

# ENGLISH

BIG IDEAS:		LEARNING OBJECTIVES:			
<table border="1"> <tr> <td style="padding: 5px;">Identity Communication Story Meaning</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>- Purpose</li> <li>- Audience</li> <li>- Language Features</li> <li>- Ideas</li> <li>- Structure</li> <li>- Text Type</li> </ul> </td> </tr> </table>	Identity Communication Story Meaning	<ul style="list-style-type: none"> <li>- Purpose</li> <li>- Audience</li> <li>- Language Features</li> <li>- Ideas</li> <li>- Structure</li> <li>- Text Type</li> </ul>		<ul style="list-style-type: none"> <li>● To explore by deconstructing a range of text types.</li> <li>● To explore by deconstructing a range of text structures.</li> <li>● To test by applying knowledge of language features and conventions.</li> <li>● To generate by producing a portfolio of texts for different purposes and audiences.</li> <li>● To refine by crafting texts for different purposes and audiences.</li> <li>● To make sense by understanding that texts are crafted for audiences.</li> <li>● To focus by defining the purpose of a range of texts.</li> <li>● To make sense by understanding ideas in a range of texts.</li> <li>● To test by applying knowledge of <b>[P.E.E.L]</b> to paragraph writing.</li> </ul>	
Identity Communication Story Meaning	<ul style="list-style-type: none"> <li>- Purpose</li> <li>- Audience</li> <li>- Language Features</li> <li>- Ideas</li> <li>- Structure</li> <li>- Text Type</li> </ul>				
GENERIC CAPABILITIES:		DISCIPLINE SPECIFIC PRACTICES:			
<ul style="list-style-type: none"> <li>● Using information;</li> <li>● Listen for Information, ideas, intended meanings, views, attitudes and feelings in a variety of spoken texts;</li> <li>● Present information, ideas, intended meanings, views, attitudes and feelings clearly, coherently and appropriately in a variety of contexts;</li> <li>● Participate effectively in an oral interaction;</li> <li>● Present information, ideas, views, attitudes and feelings clearly, coherently and appropriately in a variety of written texts.</li> </ul>		<ul style="list-style-type: none"> <li>● Language and textual analysis;</li> <li>● Understand, interpret and analyse a variety of texts;</li> <li>● Draft, re-draft, craft.</li> </ul>			

# OVERVIEW

SEMESTER 1		SEMESTER 2	
IDENTITY	SPACE & PLACE	CITIZENSHIP	HOW THINGS WORK
<p>To <b>EXPLORE</b> by deconstructing a range of text types. To <b>TEST</b> by applying knowledge of [P.E.E.L] to paragraph writing.</p> <ul style="list-style-type: none"> <li>● A range of text types will include, literary and informational texts and different formats.</li> <li>● The range of texts will include a variety of text types and genres, including print, non-print and multimodal texts. (e.g. novel, anthologies of poetry, short stories, scripts for radio, television or stage, narrative films, documentary films, CD-ROMs, and hyperfiction).</li> <li>● The intention is that by the time students reach Curriculum Level 6 they will have been exposed to a wide range of text types, both literary and informational.</li> </ul>	<p>To <b>EXPLORE</b> by deconstructing a range of text structures.</p> <ul style="list-style-type: none"> <li>● A range of text structures will include those found in both narrative and informational text structures.</li> <li>● Text structure refers to the way information is organised in texts. Students need to recognise the underlying structure of texts to help them to focus attention on key concepts and relationships, anticipate what's to come, and monitor comprehension.</li> <li>● The intention is that by the time students reach Curriculum Level 6 they will be confident in identifying and utilising a wide range of text structures found in narrative and informational texts.</li> </ul>	<p>To <b>TEST</b> by applying knowledge of language features and conventions.</p>	<p>To <b>GENERATE</b> by producing a portfolio of texts for different purposes and audiences. To <b>REFINE</b> by crafting texts for different purposes and audiences.</p>
SEMESTER 3		SEMESTER 4	
CULTURE & DIVERSITY	RELATIONSHIPS	INNOVATION	TRANSFORMATION
<p>To <b>MAKE SENSE</b> by understanding that texts are crafted for audiences. To <b>TEST</b> by applying knowledge of (P.E.E.L) to paragraph writing.</p>	<p>To <b>FOCUS</b> by defining the purpose of a range of texts.</p>	<p>To <b>MAKE SENSE</b> by understanding ideas in a range of texts.</p>	<p>To <b>GENERATE</b> by producing a portfolio of texts for different purposes and audiences. To <b>REFINE</b> by crafting texts for different purposes and audiences.</p>