**Library Programming Guide for the New English Syllabus**

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| 1 | Refer to the Library Learning Path and decide which step will be your focus for the term. You will probably work through all steps of the Learning Path throughout the term but decide on one area to focus on and assess. Assessing all steps every term is difficult given our limited time with students. The Library Learning Path has 4 steps - you might like to focus on one each term. |
| 2 | Collaborate with the class teacher and identify class units of study for the term. Discuss areas of content that may be suitable for the Library Learning Path you are concentrating on that term. |
| 3 | Identify the outcome and content from the new syllabus that will enable you to design a program to suit 1 & 2 above. You will need to become familiar with the syllabus. Make the class teacher aware of the English outcome/content selected and discuss. |
| 4 | The English ‘content’ selected becomes your **Learning Intention** for the program. You will need to decide on **Success Criteria** for that Learning Intention. You will then need to design a **Performance Task** that will give students an opportunity to demonstrate their skill/knowledge. |
| 5 | Write a sequence of lessons for the Learning Intention. Ensure you have provided opportunities for Curriculum Differentiation.  \*You may have 1-3 Learning Intentions for a term however, remember that every learning intention must be assessed. |
| 6 | Write a unit overview and finalise assessment criteria. |