

LSU Year 7-10 – Australian Curriculum: English (2019)

Identify curriculum	Achievement standard	<p>English- LSU Achievement Standard: Receptive modes (listening, reading and viewing) By the end of the year students understand that texts have different text structures depending on purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts They fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. They express preferences for particular types of texts, and respond to others' viewpoints. They listen for and share key points in discussions.</p> <p>Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum: English for Foundation-10</i>, <www.australiancurriculum.edu.au/English/Curriculum/F-10>.</p>			
		<p>English- LSU Achievement Standard: Productive modes (speaking, writing and creating) Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning.</p> <p>Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum: English for Foundation-10</i>, <www.australiancurriculum.edu.au/English/Curriculum/F-10>.</p>			
Teaching and learning	Term overview	Term 1	Term 2	Term 3	Term 4
		Fantasy Genre: Dungeons and Dragons	Fantasy Genre: Dungeons and Dragons	Short Stories	Novel Study
	Cross curriculum priorities			Aboriginal and Torres Strait Islander histories and cultures Asia and Australia's engagement with Asia	Asia and Australia's engagement with Asia
	General capabilities	<p>Literacy</p> <ul style="list-style-type: none"> Comprehending texts through listening, reading and viewing Composing texts through speaking, writing and creating <p>Personal and Social Capability</p> <p>Self-awareness</p> <ul style="list-style-type: none"> Recognise emotions <p>Social awareness</p> <ul style="list-style-type: none"> Appreciate diverse perspectives Understand relationships <p>Self-management</p> <ul style="list-style-type: none"> Express emotions appropriately <p>Social management</p> <ul style="list-style-type: none"> Communicate effectively <p>Critical and Creative Thinking</p> <p>Generating ideas, possibilities and actions</p> <ul style="list-style-type: none"> Seek solutions and put ideas into action 	<p>Literacy</p> <ul style="list-style-type: none"> Comprehending texts through listening, reading and viewing Composing texts through speaking, writing and creating <p>Personal and Social Capability</p> <p>Self-awareness</p> <ul style="list-style-type: none"> Recognise emotions <p>Social awareness</p> <ul style="list-style-type: none"> Appreciate diverse perspectives Understand relationships <p>Self-management</p> <ul style="list-style-type: none"> Express emotions appropriately <p>Social management</p> <ul style="list-style-type: none"> Communicate effectively <p>Critical and Creative Thinking</p> <p>Generating ideas, possibilities and actions</p> <ul style="list-style-type: none"> Seek solutions and put ideas into action 	<p>Literacy</p> <ul style="list-style-type: none"> Comprehending texts through listening, reading and viewing Word Knowledge Composing texts through speaking, writing and creating Grammar knowledge <p>Intercultural Understanding</p> <ul style="list-style-type: none"> Interacting and empathising with others Recognising culture and developing respect <p>Critical and Creative Thinking</p> <ul style="list-style-type: none"> Generating ideas, possibilities and actions Inquiring – identifying, exploring and organising information and ideas 	<p>Literacy</p> <ul style="list-style-type: none"> Comprehending texts through listening, reading and viewing Word Knowledge Composing texts through speaking, writing and creating Grammar knowledge <p>Intercultural Understanding</p> <ul style="list-style-type: none"> Interacting and empathising with others Communicate across cultures Recognising culture and developing respect Investigate culture and cultural identity

		Reflecting on thinking and processes • Reflect on processes	Reflecting on thinking and processes • Reflect on processes						
	Key to general capabilities and cross-curriculum priorities	 Literacy  Numeracy  ICT capability  Critical and creative thinking  Ethical behaviour  Personal and social capability  Intercultural understanding  Aboriginal and Torres Strait Islander histories and cultures  Asia and Australia's engagement with Asia  Sustainability							
Develop assessment	Assessment	Term 1		Term 2		Term 3		Term 4	
		Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument
		5	Fantasy Genre Analysis	8	Ongoing D&D Journal	10	Ongoing bookwork	6	Novel Study PEC Paragraphs
		10	Ongoing D&D Journal	10	D&D Review Questions	10	Picture Book		
Make judgments and use feedback	Moderation	Term 1		Term 2		Term 3		Term 4	
		Teachers moderate journal entries to ensure consistency of judgments.		Teachers moderate the journal entries and review questions to ensure consistency of judgments.		Teachers moderate the Picture Book task to ensure consistency of judgments		Teachers review student PEC paragraphs to ensure consistency of judgments.	