Online safety: English

English

The Australian Curriculum: English provides the opportunity for students to study written, spoken and visual language. Students learn about appropriate and inappropriate communication and the power of language to build and strengthen respectful relationships. Students use English in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, and facilitate interaction with others, online and offline. They also learn about the potential for language to be destructive and harmful and to recognise how texts can be used to manipulate thinking and behaviour.

Students deconstruct print, aural and digital texts to recognise and understand their social purpose in local, national and global contexts. They understand that patterns of language interaction vary across social contexts and types of texts and the ways that language functions and features may signal social roles and relationships. Students analyse how points of view are generated in visual texts and use literature as a lens to both reflect on and challenge historical and current social and cultural norms and values. Students develop the skills to recognise texts that are attempting to influence their beliefs about identity, power and relationships.

Students learn about literal and implied meaning of texts and how texts present different perspectives on an issue or event. They are guided to make informed decisions and to use digital media responsibly and ethically.

Website links
Rewrite your story https://www.esafety.gov.au/educators/video-resource-library YeS Project https://www.esafety.gov.au/educators/classroom-resources/yes-project

Values, rights and responsibilities

English - Year 10

Language for interaction
Content descriptions with elaborations:
Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564)

- reflecting on experiences of when language includes, distances or marginalises others
- creating texts that represent personal belief systems (such as credos, statements of ethical judgements, guidelines, letters to the editor and blog entries)

Digital media literacy

English - Year 10

Language for interaction

Content descriptions with elaborations:

Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564)

- reflecting on experiences of when language includes, distances or marginalises others
- creating texts that represent personal belief systems (such as credos, statements of ethical judgements, guidelines, letters to the editor and blog entries)