



SAMPLE COURSE OUTLINE

ENGLISH

FOUNDATION 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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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 – Foundation Year 11
Semester 1

Name of context, name of module and number of weeks duration	Syllabus content	Activities and assessment tasks
Introduction to English Foundation Week 1	All content will be discussed.	Read and discuss the syllabus, its rationale, how it is structured and organised, the relationship to the OLNA and to graduation.
Literacy for learning context: Researching and analysing a television program Weeks 2–7	When reading texts, students learn <ul style="list-style-type: none"> • how texts work • why texts use a particular form • how texts use the conventions of a particular form • how texts use language • how texts promote values and attitudes • how to discuss what has been learned about how texts work • how texts can be interpreted in different ways 	Activity Study a television program that you watch regularly. Make some notes about the form it takes (for example, television drama, soap opera, sitcom, documentary, sports program) and the way that program makes use of the features/conventions typical of that form. Make notes about how language is used in that program to inform, entertain, persuade and/or narrate. Make some generalisations about the values promoted by that program and/or the attitudes of characters or persons within the program. Evaluate whether you approve or disapprove of those values and attitudes and explain why. Explain how other viewers of that program might not agree with your evaluation. Conclude with a summary of what you have learned about how this text works and how texts using this form tend to work. Assessment Task 3: Combine all of the above information into either a review for a newspaper or a report for the program selection manager at a television station Week 5 .
	When producing texts, students learn <ul style="list-style-type: none"> • how to brainstorm ideas • how to shape or structure a text to make it work • why a particular form is appropriate • how to use the conventions of a particular form 	Assessment Task 1: Create a framework for a newspaper review or a report Week 4 . When creating the newspaper review or the report for Assessment Task 3 use a framework consisting of a series of rectangles that sets out clearly the structure of your text. Indicate the features of that form (review or report)

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	<ul style="list-style-type: none"> • how to use language, including appropriate spelling, punctuation and grammar • how to shape language for particular purposes • how to promote values and attitudes • how to reflect on the strengths and weaknesses of texts created • how texts can be interpreted in different ways 	<p>and how your text will use those features. In your framework, briefly mention the examples of conventions and language that you will draw upon.</p> <p>Ensure that your values and attitudes about the television program are clearly implied.</p> <p>Acknowledge that some readers of your text might disagree with your views.</p> <p>Assessment Task 4: Journal entry Week 8.</p> <p>In a separate journal entry, record the reactions from several of your peers to your review or report.</p> <p>Reflect on the strengths and weaknesses of your text, explaining what you thought worked well and what you might do differently next time.</p>
	<p>When speaking and listening, students learn</p> <ul style="list-style-type: none"> • how to shape or structure an oral text • why a particular form is appropriate • how to use spoken language conventions • how to listen attentively and with understanding • how to promote values and attitudes • how to engage in a variety of speaking and listening scenarios • 	<p>Activity</p> <p>Before you write your review or report, test out some of your ideas and examples on your peers. In a series of two character role-plays, take the role of the person who approves of this program.</p> <p>In small group work, present an argument in favour of the program, then allow the other 3–4 members of your group to quiz you about your views. In another series of two character role-plays, take the role of a person who disapproves of this program and argue that it should be removed from our television screens. In all of these oral activities, focus on the language that you use and the examples that you discuss to support your argument. Make notes about some of your peers' reactions for inclusion in the journal in Task 4.</p> <p>Assessment Task 2: Two character role-plays Week 4.</p>
<p>Literacy for learning context: The wonderful world of the sentence Weeks 8–10</p>	<p>When producing texts, students learn</p> <ul style="list-style-type: none"> • how to learn and use concepts of English grammar, including: how a group of words becomes a sentence; how subject and verb must agree • how to create simple, compound and complex sentences 	<p>Activity</p> <p>A series of lessons exploring how sentences work, why some sentences are faulty or aren't sentences and how to improve sentences in terms of clarity and variety. You will learn how to insert words, phrases and clauses into simple</p>

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	<ul style="list-style-type: none"> • how a phrase differs from a clause • how clauses can be dependent or independent • how to understand the functions of the parts of speech, including nouns, verbs, adjectives, adverbs, pronouns, articles, prepositions and conjunctions • how to switch from active voice to passive voice 	<p>sentences to create a variety of compound and complex sentences.</p> <p>Assessment Task 5: Write a simple sentence like the one studied, 'James Cook died.', and as we learned to do with that sentence, make five insertions without destroying the grammatical sense Week 10.</p>
<p>Literacy for work context: Occupational health and safety Weeks 11–15</p>	<p>When reading texts, students learn</p> <ul style="list-style-type: none"> • how texts work • why texts use a particular form • how texts use the conventions of a particular form • how texts use language for particular purposes • how texts promote values and attitudes • how to discuss what has been learned about how texts work • how texts can be interpreted in different ways 	<p>Activity Introductory activities from the WorkSafe website: Complete the introductory 'General Modules' on the Worksafe SmartMove website, which involve online reading of guidelines and some brief case studies with questions to test understanding. These will be read as a group with a smart board and you will answer questions individually on computers, which can be corrected automatically online Week 11.</p> <p>Activity Emergency evacuation procedures: We will work through an example of an evacuation plan.</p> <p>We will discuss likely ways in which the notice to evacuate could be given and what the evacuation procedure should entail (what happens to machinery; what to take or leave; shutting doors; checking what has to be carried out by section wardens or equivalent etc.) and when it would be safe to re-enter the building or site.</p> <p>Assessment Task 6: Comprehension of Emergency evacuation procedures Week 12.</p> <p>Activity Types of fire extinguishers: Using an Australian chart (or an example of a chart from the internet) we will examine the different kinds of fire extinguishers for different types of fire; we will discuss the problems that will result from using the wrong type of extinguisher.</p>

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		<p>You will answer some questions about this in your work journal Week 13.</p> <p>Note: Australia uses different categories of extinguishers from those used in the UK or USA.</p> <p>Activity Simple first aid: We will read and complete comprehension activities on basic first aid posters (or an online demonstration) about the procedure for CPR; we will discuss the importance of First Aid training in the workplace; we will look at some of the online resources that could be completed as preparation for a ‘hands on’ course. You will write your responses in your journal. Weeks 14–15.</p>
	<p>When producing texts, students learn</p> <ul style="list-style-type: none"> • how to shape or structure a text to make it work • why a particular form is appropriate • how to use the conventions of a particular form • how to use language, including appropriate spelling, punctuation and grammar • how to shape language for particular purposes • how to promote values and attitudes • how to reflect on the strengths and weaknesses of texts created • how texts can be interpreted in different ways 	<p>Activity Using a sample accident form that has been completed incorrectly, we will identify the problems with the way in which details were provided, the way the description was written and other errors in the completion of this form.</p> <p>You will be given a scenario and will complete an accident form using the information provided.</p> <p>Several types of forms can be found on the internet; for example, https://www.commerce.wa.gov.au/publications/accidentincident-report-form.</p> <p>Assessment Task 7: Accident form assessment Week 14.</p> <p>Activity You will complete a work journal containing the short writing tasks completed in this module.</p> <p>The work journal will also include a vocabulary list of some of the key terms you will need to complete tasks (evacuation; muster point; ventilation; obstruction; combustible; fuel; hazard etc.) and other terms that you will add to the list as you work through the tasks.</p> <p>Assessment Task 8: Work journal Week 15.</p>

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	<p>When speaking and listening, students learn</p> <ul style="list-style-type: none"> • how to shape or structure an oral text • why a particular form is appropriate • how to use the conventions of a particular form • how to use spoken language conventions • how to listen attentively and with understanding • how to promote values and attitudes • how to engage in a variety of speaking and listening scenarios • how to use spoken language techniques for particular purposes and audiences <p>When producing texts, students learn</p> <ul style="list-style-type: none"> • how to spell and pronounce words effectively 	<p>Activity</p> <p>How to call an ambulance: We will discuss the questions the operator will ask and the appropriate answers.</p> <p>These can be found on the St John's Ambulance website www.ambulance.net.au/content.asp?id=166</p> <p>The teacher will model this using the school address.</p> <p>You will practise this in role-play situations with different addresses which could include shops you know in the local area, your home address or part-time workplace. One role-play will be formally assessed. It would be useful to have access to a roadmap app in order to check the names of the nearest crossroads etc.</p> <p>Assessment Task 9: 'How to call an ambulance' role-play Week 15.</p>

Sample course outline

English – Foundation Year 11

Semester 2

Name of context, name of module and number of weeks duration	Syllabus content	Activities and assessment tasks
Literacy for learning context: The fantastic flexibility of the paragraph Weeks 1–3	When producing texts, students learn <ul style="list-style-type: none"> • how to use language, including appropriate spelling, punctuation and grammar • how to shape language for particular purposes • how to learn and use concepts of English grammar 	A series of lessons exploring how paragraphs work. You will learn about the Topic-Developing-Supporting-Linking-Concluding sentences technique (TDSLCL), about the variety and complexity of paragraph structures available to you and the relationship between sentences and paragraphs. Assessment Task 10: Three paragraphs Week 3. Write three paragraphs on a topic of your choice using the TDSLCL technique (or variations).
Literacy for community participation context: Researching and analysing the roles and responsibilities of owning a dog or a cat Weeks 4–9	When reading texts, students learn <ul style="list-style-type: none"> • how texts use language • why texts use a particular form • how texts use the conventions of a particular form • how texts promote values and attitudes 	Activity You are about to purchase your own dog or cat. You have to research the breeds to find which particular one would be right for you. You may use the internet and library books to assist you in your research. Ensure you provide a bibliography of the sources of information you have used. Once you have found the pet with the characteristics which suit your lifestyle, present a written profile on the pet outlining its characteristics and why you have chosen this particular animal. Assessment Task 11: Profile of pet and bibliography Week 4.
	When producing texts, students learn <ul style="list-style-type: none"> • how to shape or structure a text to make it work • how to use the conventions of a particular form • how to use language, including appropriate spelling, punctuation and grammar • how to shape language for particular purposes 	Activity The next part of your task is to find out where to purchase your dog or cat. Should you buy from a pet shop or from a breeder? You need to use the internet to find out what is better for both you and the pet you are about to spend your money on. Are there special requirements for your pet, like having its tail docked or does it have to be

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	<p>When speaking and listening, students learn</p> <ul style="list-style-type: none"> • how to shape or structure an oral text • why a particular form is appropriate • how to use the conventions of a particular form • how to use spoken language conventions • how to listen attentively and with understanding • how to promote values and attitudes • how to engage in a variety of speaking and listening scenarios 	<p>sterilised? How much are all these things going to cost?</p> <p>Assessment Task 12, Part A: Present your findings in a report Week 6.</p> <p>Activity It is time now to prepare for your pet to come home. You need to have a list of things to purchase to ensure that your pet is safe and comfortable.</p> <p>Look at grooming, feeding (and how much it is going to cost you in a week), whether it has to be kept inside, how you might exercise and entertain your pet.</p> <p>Part of making the pet your own is deciding on a name. Use name books and ideas to make up a name for your pet.</p> <p>Assessment Task 12, Part B: Set out your findings in this activity in a chart or mind map or structured overview Week 7.</p> <p>Activity Your pet might become ill and you will have to take it to a vet. Use the internet to find the number of a vet near you and have a list of all the symptoms your animal is suffering to describe to the vet. Present a role-play with a partner in which you describe the symptoms to your vet and provide your partner with the questions that the vet might ask in return.</p> <p>Assessment Task 13: Role-play – phone call with a vet Week 9.</p>
<p>Literacy for everyday personal context: Out there in the real world Weeks 10–15</p>	<p>When producing texts, students learn</p> <ul style="list-style-type: none"> • how to shape or structure a text to make it work • how to use the conventions of a particular form • how to use language, including appropriate spelling, punctuation and grammar • how to shape language for particular purposes • how to reflect on the strengths and weaknesses of texts created • how texts can be interpreted in different ways 	<p>Out there in the real world: how to survive interstate</p> <p>Activity Imagine the following scenario:</p> <p>You have finished school and achieved your WACE. You are invited to stay with family/friends in another state of Australia and, keen to see more of the country and find employment, you accept the offer.</p> <p>Unfortunately, the day of your arrival coincides with an emergency for your hosts that require them to leave the</p>

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	<ul style="list-style-type: none"> how to learn and use concepts of English grammar <p>When speaking and listening, students learn</p> <ul style="list-style-type: none"> how to use spoken language conventions 	<p>country in a hurry. They tell you that you will need to find alternative accommodation by the end of the month.</p> <p>Not knowing anyone else in the state, you find yourself having to rely on your own resourcefulness to survive. You accept the challenge, but the clock is ticking – you have only one month before your time, and meagre savings, disappear.</p> <p>Make a list of what you will need to organise for yourself in order to continue living in this part of Australia which is still very new to you (think about food, shelter, medical care, transport etc.)</p> <p>Week 10.</p> <p>You see a website advertised called Youth Central www.youthcentral.vic.gov.au/, a government site designed for young people who are working towards becoming independent. You decide to use this site as your first option. You will need to be selective when using this site, working through your list from the previous section to guide your searches. Draw up an action plan for tackling this project Week 11.</p> <p>Keep structured and organised notes on any details you have read or viewed from your searches. Write down what you have learned and reflect on its usefulness to someone in your situation. Trial some of the examples offered on the sites; for example; how to cold call for jobs, complete application forms for rental accommodation etc. Keep copies of everything you do, even if it is not successful for you.</p> <p>Assessment Task 14: Survival guide Everything you explore will be used when you write your own 'How to survive interstate' guide, the format to be negotiated with your teacher. Week 13.</p> <p>Assessment Task 15: Oral presentation: surviving interstate Your project will conclude with an oral presentation to the class where you describe some of the more interesting aspects of your journey – what you were hoping to find and what</p>

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		you actually did discover; what was difficult and what was helpful, and advice for surviving 'out there in the real world'. Prepare a structured overview of the key points you will cover in your presentation. You must use at least one multimodal technique. Week 15.