



**COURSE OUTLINE**  
**ENGLISH – FOUNDATION YEAR 11 2021**  
**UNIT 1**



Term	Week	Topic and key teaching points	Syllabus content	Assessment
1	1-4	<p>Introduction: read and discuss the syllabus, its rationale, how it is structured and organised and discuss its importance to OLN and to graduation.</p> <p><b>Literacy for Learning: analysing short fiction</b></p> <p>Students will read and comprehend short stories with realistic contexts and familiar themes. They identify explicit 'who, what, where, when, how, why' questions and consider the author's purpose and themes conveyed. Students will revise narrative elements e.g. orientation, complication, climax and resolution and consider how narrative techniques are used to shape audience response. They will develop their skills in interpreting and analysing and consider values and attitudes in texts.</p> <p>Students practise functional literacy skills through paragraph writing using a framework. They will use Standard Australian English (SAE) grammar and punctuation to construct simple, complex and compound sentence structures.</p>	<p><b>When reading texts, students learn:</b></p> <ul style="list-style-type: none"><li>• How texts work, e.g. their form, structures, conventions, techniques.</li><li>• How texts use conventions to shape response.</li><li>• How texts use language for particular purposes and audiences.</li><li>• How texts promote values and attitudes, e.g. how people are represented in texts.</li><li>• How texts can be interpreted in different ways, e.g. how interpretations differ depending on context of the reader or writer.</li><li>• How to discuss what has been learned about how texts work.</li></ul>	<p><b>Task 1: Reading</b> In class short-answer response to a written and visual text.</p> <p><b>Term 1 Week 4</b> <b>5%</b></p>



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1	5-9	<p><b>Literacy for work</b></p> <p>Students locate relevant information and ideas from a range of texts from everyday and workplace contexts. Assessment will provide preparation for OLNA and future EST.</p> <p>Instructions: students will revise the conventions of instructions writing and work collaboratively to construct a set of instructions and demonstrate a skill to the class.</p> <p>They will use a dictionary, thesaurus and glossary to extend their own word bank; use a spellchecker and spell with reasonable accuracy.</p> <p><b>This assessment includes a <u>speaking and listening</u> component.</b></p>	<p><b>When reading texts, students learn:</b></p> <ul style="list-style-type: none"><li>• Why texts use a particular form.</li><li>• How texts work, e.g. their form, structures, conventions, techniques.</li><li>• How texts use conventions to shape response.</li><li>• How texts promote values and attitudes, e.g. how people are represented in texts.</li></ul> <p><b>When producing texts, students learn:</b></p> <ul style="list-style-type: none"><li>• How to shape language for particular purposes and audiences.</li><li>• Brainstorm ideas by using mind maps.</li><li>• How to spell and pronounce words effectively.</li></ul> <p><b>When speaking and listening, students learn:</b></p> <ul style="list-style-type: none"><li>• How to shape and structure an oral text for purpose and audience.</li><li>• How to listen attentively and purposefully.</li><li>• How to use spoken language techniques for particular purposes and audiences.</li></ul>	<p><b>Task 2: Reading.</b> In class. View an informational text containing infographics and answer literal and inferential comprehension questions. <b>Term 1 Week 6</b> <b>10%</b></p> <p><b>Task 3: Oral Communication.</b> In class and at home. Create a multimodal instructional guide to demonstrate a skill. <b>Term 1 Week 9</b> <b>15%</b></p>
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Term	Week	Topic and key teaching points	Syllabus content	Assessment
2	1-4	<p><b>Literacy for Learning</b></p> <p>Students explore a range of informational and persuasive texts to explore how these are constructed to communicate information.</p> <p>Students revise the conventions of advertising and create their own advertisement for an original product.</p> <p>Students demonstrate their process by providing a rationale with evidence of drafting and editing, using a framework.</p>	<p><b>When producing texts, students learn:</b></p> <ul style="list-style-type: none"> <li>• How to shape language for particular purposes and audiences.</li> <li>• How to shape or structure a text to make it work.</li> <li>• How to use conventions of a particular form.</li> </ul> <p>How to promote values and attitudes.</p>	<p><b>Task 4: Writing.</b></p> <p>In class and at home. Students will produce an advertisement for a product, in a form of their choosing, based on a given scenario. They will write a rationale explaining their creative and persuasive choices, using a given framework.</p> <p><b>Term 2 Week 4</b> <b>10%</b></p>
2	5-9	<p><b>Literacy for community participation</b></p> <p>Students examine one current ethical issue relevant in their local community. They will consider different opinions on the issue across a range of written, multimodal and visual texts.</p> <p>Students will investigate the sustainability and ethical implications of this issue for the society of today and for the future. Students will respond by constructing a brochure to promote awareness of the issue.</p> <p>Students may participate in small group research using strategies and tools for collecting, organising and sharing information.</p>	<p><b>When reading texts, students learn:</b></p> <ul style="list-style-type: none"> <li>• Why texts use a particular form.</li> <li>• How texts use language for particular purposes and audiences.</li> <li>• How texts promote values and attitudes.</li> <li>• How to discuss what has been learned about how texts work.</li> <li>• How texts can be interpreted in different ways.</li> </ul>	<p><b>Task 5: Reading.</b></p> <p>In class and at home. Research an issue and create a brochure to promote awareness.</p> <p><b>Term 2 Week 9</b> <b>10%</b></p>

Semester One concludes 18<sup>th</sup> June 2021 (Term 2 Week 9. Semester Two begins 21<sup>st</sup> June 20201 (Term 2 Week 10)