

**Teacher(s):** Carol Ellis

**Faculty:** English

**Unit Duration:** Semester 1, 2024

### The Australian Curriculum in

**English** focusses 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.

**Work Studies** is an applied learning curriculum that adapts discipline-based learning to work contexts. This requires a variation in the approach to curriculum design and content descriptions and elaborations, as they need to be active. It also allows for a cross-curriculum disciplinary mode of delivery.

**Media Arts** aims to develop students' aesthetic knowledge and a sense of curiosity and discovery as they explore images, text and sound to express ideas, concepts and stories for different audiences. The Media Arts curriculum is present in two-year bands.

### Australian Curriculum Achievement Standards (excerpts):

**Year 9 English:** By the end of Year 9, students interact with others, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss and expand on ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select and experiment with language features including literary devices, and experiment with multimodal features and features of voice.

**Year 9 Work Studies:** Students plan and implement strategies to improve their learning and strengthen their individual learning skills. Students research and analyse information, organise teams, and communicate effectively using appropriate types of communications in a given context. They propose explanations and predict outcomes. Students practise entrepreneurial skills and attributes and propose actions in response to identified work and community challenges.

**Year 10 English:** By the end of Year 10, students interact with others, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss ideas and responses to representations, making connections and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select, vary and experiment with language features including rhetorical and literary devices, and experiment with multimodal features and features of voice.

**Year 10 Work Studies:** Students process the skills required to manage change and transition. They select learning strategies and career information and sources and evaluate and align their personal capacities. They select and apply appropriate communication methods in a range of contexts. Students form and work in teams on a range of work-related tasks and observe and incorporate the skills needed to work collaboratively. They apply entrepreneurial skills to plan, implement and complete a negotiated action project. Students evaluate their findings, propose actions, make recommendations and present these to an audience of stakeholders.

**Year 9-10 Media Arts:** Students use media arts concepts to construct representations and communicate ideas, perspectives and/or meaning. They use responsible media practice and production processes to create media arts works in a range of genres/styles and/or forms, for specific audiences. They present their work to an audience. They plan where and how they could distribute their work and the relationships they could develop with their audiences, using responsible media practice.

**Unit Description:** This is a new elective for students in Years 9 and 10, and as such, the students enrolled in this class have a large amount of influence in the direction the elective will take. Working across a variety of digital platforms, students will create pages on topics that suit their interests and our school community, with a view to publishing and sharing at least one 'school paper' issue over the semester. Students will collaborate with others in the class to prioritise tasks, create timelines for articles and publications, allowing time for formatting and editing as each page is completed, and combined to create the 'school paper'. There will be opportunity to interview teachers, students, and community members, allowing class members to communicate professionally with others outside their usual circle of friends. Students may choose to work together in groups, or independently, but all will be presented with opportunities to collaborate, plan, share ideas, experiment, explore and create. If this elective were to run again in Semester 2, there is a very strong likelihood that some of the pages created in the Semester 1 publication will be used in the 2024 school Yearbook.

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

1. *Interacts with others, and listens to and creates spoken and multimodal texts including literary texts (Year 9 English) [V9.E.9.01]*
2. *Uses responsible media practice and production processes to create media arts works in a range of genres/styles and/or forms, for specific audiences (Media Arts) [V9.AMD.9.05]*
3. *Researches and analyses information, organises teams, and communicates effectively using appropriate types of communications in a given context (Year 9 Work Studies) [Year.9.1099]*
1. *Interacts with others, and listens to and creates spoken and multimodal texts including literary texts (Year 10 English) [V9.E.10.01]*
2. *Uses responsible media practice and production processes to create media arts works in a range of genres/styles and/or forms, for specific audiences (Year 9-10 Media Arts)[V9.AMD.10.05]*
3. *Forms and works in teams on a range of work-related tasks and observe and incorporate the skills needed to work collaboratively. (Year 10 Work Studies) [Year.10.119]*

**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: none

**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. The use of Generative AI to produce your work, or edit it so that it no longer reflects your work, is a form of plagiarism. 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. If a teacher suspects a student may have plagiarised their work they may choose to assess the student in an alternative way, such as verbally or under test conditions. 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. Proposed outline of project	<b>T1 W4-5</b>	<b>1, 2, 3</b>
2. Project update	<b>T1 Wk 11</b>	<b>1, 2, 3</b>
3. Final Project publication	<b>T2 Wk 6-7</b>	<b>1, 2, 3</b>

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

<b>A</b>	Demonstrating <b>excellent</b> achievement of what is expected (Consistently achieving a proficiency level of 4 or above in each of the Essential Learnings)
<b>B</b>	Demonstrating a <b>high</b> achievement of what is expected (Consistently achieving a proficiency level of between 3 and 4 in each of the Essential Learnings)
<b>C</b>	Demonstrating <b>satisfactory</b> achievement of what is expected (Achieving a proficiency level of 3 across the Essential Learnings)
<b>D</b>	Demonstrating <b>partial</b> achievement of what is expected (Achieving a proficiency of between 1 and 3 across the Essential Learnings)
<b>E</b>	Demonstrating <b>limited</b> 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

09/02/2024