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| TERM 1 | <u>Kickstart</u> |   | <p><b>Project: How can we celebrate and thank our brave servicemen and women?</b><br/> <i>Students investigate the nature of WWI and WWII in both a global and national context. They explore this through the study of historical sources and narrative passages in order to then write their own.</i></p> <p><b>Topic/Unit:</b><br/>           English: Imaginative writing (with a small focus on persuasive and informative for NAPLAN)</p> <p><b>Timing:</b><br/>           Term 1 Week 1 – Term 2 Week 2</p> <p><b>Outcomes:</b><br/>           Assessed: EN5-3B, EN5-5C, EN5-6C</p> <p><b>Skills consolidation from Stage 4:</b> Imaginative writing (longer pieces)</p> <p><b>Skills + concepts + tools:</b><br/>           English textual concepts: Character, narrative, theme, representation<br/>           English text requirements: Poetry (optional), Non-fiction, ATSI texts (optional), Fiction</p> <p><b>Literacy + numeracy focus:</b> Creative writing, figurative language, sensory language, understanding text, creating texts, grammar, punctuation, spelling</p> <p><b>4C's:</b> Communication, creativity (LDW focus and activities to be determined by teacher to differentiate for students)</p> <p><b>Assessment dates and weightings:</b><br/>           Narrative and source reflection due end week nine<br/>           HPGE students are expected to manipulate the narrative structure, use more sophisticated devices and embed a more complex historical source</p> |   |   |   |   |   |   |    |    |
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| TERM 2 |   |   |   | NAPLAN | <p><b><u>Project: How do we help the most vulnerable in our community?</u></b><br/> <i>Students examine the wellbeing of various communities; cultural, local and global. They look at interventions for said groups and explore their experiences through a range of slam and spoken poetry.</i></p> <p><b><u>Topic/Unit:</u></b><br/> English: Analytical writing, short answer responses, reading</p> <p><b><u>Timing:</u></b><br/> Week 2 – 10</p> <p><b><u>Outcomes:</u></b><br/> Assessed: EN5-1A, EN5-4B</p> <p><b><u>Skills consolidation from Stage 4:</u></b> Technique analysis and evaluation, short answer responses, examination skill development</p> <p><b><u>Skills + concepts + tools:</u></b><br/> English textual concepts: Perspective, style, connotation, imagery and symbol<br/> English text requirements: Picture book, ATSI texts, Poetry (slam/spoken)</p> <p><b><u>Literacy + numeracy focus:</u></b> Listening, understanding texts, creating texts</p> <p><b><u>4C's:</u></b> Critical thinking, communication (LDW focus and activities to be determined by teacher to differentiate for students)</p> <p><b><u>Assessment dates and weightings:</u></b><br/> Short answer paper completed in classes week nine<br/> HPGE students will be expected to analyse data on a vulnerable group and this will then be combined with English textual analysis of a slam poem (of the same vulnerable group)</p> |   |   |   |   |    |

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| TERM 3 | <b><u>Project: How can we pay it forward?</u></b><br><i>Students examine a film for aspects of mental health and then reflect on their own life experiences, using these things to compose in a new form (discursive writing).</i> |   |   |   |   |   |   |   |   |    |
|        | <b><u>Topic/Unit:</u></b><br>Close study of film<br>Discursive and reflective writing, viewing   |   |   |   |   |   |   |   |   |    |
|        | <b><u>Timing:</u></b><br>Week 1 - 10   |   |   |   |   |   |   |   |   |    |
|        | <b><u>Outcomes:</u></b><br>Assessed: EN5-7D, EN5-9E  |   |   |   |   |   |   |   |   |    |
|        | <b><u>Skills consolidation from Stage 4:</u></b> Discursive writing (finding personal voice), reflective writing (critical thinking about form – Stage 5 and 6 readiness)  |   |   |   |   |   |   |   |   |    |
|        | <b><u>Skills + concepts + tools:</u></b><br>English textual concepts: Perspective, style, theme<br>English text requirements: Film   |   |   |   |   |   |   |   |   |    |
|        | <b><u>Literacy + numeracy focus:</u></b> Understanding texts, creating texts, grammar, punctuation, spelling   |   |   |   |   |   |   |   |   |    |
|        | <b><u>4C's:</u></b> Creativity, communication (LDW focus and activities to be determined by teacher to differentiate for students)   |   |   |   |   |   |   |   |   |    |
|        | <b><u>Assessment dates and weightings:</u></b><br>Discursive piece of writing due end week six<br>HPGE students will be expected to complete this piece of writing to a more nuanced standard                                      |   |   |   |   |   |   |   |   |    |
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| TERM 4 | <p><b><u>Project: How can we celebrate our diversity?</u></b><br/> <i>Students discuss and evaluate various sources (and data) on our multicultural world; where people come from, move to and what they bring with them in the process. They discuss this in their seminar and then reflect critically on their own perceptions of multiculturalism to broaden their worldview.</i></p> |   |   |   |   |   |   |   |   |    |    |
|        | <p><b><u>Topic/Unit:</u></b><br/>           English: Speaking and listening</p>  |   |   |   |   |   |   |   |   |    |    |
|        | <p><b><u>Timing:</u></b><br/>           Week 1 - 10</p>  |   |   |   |   |   |   |   |   |    |    |
|        | <p><b><u>Outcomes:</u></b><br/>           Assessed: ENG5-2A, EN5-8D, EN5-9E</p>  |   |   |   |   |   |   |   |   |    |    |
|        | <p><b><u>Skills consolidation from Stage 4:</u></b> Speaking and listening skills, critical understanding of a variety of texts and sources</p>  |   |   |   |   |   |   |   |   |    |    |
|        | <p><b><u>Skills + concepts:</u></b><br/>           English textual concepts: Argument, context, point of view, representation<br/>           English text requirements: Asian texts, drama, graphic novel</p>  |   |   |   |   |   |   |   |   |    |    |
|        | <p><b><u>Literacy + numeracy focus:</u></b> Speaking, fluency, understanding texts, creating texts</p>   |   |   |   |   |   |   |   |   |    |    |
|        | <p><b><u>4C's:</u></b> Communication, collaboration, critical thinking (LDW focus and activities to be determined by teacher to differentiate for students)</p>  |   |   |   |   |   |   |   |   |    |    |
|        | <p><b><u>Assessment dates and weightings:</u></b><br/>           Socratic seminar and personal response due end week three<br/>           HPGE students will be expected to engage in a more rigorous discussion and reflect more personally in their added Pecha Kucha component</p>  |   |   |   |   |   |   |   |   |    |    |