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<th>Language</th>
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<th>Topic/Context</th>
<th>Duration</th>
<th>Content Descriptors</th>
<th>Unit Intent</th>
<th>Links to ISC Literacy Agenda</th>
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<tbody>
<tr>
<td>Unit 1</td>
<td><strong>Remember When</strong> - Memoirs</td>
<td>Term 1</td>
<td>ACELA 1557, ACELA 1561, ACELA 1562, ACELA 1552, ACELA 1551, ACELA 1770, ACELA 1556, ACELA 1553 ACELY 1746, ACELY 1747, ACELY 1740, ACELY 1743, ACELY 1745, ACELY1742, ACELY 1744, ACELY 1739 ACELT 1773, ACELT 1638, ACELT 1772, ACELT1636, ACELT 1633, ACELT1635, ACELT 1771, ACELT 1634</td>
<td>Students read, analyse and evaluate memoirs written by migrants to Australia. The learn the generic and language requirements of memoirs; they write their own memoir.</td>
<td>3-level guide to deconstruct written</td>
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<td>Unit 2</td>
<td><strong>Novel</strong> – study of a complete novel</td>
<td>Term 2</td>
<td>ACEL 1545, ACELA1547, ACELA1549, ACELA1543, ACELA1809, ACELA1766, ACELA1544 ACELY1736, ACELY1810, ACELY1738, ACELY1730, ACELY1732, ACELY1733, ACELY1734 ACELT1629, ACELT1807</td>
<td>Students read a class novel independently. They learn how what happens to characters informs plot development and structure. They learn how language is used by writers to</td>
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<th>Unit</th>
<th>Topic/Context</th>
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<th>Content Descriptors</th>
<th>Unit Intent</th>
<th>Syllabus Context Descriptors</th>
<th>Subject Specific Skills</th>
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<tr>
<td>Unit 3</td>
<td><strong>Film and Photography</strong></td>
<td>9 weeks</td>
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<td>Students study visual literacy in a range of texts such as film and photographs</td>
<td>ACELA1548, ACELY1735, ACELT 1628</td>
<td>. understand film as literary text . narrative structure in film . visual literacy . elements of film-making . vocabulary and language structures specific to content and assessment</td>
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<td>. use of language to position readers</td>
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<td>. use of language to describe people, places and events</td>
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<td>. planning, drafting, proofreading and editing of own memoir</td>
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<td>describe setting, characters and mood</td>
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**Links to ISC Literacy Agenda:**
- Development of vocabulary and spelling.
- Paragraph writing.
- PEEL structure.
- Punctuation.

**ICT capability enhanced by:**
- On-line research.
- Production of Powerpoint slides.

<table>
<thead>
<tr>
<th>Subject-specific skills explicitly taught:</th>
</tr>
</thead>
<tbody>
<tr>
<td>. text structure and organisation of novels</td>
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<td>. narrative genre</td>
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<td>. reading for understanding</td>
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<td>. descriptive writing – adjectives and adjetival phases/clauses</td>
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<td>. tense</td>
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<td>. narrative perspective</td>
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<tr>
<td>. speaking presentation skills</td>
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<td>. paragraph writing – topic sentences</td>
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<tr>
<td>. using text to provide evidence/quotes</td>
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</tbody>
</table>
### Assessment

**Assessment Task:**
- Task 1: Reading comprehension (exam)
- Task 2: Writing a personal memoir (exam)

Students will be assessed on ability to:
- interpret an extract from a memoir
- identify and analyse the use of language features
- evaluate the representations in the text
- create their own memoir to explore a personal experience

**Assessment Tasks:**
- Task 1: Spoken assignment. Guided tour of novel setting.
- Task 2: Written exam – analytical response to novel

### Assessment

**4.1 Written Assignment**
- (Week 9) Digital Scrapbook

### Topic/Context:

#### Unit 1
- **Topic/Context:** *Remember When* - Memoirs
  - Students examine memoir texts and write their own.
  - **Duration:** Term 1
  - **Content Descriptors:** ACELA 1557, ACELA 1561, ACELA 1562, ACELA 1552, ACELA 1551, ACELA 1770, ACELA 1556, ACELA 1553, ACELY 1746, ACELY 1747, ACELY 1740, ACELY 1743, ACELY 1745, ACELY1742, ACELY 1744, ACELY 1739, ACILT 1773, ACILT 1638, ACILT 1772

#### Unit 2
- **Topic/Context:** *Journeys* - in Literary texts
  - Students view a film and a range of other short literary texts linked by the theme of Journeys.
  - **Duration:** Term 2
  - **Content Descriptors:** ACELA1548, ACELA1547, ACELA1549, ACELA1541, ACELA1540, ACELA1809, ACELY1736, ACELY1738
Unit Intent: Students read, analyse and evaluate memoirs written by migrants to Australia. The learn the generic and language requirements of memoirs; they write their own memoir.

Links to ISC Literacy Agenda: 3-level guide to deconstruct written texts; paragraph-writing

Subject-specific skills explicitly taught:
- generic structure of memoirs
- author’s purpose
- use of language to position readers
- use of language to describe people, places and events
- past tense/first person
- close reading of texts for analysis
- evaluation of migrant experiences/empathy
- planning, drafting, proofreading and editing of own memoir
- explicit teaching of paragraph structure

Unit Intent: Students read and view a range of literary texts in order to develop close reading and critical viewing skills; they will study a range of written genre-types and learn how language in literary texts is used. In line with the “extension” nature of this course challenging texts will be chosen to encourage extension of reading skills.

Links to ISC Literacy Agenda: Spelling and vocabulary
Paragraph writing.

ICT capability enhanced by: On-line research.
Subject-specific skills explicitly taught:
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Assessment Task:</th>
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<tbody>
<tr>
<td></td>
<td>Task 1: Reading comprehension (exam)</td>
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<tr>
<td></td>
<td>Task 2: Writing a personal memoir (exam)</td>
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</tbody>
</table>

Students will be assessed on ability to:
- Interpret an extract from a memoir
- Identify and analyse the use of language features
- Evaluate the representations in the text

- Literary text genres
- Literary text language elements
- Logical development of argument using specific text examples
- Related vocabulary
- Visual literary – elements of film
- Research skills
- Speaking presentation skills – verbal and non-verbal
- The link between plot and character development in film
- Planning, drafting, proofreading, editing
- Using palm card effectively
Innisfail State College Curriculum Plan V1.1

English

Thursday, 13 December 2012
10:43 AM

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
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</thead>
</table>
| **English** | **9** | **Topic/Context:** *Persuading Others* – Designing a new Australian Flag  
Students learn and use a range of persuasive written and spoken techniques.  
**Duration:** Term 1  
**Content Descriptors:** ACELA1560, ACELA1557, ACELA1561, ACELA1562, ACELA1552, ACELA1551, ACELA1550, ACELA1556, ACELA1553, ACELY1746, ACELY1747, ACELY1748, ACELY1740, ACELY1741, ACELY1811, ACELY1743, ACELY1745, ACELY1742, ACELT1773, ACELT1638, ACELT1772, ACELT1636, | **Topic/Context:** *The Language of Poetry*  
Students will read a range of poems in different styles and with varied subject matter by a range of poets. The will learn how the language Used in poetry-writing is different from that used in other literary forms.  
**Duration:** 5 weeks  
**Content Descriptors:** ACELA1547, ACELA1549, ACELA1544, ACELY1736, ACELY1732, ACELY1733, ACELY1734, ACELT1767, ACELT1629, ACELT1626, ACELT1627 | **Unit:** Other Worlds  
**Duration:** 9 weeks  
**Unit Intent:** Students study a range of speculative fiction texts, both literary and non-literary including film, short stories, poetry, articles, photographs, poster.  
**Syllabus Context Descriptors:** ACELT1638, ACELA1553, ACELY1744, ACELY1745, ACELY1747, ACELT1635 | **Subject Specific Skills:** . narrative genre . understanding of |
Unit Intent:
Students read and view a range of texts about Australian issues, including the composition and history of the Australian flag – they must develop their own responses to the issues, including the design of a new Australian flag, and be able to justify their point of view to their audience.

Links to ISC Literacy Agenda:
Development of vocabulary and spelling. PEEL structure.

Links to ISC Numeracy Agenda:
Timelines

ICT capability enhanced by:
- online research – history of Australian flag
- designing own flag - software

Subject-specific skills explicitly taught:
- purpose of persuasive texts
- author’s perspective/bias

responding to text PEE strategy

Subject-specific skills explicitly taught:
- similes
- metaphors
- purpose of figurative language
- onomatopoeia
- rhythmic patterns – purpose
- rhyme – including homophones
- genre patterns eg ballad; lyric poetry; limericks; haiku
- analysing poems for meaning and understanding
- author’s purpose – subject matter and theme
- use of punctuation in poetry

sub-strand Science Fiction/Speculative Fiction
(history/genre etc)
- writing using stimulus material
- theme/subject matter/setting
- developing characters in fiction
- writing description
- control of text elements – grammar, spelling, punctuation
- Sci Fi vocabulary
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Assessment Tasks:</th>
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<tbody>
<tr>
<td></td>
<td>Task 1: Spoken analytical (Debate) Assignment</td>
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<td></td>
<td>Task 2: Persuasive letter in support of design of new Australian flag</td>
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<td>Students will be assessed on their use of persuasive language and techniques.</td>
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<td>Assessment Task: Written exam – paragraph answers about unseen poem.</td>
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<td></td>
<td>Assessment: Task 4.1 Short Story (Week 9) Imaginative response to stimulus. Written in class under controlled conditions over two lessons.</td>
</tr>
</tbody>
</table>
**Topic/Context:** Persuading Others – Designing a new Australian Flag
Students learn and use a range of persuasive written and spoken techniques.

**Duration:** Term 1

**Content Descriptors:**
ACELA1560, ACELA1557, ACELA1561, ACELA1562, ACELA1552, ACELA1551, ACELA1550, ACELA1556, ACELA1553, ACELY1746, ACELY1747, ACELY1748, ACELY1740, ACELY1741, ACELY1811, ACELY1743, ACELY1745, ACELY1742, ACELT1773, ACELT1638, ACELT1772, ACELT1636, ACELT1637, ACELT1633, ACELT1635, ACELT1771

**Unit Intent:** Students read and view a range of texts about Australian issues, including the composition and history of the Australian flag – they must develop their own responses to

**Topic/Context:** The Language of Poetry
Students will read a range of poems in different styles and with varied subject matter by a range of poets. They will learn how the language used in poetry-writing is different from that used in other literary forms.

**Duration:** 5 weeks

**Content Descriptors:**
ACELA1547, ACELA1549, ACELA1544, ACELY1736, ACELY1732, ACELY1733, ACELY1734, ACELT1767, ACELT1629, ACELT1626, ACELT1627

**Unit Intent:** This is a language-based unit intended to focus on teaching students figurative language, including similes and metaphors; rhythm; rhyme and other poetic devices.

**Links to ISC Literacy Agenda**
- Vocabulary/terminology specific to unit
- Writing in paragraphs – responding to text PEE strategy

**Subject-specific skills explicitly taught:**
- similes
- metaphors
- purpose of figurative language
- onomatopoeia
- rhythmic patterns – purpose
- rhyme – including homophones
- genre patterns eg
the issues, including the design of a new Australian flag, and be able to justify their point of view to their audience.

Links to ISC Literacy Agenda:
- Development of vocabulary and spelling.
- PEEL structure.

Links to ISC Numeracy Agenda:
- Timelines

ICT capability enhanced by:
- online research – history of Australian flag
- designing own flag - software

Subject-specific skills explicitly taught:
- purpose of persuasive texts
- author’s perspective/bias in texts
- persuasive language
- verbal and non-verbal persuasive techniques
- reading and listening to persuasive texts for both literal and inferred meaning
- structure of persuasive arguments (PEEL)
- rhetorical language devices

ballad; lyric poetry; limericks; haiku
- analysing poems for meaning and understanding
- author’s purpose – subject matter and theme
- use of punctuation in poetry
### Assessment

**Assessment Tasks:**
- Task 1: Spoken analytical (Debate) Assignment
- Task 2: Persuasive letter in support of design of new Australian flag

Students will be assessed on their use of persuasive language and techniques.

**Assessment Task:**
Written exam – structured analytical essay in response to unseen poem.

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**Innisfail State College Curriculum Plan V1.1**

**English**

Thursday, 13 December 2012
10:43 AM

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic/Context: Journalism- perspectives on the news</th>
<th>Content Descriptors: ACELA1569, ACELA1572, ACELA 1571, ACELA1570, ACELA1573, ACELA1564, ACELA1565, ACELA1563, ACELA1566, ACELA1568, ACELA1567 ACELY1757,</th>
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<tbody>
<tr>
<td>Unit 2</td>
<td>Topic/ Context: Novel – students independently read a complete novel. Close and detailed study of novels enables student to develop a range of important literacy and thinking skills.</td>
<td>Duration: Term 2 Content Descriptors:</td>
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<tr>
<td>Unit 3</td>
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<td>Unit 4</td>
<td>Unit: Advertising Duration: 8 weeks Unit Intent: In this unit students study the persuasive language and images of advertising</td>
<td>Syllabus Context Descriptors:</td>
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**Unit Intent:** Students read, view and listen to a range of print, television, radio and on-line news texts. They will learn that news is a construct and as such is positioning the audience in particular ways for different purposes. Students will develop personal responses to issues and be able to justify them.

**Links to ISC Literacy Agenda:**
- 3-level guide to deconstruct written texts
- Paragraph writing
- Vocabulary (and spelling) linked to topic
- PEEL structure

**ICT capability enhanced by:**
- on-line news sites
- Powerpoint

**Subject-specific skills explicitly taught:**
- language features of news texts
- generic features of news texts
- types of texts eg news reports,

**Unit Intent:** Students read a complete novel and build on knowledge learned in Yrs 8 and 9 about narrative genre and language, author’s perspective.

**Analysis skills:**
- use of persuasive language devices
- persuasive speaking devices
- structuring persuasive texts
- linking persuasive purpose to target audience
- deconstruction and analysis of print and television advertisements
- use of drawing software
- planning, drafting, proof-reading, editing

| ACELY1750,   | ACELY1776,   | ACELY1556,    |
| ACELY1751,   | ACELY1553,   | ACELY1553,    |
| ACELY1813,   | ACELY1749,   | ACELY1749,    |
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| ACELT1641,   | ACELY1747,   | ACELY1747,    |
| ACELT1812    | ACELY1743,   | ACELY1743,    |
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|              | AELT1636     | ACELY1749,    |
|              | ACELT1633    | ACELY1749,    |
|              | ACELT1635    | ACELY1749,    |

**Subject Specific Skills:**
- use of persuasive language devices
- persuasive speaking devices
- structuring persuasive texts
- linking persuasive purpose to target audience
- deconstruction and analysis of print and television advertisements
- use of drawing software
- planning, drafting, proof-reading, editing
editorials, opinion columns, Letters to the Editor, news photos/captions/graphics/tables/maps. bias in representations of news. visual literacy. current affairs. speaking skills. persuasive language. justification of opinion. planning, drafting, proofreading, editing, rehearsal are developed through activities designed to direct students understanding of plot and character development, setting, theme and mood.

**Links to ISC Literacy Agenda:**
- Vocabulary and spelling
- PEEL strategy
- Paragraph writing

**Subject-specific skills explicitly taught:**
- narrative genre
- reading for meaning – implied and explicit
- reading for enjoyment
- reading to increase word acquisition
- reading to increase fluency
- learning about plot, character, setting, theme
- descriptive writing
- controlling spelling and punctuation
- writing in sentences of
varying length and complexity, paragraphing, author’s perspective – writing for an audience, planning, drafting, proofreading, editing.

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<tr>
<th>Assessment</th>
<th>Assessment Tasks:</th>
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<tbody>
<tr>
<td></td>
<td>Task 1: Spoken expository – presenting a personal response to a current news story. (Assignment) Task 2: Written opinion in response to news text/s. (Exam) Students will be assessed on: . ability to understand news texts . ability present a justified point of view . ability to use language and non-verbal skills to achieve the above</td>
</tr>
</tbody>
</table>

| Assessment Tasks: |

| Assessment: |
| Task 4.1 Poster campaign (Week 8) Written assignment with poster. |

| English Extension | Topic/Context: SATIRE Understanding and analysing satire in texts Duration: Term 1 Content Descriptors: ACELA1569, ACELA1572, ACELA1564, ACELA1565, ACELA1568, ACELA1567 |
| Topic/Context: Literary Texts In this 2-term unit students read and view a range of literary texts including a complete novel, a film, a short |

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<th>Unit 1</th>
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</table>
Unit Intent: Students read, view and analyse the techniques used in satirical texts.

Links to Literacy Agenda:
- 3-level guide
- Vocabulary/spelling
- PEEL structure

ICT capability enhanced by:
- on-line content embedded in unit

Subject-specific skills explicitly taught:
- Comprehend satirical texts through listening, viewing and reading
- Compose texts through speaking, writing, creating
- Analyse and use text features and grammar
- Understand and apply word knowledge
- Understand and interpret visual texts
- Analyse, evaluate and synthesise information
- Know and understand accepted values and ethical principles

Duration: Terms 2 and 3

Content Descriptors:
- ACELA1569,
- ACELA1571,
- ACELA1570,
- ACELA1573,
- ACELA1565,
- ACELA1563,
- ACELA1566,
- ACELA1561,
- ACELA1556,
- ACELA1553

Unit Intent: Students will explore the theme of justice across a range of stories, a range of poetry – based on the theme of justice.
<table>
<thead>
<tr>
<th>Task</th>
<th>Literary Text Genres</th>
</tr>
</thead>
<tbody>
<tr>
<td>. develop a critical understanding of social, historical and cultural contexts</td>
<td>Close and detailed study of novels enables student to develop a range of important literacy and thinking skills.</td>
</tr>
<tr>
<td>. develop an understanding of how and why satire is used in texts</td>
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</tbody>
</table>

Links to ISC Literacy Strategy:
- Vocabulary and spelling
- PEEL strategy
- Paragraph writing

Subject-specific skills explicitly taught:
- narrative genre
- reading for meaning – implied and explicit
- reading for enjoyment
- reading to increase word acquisition
- reading to increase fluency
- learning about plot, character, setting, theme
- descriptive writing
- controlling spelling and punctuation
- writing in sentences of varying length and complexity
- paragraphing
- author's
| Assessment | Assessment Tasks:  
Task 1: Reading comprehension (Exam)  
Task 2: Written analysis based on stimulus (exam)  
Students will be assessed on their ability to:  
Interpretation of a political cartoon which uses satire.  
Analysis of how language and visuals are used for satirical effect.  
Ability to construct a well-written and logical essay in response to question and stimulus. | Assessment Tasks:  
Task 1: Written exam – essay in response to novel  
Task 2: Spoken imaginative assignment  
Task 3: Written imaginative assignment |

**Innisfail State College Curriculum Plan V1.1**

**English**

**Thursday, 13 December 2012**

10:43 AM

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
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</thead>
</table>
| English Communication | Y11 | **Topic/Context:** An Australian Snapshot – Representations of Australian Identity  
Students examine the use of the Australian stereotype in a range of print and visual texts.  
**Duration:** Term 1 | **Topic/Context:** Rock On! Planning a concert tour.  
**Duration:** Term 2 | **Unit:** Don’t Give Up  
**Film unit**  
**Duration:** 8 weeks |
Content: Students will examine texts such as advertisements, short stories, news reports and photos, episodes from TV shows, film – to inform their learning about what stereotypes are and how they can be used to position readers, viewers, customers; how they can include or exclude people. Stereotypes of gender, ethnicity, age, class, occupation, appearance etc will be studied.

Unit intent: Students will learn how stereotypes can be used to sell products, influence opinions, construct news angles and to inform and entertain us.

Links to Literacy Agenda:
- 3-level guide
- relevant vocabulary and spelling

Subject-specific skills explicitly taught:
- what is a stereotype?
- how stereotypes are used in advertising
- stereotypes in literary and non-literary texts
- descriptive language (people and places)

allows students to engage in a wide range of reading, writing, ICT and research tasks. Students must write a Press Release for the band tour; design a CD cover; plan travel and accommodation.

Links to ISC Literacy Agenda:
- Vocabulary and spelling
- Paragraph writing

Links to ISC Numeracy Agenda:
- Reading timetables
- Planning flight times

ICT capability enhanced by:
- Use of on-line travel and booking sites eg Wot If; Airline schedules.
- Using digital cameras and photograph editing software. Using Publisher

Subject-specific skills explicitly taught:
- using correct genres for different written

Unit Intent:
Students view feature films which are designed to inspire in some way. They learn about film techniques and learn the persuasive techniques of film reviews.

Subject-Specific Skills:
- understanding film as an example of a literary text/narrative
- identifying narrative structure in film
- developing and justifying own opinion
- review genre and vocabulary
- researching skills
- time management
- planning, drafting, proof-reading, editing
- PEEL paragraph writing
- sentence structure, compound and complex sentences
### Speaking Skills – Verbal and Non-verbal
- Research – Famous Australians
- Visual literacy – and the language to explain elements
- Reading for literal and inferred meaning
- Vocabulary
- Past tense
- Sentence construction/grammar
- Paragraph construction

### Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Assessment Tasks:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1: Spoken – Biographical Recount (an Australian I admire) assignment.</td>
<td></td>
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</table>

### Assessment Task:
- Written – folio of documents supporting band tour.

### Assessment:
- Task 4.1 Spoken Assignment Week 7/8
  - Written film review

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
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<tbody>
<tr>
<td>English Y11</td>
<td><strong>Topic/Context:</strong> <em>The</em></td>
<td><strong>Topic/Context:</strong></td>
<td><strong>11 Authority</strong></td>
</tr>
</tbody>
</table>
### Face of Australia – exploring Australian Identity through texts

**Duration:** Term 1  
**Content:** Examining Australia’s cultural identity, including indigenous perspectives, through literary and non-literary texts – short story, poetry, film, documentary, journals.  
**Unit Intent:** Students to develop a critical understanding of what it means to be Australian through close analysis of the language and visual language of texts.  
**Links to Literacy Agenda:**  
- Explicit teaching of literacy through teaching of grammar and generic structures, vocabulary and logical organisation of ideas.  
**Subject-specific skills explicitly taught:**  
- reading, writing and viewing  
- positioning of readers/audience  
- narrative genre  
- description/setting  
- paragraph construction/topic sentences  
- visual literacy – using language to

### HAMLET – students read the entire play text.

**Unit Intent:** They learn about Shakespeare’s world and the language and dramatic conventions he used. Students analyse the character of Hamlet. They further develop analytical essay-writing skills.  
**Links to ISC Literacy Agenda:**  
- Vocabulary development  
- Paragraph writing  
**Links to ISC Numeracy Agenda:**  
- Roman numerals  
**Subject-specific skills explicitly taught:**  
- vocabulary – origins of modern English words and sayings  
- iambic pentameter  
- rhyming couplets  
- plot and character development  
- teaching of expository essay genre patterns  
- selecting

### English

**Unit:** News Media and Technology

**Duration:** 8 weeks

**Unit Intent:** Students study the way news media has become linked to technology and social media. They learn to develop opinions which are supported by justification. Wide reading and viewing of current issues in news media texts.

**Subject-Specific Skills:**

- reading and viewing media texts – written, visual, online/current media issues
- the power of positioning and bias in media texts
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Assessment Tasks:</th>
<th>Assessment Task:</th>
<th>(Week 8)</th>
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<tbody>
<tr>
<td></td>
<td>Task 1- Written Imaginative - Narrative (Assignment) Task 2 – Spoken Persuasive - speech</td>
<td>Analytical essay – exam conditions.</td>
<td>Based on stimulus material. 1 week to plan response. Written under exam conditions.</td>
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