



SAMPLE COURSE OUTLINE

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

GENERAL YEAR 11

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Disclaimer

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. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Sample course outline

English as an Additional Language or Dialect – General Year 11

Semester 1 Unit 1 – Cross-cultural perspectives

Week	Syllabus content (drawn from unit content and the Language table)	Assessment tasks
1	<p>Overview of course and expectations – course documents and school assessment policy</p> <p>Appraisal of student levels and linguistic and cultural background</p> <p>Self-introduction</p> <p>Use of dictionaries, thesaurus, school library and resources, and web-based resources</p>	
2–5	<p>Communication skills and strategies</p> <ul style="list-style-type: none"> demonstrating understanding of some common idiomatic and colloquial expressions <p>Comprehension skills and strategies</p> <ul style="list-style-type: none"> drawing on background knowledge or contextual cues to guess the meaning of unknown words using a range of strategies, such as completing retrieval charts and taking notes to extract accurate information from texts identifying and responding to the main ideas in a range of familiar texts identifying sociolinguistic and sociocultural references in a growing range of situations identifying simple cultural references, idiomatic language and colloquialisms recounting plot details and describe settings and characters in texts identifying emotive language in a growing range of situations translating from home language or dialect to SAE employing ICT and investigative strategies to locate relevant information from sources <p>Language and textual analysis</p> <ul style="list-style-type: none"> outlining the purposes of a growing range of text types, including academic texts identifying dialogue, and first-person and third-person narration used in texts identifying common differences in lexis and grammar between spoken and written language in familiar texts understanding how language use, including forms of address and conventions of politeness changes in different contexts across cultures identifying common variations of language and structure across different media <p>Language table</p> <ul style="list-style-type: none"> Relevant items 	<p>Task 1: Response</p> <p>Read, view and listen to a range of texts about significant people, places and events in Australia. Respond to short and extended answer questions about these texts.</p>

Week	Syllabus content (drawn from unit content and the Language table)	Assessment tasks
6–10	<p>Communication skills and strategies</p> <ul style="list-style-type: none"> communicating ideas and opinions in familiar and some unfamiliar situations and rephrasing when meaning is unclear using intelligible pronunciation and intonation of words and phrases collaborating as a way to solve problems or to create texts adopting appropriate listening behaviours in some unfamiliar situations interacting and using forms of address appropriately in familiar and classroom contexts demonstrating understanding of some common idiomatic and colloquial expressions employing language learning strategies, including using dictionaries, finding opportunities to practise English and seeking clarification <p>Comprehension skills and strategies</p> <ul style="list-style-type: none"> using a range of strategies, such as completing retrieval charts and taking notes to extract accurate information from texts <p>Creating texts</p> <ul style="list-style-type: none"> using appropriate form, content and style for a range of common purposes and audiences using first-person and third-person narration using elements, including titles, headings and visuals to structure texts using commonly used technologies and media using some subject-specific vocabulary, synonyms, antonyms and collocations using subject-verb agreement, correct order of multiple adjectives, correct word order and modal auxiliaries using cohesive devices at sentence and paragraph level, including anaphoric and cataphoric reference, and common conjunctions using a growing range of strategies for planning and refining work, including editing and incorporating feedback for correct simple tenses, common punctuation, spelling, and a variety of simple and compound sentences <p>Language table</p> <ul style="list-style-type: none"> Relevant items 	<p>Task 2: Investigation</p> <p>Choose a person from your own culture/community who is significant to you. This may be someone you know, or someone you know of. Investigate this person through research and/or conducting interviews with others from your community. Present your findings in a brief report.</p>
11–15	<p>Creating texts</p> <ul style="list-style-type: none"> using appropriate form, content and style for a range of common purposes and audiences using first-person and third-person narration using elements, including titles, headings and visuals to structure texts using commonly used technologies and media using some subject-specific vocabulary, synonyms, antonyms and collocations using subject-verb agreement, correct order of multiple adjectives, correct word order and modal auxiliaries using description, imagery and some characterisation using cohesive devices at sentence and paragraph level, including anaphoric and cataphoric reference, and common conjunctions using a growing range of strategies for planning and refining work, including editing and incorporating feedback for correct simple 	<p>Task 3: Production (written)</p> <p>Consider the cultural facilities available and/or events held in your local community and how these could be expanded or improved. Write a letter to your local council with your requests and suggestions.</p>

Week	Syllabus content (drawn from unit content and the Language table)	Assessment tasks
	<p>tenses, common punctuation, spelling, and a variety of simple and compound sentences</p> <p>Language table</p> <ul style="list-style-type: none"> • Relevant items 	
16–20	<p>Communication skills and strategies</p> <ul style="list-style-type: none"> • communicating ideas and opinions in familiar and some unfamiliar situations and rephrasing when meaning is unclear • using intelligible pronunciation and intonation of words and phrases • collaborating as a way to solve to solve problems or to create texts • adopting appropriate listening behaviours in some unfamiliar situations • interacting and using forms of address appropriately in familiar and classroom contexts • demonstrating understanding of some common idiomatic and colloquial expressions • employing language learning strategies, including using dictionaries, finding opportunities to practise English and seeking clarification <p>Language and textual analysis</p> <ul style="list-style-type: none"> • outlining the purposes of a growing range of text types, including academic texts <p>Creating texts</p> <ul style="list-style-type: none"> • using appropriate form, content and style for a range of common purposes and audiences • using commonly used technologies and media • using some subject-specific vocabulary, synonyms, antonyms and collocations • using subject-verb agreement, correct order of multiple adjectives, correct word order and modal auxiliaries • using description, imagery and some characterisation • using a growing range of strategies for planning and refining work, including editing and incorporating feedback for correct simple tenses, common punctuation, spelling, and a variety of simple and compound sentences <p>Language table</p> <ul style="list-style-type: none"> • Relevant items 	<p>Task 4: Production (oral)</p> <p>Investigate a place or event from your own culture/ community that is significant to you. Give a presentation about your subject choice and explain why it is important to you.</p>

Semester 2 Unit 2 – Life experiences

Week	Syllabus content (drawn from unit content and the Language table)	Assessment tasks
1–3	<p>Comprehension skills and strategies</p> <ul style="list-style-type: none"> • using knowledge of text structure to locate information and to aid understanding of increasingly unfamiliar texts • identifying and discussing meaning, purpose, audience and the values and attitudes presented in a range of texts • adopting efficient forms of recording and collating information in a growing range of contexts • identifying, inferring and describing the main ideas and some supporting details in a range of familiar and some unfamiliar texts • identifying cohesive elements and their role in creating texts • identifying and explaining common similes, metaphors, symbols and sociocultural references in texts <p>Language and textual analysis</p> <ul style="list-style-type: none"> • explaining the purposes and structures of different types of texts • identifying and describing text structures and language features used in a variety of texts, including some literary texts • identifying shifts in lexis and grammar between spoken and written language in a growing range of contexts • explaining how meaning changes with shifts in tone and register • identifying and describing cultural variations in values and beliefs, including conceptions of the sacred, respect, taboos, values associated with naming, titles and construction of gender <p>Language table</p> <ul style="list-style-type: none"> • Relevant items 	<p>Task 5: Response Read or view a text/s which focuses on self-image or cultural conceptions of beauty or fashion. Respond to short and extended answer questions about this text/s.</p>
4–6	<p>Comprehension skills and strategies</p> <ul style="list-style-type: none"> • identifying and discussing meaning, purpose, audience and the values and attitudes presented in a range of texts • identifying, inferring and describing the main ideas and some supporting details in a range of familiar and some unfamiliar texts • identifying and explaining common similes, metaphors, symbols and sociocultural references in texts <p>Language and textual analysis</p> <ul style="list-style-type: none"> • explaining the purposes and structures of different types of texts • explaining how meaning changes with shifts in tone and register • identifying and describing cultural variations in values and beliefs, including conceptions of the sacred, respect, taboos, values associated with naming, titles and construction of gender <p>Creating texts</p> <ul style="list-style-type: none"> • using appropriate form, content and style for a range of familiar and some unfamiliar, purposes and audiences • planning, organising and using a combination of technologies and media • using common subject-specific vocabulary, synonyms, antonyms and collocations • using imaginative and descriptive language • developing control over direct and indirect speech 	<p>Task 6: Production (written) Read or view a text, such as <i>Mean Girls</i>. In response, write a short essay discussing a theme such as conforming to images or stereotypes, self-image, or cultural conceptions of beauty and/or fashion.</p>

Week	Syllabus content (drawn from unit content and the Language table)	Assessment tasks
	<ul style="list-style-type: none"> • using a range of common cohesive devices at sentence, paragraph and whole-text level, including referencing, lexical chains and conjunctions • using simple, compound and some complex sentences • using simple present, past and future tense and simple forms of modality • using strategies for planning, drafting and refining work, including editing for correct spelling, consistent use of common punctuation, and seeking and using feedback <p>Language table</p> <ul style="list-style-type: none"> • Relevant items 	
7–9	<p>Comprehension skills and strategies</p> <ul style="list-style-type: none"> • using knowledge of text structure to locate information and to aid understanding of increasingly unfamiliar texts • identifying and discussing meaning, purpose, audience and the values and attitudes presented in a range of texts • adopting efficient forms of recording and collating information in a growing range of contexts • identifying, inferring and describing the main ideas and some supporting details in a range of familiar and some unfamiliar texts • identifying cohesive elements and their role in creating texts <p>Language and textual analysis</p> <ul style="list-style-type: none"> • explaining the purposes and structures of different types of texts • identifying and describing cultural variations in values and beliefs, including conceptions of the sacred, respect, taboos, values associated with naming, titles and construction of gender <p>Creating texts</p> <ul style="list-style-type: none"> • using appropriate form, content and style for a range of familiar and some unfamiliar, purposes and audiences • planning, organising and using a combination of technologies and media • using common subject-specific vocabulary, synonyms, antonyms and collocations • using imaginative and descriptive language • developing control over direct and indirect speech • using a range of common cohesive devices at sentence, paragraph and whole-text level, including referencing, lexical chains and conjunctions • using simple, compound and some complex sentences • using simple present, past and future tense and simple forms of modality • using strategies for planning, drafting and refining work, including editing for correct spelling, consistent use of common punctuation, and seeking and using feedback <p>Language table</p> <ul style="list-style-type: none"> • Relevant items 	<p>Task 7: Investigation Investigate the impact of technology on leisure and entertainment and how this has changed over time. Present your findings in a brief report.</p>

Week	Syllabus content (drawn from unit content and the Language table)	Assessment tasks
10–12	<p>Communication skills and strategies</p> <ul style="list-style-type: none"> • interacting with others in oral, written and digital forms in a range of contexts • using intelligible pronunciation, intonation and stress of words and phrases • using repair strategies and seeking assistance and clarification in a range of contexts • working collaboratively in learning activities, including problem-solving and creating texts • initiating, sustaining and concluding communication using SAE conventions and protocols in a range of familiar, some unfamiliar and some academic contexts • using active listening skills • using some common idiomatic and colloquial expressions appropriate for the context of communication <p>Comprehension skills and strategies</p> <ul style="list-style-type: none"> • identifying and discussing meaning, purpose, audience and the values and attitudes presented in a range of texts • identifying, inferring and describing the main ideas and some supporting details in a range of familiar and some unfamiliar texts • identifying and explaining common similes, metaphors, symbols and sociocultural references in texts <p>Language and textual analysis</p> <ul style="list-style-type: none"> • explaining the purposes and structures of different types of texts • identifying shifts in lexis and grammar between spoken and written language in a growing range of contexts • identifying and describe cultural variations in values and beliefs, including conceptions of the sacred, respect, taboos, values associated with naming, titles and construction of gender <p>Language table</p> <ul style="list-style-type: none"> • Relevant items 	<p>Task 8: Production (oral)</p> <p>In pairs or small groups, facilitate a tutorial exploring the impact of social media on identity.</p>