2024 EAL/D Unit Outline Semester 1
Emerging & Developing Class

Teacher(s): *Cathy Emerson*

Faculty: *SoSE & Languages*

Unit Duration: Semester 1, 2024

The **ACARA EAL/D Learning Progression** describes the English language levels of students at various phases of their learning of English in the four skills of Reading, Writing, Listening and Speaking.

ACARA EAL/D Learning Progression:

Beginning: Students who are learning foundational skills in oral and written English. These students are usually in an intensive English course.

Emerging: Students who have a growing degree of print literacy and oral language competency with English. These students receive specific EAL/D support to access the Australian Curriculum.

Developing: Students who are further developing their knowledge of print literacy and oral language competency in English. These students receive parallel support in subject classes, and may receive specific EAL/D support to access the Australian Curriculum.

Consolidating: Students who have a sound knowledge of spoken and written English, including a growing competency in academic language. These students receive support from their mainstream teachers to consolidate and extend their subject specific language.

Unit Description: In Australian schools, learning is accessed and achievement is demonstrated through English. English language proficiency is essential for students to access and demonstrate capability in all subjects of the Australian Curriculum. EAL/D (English as an Additional Language or Dialect) as a subject is designed to support English language learners, particularly those assessed at the Emerging and Developing phases on the EAL/D Learning Progression, to access the content and demonstrate achievement in Australian Curriculum subjects through supporting and supplementing English language teaching in these subjects.

Unit 1: Components of Language: Students develop their understanding of punctuation, grammar and vocabulary and their ability to use these to proof-read and edit their own and other's work to facilitate smooth communication of ideas.

Unit 2: Composition: Students develop their ability to construct increasingly complex grammatical sentences, structure cohesive paragraphs, and put together complete compositions in various genres, both written and spoken.

Unit 3: Comprehension: Students grow in their ability to comprehend increasingly complex texts, both written and verbal of various genres, and to interpret these at increasingly deeper levels.

Essential Learning Outcomes developed from the ACARA EAL/D Learning Progression:

At the beginning of the Emerging English Phase students:
1. Understand familiar instructions and information in a variety of classroom situations (Listening)
2. Communicate simply in a variety of familiar classroom contexts (Speaking)
3. Interprets simple, culturally accessible texts (Reading)
4. Produce basic classroom and social texts following highly structured examples (Writing)

At the beginning of the Developing English Phase students:
1. Exhibit accepted listening behaviours and interpret meaning in familiar situations (Listening)
2. Generally participate appropriately in classroom routines (eg group work) and are producing original utterances rather than relying on formulaic and learned language (Speaking)
3. Read simple texts independently and begin to understand the gist of most class texts independently (Reading)
4. Write for a range of classroom purposes with varying grammatical accuracy, although they still exhibit first language influence (Writing)

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: *coloured pencils/texters in at least blue, red, green, purple and yellow colours, a ruler, scissors and glue.*

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. Use of digital translation devices such as Google Translate will be treated as plagiarism (online dictionaries, however, are appropriate). 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. Mini-dictations (Spelling & Punctuation)	**Ongoing**	**4 & 1**
2. Group Discussion	**Week 4**	**2**
3. Comparing & Contrasting Writing Task	**Week 6**	**4**
4. Persuasive Presentation	**Week 8**	**4 & 2**
5. Descriptive Reading Task	**Week 10**	**3**
6. Listening Comprehension	**Week 13**	**1**
7. Analytical Reading	**Week 15**	**3**
8. Written Response to Listening	**Week 17**	**1 & 4**
9. Bookwork, Classwork and Discussion	**Ongoing**	**1, 2, 3, 4**

EAL/D Reporting Grade Descriptors These are the grades and grade descriptors for reporting at the end of each Semester.

C Operating at a **consolidating** level on the EAL/D Learning Progression (having a sound knowledge of spoken and written English, including a growing competency in academic language)

D Operating at a **developing** level on the EAL/D Learning Progression (having a growing degree of print literacy and oral language competency with English)

E Operating at an **emerging** level on the EAL/D Learning Progression (further developing their knowledge of print literacy and oral language competency in English)

B Operating at a **beginning** level on the EAL/D Learning Progression (learning foundational skills in oral and written English)

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

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

Conor Laenen   Date July 2024

_____   _____