# Class Course Planner – 2014, Term 2

**Class:** Year 8  
**Teacher/s:** Wendy Chiu

**Topic:** *THE TWITS – STUDYING LANGUAGE OF NARRATIVES*

<table>
<thead>
<tr>
<th>Term 1 Week</th>
<th>Curriculum Intent</th>
<th>Assessment x 3</th>
<th>Feedback x 3</th>
</tr>
</thead>
</table>
| T2 Wk 1     | Pages 1 - 14  
Describing character, setting and mood.  
Phonemic Focus Unit 10 g gg |  | Character description  
Feedback on description |
| T2 Wk 2     | Pages 15 - 24  
Describing character, setting and mood.  
Phonemic Focus Unit 11 u o |  |  |
| T2 Wk 3     | Pages 25 - 41  
Describing actions, sequencing events  
Phonemic Focus Unit 12 h j |  |  |
| T2 Wk 4     | Pages 42 - 53  
Describing actions, sequencing events  
Phonemic Focus Unit 13 ai ay a_e |  |  |
| T2 Wk 5     | Pages 54 - 73  
Describing actions, sequencing events  
Phonemic Focus Unit 14 I ll |  |  |
| T2 Wk 6     | Pages 74 to end  
Describing actions, sequencing events  
Phonemic Focus Unit 15 e ee ea |  |  |
| T2 Wk 7     | Reporting speech  
Writing dialogue  
Phonemic Focus Unit 16 m mm |  | Vocabulary test |
| T2 Wk 8     | Expanding language with text devices and  
Details  
Phonemic Focus Unit 17 i_e y |  |  |
| T2 Wk 9     | Writing with cohesion.  
Consolidation and review  
Phonemic Focus Unit 18 n nn ng |  | Changed Ending  
Written Ending-feedback |
| T2 Wk 10    | Testing  
Phonemic Focus Unit 19  
oa o_e o |  |  |
### Class Course Planner – 2014
#### Term1 Semester 1

**Class: EAL yr 8 – Language Consolidation**  
**Teacher/s: Colleen Joyce**

<table>
<thead>
<tr>
<th>Term</th>
<th>Curriculum Intent</th>
<th>Assessment x 3</th>
<th>Feedback x 3</th>
</tr>
</thead>
</table>
| T Wk1 | Welcome Back / Australian Day review/ Language consolidation  
- Orientation to new year: revise school responsibilities and expectations; code of behaviour  
- Reading – group library novel  
- Reading Eggs | | |
| T Wk2 | **Language consolidation** Sounds Great2 disk1  
**The Big Brass Band**  
- initial blends • rimes • building words room/broom, dress, track, drum  
(br, cr, dr, tr) –oom, –ash, –ack, –ess • high-frequency words*: and, as, by, go, goes, is, they, we, went  
- Complete activity sheet;  
- Create powerpoint with pictures /sound/sentences  
- Reading Eggs | | |
| T Wk3 | **Language consolidation** Sounds Great2 disk1-  
**Bird Lunch**  
- introduction to • rimes • building words bird, farm, hurt, turn, worm  
-r-controlled vowels –ird, –irt, –irty, –urn • high-frequency words: and, are, but, eat, far,  
- (er, ir, or, ur) get, is, no, not, said, then, to, what, will, you  
- Create powerpoint with pictures /sound/sentences  
- Reading Eggs | | |
| T Wk4 | **Language consolidation** Sounds Great2 disk1-  
**Charlie’s Lunch**  
- initial and final ch • rimes • building words lunch, chat, chip, bunch  
–ess, –ip, –unch • high-frequency words: a, and, even, has, he,  
- in, is, so, some, then, to, withComplete activity sheet  
- Create powerpoint with pictures /sound/sentences  
- Reading Eggs | | |
| T Wk5 | **Language consolidation** Sounds Great2 disk1-  
**A Day to Play**  
- pl – • rimes • building words plum, late/plate, lay/play, lace/place  
- long /a/ –ace, –ate, –ay • high-frequency words: a, and, away, is, it’s, out,  
- (spelling: ay, aCe) the, to, today  
- Complete activity sheet  
- Create powerpoint with pictures /sound/sentences  
- Reading Eggs | | |
| T Wk6 | **Language consolidation** Sounds Great2 disk1-  
**Dragon Smoke**  
- sm – • rimes • building words smash/smash, not/note, hop/hope  
- long /o/ –ell, –ile, –oke, –ose • high-frequency words: a, and, have, he, it’s,  
- (spelling: oCe) just, my, on, out, said, some, that, the, then | | |
<table>
<thead>
<tr>
<th>Week</th>
<th>Language consolidation</th>
<th>Sounds Great2 disk1-</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>T Wk7</strong></td>
<td><strong>Farmyard Fun</strong></td>
<td>• review of all • rimes • building words black, nest, thick, frog, duck</td>
</tr>
<tr>
<td></td>
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<td>short vowels –at, –en, –ig, –og • high-frequency words: all, and, are, the, they, too</td>
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<tr>
<td></td>
<td></td>
<td>• Complete activity sheet</td>
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<td></td>
<td></td>
<td>• Create powerpoint with pictures /sound/sentences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reading eggs</td>
</tr>
<tr>
<td><strong>T Wk8</strong></td>
<td><strong>The Green Frog</strong></td>
<td>• fr– • rimes • building words frog, feet, green</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• long /e¯ / –een, –eet, –ight, –og • high-frequency words: a, an, big, but, for, in,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• (spelling: ee) me, on, said, the, then, went</td>
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<td></td>
<td></td>
<td>• Complete activity sheet</td>
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<tr>
<td></td>
<td></td>
<td>• Create powerpoint with pictures /sound/sentences</td>
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<td></td>
<td></td>
<td>• Reading eggs</td>
</tr>
<tr>
<td><strong>T Wk9</strong></td>
<td><strong>The Grizzly Bear’s Feast</strong></td>
<td>• gr– • rimes • building words grin, rip/grip, treat, feast</td>
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<tr>
<td></td>
<td></td>
<td>• long /e¯ / –east, –eat, –een, –ip • high-frequency words: a, and, he, I, I’m, is,</td>
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<tr>
<td></td>
<td></td>
<td>• (spelling: ea) said, the, to, what</td>
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<td></td>
<td></td>
<td>• Complete activity sheet</td>
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<tr>
<td></td>
<td></td>
<td>• Create powerpoint with pictures /sound/sentences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reading eggs</td>
</tr>
<tr>
<td><strong>T Wk10</strong></td>
<td><strong>Growing Up</strong></td>
<td>• gr– • rimes • building words grab, green, grown, row/grow</td>
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<td></td>
<td></td>
<td>• long /o¯ / –een, –own, –ow • high-frequency words: a, all, and, before, by,</td>
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<tr>
<td></td>
<td></td>
<td>• (spelling: ow) can, in, it, it’s, soon, them, they, to, you</td>
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<td></td>
<td></td>
<td>• Complete activity sheet</td>
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<tr>
<td></td>
<td></td>
<td>• Create powerpoint with pictures /sound/sentences</td>
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<tr>
<td></td>
<td></td>
<td>• Reading eggs</td>
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<tr>
<td>Term Week</td>
<td>Curriculum Intent</td>
<td>Assessment x 3</td>
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</tbody>
</table>
| Wk1       | Easter Monday and Anzac Day  
- Course planner  
- Introduce See, plan, do, check, think board  
- Vocabulary maths test.  
- Timetables  
- EMMS Program | Vocab math's test | Course Planner |
| Wk2       | Place Value  
- Timetables / Number Facts  
- EMMS Program | | |
| Wk3       | Place Value  
- Timetables / Number Facts  
- EMMS Program | | Feedback on Test |
| Wk4       | Place Value  
- Timetables / Number Facts  
- EMMS Program | | |
| Wk5       | 2D, 3D SHAPES  
- Problem Solving Test  
- Timetables / Number Facts | Problem Solving Test | |
| Wk6       | 2D, 3D SHAPES  
- Timetables / Number Facts  
- EMMS Program | | Feedback on Test |
| Wk7       | Measurement  
- Timetables / Number Facts  
- EMMS Program | | |
| Wk8       | Measurement  
- Timetables / Number Facts  
- EMMS Program | | |
| Wk9       | Time  
- Timetables / Number Facts  
- EMMS Program | | Achievement Ladder |
| Wk10      | Vocabulary Test  
- EMMS Program | Vocab math's test | Feedback on Test |
# Class Course Planner – 2014
## Semester 1 Term 2

**Class:** Year 9  English as an Additional Language (Writing)  
**Teacher:** Mr. Ward.

<table>
<thead>
<tr>
<th>Term</th>
<th>Week</th>
<th>Curriculum Intent for ‘Australians’</th>
<th>Assessment x 3</th>
<th>Feedback x 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>T2</td>
<td>Wk1</td>
<td>Persuasive Writing (Continued)</td>
<td>Writing Assessment</td>
<td>Course Planner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review essay structure / question types.</td>
<td></td>
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<tr>
<td>T2</td>
<td>Wk2</td>
<td>Adjectives and Adverbs (Grammar)</td>
<td>Spelling Test (Meta-language)</td>
<td>Student/Teacher Interview</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Naming parts of a sentence.</td>
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<tr>
<td></td>
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<td>Order of Adjectives.</td>
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<td></td>
<td></td>
<td>Adding “ly” to adjectives</td>
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</tr>
<tr>
<td>T2</td>
<td>Wk3</td>
<td>Quotation Marks (Punctuation)</td>
<td>Grammar Test (Sentence parts)</td>
<td>Parent / Teacher Interviews</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using quotation marks.</td>
<td></td>
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</tr>
<tr>
<td>T2</td>
<td>Wk4</td>
<td>Verb Tenses (Grammar)</td>
<td>Spelling Test (Punctuation)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Habitual actions, past actions, future plans.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T2</td>
<td>Wk5</td>
<td>NAPLAN TEST WEEK.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T3</td>
<td>Wk6</td>
<td>Australian States and Territories (Vocabulary)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Biography Structure (Reading)</td>
<td></td>
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<tr>
<td>T2</td>
<td>Wk7</td>
<td>Passive Sentences (Grammar)</td>
<td>Spelling Test (States/Territories)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>(Where was he born? Who was &lt;object&gt; invented by?)</td>
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</tr>
<tr>
<td>T2</td>
<td>Wk8</td>
<td>Research and preparation (Writing)</td>
<td>Grammar Test (Passives)</td>
<td></td>
</tr>
<tr>
<td>T2</td>
<td>Wk9</td>
<td>Student Presentations (Speaking)</td>
<td>Oral Assessment</td>
<td></td>
</tr>
<tr>
<td>T2</td>
<td>Wk10</td>
<td>Review and extension</td>
<td>Report Card</td>
<td></td>
</tr>
</tbody>
</table>
### Class: EAL yr 9 – Genres-Narrative  Cultural stories

**Teacher/s:** Colleen Joyce

<table>
<thead>
<tr>
<th>Term Week</th>
<th>Curriculum Intent</th>
<th>Assessment x 3</th>
<th>Feedback x 3</th>
</tr>
</thead>
</table>
| T Wk1     | Welcome Back /Narrative genre-Traditional Cultural Stories  
- Orientation to new term: revise school responsibilities and expectations; code of behaviour  
- Revise structure of text type to be used in unit: narratives and notion of audience and purpose. dictionary meanings of key words: orientation, event, complication/conflict, resolution  
- Introduce unit and assessment requirements for unit: course planner  
- Understand the features and purpose of traditional stories through mind map and revision(p3of unit) |  |  |
| T Wk2     | Narrative/cultural stories  
- Read and analyse traditional story from Asia "The Tiger the rabbit and Chung-Ho" from Korea  
- Identify structural and language features of story: Direct speech; noun group and verb groups; pronouns; adverb groups; text connectives of time.  
- Find literal and inferred meanings in story  
- Explain the message or moral  
- Create character profiles on each character  
- Complete a story plan |  | Quiz for story |
| T Wk3     | Narrative/cultural stories  
- traditional story from Asia "The Tiger the rabbit and Chung-Ho"  
- Identify structural and language features of story: Direct speech; noun group and verb groups; pronouns; adverb groups; text connectives of time.  
- Find literal and inferred meanings in story  
- Explain the message or moral  
- Create character profiles on each character  
- Complete a story plan |  |  |
| T Wk4     | Narratives/cultural stories  
- traditional story from Asia "The Proud Son" from Indonesia  
- Identify structural and language features of story: Direct speech; noun group and verb groups; pronouns; adverb groups; text connectives of time.  
- Find literal and inferred meanings in story  
- Explain the message or moral  
- Create character profiles on each character  
- Complete a story plan |  |  |
| T Wk5     | Narratives/cultural stories  
- traditional story from Asia "The Proud Son" from Indonesia  
- Identify structural and language features of story: Direct speech; noun group and verb groups; pronouns; adverb groups; text connectives of time.  
- Find literal and inferred meanings in story  
- Explain the message or moral  
- Create character profiles on each character  
- Complete a story plan |  |  |
| T Wk6     | Narratives/cultural stories  
- traditional story from Asia "The Proud Son" from Indonesia  
- Identify structural and language features of story: Direct speech; noun group and verb groups; pronouns; adverb groups; text connectives of time.  
- Find literal and inferred meanings in story  
- Explain the message or moral |  | exemplar |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| Wk7  | Narratives/cultural stories   | - Create character profiles on each character  
                                - Complete a story plan                                                                 |
| Wk8  | Narratives/cultural stories   | - Create character profiles on each character  
                                - Complete a story plan  
                                - Draft story                                                        |
| Wk9  | Narratives/cultural stories   | - Create character profiles on each character  
                                - Complete a story plan  
                                - Type story onto PowerPoint with illustrations  
                                - Final story                                                        |
<p>| Wk10 | Narratives/cultural stories   | Present presentations to rest of class                                                              |</p>
<table>
<thead>
<tr>
<th>Term Week</th>
<th>Curriculum Intent</th>
<th>Assessment</th>
<th>Feedback</th>
</tr>
</thead>
</table>
| T Wk1     | **Welcome Back / Great Barrier Reef- Threats and Management**  
- Orientation to new term : revise school responsibilities and expectations; code of behaviour  
- Introduce unit and assessment requirements for unit – course planner  
- Draw outline of Australian coast ; label area of GB Reef  
- Discuss and List what they know about GB Reef  
- Collect and download photographs of GB-identify activities undertaken there  | 3          | x 3      |
| T Wk2     | **Great Barrier Reef- Threats and Management**  
- Create a concept map showing important facts about GBF  
- Explain why the reef is important to education, tourism economy and scientific research  
- Write endings to incomplete sentences about the GBR  
- Create shape cards for significant features (including animals) of GBR fill with relevant vocabulary  |  |  |
| T Wk3     | **Great Barrier Reef- Threats and Management**  
- Briefing for excursion- revise estuaries and mangroves  
- Excursion- Holloways Beach Environment Centre  
- Collate information gathered from excursion  |  |  |
| T Wk4     | **Great Barrier Reef- Threats and Management**  
- Focus: importance of clean ,clear water for GBR  
- Collect newspaper clippings about GBR and water issues  
- Complete a PNI on waters of GBR  
- Draw a flowchart on urban and rural impact on GBR 's waters  
- Investigate in groups scenarios and present to class as oral , poster or visual presentation  |  |  |
| T Wk5     | **Great Barrier Reef- Threats and Management**  
- Investigate in groups scenarios and present to class as oral , poster or visual presentation contd  
- Select one local issue and as a class brainstorm possible solutions(eg speak on assembly, article for newsletter/paper; poster )  
- Draft and compose final solution and submit to paper/ display at school  |  |  |
| T Wk6     | **Great Barrier Reef- Threats and Management**  
- Focus: Tourism and the Reef  
- Collect travel brochures about GBR  
- Identify most visited places and major tourist attractions (internet research)  
- Classify into categories of recreational , educational or eco-tourism  
- Design a postcard highlighting some natural attractions of GBR  |  |  |
| T Wk7     | **Great Barrier Reef- Threats and Management**  
- Focus: conservation and management practices on the GBR  
- Research and discuss importance of – reef conservation; good water quality; catchment care and biological diversity [www.gbrmpa.gov.au](http://www.gbrmpa.gov.au)  |  |  |
| T Wk8     | **Great Barrier Reef- Threats and Management**  
- Write a two – page report on the status of world coral reefs at this time. Include management strategies being implemented to counter the threats to reefs  |  |  |
| T Wk9     | **Great Barrier Reef- Threats and Management**  
- Complete assessment  |  |  |
| T Wk10    | **Great Barrier Reef- Threats and Management**  
- Feedback and introduction of next term unit  |  |  |
Class Course Planner – 2014, Term 2
Class: EAL Year 10 English Communication   Novel Study “Onion Tears
Teacher/s: Gabrielle Wolff

<table>
<thead>
<tr>
<th>Term Week</th>
<th>Curriculum Intent</th>
<th>Assessment</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1 Wk 1</td>
<td>Introduce Narrative “Onion Tears”</td>
<td></td>
<td>Course planner</td>
</tr>
<tr>
<td>T1 Wk 2</td>
<td>Reading images for meaning Plot, theme, characters, setting.</td>
<td>Work to be completed in booklets throughout term</td>
<td></td>
</tr>
<tr>
<td>T1 Wk 3</td>
<td>Group reading/ CD listening/ individual reading: focus on pronunciation. Vocab building and comprehension.</td>
<td></td>
<td>Exemplar – letter</td>
</tr>
<tr>
<td>T1 Wk 4</td>
<td>Focus simple past in letter writing in the book. Letter writing.</td>
<td>Cloze</td>
<td>Close results</td>
</tr>
<tr>
<td>T1 Wk 5</td>
<td>Group reading, CD, vocab.</td>
<td>Letter</td>
<td>Written feedback on letter</td>
</tr>
<tr>
<td>T1 Wk 6</td>
<td>Reading, shared, recorded,</td>
<td>Quiz</td>
<td>Quiz results</td>
</tr>
<tr>
<td>T1 Wk 7</td>
<td>Drawings. Written descriptions to match. Focus sentence construction. Shared corrections. Reading for meaning, short narratives</td>
<td>Comprehension tests</td>
<td>Comprehension tests results</td>
</tr>
<tr>
<td>T1 Wk 8</td>
<td>Write review: revise plot, setting, character, theme etc.</td>
<td></td>
<td></td>
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<tr>
<td>T1 Wk 9</td>
<td>Exemplar and model review writing.</td>
<td>Review</td>
<td>Written feedback on review</td>
</tr>
<tr>
<td>T1 Wk 10</td>
<td>Testing, reading, grammar, listening.</td>
<td></td>
<td>Check bookwork Test results</td>
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</tbody>
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**Break**
<table>
<thead>
<tr>
<th>Term</th>
<th>Week</th>
<th>Curriculum Intent</th>
<th>Assessment x 3</th>
<th>Feedback x 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>T2</td>
<td>Wk1/2</td>
<td>Cluster 1 BSBIND201A GENIAS201C GENPCD201C&lt;br&gt; - Company Chart/hierarchy&lt;br&gt; - Organisational policies &amp; procedures&lt;br&gt; - Code of conduct Priorities&lt;br&gt; - Discrimination&lt;br&gt; - Self reflection</td>
<td>Start Workplace Activity Sheet&lt;br&gt; Spelling/Vocab</td>
<td>Course Planner</td>
</tr>
<tr>
<td>T2</td>
<td>Wk3/4</td>
<td>Cluster 1 BSBIND201A GENIAS201C GENPCD201C&lt;br&gt; - Scheduling&lt;br&gt; - Time wasters&lt;br&gt; - Technology&lt;br&gt; - Self reflection</td>
<td>Spelling/Vocab&lt;br&gt; Complete Workplace Activity Sheet</td>
<td>Feedback on self reflection</td>
</tr>
<tr>
<td>T2</td>
<td>Wk5/6</td>
<td>Title – WHS&lt;br&gt; - Introduction to Unit&lt;br&gt; - What is WHS, WHS legislation, Why is it important&lt;br&gt; - Employer/employee responsibilities&lt;br&gt; - Ergonomics&lt;br&gt; - Signage</td>
<td>Observation (Ergonomics)&lt;br&gt; Short answer Questions Spelling/Vocab</td>
<td>Spelling/Vocab</td>
</tr>
<tr>
<td>T2</td>
<td>7/8</td>
<td>Title – WHS&lt;br&gt; - Risks &amp; Hazards&lt;br&gt; - PPE&lt;br&gt; - Hazardous Substances&lt;br&gt; - Hierarchy of control&lt;br&gt; - Control Measures</td>
<td>Case Study</td>
<td></td>
</tr>
<tr>
<td>T2</td>
<td>9/10</td>
<td>Title – WHS&lt;br&gt; - Incidents and Emergencies&lt;br&gt; - Team Project (Optional)</td>
<td>Quiz (end of unit)&lt;br&gt; Observation (Emergency Drill)&lt;br&gt; Team Project (optional)</td>
<td></td>
</tr>
<tr>
<td>Term</td>
<td>Week</td>
<td>Curriculum Intent</td>
<td>Assessment</td>
<td>Feedback</td>
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</tbody>
</table>
| T2   | Wk1/2| **Cluster 1 BSBIND201A GENJAS201C GENPCD201C**  
- Company Chart/hierarchy  
- Organisational policies & procedures  
- Code of conduct Priorities  
- Discrimination  
- Self reflection | Start  
Workplace Activity Sheet  
Spelling/Vocab | Course Planner |
| T2   | Wk3/4| **Cluster 1 BSBIND201A GENJAS201C GENPCD201C**  
- Scheduling  
- Time wasters  
- Technology  
- Self reflection | Spelling/Vocab  
Complete Workplace Activity Sheet | Feedback on self reflection |
| T2   | Wk5/6| **Title – WHS**  
- Introduction to Unit  
- What is WHS, WHS legislation, Why is it important  
- Employer/employee responsibilities  
- Ergonomics  
- Signage | Observation (Ergonomics)  
Short answer Questions  
Spelling/Vocab | Spelling/Vocab |
| T2   | 7/8  | **Title – WHS**  
- Risks & Hazards  
- PPE  
- Hazardous Substances  
- Hierarchy of control  
- Control Measures | Case Study | |
| T2   | 9/10 | **Title – WHS**  
- Incidents and Emergencies  
- Team Project (Optional) | Quiz (end of unit)  
Observation (Emergency Drill)  
Team Project (optional) | |