

Unit 1

Area of Study 1: Literacy for personal use

| Content Descriptor | EP Lessons in Area of Study 1: Literacy for personal use |
|---|---|
| <p>Key knowledge</p> <ul style="list-style-type: none"> structures and features of a range of different text types such as narrative, informative, persuasive, instructional, letters, media articles and releases, film, email, digital messaging and workplace reports ways in which purpose, context and audience influence the structure and language of different text types the way visual and auditory cues, language and other strategies are used to create meaning plagiarism and its ramifications the uses of paraphrasing, note taking and summarising the process of planning, drafting, revising, editing and proofreading both handwritten and digital texts the conventions of literacy, including punctuation, sentence structure, paragraphing and spelling. <p>Key skills</p> <ul style="list-style-type: none"> read, watch, listen to and understand a range of text types for a variety of audiences and purposes use the skills of annotation to identify the layouts, designs and structural elements of print, visual and film texts identify, through annotations and summaries, the purpose, audience and context of different text types infer the meaning of content from the context listen and contribute to small group and whole class discussions identify reliable sources to be used for research compare the structure, language and presentation of different text types evaluate the effectiveness of content in terms of purpose and audience plan, create, draft, edit and refine a range of individual responses to different text types apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling. | <p><i>Reading Comprehension Strategies</i></p> <ul style="list-style-type: none"> Identifying Detail Inferring Detail Language Features Summarising Vocabulary Your Perspective and Worldview <p><i>Reading Comprehension</i></p> <ul style="list-style-type: none"> Bird Feed: Sky Burial in the Himalayas Climate Science Meets a Stubborn Obstacle: Students Complaint from Kurt Vonnegut Kevin Rudd: 'Apology to Australia's Indigenous peoples' Malala Yousafzai Taiwan's Yehliu Geopark The Book of the Homeless - Edith Wharton |

Area of Study 2: Understanding and creating digital texts

| Content Descriptor | EP Lessons in Area of Study 2: Understanding and creating digital texts |
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| <p>Key knowledge</p> <ul style="list-style-type: none">• the structure of different webpages and digital texts• the purpose, audience and types of different digital texts• the differences between digital texts such as webpages, podcasts and social media• the features and importance of digital security• the principles of copyright and the conventions of attribution• safe and respectful practices in the digital world• the etiquette and conventions of small group and whole class discussion, including ways of developing constructive interactions and building on ideas of others in discussion• the conventions of literacy, including punctuation, sentence structure, paragraphing and spelling. <p>Key skills</p> <ul style="list-style-type: none">• read, watch, listen to and understand digital texts• plan, create and edit a range of digital texts appropriate to audience and purpose• demonstrate respectful digital interactions• compare and contrast online digital texts• listen and contribute to small group and whole class discussions• critically evaluate the reliability and effectiveness of a range of digital texts• apply the conventions of referencing and acknowledge attribution, where applicable• access and cite information from a variety of sources to create new content, reflecting personal interests or individual pathways• apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling. | <p><i>Creating digital texts</i></p> <p>Podcasts</p> <ul style="list-style-type: none">• Guiding Podcast Creation• Modelling Podcast Presentations <p>Video Presentations</p> <ul style="list-style-type: none">• Guiding Video Presentation Creation• Modelling Video Presentations <p><i>Understanding digital texts</i></p> <ul style="list-style-type: none">• Digital Structure• Evaluating Media – Extension 1• Evaluating Media – Extension 2• GIFs• How the Internet Changed the World• Hypertext• Media Misrepresentation• Media Representation• Memes• Multimodal: Australia's Indigenous Communities• Online Magazines• Social Movements & Social Media• Using Multimedia• Vocabulary: Global Digital Citizenship 1• Vocabulary: Global Digital Citizenship 1 |

Unit 2

Area of Study 1: Understanding issues and voices

| Content Descriptor | EP Lessons in Area of Study 1: Understanding issues and voices |
|---|---|
| <p>Key knowledge</p> <ul style="list-style-type: none">• language and visuals used to influence an audience• the elements of oral communication, including eye contact, tone, body language and intonation• how the values and backgrounds of authors and speakers may influence opinions• ways in which bias and perspective can influence authors, speakers and audiences• ways in which different communities engage in debate or discussion• the conventions of discussion and debate, including active listening and questioning• the conventions of literacy, including punctuation, sentence structure, paragraphing and spelling. <p>Key skills</p> <ul style="list-style-type: none">• identify the purpose and intended audience of written, spoken and multimedia persuasive and influential texts• identify main ideas and arguments in persuasive and influential content using skills such as note-taking and annotation• identify and explain how language and visuals are used to influence an audience• infer meaning from persuasive and influential content, including being able to identify the connotations of words• compare and contrast how ideas and issues are presented in different persuasive text types• use appropriate evidence to support personal points of view• identify reliable and trustworthy sources for research• listen and participate effectively in small group and whole class discussion• apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling. | <p>Cultural Values</p> <ul style="list-style-type: none">• Cultural Perspectives in Interpretation of Texts• Historical Context• Values and Culture - List• Values and Culture - Lesson One• Values in Different Cultures and Eras <p>Issues</p> <p>International Women's Day</p> <ul style="list-style-type: none">• Assumptions• Drum Dream Girl• Gender Equality is Your Issue Too• International Literacy Day• International Women's Day• Istanbul Teen Creates Bioplastic From Bananas• The Sisterhood of Sport <p>Political Cartoons</p> <ul style="list-style-type: none">• Child Soldiers• The Burden of Student Loans <p>Texts in Society</p> <ul style="list-style-type: none">• Analysing Ethical Positions• Analysing Reader Responses• Embedded Values in Texts• Ethics and Literature• Representing Accents and Dialects in Literature• Universal Themes |

Area of Study 2: Responding to opinions

| Content Descriptor | EP Lessons in Area of Study 2: Responding to opinions |
|---|---|
| <p>Key knowledge</p> <ul style="list-style-type: none">the different structures of written, spoken and multimedia persuasive and influential contentlanguage and visuals that contribute to the effectiveness of an argumentthe way authors and speakers use logic, reasoning and emotion to influence the audiencethe principles of copyright and the conventions of attributionthe elements of oral communication, including eye contact, tone, body language and intonationthe conventions of discussion and debate, including active listening and questioningthe conventions of literacy, including punctuation, sentence structure, paragraphing and spelling. <p>Key skills</p> <ul style="list-style-type: none">draft, revise and edit persuasive responses to issuesidentify reliable and trustworthy sources for researchsequence and structure persuasive texts to present a point of view logicallyprovide evidence and argue a point of view persuasivelypresent related pieces of information within a text, signalling these connections with appropriate semantic cluesuse body language, eye-contact, gestures, pace and intonation appropriatelycritically evaluate own workapply the conventions of referencing and acknowledge attribution, where applicablelisten and participate effectively in small group and whole class discussionsapply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling. | <p>Critical Thinking</p> <ul style="list-style-type: none">Critical Thinking – Advanced 1Critical Thinking – Extension 1Critical Thinking – Extension 2 <p>Persuasive Vocabulary</p> <ul style="list-style-type: none">Level 4 Lesson 1Level 4 Lesson 2Level 4 List 1Spelling List 2 – Persuasive VocabularySpelling List 3 – Persuasive VocabularySpelling List 4 – Persuasive Vocabulary <p>Spoken Texts</p> <ul style="list-style-type: none">Gender Equality is Your Issue TooI Have a DreamThe Danger of SilenceThe Great Dictator <p>Writing Skills: Persuade</p> <p>Writing Practice</p> <ul style="list-style-type: none">Modelled Writing: PersuadeGuided Writing: PersuadeIndependent Writing: Persuade <p>Writing Skills Lessons</p> <ul style="list-style-type: none">Persuade: AudiencePersuade: CohesionPersuade: IdeasPersuade: Persuasive DevicesPersuade: Structure and Paragraphing |

Unit 3

Area of Study 1: Accessing and understanding informational, organisational and procedural texts

| Content Descriptor | EP Lessons in Area of Study 1: Accessing and understanding informational, organisational and procedural texts |
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| <p>Key knowledge</p> <ul style="list-style-type: none">the structures and features of different texts such as reports, tax forms and advice, insurance forms, community charters and promotional textskey elements of specific complex textsthe way different organisations, groups and businesses develop their own use of languagethe elements of oral communication, including eye contact, tone, body language and intonationthe conventions of discussion, including active listening and questioningthe conventions of literacy, including punctuation, sentence structure, paragraphing and spelling. <p>Key skills</p> <ul style="list-style-type: none">access relevant texts via the internet or other meansread, infer and create meaning from textsidentify key elements of complex, technical documents, including tables of contents, headings, sub-headings, paragraphs and indexes to locate relevant informationengage with commonly encountered and technical documentation for a specific workplace, vocational setting or real-life situationcompare and contrast texts designed for similar purposes, evaluating their effectiveness in delivering information | <p><i>Academic Vocabulary</i></p> <ul style="list-style-type: none">Lesson 1 – Academic WordsLesson 2 – Academic WordsSpelling List 1 – Academic VocabularySpelling List 2 – Academic VocabularySpelling List 3 – Academic VocabularySpelling List 4 – Academic Vocabulary <p><i>Workplace Vocabulary</i></p> <ul style="list-style-type: none">Lesson 1 – Workplace VocabularyLesson 2 – Workplace VocabularySpelling List 1 – Workplace VocabularySpelling List 2 – Workplace VocabularySpelling List 3 – Workplace VocabularySpelling List 4 – Workplace Vocabulary |

Area of Study 2: Creating and responding to organisational, informational or procedural texts

| Content Descriptor | EP Lessons in Area of Study 1: Accessing and understanding informational, organisational and procedural texts |
|---|---|
| <p>Key knowledge</p> <ul style="list-style-type: none">the structure and language of different organisational, informational and procedural textsthe purpose and intended audience of the textthe characteristics of organisational, informational and procedural textselements of oral communication, including eye contact, tone, body language and intonationthe conventions of discussion and debate, including active listening and questioningthe conventions of literacy, including punctuation, sentence structure, paragraphing and spelling. <p>Key skills</p> <ul style="list-style-type: none">explain the purpose and intended audience of instructional, procedural and informational textsidentify where to seek reliable and accurate sources of informationrecognise key elements of organisational, informational and procedural texts including table of contents, headings, sub-headings, paragraphs and indexes to locate relevant informationcreate informative, procedural and instructional content for a chosen organisation or workplace taking into account the audience and purposelisten and contribute to small group and whole class discussionsapply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling. | <p><i>Describe a Process</i></p> <p>Foundation Lessons</p> <ul style="list-style-type: none">Describe a Process: AudienceDescribe a Process: CohesionDescribe a Process: IdeasDescribe a Process: Language and VocabularyDescribe a Process: Structure and Paragraphing <p>Writing Practice</p> <ul style="list-style-type: none">Modelled Writing: Describe a ProcessGuided Writing: Describe a ProcessIndependent Writing: Describe a Process <p><i>How Tos</i></p> <ul style="list-style-type: none">Why Write 'How Tos'?Features of 'How Tos'Developing Ideas and Planning 'How Tos'Drafting and Reviewing Your 'How To'Free Writing – 'How Tos' <p><i>Writing Skills: Explain</i></p> <p>Writing Practice</p> <ul style="list-style-type: none">Modelled Writing: ExplainGuided Writing: ExplainIndependent Writing: Explain <p>Writing Skills Lessons</p> <ul style="list-style-type: none">Explain: AudienceExplain: CohesionExplain: IdeasExplain: Language and VocabularyExplain: Structure and Paragraphs |

Unit 4

Area of Study 1: Understanding and engaging with literacy for advocacy

| Content Descriptor | EP Lessons in Area of Study 1: Understanding and engaging with literacy for advocacy |
|---|--|
| <p>Key knowledge</p> <ul style="list-style-type: none">• the relationship between language choices, audience and purpose• the impact of visual cues and presentation in influencing an audience• elements of oral communication, including eye contact, tone, body language and intonation• the structures and features of different influential and advocational texts, including webpages, brochures and social media• the conventions of discussion, including active listening and questioning• the conventions of literacy, including punctuation, sentence structure, paragraphing and spelling. <p>Key skills</p> <ul style="list-style-type: none">• identify the layout, design and structural elements of a variety of written, digital and visual texts• identify appropriate communication techniques for different settings and contexts• read, understand and infer meaning and context by evaluating promotional and influential material• design and create influential or promotional material appropriate for context and audience• critically evaluate the appeal and effectiveness of influential or promotional material from different individuals or organisations, considering purpose and the social and workplace values associated with them• draft, edit and revise work• listen and participate effectively in small group and whole class discussions• apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling. | <p><i>Structures of Informative Texts</i></p> <ul style="list-style-type: none">• Visual Elements of Informative Texts• Informative Websites• Informative Brochures <p><i>Influential and Advocational Texts</i></p> <ul style="list-style-type: none">• Art for Awareness• Climate Science Meets a Stubborn Obstacle: Students• I am NOT Black, You are NOT White by Prince Ea• Laverne Cox Talks to TIME About the Transgender Movement• The Story of Supreme• Why I speak up about living with epilepsy <p><i>Listening to Inspirational Spoken Texts</i></p> <ul style="list-style-type: none">• Listening to Inspirational Spoken Texts: Structure & Purpose• Listening to Inspirational Spoken Texts: Analysing Techniques |

Area of Study 2: Speaking to advise or to advocate

| Content Descriptor | EP Lessons in Area of Study 2: Speaking to advise or to advocate |
|---|--|
| <p>Key knowledge</p> <ul style="list-style-type: none">• the elements of oral communication, including eye contact, tone, body language and intonation• the way language choice can influence an audience• the way authors and speakers use logic, reasoning and emotion to influence their audience• the principles of copyright and the conventions of attribution• the conventions of discussion, including active listening and questioning• the conventions of literacy, including punctuation, sentence structure, paragraphing and spelling. <p>Key skills</p> <ul style="list-style-type: none">• sequence and structure oral content to advocate or present advice to an audience• provide evidence to support advice or information presented• present related pieces of information within a text, signalling these connections with appropriate semantic clues• use body language, eye-contact, gestures, pace and intonation appropriately• critically evaluate own work• apply the conventions of referencing and acknowledge attribution, where applicable• listen and contribute to small group and whole class discussions• apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling. | <ul style="list-style-type: none">• Individual vs Group Speaking Scenarios• Characteristics of a Speaker• Features of Voice• Engaging Language• Structuring a Persuasive Spoken Text• Debates• Speaking Practice Prompts |

Language Conventions Revision

Punctuation

- [Apostrophes: Contractions](#)
- [Apostrophes: Possessive](#)
- [Bullet Points](#)
- [Capital Letters: Proper Nouns](#)
- [Colons](#)
- [Commas: Separate Clause](#)
- [Dashes](#)
- [Ellipses](#)
- [Hyphens](#)
- [Quotation Marks](#)
- [Run-On Sentences & Comma Splicing](#)
- [Semicolons](#)
- [Speech Marks](#)
- [Square Brackets](#)
- [Using Punctuation in Context](#)

Sentences

- [Active and Passive Voice](#)
- [Complex Sentences](#)
- [Compound Complex Sentences](#)
- [Compound Sentences](#)
- [Compound Verb and Subject](#)
- [Dependent Clauses](#)
- [Gerunds](#)
- [Implied Subject](#)
- [Independent Clauses](#)
- [Interjections](#)
- [Phrases](#)
- [Prepositional Phrases](#)
- [Sentence Purposes](#)
- [Sentence Structure Key Terms](#)
- [Sentence Structure in Context](#)
- [Simple Sentences](#)
- [Subject and Object](#)
- [Subject and Verb Phrases](#)
- [Subject-Verb Agreement](#)

Word Types

- [Adjectives](#)
- [Adverbs](#)
- [Auxiliary Verbs](#)
- [Basic Tenses](#)
- [Collective Nouns](#)
- [Comparative and Superlative Adjectives](#)
- [Compound Adjectives](#)
- [Concrete and Abstract Nouns](#)
- [Conjunctions](#)
- [Continuous Tenses](#)
- [Determiners \(Articles, Demonstratives, Quantifiers & Interrogatives\)](#)
- [Determiners \(Possessives, Numerals & Distributives\)](#)
- [Distributive and Demonstrative Pronouns](#)
- [Infinitives](#)
- [Interrogative Pronouns](#)
- [Modal Auxiliary Verbs](#)
- [NZC5 Irregular Verbs](#)
- [Nominalisation](#)
- [Nouns](#)
- [Past Participles](#)
- [Perfect Tenses](#)
- [Personal Pronouns: Gender & Number](#)
- [Personal Pronouns: Person](#)
- [Personal Pronouns: Possession](#)
- [Personal Pronouns: Subject/Object](#)
- [Prefixes](#)
- [Prepositions](#)
- [Present Participles](#)
- [Proper Adjectives](#)
- [Proper Nouns](#)
- [Reflexive and Relative Pronouns](#)
- [Singular and Plural Nouns](#)
- [Transitive and Intransitive Verbs](#)
- [Verbs](#)
- [Word Types in Context: Arrange the Sentence](#)
- [Word Types in Context: Format the Word](#)

Language Features Revision

- [Alliteration](#)
- [Assonance](#)
- [Cliche](#)
- [Extended Metaphors](#)
- [Homophones /Homonyms](#)
- [Hyperbole](#)
- [Irony](#)
- [Jargon](#)
- [Metaphors](#)
- [Onomatopoeia](#)

- [Oxymoron](#)
- [Personification](#)
- [Repetition](#)
- [Rhetorical Questions](#)
- [Rhyme](#)
- [Similes](#)
- [Slang](#)
- [Symbolism](#)
- [Synonyms/Antonyms](#)

Referencing Skills

- [APA Referencing Style](#)
- [Chicago Author-Date Referencing Style](#)
- [Chicago Number and Bibliography Style](#)
- [Citations, Footnotes and Bibliographies](#)

Research and Writing

- [Finding Sources of Information](#)
- [Guided Research](#)
- [Using Examples in Essays](#)
- [Using Quotes in Essays](#)