

Year 2 English

Curriculum and assessment plan

Example

Level description	Context and cohort considerations
<p>The English curriculum is built around the 3 interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all 3 strands. Together, the 3 strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.</p> <p>In Year 2, students learn that there are different modes of communication with distinct features that can be used when sharing ideas, thoughts and opinions with familiar audiences for different purposes.</p> <p>Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts that may be imaginative, informative and persuasive. Texts may include oral texts, picture books, various types of print and digital stories, simple chapter books, rhyming verse, poetry, non-fiction, various types of information texts, short films and animations, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.</p> <p>As Year 2 students transition to become independent readers, they continue to develop their decoding and comprehension skills, using a range of texts. Informative texts present new content about topics of interest and topics being studied in other learning areas, and may include illustrations and diagrams that extend the text. Literary texts may include sequences of events that span several pages, unusual happenings within a framework of familiar experiences and may include images that extend meaning. These texts include language features such as varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency words, more complex words that need to be decoded using phonic and morphemic knowledge, and a range of punctuation conventions.</p> <p>The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.</p> <p>Year 2 students create texts whose purposes may be imaginative, informative and persuasive. Texts created may include recounts of stories and experiences, reports and explanations of learning area content, explanations of simple processes, and expressions of opinions about texts or experiences, including supporting reasons. These texts are created for an audience.</p>	<p>In Year 2, students continue to review, consolidate and develop foundational understanding and skills for reading, writing, interacting and speaking, building on what has been taught in Prep and Year 1.</p> <p>The units in this curriculum and assessment plan are designed to engage Year 2 learners and are written within the context of the level description. Additionally, the curriculum and assessment plan for this example assumes writing, speaking and interacting are taught and assessed across learning areas.</p>

Unit 1 — Interesting interactions	Unit 2 — A special place	Unit 3 — Sharing stories	Unit 4 — Imagine a world ...
<p>Duration: 10 weeks</p> <p>Compound sentences (and associated punctuation) are one of the ways we can add information and interest to our interactions with others.</p> <p>To model features and use of compound sentences, students read (view and listen to) texts by a range of authors and illustrators. To provide a realistic and familiar context, a focus could be characters (and real people) talking with each other for a range of purposes in a range of roles. Texts may include illustrated stories which include the use of speech bubbles, poems and songs, and/or transcripts of conversations, short animations, film clips or short dramatic performances.</p> <p>Contributing to their transition to independent readers, students are explicitly supported to: develop and use essential phonic and word knowledge; practise reading with fluency and accuracy; and build literal and inferred meanings using the texts studied in this unit. Some students may need to revisit aspects of phonic and word knowledge from previous years. Development of reading is monitored through observations in student-teacher conferences and other, on-going, formative assessment.</p> <p>Through modelling and guided practice, students work in pairs, small groups and individually to write compound sentences (including associated punctuation). This may be in the context of writing interactions between two (or more) people in speech bubbles and/or using script templates. For example, students could write an interaction between a helper and student at the tuckshop or between friends as they play a game at lunchtime. In the culminating task for the unit, students demonstrate the use of compound sentences, other, learnt language features and handwriting in their own written interaction.</p> <p>Opportunities exist to connect with the HPE curriculum as students demonstrate skills and strategies to develop respectful relationships in interactions including through writing.</p>	<p>Duration: 10 weeks</p> <p>Real and imagined places (including settings for stories, a building, and Country) can have social, cultural or spiritual significance for individuals and communities.</p> <p>Students explore the significance of places as they read, view and listen to imaginative texts (such as literary descriptions and oral storytelling) and informative texts (such as digital maps, tourist brochures and reports) by a range of authors. Opportunities exist to connect with the HASS curriculum (history and geography). Students describe how real and imagined places are presented in these texts. In addition, students are supported to read independently by further explicit teaching of phonic and word knowledge and relevant comprehension strategies (especially visualising, connecting and summarising). They practise reading texts with phrasing and fluency, monitoring meaning as they do so. Aspects of reading are assessed through observations of students reading in student-teacher conferences and on-going formative assessment.</p> <p>When viewing and listening to descriptions in oral storytelling and other spoken texts (e.g. in nature documentaries), students identify topic-specific vocabulary and features of voice. Students practise communicating with people who are familiar, using these features.</p> <p>Using texts read, viewed and listed to as models, students are scaffolded to create descriptions of places suitable for imaginative and informative purposes and different audiences, e.g. readers of fiction versus someone needing directions. They practise using extended noun groups and images to add details, and other relevant language features, including cohesion and those learnt previously. Students may also learn how to use digital tools (such as cameras and simple editing software) to create images. To demonstrate their learning, students present a literary description.</p>	<p>Duration: 10 weeks</p> <p>Sharing and discussing books, films and television programs is one way we build relationships with others. This unit uses Book Week as a real-life context to promote students' enjoyment of texts (including factual books, chapter books and anthologies of children's poetry), especially by Aboriginal and Torres Strait Islander and wide-ranging Australian authors.</p> <p>Throughout the unit, students enjoy reading, watching and listening to a range of texts and extracts from texts, including books nominated for Children's Book Council of Australia (CBCA) awards. They discuss aspects of the texts, exploring in book and/or film reviews how language is used for appreciating texts and providing reasons for preferences. Students continue to be supported to be independent readers by reviewing and practising phonic and word knowledge, as well as relevant aspects of comprehension.</p> <p>The reviews explored in the unit are models for students' own writing. Students are scaffolded to practise handwriting, and use appropriate structure and language features, including experimenting with and beginning to make conscious choices of vocabulary (e.g. to express appreciation of texts).</p> <p>Ultimately, students will write their own review to be shared with others in the class. After a discussion of protocols for providing comments, students can undertake a gallery walk of the reviews. As they do so, students can use sticky notes to leave comments, or signal their positive reactions to specific reviews using stick-on emojis (thumbs up or smiley face).</p> <p>Where needed, reading assessments from Terms 1 and/or 2 may be repeated with identified students.</p>	<p>Duration: 10 weeks</p> <p>Stories allow us to walk in the shoes of others and provide opportunities to let our imagination roam free.</p> <p>So, in this unit, students will read and enjoy a range of age-appropriate stories, including micro-stories (i.e. very compact short stories) and narrative poems. In doing so, they consolidate and practise their use of relevant phonic and word knowledge, and aspects of comprehension, including how the language used in different stories presents characters and setting. After reading, students reflect on their preferences for specific stories, their characters and setting.</p> <p>Drawing on everything they have learnt this year, students are supported to practise writing (in pairs and small groups) various aspects of stories, e.g. opening sentences, atmospheric settings, the first description of a character, an action scene. As they do this, they consolidate understanding of the creating process, including imagining and conceiving, and editing. Ultimately, students will create their own short story.</p> <p>These stories can be collated into a class anthology and made available for reading by other students in the school.</p> <p>Where needed, reading assessments from Terms 1 and/or 2 may be repeated with identified students.</p>

Unit 1 — Interesting interactions		Unit 2 — A special place		Unit 3 — Sharing stories		Unit 4 — Imagine a world ...		
Assessment 1 — Written interaction	Term/week	Assessment 3 — Spoken multimodal description	Term/week	Assessment 5 — Written book review	Term/week	Assessment 7 — Written narrative	Term/week	
Assessment	<p>Description: Students plan and write an interaction between two (or more) friends, e.g. to organise a play date. For the interaction, students write clear, accurately punctuated simple and compound sentences using appropriate interpersonal language. Students may present the interaction as a series of speech bubbles using provided images or a script template.</p> <p>Technique: Extended response</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> • 50–60 words 	Week 9	<p>Description: Students plan, create and rehearse a literary description of a significant real or imagined place for a celebration by children. Extended noun groups and images (which may be created using digital tools) are used to add meaning to the description.</p> <p>Students' presentations may be recorded, face-to-face and/or online.</p> <p>Technique: Extended response</p> <p>Mode: Spoken multimodal</p> <p>Conditions:</p> <ul style="list-style-type: none"> • up to 1 minute 	Week 8	<p>Description: Students plan, create (including edit) and publish a review of a book they have enjoyed this year. It could be a book that students have read independently or has been read to them. Titles could include those from the CBCA short-list — fiction or non-fiction — or another children's book award.</p> <p>Technique: Extended response</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> • 60–80 words 	Week 9	<p>Description: Students plan, create (including edit) and publish a narrative about a chosen character from a text read or viewed. For example, they should include an event that occurs after the original story.</p> <p>Technique: Extended response</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> • 80–100 words 	Week 8
	Assessment 2 — Reading		Assessment 4 — Reading		Assessments 2 and/or 4 repeated — Reading		Assessments 2 and/or 4 repeated — Reading	
	<p>Description: Throughout the unit students read aloud unfamiliar words and high-frequency words using:</p> <ul style="list-style-type: none"> • phonic and morphemic knowledge • morphemic patterns. <p>Students continue to demonstrate use of punctuation for phrasing and fluency.</p> <p>Some students identified by the teacher may have another opportunity to demonstrate phonic and word knowledge from Year 1.</p> <p>This task complements other, on-going formative assessment of students' phonic and word knowledge.</p> <p>Technique: Observed demonstration</p> <p>Mode: Spoken in a student-teacher conference</p> <p>Conditions:</p> <ul style="list-style-type: none"> • time as required 	Weeks 7–10	<p>Description: Throughout the unit students read aloud unfamiliar words and high-frequency words using:</p> <ul style="list-style-type: none"> • phonic and morphemic knowledge • morphemic patterns. <p>Students continue to demonstrate use of punctuation for phrasing and fluency.</p> <p>After reading aloud, the teacher listens to students describe how similar topics and information are presented through the structure of narrative and informative texts, and identify their language features and visual features. The teacher may provide prompts to the student.</p> <p>Some students identified by the teacher may have another opportunity to demonstrate phonic and word knowledge from Term 1. This task complements other, on-going formative assessment of students' phonic and word knowledge.</p> <p>Technique: Observed demonstration</p> <p>Mode: Spoken in a student-teacher conference</p> <p>Conditions:</p> <ul style="list-style-type: none"> • time as required 	Weeks 7–10	<p>Description: Some students identified by the teacher may have another opportunity to demonstrate phonic and word knowledge from Terms 1 and 2.</p> <p>This task complements other, on-going formative assessment of students' phonic and word knowledge and comprehension strategies.</p> <p>Technique: Observed demonstration</p> <p>Mode: Spoken in a student-teacher conference</p> <p>Conditions:</p> <ul style="list-style-type: none"> • time as required 	Weeks 7–10	<p>Description: Some students identified by the teacher may have another opportunity to demonstrate phonic and word knowledge from Terms 1 and 2.</p> <p>This task complements other, on-going formative assessment of students' phonic and word knowledge and comprehension strategies.</p> <p>Technique: Observed demonstration</p> <p>Mode: Spoken in a student-teacher conference</p> <p>Conditions:</p> <ul style="list-style-type: none"> • time as required 	Weeks 7–10

	Unit 1 — Interesting interactions	Unit 2 — A special place	Unit 3 — Sharing stories	Unit 4 — Imagine a world ...
Achievement standard	<p>By the end of Year 2, students interact with others, and listen to and create spoken texts including stories. They share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts. They organise and link ideas, and use language features including topic-specific vocabulary and features of voice.</p> <p>They read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events. They describe how similar topics and information are presented through the structure of narrative and informative texts, and identify their language features and visual features. They use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words. They use punctuation for phrasing and fluency.</p> <p>They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences. They use text structures to organise and link ideas for a purpose. They punctuate simple and compound sentences. They use topic-specific vocabulary. They write words using consistently legible unjoined letters. They spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns.</p>	<p>By the end of Year 2, students interact with others, and listen to and create spoken texts including stories. They share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts. They organise and link ideas, and use language features including topic-specific vocabulary and features of voice.</p> <p>They read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events. They describe how similar topics and information are presented through the structure of narrative and informative texts, and identify their language features and visual features. They use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words. They use punctuation for phrasing and fluency.</p> <p>They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences. They use text structures to organise and link ideas for a purpose. They punctuate simple and compound sentences. They use topic-specific vocabulary. They write words using consistently legible unjoined letters. They spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns.</p>	<p>By the end of Year 2, students interact with others, and listen to and create spoken texts including stories. They share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts. They organise and link ideas, and use language features including topic-specific vocabulary and features of voice.</p> <p>They read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events. They describe how similar topics and information are presented through the structure of narrative and informative texts, and identify their language features and visual features. They use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words. They use punctuation for phrasing and fluency.</p> <p>They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences. They use text structures to organise and link ideas for a purpose. They punctuate simple and compound sentences. They use topic-specific vocabulary. They write words using consistently legible unjoined letters. They spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns.</p>	<p>By the end of Year 2, students interact with others, and listen to and create spoken texts including stories. They share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts. They organise and link ideas, and use language features including topic-specific vocabulary and features of voice.</p> <p>They read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events. They describe how similar topics and information are presented through the structure of narrative and informative texts, and identify their language features and visual features. They use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words. They use punctuation for phrasing and fluency.</p> <p>They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences. They use text structures to organise and link ideas for a purpose. They punctuate simple and compound sentences. They use topic-specific vocabulary. They write words using consistently legible unjoined letters. They spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns.</p>
Moderation	<p>Calibration: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>	<p>Consensus: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>	<p>Expert: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>	<p>Consensus: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>

Content descriptions	Units				Content descriptions	Units				Content descriptions	Units			
Language	1	2	3	4	Literature	1	2	3	4	Literacy	1	2	3	4
<p>Language for interacting with others investigate how interpersonal language choices vary depending on the context, including the different roles taken on in interactions AC9E2LA01</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Literature and contexts discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9E2LE01</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Texts in context identify how similar topics and information are presented in different types of texts AC9E2LY01</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>explore how language can be used for appreciating texts and providing reasons for preferences AC9E2LA02</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Engaging with and responding to literature identify features of literary texts, such as characters and settings, and give reasons for personal preferences AC9E2LE02</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Interacting with others use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions AC9E2LY02</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Text structure and organisation identify how texts across the curriculum are organised differently and use language features depending on purposes AC9E2LA03</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Examining literature discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways AC9E2LE03</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Analysing, interpreting and evaluating identify the purpose and audience of imaginative, informative and persuasive texts AC9E2LY03</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred AC9E2LA04</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>identify, reproduce and experiment with rhythmic sound and word patterns in poems, chants, rhymes or songs AC9E2LE04</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>read texts with phrasing and fluency, using phonic and word knowledge, and monitoring meaning by re-reading and self-correcting AC9E2LY04</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>navigate print and screen texts using chapters, tables of contents, indexes, side-bar menus, drop-down menus or links AC9E2LA05</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Creating literature create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools AC9E2LE05</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning AC9E2LY05</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Language for expressing and developing ideas understand that connections can be made between ideas by using a compound sentence with 2 or more independent clauses usually linked by a coordinating conjunction AC9E2LA06</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						<p>Creating texts create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words AC9E2LY06</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups AC9E2LA07</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						<p>create, rehearse and deliver short oral and/or multimodal presentations for familiar audiences and purposes, using text structure appropriate to purpose and topic-specific vocabulary, and varying tone, volume and pace AC9E2LY07</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>understand that images add to or multiply the meanings of a text AC9E2LA08</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						<p>write words legibly and with growing fluency using unjoined upper-case and lower-case letters AC9E2LY08</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Content descriptions	Units				Content descriptions	Units				Content descriptions	Units			
experiment with and begin to make conscious choices of vocabulary to suit the topic AC9E2LA09	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						Phonic and word knowledge manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words AC9E2LY09	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
recognise that capital letters are used in titles and commas are used to separate items in lists AC9E2LA10	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						use phoneme–grapheme (sound–letter/s) matches, including vowel digraphs, less common long vowel patterns, consonant clusters and silent letters when reading and writing words of one or more syllables, including compound words AC9E2LY10	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
										Use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high frequency words AC9E2LY11	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
										build morphemic word families using knowledge of prefixes and suffixes AC9E2LY12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

General capabilities	Units			
	1	2	3	4
Critical and creative thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Digital literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal and social capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Cross-curriculum priorities	Units			
	1	2	3	4
Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Asia and Australia's engagement with Asia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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