

Teacher(s): Nick Issa

Faculty: English Faculty

Unit Duration: Semester 1, 2020

The **Australian Curriculum Achievement Standards** in English focus on developing students' **knowledge, understanding** and **skills** in listening, reading, viewing, speaking, writing and creating. The Achievement Standard describes a broad sequence of expected learning that students will undertake across the whole year.

Mathematics content strands are *understanding, fluency, problem-solving* and *reasoning*. They describe how content is explored or developed; that is, the thinking and doing of mathematics.

Geography is organised as *Understanding* and *Skills*, emphasising the depth of conceptual understanding, the sophistication of skills and the ability to apply essential knowledge to maps of scale with legends and annotations.

Australian Curriculum Achievement Standard: Students will sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. Students develop texts, particularly explanations and discussions, organising and presenting their arguments using historical terms, maps, annotations and concepts.

Students will show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments.

They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data. They perform calculations to determine complementary events and calculate the sum of probabilities.

Unit Description:

Through the mode of role play gaming, students will create and document their own fantasy characters and fantasy worlds. These characters and worlds will be used by the students in both oral and written story telling activities, as we work through the writing process to produce our own written and illustrated works of fiction.

This unit may contain topics which raise concerns with families in our community. Please contact the class teacher if you have any specific concerns.

Essential Learning Outcomes developed from the Achievement Standards of the Australian Curriculum:

1. I can create structured and coherent texts for effect (English)
2. I can develop, interpret and present maps to illustrate details and draw reasoned conclusions (SOSE)
3. I can solve problems involving visualisations, mental rotation and orientation (Mathematics)
4. I can make presentations and relevant contributions to class and group discussions (English)
5. I can select vocabulary for effect and use accurate spelling when creating and editing texts (English)
6. I can use appropriate grammar and accurate punctuation when creating and editing texts (English)

Materials and Equipment Required: Students are expected to arrive at every class with a class book/folder to write notes for that subject, a writing instrument and a Chromebook or similar, appropriate electronic device. Students are required to provide the following additional materials and equipment: *insert other required materials*

Absences from Class: Students who miss classes due to absence or excursions must negotiate with the class teacher to catch up missed work.

Use of IT in Class: A Google Classroom has been set up for this class. Students will be required to log into this Google Classroom regularly to access course material. Students must bring their Chromebook to all lessons, however, the use of these devices in class will be at the discretion of the teacher.

Homework: Any homework will be directly related to instruction and course requirements, will be assessed appropriately and may impact upon student grades. Examples of homework may include; catch up on missed classwork, revision of classwork, study for tests, assignment work, or preparation for a class presentation.

Late Work: Extensions may be negotiated with individual teachers before the due date

Plagiarism: Plagiarism is copying or using another's work and claiming it as your own. This includes copying, cutting and pasting text or using ideas directly from a text, the internet or some other source without appropriate referencing. If this happens, work may not be graded and students will be asked to discuss the assessment with the classroom teacher and Executive Teacher for that subject. Parents may be contacted as part of this process.

Assessment Portfolio: This contains evidence of work from the opportunities the students have been provided to demonstrate elements of the achievement standard.

Portfolio Assessment Tasks for this subject will include:

	Week / Date Due	Essential Learning
1. Artefact	T1 Wk 8	1, 5, 6
2. Mapping Task		1, 2, 3
- Village / Town / City map	T1 Wk 10	
- Region / County / State map	T2 Wk 3	
- World Map	T2 Wk 7	
3. Character Journal	Ongoing	1, 5, 6
4. Gaming Role Play	Ongoing	2, 3, 4

A-E Reporting Grade Descriptors These are the grades and grade descriptors for reporting at the end of each Semester.

A Demonstrating **excellent** achievement of what is expected (Consistently achieving a proficiency level of 4 or above in each of the Essential Learnings)

B Demonstrating a **high** achievement of what is expected (Consistently achieving a proficiency level of between 3 and 4 in each of the Essential Learnings)

C Demonstrating **satisfactory** achievement of what is expected (Achieving a proficiency level of 3 across the Essential Learnings)

D Demonstrating **partial** achievement of what is expected (Achieving a proficiency of between 1 and 3 across the Essential Learnings)

E Demonstrating **limited** achievement of what is expected (Achieving a proficiency of 1 or less in each of the Essential Learnings)

S **Status** is awarded where unavoidable circumstances have prevented assessment. Must be negotiated with the Principal.

Grade Descriptors and the "C" grade

In ACT public schools the Australian Curriculum Achievement Standard is aligned with a 'C' grade. The 'C' grade indicates that your child has demonstrated a satisfactory level of knowledge, understanding and skill in relation to the Achievement Standard.

Appeals

A student must initiate an appeal for any grade with their subject teacher. If a student is dissatisfied with that initial process, they must pursue further appeal through the Faculty Executive Teacher for that subject.

Executive Teacher

Carol Ellis

17/02/2020