10.3 Fast Track Program

English Program

Teacher: Jason Lawniczak

Semester 1 2016

Course Overview

Students will be explicitly taught Literacy Skills, including spelling rules, grammar, punctuation, reading strategies and comprehension skills for at least one hour each day. Students will also practise and revise their literacy skills through the Careers Education Program and the Life Skills Program.

Assessment

The students will be assessed using the Australian Core Skills Framework (Level 4) and the Australian Curriculum. They will have four formal assessments each term plus the Online Literacy and Numeracy Assessment in March.

Outcomes:

- Interprets and critically analyses complex texts
- Applies appropriate strategies to construct meaning from complex texts
- Communicates complex relationships between ideas and information, matching style of writing to purpose and audience
- Displays knowledge of structure and layout employing broad vocabulary, grammatical structure and conventions appropriate to text
- Demonstrates flexibility in spoken texts by choosing appropriate structures and strategies in a range of contexts
- Applies appropriate strategies to extract main ideas from oral texts across a range of contexts

TERM 1

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<th>Weeks</th>
<th>Warm-up</th>
<th>Description</th>
<th>Assessment</th>
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| Week 1 | OLNA Reading practise Questions (1 each day) | Diagnostic testing:  
  - Grammar  
  - Reading Comprehension  
  - Writing: choice of a narrative OR opinionative writing "all teens should have a part time job" | Grammar Diagnostic Test  
  Reading Comprehension Diagnostic Test  
  Writing Diagnostic Test |
| Week 2 | OLNA Reading practise Questions (1 each day) | Preparation for OLNA (Reading)  
  Use Glossary for unknown words  
  Reading Comprehension Strategies:  
  - Skimming  
  - Scanning  
  - Predicting  
  Preparation for OLNA (Writing)  
  View OLNA Prompt "Television is bad" and pass and fail examples.  
  Revise structure of a persuasive text.  
  Plan their response. | |
| Week 3 | OLNA Reading practise Questions (1 each day)  
  Persuasive Structure | Preparation for OLNA (Writing)  
  Draft, edit and write response for OLNA prompt "TV is bad".  
  Preparation for OLNA (Reading)  
  Use Glossary for unknown words  
  Reading Comprehension Strategies:  
  - Understanding main ideas | |
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| Week 4| OLNA Reading practise Questions (1 each day)                              | Previous reading Strategies  
|       | Preparation for OLNA (Reading)                                           | Use Glossary for unknown words  
|       | Reading Comprehension Strategies:                                        | • Understanding detail  
|       | • Inferring                                                               | • Reading critically  
|       | Preparation for OLNA (Writing)                                           | Use Glossary for unknown words  
|       | Sentence structure                                                       | • Simple, Compound, Complex  
|       | In 1 minute students write 10 words linked to the word “beach”. Then use these brainstormed words to categorise them. Then place them into simple, compound and complex sentences each. Go through OLNA Writing Guide for assessment |
| Week 5| OLNA Reading practise Questions (1 each day)                              | (Monday Public Holiday)  
|       | Preparation for OLNA (Writing)                                           | TEEL Paragraph structure  
|       | Use the structure to write a response to OLNA Prompt B “Don't Judge a book by its cover” |
| Week 6| OLNA Reading practise Questions (1 each day)                              | (Monday Public Holiday: Labour Day)  
|       | Short Story: Examination Day                                              | Comprehension questions  
|       | Complete the story by adding an ending (3 paragraphs)                    | Compare to video version  
| Week 7| Their, there, they're                                                    | Online Literacy and Numeracy Assessment  
|       | Narrative writing                                                        | • Explicit teaching of narrative format (hook, characters, setting, plot, complication, resolution)  
|       | • Explore techniques authors use to engage the reader                    | • Explore hooks and interesting starters  
| Week 8| Verbs, adverbs, 4 types of nouns                                         | Explore characters and stereotypes  
|       | • Explore dialogue in stories                                             | • Explore hooks and interesting starters  
|       | • Analyse descriptive language (metaphors, similes)                      | Compare to video version  
| Week 9| Revise narrative format                                                   | (Monday Public Holiday: Easter Monday)  
|       | Students write their own short story using a stimulus (provided)         | Short Story  
| Week 10| Your, you're Apostrophes                                                 | Writing: Reflection/Journal writing  
|       | Brainstorm relevant vocab.                                                | What is ANZAC?  
|       | What does ANZAC Day mean to you?                                          | What does ANZAC Day mean to you?  
|       | Reading/Comprehension: Feature Article: "Never Say Die" p56              | Predicting and Skimming to preview first  
|       | Reading aloud                                                            | Understanding the text by answering questions  
|       | Words with two meanings – depends on the context.                        | Verbs  
|       | OLNA Prompt writing text                                                 | SCSA Assessment  
|       | TEEL Paragraph structure                                                 | Comparing to video version  
|       | Use the structure to write a response to OLNA Prompt B “Don't Judge a book by its cover” |
### TERM 2

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<th>Weeks</th>
<th>Warm up</th>
<th>Description</th>
<th>Assessment</th>
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<tr>
<td>Week 1</td>
<td>Types of nouns&lt;br&gt;Novel Spelling:&lt;br&gt;Ascended&lt;br&gt;Predicament&lt;br&gt;Disorientating&lt;br&gt;Dominance&lt;br&gt;Haggard</td>
<td>(Monday Public Holiday: ANZAC Day)&lt;br&gt;Novel study: The Maze Runner&lt;br&gt;Focus: Themes&lt;br&gt;Work through study guide (powerpoint)&lt;br&gt;Ch 1-4 Questions and Challenge #1 – students write down clues as teacher reads to help them with the challenge and questions</td>
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<td>Week 2</td>
<td>Spelling:&lt;br&gt;Onslaught&lt;br&gt;Vertigo&lt;br&gt;Menacing&lt;br&gt;Hesitated&lt;br&gt;Riveted&lt;br&gt;Bulbous&lt;br&gt;Morbid&lt;br&gt;Brisk&lt;br&gt;Phantom&lt;br&gt;Epiphany&lt;br&gt;Jarring&lt;br&gt;Fizzled&lt;br&gt;Replenished&lt;br&gt;Indecipherable&lt;br&gt;Accusations</td>
<td>Novel study: The Maze Runner&lt;br&gt;Work through study guide (powerpoint)</td>
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<td>Week 3</td>
<td>Spelling using words from the novel</td>
<td>The Maze Runner&lt;br&gt;Continue through study guide.</td>
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<td>Week 4</td>
<td>Spelling using words from the novel</td>
<td>Compare novel to the movie&lt;br&gt;Prepare notes for the essay.&lt;br&gt;Use TEEL planning sheet (powerpoint)</td>
<td>Essay: Discuss three themes explored in the novel The Maze Runner</td>
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<td>Week 5</td>
<td>Homographs&lt;br&gt;Homophones&lt;br&gt;Colons</td>
<td>Reading/Comprehension: Letters to the Editor “Human Cloning”&lt;br&gt;Understanding main ideas&lt;br&gt;Distinguishing between fact and opinion&lt;br&gt;Reading Critically&lt;br&gt;Writing: Responding to a text - Letter to the Editor “Human Cloning” p98&lt;br&gt;What is your opinion on the issue?</td>
<td>Reading Comprehension Test&lt;br&gt;Letter to the Editor Response</td>
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<td>Week 6</td>
<td>Semicolons&lt;br&gt;Metaphor</td>
<td>Informative reports&lt;br&gt;- Structure (powerpoint)&lt;br&gt;- Brainstorm current local/national/international issues&lt;br&gt;Planning and note taking</td>
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<td>Week 7</td>
<td>Similes&lt;br&gt;Editing</td>
<td>(Monday Public Holiday: Western Australia Day)&lt;br&gt;- Research for informative report&lt;br&gt;- Complete draft</td>
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<td>Week 8</td>
<td>Revise informative report structure</td>
<td>- How to write a bibliography&lt;br&gt;- Complete final copy</td>
<td>Informative report</td>
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<td>Week 9</td>
<td>Prefix and suffix</td>
<td>Reading/Comprehension: Newspaper Report “Pocket Money Tops $50” p72&lt;br&gt;Scanning&lt;br&gt;Discussing and understanding the chart&lt;br&gt;Reading critically and inferring&lt;br&gt;Understanding the detail by answering questions&lt;br&gt;Writing: Persuasive writing&lt;br&gt;For or against pocket money.&lt;br&gt;Plan using a comparison table first.</td>
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<td>Week 10</td>
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<td>Work Experience</td>
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