 Year 12 EAL/D English

English as an additional language or dialect

Killara High School – scope and sequence

| Week | Year 12 Term 4 2018 | Year 12 Term 1 2019 | Year 12 Term 2 2019 | Year 12 Term 3 2019 |
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| 1 | Module A: Texts and Human ExperiencesGo Back to Where You Came From* Introduction to the unit, building the field activities, related texts

Focus on Writing * Personal reflection
 | * Recap of background reading on the poets, reading the poetry
* ‘This is where it begins’ Merlinda Bobis
* Listening activity

Focus on Writing* Write the story of your migration
 | * Setting and language focus
* Plot sequencing activity
* Reading key sections of the novel

Focus on Writing* Respond creatively to a chapter
 | * Revision of module A
* Revision of module B
* Practise examinations including listening
 |
| 2 | * View Episode 1 and answer comprehension questions

Focus on Writing* Communication activity, website and blog post.
 | * ‘My Hakka Grandmother’ Eileen Chong
* Related texts

Focus on Writing* Write the story of your migration
 | * Importance of the novel as a textual form
* Literary features
* Listening activity
* Author’s impact on audience
* Themes
 | * Focus on Writing
* -Revision of module A
* -Revision of module B
* -Practise examinations including listening
 |
| 3 | * View Episode 2 and answer questions.
* Related texts

Focus on Writing* Empathy task, writing a diary entry
 | Focus on Writing* Write a poem capturing your experience living in contemporary Australia
 | * Characterisation and development
* Vocabulary building activities
* Listening activities related to the close study of the novel

Focus on Writing* Visually represent one theme in the novel and provide a brief explanation
 | Assessment task 4Trial HSC 25%Paper 1Paper 2Listening |
| 4 | * Complete participant comparison table

Focus on writing* Letter to the editor
* Personal reflection
 | * ‘Some New Perspectives’ by Ee Tiang Hong

Focus on Writing* Analytical writing on related text
* Responding to an essay question ‘how does language influence identity and culture?’
 | * Genre analysis, science fiction
* Listening activity

Focus on Writing* Feature article on how science fiction shapes the future
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| 5 | * Research task

Hand out assessment notification* View Episode 3 and complete features of a documentary analysis table
 | * ‘The Double Man’ by Ouyang Yu
* ‘Circular Breathing’ Maureen Ten (Ten Ch’in Ü)
* Listening activity

Focus on Writing* Creative writing activity
 | * Completing comprehension questions on key sections of the novel
* Analysis tables to critically study certain parts of the novel

Hand out assessment notification |  |
| 6 | * Related texts

Focus on Writing* Communicative activity, stakeholder discussion
 | * ‘Translucent Jade’
* Related texts

Hand out assessment notification | * Bradbury’s writing style
* Listening activity

Focus on Writing* Write an alternative ending to the novel
* Write a creative piece responding to stimulus material
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| 7 | View The Response episodeFocus on writing* Analytical response
* Creative writing
 | * Preparation for multimodal assessment task
* Listening activity

Focus on Writing* Debate, speech activity
 | * Extension activity: postmodern fiction, interpreting the text
* Preparation for the assessment task- different forms of writing, speaking and representing
 |  |
| 8 | Assessment task 1Viewing and Responding 20% | Assessment task 2Multimodal 30% | * Preparation for assessment task, sitting practise papers

Assessment task 3Focus on Writing 25% |  |
| 9 |  |  |  |  |
| 10 | Module B – Language, Identity and CultureContemporary Asian Australian Poets* Introduction to the unit, building the field activities
* Related material
* Holiday homework – background reading on the poets, poetry booklet
* ‘This is where it begins’ Merlinda Bobis
 | Module C – Close Study of TextFahrenheit 451* Introduction to the novel, context
* Building the field activities
* Listening activity
 | * Practise examinations for holiday homework
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The focus on writing module is to be studied concurrently throughout Year 12.

This overview is a sample schedule – the intensity of including focus on writing lessons would depend on the ability of the cohort (more lessons are included than needed – 1 per fortnight should be sufficient).

There are some gaps in this program to allow for the study more intensively of some parts (for example, some poetry may take more time to get through).There is also room for the revision of content at the conclusion of the course – most schools schedule the Trials early in Term 3.