



# Fiji English

## EP Curriculum Map

### Year 9

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## 1. Listening and Speaking

### 1.1 Text types

Content Learning Outcome	Lessons
EN9.1.1.1 Comprehend Listening and speaking skills for a variety of purposes using a range of media texts.	<a href="#">Structure and Purpose of Informative Spoken Texts</a>
EN9.1.1.2 Demonstrate concepts, skills and values respective to listening and speaking skills and relate it to a range of everyday conversation.	<a href="#">Structure &amp; Purpose of Inspirational Spoken Texts</a> <a href="#">Structure &amp; Purpose of Persuasive Spoken Texts</a>
EN9.1.1.3 Listen attentively and respond accordingly to a range of literary texts	<a href="#">Interviewing</a> <a href="#">Monologues</a> <a href="#">Lyrics in Poetry &amp; Songs</a>

### 1.2 Language Features and Rules

Content Learning Outcome	Lessons
EN9.1.2.1 Explore and describe grammatical structures appropriate to spoken texts chosen to communicate messages.	<a href="#">Engaging Language</a> <a href="#">Structuring a Persuasive Spoken Text</a>
EN9.1.2.2 Analyse and illustrate a variety of sentence structure to communicate effectively	<a href="#">Analysing Techniques of Informative Spoken Texts</a> <a href="#">Analysing Techniques of Inspirational Spoken Texts</a>
EN9.1.2.3 Study and demonstrate persuasive techniques that help convey meaning to engage the audience.	<a href="#">Analysing Techniques of Persuasive Spoken Texts</a>

### 1.3 Socio-Cultural Context & Situation

Content Learning Outcome	Lessons
EN9.1.3.1 Evaluate and illustrate appropriate oral genres in a range of formal and informal contexts.	<i>At this time, we do not cover this content learning outcome.</i>



## 1.4 Language Learning Processes and Strategies

Content Learning Outcome	Lessons
EN9.1.4.1 Formulate strategies most helpful in understanding of texts.	<a href="#">Speaking Practice Prompts</a> <a href="#">Features of Voice</a> <a href="#">Listening Skills</a> <a href="#">Modelling Podcast Presentations</a> <a href="#">Guiding Podcast Creation</a> <a href="#">Modelling Presentations with a Visual Aid</a> <a href="#">Guiding Presentations with a Visual Aid</a>

## 2. Reading and Viewing

### 2.1 Text types

Content Learning Outcome	Lessons
EN9.2.1.1 Explore carefully and view printed media text for understanding and critical evaluation.	<b>1. Variety of Text Types</b> <a href="#">Text Types Library Interactive Index:</a> <a href="#">Teacher Guide</a>  <b>Novels</b> <a href="#">What is a Novel?</a> <a href="#">The History of the Novel</a> <a href="#">The Production of a Novel</a> <a href="#">Controversial Novels</a> <a href="#">Impactful Novels</a> <a href="#">Fun Facts About Novels</a>  <i>Plot Summaries</i> <a href="#">Adventures of Huckleberry Finn by Mark Twain</a> <a href="#">Alice's Adventures in Wonderland by Lewis Carroll</a> <a href="#">Animal Farm by George Orwell</a> <a href="#">Frankenstein by Mary Shelley</a> <a href="#">Harry Potter and the Philosopher's Stone by J. K. Rowling</a> <a href="#">Little Women by Louisa May Alcott</a> <a href="#">Nineteen Eighty-Four by George Orwell</a> <a href="#">Peter Pan by J. M. Barrie</a> <a href="#">Pride and Prejudice by Jane Austen</a> <a href="#">The Boy in the Striped Pyjamas by John Boyne</a> <a href="#">The Hate U Give by Angie Thomas</a> <a href="#">The Hobbit by J. R. R. Tolkien</a> <a href="#">The Hunger Games by Suzanne Collins</a>
EN9.2.1.2 Explore and explain literary elements of prescribed literature texts.	
EN9.2.1.3 Explore and demonstrate ways of interpreting visuals to enjoy literary text.	



[The Lightning Thief by Rick Riordan](#)  
[The Lion, the Witch and the Wardrobe by C. S. Lewis](#)  
[The Lord of the Rings by J. R. R. Tolkien](#)  
[The Wonderful Wizard of Oz by L. Frank Baum](#)  
[To Kill a Mockingbird by Harper Lee](#)

### **Persuasive texts**

[Persuasive Texts Across Different Mediums](#)  
[Language Features in Advertising](#)  
[Persuasive Techniques in Advertising – Language Features](#)  
[Persuasive Techniques in Advertising – Pathos, Ethos, Logos](#)

### **Communication**

[Chocolate Chip Cookies Recipe](#)  
[Counter Staff Cover Letter](#)  
[Emotion Album Review](#)  
[Everything Comes to an End](#)  
[Food Colouring Photography](#)  
[Hearing Ears Tweets](#)  
[Interview with Steve Brusatte](#)  
[Nike: Strut Like a Fish](#)  
[Origami Crane](#)  
[Review of Fantastic Beasts and Where to Find Them](#)  
[Review of the First Soccer Game on Easter Island](#)  
[Reviews of KEDi](#)  
[Test Drive a Macintosh](#)  
[The Discover Interview: Jane Goodall](#)  
[The Lego Batman Movie Review](#)  
[We Escaped North Korea](#)

### **Narrative**

[All Summer in a Day](#)  
[Analysing Short Stories](#)  
[Angel Fish](#)  
[Echo and Narcissus](#)  
[Endymion's Sleep](#)  
[How the Monkey Became a Trickster](#)  
[Inkheart](#)  
[The Call of the Wild](#)  
[Tortoise tricks Leopard](#)  
[Trenten Vilu and Caicai Vilu](#)  
[Tuck Everlasting](#)



### **Nonfiction**

[Australian Zoo Celebrates First Echidna Births In 30 Years](#)  
[Betty Skelton Obituary](#)  
[Kate Sheppard Biography](#)  
[This Summer, Try Termite Chocolate Sprinkles on Your Ice Cream](#)  
[Why Brazil is Full of Footballers](#)

### **Poetry**

[Captive](#)  
[Child Coming Home in the Rain from the Store](#)  
[Diamante Poems](#)  
[Haiku by Isshō & Issa](#)  
[Homework I Love You](#)  
[Mother to Son](#)  
[The Voyage of the Arctic Tern](#)  
[There is Absolutely Nothing Lonelier](#)  
[This Is Just To Say](#)

## **2. Understanding Media Forms, Conventions, and Techniques**

[Television Programmes](#)  
[Documentaries](#)  
[Digital Storytelling](#)  
[Composition and Layout](#)  
[Symbolism, Colour and Contrast](#)  
[Film Shots and Angles](#)  
[Focal Point and Salience/Emphasis](#)

## **3. Creating Media Texts**

### **Animated Shorts**

[Fears](#)  
[The Present](#)

### **Billboards**

[KitKat](#)  
[Pixels](#)

### **Newspaper and Magazine Covers**

[Daily Mirror Newspaper](#)  
[Discover Magazine](#)

### **Paintings and Artworks**

[Relativity](#)  
[X-Men](#)



	<p><b>Posters</b></p> <p><a href="#">We Can Do It!</a></p> <p><a href="#">Wreck-It Ralph</a></p> <p><b>Print Advertisements</b></p> <p><a href="#">Fast Cooking</a></p> <p><a href="#">Orion Telescopes</a></p> <p><b>Product Packaging</b></p> <p><a href="#">CS Light Bulbs</a></p> <p><a href="#">Sustain Soap</a></p> <p><b>Video Advertisements</b></p> <p><a href="#">Amazon Prime TV Ad - Little Horse</a></p> <p><b>4. Text Features</b></p> <p><a href="#">Language Features</a></p> <p><a href="#">Further Language Features</a></p> <p><a href="#">Informative Text Structures</a></p> <p><a href="#">Narrative Viewpoint</a></p> <p><a href="#">Representing Points of View</a></p> <p><a href="#">Persuasive Perspectives</a></p> <p><a href="#">Fact or Opinion?</a></p> <p><b>5. Viewpoint</b></p> <p><a href="#">Narrative Viewpoint</a></p> <p><a href="#">Representing Points of View</a></p> <p><a href="#">Persuasive Perspectives</a></p> <p><a href="#">Fact or Opinion?</a></p>
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## 2.2 Language Features and Rules

Content Learning Outcome	Lessons
EN9.2.2.1 Explore and illustrate language and literary features and rules in a range of printed and visual text.	<b>Literary Devices</b> <a href="#">Character</a> <a href="#">Context</a> <a href="#">Setting: Essential Elements</a> <a href="#">Setting: Purpose and Uses</a> <a href="#">Dialogue: Essential Elements</a> <a href="#">Dialogue: Purpose and Uses</a> <a href="#">Narrator and Point of View</a> <a href="#">Unreliable Narrators &amp; Alternating Point of View</a> <a href="#">Plot and Structure</a> <a href="#">Theme</a>
EN9.2.2.2 Explore appropriate use of language conventions which explain how they contribute to the meaning in that context.	<b>Elements of Style</b> <a href="#">Symbolism</a> <a href="#">Mood and Tone</a>



[Foreshadowing & Flashbacks](#)

## 2.3 Socio-Cultural Context & Situation

Content Learning Outcome	Lessons
EN9.2.3.1 Examine and explain socio-cultural values of the prescribed texts and relate it to their society.	<i>At this time, we do not cover this content learning outcome.</i>

## 2.4 Language Learning Processes and Strategies

Content Learning Outcome	Lessons
EN9.2.4.1 Recognise the importance of key strategies for reading and viewing.	<b>Understanding Texts</b> <a href="#">Identifying Detail</a> <a href="#">Identifying Further Detail</a> <a href="#">Summarising</a> <a href="#">Further Summarising</a> <a href="#">Inferring Detail</a> <a href="#">Inferring Further Detail</a> <a href="#">Examining Multimodal Texts</a> <a href="#">Point of View in Visual Texts</a>  <b>Reading with Fluency</b> <a href="#">Vocabulary</a> <a href="#">Further Vocabulary</a>

## 3. Writing and Shaping

### 3.1 Text types

Content Learning Outcome	Lessons
EN9.3.1.1 Distinguish specific purposes for various writing texts to demonstrate effective writing skills.	<b>How Tos</b> <a href="#">Why Write 'How Tos'?</a> <a href="#">Features of 'How Tos'</a> <a href="#">Developing Ideas and Planning 'How Tos'</a> <a href="#">Drafting and Reviewing Your 'How To'</a> <a href="#">Free Writing – 'How Tos'</a>  <b>Narratives</b> <a href="#">Why Write Narratives?</a> <a href="#">Features of Narrative Writing</a> <a href="#">Planning and Developing Narratives</a> <a href="#">Drafting and Reviewing Narratives</a> <a href="#">Free Writing – Narratives</a>
EN9.3.1.2 Demonstrate in-depth planning skills for writing of various types of texts	



	<p><b>Personal Accounts</b></p> <p><a href="#">Why Write Personal Accounts?</a></p> <p><a href="#">Features of Personal Accounts</a></p> <p><a href="#">Developing Ideas In Personal Accounts</a></p> <p><a href="#">Drafting and Reviewing Personal Accounts</a></p> <p><a href="#">Free Writing – Personal Accounts</a></p> <p><b>Essay Writing Guide</b></p> <p><a href="#">The Origin of Essay Writing</a></p> <p><a href="#">Unpacking Response Questions</a></p> <p><a href="#">Thesis Statements</a></p> <p><a href="#">Introductions</a></p> <p><a href="#">Body Paragraphs</a></p> <p><a href="#">Using Evidence</a></p> <p><a href="#">Conclusions</a></p> <p><a href="#">Citations, Footnotes and Bibliographies</a></p> <p><b>Responses</b></p> <p><a href="#">Why Write Responses?</a></p> <p><a href="#">Features of Responses</a></p> <p><a href="#">Planning and Developing Responses</a></p> <p><a href="#">Drafting and Reviewing Responses</a></p> <p><a href="#">Free Writing – Responses</a></p> <p><a href="#">Responding to Texts: Character</a></p> <p><a href="#">Responding to Texts: Language Features</a></p> <p><b>Reviews</b></p> <p><a href="#">Writing Book Reviews</a></p> <p><a href="#">Writing Film Reviews</a></p> <p><b>Poetry</b></p> <p><a href="#">Why Write Poetry?</a></p> <p><a href="#">Forms of Poetry</a></p> <p><a href="#">Features of Poetry</a></p> <p><a href="#">Developing Ideas and Planning Your Poetry</a></p> <p><a href="#">Drafting and Reviewing Your Poetry</a></p> <p><a href="#">Free Writing – Poetry</a></p> <p><b>Writing Plays</b></p> <p><a href="#">Writing Scripts</a></p> <p><a href="#">Creating Plays: Dialogue</a></p> <p><a href="#">Creating Plays: Staging</a></p>
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## 3.2 Language Features and Rules

Content Learning Outcome	Lessons
EN9.3.2.1 Construct meaningful sentences.	<a href="#">Understanding Language Features</a>
EN9.3.2.2 Explore and discuss text to communicate information in	<a href="#">Modelled Language Features</a> <a href="#">Applying Language Features</a>



work related and recreational text.

#### **Sentence Structure**

[Sentence Building](#)

[Further Sentence Building](#)

### **3.3 Socio-Cultural Context & Situation**

<b>Content Learning Outcome</b>	<b>Lessons</b>
EN9.3.3.1 Apply various writing processes to develop effective writing.	<i>At this time, we do not cover this content learning outcome.</i>

### **3.4 Language Learning Processes and Strategies**

<b>Content Learning Outcome</b>	<b>Lessons</b>
EN9.3.4.1 Use appropriate writing strategies to develop a variety of writings.	<a href="#">Editing and Proofreading</a> <a href="#">Paragraph Breaks</a> <a href="#">Reliable Sources and Referencing</a>

## **Year 10**

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# **1. Listening and Speaking**

## **1.1 Text types**

<b>Content Learning Outcome</b>	<b>Lessons</b>
EN10.1.1.1 Listen attentively & speak fluently and respond confidently for a variety of purposes, audience and context using a range of media text	<a href="#">Spoken Texts and Their Impact</a> <a href="#">Informative Spoken Texts: Structure &amp; Purpose</a> <a href="#">Inspirational Spoken Texts: Structure &amp; Purpose</a> <a href="#">Persuasive Spoken Texts: Structure &amp; Purpose</a> <a href="#">Lyrics in Poetry &amp; Songs</a>
EN10.1.1.2 Listen and respond to a range of literary texts.	

## **1.2 Language Features and Rules**

<b>Content Learning Outcome</b>	<b>Lessons</b>
EN10.1.2.1 Explore and respond to grammar rules and persuasive techniques accurately.	<a href="#">Spoken Texts and Language</a> <a href="#">Structuring a Persuasive Spoken Text</a>





EN10.1.2.2 Examine the language concepts comprehensively that help create meaning and engage audience.

[Engaging Language](#)  
[Informative Spoken Texts: Analysing Techniques](#)  
[Inspirational Spoken Texts: Analysing Techniques](#)  
[Persuasive Spoken Texts: Analysing Techniques](#)

## 1.3 Socio-Cultural Context & Situation

### Content Learning Outcome

EN10.1.3.1 Apply acquired knowledge of different forms of oral communication for social purposes

### Lessons

*At this time, we do not cover this content learning outcome.*

## 1.4 Language Learning Processes and Strategies

### Content Learning Outcome

EN10.1.4.1 Analyse and discuss effective oral genres and register in a formal and informal contexts.

EN10.1.4.2 Select and use appropriate strategies most helpful in making sense of creative text.

EN10.1.4.3 Analyse and respond to oral language learning processes and strategies

### Lessons

[Speaking Practice Prompts](#)  
[Features of Voice](#)  
[Listening Skills](#)  
[Modelling Presentations with a Visual Aid](#)  
[Guiding Presentations with a Visual Aid](#)  
[Podcast Presentations](#)  
[Guiding Podcast Creation](#)

## 2. Reading and Viewing

### 2.1 Text types

### Content Learning Outcome

EN10.2.1.1 Read, respond and evaluate critically a variety of media texts.

EN10.2.1.2 Read and respond critically to a range of everyday communication

EN10.2.1.3 Read and respond critically to a variety of literary texts.

### Lessons

#### 1. Communication

["Lemon" Advertisement by Volkswagen](#)  
[An Interview With Taika Waititi, Director of Boy](#)  
[Annika Victoria speaks about her life on and beyond YouTube](#)  
[Barack Obama Pays Respects to Edie Windsor](#)  
[Blogging and Sight Loss: How it Works](#)  
[Cover Letter for Mower](#)  
[Dear Little Daughter](#)  
[Interview with Kelly Slater](#)  
[Minecraft As A Mandatory Subject In School? Sweet!](#)



[Review of Harry Potter and the Cursed Child](#)

[Review of The Incredibles](#)

[Student Opinions on Exams](#)

## **2. Media Forms**

### **Album Covers**

[Grizzly](#)

[mellowtone](#)

### **Feature Length Films**

[Monsters, Inc.](#)

[Mulan](#)

[Documentaries](#)

### **GIFs**

[GIFs](#)

### **Magazine Covers**

[Houston Super Bowl](#)

[Venue Magazine](#)

### **Posters**

[Lilo & Stitch](#)

[Voltron](#)

### **Print Advertisements**

[JBL Noise-Cancelling Headphones](#)

[Pepsi](#)

### **Print Comics**

[Between Shots](#)

[Napoleon and Uncle Elby](#)

### **Product Packaging**

[Molocow Milk](#)

[Trident Gum](#)

### **Short Films**

[Post-It](#)

[The Short Story of a Fox and a Mouse](#)

### **Video Advertisements**

[Nike Ad: Unlimited Mo Farah](#)

[Paddington Movie Trailer](#)

## **3. Narrative**

[Chukchi Cosmology](#)

[Journey to the River Sea](#)

[Life of Pi](#)

[The Curious Incident of the Dog in the Night-Time](#)  
[The Downfall of Xibalba](#)  
[The Hen, the Cat and the Birds](#)  
[The Old Man at the Bridge](#)  
[The Spoon Theory](#)  
[They're Made out of Meat](#)  
[Two Fables about Bats](#)  
[hummingbird music camp—summer, 1997](#)

#### 4. Non-Fiction

[Big Money: Yap's Stone Currency](#)  
[Boy \(Autobiography\)](#)  
[Cash for Maths: The Erdős Prizes Live On](#)  
[Comandanta Ramona Biography](#)  
[Despite the 'Yuck Factor,' Leeches Are Big in Russian Medicine](#)  
[Experience Iceland On Horseback](#)  
[Fatbiking in California](#)  
[How Braille Was Invented](#)  
[Kosal Khiev: From Prison to Poetry](#)  
[Mapping the Spread of Skateboarding](#)  
[Nujeen Mustafa Biography](#)  
[Stephen Hawking: A Biography](#)  
[The Diary of a Young Girl \(Anne Frank\)](#)  
[The Family Romanov](#)  
[The Golden Orchid Society](#)  
[Trekking the Fann Mountains in Tajikistan](#)  
[YInMn Blue Pigment](#)

#### 5. Novels

##### ***Plot Summaries***

[Adventures of Huckleberry Finn by Mark Twain](#)  
[Alice's Adventures in Wonderland by Lewis Carroll](#)  
[Animal Farm by George Orwell](#)  
[Frankenstein by Mary Shelley](#)  
[Harry Potter and the Philosopher's Stone by J. K. Rowling](#)  
[Nineteen Eighty-Four by George Orwell](#)  
[Pride and Prejudice by Jane Austen](#)  
[The Boy in the Striped Pyjamas by John Boyne](#)  
[The Hate U Give by Angie Thomas](#)  
[The Hobbit by J. R. R. Tolkien](#)  
[The Hunger Games by Suzanne Collins](#)  
[The Lightning Thief by Rick Riordan](#)  
[The Lord of the Rings by J. R. R. Tolkien](#)  
[The Wonderful Wizard of Oz by L. Frank](#)



	<a href="#">Baum</a> <a href="#">To Kill a Mockingbird by Harper Lee</a>  <b>6. Shakespeare's Plays</b> <a href="#">Structure</a> <a href="#">Character and Setting</a> <a href="#">Plot</a> <a href="#">Themes</a> <a href="#">Language Techniques</a> <a href="#">Symbolism</a> <a href="#">Genre</a> <a href="#">Speeches</a> <a href="#">Tropes</a>  <b>Further Resources</b> <a href="#">Shakespeare's Life</a> <a href="#">Shakespeare's World</a> <a href="#">Shakespeare's Language</a> <a href="#">The Globe Theatre</a> <a href="#">Interesting Facts about Shakespeare</a> <a href="#">Modern Shakespeare</a>  <b>7. Poetry</b> <a href="#">Haiku by Deming, Seishi and McKeon</a> <a href="#">Annabel Lee</a> <a href="#">Drum Dream Girl</a> <a href="#">Magpies</a> <a href="#">My Mistress' Eyes are Nothing like the Sun</a> <a href="#">Spellbound</a> <a href="#">The Fall</a> <a href="#">Theories Formed at the Moment of Awakening During a Nighttime Earthquake</a> <a href="#">[I carry your heart with me (I carry it in)]</a>
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## 2.2 Language Features and Rules

Content Learning Outcome	Lessons
EN10.2.2.1 Critically examine language and literary features in a range of print and visual texts.	<a href="#">Vocabulary</a> <a href="#">Further Vocabulary</a>
EN10.2.2.2 Explore the use of language conventions by describing how they contribute to meaning in context	<b>Media Techniques</b> <a href="#">Colour, Tone and Symbolism</a> <a href="#">Focal Point and Salience/Emphasis</a> <a href="#">Film Music and Sound</a> <a href="#">Film Visuals</a>
EN10.2.2.3 Critically examine the link between texts used, audience and purposes and use them appropriately	<b>Text Features</b> <a href="#">Language Features in Stories and Speeches</a>



	<a href="#">Imagery and Effect</a> <a href="#">Layout of Writing</a> <a href="#">Twists in Stories</a>  <b>Literary Devices</b> <a href="#">Character</a> <a href="#">Context</a> <a href="#">Setting: Essential Elements</a> <a href="#">Setting: Purpose and Uses</a> <a href="#">Dialogue: Essential Elements</a> <a href="#">Dialogue: Purpose and Uses</a> <a href="#">Narrator and Point of View</a> <a href="#">Unreliable Narrators &amp; Alternating Point of View</a> <a href="#">Plot and Structure</a> <a href="#">Theme</a>  <b>Elements of Style</b> <a href="#">Understanding Language Features</a> <a href="#">Identifying Language Features</a> <a href="#">Symbolism</a> <a href="#">Mood and Tone</a> <a href="#">Foreshadowing &amp; Flashbacks</a>
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## 2.3 Socio-Cultural Contexts and Situations

Content Learning Outcome	Lessons
EN10.2.3.1 Recognize the different roles of mass media and critically examine the link between texts used and the audience and purpose	<a href="#">Fact, Fiction and Opinion</a> <a href="#">Media Representation</a> <a href="#">Influences and Bias</a> <a href="#">Further Influences and Bias</a> <a href="#">Asking Questions of Media</a> <a href="#">Vocabulary: Evaluating Media</a> <a href="#">Spelling: Evaluating Media</a>  <b>Conspiracy Theories</b> <a href="#">Conspiracy Theories</a> <a href="#">Further Conspiracy Theories</a>  <b>Cultural Values</b> <a href="#">Cultural Values</a> <a href="#">Cultural Perspectives</a> <a href="#">Cultural Perspectives in Interpretation of Texts</a> <a href="#">Asian Texts</a> <a href="#">Values in Different Cultures and Eras</a>  <b>Fake News</b> <a href="#">Introduction to Fake News</a>



	<a href="#">Categories of Fake News</a> <a href="#">Characterisation, Creation, Circulation and Countering</a>  <b>Novels</b> <a href="#">What is a Novel?</a> <a href="#">The History of the Novel</a> <a href="#">The Production of a Novel</a> <a href="#">Impactful Novels</a> <a href="#">Fun Facts About Novels</a>
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## 2.4 Language Learning Processes and Strategies

Content Learning Outcome	Lessons
EN10.2.4.1 Critically analyze how to use literature as an integrated approach to reading	<a href="#">Identifying Detail</a> <a href="#">Identifying Further Detail</a> <a href="#">Summarising</a> <a href="#">Further Summarising</a> <a href="#">Inferring Detail</a> <a href="#">Inferring Further Detail</a>  <b>Critical Thinking</b> <a href="#">Introduction to Critical Thinking</a> <a href="#">Using Wikipedia</a> <a href="#">Boredom, Humour and Excitement</a> <a href="#">Vocabulary: Critical Thinking</a> <a href="#">Spelling: Critical Thinking</a>  <b>Asking Good Questions</b> <a href="#">Asking Good Questions</a> <a href="#">Research Skills</a> <a href="#">Socrates and the Socratic Method</a> <a href="#">The Socratic Method</a>

## 3. Writing and Shaping

### 3.1 Text types

Content Learning Outcome	Lessons
EN10.3.1.1 Show understanding of the purpose of writing by engaging in effective and purposeful writing activities	<b>Describe a Process</b> <a href="#">Describe a Process: Audience</a> <a href="#">Describe a Process: Cohesion</a> <a href="#">Describe a Process: Ideas</a>
EN10.3.1.2 Show some degree of planning in writing for various types of texts	<b>How-To</b> <a href="#">Why Write 'How Tos'?</a>



	<a href="#">Developing Ideas and Planning 'How Tos'</a> <a href="#">Drafting and Reviewing Your 'How To'</a> <a href="#">Free Writing – 'How Tos'</a>  <b>Narratives: Planning and Writing</b> <b>Narratives</b> <a href="#">Why Write Narratives?</a> <a href="#">Free Writing – Narratives</a> <a href="#">Independent Writing: Narrate</a>  <b>Personal Account</b> <a href="#">Why Write Personal Accounts?</a> <a href="#">Developing Ideas In Personal Accounts</a> <a href="#">Free Writing – Personal Accounts</a>  <b>Essay</b> <a href="#">Thesis Statements</a> <a href="#">Introductions</a> <a href="#">Body Paragraphs</a> <a href="#">Using Evidence</a> <a href="#">Conclusions</a> <a href="#">Citations, Footnotes and Bibliographies</a>  <b>Persuasive</b> <a href="#">Persuade: Audience</a> <a href="#">Persuade: Cohesion</a> <a href="#">Persuade: Ideas</a>  <b>Poetry</b> <a href="#">Why Write Poetry?</a> <a href="#">Forms of Poetry</a> <a href="#">Free Writing – Poetry</a>
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## 3.2 Language Features and Rules

Content Learning Outcome	Lessons
EN10.3.2.1 Explore the use and significance of particular conventions and techniques in the media for a variety of purposes	<a href="#">Vocabulary</a> <a href="#">Sentence Building</a> <a href="#">Further Sentence Building</a> <a href="#">Paragraph Breaks</a> <a href="#">Editing and Proofreading</a>
EN10.3.2.2 Create precision and interest by elaborating ideas with more effective and precise language.	<b>How Tos</b> <a href="#">Features of 'How Tos'</a>  <b>Personal Accounts</b> <a href="#">Features of Personal Accounts</a>  <b>Narratives: Features of Narrative</b>



	<b>Writing</b> <a href="#">Features of Narrative Writing</a> <a href="#">Narrate: Character, Setting and Dialogue</a> <a href="#">Narrate: Audience</a> <a href="#">Narrate: Ideas</a> <a href="#">Narrate: Cohesion</a> <a href="#">Narrate: Language and Vocabulary</a>  <b>Poetry</b> <a href="#">Features of Poetry</a>
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### 3.3 Socio-Cultural Contexts and Situations

Content Learning Outcome	Lessons
EN10.3.3.1 Examine the purpose of writing in specific and everyday situations using varying appropriate styles and audience	<a href="#">The Origin of Essay Writing</a>

### 3.4 Language Learning Processes and Strategies

Content Learning Outcome	Lessons
EN10.3.4.1 Explore and Recognize the different language variety in different contexts.	<b>Describe a Process</b> <a href="#">Describe a Process: Language and Vocabulary</a> <a href="#">Describe a Process: Structure and Paragraphing</a> <a href="#">Modelled Writing: Describe a Process</a> <a href="#">Guided Writing: Describe a Process</a> <a href="#">Independent Writing: Describe a Process</a>  <b>Personal Accounts</b> <a href="#">Drafting and Reviewing Personal Accounts</a>  <b>Narratives</b> <a href="#">Narrate: Structure and Paragraphs</a> <a href="#">Planning and Developing Narratives</a> <a href="#">Drafting and Reviewing Narratives</a> <a href="#">Modelled Writing: Narrate</a> <a href="#">Guided Writing: Narrate</a>  <b>Persuasive</b> <a href="#">Persuade: Persuasive Devices</a> <a href="#">Persuade: Structure and Paragraphing</a> <a href="#">Modelled Writing: Persuade</a> <a href="#">Guided Writing: Persuade</a> <a href="#">Independent Writing: Persuade</a>  <b>Poetry</b>





## Year 11

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# 1. Listening and Speaking

## 1.1 Text types

Content Learning Outcome	Lessons
EN11.1.1.1 Create and present a variety of oral and/or visual text types to communicate ideas for a particular audience, purpose and context.	<a href="#">Informative Spoken Texts: Structure &amp; Purpose</a> <a href="#">Inspirational Spoken Texts: Structure &amp; Purpose</a> <a href="#">Persuasive Spoken Texts: Structure &amp; Purpose</a> <a href="#">Structuring a Persuasive Spoken Text</a> <a href="#">Lyrics in Poetry &amp; Songs</a>
EN11.1.1.2 Develop understanding of connection between contexts, purposes and audiences in texts	<b>Spoken Texts</b> <a href="#">Gender Equality is Your Issue Too</a> <a href="#">I Have a Dream</a> <a href="#">The Danger of Silence</a> <a href="#">The Great Dictator</a> <a href="#">Twelfth Night</a> <a href="#">Why I speak up about living with epilepsy</a> <a href="#">You Never Can Tell</a>

## 1.2 Language Features and Rules

Content Learning Outcome	Lessons
EN11.1.2.1 Apply appropriate verbal and nonverbal language features to effectively communicate information for a particular audience and purpose and context.	<a href="#">Spoken Texts and Language</a> <a href="#">Engaging Language</a> <a href="#">Informative Spoken Texts: Analysing Techniques</a> <a href="#">Inspirational Spoken Texts: Analysing Techniques</a> <a href="#">Persuasive Spoken Texts: Analysing Techniques</a>



## 1.3 Socio-Cultural Contexts and Situations

Content Learning Outcome	Lessons
EN11.1.3.1 Display appropriate listening and speaking behaviour or conduct to suit a particular socio cultural context and situation.	<a href="#">Spoken Texts and Their Impact</a>

## 1.4 Language Learning Processes and Strategies

Content Learning Outcome	Lessons
EN11.1.4.1 Develop a range of effective listening and speaking skills to produce oral and/or visual texts for a variety of purposes, audiences and contexts.	<a href="#">Speaking Practice Prompts</a> <a href="#">Features of Voice</a> <a href="#">Listening Skills</a> <a href="#">Modelling Presentations with a Visual Aid</a> <a href="#">Guiding Presentations with a Visual Aid</a> <a href="#">Podcast Presentations</a> <a href="#">Guiding Podcast Creation</a>

## 2. Reading and Viewing

### 2.1 Text types

Content Learning Outcome	Lessons
EN11.2.1.1 Read and demonstrate understanding of a variety of complex texts	<b>1. Communication</b> <a href="#">A Bit of Chit-Chat with Edith Rewa</a> <a href="#">Complaint from Kurt Vonnegut</a> <a href="#">Cover Letter for Manager</a> <a href="#">Eunice at Uni</a> <a href="#">Interview with Lorde</a> <a href="#">Laverne Cox Talks to TIME About the Transgender Movement</a> <a href="#">Letters of Reference for Albert Einstein</a> <a href="#">Life Without Walls</a> <a href="#">Nutcracker: The Story of Clara (Australian Ballet)</a> <a href="#">Sonita Review</a> <a href="#">Wesley Mauafu</a>  <b>2. Media Forms</b> <b>Film</b> <a href="#">Documentaries</a> <a href="#">Film Music and Sound</a> <a href="#">Film Visuals</a> <a href="#">Harry Potter and the Philosopher's Stone</a> <a href="#">In-Between</a> <a href="#">Miss Peregrine's Home for Peculiar</a>



[Children Movie Trailer](#)  
[The Last Bastion](#)  
[The Secret Life of Walter Mitty](#)

**Graffiti**

[Berlin Wall Car](#)  
[Oil Tycoon](#)

**Other Media Forms**

[GIFs](#)  
[Memes](#)  
[Music Videos](#)

**Political Cartoons**

[Child Soldiers](#)  
[The Burden of Student Loans](#)

**Print and Web Advertisements**

[LifeBuoy Soap](#)  
[Smoking Kills](#)

**Video Advertisements**

[Coca-Cola](#)

**3. Narrative**

[A New Home](#)  
[Brer Rabbit Earns a Dollar-A-Minute](#)  
[Cards on the Table](#)  
[Grace Period](#)  
[Joy](#)  
[Looking for Alibrandi](#)  
[Mimir's Head and Odin's Eye](#)  
[The Book Thief](#)  
[The Fun They Had](#)  
[The Hound](#)  
[The Third Wish](#)

**4. Non-Fiction**

[8 Top Surf Spots in New Zealand](#)  
[America's Top Animal Sanctuaries and Wildlife Reserves](#)  
[Bird Feed: Sky Burial in the Himalayas](#)  
[Climate Science Meets a Stubborn](#)  
[Obstacle: Students](#)  
[Diving in Kosrae](#)  
[Gráinne Ní Mháille \(Grace O'Malley\)](#)  
[Hokule'a Returns Home](#)  
[How Dogs Stole Our Hearts](#)  
[Malala Yousafzai](#)  
[Out the Airplane Window](#)



[Taiwan's Yehliu Geopark](#)  
[The Story of Supreme](#)  
[Wax Moth Caterpillars Found to Eat Polyethylene](#)

### **5. Novel - Plot Summaries**

[Animal Farm by George Orwell](#)  
[Frankenstein by Mary Shelley](#)  
[Harry Potter and the Philosopher's Stone by J. K. Rowling](#)  
[Nineteen Eighty-Four by George Orwell](#)  
[Pride and Prejudice by Jane Austen](#)  
[The Boy in the Striped Pyjamas by John Boyne](#)  
[The Hate U Give by Angie Thomas](#)  
[The Hobbit by J. R. R. Tolkien](#)  
[The Hunger Games by Suzanne Collins](#)  
[The Lightning Thief by Rick Riordan](#)  
[The Lord of the Rings by J. R. R. Tolkien](#)  
[The Wonderful Wizard of Oz by L. Frank Baum](#)  
[To Kill a Mockingbird by Harper Lee](#)

### **6. Shakespeare's Plays**

[Structure](#)  
[Character and Setting](#)  
[Plot](#)  
[Themes](#)  
[Language Techniques](#)  
[Symbolism](#)  
[Genre](#)  
[Speeches](#)  
[Tropes](#)

### **7. Poetry**

[Eulogy](#)  
[Haiku by Rotella, Boyer and Shiki](#)  
[Life While-You-Wait](#)  
[Lighting the Lamp](#)  
[Ozymandias](#)  
[Preservation](#)  
[Shall I compare thee to a summer's day?](#)  
[Swan and Shadow](#)  
[The Highwayman](#)  
[When I Am Dead, My Dearest](#)  
[When I Heard the Learn'd Astronomer kitchenette building](#)



## 2.2 Language Features and Rules

Content Learning Outcome	Lessons
EN11.2.2.1 Apply knowledge of language features and structure and how they shape meanings in a variety of texts	<b>Forms and Features</b> <a href="#">Spoken and Written Language</a> <a href="#">Effects of Text Structure</a> <a href="#">Digital Structure</a> <a href="#">Language Features</a> <a href="#">Further Language Features</a>  <b>Literary Devices</b> <a href="#">Character</a> <a href="#">Context</a> <a href="#">Setting: Essential Elements</a> <a href="#">Setting: Purpose and Uses</a> <a href="#">Dialogue: Essential Elements</a> <a href="#">Dialogue: Purpose and Uses</a> <a href="#">Narrator and Point of View</a> <a href="#">Unreliable Narrators &amp; Alternating Point of View</a> <a href="#">Plot and Structure</a> <a href="#">Theme</a>  <b>Elements of Style</b> <a href="#">Understanding Language Features</a> <a href="#">Identifying Language Features</a> <a href="#">Symbolism</a> <a href="#">Mood and Tone</a> <a href="#">Foreshadowing &amp; Flashbacks</a>  <b>Visual Media</b> <a href="#">Symbols, Motifs, Logos and Colour</a>

## 2.3 Socio-Cultural Contexts and Situations

Content Learning Outcome	Lessons
EN11.2.3.1 Identify and explain socio cultural values and their relationships with language conventions, purpose and audience in texts.	<b>Shakespeare and his Times</b> <a href="#">Shakespeare's Life</a> <a href="#">Shakespeare's World</a> <a href="#">Shakespeare's Language</a> <a href="#">The Globe Theatre</a> <a href="#">Interesting Facts about Shakespeare</a> <a href="#">Modern Shakespeare</a>  <b>Novels</b> <a href="#">What is a Novel?</a> <a href="#">The History of the Novel</a> <a href="#">Universal Themes</a>



	<a href="#">Analysing Ethical Positions</a> <a href="#">The Production of a Novel</a> <a href="#">Controversial Novels</a> <a href="#">Impactful Novels</a> <a href="#">Fun Facts About Novels</a>  <b>Cultural Values</b> <a href="#">Cultural Values</a> <a href="#">Cultural Perspectives</a> <a href="#">Asian Texts</a> <a href="#">Values in Different Cultures and Eras</a> <a href="#">Historical Context</a>  <b>Texts in Society</b> <a href="#">Assumptions</a> <a href="#">Cultural Perspectives in Interpretation of Texts</a> <a href="#">Media Representation</a> <a href="#">Media Misrepresentation</a> <a href="#">Register and Relationships</a> <a href="#">Representing Accents and Dialects in Literature</a> <a href="#">Ethics and Literature</a> <a href="#">Embedded Values in Texts</a>
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## 2.4 Language Learning Processes and Strategies

Content Learning Outcome	Lessons
EN11.2.4.1 Apply a wide range of strategies to comprehend, interpret, evaluate and appreciate a variety of texts	<b>Language Learning Processes and Strategies</b> <a href="#">Identifying Detail</a> <a href="#">Identifying Further Detail</a> <a href="#">Skimming and Scanning</a> <a href="#">Summarising</a> <a href="#">Further Summarising</a> <a href="#">Inferring Detail</a> <a href="#">Inferring Further Detail</a>  <b>Reading with Fluency</b> <a href="#">Vocabulary</a> <a href="#">Further Vocabulary</a>
EN11.2.4.2 Conduct research on issues and interests by gathering and analyzing information.	

## 3. Writing and Shaping

### 3.1 Text types



Content Learning Outcome	Lessons
EN11.3.1.1 Compose various text types to communicate ideas for a targeted audience and for a variety of purposes	<b>Describe a Process</b> <a href="#">Describe a Process: Audience</a> <a href="#">Describe a Process: Cohesion</a> <a href="#">Describe a Process: Ideas</a>  <b>How-To</b> <a href="#">Why Write 'How Tos'?</a>  <b>Narratives: Planning and Writing Narratives</b> <a href="#">Why Write Narratives?</a>  <b>Personal Account</b> <a href="#">Why Write Personal Accounts?</a>  <b>Essay</b> <a href="#">Thesis Statements</a> <a href="#">Introductions</a> <a href="#">Body Paragraphs</a> <a href="#">Using Evidence</a> <a href="#">Conclusions</a> <a href="#">Citations, Footnotes and Bibliographies</a>  <b>Persuasive</b> <a href="#">Persuade: Audience</a> <a href="#">Persuade: Cohesion</a> <a href="#">Persuade: Ideas</a>  <b>Poetry</b> <a href="#">Why Write Poetry?</a> <a href="#">Forms of Poetry</a>

## 3.2 Language Features and Rules

Content Learning Outcome	Lessons
EN11.3.2.1 Use correctly the conventions of written English including grammar, usage, spelling and punctuation, to communicate ideas logically and	<b>Applying Knowledge of Conventions</b> <a href="#">Sentence Building</a> <a href="#">Further Sentence Building</a> <a href="#">Paragraph Breaks</a> <a href="#">Editing and Proofreading</a> <a href="#">Writing Vocabulary Practice</a>  <b>Describe a Process</b> <a href="#">Describe a Process: Language and Vocabulary</a>  <b>How Tos</b> <a href="#">Features of 'How Tos'</a>



	<p><b>Narratives: Features of Narrative Writing</b> <a href="#">Features of Narrative Writing</a> <a href="#">Narrate: Character, Setting and Dialogue</a> <a href="#">Narrate: Structure and Paragraphs</a> <a href="#">Narrate: Audience</a> <a href="#">Narrate: Ideas</a> <a href="#">Narrate: Cohesion</a> <a href="#">Narrate: Language and Vocabulary</a></p> <p><b>Personal Accounts</b> <a href="#">Features of Personal Accounts</a></p> <p><b>Persuasive</b> <a href="#">Persuade: Persuasive Devices</a></p> <p><b>Poetry</b> <a href="#">Features of Poetry</a></p>
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### 3.3 Socio-Cultural Contexts and Situations

Content Learning Outcome	Lessons
EN11.3.3.1 Distinguish language used to appropriately suit a variety of contexts and situations for a particular audience and purpose.	<a href="#">The Origin of Essay Writing</a>

### 3.4 Language Learning Processes and Strategies

Content Learning Outcome	Lessons
EN11.3.4.1 Apply a range of writing processes and strategies to construct a wide range of text types to suit an intended audience and purpose.	<p><b>Describe a Process</b> <a href="#">Describe a Process: Structure and Paragraphing</a> <a href="#">Modelled Writing: Describe a Process</a> <a href="#">Guided Writing: Describe a Process</a> <a href="#">Independent Writing: Describe a Process</a></p> <p><b>How Tos</b> <a href="#">Developing Ideas and Planning 'How Tos'</a> <a href="#">Drafting and Reviewing Your 'How To'</a> <a href="#">Free Writing – 'How Tos'</a></p> <p><b>Narratives</b> <a href="#">Planning and Developing Narratives</a> <a href="#">Drafting and Reviewing Narratives</a> <a href="#">Free Writing – Narratives</a> <a href="#">Modelled Writing: Narrate</a> <a href="#">Guided Writing: Narrate</a> <a href="#">Independent Writing: Narrate</a></p>





	<p><b>Personal Accounts</b> <a href="#">Developing Ideas In Personal Accounts</a> <a href="#">Drafting and Reviewing Personal Accounts</a> <a href="#">Free Writing – Personal Accounts</a></p> <p><b>Persuasive</b> <a href="#">Persuade: Structure and Paragraphing</a> <a href="#">Modelled Writing: Persuade</a> <a href="#">Guided Writing: Persuade</a> <a href="#">Independent Writing: Persuade</a></p> <p><b>Research</b> <a href="#">Finding Texts for Research</a> <a href="#">Primary and Secondary Sources</a></p> <p><b>Poetry</b> <a href="#">Developing Ideas and Planning Your Poetry</a> <a href="#">Drafting and Reviewing Your Poetry</a> <a href="#">Free Writing – Poetry</a></p>
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