



Class Course Planner Term 2 Year 7 Extension English

Trinity Bay SHS

26 – 62 Hoare Street

Manunda, CAIRNS 4870

PO Box 5071

Ph. 40375 222

www.trinitybayshs.eq.edu.au

Class: ENG07

Teacher:

Week	Curriculum Intent	Assessment	Feedback
Wk 1	ANALYSIS of MEMOIR USING PICTURE BOOKS <ul style="list-style-type: none"> Analyse implied meaning in images. Complete activities on figurative language Use QAR model to complete reading activities of picture books Share personal memories of similar experiences 		
Wk 2	<ul style="list-style-type: none"> Examining first person narrative, students to experiment Identify language which conveys emotions or feelings. (Language of Affect) Identify language which conveys aspects of people's behaviour (Language of Judgment). 		
Wk 3	<ul style="list-style-type: none"> Students to watch extracts from <i>Rabbit Proof Fence</i>. Students to research and discuss their findings about the Stolen Generations. Teacher to select and read several poems from the perspective of a young girl taken from her family from the book <i>Sister Heart</i> by Sally Morgan. Read to the class the picture book, <i>Found</i> by Robert Pascoe and discuss how the story is another representation of the stories of the Stolen Generation (an extended metaphor) Students to experiment with a previously written practice memoir, turning it into an extended metaphor or a series of poems. 		
Wk 4	<ul style="list-style-type: none"> In small groups students to use iPads to photograph different memorials around the school and research the history of those memorialised. Students to make a video report of their findings for the class. Students to research famous memorials around the world and share the stories and significance of them 		
Wk 5	<ul style="list-style-type: none"> Students to research the life of Anne Frank. Student to draw on their experiences from the recent COVID lockdowns to write an imaginative memoir as someone in a similar position to Anne Students to experiment with presenting information using multimodal elements. 		
Wk 6	UNIT 2: UNPACKING TASK 2 DRAFTS DUE <ul style="list-style-type: none"> Deconstruct A exemplar and modelled construction of a memoir Students receive task and criteria sheet Students complete a draft multi modal memoir and conference with their teacher to receive feedback 		Review task and criteria sheet A Exemplar
Wk 7	<ul style="list-style-type: none"> Hand memoir speech drafts back this week Students edit work and conference with the teacher Students rehearse their speeches in class and at home 	Draft feedback	
Wk 8	ASSESSMENT DUE		
Wk 9	UNIT 3: POETIC LICENCE <ul style="list-style-type: none"> Introduction to poetry as chosen by the teacher The teacher will do some preliminary work around poetry/poetic techniques/background before students start to read and deconstruct selected poems ("I Do"). Building word walls, echo/chanting oral literacy skills of new terms Students start to read and deconstruct selected poems ("I Do/We do") 		Achievement Ladder Feedback Course Planner
Wk 10	STUDENTS WILL READ SELECTED POEMS <ul style="list-style-type: none"> Students will be required to read the selected poetry in class aloud, in groups In class focus on poetic techniques – simile, rhyme, alliteration, metaphor, personification, (Vocab, Description, Devices) ("I Do, We Do") 		



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Class: ENG07

Teacher:

Week	Curriculum Intent	Assessment	Feedback
Wk 1	ANALYSIS of BIOGRAPHY USING PICTURE BOOKS (FLOOD) <ul style="list-style-type: none"> Analyse implied meaning in images. Complete activities on figurative language Use QAR model to complete reading activities of picture books Share personal memories of similar experiences Activate prior knowledge of courage 		
Wk 2	<ul style="list-style-type: none"> 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 Identify language which conveys emotions or feelings. (Language of Affect) Identify language which conveys aspects of people's behaviour (Language of Judgment). 		
Wk 3	<ul style="list-style-type: none"> Explore the key structural features of the biography and the function they serve, e.g. orient the reader through completing transformation exercises, i.e. cutting sentences, paragraphs or whole texts into smaller chunks to be reconstructed in the correct sequence exploring graphic organisers and generic structure scaffolds 		
Wk 4	<ul style="list-style-type: none"> In small groups students to use iPads to photographs different memorials around the school and research the history of those memorialised. Students to make a video report of their findings for the class. Students to research famous memorials around the word and share the stories and significance of them 		
Wk 5	<ul style="list-style-type: none"> Students to research courageous individual and practice writing and presenting information Students to experiment with presenting information using multimodal elements. 		
Wk 6	UNIT 2: UNPACKING TASK 2 DRAFTS DUE <ul style="list-style-type: none"> Deconstruct A exemplar and modelled construction of a biography Students receive task and criteria sheet Students complete a draft multi modal biography and conference with their teacher to receive feedback 		Review task and criteria sheet A Exemplar
Wk 7	<ul style="list-style-type: none"> Hand biography speech drafts back this week Students edit work and conference with the teacher Students rehearse their speeches in class and at home 	Draft feedback	
Wk 8	ASSESSMENT DUE		
Wk 9	UNIT 3: POETIC LICENCE <ul style="list-style-type: none"> Introduction to poetry as chosen by the teacher The teacher will do some preliminary work around poetry/poetic techniques/background before students start to read and deconstruct selected poems ("I Do"). Building word walls, echo/chanting oral literacy skills of new terms Students start to read and deconstruct selected poems ("I Do/We do") 		Achievement Ladder Feedback Course Planner
Wk 10	STUDENTS WILL READ SELECTED POEMS <ul style="list-style-type: none"> Students will be required to read the selected poetry in class aloud, in groups In class focus on poetic techniques – simile, rhyme, alliteration, metaphor, personification, (Vocab, Description, Devices) ("I Do, We Do") 		



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Week	Curriculum Intent	Assessment	Feedback
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Wk 2	<ul style="list-style-type: none"> 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 Identify language which conveys emotions or feelings. (Language of Affect) Identify language which conveys aspects of people’s behaviour (Language of Judgment). 		
Wk 3	<ul style="list-style-type: none"> Explore the key structural features of the biography and the function they serve, e.g. orient the reader through completing transformation exercises, i.e. cutting sentences, paragraphs or whole texts into smaller chunks to be reconstructed in the correct sequence exploring graphic organisers and generic structure scaffolds 		
Wk 4	<ul style="list-style-type: none"> In small groups students to use iPads to photographs different memorials around the school and research the history of those memorialised. Students to make a video report of their findings for the class. Students to research famous memorials around the word and share the stories and significance of them 		
Wk 5	<ul style="list-style-type: none"> Students to research courageous individual and practice writing and presenting information Students to experiment with presenting information using multimodal elements. 		
Wk 6	UNIT 2: UNPACKING TASK 2 DRAFTS DUE <ul style="list-style-type: none"> Deconstruct A exemplar and modelled construction of a biography Students receive task and criteria sheet Students complete a draft multi modal biography and conference with their teacher to receive feedback 		Review task and criteria sheet A Exemplar
Wk 7	<ul style="list-style-type: none"> Hand biography speech drafts back this week Students edit work and conference with the teacher Students rehearse their speeches in class and at home 	Draft feedback	
Wk 8	ASSESSMENT DUE		
Wk 9	UNIT 3: THROUGH THE LENS <ul style="list-style-type: none"> Discussing favourite films, introduce and define the term genre. Discuss different genres and student’s favourite film genres. Discuss the theme family, belonging and achieving impossible dreams, create class definitions of the terms and discuss student dreams for the future or goals students have set and achieved. Discuss the feelings associated with achieving a dream or goal. Introduce specialist film vocabulary – eg: shot size, camera angle & movement, mis-en-scene, music, lighting. Create definitions, draw diagrams, view film clips to identify different film shots. Students may use iPads to demonstrate knowledge and understanding of different shots (extreme close up, medium shot, long shot) and angles (overshot, high angle, eye level, low angle) 		Achievement Ladder Feedback Course Planner
Wk 10	FILM STUDY <ul style="list-style-type: none"> Students begin watching class film 		



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Class:

Teacher:

Week	Curriculum Intent	Assessment	Feedback
Wk 1	STUDENTS WILL READ SELECTED POEMS <ul style="list-style-type: none"> Students will be required to read the selected poetry in class aloud, in groups In class focus on poetic techniques – simile, rhyme, alliteration, metaphor, personification, (Vocab, Description, Devices) (“I Do, We Do”) 		A-C data results and new targets Course planners
Wk 2	UNPACKING SELECTED POEMS <ul style="list-style-type: none"> Students will be required to read the selected poetry in class aloud, in groups In class focus on poetic techniques – simile, rhyme, alliteration, metaphor, personification, (Vocab, Description, Devices) (“I Do, We Do”) 		
Wk 3	UNPACKING SELECTED POEMS <ul style="list-style-type: none"> Students will be required to read the selected poetry in class aloud, in groups In class focus on poetic techniques – simile, rhyme, alliteration, metaphor, personification, (Vocab, Description, Devices) (“I Do, We Do”) 		
Wk 4	UNPACKING SELECTED POEMS <ul style="list-style-type: none"> In class focus on poetic techniques – simile, rhyme, alliteration, metaphor, personification, (Vocab, Description, Devices) (“I Do, We Do”) Teacher modelling, joint deconstruction of poetry analysis (We Do) 		
Wk 5	UNPACKING SELECTED POEMS <ul style="list-style-type: none"> In class focus on poetic techniques – simile, rhyme, alliteration, metaphor, personification, (Vocab, Description, Devices) (“I Do, We Do”) Teacher modelling, joint deconstruction of poetry analysis / essay writing (We Do) 		
Wk 6	UNPACKING SELECTED POEMS <ul style="list-style-type: none"> Teacher modelling, joint deconstruction of poetry analysis / essay writing (We Do) Students complete PEEL paragraph practice Read and deconstruct A Exemplar essay 		A Exemplar
Wk 7	UNPACKING SELECTED POETRY and TASK <ul style="list-style-type: none"> Students drafting, editing and conferencing essay with teacher Rehearsal of oral presentation 		Task and Criteria
Wk 8	ASSESSMENT COMPLETION <ul style="list-style-type: none"> Students editing and reworking drafts. (You do) 		Feedback on draft
Wk 9	ASSESSMENT DUE <ul style="list-style-type: none"> Students editing and reworking drafts. (You do) Students completing assessment 	Task 2: Poetry Analysis (SP)	
Wk 10	Unit 3: YOUTH ISSUES ON THE SMALL SCREEN <ul style="list-style-type: none"> Students are viewing TV series 		



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Class: ENG081

Teacher:

Week	Curriculum Intent	Assessment	Feedback
Wk 1	<p>UNIT 2: YOUTH ISSUES ON THE SMALL SCREEN</p> <ul style="list-style-type: none"> Introduction to television as a medium (with a particular focus on TV series devoted to fictional stories/characters) (“I Do”). Background plot and character information about the particular series (i.e. why the series is important to watch). View and respond to the cover art and synopsis of the series – what clues does the cover give about who might be the target audience? How does the cover begin to position viewers to respond to characters? View the trailer – what is the purpose of the trailer? What information does it give about the character? 		<p>Achievement Ladder Target</p> <p>Course Planner</p>
Wk 2	<p>VIEWING/DISCUSSION OF CHOSEN TV SERIES: _____</p> <ul style="list-style-type: none"> 3-4 episodes (plus discussion and analysis of each episode). Focus on Characterisation, Issues/Themes, Settings, and Production Values (“I Do, We Do”). Discuss and compare the features that communicate character viewpoint such as dialogue and speech conventions, behaviours and body language. Examining character viewpoint – students to identify and explain the features that communicate one character’s viewpoint about the issue 		
Wk 3	<p>VIEWING/DISCUSSION OF CHOSEN TV SERIES: _____</p> <ul style="list-style-type: none"> Students to write a response in the character’s voice explaining the issue from this character’s perspective. Encourage students to use the character’s words and ways of speaking in their responses. Students to review the meaning of ethics and ethical issues 	<p>Class Quiz and Discussions (Cold Calling/No Opt Out)</p>	
Wk 4	<p>VIEWING/DISCUSSION OF CHOSEN TV SERIES: _____</p> <ul style="list-style-type: none"> Examining character viewpoint – students to identify and explain the features that communicate one character’s viewpoint about the issue Examining gaps and silences Examining ethical or moral issues faced by characters Practicing writing as character about events from the show 		<p>A Exemplar</p>
Wk 5	<p>VIEWING/DISCUSSION OF CHOSEN TV SERIES: _____</p> <ul style="list-style-type: none"> Examining character viewpoint – students to identify and explain the features that communicate one character’s viewpoint about the issue Examining gaps and silences Examining ethical or moral issues faced by characters Practicing writing as character about events from the show 		<p>Feedback on draft</p>
Wk 6	<p>UNPACKING TASK</p> <ul style="list-style-type: none"> Teacher modelling, joint deconstruction of monologue (We Do) including script conventions Identifying gaps and silences in text 		
Wk 7	<p>UNPACKING TASK</p> <ul style="list-style-type: none"> Planning and drafting monologue 		
Wk 8	<p>ASSESSMENT DUE</p> <ul style="list-style-type: none"> Students editing and reworking drafts. (You do) Students completing assessment 	<p>Task 2 monologue</p>	
Wk 9	<p>UNIT 3: THROUGH THE LENS</p> <ul style="list-style-type: none"> Review and discuss knowledge and understanding of how visual and audio features communicate ideas to viewers about a group in society (“I Do, We Do”). Students view and discuss construction of representation in film clips <p>Review and discuss examples of representations of Aboriginal peoples and Torres Strait Islander peoples. Consider what ideas are communicated about: Country and Place, People, Identity, Culture</p>		
Wk 10	<p>UNPACKING SELECTED FILM CLIPS</p> <ul style="list-style-type: none"> View a number of film clips several times to identify and explain features that communicate ideas about the values of Aboriginal peoples and Torres Strait Islander peoples. Record examples and explanations. Discuss examples and explanations with peers. Identify similarities and differences in how ideas about values are communicated. Record the similarities and differences. Consider: How is the group represented? What values are evident? What visual and audio features are used to convey ideas about the values? <p>Review the language of comparison, for example ‘however’, ‘on the other hand’, ‘similarly’ and ‘in contrast’</p>		



Class Course Planner Term 2 Year 8 Literature

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Class:

Teacher:

Week	Curriculum Intent	Assessment	Feedback
Wk 1	STUDENTS WILL READ THE NOVEL: <ul style="list-style-type: none"> 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 2	STUDENTS WILL READ THE NOVEL: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Students will complete character tracking maps Identify gaps and silences with in the novel they could insert a monologue Practice personal writing as a character focused on emotion and use of figurative language 		
Wk 5	<ul style="list-style-type: none"> Students to review the meaning of ethics and ethical issues 		
Wk 6	MONOLOGUES <ul style="list-style-type: none"> Students to write a response in the character’s voice explaining the issue from this character’s perspective. Encourage students to use the character’s words and ways of speaking in their responses. 		
Wk 7	MONOLOGUES <ul style="list-style-type: none"> Review and consolidate the features of a dramatic monologue The teacher needs to show (and demonstrate) an A Exemplar monologue with a minor character Specific focus on script layout conventions 		A Exemplar Draft due
Wk 8	EXAM DUE	Task 2: Written Dramatic Monologue due	
Wk 9	<u>UNIT 3: THROUGH THE LENS</u> <ul style="list-style-type: none"> Review and discuss knowledge and understanding of how visual and audio features communicate ideas to viewers about a group in society (“I Do, We Do”). Students view and discuss construction of representation in film clips Review and discuss examples of representations of Aboriginal peoples and Torres Strait Islander peoples. Consider what ideas are communicated about: Country and Place, People, Identity, Culture		Course Planer Review A-C data
Wk 10	UNPACKING SELECTED FILM CLIPS <ul style="list-style-type: none"> View a number of film clips several times to identify and explain features that communicate ideas about the values of Aboriginal peoples and Torres Strait Islander peoples. Record examples and explanations. Discuss examples and explanations with peers. Identify similarities and differences in how ideas about values are communicated. Record the similarities and differences. Consider: How is the group represented? What values are evident? What visual and audio features are used to convey ideas about the values? Review the language of comparison, for example ‘however’, ‘on the other hand’, ‘similarly’ and ‘in contrast’ 		



Class Course Planner Term 2, Year 9 Essential English

Trinity Bay SHS

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Class: ENG091

Teacher:

Week	Curriculum Intent	Assessment	Feedback
Wk 1	LANGUAGE FEATURES OF MEMOIRS <ul style="list-style-type: none"> Just READ! Study of grammar / punctuation / language use in memoir writing by reading examples and deconstructing Students share anecdotes orally about significant life events 		Course Planner Achievement Ladder Results
Wk 2	LANGUAGE FEATURES OF MEMOIRS <ul style="list-style-type: none"> Just READ! Study of grammar / punctuation / language use in memoir writing by reading examples and deconstructing Creation of multi-modal reflective collages 		
Wk 3	LANGUAGE FEATURES OF MEMOIRS <ul style="list-style-type: none"> Just READ! Read and view selection of memoirs analysing language features such as figurative language, idiom, hyperbole Practice writing and sharing Sharing circle of significant objects/ memoires 		
Wk 4	LANGUAGE FEATURES OF MEMOIRS <ul style="list-style-type: none"> Just READ! Read and research Anne Frank Students write about Covid experiences Create multi modal reflective collage about global/national or local covid experiences 		
Wk 5	LANGUAGE FEATURES OF MEMOIRS <ul style="list-style-type: none"> Just READ! Read and view selection of memoirs analysing implied meaning, symbolism, emotive word choices Students experiment with language techniques and share responses with class 		
Wk 6	ASSESSMENT TASK 3: Memoir <ul style="list-style-type: none"> Just READ! Deconstruct an A Exemplar Memoir Students plan and draft their work 		Task and Criteria Sheet A Exemplar
Wk 7	ASSESSMENT TASK 3: Memoir <ul style="list-style-type: none"> Just READ! Students plan and draft their work Working of multi modal elements 		Task and Criteria Sheet A Exemplar
Wk 8	<ul style="list-style-type: none"> Just READ! Students will submit a draft of their memoir at the beginning of this week Teacher will mark and return it with enough time for students to rehearse and / or record their performance 		
Wk 9	ASSESSMENT TASK 3: Memoir <ul style="list-style-type: none"> Present Memoirs at the start of this week <p>Students are to borrow novel for next term and begin reading</p>	Task 3: Memoir (SP)	Semester 1 Report / Ladder
Wk 10	UNIT 3: A Novel APPROACH Students are reading class novel		



Class Course Planner Term 2 Year 9 English and Literature

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Class: ENG091

Teacher:

Week	Curriculum Intent	Assessment	Feedback
Wk 1	UNIT 2: ALL THE WORLD'S A STAGE "" <ul style="list-style-type: none"> • Introduction to unit and context of the play • Students begin reading through chosen class text, and complete comprehension activities as they go • EXTENSION TASK –students may choose to read the novel as well as the play (If available) 		Course Planner Achievement Ladder results
Wk 2	<ul style="list-style-type: none"> • Develop understanding of purpose of play, roles in theatre, stage directions, 		
Wk 3	<ul style="list-style-type: none"> • Continue reading text from previous week • Comprehension and language work activities based on features of the studied text • Character analysis tracker • Plot graphing activities 		
Wk 4	<ul style="list-style-type: none"> • Continue reading text from previous week Comprehension and language work activities based on features of the studied text		
Wk 5	<ul style="list-style-type: none"> • Identifying gapes and silences for a suitable character monologue 		
Wk 6	<ul style="list-style-type: none"> • Students will read and deconstruct an A Exemplar including use of script conventions • Students will work plan and write their dramatic monologue 		Task and Criteria Sheet A Exemplar
Wk 7	<ul style="list-style-type: none"> • Students will submit a draft of the dramatic monologue by Friday this week. Teacher will mark and return it at the beginning of week 8, to allow rehearsal time 		
Wk 8	<ul style="list-style-type: none"> • Students will edit and rehearse their character monologue in groups • Students are recommended to pre-record their monologue instead of performing in front of the class, making use of setting, costume, props 		
Wk 9	ASSESSMENT TASK 3: ADDITIONAL SCENE <ul style="list-style-type: none"> • Hand in script and performance (LIVE or pre-recorded) at the start of this week <b style="color: red;">Students are to borrow novels for next term and begin reading	Task 2: Monologue (SP)	Semester 1 Report / Ladder
Wk 10	UNIT 3: NOVEL ANALYSIS Students begin reading class novel		



Class Course Planner Term 2 Year 10 English

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Class:

Teacher:

Week	Curriculum Intent	Assessment	Feedback
Wk 1	UNIT 2: TEXTS AND CULTURE (FINDING A VOICE) <ul style="list-style-type: none"> Discuss and identify the features of an autobiography Introduction to the autobiography as chosen by the teacher Explore the novel's social, historical and cultural context Students start reading the autobiography in class and at home towards week's end 		Achievement Ladder YTD Course Planner
Wk 2	READING THE AUTOBIOGRAPHY <ul style="list-style-type: none"> Students will be required to read the autobiography in class and at home In class focus on narrative, characterisation, themes, setting and language techniques 		
Wk 3	READING THE AUTOBIOGRAPHY <ul style="list-style-type: none"> Students will be required to read the autobiography in class and at home In class focus on narrative, characterisation, themes, setting and language techniques 	Pop quiz on key content	
Wk 4	CHARACTERISATION <ul style="list-style-type: none"> Analyse and reflect on the construction of various characters, events and ideas through close reading of key passages from the text Experiment with language including aesthetic features to create new and reconstructed texts 		Ongoing teacher feedback
Wk 5	GAPS AND SILENCES <ul style="list-style-type: none"> Define gaps and silences and their purpose and identify within the text Consider events from multiple characters' perspectives 		
Wk 6	THE MONOLOGUE GENRE <ul style="list-style-type: none"> Analyse and explore the monologue genre Practise the language and structural features of a monologue Teacher guided deconstruction of an A exemplar 		
Wk 7	TASK 2: WRITING MONOLOGUE <ul style="list-style-type: none"> Hand out task and criteria sheets In class planning and drafting Drafts due at the end of the week 		Students given task and criteria sheets
Wk 8	TASK 2: WRITING MONOLOGUE <ul style="list-style-type: none"> Individual and whole class drafting feedback In class drafting 		Individual and whole class drafting feedback
Wk 9	TASK 2: MONOLOGUE DUE <ul style="list-style-type: none"> Assessment due beginning to mid-week 	Task 2: Monologue (WR)	
Wk 10	WORK EXPERIENCE WEEK		



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Class: EEN10

Teacher:

Week	Curriculum Intent	Assessment	Feedback
Wk 1	UNIT 2: LANGUAGE THAT WORKS - LITERACY FOR THE WORKPLACE <ul style="list-style-type: none"> Explore and define different types of employment Quiz to see employment areas that suit students Articles on future work pathways 		Achievement Ladder Target Course Planner
Wk 2	UNIT 2: LANGUAGE THAT WORKS: LITERACY FOR THE WORKPLACE <ul style="list-style-type: none"> Consolidation of employment terminology Investigate places to find job vacancies – online and in print media Identify information needed for online applications to big companies 		
Wk 3	UNIT 2: LANGUAGE THAT WORKS: LITERACY FOR THE WORKPLACE <ul style="list-style-type: none"> Introduce resumes – why job seekers use them and the different formats. Read and analyse a number of resume styles Identify the layout for a general resume and the language used 		
Wk 4	UNIT 2: LANGUAGE THAT WORKS: LITERACY FOR THE WORKPLACE <ul style="list-style-type: none"> Formal language for the workplace Computer skills – email, Microsoft Word 		
Wk 5	UNIT 2: LANGUAGE THAT WORKS: LITERACY FOR THE WORKPLACE <ul style="list-style-type: none"> Resume drafting – identifying personal strengths, experience, referees and references Layout of resume – dot points, subtitles 		A Exemplar
Wk 6	UNIT 2: LANGUAGE THAT WORKS: LITERACY FOR THE WORKPLACE <ul style="list-style-type: none"> Resume drafting – identifying personal strengths, experience, referees and references Layout of resume – dot points, subtitles 		Draft feedback
Wk 7	UNIT 2: LANGUAGE THAT WORKS: LITERACY FOR THE WORKPLACE <ul style="list-style-type: none"> Complaints in the Workplace Creating a complaint record Responding to complaints verbally and in writing 		
Wk 8	UNIT 2: LANGUAGE THAT WORKS: LITERACY FOR THE WORKPLACE <ul style="list-style-type: none"> Exemplar of complaint response Drafting of complaint response 		
Wk 9	UNIT 2: LANGUAGE THAT WORKS: LITERACY FOR THE WORKPLACE <ul style="list-style-type: none"> Drafting of complaint response Finalising portfolio – resume, complaint response & short response questions 	Task 2: Portfolio Due	Draft Feedback
Wk10	WORK EXPERIENCE		



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Wk 1	UNIT 2: OUTSIDE THE BUBBLE <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Read through the play both in class and at home. Complete comprehension exercises Build knowledge of themes within the play 		
Wk 3	SHAKESPEARE STUDY <ul style="list-style-type: none"> Read through the play both in class and at home. Complete comprehension exercises Build knowledge of themes within the play 		
Wk 4	INTERTEXTUALITY <ul style="list-style-type: none"> 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	REVISE NARRATIVE WRITING GENRE CONVENTIONS <ul style="list-style-type: none"> Revise short story genre conventions. Revise and improve use of narrative language features such as imagery, figurative language, and extended metaphor, direct and indirect speech, using a variety of sentence types and implicit description and characterisation. Explore a range of short story structures At this time, students will read and study a variety of short stories 		Teacher feedback on workbook notes/exercises
Wk 6	REVISE NARRATIVE WRITING GENRE CONVENTIONS <ul style="list-style-type: none"> Revise short story genre conventions. Revise and improve use of narrative language features such as imagery, figurative language, and extended metaphor, direct and indirect speech, using a variety of sentence types and implicit description and characterisation. Explore a range of short story structures At this time, students will read and study a variety of short stories 		
Wk 7	ASSESSMENT PLANNING <ul style="list-style-type: none"> 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)	
Wk 10	WORK EXPERIENCE WEEK		



Class Course Planner Term 2

Year 11 English

Trinity Bay SHS

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Class:

Teacher:

Week	Curriculum Intent	Assessment	Feedback
Wk 1	<p>**NOVEL MUST BE FINISHED BY TODAY** BEGIN WATCHING THE FILM VERSION OF THE NOVEL</p> <ul style="list-style-type: none"> Introduce film & cast, director, screen writer. Film viewing (suggest using 2 lessons to view film with minimal interruption) Introduction of specialist film vocabulary – eg: shot size, camera angle & 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? 		Course Planner
Wk 2	<p>FILM AND NOVEL COMPARISON</p> <ul style="list-style-type: none"> Is the film narrative the same as the novel? Discuss the alterations to characterisation How have specific film techniques contributed to the creation of characters and concepts of gender? View segments of film again to support analysis. 		
Wk 3	<p>FILM AND NOVEL COMPARISON</p> <ul style="list-style-type: none"> Joint construction and individual construction of paragraphs using persuasive and questioning language to POSITION a reader and argue a point Teachers should model, scaffold (where appropriate) and deconstruct elements of the genre with students 		
Wk 4	<p>FILM AND NOVEL COMPARISON – FEATURE ARTICLES</p> <ul style="list-style-type: none"> 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: feature articles in a magazine or online articles about gender roles etc. Issue task and criteria sheet. Discuss with the class Teachers should provide an exemplar and explicitly teach the structural and language features of the sample text 	Task and ISMG handed out this week	A Exemplar Feature Article
Wk 5	<p>DRAFT: FEATURE ARTICLE</p> <ul style="list-style-type: none"> Developing students self-editing techniques – Does it look right? Does it sound right? Drafting and conferencing. Full drafts due at end of this week 		
Wk 6	<ul style="list-style-type: none"> Return student drafts One on one conferencing where needed. Students edit their final copy of assessment 		
Wk 7	<p>UNIT 2: TEXTS AND CULTURE “The Outsiders” Topic 1: Creative Response to Literary Texts Discuss and explore the concepts of ‘culture’ and ‘identity’ Brainstorm and discuss how culture is transmitted Explore different representations of Australian identity and discuss how cultural stereotypes impact on a person’s sense of belonging</p>	IA1: Feature Article Due In	
Wk 8	<p>CONTEXT OF THE PLAY Introduction to the play as chosen by the teacher Explore the play’s social, historical and cultural context Make predictions about the play based on its title and cover</p>		
Wk 9	<p>READING THE PLAY Students read the play in class and at home In class focus on narrative, characterisation, themes, setting and language techniques</p>		Feedback on Assessment IA2
Wk 10	<p>READING THE PLAY Finish reading the play this week In class focus on narrative, characterisation, themes, setting and language techniques A film version of the play may be viewed</p>		



Class Course Planner Term 2 Year 11 Literature

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Class: LIT

Teacher:

Week	Curriculum Intent	Assessment	Feedback
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		Course Planner Achievement Ladder YTD
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	Quick Quiz to discern understanding	
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		Feedback on results of Quick Quiz
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	
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		A Exemplar Monologue
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 submit a video recording by the end of this week.	FIA2: Internal Monologue (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		Achievement Ladder YTD
Wk 10	VICTORIAN POETRY STUDY Begin a case study of Elizabeth Barrett Browning and analysis of her poems		



Class Course Planner Term 2 Year 11 Essential English

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Class:

Teacher:

Week	Curriculum Intent	Assessment	Feedback
Wk 1	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		Course Planner Achievement Ladder
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	FCIA: Short Response EXAM	
Wk 8	UNIT 2: TEXTS & HUMAN EXPERIENCES Topic 1 – Viewing & Responding to Reflective Texts (FIA3) 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 FCIA Task
Wk 10	Responding to texts Compare the film <i>Lion</i> with excerpts from the biography <i>Lion: A Long Way Home</i> 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 Year 12 English

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Class: ENG12

Teacher:

Week	Curriculum Intent	Assessment	Feedback
1	Deconstruction of texts <ul style="list-style-type: none"> • Deconstruct extracts of an A exemplar as a class or in small groups • Students devise a list of questions for clarification • Model joint construction of elements • Joint planning of feature article 		A Exemplar
2	Deconstruction of texts <ul style="list-style-type: none"> • Model joint construction of elements • Joint planning of feature article 		
3	Drafting period <ul style="list-style-type: none"> • Choose a focus element (see task sheet) Students begin drafting feature article, with ongoing teacher feedback and advice	Draft due at the end of this week	Teacher provides verbal and written feedback
4	Feature Article, Assessment Task Students apply teacher feedback and write final copy of assessment piece	IA1 Feature Article Due	
5	UNIT 4: TOPIC 1 CREATIVE RESPONSES TO LITERARY TEXTS Discuss and explore the purpose of narratives and the play genre Begin a creative writing journal to build students' skills over the unit Introduction to the play as chosen by the teacher		
6	CONTEXT OF THE PLAY Make predictions about the play based on its title and cover Explore the play's social, historical and cultural context		
7	READING THE PLAY Students read the play in class and at home In class focus on narrative, characterisation, themes, setting and language techniques		
8	READING THE PLAY Students read the play in class and at home In class focus on narrative, characterisation, themes, setting and language techniques		
9	READING THE PLAY Must finish reading the play this week In class focus on narrative, characterisation, themes, setting and language techniques A film version of the play may be viewed	Pop quiz on key content	
10	CHARACTERISATION Analyse the construction of characters through close reading of key passages from the text Draw out character traits, attitudes, values and beliefs Experiment with language including aesthetic features to create new and reconstructed texts		



Class Course Planner – Term 2

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Class: Year 12 Essential English, **EEN**

Teacher:

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
TWk1	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?		
Wk2	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? Focus on message of personal or group resilience		
Wk3	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. Reading visuals and reading text		
Wk4	ASSESSMENT DUE Students complete common internal short response exam	CIA: Short Response EXAM	
Wk5	UNIT 4 TOPIC 1: INTRODUCTION TO THE UNIT Students research a number of social issues. Social and historical context of 'Protesting.' Focusing on current and historical examples The purpose of poetry/songs.		
Wk 6	POETIC LANGUAGE TECHNIQUES AND STRUCTURE -Analyse the structure of poems/songs: verses, stanzas, chorus, rhyming pattern and scheme, regular metre, bridge. -Use ET method to REVISE, EXTEND and APPLY of language devices – figurative language, alliteration, rhyme, onomatopoeia, imagery -Analysis of structure/techniques		
Wk 7	SONG DECONSTRUCTION -identify social issues explored in protest songs -historical/social and cultural context of song -analyse language and structure of poems.		
Wk 8	SONG DECONSTRUCTION -identify social issues explored in protest songs -historical/social and cultural context of song -analyse language and structure of poems.		
Wk 9	THEMES AND MESSAGES -analyse text structures and language features that convey themes/messages		
Wk10	PERSUASIVE WRITING TECHNIQUES 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		

