



COURSE OUTLINE
ENGLISH – GENERAL YEAR 11: 2022
UNIT 1



Unit 1 focuses on students comprehending and responding to the ideas and information presented in texts.

Term	Week	Topic and Key Teaching Points	Syllabus Content	Assessments
1	1-5	<p>Narrative Study -Short Stories Students will read a selection of short stories based on teen themes with a focus on responding personally and logically to texts.</p> <p>Short stories include “Food For Thought” by Jennifer Hughes, “A Dream Cody Had” by Nette Hilton, “Kissing the Toad” by Chris Corbett”, “About Zan” by Jenny Pausacker and “The Right Thing” by Brian Caswell.</p> <p>Class sets/laminated resources available.</p> <p>Focus on:</p> <ul style="list-style-type: none"> • Fiction conventions (characterisation, narrative point of view, choice of language, structure, setting and symbolism) • Context and audience • Themes and issues • Attitudes and values • Writing techniques appropriate to genre 	<p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> • predicting meaning by interpreting text structures, language features and aural and visual cues • relating texts to personal life and other texts • posing and answering questions that clarify meaning and promote deeper understanding of the text. <p>Consider the ways in which texts communicate ideas, attitudes and values, including:</p> <ul style="list-style-type: none"> • the ways text structures and written and visual language features are used to communicate information and influence audiences • how written and visual language features shape audience response • the use of narrative techniques, for example, characterisation and narrative point of view. <p>Use information for specific purposes and contexts by:</p> <ul style="list-style-type: none"> • locating and extracting information and ideas from texts, for example, skimming and scanning • understanding how texts are structured to organise and communicate information. <p>Create a range of texts by:</p> <ul style="list-style-type: none"> • developing appropriate vocabulary and sentence structures and using accurate spelling, punctuation and grammar 	<p>Task 1: Responding In-class short answer response in relation to unseen short story (one lesson) Term 1, Week 3 20%</p> <p>Task 2: Creating In-class composition based on a studied short story (one lesson planning; one lesson writing) COMMON ASSESSMENT TASK Term 1, Week 5 20%</p>



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			<ul style="list-style-type: none"> using strategies for planning, recording sources of information and proofreading. <p>Communicating and interacting with others by:</p> <ul style="list-style-type: none"> communicating ideas and information clearly working collaboratively and cooperatively. 	
1	6-10	<p><u>Autobiography</u></p> <p>Students will read/view a number of texts that explore the representation of Aboriginal and Torres Strait Islander people and or migrant cultures, focusing on connecting, interpreting and visualising ideas.</p> <p>Class sets/laminated resources available. Australian Living Series: Growing up African in Australia, Growing up Asian in Australia, Growing up Aboriginal in Australia.</p> <p>Focus on:</p> <ul style="list-style-type: none"> Conventions of autobiography Structure Historical, cultural, political and social context Themes and issues Attitudes and values Reader’s context Speaking skills appropriate to audience, context and purpose Using audiovisual aids to enhance oral presentations 	<p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> relating texts to personal life and other texts posing and answering questions that clarify meaning and promote deeper understanding of the text. <p>Consider the ways in which texts communicate ideas, attitudes and values, including:</p> <ul style="list-style-type: none"> how social, community and workplace texts are constructed for particular purposes, audiences and contexts the ways text structures and written and visual language features are used to communicate information and influence audiences. <p>Use information for specific purposes and contexts by:</p> <ul style="list-style-type: none"> understanding how texts are structured to organise and communicate information using strategies and tools for collecting and processing information, for example, informational organisers. <p>Create a range of texts by:</p> <ul style="list-style-type: none"> consolidating literacy skills for the workforce or further training 	<p>Task 3: Responding</p> <p>Panel discussion on the representation of a marginalised group in Australian society. Focus on historical, political and social context and values and attitudes promoted in texts).</p> <p>Term 1, Week 10</p> <p>20%</p>



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			<ul style="list-style-type: none"> using text structures and language features to communicate ideas and information in a range of media and digital technologies using strategies for planning, recording sources of information and proofreading. <p>Communicating and interacting with others by:</p> <ul style="list-style-type: none"> communicating ideas and information clearly adapting listening behaviours to different contexts working collaboratively and cooperatively. 	
2	1-5	<p>Print advertising Students will study a selection of print advertisements aimed at teenagers and young adults.</p> <p>Class sets/laminated resources available.</p> <p>Focus on:</p> <ul style="list-style-type: none"> Target audience and appeal Purpose Headlines, slogans and catchphrases Language (adjectives and adverbs, direct address, group language) Information presented (the relevance of information to target audience, vague and verifiable claims) Presentational techniques and their connotations (framing, leading lines, focus, colour, lighting, layout, lettering) Visual content (setting, objects, people, symbolism) Attitudes and values 	<p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> predicting meaning by interpreting text structures, language features and aural and visual cues relating texts to personal life and other texts. <p>Consider the ways in which texts communicate ideas, attitudes and values, including:</p> <ul style="list-style-type: none"> how social, community and workplace texts are constructed for particular purposes, audiences and contexts the ways text structures and written and visual language features are used to communicate information and influence audiences how written and visual language features shape audience response. <p>Use information for specific purposes and contexts by:</p> <ul style="list-style-type: none"> locating and extracting information and ideas from texts, for example, skimming and scanning 	<p>Task 4: Responding In-class short answer response in relation to unseen print advertisement (one lesson) Term 2, Week 3 20%</p> <p>Task 5: Creating Design a print advertisement featuring a celebrity Term 2, Week 5 20%</p>



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Term	Week	Topic and Key Teaching Points	Syllabus Content	Assessments
			<ul style="list-style-type: none">• understanding how texts are structured to organise and communicate information. <p>Create a range of texts by:</p> <ul style="list-style-type: none">• developing appropriate vocabulary and sentence structures and using accurate spelling, punctuation and grammar• consolidating literacy skills for the workforce or further training• using appropriate language, content and mode for different purposes and audiences in everyday, community, social, further education, training and workplace contexts• using text structures and language features to communicate ideas and information in a range of media and digital technologies. <p>Communicating and interacting with others by:</p> <ul style="list-style-type: none">• communicating ideas and information clearly• working collaboratively and cooperatively.	