

Teacher(s): Melissa Apolosio, Jenelle Reynolds & Caitlyn Brooks

Faculty: Inclusive Education - English

Unit Duration: Semester 2

A '**P**' unit indicates your child has been provided with a learning program that does not align exactly with the year level content prescribed in the Australian Curriculum.

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

Australian Curriculum Achievement Standard (Yr 5 Achievement Standard)

Receptive modes (listening, reading and viewing)

Students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.

When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

Productive modes (speaking, writing and creating)

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

Students create imaginative, informative and persuasive texts for different purposes and audiences. They make presentations which include multimodal elements for defined purposes. They contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar using a variety of sentence types. They select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.

'P' Unit Description:

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Content Descriptors and Learning Outcomes from the Achievement Standards of the Australian Curriculum:

1. Can understand how text structures influence the text
2. Can demonstrate an understanding of grammar
3. Can demonstrate an understanding of how language features, images and vocabulary affects meaning
4. Can demonstrate an understanding of spelling
5. Can engage in presentations and contribute actively to class and group discussions
6. Can use a range of strategies to read texts
7. Can use a range of strategies to comprehend texts
8. Can create structured and coherent texts for a range of purposes and audiences

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.

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 a personal device (not a smartphone) to all lessons, however, the use of these devices in class will be at the discretion of the teacher.

Homework: All students will be given multiple opportunities to demonstrate growth in proficiency levels across all Essential Learnings during class time. Students may use time at home to complete additional enrichment and extension activities that demonstrate further growth in proficiency levels, or to catch up on missed or unfinished classwork.

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. Text Writing Tasks	Ongoing	1, 2, 4, 3, 8
2. Reading/Comprehension Activities	Ongoing	6, 7
3. Spelling Tasks	Ongoing	4
4. Language Feature Tasks	Ongoing	2,3,4
5. Classwork and Participation	Ongoing	All

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 excellent growth in proficiency in each of the Essential Learnings)

B demonstrating a **high** achievement of what is expected (Consistently achieving high growth in proficiency in each of the Essential Learnings)

C demonstrating **satisfactory** achievement of what is expected (Achieving satisfactory growth in proficiency across each of the Essential Learnings)

D demonstrating **partial** achievement of what is expected (Achieving partial growth in proficiency across each of the Essential Learnings)

E demonstrating **limited** achievement of what is expected (Achieving limited growth in proficiency across 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

Jenelle Reynolds

1/7/2021