



SAMPLE COURSE OUTLINE

ENGLISH
PRELIMINARY UNIT 1 AND UNIT 2

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Sample course outline

English – Preliminary

Unit 1 and Unit 2

Unit 1 (notional timeframe only – may take up to whole year)

Week	Key teaching points	Content
1	<p>Introduction to the unit, task requirements, assessment outline. Brainstorm home rules, class, school rules and rules in the community – sign reading; comparisons of different types of rules.</p> <p>Develop a set of class rules.</p>	
2–4	<p>What are ‘rules’, why do we have to have rules?</p> <p>Brainstorm consequences and social implications of breaking rules.</p> <p>Questioning skills – how to ask questions to get information; how to ask people questions; basic interviewing skills. Develop a set of questions to interview a person about rules at school.</p> <p>Introduction to Task 1: School rules. Students to develop a set of questions to ask in interviews, then to produce a booklet on school rules.</p> <p>Mock interviews in pairs: students to interview a staff member about school rules and to produce a booklet or eBook on different rules at school.</p> <p>Task 1 due Semester 1 Week 4</p>	<p>Using appropriate vocabulary; creating familiar texts (booklet); creating questions and interpreting responses; learning social interaction conventions; practising speaking and listening skills, with a sense of purpose and for a particular audience; developing turn-taking techniques.</p>
5–7	<p>Students investigate the rules and expected behaviours for a variety of different places in the community (school, library, shopping centre, movie theatre and restaurant).</p> <p>The differences between rules and expectations – teacher to provide an example.</p> <p>Students to share some of the rules and expectations from their own home; teacher to point out that an expectation in one person’s home could be a rule in another.</p> <p>Introduction to Task 2: Rules in the community – a poster or an eBook.</p> <p>Students to choose one venue for their task and think about the different ways that they can access information about these venues – restaurants, movies, shops; and compile a list of the different rules for their chosen venues.</p> <p>Students to find out about the different consequences that may occur if rules are broken at these venues – brainstorming, internet search, viewing appropriate on-line videos.</p>	<p>Creating texts using appropriate vocabulary; developing group discussion skills; creating oral, visual, written and multimodal texts; accepting feedback from others; reflecting on texts created; engaging with and responding to elements of text; locating and accessing required texts.</p>

Week	Key teaching points	Content
8–12	<p>Students share with others their findings about rules in their chosen venues and consequences of breaking those rules.</p> <p>Task 2: Create a poster or eBook about different rules in the community.</p> <p>Students learn about how the choices they make have consequences; how different choices may lead to different outcomes; introduction to conventions of role plays.</p> <p>Importance of team work and oral communication skills in role plays.</p> <p>Students to view different scenarios on rules and consequences of breaking them.</p> <p>Task 2 due Semester 1 Week 8</p>	
13	<p>Introduction to Task 3: Role play</p> <p>Students brainstorm different social situations where people are faced with difficult decisions. Teacher to board suggestions from students and contribute if necessary.</p>	Using appropriate vocabulary, facial expressions and body language; creating, interpreting and responding to questions in role play; adapting communication to suit audiences; retelling ideas or information; reflecting on oral performance.
14–15	<p>Students form small groups and run through some of the different scenarios. They share their ideas about what possible decisions could be made and what the possible outcomes might be. They decide upon a best course of action. These best courses of action are then discussed with the rest of the class.</p> <p>Students to complete assessment Task 3 where they are put into small groups and presented with a scenario. Students rehearse their role play and then present to the class. Each student then completes a peer evaluation sheet.</p> <p>Feedback is given to students on their participation in the role play.</p> <p>Task 3 due Semester 1 Week 15</p>	
16	<p>Students to discuss work covered in Semester 1.</p> <p>View episodes or parts of films dealing with rules at school or in the community. What was the problem? How was it handled? What was the final outcome?</p>	

To have recorded a 'completion' for English Preliminary Unit 1, students will need to have completed the education and assessment program above which addresses all three unit outcomes at least once in this English unit and all unit content.

Unit 2 (notional timeframe only – may take up to whole year)

Week	Key teaching points	Content
1	<p>Introduction to Semester 2 tasks, assessment outline and expectations.</p> <p>Introduction to Task 4: Make a film on rules at home.</p>	
2–5	<p>Students to view parts of films dealing with problems resulting from different social interactions. Students to participate in a discussion led by the teacher and discuss the choices made by the characters and whether they would make the same choices.</p> <p>Students to identify choices made by characters. What was the problem? How was it handled? What was the final outcome?</p> <p>Students to plan a class or group film based on problems viewed. In groups, students make a short film. Students may choose a character from the films they viewed on whom they would like to base their class or group production.</p> <p>Task 4 due Semester 2 Week 5</p>	<p>Creating texts using appropriate vocabulary and expression; interpreting and using facial expressions and body language; learning social interaction conventions; engaging with and responding to elements of text; identifying intended audience; giving attention to information, objects, people, actions, emotions, events, places; responding to language used by others.</p>
6–8	<p>Teachers to present students with scenarios where people have failed to adhere to rules and have suffered consequences for their actions. Questions for a discussion: Are there common social expectations? Why might people’s views differ? Are some rules meant to be broken?</p> <p>Teacher to provide students with an article about a person/group that has suffered consequences for not adhering to a rule. Read the article as a group and discuss.</p> <p>Students to locate and read other articles about rules not being followed. Questions for discussion:</p> <ul style="list-style-type: none"> • Who is the article about? • What rule was broken? • What was the consequence? • Was this fair? 	
9–13	<p>Introduction to Task 5: Create a comic strip on consequences. Create a comic strip/drawing or other multimodal text about people who have suffered consequences for not adhering to society’s expectations.</p> <p>Points to consider:</p> <ul style="list-style-type: none"> • in society, there are rules and expectations that people have to follow • there are consequences for people who break rules • people do not always agree on whether the consequences are fair or not fair • people’s views are often influenced by their age, sex, family <p>Students work on how to locate different resources, practise their written communication skills and their reading skills.</p> <p>Task 5 due Semester 2 Week 13</p>	<p>Creating texts with appropriate vocabulary and visuals; sequencing ideas in a comic strip; expressing and interpreting feelings; learning social interaction conventions; developing listening and speaking skills; engaging with and responding to elements of texts; identifying intended audience; locating and accessing required texts; reflecting on quality of text created; accepting feedback from others.</p>

Week	Key teaching points	Content
14–16	General discussion on the work completed in the unit. Evaluation of students' work already completed. Students complete self-reflection questions: What have I learned? How could we continue to improve? Which tasks have we enjoyed the most and the least and why?	Accepting feedback from others.

To have recorded a 'completion' for English Preliminary Unit 2, students will need to have completed the education and assessment program above which addresses all three unit outcomes at least once in this English unit and all unit content.