

Teacher(s): Jenelle Reynolds, Opu Hoque, Alex Van De Rhee

Faculty: Inclusive Education - English

Unit Duration: Semester 1 & 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.

The Australian Curriculum: English enables students to analyse, understand, communicate and build relationships with others and the world around them. It helps create confident communicators, imaginative and critical thinkers, and informed citizens. Students explore ideas and perspectives about human experience and cultural significance, interpersonal relationships, and ethical and global issues within real-world and fictional settings. They learn to purposefully read, view, listen to, speak, write, create and reflect on texts across a growing range of contexts. Students are exposed to literature from a range of historical, cultural and social contexts. Through the study of texts, students develop an understanding of themselves and their place in the world. The English curriculum explores the richness of First Nations Australian voices and voices from wide-ranging Australian and world literature.

'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

1. Uses text structures to organise and link ideas
2. Uses language features including topic-specific vocabulary, and/or visual features and features of voice
3. Spells multisyllabic words using phonic and morphemic knowledge, and high-frequency words
4. Creates written and/or multimodal texts including stories to inform, narrate, explain or argue for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts
5. Interacts with others and listens to and creates spoken and/or multimodal texts including stories
6. Reads, views and comprehends texts created to inform, influence and/or engage 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

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