

Unit: [add title] **Year:** [add year]

Duration: weeks **Assessment:** [add assessment task]

Text types: [add text types used and created]

Writing skills: [add specific language, sentences, grammar, spelling, punctuation taught in unit of work]

Learning experiences: reading, writing, viewing, speaking, listening, creating [delete where appropriate]

Cross-curriculum priorities: [delete where appropriate]

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Links to other learning areas: [delete where appropriate]

- Mathematics
- Science
- History
- Creative Arts
- Industrial Technology
- Food Technology

General capabilities: [delete where appropriate]

- Literacy
- Numeracy
- Competence in information and communication technology (ICT)
- Critical and creative thinking
- Ethical behaviour
- Personal and social competence
- Intercultural understanding

Unit Focus:

[add unit focus]

Resources: [add compulsory and recommended]

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Links to Australian English Curriculum

Language: knowing about the English language

Sub-strands	Content descriptions	Elaborations
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		•
		•
Literature: understanding, appreciating, responding to, analysing & creating literature		
Sub-strands	Content descriptions	Elaborations
		•
		•
		•
		•
		•
		•
Literacy: expanding the repertoire of English usage		
Sub-strands	Content descriptions	Elaborations
		•
		•
		•

		•
		•

Year [add year] achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year [add year], students:

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Productive modes (speaking, writing and creating)

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ACARA, *The Australian Curriculum: English*, p , 2012

NSW Teaching Standards [add for NSW teachers]

Teaching standard	Aspect	Professional competence
[add number]	[add explanation of description]	[add explanation of professional competence]

Content Descriptions	General Capabilities	Achievement Standards	NSW Teaching Standards	Lesson Outline	Suitable for Homework	Resources
<p>LANGUAGE</p> <p>LITERATURE</p> <p>LITERACY</p> <p>[add content descriptions]</p>	[add general capabilities]	[add achievement standards]	[add teaching standard or delete if unnecessary]	<p>Assessment task</p> <ol style="list-style-type: none"> 1. It is recommended that students are given the assessment task notification and marking sheet at the beginning of the unit. 2. Read and explain the assessment task and marking sheet with the class. The task and criteria for marking are outlined below. <p>The task [add a description of the task]</p> <ul style="list-style-type: none"> • <p>Adaptations [add how the assessment task can be adapted for gifted and talented students and for students with specific learning needs]</p> <ul style="list-style-type: none"> • <p>Marking criteria</p> <p>Students will be assessed on their ability to: [add marking criteria]</p> <ul style="list-style-type: none"> • 	[add due date]	[add resources]
<p>LANGUAGE</p> <p>LITERATURE</p> <p>LITERACY</p>	[add general capabilities]	[add achievement standards]	[add teaching standard or delete if unnecessary]	<p>[add title of lesson here]</p> <p>Guidance</p> <ol style="list-style-type: none"> 1. <p>Exercise</p>	[add if suitable for homework]	[add resources]

[add content descriptions]				<p>1.</p> <p>Differentiation</p> <p>Extension [add exercises to extend students]</p> <p>1.</p> <p>Specific learning needs [add how exercises could be adapted to cater for all student abilities and skills]</p> <p>1.</p>		
<p>LANGUAGE</p> <p>LITERATURE</p> <p>LITERACY</p>				<p>[add title of lesson here]</p> <p>Guidance</p> <p>1.</p> <p>Exercise</p> <p>1.</p> <p>Differentiation</p> <p>Extension</p> <p>1.</p> <p>Specific learning needs</p> <p>1.</p>		
<p>LANGUAGE</p> <p>LITERATURE</p> <p>LITERACY</p>				<p>[add title of lesson here]</p> <p>Guidance</p> <p>1.</p> <p>Exercise</p> <p>1.</p> <p>Differentiation</p> <p>Extension</p>		

				1. Specific learning needs 1.		
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