



# Canning Vale College 2022

## Year 12 FOUNDATION ENGLISH



Week	Content	Key Teaching Points	Assessment
<p><b>Term One</b> Week 1-4</p> <p><b>Literacy - OLNA PRACTICE- ongoing</b></p>	<p><u>When producing texts, students learn:</u></p> <ul style="list-style-type: none"> <li>• how to shape language for particular purposes and audiences, for example, choosing the right word, developing an effective phrase</li> <li>• how to brainstorm ideas, for example, by using mindmaps</li> <li>• how to shape or structure a text to make it work, for example, by creating a framework</li> <li>• why a particular form is appropriate, for example, a weekly column instead of a feature article</li> <li>• how to use the conventions of a particular form, for example, the sports article</li> <li>• how to promote values and attitudes: for example, challenging the reader's values versus imposing the writer's values, such as comparing the attitudes and values promoted by a current affairs segment with those promoted by a news report</li> <li>• how to reflect on the strengths and weaknesses of texts created, for example, why some texts are more engaging than others</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on your piece of writing:               <ul style="list-style-type: none"> <li>▪ What did you see and what issues, if any, are raised by what you experienced?</li> <li>▪ What did you feel physically and what issues, if any, are raised by what you felt? (Recount your steps)</li> <li>▪ What did you think and what issues, if any, are raised by what you thought?</li> <li>▪ Have you reflected on your strengths and weaknesses? For example, if you were to apply for a particular job, does your narrative reflect your skills/strengths?</li> <li>▪ What do we learn about ourselves through this activity? (Discuss the aspects of sensation and thought, of seeing and feeling, physically, on the one hand and thinking or feeling, emotionally, on the other hand.)</li> <li>▪ How does what you have written suggest your personality or character?</li> <li>▪ How could you make your sentences more succinct? Your paragraphs more structured?</li> <li>▪ Discuss this reflection with a peer.</li> </ul> </li> </ul>	<p><b>Task 1: Writing 7.5%</b> <b>(Literacy for Everyday Personal Contexts)</b> <b>1<sup>st</sup> Person Narrative</b></p> <p>After reading personal/autobiographical stories, students produce a short piece of writing (two paragraphs 500–600 words) that develop a first person narrative from the point of view of a character (you) who reflects on their skills and strengths.</p> <p>In a separate paragraph (200–300 words), reflect on what you have learned about your own values and attitudes by creating this narrative.</p>

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	<ul style="list-style-type: none"> <li>• how texts can be interpreted in different ways, for example, depending on the culture to which the reader belongs</li> </ul>		
<p><b>Term One</b> Week 5-7</p>	<p><u>When producing texts, students learn:</u></p> <ul style="list-style-type: none"> <li>• how to shape language for particular purposes and audiences, for example, choosing the right word, developing an effective phrase</li> <li>• how to brainstorm ideas, for example, by using mindmaps</li> <li>• how to shape or structure a text to make it work, for example, by creating a framework</li> <li>• why a particular form is appropriate, for example, a weekly column instead of a feature article</li> <li>• how to use the conventions of a particular form, for example, the sports article</li> <li>• how to promote values and attitudes: for example, challenging the reader's values versus imposing the writer's values, such as comparing the attitudes and values promoted by a current affairs segment with those promoted by a news report</li> <li>• how to reflect on the strengths and weaknesses of texts created, for example, why some texts are more engaging than others</li> <li>• how texts can be interpreted in different ways, for example, depending</li> </ul>	<p>In developing and acting with literacy, students:</p> <ul style="list-style-type: none"> <li>• navigate, read and view learning area texts</li> <li>• listen and respond to learning area texts</li> <li>• interpret and analyse learning area texts</li> </ul>	<p><b>Task 2: Writing 7.5% - Short Answers (Literacy for Community Participation)</b> EST and OLNA PRACTICE Study an article on an environmental/societal issue (e.g. Rubbish produced by sporting events, Drink Wise campaign) Respond to two questions (full paragraph answers)</p>

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	<p>on the culture to which the reader belongs</p>		
<p><b>Term One</b> Week 8-10</p>	<p><u>When reading texts, students learn:</u></p> <ul style="list-style-type: none"> <li>• how texts work, for example, their structures, conventions, techniques</li> <li>• why texts use a particular form, for example, how a news article differs from a feature article</li> <li>• how texts use the conventions of a particular form, for example, a script versus a prose fiction narrative versus a documentary versus a sitcom</li> <li>• how texts use language for particular purposes and audiences, for example, to tell the story, to create an image</li> <li>• how texts promote values and attitudes, for example, how people are represented in texts</li> <li>• how to discuss what has been learned about how texts work, for example, learning some terms, such as introduction, simile, climax, resolution</li> <li>• how texts can be interpreted in different ways, for example, how interpretations differ depending on the gender of the reader or writer</li> </ul> <p><u>When producing texts, students learn:</u></p> <ul style="list-style-type: none"> <li>• how to use language, including appropriate spelling, punctuation and grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Students view a variety of different work scenarios from different websites, job descriptions and identify the skillsets to match those job descriptions</li> <li>• Students reflect on their own skills and strengths to identify what may match specific job roles and descriptions</li> </ul>	<p><b>Task 3: Reading 10% (Literacy for Work)</b> <b>Reading/Viewing a documentary</b> Students watch a documentary about FIFO workers and create a report on the central issues that surround this kind of work, using syllabus content as the subheadings.</p> <p>Use the report template to complete their report on FIFO work.</p>

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	<ul style="list-style-type: none"> <li>• how to spell and pronounce words effectively: for example, how to use awareness of phonetic qualities to visualise and pronounce words; how to transform words from singular to plural; and how to memorise irregular spelling patterns and irregular pronunciations</li> <li>• how and when to use punctuation: in particular, capital letters, lower case letters, commas, semi-colons, colons, full stops, apostrophes, exclamation marks, question marks, quotation marks, single inverted commas, the dash, the hyphen, brackets and ellipses</li> <li>• how to learn and use concepts of English grammar, including: how a group of words becomes a sentence; how subject and verb must agree; how to create simple, compound and complex sentences; how a phrase differs from a clause; how clauses can be dependent or independent; how to understand the functions of the parts of speech, including nouns, verbs, adjectives, adverbs, pronouns, articles, prepositions and conjunctions; and how to switch from active voice to passive voice.</li> </ul>		
<p><b><u>Term Two</u></b>  Week 1-3 (WEEK 3 EST) PRACTICE PAPERS  Week 4 (Catch up)/ OLNA PRACTICE</p>	<p>All students enrolled in the English Foundation Year 12 course will complete the externally set task developed by the Authority. Schools are required to</p>	<p>Students and Teachers refer to the WACE manual in preparation of the 2021 EST</p>	<p><b>Task 4: EST 15%</b>  <b>To be announced by SCSA</b>  Study and practice should focus on:  based on content from Unit 3.</p>

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	<p>administer this task in Term 2 at a time prescribed by the Authority.</p>		
<p><b>Term Two</b> Week 5-7</p>	<p><u>When speaking and listening, students learn:</u></p> <ul style="list-style-type: none"> <li>• how to shape or structure an oral text for purposes and audiences, for example, by using a framework</li> <li>• why a particular form is appropriate, for example, a speech instead of a monologue</li> <li>• how to use the spoken language conventions of a particular form, for example, a panel discussion or debate</li> <li>• how to use spoken language techniques for particular purposes and audiences, for example, tone, pace, emphasis</li> <li>• how to listen attentively and purposefully, for example, active listening techniques</li> <li>• how to promote values and attitudes, for example, the implicit versus the explicit</li> <li>• how to engage in a variety of speaking and listening scenarios, for example, role plays, listening and reflecting on audio texts</li> </ul>	<p><b>FIFO Attitudes &amp; Values – Oral Presentation (Literacy for Learning) with a (reading component in Task 3).</b></p> <p>Students present their own attitudes and values about a social issue studied and present their reflection.</p>	<p><b>Task 5 – FIFO DOCUMENTARY- Oral Communication 10% with a reading &amp; writing component. (Literacy for Learning)</b></p> <p>Students watch a documentary about FIFO workers and create an oral text for purposes and audiences by using a framework on the central issues that surround this kind of work, using syllabus content.</p>

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<p><b>TERM 2</b> Week 8-10</p>	<p><u>When reading texts, students learn:</u></p> <ul style="list-style-type: none"> <li>• how texts work, for example, their structures, conventions, techniques</li> <li>• why texts use a particular form, for example, how a news article differs from a feature article</li> <li>• how texts use the conventions of a particular form, for example, a script versus a prose fiction narrative versus a documentary versus a sitcom</li> <li>• how texts use language for particular purposes and audiences, for example, to tell the story, to create an image</li> <li>• how texts promote values and attitudes, for example, how people are represented in texts</li> <li>• how to discuss what has been learned about how texts work, for example, learning some terms, such as introduction, simile, climax, resolution</li> <li>• how texts can be interpreted in different ways, for example, how interpretations differ depending on the gender of the reader or writer</li> </ul>	<p><u>Strategies:</u> Record students' ideas on a cluster chart titled "Our Journal Ideas." ON CONNECT STORYBOARD IDEAS – FOCUS QUESTIONS - Next, conduct a mini lesson on sentence starters/ideas to create an interesting journal. Ask students if they were struck by any sentence starters in 'Parvana' 'Girl Underground,' (Audio book of Chapter One) and 'The Sapphires.' that made the journal exciting and fun to read/view. Make a list on chart paper or a whiteboard. Re-read/view sections of the story/movie to find more and add to the list. Take suggestions from students for other interesting sentence/storyboard starters/ideas for a journal/imovie/book trailer. Make a poster titled "Journal Sentence Starters" or create a Storyboard worksheet that students may refer to with the list of ideas from <i>any of the texts read in Term one &amp; two</i> and their own suggestions.</p>	<p><b>Task 6: Reflective Reading Journal 20% (Literacy for Work and Learning)</b> Make a movie/book trailer based on reading and studying a variety of texts in class <b>OR</b> Series of entries based on reading and studying a variety of texts in class (PowerPoint, Google Docs, iMovie, vlog, short films, podcasts)</p>

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<p><b>Term Three</b> Week 1-4</p>	<p><u>When producing texts, students learn:</u></p> <ul style="list-style-type: none"> <li>• how to shape language for particular purposes and audiences, for example, choosing the right word, developing an effective phrase</li> <li>• how to brainstorm ideas, for example, by using mind maps</li> <li>• how to shape or structure a text to make it work, for example, by creating a framework</li> <li>• why a particular form is appropriate, for example, a weekly column instead of a feature article</li> <li>• how to use the conventions of a particular form, for example, the sports article</li> <li>• how to promote values and attitudes: for example, challenging the reader's values versus imposing the writer's values, such as comparing the attitudes and values promoted by a current affairs segment with those promoted by a news report</li> <li>• how to reflect on the strengths and weaknesses of texts created, for example, why some texts are more engaging than others</li> <li>• how texts can be interpreted in different ways, for example, depending</li> </ul>	<p><u>Strategies and suggestions for students:</u></p> <p><b>What is the complaint?</b> – Who is the complaint against?</p> <p><b>A summary of the situation</b> – Is it about a specific one-off incident or is it an ongoing situation?</p> <p>Dates and incidents may be helpful if the complaint is to be investigated and addressed.</p> <p><b>Actions to resolve a situation</b> – What needs to be done to resolve the situation? Are there any suggestions that you have that might help? It is important they are realistic and constructive.</p>	<p><b>Task 7: Writing 15%</b> <b>(Literacy for Community Participation)</b></p> <p>Letter to the editor or Local council - Based on local concerns or issues</p> <p>For example (scenario) -As a first homebuyer -You get a letter from the council stating that <u>you</u> have to clean up your overgrown vegetation on your verge when in fact you already pay towards the approximately \$2500 for the year for council rates. Write a letter to the council outlining why you may not be held responsible for such a task!</p>

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<b>Term Three</b> Week 5-9/10	<p><u>When speaking and listening, students learn:</u></p> <ul style="list-style-type: none"> <li>• how to shape or structure an oral text for particular purposes and audiences, for example, by using a framework</li> <li>• why a particular form is appropriate, for example, a speech instead of a monologue</li> <li>• how to use the spoken language conventions of a particular form, for example, a panel discussion or debate</li> <li>• how to use spoken language techniques for particular purposes and audiences, for example, tone, pace, emphasis</li> <li>• how to listen attentively and purposefully, for example, active listening techniques</li> <li>• how to promote values and attitudes, for example, the implicit versus the explicit</li> <li>• how to engage in a variety of speaking and listening scenarios, for example, role plays, listening and reflecting on audio texts</li> </ul>	<p><u>Strategies and suggestions for students:</u></p> <ul style="list-style-type: none"> <li>- Before you start, do some brainstorming. Find all the positive things you have to say about the person and write them down. These ideas will be the outline of your speech. Depending on how much time you have when delivering the speech, you can pick anywhere from 3 to 6 main points of discussion.</li> <li>- Start to expand on each idea and write an entire paragraph. Again, make sure you avoid negatives! Present examples if necessary; there is nothing wrong with that. After you have all the paragraphs, use transitions to go from one idea to the next smoothly.</li> <li>- Write a short ending that summarizes all the important points and where you wish the person receiving the speech good luck (or talk about his bright future).</li> <li>- Write a short introduction to grab the attention of our readers. No need for grand words, so a joke is completely appropriate here. To get some ideas about the introduction and the ending, you can read a good sample farewell speech online.</li> </ul>	<p><b>Task 8: Farewell to high-school, reflective Speech 15%</b>  <b>(Literacy for Everyday Personal Contexts)</b>            Consider your time at High school and imagine you are delivering a speech to a farewell assembly            Deliver your speech to the class</p>



