

UNIT OVERVIEWS AND MANDATORY ASSESSMENT 2014

		Term 1	Term 2	Term 3	Term 4
		Unit 1	Unit 2	Unit 3	Unit 4
One School		P U1 v3.0	P U2 v3.0	P U3 v3.0	P U4 v3.0
5 S - 1 - 9 5 M	Prep and P/1	<p>Unit 1: Enjoying our new world</p> <p>Students listen to and read texts to explore predictable text structures and common visual patterns in a range of literary and non-literary texts, including fiction and non-fiction books and everyday texts. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations and routines and transitions.</p>	<p>Unit 2 Enjoying and retelling stories</p> <p>Students will listen to and engage with a range of literary and non-literary texts with a focus on exploring how language is used to entertain through retelling events. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — focused teaching and learning, play, real life situations, investigations and routines and transitions. Students will sequence events from a range of texts and select a favourite story to retell to a small group of classmates. Students will prepare for their spoken retelling by drawing events in sequence and writing simple sentences.</p>	<p>Unit 3: Interacting with others</p> <p>Students listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to develop an understanding of sound and letter knowledge and a range of language features. Students identify common visual patterns.</p> <p>They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — focused teaching and learning, play, real life situations, investigations and routines and transitions.</p> <p>Students will create and recite a rhyming verse to a familiar audience. They will listen while others present their rhyme and show knowledge of rhyme by identifying the rhyming words that they have used.</p>	<p>Unit 4: Responding to text</p> <p>Students will have multiple opportunities to read, examine and respond to literature and explore text structure and organisation. Students will create a short imaginative multimodal text which includes illustrations. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — focused teaching and learning, play, real life situations, investigations and routines and transitions.</p>
	Assessment	<p>There is no summative assessment of student learning in this unit. Monitor student learning through the unit.</p>	<p>Retell a story</p> <p><i>Oral</i></p> <p>Students demonstrate comprehension of, and connection to a familiar story through retelling events.</p>	<p>Create and recite a rhyme</p> <p><i>Oral</i></p> <p>Students listen to and demonstrate knowledge of rhyme through written and spoken communication.</p> <p>Responding to a rhyming story</p> <p><i>Poster/multimodal presentation</i></p> <p>Students clearly communicate an opinion about a familiar story and identify the use of rhyme within it.</p>	<p>Reading and comprehension assessment</p> <p><i>Interview</i></p> <p>Students demonstrate reading accuracy and respond orally to comprehension questions.</p> <p>Writing and creating a response to a story</p> <p><i>Written</i></p> <p>Students write in role as a character from a familiar story and create a supporting image or illustration.</p>

MODIFICATIONS FOR YEAR 1 STUDENTS WHERE NECESSARY TO ENSURE YEAR LEVEL ENTITLEMENTS AND STUDENT LEARNING NEEDS

UNIT OVERVIEWS AND MANDATORY ASSESSMENT 2014

		Term 1		Term 2		Term 3		Term 4	
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
One School		Y1 U1 V3.0	Y1 U2 V3.0	Y1 U3 V3.0	Y1 U4 V3.0	Y1 U5 V3.0	Y1 U6 V3.0	Y1 U7 V3.0	Y1 U8 V3.0
5 S - 9 5 M	Year 1	Exploring emotion in picture books Students listen to, read, view and interpret written picture books, including stories from Aboriginal and Torres Strait Islander cultures. They identify emotive content and justify their interpretations of the stories.	Explaining how a story works Students listen to, read and view a range of picture books in order to analyse and explain a familiar story.	Exploring characters in stories Students listen to, read, view and interpret spoken, written and multimodal literary texts to identify some features of characters in these texts and to create character descriptions.	Engaging with poetry Students listen to, read and view a variety of poems to explore sound patterns and features of plot, character and setting. Students recite a poem to the class.	Examining language of communication — questioning Students listen to, read, view and interpret texts with animal characters to explore how they reflect human qualities. Students create an animal character to be included in a literary text, and discuss their choices in an interview.	Retelling cultural stories Students listen to, read, view and interpret picture books and stories from different cultures. They write, present and read a retell of their favourite story to an audience of peers.	Creating digital procedural texts Students listen to, read, view and interpret traditional and digital multimodal texts, to explore the language and text structures of procedure in imaginative and informative contexts. Students create a digital presentation of a procedure from a literary context.	Creating digital texts Students listen to, read, view and interpret a series of narrative texts to create a digital innovation.
	Assessment	There is no summative assessment in this unit. Monitor student learning and progress throughout this unit.	Responses to picture books <i>Short answer questions</i> Students comprehend and respond to picture books, demonstrating knowledge and understanding of text purpose, structure and elements of imaginative texts such as plot, character and setting.	Reading and comprehension <i>Interview</i> Students demonstrate reading accuracy, fluency and comprehension of character development, by reading aloud and a reading record being completed. Create a character description <i>Written</i> Students create a character description using writing and images.	Comprehending Poetry <i>Exam/Test</i> Students read, view or listen to a poem and identify language features and vocabulary used in poetry. Recognise literal and implied meaning in poems Poem Recitation <i>Oral</i> Students perform a recitation or reading of a poem for a familiar audience.	Reading and listening comprehension <i>Short answer questions</i> Students listen to sounds in words from a story. Students comprehend the story 'Wally the wombat works it out!' Create and present a character <i>Oral</i> Students create a character and discuss your choices in an interview.	Retell of a cultural story <i>Poster/multimodal presentation</i> Students write and present a retell of a traditional or cultural story	Reading and comprehension <i>Interview</i> Students demonstrate reading accuracy, fluency and understanding of the different purposes of texts.	Digital Multimodal Procedures <i>Poster/multimodal presentation</i> Students create a digital multimodal procedure, combining and connecting written, visual and spoken elements.

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		Term 1		Term 2		Term 3		Term 4	
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
One School		Y1 U1 V3.0	Y1 U2 V3.0	Y1 U3 V3.0	Y1 U4 V3.0	Y1 U5 V3.0	Y1 U6 V3.0	Y1 U7 V3.0	Y1 U8 V3.0
5 S - 1 9 3 M Assessment	Year 1/2	Exploring emotion in picture books Students listen to, read, view and interpret written picture books, including stories from Aboriginal and Torres Strait Islander cultures. They identify emotive content and justify their interpretations of the stories.	Explaining how a story works Students listen to, read and view a range of picture books in order to analyse and explain a familiar story.	Exploring characters in stories Students listen to, read, view and interpret spoken, written and multimodal literary texts to identify some features of characters in these texts and to create character descriptions.	Engaging with poetry Students listen to, read and view a variety of poems to explore sound patterns and features of plot, character and setting. Students recite a poem to the class.	Examining language of communication — questioning Students listen to, read, view and interpret texts with animal characters to explore how they reflect human qualities. Students create an animal character to be included in a literary text, and discuss their choices in an interview.	Retelling cultural stories Students listen to, read, view and interpret picture books and stories from different cultures. They write, present and read a retell of their favourite story to an audience of peers.	Creating digital procedural texts Students listen to, read, view and interpret traditional and digital multimodal texts, to explore the language and text structures of procedure in imaginative and informative contexts. Students create a digital presentation of a procedure from a literary context.	Creating digital texts Students listen to, read, view and interpret a series of narrative texts to create a digital innovation.
		There is no summative assessment in this unit. Monitor student learning and progress throughout this unit.	Responses to picture books <i>Short answer questions</i> Students comprehend and respond to picture books, demonstrating knowledge and understanding of text purpose, structure and elements of imaginative texts such as plot, character and setting.	Reading and comprehension <i>Interview</i> Students demonstrate reading accuracy, fluency and comprehension of character development, by reading aloud and a reading record being completed. Create a character description <i>Written</i> Students create a character description using writing and images.	Comprehending Poetry <i>Exam/Test</i> Students read, view or listen to a poem and identify language features and vocabulary used in poetry. Recognise literal and implied meaning in poems Poem Recitation <i>Oral</i> Students perform a recitation or reading of a poem for a familiar audience.	Reading and listening comprehension <i>Short answer questions</i> Students listen to sounds in words from a story. Students comprehend the story 'Wally the wombat works it out!' Create and present a character <i>Oral</i> Students create a character and discuss your choices in an interview.	Retell of a cultural story <i>Poster/multimodal presentation</i> Students write and present a retell of a traditional or cultural story	Reading and comprehension <i>Interview</i> Students demonstrate reading accuracy, fluency and understanding of the different purposes of texts.	Digital Multimodal Procedures <i>Poster/multimodal presentation</i> Students create a digital multimodal procedure, combining and connecting written, visual and spoken elements.

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		Term 1		Term 2		Term 3		Term 4	
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
One School		Y2 U1 V3.0	Y2 U2 V3.0	Y2 U3 V3.0	Y2 U4 V3.0	Y2 U5 V3.0	Y2 U6 V3.0	Y2 U7 V3.0	Y2 U8 V3.0
5 S - 19 3 M	Year 2	<p>Reading, writing and performing poetry</p> <p>Students read and listen to a range of poems to create an imaginative poetry reconstruction. Students present their poem or rhyme to a familiar audience.</p>	<p>Stories of families and friends</p> <p>Students will explore texts to analyse how stories convey a message about issues that relate to families and friends. Students will write a biography about a character from a book and present it in multimodal digital form.</p>	<p>Identifying stereotypes</p> <p>Students read, view and listen to a variety of texts to explore how depictions of characters in print, sound and images create stereotypes. Students identify stereotypical characters in texts and create an alternative character description to present to an audience of peers.</p>	<p>Responding persuasively to narratives</p> <p>Students read, view and listen to a variety of literary texts to explore how stereotypes are used to persuade audiences. Students compare how the visual representations of a character are depicted differently in two publications of the same story and write a persuasive response giving reasons for a particular preference.</p>	<p>Exploring procedural texts</p> <p>Students listen to, read and view a range of literary imaginative texts that contain certain structural elements and language features that reflect an informative text. Students create, rehearse and present a procedure in front of their peers.</p>	<p>Exploring informative texts</p> <p>Students read, view and listen to a range of stories to create an informative text about an event in a literary text.</p>	<p>Exploring plot and characterisation in stories</p> <p>Students explore a variety of stories including dreaming stories, pictures books, traditional tales and digital text to explore how stories use plot and characterisation to entertain and engage an audience. Students create a written imaginative event to be added to a familiar narrative with appropriate images that match the text. Students present their written event to their peers.</p>	<p>Exploring narrative texts</p> <p>Students read, view and listen to a range of stories from other cultures. They create a written retell of an event in the life of a person or character from one of the stories studied and then present a performance of the retell to an audience of peers.</p>
	Assessment	<p>Playing with verse <i>Oral</i></p> <p>Students create, present and explain an imaginative reconstruction of a poem.</p>	<p>Assessment 1 — Listening comprehension <i>Short answer questions</i></p> <p>Students respond to an oral reading of a story in short answer format.</p> <p>Assessment 2 — Imaginative biography <i>Written</i></p> <p>Students create a biography about a character from a familiar picture book.</p>	<p>Written and spoken presentation <i>Written/oral</i></p> <p>Students create and present to an audience of peers an alternative description of a stereotypical character.</p>	<p>Reading and comprehension <i>Interview</i></p> <p>Students demonstrate reading accuracy and respond orally to comprehension questions.</p>	<p>There is no summative assessment of student learning in this unit. Monitor student progress and learning through the unit.</p>	<p>Reading comprehension <i>Short answer questions</i></p> <p>Students write responses focusing on literal and inferential meanings in a selected text.</p> <p>Writing an informative text <i>Written</i></p> <p>Students create an informative text from a narrative text.</p>	<p>Reading comprehension <i>Interview</i></p> <p>Students read aloud and respond to comprehension questions with oral responses focusing on literal and inferred meaning.</p> <p>Written narrative <i>Written</i></p> <p>Students write an imaginative event to add to a familiar narrative and support the event with appropriate images that match the text.</p>	<p>There is no summative assessment of student learning in this unit.</p>

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		Term 1		Term 2		Term 3		Term 4	
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
One School		Y2 U1 V3.0	Y2 U2 V3.0	Y2 U3 V3.0	Y2 U4 V3.0	Y2 U5 V3.0	Y2 U6 V3.0	Y2 U7 V3.0	Y2 U8 V3.0
H S I G N	Year 2/3	<p>Reading, writing and performing poetry</p> <p>Students read and listen to a range of poems to create an imaginative poetry reconstruction. Students present their poem or rhyme to a familiar audience.</p>	<p>Stories of families and friends</p> <p>Students will explore texts to analyse how stories convey a message about issues that relate to families and friends. Students will write a biography about a character from a book and present it in multimodal digital form.</p>	<p>Identifying stereotypes</p> <p>Students read, view and listen to a variety of texts to explore how depictions of characters in print, sound and images create stereotypes. Students identify stereotypical characters in texts and create an alternative character description to present to an audience of peers.</p>	<p>Responding persuasively to narratives</p> <p>Students read, view and listen to a variety of literary texts to explore how stereotypes are used to persuade audiences. Students compare how the visual representations of a character are depicted differently in two publications of the same story and write a persuasive response giving reasons for a particular preference.</p>	<p>Exploring procedural texts</p> <p>Students listen to, read and view a range of literary imaginative texts that contain certain structural elements and language features that reflect an informative text. Students create, rehearse and present a procedure in front of their peers.</p>	<p>Exploring informative texts</p> <p>Students read, view and listen to a range of stories to create an informative text about an event in a literary text.</p>	<p>Exploring plot and characterisation in stories</p> <p>Students explore a variety of stories including dreaming stories, pictures books, traditional tales and digital text to explore how stories use plot and characterisation to entertain and engage an audience. Students create a written imaginative event to be added to a familiar narrative with appropriate images that match the text. Students present their written event to their peers.</p>	<p>Exploring narrative texts</p> <p>Students read, view and listen to a range of stories from other cultures. They create a written retell of an event in the life of a person or character from one of the stories studied and then present a performance of the retell to an audience of peers.</p>
	Assessment	<p>Playing with verse <i>Oral</i></p> <p>Students create, present and explain an imaginative reconstruction of a poem.</p>	<p>Assessment 1 — Listening comprehension <i>Short answer questions</i></p> <p>Students respond to an oral reading of a story in short answer format.</p> <p>Assessment 2 — Imaginative biography <i>Written</i></p> <p>Students create a biography about a character from a familiar picture book.</p>	<p>Written and spoken presentation <i>Written/oral</i></p> <p>Students create and present to an audience of peers an alternative description of a stereotypical character.</p>	<p>Reading and comprehension <i>Interview</i></p> <p>Students demonstrate reading accuracy and respond orally to comprehension questions.</p>	<p>There is no summative assessment of student learning in this unit. Monitor student progress and learning through the unit.</p>	<p>Reading comprehension <i>Short answer questions</i></p> <p>Students write responses focusing on literal and inferential meanings in a selected text.</p> <p>Writing an informative text <i>Written</i></p> <p>Students create an informative text from a narrative text.</p>	<p>Reading comprehension <i>Interview</i></p> <p>Students read aloud and respond to comprehension questions with oral responses focusing on literal and inferred meaning.</p> <p>Written narrative <i>Written</i></p> <p>Students write an imaginative event to add to a familiar narrative and support the event with appropriate images that match the text.</p>	<p>There is no summative assessment of student learning in this unit.</p>

MODIFICATIONS FOR YEAR 3 STUDENTS WHERE NECESSARY TO ENSURE YEAR LEVEL ENTITLEMENTS AND STUDENT LEARNING NEEDS

UNIT OVERVIEWS AND MANDATORY ASSESSMENT 2014

		Term 1		Term 2		Term 3		Term 4	
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
One School		Y3 U1 V3.0	Y3 U2 V3.0	Y3 U3 V3.0	Y3 U4 V3.0	Y3 U5 V3.0	Y3 U6 V3.0	Y3 U7 V3.0	Y3 U8 V3.0
5 S - I - G S M	Year 3	<p>Analysing and creating persuasive texts</p> <p>Students read, view and analyse persuasive texts. In a monitoring task students will write a series of short written persuasive texts.</p>	<p>Investigating characters</p> <p>Students listen to, view, read and explore short narratives, simple chapter books or digital stories to explore the use of descriptive language in the construction of character.</p> <p>Students read an extract from a novel and build literal and inferred meaning from the text. They express a point of view about the thoughts, feelings and actions of the main characters in a novel.</p>	<p>Exploring personal experiences through events</p> <p>Students read and listen to imaginative, informative and persuasive texts to identify the way authors portray experiences of an event. Students use comprehension strategies to build literal and inferred meaning about a literary text. Students write a letter to persuade the school principal that an event should be celebrated at school.</p>	<p>Exploring procedure</p> <p>Students listen to, read and view and analyse informative and literary texts and create a spoken procedure between two characters.</p>	<p>Examining stories from different perspectives</p> <p>Students listen to, view, read and compare a range of stories, with a focus on different versions of the same story. They comprehend stories and create spoken retells of stories from alternative perspectives.</p>	<p>Examining imaginative texts</p> <p>Students listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual language features used to suit context, purpose and audience. They create a multimodal imaginative text.</p>	<p>Engaging with poetry</p> <p>Students listen to, read, view and adapt poems featuring an Australian setting. They analyse texts by exploring the context, purpose and how language features and devices can be adapted to create new meaning. They write and present a poem.</p>	<p>Reading, responding to and writing people's stories</p> <p>Students listen to, read, view, write and create a range of informative and imaginative texts set in the past about people and their experiences. They complete a running record about a famous Australian and write a series of letters demonstrating use of text structure and language features of letters.</p>
	Assessment	<p>There is no summative assessment of student learning in this unit. Monitor student progress and throughout this unit.</p>	<p>Close reading of an extract</p> <p><i>Exam/test</i></p> <p>Students identify and explain author's use of language and comprehend literal and implied meaning in a text excerpt.</p>	<p>Write a persuasive letter</p> <p><i>Written</i></p> <p>Students write a persuasive letter to their school principal requesting that celebrating the importance of family is as an annual event in the school calendar.</p>	<p>Dialogue presentation</p> <p><i>Oral</i></p> <p>Students create and present a dialogue between two characters from a story, where one character is telling another character how to do something.</p>	<p>There is no summative assessment of student learning in this unit. Monitor student progress and throughout this unit.</p>	<p>Reading Comprehension</p> <p><i>Short answer questions</i></p> <p>Students comprehend a story drawing on knowledge of context, text structure and language features and to evaluate language and images in the text.</p> <p>Creating a multimodal text <i>Poster/multimodal presentation</i></p> <p>Students create a multimodal text about overcoming a fear using images and language features.</p>	<p>Writing and presenting poetry</p> <p><i>Oral</i></p> <p>Students will use language devices to write and present a poem</p>	<p>There is no summative assessment of student learning in this unit. Monitor student progress and throughout this unit.</p>

UNIT OVERVIEWS AND MANDATORY ASSESSMENT 2014

		Term 1		Term 2		Term 3		Term 4	
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
One School		Y3 U1 V3.0	Y3 U2 V3.0	Y3 U3 V3.0	Y3 U4 V3.0	Y3 U5 V3.0	Y3 U6 V3.0	Y3 U7 V3.0	Y3 U8 V3.0
H S I - 9 5 E	Year 3/4	<p>Analysing and creating persuasive texts</p> <p>Students read, view and analyse persuasive texts. In a monitoring task students will write a series of short written persuasive texts.</p>	<p>Investigating characters</p> <p>Students listen to, view, read and explore short narratives, simple chapter books or digital stories to explore the use of descriptive language in the construction of character. Students read an extract from a novel and build literal and inferred meaning from the text. They express a point of view about the thoughts, feelings and actions of the main characters in a novel.</p>	<p>Exploring personal experiences through events</p> <p>Students read and listen to imaginative, informative and persuasive texts to identify the way authors portray experiences of an event. Students use comprehension strategies to build literal and inferred meaning about a literary text. Students write a letter to persuade the school principal that an event should be celebrated at school.</p>	<p>Exploring procedure</p> <p>Students listen to, read and view and analyse informative and literary texts and create a spoken procedure between two characters.</p>	<p>Examining stories from different perspectives</p> <p>Students listen to, view, read and compare a range of stories, with a focus on different versions of the same story. They comprehend stories and create spoken retells of stories from alternative perspectives.</p>	<p>Examining imaginative texts</p> <p>Students listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual language features used to suit context, purpose and audience. They create a multimodal imaginative text.</p>	<p>Engaging with poetry</p> <p>Students listen to, read, view and adapt poems featuring an Australian setting. They analyse texts by exploring the context, purpose and audience and how language features and devices can be adapted to create new meaning. They write and present a poem.</p>	<p>Reading, responding to and writing people's stories</p> <p>Students listen to, read, view, write and create a range of informative and imaginative texts set in the past about people and their experiences. They complete a running record about a famous Australian and write a series of letters demonstrating use of text structure and language features of letters.</p>
	Assessment	<p>There is no summative assessment of student learning in this unit. Monitor student progress and throughout this unit.</p>	<p>Close reading of an extract</p> <p><i>Exam/test</i></p> <p>Students identify and explain author's use of language and comprehend literal and implied meaning in a text excerpt.</p>	<p>Write a persuasive letter</p> <p><i>Written</i></p> <p>Students write a persuasive letter to their school principal requesting that celebrating the importance of family is as an annual event in the school calendar.</p>	<p>Dialogue presentation</p> <p><i>Oral</i></p> <p>Students create and present a dialogue between two characters from a story, where one character is telling another character how to do something.</p>	<p>There is no summative assessment of student learning in this unit. Monitor student progress and throughout this unit.</p>	<p>Reading Comprehension</p> <p><i>Short answer questions</i></p> <p>Students comprehend a story drawing on knowledge of context, text structure and language features and to evaluate language and images in the text.</p> <p>Creating a multimodal text <i>Poster/multimodal presentation</i></p> <p>Students create a multimodal text about overcoming a fear using images and language features.</p>	<p>Writing and presenting poetry</p> <p><i>Oral</i></p> <p>Students will use language devices to write and present a poem</p>	<p>There is no summative assessment of student learning in this unit. Monitor student progress and throughout this unit.</p>

MODIFICATIONS FOR YEAR 4 STUDENTS WHERE NECESSARY TO ENSURE YEAR LEVEL ENTITLEMENTS AND STUDENT LEARNING NEEDS

UNIT OVERVIEWS AND MANDATORY ASSESSMENT 2014

		Term 1		Term 2		Term 3		Term 4	
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
One School		Y4 U5 V3.0 or Y4 U3 V2.0	Y4 U6 V3.0 or Y4 U6 V2.0	Y4 U1 V3.0	Y4 U2 V3.0	Y4 U3 V3.0	Y4 U4 V3.0	Y4 U7 V3.0	Y4 U8 V3.0
5 S I G 5 E	Year 4R + 4M + 4/5S	<p>Unit 5: Exploring recounts set in the past</p> <p>Students listen to, read and explore a variety of historical texts including historical and literary recounts written from different peoples' perspectives. There are two monitoring tasks: a reading comprehension and a spoken presentation. In the reading comprehension task, students answer questions about different historical texts. In the spoken presentation, students will present an account of events in the role of a person who was around at the time of January, 1788.</p> <p>This unit complements Year 4 History Unit 1.</p>	<p>Unit 6: Exploring a quest novel</p> <p>Students read and analyse a quest novel. In the first assessment task, students post comments and respond to others' comments in a discussion board to demonstrate understanding of the quest novel. In the second assessment task, students write a short response explaining how the author represents the main character in an important event in the quest novel.</p>	<p>Unit 1: Investigating author's language in a familiar narrative</p> <p>Students read a narrative and examine and analyse the language features and techniques used by the author. They create a new chapter for the narrative for an audience of their peers.</p>	<p>Unit 2: Examining humour in poetry</p> <p>Students will read and listen to a range of humorous poems by different authors. They will identify structural features and poetic language devices in humorous poetry. They will use this knowledge to innovate on poems and evaluate the poems by expressing personal viewpoint using evidence from the poem.</p>	<p>Unit 3: Examining traditional stories from Asia</p> <p>Students read and analyse traditional stories from Asia. They demonstrate understanding by identifying structural and language features, finding literal and inferring meaning and explaining the message or moral in traditional stories from Asia. For the assessment task, students write a traditional story with a moral or message for a younger audience.</p>	<p>Unit 4: Understanding Aboriginal peoples' and Torres Strait Islander peoples' stories</p> <p>Students listen to, read and view information and stories from Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures. They demonstrate an understanding of the stories by responding in speaking and writing identifying language features, ideas, relationships and messages in the stories. The Holistic Planning and Teaching Framework is used to support the understanding of the stories.</p>	<p>Unit 7: Examining persuasion in advertisements</p> <p>Students listen to, read and view a range of still and moving image advertisements from different times which target children. These advertisements are predominantly toy advertisements from magazines, television and websites. Students will demonstrate an understanding of the use of language features and techniques, visual elements in composition and audio effects in the advertisements to persuade the target audience.</p>	<p>Unit 8: Examining persuasion in product packaging</p> <p>Students read and view a range of product packaging. Students demonstrate an understanding of the persuasive language and visual techniques used in breakfast cereal packaging, by responding to the Assessment task — Reading and viewing. In the Monitoring task, students design a breakfast cereal package digitally, write a persuasive text to promote the breakfast cereal and present it to peers.</p>
	Assessment	<p>Unit 5:</p> <p>There is no summative assessment in this unit. Monitor student learning and progress throughout the unit.</p>	<p>Unit 6: Online discussion posts</p> <p>Students write posts and respond to others' posts in an online discussion board to analyse and interpret a quest novel.</p> <p>Written response</p> <p>Students explain in writing how the author of a quest novel represents the main character in an important event.</p>	<p>Unit 1: Write a new chapter <i>Written</i></p> <p>Students create an imaginative new chapter for a book.</p>	<p>Unit 2: Reading comprehension: Interpret and evaluate a humorous poem <i>Exam/test</i></p> <p>Students will identify structural features and poetic language devices in a humorous poem. They will analyse and evaluate how effective these are in creating a humorous poem.</p>	<p>Unit 3: Write a traditional story which includes a lesson or message for a younger audience <i>Written</i></p> <p>Students write a traditional story which includes a lesson or message for a younger audience.</p>	<p>Unit 4: Informative multimodal presentation about an Aboriginal peoples' or a Torres Strait Islander peoples' story <i>Poster/multimodal presentation</i></p> <p>Students create and deliver an informative multimodal presentation about an Aboriginal peoples' or a Torres Strait Islander peoples' story</p>	<p>Unit 7: Examining persuasion in advertisements Listening and viewing comprehension <i>Exam/test</i></p> <p>Students will interpret and evaluate the persuasive language features, visual elements and audio effects in television advertisements.</p>	<p>Unit 8: Reading and viewing comprehension: Persuasive techniques in breakfast cereal packaging <i>Exam/test</i></p> <p>Students demonstrate understanding of the persuasive language and visual techniques used in breakfast cereal packaging.</p>

MODIFICATIONS FOR YEAR 5 STUDENTS WHERE NECESSARY TO ENSURE YEAR LEVEL ENTITLEMENTS AND STUDENT LEARNING NEEDS

UNIT OVERVIEWS AND MANDATORY ASSESSMENT 2014

		Term 1		Term 2		Term 3		Term 4	
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
One School		Y5 U6 V3.0	MA5-7 U7 V2.0	Y5 U7 V3.0	Y5 U8 V3.0	MA5-7 U1 V2.0	MA5-7 U5 V2.0	MA5-7 U6 V2.0	MA5-7 U4 V2.0
S - I - G - S - M	Year 5	<p>Unit 6: Responding to poetry</p> <p>Students listen to, read and view a range of poetry, including narrative poems, to create a transformation of a narrative poem to a digital multimodal narrative.</p>	<p>Persuading through motivational speeches</p> <p>Students will examine how language is used to persuade in famous motivational speeches from political and cultural (arts and sports) contexts. Students will deliver a persuasive speech with the purpose of creating an emotional response.</p>	<p>Unit 7: Exploring narrative through novels and film</p> <p>Students listen to, read and view films and novels with a range of characters involving flashbacks or shifts in time. They demonstrate understanding of positioning of characters in a chosen film through a viewing comprehension. They create a written comparison of a novel and the film version of the novel.</p>	<p>Unit 8: Reviewing narrative film</p> <p>Students listen to and view narrative films, and spoken, written and digital film reviews, to create a written film review of a chosen film. Students express and justify opinions about the film during a panel discussion.</p>	<p>Short Stories</p> <p>Students listen to and read a range of short stories by different authors. They investigate and compare differences in the ways authors use text structure, language features and strategies to create humour. Students complete a comprehension activity about one short story and the features of short stories generally.</p>	<p>Interpreting literary texts</p> <p>Students listen to, read and analyse extracts from diary entries and letters set in earlier times. They will demonstrate their understanding of how the events and characters are created within historical contexts. They create a literary text that explores personal experience.</p>	<p>Appreciating poetry</p> <p>Students listen to, read and view a range of poetry, songs, anthems and odes from different times, to create a folio of responses analysing authors' use of language and its impact on the message and ideas of text.</p>	<p>Reading and interpreting Australian literature</p> <p>Students listen to, read and view autobiographical narratives, picture books and biographies and respond to a biographical text. They select a memory from their life and compose a literary memoir.</p>
	Assessment	<p>Digital multimodal narrative</p> <p><i>Poster/multimodal presentation</i></p> <p>Students write a digital multimodal narrative that includes ideas from the poem 'Fur and Feathers' by A.B Paterson.</p>	<p>Oral - Persuasive Speech (Yr 06)</p> <p>Written - Online Discussion Blog (Yr 06)</p> <p>Written - Online Discussion Blog (Yr 07)</p> <p>Written - Persuasive Speech (Yr 07)</p>	<p>Written comparison</p> <p><i>Written</i></p> <p>Students write a comparison of the novel and film versions of <i>Storm Boy</i>.</p>	<p>There is no summative assessment of student learning in this unit. Monitor student progress throughout this unit.</p>	<p>There is no summative assessment of student learning in this unit. Monitor student progress throughout this unit.</p>	<p>Written –</p> <p>A literary text (letter)</p>	<p>Written</p> <p>Create a Poetry Analysis Folio</p>	<p>Written - My memoir</p>

UNIT OVERVIEWS AND MANDATORY ASSESSMENT 2014

		Term 1		Term 2		Term 3		Term 4	
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
One School		MA 5-7 U3	MA 5-7 U1	MA 5-7 U6	Y5 U6	Y5 U7	Y5 U8	MA 5-7 U5	MA 5-7 U8
5 S - 19 5 M	Year 5/6	<p>Creating an animated story</p> <p>Students listen to, read, view and interpret a range of animations, including film and digital texts. Students present a point of view about personal conflict and ethical dilemmas faced by characters through a panel discussion. They produce an animated story exploring a character's behaviour when faced with an ethical dilemma.</p> <p><i>(This unit has been informed by aspects of Year 5 Unit 4 'Exploring animated characters through comics')</i></p>	<p>Short Stories</p> <p>Students listen to and read a range of short stories by different authors. They investigate and compare differences in the ways authors use text structure, language features and strategies to create humour. Students complete a comprehension activity about one short story and the features of short stories generally.</p> <p><i>(This unit has been informed by aspects of Year 6 Unit 1 Short stories)</i></p>	<p>Appreciating poetry</p> <p>Students listen to, read and view a range of poetry, songs, anthems and odes from different times, to create a folio of responses analysing authors' use of language and its impact on the message and ideas of text.</p> <p><i>(This unit has been informed by aspects of Year 5 Unit 5 'Appreciating poetry')</i></p>	<p>Responding to poetry</p> <p>Students listen to, read and view a range of poetry, including narrative poems, to create a transformation of a narrative poem to a digital multimodal narrative.</p>	<p>Exploring narrative through novels and film</p> <p>Students listen to, read and view films and novels with a range of characters involving flashbacks or shifts in time. They demonstrate understanding of positioning of characters in a chosen film through a viewing comprehension. They create a written comparison of a novel and the film version of the novel.</p>	<p>Reviewing narrative film</p> <p>Students listen to and view narrative films, and spoken, written and digital film reviews, to create a written film review of a chosen film. Students express and justify opinions about the film during a panel discussion.</p>	<p>Interpreting literary texts</p> <p>Students listen to, read and analyse extracts from diary entries and letters set in earlier times. They will demonstrate their understanding of how the events and characters are created within historical contexts. They create a literary text that explores personal experience.</p> <p><i>(This unit has been informed by aspects of Year 6 Unit 5 'Interpreting literary texts')</i></p>	<p>Exploring literary texts by the same author</p> <p>Students listen to, read and view literary texts by the same author to create written responses focusing on language and literary techniques that contribute to an author's style. Students select favourite characters from one of the texts studied and prepare a group audition script in role as those characters. They present a short audition and justify their character's suitability for a further role in a new book. (Year 6 Unit 6)</p>
	Assessment	<p>Poster/multi-modal presentation</p> <p>Create an animated story:</p> <p>Examining characters in animated film</p>	<p>There is no summative assessment of student learning in this unit. Monitor student progress throughout this unit.</p>	<p>Written</p> <p>Create a Poetry Analysis Folio</p>	<p>Digital multimodal narrative</p> <p><i>Poster/multimodal presentation</i></p> <p>Students write a digital multimodal narrative that includes ideas from the poem 'Fur and Feathers' by A.B Paterson.</p>	<p>Written comparison</p> <p><i>Written</i></p> <p>Students write a comparison of the novel and film versions of <i>Storm Boy</i>.</p>	<p>There is no summative assessment of student learning in this unit. Monitor student progress throughout this unit.</p>	<p>Written</p> <p>A literary text</p> <p>(letter)</p>	<p>There is no summative assessment of student learning in this unit. Monitor student progress throughout this unit.</p>

UNIT OVERVIEWS AND MANDATORY ASSESSMENT 2014

		Term 1		Term 2		Term 3		Term 4	
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
One School		Y6 U4	Y6 U1	Y6 U2	Y7 U1	Y7 U5	Y7 U6	Y7 U7	Y7 U8
S S I - 9 5 M	Year 6/7R	<p>Exploring news reports in the media</p> <p>Students listen to, read and view a variety of news reports from television, radio and internet. Students identify and analyse bias and the effectiveness of language devices that represent ideas and events and influence an audience. They create an analytical response to a news report.</p>	<p>Short stories</p> <p>Students listen to and read a range of short stories by different authors. They investigate and compare similarities and differences in the ways authors use text structure, language features and strategies to create humorous effects. Students complete a comprehension task about a particular short story and other short stories they have read.</p>	<p>Writing a short story</p> <p>Students read and view short stories, and write a short story about a character who faces a conflict. Students will also reflect on the writing process when making and explaining editorial choices.</p>	<p>Analysing persuasion in media texts</p> <p>Students understand how text structures and language features combine in media texts to influence audiences. Students analyse an advertisement and identify text and language features that persuade. They create a multimodal response to inform their peers about persuasive elements and how these combine to influence emotions and opinions.</p>	<p>Unit 5: Reading and interpreting literature about Australia and Australians</p> <p>Students listen to, read and view literature about Australia and Australians, including the close study of a literary text. Students demonstrate their understanding of the literary text by responding to comprehension questions. They also explore ideas and viewpoints about events, issues and characters represented in the text. Students examine the ways language is used by the author to create characters and to influence the emotions and opinions of readers. They create an imaginative recount to convey a particular point of view, adapting stylistic features such as narrative viewpoint, contrast and juxtaposition.</p>	<p>Unit 6: Examining representations of Australia and Australians in literature</p> <p>Students examine the ways events, issues and characters have been represented in texts. They identify and use language choices which influence a reader to form opinions or judgments. Students write and share a point of view and justify it using evidence from the text as well as a variety of textual sources. They write an argument to persuade the reader to accept their point of view about a character in the text.</p>	<p>Unit 7: Exploring perspectives in poetry and songs</p> <p>Students listen to and read a variety of poems and songs that put forward different perspectives on a variety of issues. They create and present a persuasive response to a poem to promote a point of view and participate in a panel discussion to evaluate the effectiveness of a particular song in making a comment on a social issue.</p>	<p>Unit 8: Re-imagining poetry</p> <p>Students read and interpret a variety of poems. They analyse the text structure and language devices used in the poem to create particular effects and meaning. In groups, students select a poem and transform it into a multimodal presentation to promote a new way of seeing the issues and images conveyed in the poem.</p>
	Assessment	<p>Analytical response to a news report</p> <p><i>Written</i></p> <p>Students will create an analytical response that examines and evaluates the language features that represent ideas and events and influence an audience in a news report.</p>	<p>There is no summative assessment for this unit. Monitor student learning and progress throughout this unit.</p>	<p>Short story</p> <p><i>Written</i></p> <p>Students:</p> <ul style="list-style-type: none"> write a short story about a character that faces a conflict. reflect on the writing process and editorial choices. 	<p>There is no summative assessment for this unit. Monitor student learning and progress throughout this unit.</p>	<p>Imaginative Recount</p> <p><i>Written</i></p> <p>Students create an imaginative recount of an event from a literary text from the perspective of a person who was at the scene.</p>	<p>Persuasive argument</p> <p><i>Written</i></p> <p>Students write an argument to persuade the reader to accept a particular point of view about Ned Kelly.</p>	<p>Panel Discussion</p> <p><i>Oral</i></p> <p>Students prepare a spoken response to promote a point of view about the effectiveness of song lyrics to convey a commentary on a social issue. Participate in a panel discussion about the effectiveness of the song</p>	<p>There is no summative assessment for this unit. Monitor student learning and progress throughout this unit</p>

UNIT OVERVIEWS AND MANDATORY ASSESSMENT 2014

		Term 1		Term 2		Term 3		Term 4	
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
One School		Y6 U4	MA U5	MA U2	MA U7	MA U3	Y7 U6	Y7 U7	Y7 U8
H S I G S E	Year 6/7/8	<p>Exploring news reports in the media</p> <p>Students listen to, read and view a variety of news reports from television, radio and internet. Students identify and analyse bias and the effectiveness of language devices that represent ideas and events and influence an audience. They create an analytical response to a news report.</p>	<p>Interpreting literary texts</p> <p>Students listen to, read and analyse extracts from diary entries and letters set in earlier times. They will demonstrate their understanding of how the events and characters are created within historical contexts. They create a literary text that explores personal experience.</p> <p><i>(This unit has been informed by aspects of Year 6 Unit 5 'Interpreting literary texts')</i></p>	<p>Analysing and creating persuasion in media texts</p> <p>Students read, view and analyse a range of persuasive written and media texts. They create a written persuasive article in response to a current issue within the media and publish it in a class magazine.</p> <p><i>(This unit has been informed by aspects of Year 7 Unit 1 Analysing persuasion in media texts)</i></p>	<p>Persuading through motivational speeches</p> <p>Students will examine how language is used to persuade in famous motivational speeches from political and cultural (arts and sports) contexts. Students will deliver a persuasive speech with the purpose of creating an emotional response. (YEAR 7 Unit 2)</p>	<p>Creating an animated story</p> <p>Students listen to, read, view and interpret a range of animations, including film and digital texts. Students present a point of view about personal conflict and ethical dilemmas faced by characters through a panel discussion. They produce an animated story exploring a character's behaviour when faced with an ethical dilemma.</p> <p><i>(This unit has been informed by aspects of Year 5 Unit 4 'Exploring animated characters through comics')</i></p>	<p>Examining representations of Australia and Australians in literature</p> <p>Students examine the ways events, issues and characters have been represented in texts. They identify and use language choices which influence a reader to form opinions or judgments. Students write and share a point of view and justify it using evidence from the text as well as a variety of textual sources. They write an argument to persuade the reader to accept their point of view about a character in the text.</p>	<p>Exploring perspectives in poetry and songs</p> <p>Students listen to and read a variety of poems and songs that put forward different perspectives on a variety of issues. They create and present a persuasive response to a poem to promote a point of view and participate in a panel discussion to evaluate the effectiveness of a particular song in making a comment on a social issue.</p>	<p>Re-imagining poetry</p> <p>Students read and interpret a variety of poems. They analyse the text structure and language devices used in the poem to create particular effects and meaning. In groups, students select a poem and transform it into a multimodal presentation to promote a new way of seeing the issues and images conveyed in the poem.</p>
	Assessment	<p>Analytical response to a news report</p> <p><i>Written</i></p> <p>Students will create an analytical response that examines and evaluates the language features that represent ideas and events and influence an audience in a news report.</p>	<p>Written –</p> <p>A literary text</p> <p>(letter)</p>	<p>Written - Constructing a persuasive</p> <p>article for a class magazine</p>	<p>Oral - Persuasive Speech (Yr 06)</p> <p>Written - Online Discussion Blog (Yr 06)</p> <p>Written - Online Discussion Blog (Yr 07)</p> <p>Written - Persuasive Speech (Yr 07)</p>	<p>Poster/multi-modal presentation -</p> <p>Create an animated story:</p> <p>Examining characters in animated</p> <p>film</p>	<p>Persuasive argument</p> <p><i>Written</i></p> <p>Students write an argument to persuade the reader to accept a particular point of view about Ned Kelly.</p>	<p>Panel Discussion</p> <p><i>Oral</i></p> <p>Students prepare a spoken response to promote a point of view about the effectiveness of song lyrics to convey a commentary on a social issue. Participate in a panel discussion about the effectiveness of the song</p>	<p>There is no summative assessment for this unit. Monitor student learning and progress throughout this unit</p>

