When did you move to Australia? I moved to Australia in</p>		<p>Course Planner</p> <p>Assessment and expectations</p>
2	<p>Mapping of Australia</p> <p>Look at a Map of Australia? Look at States, Territories and Oceans. Discuss what is a key? Why do maps have keys? Label States, Territories and Oceans. Place a key on student map Simple sentences (eg Queensland is a state in Australia.) Prepositions (Eg, Northern Territory is between Western Australia and Queensland and above South Australia) States and Territories sizes – largest to smallest Puzzle of Australia – put back together Add to states, territories and size of each in retrieval chart</p>		Ongoing feedback
3	<p>Capital Cities</p> <p>Locating Capital Cities of States and Territories on Map. Labelling Capital Cities of States and Territories on Student Map. Rearranging Subject in simple sentences (Eg, Brisbane is the capital city of Queensland, The capital city of Queensland is Brisbane.) Proper Nouns – for States, Territories, Oceans, Names of Cities and Towns Handwriting of Capital Letters (Beginners) Add capital cities to retrieval chart</p>		Ongoing feedback
4	<p>Landmarks</p> <p>Discuss difference between manmade and natural landmarks Synonyms manmade and natural Locate landmarks on Map Cut and Paste landmarks on Map? Progressive Tense (timeless presents) – is, are, have, has. Simple sentences or complex sentences. Celebrity heads – with States and Territories, Cities, Landmarks Complete retrieval chart</p>		
5	<p>Emblems</p> <p>Notetaking – Clickview Flora and Fauna emblems for each state Cloze activity – completing sentences using notes. Questions and answers Celebrity heads – with States and Territories, Cities, Landmarks, Emblems</p>		

	Simple sentence to compound or complex (intermediates)		
6	Deconstruct exemplar/information report about Queensland Features, headings, images Examine Macro Themes (topic sentence) of exemplar Cut and paste information report back together – use exemplar Importance of visuals		
7	Complete the Cloze Activity about Queensland Read and comprehend Complete the information report about Queensland in Microsoft Word Collaborative activity		
8	Complete the information report about Queensland in Microsoft Word Collaborative activity		
9	Present to peers- oral language activity	EAL Bandscales – Presentation (speaking)	
10	Exploring other places around Australia- own internet research		Moderation of writing based on the EAL Bandscale levels



Class Course Planner – 2024
Semester 1, Term 1
English (Unit work- Biography)

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Class: Beginners, Intensive English Centre
Teacher/s: Astri Baker and Warren Mc Donald

Week	Curriculum Intent	Assessment	Feedback x 3
1	Building field knowledge – Orientation of the unit Reading, comprehending, retelling and sequencing Explore the purpose and structure of biographies Orientation – introduce the subject and explain why they are noteworthy Life events in chronological order: family, childhood, education, career, key achievements, major events in life Summary – reaffirm the person importance and contribution to society		Course Planner Assessment and expectations
2	Building field knowledge – Orientation of the unit Reading, comprehending, retelling and sequencing Explore the purpose and structure of biographies Orientation – introduce the subject and explain why they are noteworthy Life events in chronological order: family, childhood, education, career, key achievements, major events in life Summary – reaffirm the person importance and contribution to society		Ongoing feedback
3	Deconstruction of the text - Modelled writing (I do)		Ongoing feedback
4	Deconstruction of the text- Modelled writing (I do)		
5	Joint construction of text - (We do)		
6	Joint construction of text (We do)		Ongoing feedback
7	Joint construction of text (We do) and Planning for assessment (independent biographies) Conducting interviews of subjects		Check in (Teachers meet regarding student progress)
8	Independent construction of text (assessment) (You do) Proofreading Editing Conferencing/Publishing	Assessment Task 1- Write a biography	Writing conferencing
9	Assessment – presentation (You do) Proofreading Editing Conferencing/Publishing	EAL Bandscales – Presentation (speaking) Writing	
10	Consolidation of Biographies		Moderation of writing based on the EAL Bandscale levels