

Year 4 English

Curriculum and assessment plan

Example

Level description	Context and cohort considerations (if applicable)
<p>The English curriculum is built around the 3 interrelated strands of Language, Literature and Literacy. 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 4, students interact with audiences for different purposes.</p> <p>Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts. Texts may include oral texts, picture books, various types of print and digital texts, short novels of different genres, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances, and texts used by students as models for creating their own work.</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>Literary texts that support and extend students in Year 4 as independent readers may describe sequences of events that develop over chapters and unusual happenings within a framework of familiar experiences. Informative texts include content of increasing complexity and technicality about topics of interest and topics being studied in other areas of the curriculum. These texts use language features including varied sentence structures, some unfamiliar vocabulary that may include English words derived from other languages, a significant number of high frequency words, words that need to be decoded using phonic and morphemic knowledge, a variety of punctuation conventions, and illustrations and diagrams that support and extend the printed text.</p> <p>Year 4 students create a range of imaginative, informative and persuasive types of texts that may include narratives, performances, reports, reviews, poetry and arguments for particular purposes and audiences.</p>	<p>In Year 4, students continue to develop their interacting, speaking, reading and writing skills, building on what has been taught in Year 3.</p> <p>The units in this curriculum and assessment plan are designed to engage Year 4 learners and are written within the context of the level description. Additionally, the curriculum and assessment plan for this example is based on a year level plan where writing, speaking and interacting are taught and assessed across learning areas. The timing of Unit 4 was made in consideration of National Assessment Program Literacy and Numeracy (NAPLAN) in Term 1 of Year 5.</p>

Unit 1 — Beyond the pages	Unit 2 — A world of adventure	Unit 3 — I did not see that coming!	Unit 4 — See it my way
Duration: 10 weeks	Duration: 10 weeks	Duration: 10 weeks	Duration: 10 weeks
<p>Effective communicators express opinions for purposes and audiences. In this unit, students develop their own appreciation of images, and the role images play in making stories appealing. After critically reflecting on their own engagement with texts, students draw conclusions and develop ways to express their opinions about texts. Students then use their learning to influence the reading selection of others.</p> <p>Students read and view stories (e.g. picture books, short films, novels, and graphic novels) by a range of authors, and catering for students' interests and preferences. As they read, students apply relevant phonic and word knowledge. Discussions focus on how — using words and images — stories engage readers as they develop character, setting and plot tensions. In doing this, students describe the effects of text structures and language features including literary devices. Attention can also be drawn to the effect of image choices, for example framing and salience. Students' vocabulary is extended as they comment on the features of images and stories.</p> <p>With knowledge gained in previous experiences, students interact in small and/or whole class discussions to explore reasons illustrated stories are engaging. In doing so, they use the objective language of information sharing and the subjective language of opinion. Structure and features of model texts of reviews are explicitly identified, described and practised. Accurate spelling of topic specific words is developed.</p> <p>Finally, students plan, create, edit and publish their own review to be shared with an audience of peers.</p>	<p>Real-life accounts of adventure and survival in a range of environments are created by a range of authors. These accounts — in documentaries, streamed series, online videos and books — present information in engaging ways. In this unit, students examine fact-based (including science) and fiction texts in a variety of modes to discuss and describe how meaning is shaped, and to support students to create their own texts.</p> <p>Students read, view and enjoy a range of adventure and survival texts in print and online (including informative texts such as descriptive reports). They examine and compare structure, language and features of images to identify how audiences are engaged and purposes achieved. Throughout the unit, students are encouraged to read for enjoyment and supported to practise fluency and accuracy integrating their developing phonic and word knowledge.</p> <p>During the unit, students experiment with a range of texts and modes to communicate information and share meaning. They practise creating written and multimodal texts to describe and inform, incorporating relevant images, diagrams and illustrations. In writing workshops, students plan and create an information kit for a presenter and/or contestant in an age-appropriate adventure show, including (for example) descriptions of a relevant environment, an information report about animals and their habitats, and a map.</p> <p>For this term, students are assessed on an information report about a habitat of choice. These reports may be shared with the school community as part of Science Week in Term 3. Other texts created for the information kit will support the development of a narrative in the next unit.</p>	<p>Stories have the power to shape ideas, develop understanding and inform and entertain audiences/readers. In this unit, students draw on experiences from Unit 1 (particularly short narratives) and Unit 2 to create their own stories where a character, in a specific setting, is required to make a choice.</p> <p>In preparation, students read and view short stories and narrative poetry (e.g. ballads) from a range of authors developing comprehension, fluency and accuracy. Learning experiences focus on literal and inferred understandings about characters and their choices. In preparation for their own writing, students interact to discuss close examinations of how characters, settings, and events are developed, and how authors build tension using language features, vocabulary and literary devices.</p> <p>Throughout the unit, students use texts as models to practise planning (e.g. using story maps and storyboards), creating and editing stages of a story, describing the setting and characters, and building tension. They develop relevant language features including complex sentences and the use of subordinating conjunctions. Building on their knowledge of paragraphs, students expand their use of text connectives to achieve coherence.</p> <p>The culminating task involves students planning, creating and editing a short story for sharing in the school library.</p>	<p>The power and possibility of using language to bring about change is extended upon in this final unit. Drawing on the experiences with subjective and objective language in Unit 1, students identify how they can persuade an audience on a topic of their choice to advocate for a change. Topics may include those studied in other learning areas, e.g. students may persuade an audience of the need to add or eliminate rules in a context of their choice, building on Civics and Citizenship content about “rules” and “laws”.</p> <p>Throughout the unit, students listen to, read and view texts (including the transcripts of speeches and texts from other learning areas) created to persuade an audience in formal situations. They continue to develop reading fluency and accuracy as they read these texts. Through close examination of persuasive speeches, students identify the characteristic stages, how context is reflected in the texts, as well as how language features and features of voice are used. They evaluate the effectiveness of speeches by exploring how the text structure supports the speaker's purpose and language features influence the credibility of the speaker and develop a relationship with the audience.</p> <p>As they prepare their own speeches, students read a range of texts including texts from other learning areas and interact with others to develop topic knowledge and topic-specific vocabulary. They practise developing distinct stages of a persuasive speech, by writing short transcripts and practise delivering and receiving feedback on these in small groups. Then, students independently plan, create, rehearse, and deliver a speech to persuade an audience of the need for a change. Using their developing interaction skills, students participate in a short Q&A session after the speeches.</p>

Unit 1 — Beyond the pages		Unit 2 — A world of adventure		Unit 3 — I did not see that coming!		Unit 4 — See it my way	
Assessment 1 — Written review	Term/week	Assessment 1 — Multimodal informative	Term/week	Assessment 1 — Written short story	Term/week	Assessment 1 — Spoken persuasive	Term/week
<p>Description: Students select and read an illustrated story of their choice, e.g. picture book or graphic novel. For an audience of peers, they write a review to offer their opinion about aspects of the book, e.g. development of ideas through characters and events; characteristics of narrative structure; use of language and/or visual features.</p> <p>Technique: Extended response</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> • 150–200 words 	Week 9	<p>Description: Students plan, create, and edit a written multimodal informative text about a habitat of choice and include knowledge gained in another learning area, e.g. Science. They demonstrate their knowledge of text structure, language features, visual features and use of spelling patterns as they communicate learning with an audience of peers.</p> <p>Technique: Extended response</p> <p>Mode: Written multimodal</p> <p>Conditions:</p> <ul style="list-style-type: none"> • 150–200 words 	Week 8	<p>Description: Students create a short story to be published in a class book and given to the library. Their story, set in the environment explored in Term 2, will include an unexpected or unusual event where the character makes a choice.</p> <p>The story may incorporate (parts of) the description they wrote previously and an updated version of the map created in Term 2.</p> <p>Technique: Extended response</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> • 150–200 words 	Week 9	<p>Description: Students create a persuasive speech for an audience (e.g. a sports club or game manufacturer), convincing them of a need for change (e.g. changing a rule in a game). They use their knowledge of text structure and language features to craft a speech to engage a chosen audience.</p> <p>A short Q&A session will follow each speech or (for practical purposes) a group of speeches.</p> <p>Technique: Extended response</p> <p>Mode: Spoken/signed</p> <p>Conditions:</p> <ul style="list-style-type: none"> • 1 minute 30 seconds–2 minutes 	Week 8
Assessment 2 — Reading		Assessment 2 — Reading		Assessment 2 — Reading		Assessment 2 — Reading	
<p>Description: Students read a short passage from a teacher-selected text to demonstrate they can read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.</p> <p>This task complements other, on-going formative assessment of students' fluency and accuracy.</p> <p>Technique: Observed demonstration</p> <p>Mode: Spoken in a reading conference and text discussion</p> <p>Conditions:</p> <ul style="list-style-type: none"> • time as required 	ongoing	<p>Description: Students read a short passage from a teacher-selected text to demonstrate they can read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge. Some students may describe how ideas are developed through characters and events, how texts reflect contexts, describe text structure and/or how language (including literary devices) and visual features shape meaning.</p> <p>This task complements other, on-going formative assessment of students' fluency and accuracy, and reading comprehension.</p> <p>Technique: Observed demonstration</p> <p>Mode: Spoken in a reading conference</p> <p>Conditions:</p> <ul style="list-style-type: none"> • time as required 	ongoing	<p>Description: Students read and discuss short passages from a teacher-selected text. In small group discussions, they describe how ideas are developed through characters and events, and how language (including literary devices) and visual features shape meaning.</p> <p>Some students identified by the teacher may have another opportunity to demonstrate they can read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.</p> <p>This task complements other, on-going formative assessment of students' fluency and accuracy, and reading comprehension.</p> <p>Technique: Observed demonstration</p> <p>Mode: Spoken in a reading conference and text discussion</p> <p>Conditions:</p> <ul style="list-style-type: none"> • time as required 	ongoing	<p>Description: Students read and discuss short passages from teacher-selected texts. In small group discussions, they describe characteristic text structures and how texts reflect contexts.</p> <p>Some students identified by the teacher may have another opportunity to demonstrate they can read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.</p> <p>This task complements other, on-going formative assessment of students' fluency and accuracy, and reading comprehension.</p> <p>Technique: Observed demonstration</p> <p>Mode: Spoken in a reading conference</p> <p>Conditions:</p> <ul style="list-style-type: none"> • time as required 	ongoing

Assessment

	Unit 1 — Beyond the pages	Unit 2 — A world of adventure	Unit 3 — I did not see that coming!	Unit 4 — See it my way
Achievement standard	<p>By the end of Year 4, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They use text structures to organise and link ideas. They use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.</p> <p>They read, view and comprehend texts created to inform, influence and/or engage audiences. They describe how ideas are developed including through characters and events, and how texts reflect contexts. They describe the characteristic features of different text structures. They describe how language features including literary devices, and visual features shape meaning. They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.</p> <p>They create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts. They use paragraphs to organise and link ideas. They use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using clearly formed letters with developing fluency. They spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.</p>	<p>By the end of Year 4, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They use text structures to organise and link ideas. They use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.</p> <p>They read, view and comprehend texts created to inform, influence and/or engage audiences. They describe how ideas are developed including through characters and events, and how texts reflect contexts. They describe the characteristic features of different text structures. They describe how language features including literary devices, and visual features shape meaning. They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.</p> <p>They create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts. They use paragraphs to organise and link ideas. They use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using clearly formed letters with developing fluency. They spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.</p>	<p>By the end of Year 4, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They use text structures to organise and link ideas. They use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.</p> <p>They read, view and comprehend texts created to inform, influence and/or engage audiences. They describe how ideas are developed including through characters and events, and how texts reflect contexts. They describe the characteristic features of different text structures. They describe how language features including literary devices, and visual features shape meaning. They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.</p> <p>They create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts. They use paragraphs to organise and link ideas. They use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using clearly formed letters with developing fluency. They spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.</p>	<p>By the end of Year 4, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They use text structures to organise and link ideas. They use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.</p> <p>They read, view and comprehend texts created to inform, influence and/or engage audiences. They describe how ideas are developed including through characters and events, and how texts reflect contexts. They describe the characteristic features of different text structures. They describe how language features including literary devices, and visual features shape meaning. They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.</p> <p>They create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts. They use paragraphs to organise and link ideas. They use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using clearly formed letters with developing fluency. They spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.</p>
Moderation	<p>Calibration: 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>	<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
Language for interacting with others explore language used to develop relationships in formal and informal situations AC9E4LA01	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Literature and contexts recognise similar storylines, ideas and relationships in different contexts in literary texts by First Nations Australian, and wide-ranging Australian and world authors AC9E4LE01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Texts in context compare texts from different times with similar purposes and audiences to identify similarities and differences in their depictions of events AC9E4LY01	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
identify the subjective language of opinion and feeling, and the objective language of factual reporting AC9E4LA02	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Engaging with and responding to literature describe the effects of text structures and language features in literary texts when responding to and sharing opinions AC9E4LE02	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interacting with others listen for key points and information to carry out tasks and contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information AC9E4LY02	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Text structure and organisation identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes AC9E4LA03	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Examining literature discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions AC9E4LE03	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Analysing, interpreting and evaluating identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text AC9E4LY03	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
identify how text connectives including temporal and conditional words, and topic word associations are used to sequence and connect ideas AC9E4LA04	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning AC9E4LE04	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed AC9E4LY04	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
identify text navigation features of online texts that enhance readability including headlines, drop-down menus, links, graphics and layout AC9E4LA05	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Creating literature Create and edit literary texts by developing storylines, characters and settings AC9E4LE05	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts AC9E4LY05	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Language for expressing and developing ideas understand that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as time and causality AC9E4LA06	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						Creating texts plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation AC9E4LY06	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
investigate how quoted (direct) and reported (indirect) speech are used AC9E4LA07	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						plan, create, rehearse and deliver structured oral and/or multimodal presentations to report on a topic, tell a story, recount events or present an argument using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume AC9E4LY07	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity AC9E4LA08	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						write words using clearly formed joined letters, with developing fluency and automaticity AC9E4LY08	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Content descriptions	Units				Content descriptions	Units				Content descriptions	Units			
understand past, present and future tenses and their impact on meaning in a sentence AC9E4LA09	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>						Phonic and word knowledge understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes AC9E4LY09	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
explore the effect of choices when framing an image, placement of elements in the image and salience on composition of still and moving images in texts AC9E4LA10	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words AC9E4LY10	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources AC9E4LA11	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						read and write high frequency words including homophones and know how to use context to identify correct spelling AC9E4LY11	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters, commas and boundary punctuation AC9E4LA12	<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 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 checked="" type="checkbox"/>
Intercultural understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>

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

 © State of Queensland (QCAA) 2023

Licence: <https://creativecommons.org/licenses/by/4.0> | **Copyright notice:** www.qcaa.qld.edu.au/copyright — lists the full terms and conditions, which specify certain exceptions to the licence. | **Attribution** (include the link): © State of Queensland (QCAA) 2023 www.qcaa.qld.edu.au/copyright.

Unless otherwise indicated material from the Australian Curriculum is © ACARA 2010–present, licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0). For the latest information and additional terms of use, please check the [Australian Curriculum website](https://www.australiancurriculum.edu.au) and its [copyright notice](https://www.australiancurriculum.edu.au/copyright-notice).