

Outline	Progress Notes
<p>Your tutor will update this document leaving notes on what was covered during the lesson. Homework will also be recorded in this document so please access this each week</p>	<p>Your HOMEWORK and any other progress notes for the lesson will be noted in this column.</p>
<p>Week 1 - Holidays (1 hour 50 mins) Introduction to Year 12 English and The Common Module</p> <p>30 mins - Content</p> <ul style="list-style-type: none"> ● Introduce the module and the format of the HSC Exam ● Set SMART Goals ● Introduce the concept of human experience through quotes and brainstorming different types of experiences - You may wish to have some images to support <p>25 mins - Content</p> <ul style="list-style-type: none"> ● Unpack the syllabus description going through new words and concepts ● Students to further develop their understanding of the rubric through unpacking it - Angela's class completing this for HW <p>30mins - Reading and responding</p> <ul style="list-style-type: none"> ● Responding to unseen text skills [NESA Poster] Really unpack the text type and question May need to recap visual techniques Write a response together if needed Provide feedback and students may need to rewrite if needed <p>25 mins - HW and writing skills</p> <ul style="list-style-type: none"> ● Go through HW in detail and start brainstorming in class for the creative component. Students can use laptop to research but should have some initial ideas. Teacher to provide feedback on plans and give student direction for their creative writing pieces 	<p>Student A - complete SMART goal</p> <p>Everyone- pg 9 Complete the rubric</p> <p>Everyone- Revise visual techniques and consider your PALC (purpose, audience, language, context) this week when you see bus/ train adverts, movie posters etc</p> <p>Interesting texts - The curious case of Benjamin Button, Leunig,</p> <p>Student Creative Writing Ideas Student A- Black lives matter Student B - Japan's invasion of South Korea Student C- Turkish + Cypress . Great grandmother/ father Student D- Islamic girl- plane, 9/11, America, prejudice</p>
<p>Week 2 - Holidays (1 hour 50 mins) Developing your understanding of the Text and Human Experience Common Module</p>	

<p>25 mins - Content</p> <ul style="list-style-type: none"> Recap the module through a close passage task Read through and discuss syllabus content ideas on individual and collective experience <p>25 mins - Unseen Text Skills [Exam Skills]</p> <p>Go through slides 1-9 and students may take some relevant notes.</p> <p>25 mins - Reading and responding</p> <ul style="list-style-type: none"> Use Speech extract by Paul Keating to further unpack ideas related to individual and collective experience. May need to recap some rhetorical language features. Discuss text in detail and unpack language features as a whole class Students answer unseen text question using scaffold as a guide. Mark student work and ask students to rewrite sections if needed <p>30 mins - Reading and responding</p> <ul style="list-style-type: none"> Students to independently read through 'A portrait of the Artist as a young man' and fill out table independently Whole class discussion on the ideas and language features in the text and go through table Whole class discussion on the unseen text question. Students to complete independently and tutor to provide feedback Students who finish early can read the content on 'Intellectual Experience' and 'The Text as an Experience' <p>IF TIME</p> <ul style="list-style-type: none"> You may spend time asking students to rewrite their unseen text answers to the questions OR students can look at the sample student creatives and complete tasks OR students may receive feedback on creative pieces and work on this 	<p style="text-align: right; color: lightblue; opacity: 0.5; font-size: 2em; transform: rotate(-15deg);">Sample Group Learning Plan 2022</p>
<p>Term 3 Week 1 1 hour 45 mins</p> <p>20 minutes - Creative Writing Skills</p> <ul style="list-style-type: none"> Students should have read through sample creatives for HW 	

<p>or during the lesson last week. Discuss strengths of each creative writing piece. Students should make a conscious effort to emulate the writing styles of these exemplars</p> <ul style="list-style-type: none"> • Students to annotate their creative writing pieces from last week with features they think they have used and hand in HW <p>15 mins - Content</p> <ul style="list-style-type: none"> • Read through notes on human qualities and emotions. Students should expand their vocabulary words on human qualities and should look up synonyms for words <p>20 minutes - Reading and responding</p> <ul style="list-style-type: none"> • Students read through the text and answer questions under 'How do texts convey emotions. Students should include quotes and techniques for questions • Discuss what the text is saying, how it's saying it and go through answers <p>20 minutes - reading and responding</p> <ul style="list-style-type: none"> • Students read and respond to the extract from 'All the light we cannot see' and consider human qualities represented • Discuss extract and annotations as a whole class • Students answer questions <p>15 mins - paragraph writing skills</p> <ul style="list-style-type: none"> • Read through the sample body paragraph on 'All the light we cannot see' and students color code and annotate different features: ideas and how the ideas flow throughout the paragraph, techniques, quotes, explanations, context etc • Discuss why this is a strong analytical paragraph on the extract 	<p style="text-align: right; color: lightblue; font-size: 2em; opacity: 0.5; transform: rotate(-15deg);">Sample Group Learning Plan 2022</p>
<p>Term 3 Week 2</p> <p>1 hour 45 mins</p> <p>35 mins - writing skills</p> <ul style="list-style-type: none"> • Students have completed a number of unseen texts and short creative responses. Students should have received feedback on these pieces. Students are to spend this time rewriting or perhaps extending on their creative writing pieces. Second draft (final drafts) of creative pieces should be typed up and clearly labeled in their google drive folders • If students have any writing or school assessments they want to work on, you can also go through this with them <p>30 mins - content</p>	

<ul style="list-style-type: none"> ● Booklet 4 on human motivation and behavior. Read through content and discuss with students the complexities and problems with human behavior ● Review the syllabus point on anomalies, paradox and inconsistencies and discuss these ideas in relation to human behavior <p>25 mins - reading and responding NESAs Sample text 2</p> <p>15 mins - creative writing Students are to plan and discuss ideas for their HW task. Students may start writing if they wish</p>	
<p>Term 3 Week 3</p> <p>Hone your creative writing skills 1 hour 45 mins</p> <p>40 mins - example stories / creative writing skills</p> <ul style="list-style-type: none"> ● Students to read through the story 'Mrs Cart' AND an extract from 'Balun Budjarahm.' Could read through one of the stories together and discuss. ● Students are to annotate ideas and writing style (language forms and features as they read) ● As a whole group, discuss the ideas and the purpose of both stories and what makes them a unique or effective piece of writing <p>30 mins - develop writing or start a new piece</p> <ul style="list-style-type: none"> ● Students to apply what they have learned from the example stories in their own writing and to edit ● Students may start a new creative piece on a topic of choice <p>35 mins - analyzing film extracts</p> <ul style="list-style-type: none"> ● Worksheet on 'Human Experience and assumptions' ● Recap of film techniques ● Watch the film extract, discuss and students write answers ● Students to write an analytical paragraph on the film extract. Teacher can set any question. Students to focus on writing analytically about film techniques. Teacher may need to model this and students may need to complete this for HW 	
<p>Term 3 Week 4</p> <p>Into English Unseen Text Skills Worksheets 1 hour - Unseen Texts exam style texts walk through</p>	

<p>Students may need to rewrite answers</p> <p>45 minutes - tutor can check in to see if students need any help with school assessments or any writing pieces that students are working on for school. Some students</p> <p>OR</p> <p>Students read through Nam Le's short story 'Love and Honor and Pride...' This is a Module C - Craft of Writing Text for English Advanced. Students read through and answer questions. This can be completed in a whole group format.</p>	
<p>Term 3 Week 5</p> <p>Storytelling and human experience</p> <p>30 mins - Content</p> <ul style="list-style-type: none"> ● Read through and discuss content on story telling ● Read through and discuss the ideas raised about the imagination and storytelling in JK Rowling's Speech Extract <p>30 mins - Analysis</p> <ul style="list-style-type: none"> ● Students complete table on JK Rowling's speech extract ● Students write a short unseen text response to the question '<i>Analyse how the text represents the power of the imagination</i>' <p>45 mins - Persuasive Writing</p> <ul style="list-style-type: none"> ● Review persuasive language techniques ● Remind students what sophisticated persuasive writing should look like ● Students plan for and start their persuasive writing piece. Tutor provide some guidance on structure and ideas 	
<p>Term 3 Week 6</p> <p>Check in with students to see if they have any school assessments they want to work on for 45 minutes.</p> <p>OR</p>	

<p>1 hour - Practise Exam [Paper 1 Section 1]</p> <ul style="list-style-type: none"> • Students reminded of how the HSC Exam works • May need to recap some tips from the slide on unseen texts • Remind students that 1 mark is roughly 2 minutes. They should calculate how many minutes they should spend on each question and try not to go over this time frame • Students get 10 minutes of reading time [no writing] • 45 minutes of writing time <p>Tutor can use this time to mark any HW</p> <p>10 mins - Reflections on Exam skills</p> <ul style="list-style-type: none"> • Students write down some thoughts on how they think they went. Areas of achievement and areas they need to work on <p>30 mins - Go through texts and answers for the exam and what is expected for each question</p> <p>Hw - Students should rewrite answers to questions they really struggled with. Students should action any feedback received on writing pieces</p>	
<p>Term 3 - Week 7</p> <ul style="list-style-type: none"> • May need to spend some time this session going through the exam paper from Week 6. • Check in with students to see if they have any school assessments OR students can edit or rewrite their persuasive piece from last week actioning any feedback • Students should annotate their own work identifying the flow of ideas in their persuasive and the language techniques used 	
<p>Term 3 - Week 8 Discursive Writing</p> <p>15 minutes</p> <ul style="list-style-type: none"> • NESAs definition on what discursive writing is • Go through slides [some students have seen these slides before so it will be a bit of a recap] - This is fine 	

<p>1 hour</p> <ul style="list-style-type: none"> ● Read article on 'Crazy Rich Asians' - Discuss whether this is discursive in style. Compare with the 2nd article on 'Crazy Rich Asians' - Discuss which one is more discursive. <p>Article 1 - Students to write down the main idea of each paragraph Students to identify language features (personal tone, anecdotes, suggestive language, a somewhat open ended conclusion)</p> <p>30 mins</p> <ul style="list-style-type: none"> ● Students can start planning and writing their discursive on set questions <p>OR</p> <ul style="list-style-type: none"> ● Students may work on school assessment tasks if there are any 	<p style="text-align: right; color: lightblue; font-size: 2em; opacity: 0.5; transform: rotate(-15deg);">Sample Online Learning Plan 2022</p>
<p>Term 3 - Week 9</p> <ul style="list-style-type: none"> ● Students read sample student discursive (All BAND 6 LEVEL DISCURSIVES form English STA & English ADV) ● Students annotate and reflect on WHY these are examples of Band 6 level discursives. Students should look at the flow of ideas, use of sophisticated language features like a descriptive anecdote, motif, figurative language ● Students to work on editing, writing or actioning feedback on the discursive they started or finished from last week <p>HW -</p> <ul style="list-style-type: none"> ● Read the text '8 days in a corset'. This is a Module C Craft of Writing Text for English ADV. English STA students can read through this too. Students to have annotated language features and ideas <p>OR</p> <ul style="list-style-type: none"> ● If you have read the full text of '8 days in a corset' students can read Dear Mrs Dunkley - This is an 	

<p>English STA text but all students can read as an example of a discursive. Students to have annotated language features and ideas</p>	
<p>Term 3 - Week 10</p> <ul style="list-style-type: none"> • Students fill out table on the discursive exemplar text they have read • Discursive questions - Students can select one discursive question and write a response. Students MUST have a motif, a personal narrative and a key focus question (or questions) that they unpack 	
<p>Holidays - Session 3</p> <p>If students are aware of their core text for Term 1 of Year 12, we will start on coursework for this school text</p> <p>OR</p> <p>Students are given the ETA Student Booklet and will work on unseen text activities from the booklet</p> <p>OR</p> <p>Students to continue on discursive writing skills</p>	
<p>Holiday Session 4</p> <p>If students are aware of their core text for Term 1 of Year 12, we will start on coursework for this school text</p> <p>OR</p> <p>Students are given the ETA Student Booklet and will work on unseen text activities from the booklet</p> <p>OR</p> <p>Students to continue on discursive writing skills</p>	