



English – General Year 12 Course Outline

2016

Semester 1 - Unit 3

<i>When set/due</i>	<i>Task</i>	<i>Text Type(s)</i>	<i>SCSA Unit Content</i>
Term 1 Week 1-3	<p>We don't need English in the Real World do we?</p> <p>You will study a range of everyday texts applying different reading strategies and developing skills for comprehending texts. You will study the text structures of different text types and the techniques used to present ideas for different contexts and purposes.</p> <p>Task 1: Under assessment conditions during one lesson, in a computer lab, create an everyday text in response to an unseen prompt.</p>	Everyday texts including brochures, recipes, instructions, diagrams, timetables, notices, blogs, manuals	<ul style="list-style-type: none"> • use appropriate vocabulary, spelling and sentence structures • use personal voice and adopt different points of view and/or perspectives to influence audience • select text structures and language features to communicate and present ideas
Term 1 Week 4-7	<p>Appreciating Cultural Diversity</p> <p>You will study a range of Australian short stories, exploring the way narrative conventions have been used to present differing attitudes and values about cultural groups in Australian society.</p> <p>Task 2: Maintain a reflective journal and respond to a series of focus questions across short stories studied that explore attitudes toward cultural diversity in Australia. You will be required to submit a minimum of three (3) selected entries.</p>	Short stories	<ul style="list-style-type: none"> • the use of narrative techniques, for example, characterisation and narrative point of view. • understand the way attitudes and values are presented • gather different viewpoints
Term 1 Week 8-10	<p>The Soundtrack of My Life</p> <p>You will explore a range of song lyrics and examine the ways that language choices work to influence specific audiences. You will consider the identity stereotypes that are either reinforced or challenged in these texts.</p> <p>Task 3: The Soundtrack of my Life Create a 2-3 minute audio-visual presentation with 8-12 songs that reflects your personal identity. Complete a set of structured questions that explains the significance of your song choices.</p>	Song lyrics	<ul style="list-style-type: none"> • understanding the way attitudes and values are presented • explaining shifts in tone and perspectives and identifying the effect of language choices on an audience • the relationships between context, purpose and audience
Term 2 Week 1-5	<p>Not fair</p> <p>You will work in groups to research a workplace issue affecting young members of the workforce. Some issues to consider may be equal work for equal pay, discrimination, bullying in the workplace or workplace health and safety issues.</p> <p>Task 4: Group Panel Discussion exploring at least one workplace issue from a range of viewpoints and perspectives. Include an infographic, which summarises your findings.</p>	<p>Workplace texts including safety regulations, pamphlets, memos, reports, minutes.</p> <p>Media texts including newspaper and magazine articles, editorials, websites, television and radio programs</p>	<ul style="list-style-type: none"> • express a logical point of view about an idea, issue or event • listen actively; be prepared to assert personal views • categorise and integrate ideas and evidence about specific issues

Term 2 Week 6	<p>Task 5: A task set by the SCSA based on the content from Unit 3 in the <i>Unit Content</i> column to the right.</p> <p>To prepare for your Externally Set Task, you will periodically respond to unseen texts over the semester and complete activities modelled on the EST in-class under timed conditions.</p>	Fiction, non-fiction, media, everyday and workplace texts.	<ul style="list-style-type: none"> distinguish different perspectives about the main ideas in texts identify facts, opinions, supporting evidence and bias understand the way attitudes and values are presented explain shifts in tone and perspective and identifying the effect of language choices on an audience. the use of media, types of texts, text structures and language features, for example, the selective use of fact, evidence and opinion in newspaper reports, the use of statistics and graphs in advertisements, choice of colour and font style in websites and use of questioning strategies and tone of voice in interviews use appropriate vocabulary, spelling and sentence structures
Term 2 Week 6-7	<p>WORKPLACE LEARNING</p> <p><i>Whilst on WPL you are to collect policies and documents that are on the topic of your "Not Fair" panel discussion.</i></p>		

Semester 2 - Unit 4

<i>When set/due</i>	<i>Task</i>	<i>Possible Texts and Text Types</i>	<i>Unit Content</i>
Term 2 Week 8-10	<p>Do you know how to be media savvy?</p> <p>You will explore social media posts that have gone 'viral', considering the intended and your personal response as well as the message presented. You will evaluate the legitimacy of posts' sources and supporting evidence, language and visual techniques used, identification of bias and underlying attitudes and values and distinguish between facts and opinion.</p> <p>Task 6: Choose a viral post on a topical issue and respond to it by creating an audio-visual social media text (e.g. Vlog, pop-up advertisement, YouTube video etc.) that shows you know how to be media savvy.</p>	Media and everyday texts including 'viral posts', blogs and other social media.	<ul style="list-style-type: none"> determine the relevance of source material to the context and topic create oral texts that communicate ideas and perspectives express a logical point of view about an idea, issue or event in a range of media and digital technologies use and adapt text structures and language features to communicate ideas in a range of media
Term 3 Week 1-3	<p>Respectful Relationships</p> <p>You will explore the issue of violence within relationships and the attitudes and beliefs that lead to the acceptance of violent acts within our society.</p> <p>Task 7: From the provided brief, write a set of recommendations for the creation of a high school programme that addresses respectful relationships.</p>	<p>A range of documentary, other audiovisual and multimedia texts including:</p> <p><i>Tough Guise</i> <i>Hitting Home</i> (including Q and A special) <i>Guyland</i> <i>Broken Lives</i> http://www.whiteribbon.org.au/</p>	<ul style="list-style-type: none"> analyse issues and ideas in texts and explain perspectives and implications community, local or global issues in literary and everyday texts how some perspectives are privileged while others are marginalised or silenced

Term 3 Week 4-7	Respectful Relationships - Stage Drama Study Task 8: <i>Blackrock</i> Stage Drama Study Complete a series of short answer responses to the stage drama.	<i>Blackrock</i> and/or <i>A Property of the Clan</i>	<ul style="list-style-type: none"> consider how attitudes and assumptions are presented in texts integrate text structures, language features and visual techniques to engage and persuade audiences recognise when to work with others and when to work independently
Term 3 Week 8-9	WORKPLACE LEARNING		
<i>Revision</i> Term 3 Week 10 Term 4 Week 0 (October School Holidays) <i>EXAM PERIOD</i>	Task 9: EXAMINATION Write a response to a choice of one or more extended print texts studied and reflected upon in your reading journal throughout Semester 2.	Extended print texts including novels, expository texts, biography and autobiography.	<ul style="list-style-type: none"> analyse issues and ideas in texts and explaining perspectives and implications explain how texts use language to appeal to the beliefs, attitudes and values of an audience discuss the way ideas and information are presented in texts how some perspectives are privileged while others are marginalised or silenced
Term 4 Week 1-2	Review and recap: Exam Review Course Review Activities exploring the links between English and the 'real world'. Discussion of current topical texts – e.g. blogposts, articles, T.V. reports etc.		<ul style="list-style-type: none"> analyse issues and ideas in texts and explaining perspectives and implications explain how texts use language to appeal to the beliefs, attitudes and values of an audience discuss the way ideas and information are presented in texts how some perspectives are privileged while others are marginalised or silenced